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## Welcome and Welcome Back!

Welcome to all those who are new to the Department of ELL, Bilingual Education and LOTE and a warm “welcome back” to those of you returning to your work in our schools. I hope summer’s pace, and all its adventures, and time spent with family have rejuvenated you for this new year. For many of us part of our summer was dedicated to preparation for this school year. Many teachers participated in Common Core related PDs this summer offered by our Department and many more attending other common core related PD offered by others) as they geared up for implementation and refinement of Common core-based learning. Additionally we also had numerous teachers providing important instruction over the summer – including creating a great learning experience at our Department’s Summer Language Academy.

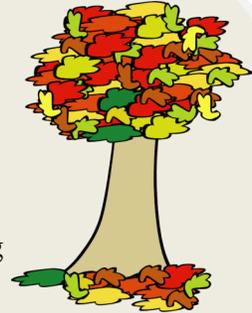
Just a few quick thoughts as we begin our work again:

Whether a LOTE or ESOL teacher we know we need to be teaching our target language in interesting, contextualized ways with what we need students to be able to do in mind. We need to constantly challenge ourselves with questions such as, “In what wonderful and different ways are they demonstrating growth against ELA Standards, LOTE Standards, content standards and our own high expectations. As a consequence of my instruction what kind of challenging thinking and complex, and meaningful task will my students be able to do?” or “What will they *do* that demonstrates their depth of learning, skills acquisition and enthusiasm for this content?”

I thank you in advance for your dedication, intelligence, creativity, resourcefulness and caring.

I wish you all a great and productive year.

Collegially,



## And We are Off !

Tied to curricular goals, is the need for understanding and implementing the CR Part 154 Regulations that now include amendments that directly impact our students and our instructional routines. Please click [here](#) for a side by side comparison of CR Part 154 pre- and post-9/2014.



## Technical Information

If you are in need of data on any of your students, you can get most of your questions answered through your SPA & Power School accounts. Both may be accessed from the “Applications” icon on the Sharepoint site (click [here](#) from any location from within the District). If you find incongruences, please don’t hesitate to contact [tracy.cretelle@rcsdk12.org](mailto:tracy.cretelle@rcsdk12.org) or [Brendan.gallivan@rcsdk12.org](mailto:Brendan.gallivan@rcsdk12.org) or [Mayra.ortiz@rcsdk12.org](mailto:Mayra.ortiz@rcsdk12.org) . One of us will help you resolve any questions you may have.

## Parent Notification Letters

Yes! We are obligated to notify parents that their children have been placed in an ESOL program, the ENL/ESOL teacher’s name and their contact information should be included. In addition, please keep your eyes out for the **NYSESLAT Score Reports** to send home with students. **For the first time ever**, they will be sent to schools for disbursement.

Click [here](#) & [here](#) to follow the Department link for Parent Notification Letters

## **NYSITELL Raw Score Conversion Chart to Performance Level for Use Beginning June 1, 2015**

<http://www.p12.nysed.gov/assessment/nysitell/2015/nysitellconversionchart.pdf>

## **NYSESLAT Conversion Chart**

<http://www.p12.nysed.gov/assessment/nyseslat/2015/nyseslatconversionchart15.pdf>



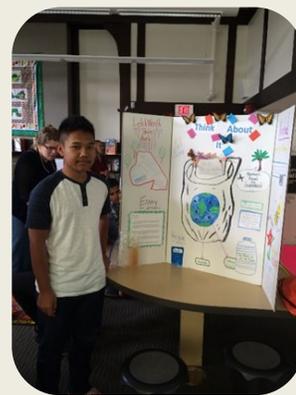
## 2015 Summer Language Academy

For the second year in a row, the Department of ELL & LOTE & Bilingual Education coordinated the Summer Language Academy, a two-week program devoted to long term Ells moving up to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades.

Called Expedition Earth, students explore scientific data, read articles, hold small group discussions, collect their own data on expeditions to the RMSC, the Memorial Art Gallery and to Letchworth State Park and attended a presentation by Perry Ground, RCSD's Native American Resource Coordinator—all in an effort to respond to the essential question, "How do humans and the environment impact one another?"

Each grade level explored the question from a different perspective using corresponding grade level curriculum from O'Dell. Seventh grade studied the Antarctic, eighth grade studied immigration and ninth grade studied how we learn (nature vs. nurture and other ideas related to brain theory).

Teachers started the exploration with a pre-assessment of their reading and writing and their ability to meet the learning targets as described in the unit for close reading and for writing a persuasive essay. The end of expedition performance task required students to answer the question based on what they learned and to give a 2-3 minute presentation during our Academy Exhibition. Parents and other District staff were among the invitees.



