2023-2024

STAFF
HANDBOOK

Eugenio Maria de Hostos

MicroSociety

EUGENIO MARIA DE HOSTOS

MICROSOCIETY SCHOOL

https://www.yonkerspublicschools.org/hostos

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WELCOME

Welcome teachers and staff to the Eugenio Maria de Hostos MicroSociety School! Please note that the following is to help all staff in understanding and following proper protocols. In this guide, you will find resources and policy procedures for our school and district.

School Theme: MicroSociety

• MicroSociety program infuses business and government concepts through all aspects of academic instruction and development of social skills

• Student-run businesses include a bank, safety patrol, publishing center, government, library/media center and marketplace with student-manufactured items for sale

• Like a real-life community, the school has its own constitution, government, elected legislative representatives, and a municipal court helps students understand how our government functions

• Student citizens create the school economy and currency; students have personal bank accounts to manage their MicroSociety money

• Students write, edit and publish their own newspapers and magazines

• Character Education infusion through the MicroSociety Program

• Focus on Community Service in all grades

• Students in grade 7 and 8 engage in college and career readiness through participation in career exploration

VISION

"We all work to achieve one common goal, success for our students!"

MISSION

We, the staff, students, and parents who compose the community at the Eugenio Maria de Hostos MicroSociety School, are dedicated to providing an atmosphere in which excellence and equality in education are valued and achieved by every student so that they become productive members of our multicultural society.

ATTENDANCE POLICY
(STAFF AND STUDENTS)

CSEA is to notify the office by 8:00 am when they will be late or absent from the building. All instructional staff must ensure they call AESOP to report all absences. AESOP will t report teacher absences to the building. If you are tardy, please note you are to call the Ma. Office as soon as possible to provide us with ample time to get coverage for your classroom. All outside appointments should be exclusive of school hours whenever possible. Please be conscious that when you request to leave the building during working hours, you affect the overall instructional setting of students. As such, make all efforts to refrain from doing so.

With the time clock in place, teachers are to swipe their ID badge to mark arrival times in Personality. Teachers must arrive prior to their 8:30 start time. Note that you are not to swipe a card for anyone else. Teachers caught doing so may face disciplinary charges.

Note on the Parking Lot: Please keep in mind that parking is limited, and the lot is available on a first-come, first-served basis. Cars may not park outside of marked spaces. If you plan on driving, be sure to allot sufficient time to look for street parking as needed to still allow for on time arrival.

Aides are to report their absences by calling the Main Office by 8 a.m. Please also ensure that you swipe in your own card only. At no time are you allowed to swipe for anyone else.

Students will be required to obtain a pass at the Safety Officer's desk if they arrive after 8:45. Please ensure that students who arrive late should provide you with a pass so you can change their status on PowerSchool. All students who are absent need to provide teachers with absence notes upon their return so that the absences are recorded correctly as Legal or Illegal. Teachers are to maintain an envelope in their classrooms to collect all absence notes. Please note that in the case of CSE referral, a caseworker may request from the teacher copies of all absence notes received. As such, teachers need to maintain this documentation in a safe place, as they are legal documents. Make sure they are kept in a secured location. In June, all teachers will be required to submit the letters as part of their closing activities. Kindly submit them in the envelope provided and bundled by month with your name and class clearly printed on the outside as well as the year.

ARRIVAL AND DISMISSAL PROCEDURES

Please refer to the page in the parent handbook that delineates process. This will demonstrate the posts and dismissal locations for all classes. Teachers, it is your responsibility to be at your assigned dismissal area ON TIME. If you are late, it affects opening doors and getting students dismissed on time. Please note Hostos is a neighborhood school and as such, most of the students are pick-ups. If we delay opening doors, we have an excess of students left with little or no supervision as teachers leave at 3:15 p.m. All staff are to pick up classes at their assigned area no later than 8:35 a.m. This does not mean you begin walking towards pick up or leave your class at that time. This means you are at the pickup location at 8:35 a.m. sharp. Please be at dismissal posts by 3:05 p.m.

BUILDING SECURITY

There is a strict one-door policy at the Eugenio Maria de Hostos MicroSociety School. The Parking lot doors remain locked daily and requires your ID card for entry and exit. The doors by the Gym close at 8:45 a.m. after classes are picked up. After 8:45 a.m., all students entering and exiting must be via the front door. No staff is to open an unauthorized door to any student/staff member who is late. This is a violation of the Building Security Policy. Staff arriving late are to swipe their key cards to gain access to the building.