**Quiz answer:** The 15% refers to the 175 hour PD requirement for teachers requirements. Under Part 154-2.3(k), a minimum of fifteen percent (15%) of req be dedicated to language acquisition. For all Bilingual and English to Speakers (50%) of the required professional development hours must be dedicated to instruction.

## CR Part 154 Frequently

### Question:

What are the requirements to establish a new Bilingual Education Program, and continue with an existing Bilingual Education Program? Is it 15 total ELLs in the school or 15 ELLs in a grade?

### Answer:

The requirement to establish a new Bilingual Education Program is 20 or more ELLs of the same grade level, and all of whom have the same home language (other than English) in a school and/or district. If a BE Program had 15 ELLs the previous year it must continue into the next school year. New York City must follow the



provisions of the 197 Consent Decree which is two contiguous grades.

### Question:

To which classes does the

and applies to teachers who fall under the PD 175 hour required professional development hours for all teachers must s of Other Languages teachers, a minimum of fifty percent language acquisition in alignment with core content area

## Asked Questions

grade span apply?

### Answer:

Per CR 154-2.3(i), the maximum allowable for grouping instruction in a grade K-12 ENL or BE Program is two contiguous grades except for ELLs in a special class as defined by section 200.1(uu). This applies to all Integrated ENL, Stand-alone ENL, and BE classes.

### Question:

What other services and supports will be accepted in lieu of ENL/ESL services?

### Answer:

There are no services in lieu of ENL services for ELLs.

2 ASPIRA  
15 ELLs in

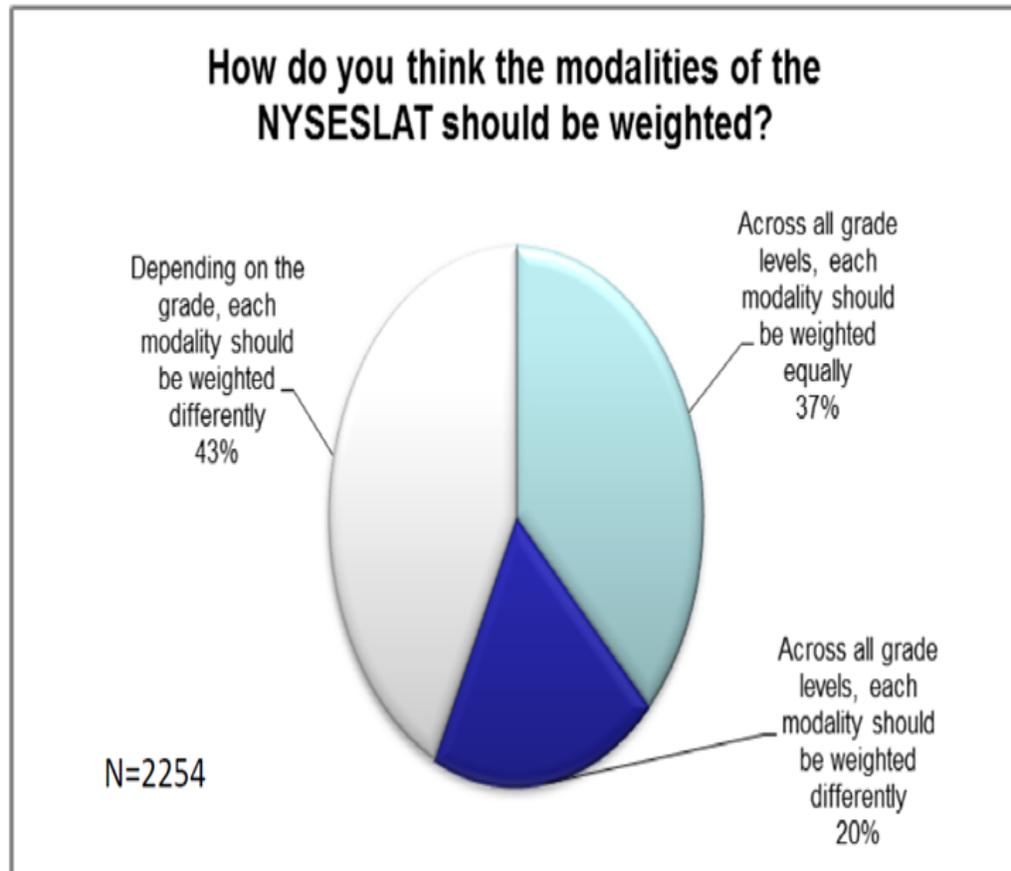
e two year

# The New NYSESLAT: Weighting the Modalities

by Juliette Lyons-Thomas

In Spring 2015, a new version of the New York State English as a Second Language Achievement Test (NYSESLAT) was administered to students in New York State. With this new iteration came a number of decisions that needed to be made about the scoring of the new assessment and one of these critical decisions was how much each modality would count toward a student's score. The new NYSESLAT continues to consist of four separate modalities: Listening, Reading, Writing, and Speaking. The amount that each modality counts toward the total score is referred to