LUNCH

Lunch periods will run from 11:04 to 11:55 (MS), 11:30- 12:30 and 12:35 – 1:35. Please make sure to pick up and drop off your students at your designated times. A 5-minute break allows aides the opportunity to use restrooms or clean up as needed. Any tardy pick up or drop off will affect another person's lunch hour, so please be conscientious.

Most aides will have lunch from 10:55- 11:25. Please refer to your schedule for exact times. Please ensure you are at designated lunch/recess duties by 11:30.

PREP PERIODS/PREP TEACHERS

It is the teacher's responsibility to remember their prep time. Prep Teachers should notify the office immediately if a class is 5 minutes late. A class not showing up does not mean a free period for a Prep teacher. We will then notify the teacher that he/she is late to their prep. If a teacher is late due to their forgetting or late arrival, it is not the administration's responsibility to make up the lost time nor are you to extend your prep time into a next period. This is unacceptable, as it will throw off the Prep teachers' schedule. If the Prep teacher is not at his/her assigned time. Then it will be the Prep teacher's responsibility to make up any missed or lost time. Please notify the office by the end of the day if you did not have prep for a legitimate reason and preps will be made up as soon as possible. As always, we will make all efforts to make up preps in a timely manner. Preps are not made up for non-instructional days such as P.D., class trips, or Field day.

HOMEWORK EXPECTATIONS

Homework that is age and developmentally appropriate and needs to be assigned. Homework assignments should last no more than 30-45 minutes a night. Teachers in Grades 2 – 6 can provide homework in Math and ELA on a nightly basis. Grades 7 & 8 Teachers should communicate with each other as to when they have papers and projects due so as to not overburden students. If homework is assigned during the weekend, it should be for project-based work and done at least bi-monthly per grade level. Project Based Learning allows teachers to create tasks whose complexity and openness mimic problems in the real world. Students can see the interdisciplinary nature of these tasks, and see that each task may have more than one solution. Students who have the freedom to choose different strategies and approaches may become more engaged in the learning process, and these students will be more likely to approach other problems with an open mind. For the lower grades, a family-based project can be assigned to students. A good resource for teachers to plan project-based learning is http://pblchecklist.4teachers.org/ .

STUDENT ATTENDANCE MONITORING

Teachers must take daily attendance in PowerSchool. It is a PK-6 teacher's responsibility to have attendance documented by 9:30 A.M. each morning. 7-8 grade teachers will take period attendance during all classes. Students who are in excess of 20 days absent MUST be reported the Main Office and bought to the attention of a Pupil Support Team (PST) to decide if a Child Protective Services (CPS) call should be made as per district policy. Once a teacher notices a pattern of excessive lateness, absenteeism or early pick up, they are to inform parents and warned about the consequences of excessive attendance issues. This is done before getting to the point of reporting. I suggest that this be done in writing to ensure accuracy. Please document these notifications and meetings. As teachers will be taking attendance daily and have immediate access to records on Power School, please note it will be your responsibility to monitor and track problems so they are reported to the Pupil Support Staff and administration. .

GRADING

Grading policies need to be clearly communicated to parents and students. Student grades should be used as tool for feedback to students and reflect their mastery of course standards. The district's online gradebook, PowerTeacher Pro, will allow you to share students' progress in real time with parents, students, and colleagues. Please be mindful of school wide interim progress report and grade submission deadlines.

CLASSROOM OBSERVATIONS

Teaching is one of the most challenging of professions and we as a school are committed to your growth and development as an educator. It is essential that all teachers familiarize themselves with the NYSUT's Teacher Practice Rubric to understand the expectations for effective and highly effective instruction. Please refer to the handout in your staff folder for a copy of the rubric components that we will focus on this school year.

At a minimum teacher's should expect the following observations:

Probationary Teachers

- 3 Rated Instructional Cycles Including
  - 4 Walkthroughs
  - 3 Formals
- 1 Summative Rating to Later be combined with Student Performance Measures for an Overall APPR/HEDI Rating for the year

Tenured Teachers

- 2 Rated Instructional Cycles Including
  - 4 Walkthroughs
  - 2 Formals
- 1 Summative Rating that will also include data from your annual Professional Responsibilities, Contributions, and Growth form. Your rating will later be combined with Student Performance Measures for an Overall APPR/HEDI Rating for the year.

Observation reports and post conference meetings will typically be available by the school day following your observation. Our goal is that these observations and conferences serve as a valuable support to your goals and growth for the school year.

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EMERGENCY PROCEDURES

The state requires all schools to perform 12 emergency drills of three types annually:

1. Fire Drills/Evacuations – All persons must leave the building and assemble at a safe distance away from the building. This will be initiated through the fire alarms. Be sure to know both your primary and secondary evacuation routes as paths maybe obstructed both in drills and in real emergencies. Teachers must bring with them a folder containing their Class Roster and Emergency Contact Information. Only return to the building once cleared by an administrator.

2. Alternate Site Drill – Once a year we will drill relocating students to an offsite location as a preparation for a prolonged evacuation.

3. Lock Down – If there were a danger inside the building (such as an active shooter) there would be a call made over the PA, "This is a Lock Down, Take Proper Action. This is a Lock Down." At that time you should: lock your classroom door, hang a yellow placard on your handle, cover any interior windows if possible, turn off your lights, gather students out of sight. Do not open your door. Remain in place and quiet until you hear an announcement, "The lock down is now over."

4. Lock Out/Shelter In Place– If there was a danger outside of the building (such as a police action), we would make an announcement, "We are on a Lock Out. Take Proper Action. We are on a Lock Out." We can continue to operate classes with little modification. Move students away from exterior windows. Keep in mind adults are likewise expected to stay inside and are not permitted to open any exterior doors during a Lock Out. A lock out will end when you hear a call, "The Lock Out is now over".

If a real emergency were to take place it is essential that you and your students are familiar with the expectations and procedures for each type of drill. Students will take their cues from you so it is important that we model calm, efficient, and confident action during these events. Please review the expectations and purpose for each type of procedure with your class at the beginning of the school year.

CLASSROOM MANAGEMENT

Perhaps one of the single most important aspects of teaching is classroom management. You cannot successfully teach your students if you are not in control. It is the classroom teacher's responsibility to maintain classroom management and the aide's responsibility to maintain class management during lunchtime. Teachers are to establish rules and procedures regarding student behaviors and expectations. Issues that occur with students are to be documented and if the case warrants, notification to parents should be made. Teachers/Aides seeking administrative intervention are required to call the office only in situations where students are in physical danger. If administrative is asked to remove a child from class, a Student Removal Form must be filled out and sent with the student who is to be removed. Please remember that the establishment of respect and discipline must come from you, the teacher or aide. Lastly, remember that a pro-active positive approach to management will prevent you from needing many such interventions. Part of our MTSS (Multi –Tiered System of Support) includes the dissemination of S.O.A.R. Tickets. S.O.A.R. is to be implemented into the daily classroom management for each class

Teachers celebrate students' birthdays with class activities. Due to possible student allergies, we do not allow food/snacks. We do allow treat bags that can be sent home and consumption can be supervised by the parent.

RESTORATIVE PRACTICES AND THE CODE OF CONDUCT

It is our responsibility to support our students' social and emotional development. When students fail to meet school expectations, it is essential that we take advantage of restorative practices to not just address the incident, but to limit the likelihood of its recurrence. All staff should be familiar with the district Code of Conduct. Student discipline practices must be implemented in a manner that holds individuals accountable, but is restorative and solutions oriented, rather than punitive.

This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

Mrs. O'Connell is our school's DASA coordinator. Staff members are required to alert school administration and report alleged incidents of harassment, intimidation, and bullying.

STUDENT ELECTRONICS POLICY

Student possession and use of cell phones, portable video games systems, music players, smart watches, and other electronic devices is counter to our school's educational mission. Therefore Hostos' cell phone policy is:

- Students in Pre-Kindergarten – 3rd Grade may not bring any cell phone or electronic device to the school.
- Students in 4th grade and above who are bussed or dropped off and picked up should not bring any cell phone or electronic device to the school.
- Students in 4th grade and above who walk to and from school may bring a cell phone to school. They may not bring any other electronic devices (video games, smart watches, music players, tablets, etc). Any student with a cell phone at school must follow the policy below:
- Cell phones must be powered off and placed in students' bags before entering the building. Cell phones may not be kept in students' pockets.
- Cell phones may not be used or displayed at any time during the school day (This includes but is not limited to: inside the school building, school playground during recess or fire drills, and during field trips.)