as the *weight* of the modality. In some states, each modality is weighted equally, that is, all modalities contribute the same amount to the total score. Other states weight modalities differently so that one modality may count more than others toward the total score. Some states use differential weighting depending on grade.



In June 2015, NYSED released a survey in order to collect feedback on the weighting of the NYSESLAT modalities. Eighty-one percent of respondents were ESOL teachers. The first question in the survey asked if modalities should be (a) equally weighted; (b) weighted differently, and this model should be the same across grades K-12; or (c) weighted differently depending on modality AND grade (for instance, the weightings for Kindergarten should be different than the weightings for Grade 3). While it appeared that the largest proportion of respondents chose option (c), there was great disagreement among those who chose option (c) in how weightings of modalities should vary across grades (measured through a follow-up question). For example, some thought that Kindergarten should be different from all other grades, some thought that Kindergarten through Grade 2 should be different from all other grades, while some said that Kindergarten through Grade 6 should differ from Grades 7 through 12. Furthermore, respondents were divided on which modalities should be weighted more heavily. Some said that Speaking should be more heavily weighted for young students, while others said that Speaking should count for less for these students. Some respondents said that Writing should be the most important modality for older students, while others said that it shouldn't be counted at all.

Almost 40 percent of respondents said that the modalities should be weighted equally for all grades. Given the division of respondents to option (c), option (a) turned out to be the most popular position among those who took the survey. When asked for their rationale, respondents reported that the modalities are equally important for academic success, and therefore should be weighted equally. As a result of this feedback, in conjunction with a research-based recommendation from the vendor of the assessment, it was decided that NYSESLAT modalities will be weighted equally.

*Juliette Lyons-Thomas is a Regents Research Fund Fellow and is currently working with NYSED's Office of State Assessment.*

## Curriculum Corner

### Common Core-Based ESOL Curriculum Implementation: Year 3

Two years ago at this time, ESOL curricular guidance was sent to all ESOL teachers announcing Common Core curricula (Core Knowledge, Expeditionary Learning Modules and Odell Units), scaffolded to meet the needs of ELLs, as the K-12 ESOL curricula for the district. In support of this, ESOL schedules were, and are, designed around ELA blocks and schedules, and significant resources were created and posted on eLearning alongside all of the Common Core curriculum materials.

This year, year three of implementation, I look forward to visiting classrooms and seeing all students engaged in rigorous, Common Core, reading-for-a-purpose and evidence-based writing; or as it says in the rationale of our curriculum documents:

As mentioned last year at this time, NYS has made it clear through the release of documents such as the Amendments to made to CR Part 154 the New/Home Language Arts Progressions and the NYS “Blueprint for English Language Learners Success”, that Common Core ELA or content-based ESOL instruction is, and will be the state-wide expectation for instruction of ELLs.

Per the Blueprint, all means all – all teachers teach all students: “The NYSED P-12 Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language in an integrated setting and challenging content to all students, including ELLs. All teachers must be skilled in how to support ELLS as they acquire content knowledge while also progressing towards English proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the CCLS.” As teachers of ELLs, we are charged to provide academic language instruction to ELLs that leverages grade-level content concepts and knowledge to facilitate students’ acquisition of academic English. In other words, our language instruction must be content-based.

Again, we began this work 3 years ago with the Department of ELL and LOTE supporting teachers by releasing curricular guidance documents outlining expectations for delivery of ESOL services through ELA and/or Common Core content-based instruction. As we gather feedback from the field and review student product, these curricular guidance documents have been revisited and refined. Curricular guidance documents for this school year will be housed on the Department of ELL and LOTE’s [Sharepoint](#) site.

Ongoing support has been and will continue to be provided to teachers as they carry out this critical work:

Teams of RCSD teachers have created scaffolds to existing Expeditionary Learning and Odell Education units and modules. These scaffolds are on eLearning, located in folders titled “Suggested Scaffolds”. Currently, scaffolds exist for EL Grades 7 and 8 Module 1, Units 1, 2 and 3, and Odell Education Grades 9, 10, 11, Units 1 and 2A. Scaffolds for Module 1A for grades 3-5 will be added soon) Additional scaffolding is underway; these resources will become available on eLearning in upcoming weeks.