At the teacher's discretion, student devices may be used in class for instructional purposes. If this is the case, please be sure to have planned to accommodate students without devices and remind students to turn off and store their devices before the class ends.

STAFF CELL PHONE USAGE

Personal Cell Phone Usage during Instructional Time is NOT allowed. All staff is expected to keep their phones off or maintain on vibrate during the instructional day. In the case of an emergency, it is suggested family be given the school phone number and you will be notified immediately. Texting and personal phone conversations should NEVER occur during instructional times. Teachers found violating this policy will be written up.

EARLY CHILDHOOD CLASS EXPECTATIONS (GRADES PRE-K AND K)

'There's increasing evidence that children gain a lot from going to Pre¬ School," says Kathleen McCartney, Ph.D., dean of Harvard's Graduate School of Education. "At preschool, they become exposed to numbers, letters, and shapes. And, more important, they learn how to socialize - get along with other children, share, and contribute to circle time."

Pre-K classes should reflect this belief and tenet. Children need to be consistently engaged in hands-on learning and exploration. Circle and Rug Time is not an all-day activity. Center Times should provide specific tasks and activities for students to develop concepts and socialize. Time for Oral Language Development is critical, especially in classes with high ELL students. The classroom should have a variety of activity areas - a reading place, an art station with materials on shelves that kids can reach, a block corner, a puzzle area, etc. Children should not all be doing the same thing at the same time; they should be playing with toys or developing socialization skills but still be well supervised. Activities should reflect the day's theme as well as the numeric concepts taught that day/week. Teachers need to be part of the observation and documentation of students' development. Pre-K students have limited time in the class as is. As such, there needs to be much more structure to make the day flow smoothly. Kindergartens students are allowed to nap and rest for 15 minutes after lunch from September – December but in January begin all day interaction to prepare them for the first-grade experience. Pre-K and Kindergarten classes should reflect print rich environments.

UNIFORM POLICY

The Eugenio Maria de Hostos MicroSociety School is a uniform school. School colors are navy bottoms and yellow tops. It is the expectation that staff supports and encourages the use of uniforms. As a MicroSociety School, students can begin earning Micros from Day 1 when they participate in the Uniform initiative. Teachers are encouraged to post incentive charts for students who wear uniforms in ALL Grade Levels. Each student is awarded ONE Micro per day that they wear their uniform. This is paid out to students on the last day of each month as a Bonus along with their Attendance Micro Bonuses. Grade 7 & 8 students are to wear uniforms daily. Incentive programs to motivate older students' participation should be evident.

Students should wear close toed shoes with a back. Crocs and Sandals are not permitted.

COMPUTER USAGE

'Computers are to be used in schools for teaching and learning purposes. Teachers are to infuse technology in lessons however, a teacher should NOT be sitting at his/her computer for extended periods while students are doing pencil and paper work. It is expected that Early Childhood Teachers, (Grade Pre-K and K) limit computer time as learning needs to be hands on and interactive as well as social. More time is to be spent on students' social and emotional development through workshop times and center times.

Please remember that district computers are monitored and personal shopping and browsing should NOT be done on job site.

PARENTAL POLICY

At the Eugenio Maria de Hostos MicroSociety School, parental involvement is not only encouraged but also valued. It is up to the teacher to meet with parents, set up expectations for their role, and establish a routine that is helpful to the teacher and comfortable for the parent. If teachers are meeting parents during the school day, it is your responsibility to notify the office of appointments. Please note that due to the security of the building, all visitors are to sign in, including parents.

PST STUDENT REFERRALS AND STUDENT SUPPORTS

The Pupil Support Team (PST) meets once a week. A teacher should refer any student who presents an academic or extreme behavioral issue to the PST for an initial meeting. At this meeting, a determination will be made as to whether we pursue a formal CSE meeting and an 8 week Intervention Plan must be instituted before anything can be done in terms of referral. Teachers are always to bring anecdotes and student work samples to these meetings. Please utilize the PRIM (Pre-Referral Interventions Manual) book in Ms. Mejia's office to develop specific interventions to be tried during this 8 week period. Any communications with parents on concerns are documented and bought to the meeting. Students whose teachers suspects may have needs other than social, emotional, or academic, should be brought to committee as early as possible. This includes students with Speech needs, physical or occupational therapy needs, etc. Students with attendance patterns and concerns need to have a meeting. Please note that students excessively absent could not receive all passing grades consistently as they are missing large chunks of instructional time. Teachers will provide documentation on how the student achieved grades at PST meetings. No PST occurs if you do not have evidence/documentation of previous parent communications and dialogue.