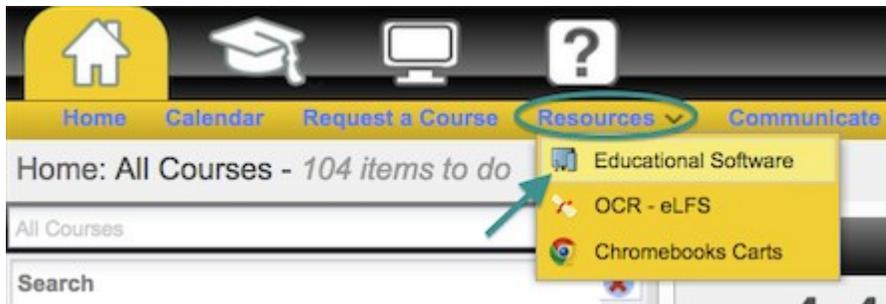
Department of ELL, LOTE and Bilingual Education has an extensive menu of professional development offerings available for all teachers pertaining to supporting implementation of ELA/Common Core content area-based instruction for ELLs and all students. Please see page 12 for the 2015-2016 Plan for Professional Learning document detailing these offerings; stay tuned on AVATAR (Generation Ready) for other upcoming opportunities.

Other content area departments continue to offer professional development supporting growth of ESOL teachers’ content area knowledge. Be sure to search Generation Ready for ESOL, and content area

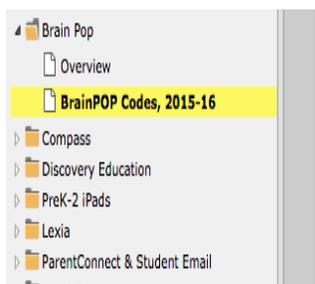
Teachers can find the codes in eLearning:

## BrainPOP information:

1) In [eLearning](#). Look under Resources>Educational Software



2) In the BrainPOP folder are the current user names & passwords.



2015-16 codes for BrainPOP • BrainPOP Jr. • BrainPOP Español • BrainPOP ESL

School name	School username	School password
01 Martin B Anderson	ps1student	student
02 Clara Barton	ps2student	student
03 Nathaniel Rochester	ps3student	student

## Dates to Remember

## News from the Schools

Have you had success delivering a lesson? Have your students participated in any special events recently? Are there goings-on in the field that you'd like to share with colleagues? If you have any newsworthy information that you'd like to share publicly with colleagues, consider submitting it for inclusion in this newsletter. Please contact [Tracy Cretelle](#) with submissions.



## Announcement

*Join us for a retirement celebration  
Honoring Rose Mary Villarrubia-Izzo*

*Friday, October 30, 2015*

*Refreshments at 6 p.m. (Cash bar)*

*Dinner at 7 p.m.*

*The Diplomat Party House*

*1956 Lyell Avenue*



RSVP to Wanda.Pedraza-Santos, RCSD Central Office - 3rd floor

Wanda.Pedraza-Santos@rcsdk12.org or 435-1324 (cell)

\$40 per person, cash or money orders only, please.

Money orders to: Rosemary Villarrubia Izzo Retirement

**Deadline for RSVP and payment: October 19** ROCHESTER CITY SCHOOL DISTRICT

Name Phone or Email

Number attending

I cannot attend, but wish to contribute

toward the gift.

## Professional Learning from the Department of ELL & LOTE & Bilingual Education

### **\*Getting Started With ELLs (9343), beginning October 1, 2015**

Participants will gain some basic insight to supporting English Language Learners at all stages of proficiency in English. Topics will include stages of language acquisition, New Language Arts Progressions, characteristics of basic interpersonal skills VS. academic language proficiency, ways to address more holistic needs of ELLs and opportunities for Q & A. This PD is designed for teachers who are new to working with English language learners.

### **Building Cultural Competency (9412) , beginning December 10, 2015**

Facilitators will address 1.) Principle #2 from *the Blueprint for English Language Learners Success* by providing information about the language and culture of our students who speak Arabic (ex., Somali and Yemeni) Karen & Kareni (Burmese), and Nepali, in order to promote a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students; and 2.) Principle #7 that emphasizes leveraging ELL's home languages, cultural assets, and prior knowledge by providing information on educational models of students' home countries and how we can use that that information to bridge students' prior knowledge to help them enhance their understanding while acquiring academic English.

### **Teaching Multi-grade Level, Multi-proficiency Level ENL K-5 (9409), Beginning November 19, 2015**

These sessions will strengthen teachers' ability to identify and implement common learning targets from multiple grade levels in order to utilize module texts and to facilitate students' access to NYS Common Core Curriculum and while facilitating English language acquisition. Using the NYS Shifts in ELA as their framework, teachers will then develop scaffolds and differentiated tasks that support students' ability to meet those targets.

TPRS Collegial Circle (please be in touch with Lisa Piccione for more details).

### **Co-teaching through Collaboration , coming late October-Mid-November**

Get a jump on co-teaching. Many videos on Youtube talk about models and strategies for co-teaching strategies for ELLs:

<https://www.youtube.com/watch?v=NRcDNuZ8e0o>

\*Other series will be offered.

## Professional Learning

### From the Department of ELA

Trainings will be held in both a Collegial Learning Circle fo-rum as well as online learning. Multiple sessions will be held throughout the year to accommodate staff availability. These areas of focus will include NYS ELA Common Core Learning Standards, Project CRISS, AP English Language & Litera-ture, Reading Across Content Areas, and Moving Kids with Data.

#### GENERATION READY (AVATAR) COURSE NAMES & CODES:

- ELA\_Designing Coherent Instruction: PreK-12 Literacy Council 7579
- ELA\_Content Area Literacy: A Framework for Teaching and Learning 8891
- ELA\_Designing Coherent Instruction: K-2 Unit and Do-main As-sessments 7588
- ELA\_Designing Coherent Instruction: Reading and Writing across Content Areas (13695)
- ELA\_Designing Coherent Instruction: ELA Lab - Grade 9 (13699)
- ELA\_Designing Coherent Instruction: Moving Kids with Data! (13694)

#### ELA ONLINE COURSES

In order to access these grade level curriculum courses, *interested participants must first take the K-12 Introductory Course*. It provides an in-depth understanding of the NYS Common Core Learning Standards as well as Tiered Instruction. The information learned in this course will be applied throughout the K-12 Online Curriculum Modules and will take participants one week to complete.

- 2015ELA\_eLearning: K-12 Introductory Module CCLS

Once you receive credit for the prerequisite, please check out all other



# HISPANIC HERITAGE MONTH 2015

UNIDOS POR NUESTRAS RAÍCES  
**UNITED BY OUR ROOTS**

**LATINO ART LINK GALLERY EXHIBITION**  
Sept. 15 – Oct. 26  
City Hall Link Gallery, 30 Church St.

**KICKOFF CEREMONY**  
Sept. 15, 5:15 – 7:00 p.m.  
City Hall Atrium, 30 Church St.

**HONORING ABUELITOS EVENT**  
Sept. 24, 6 – 8:30 p.m.  
Edgerton R-Center, Stardust Ballroom, 41 Backus St.

**THE R-CENTER THEATRE NIGHT**  
Sept. 25 & Oct. 16, 6:00 – 8:30 P.M.  
David F. Gantt R-Center, 700 North St.

**YOUTH CULTURAL DANCE NIGHT**  
Oct. 2, 6 – 8 p.m.  
Thomas P. Ryan R-Center, 530 Webster Ave. (registration required)

**THURSDAY THROWDOWN  
2 LIVE PRO AM BOXING**  
Oct. 8, 6p.m.  
Radisson Hotel, 120 East Main St.  
Tickets are \$35, \$50, \$75, \$100

**RISE UP LATINA!**  
Oct. 15, 5:30 – 8:30 p.m.  
Edgerton R-Center, Stardust Ballroom, 41 Backus St.

**LATINO STUDENT COLLEGE FAIR**  
Oct. 16, 9 a.m. – 1 p.m.  
MCC, Damon City Campus, 228 E. Main St.

**LATINO GALA NIGHT**  
Oct. 17, 5:30 – 11 p.m.  
Rochester Riverside Convention Center, 123 East Main St.  
tickets are \$40 per person

**FOR MORE INFORMATION, VISIT [WWW.CITY OF ROCHESTER.GOV/HHM](http://WWW.CITY OF ROCHESTER.GOV/HHM)  
OR EMAIL US AT [HISPANICHERITAGEMONTH@CITYOFROCHESTER.GOV](mailto:HISPANICHERITAGEMONTH@CITYOFROCHESTER.GOV)**

**B**lieve.



City of Rochester, NY  
Lovely A. Warren, Mayor  
Rochester City Council