CPS REPORTING

Please keep in mind that all school personnel are mandated reporters. If a student shares sensitive information with you, please follow up by immediately notifying the School Psychologist, Social Worker, or Administration. Please remember that all staff are mandated reporters. If you are aware of any situation that endangers a child's well-being, it is your responsibility to immediately notify and report to administration and/or CPS. Always ensure to ask questions and document statements made clearly prior to reporting so that you can be accurate and impartial in your reporting. Do not wait for someone else to do reporting for you (All reports are accepted from 1st hand reporting only). It is helpful to make a copy of report for the administration and have the courtesy to discuss with administration if you are able to. It is a district policy that Truancy must be addressed immediately. If a student is absent 20 or more days, a report can be required. However, please remember that once a teacher notices an issue with students' attendance, such as excessive absences, late arrivals, or early pick-ups, a Parent conference must be conducted to specifically address the issue. In order for Truancy reports to be valid, there has to be proof that you have made the parent aware of the truancy concerns. Once 20 absences are evident and a call is made, teachers will be required to provide a list of dates and times they communicated attendance concerns with parents. Please make sure you are prepared to provide these dates and times. This same documentation would also be needed in the event of a possible retention in June. Child Abuse Reporting forms and information have been added to the Teacher Resource Section.

TRIP REQUEST

All trip requests are to be put in writing to the principal. A Charter/Trip Request Form (Page 1) along with Charter Trip Request Rationale Information Sheet (Page 2) must be completed. Samples of both are included in Teacher Resource Section. Please note all forms are to be submitted to the Main office for signature and processing a minimum of three weeks before trip. In addition, a Bag Lunch Request Form (With Student Name, ID # and Status (Free, Reduced, Pays) is also necessary for distribution to Cafeteria/Main Office. These are requested in the Main office. A Trip Permission Form is sent home with all students. This form can also be found in the teacher resource section. Due to Insurance purposes, if a signed Trip Permission Form is not on file, the student cannot go on trip. Please remember to give a reminder notice on the day of the trip to the cafeteria staff that your class will not be in school on that day for lunch. This reminder is sent early in the morning. No child is ever left behind on a school trip. Any issues or concerns about any student not being able to participate in a school trip must be discussed with the administration and reviewed.

MONEY COLLECTIONS

All monies collected by teachers need to be documented. Never send money to mailboxes or give to someone else without the teacher having kept track of how much was given and to whom. This will avoid past issues of parents stating they gave teachers uniform or chocolate orders that PTA said they never received. If teachers hold Bake Sales or other fundraising activities to collect money for trips or their Micro Ventures, money must be totaled and sent to the office immediately to be placed in the school safe. Our school is assigned a Chase account to handle trip costs. Please follow these procedures and always count and document money with a colleague present. This is to ensure you are never wrongfully accused of mishandling money.

PTA MEMBERSHIP

PTA membership is encouraged for all teachers. By agreeing to become a PTA member you also agree to be part of the Hostos family unit and community at large. It also shows your support of our PTA and it helps whenever you lead by example. In addition, please be proactive and relentless in pushing for parental membership in PTA. Classes with full Parental PTA memberships are awarded a Pizza Party upon full enrollment. Use this incentive to encourage membership. Make sure to explain to parents and encourage their participation particularly on Open School night. Remind them that the $10.00 charge totals $1 a month in school support for their child. Please add the importance of membership to your Open House agendas.

CLASS PARENT VOLUNTEER PROGRAM

Class Parents can be a great resource for teachers. In order to become a Class Parent Volunteer, the parent must be a member in good standing with the PTA. It is suggested that teachers begin to build relationships and get to know their parents early in the year to be able to identify qualified and available parents to assist in classroom activities. Teachers are encouraged to develop a checklist or outline for their class parents so that any volunteers know your expectations and needs in terms of assistance. This can even be created as a grade level initiative.

TEACHER PHOTOCOPYING

Each teacher has assigned Aide time. It is up to the teacher to prepare lesson materials for the week in ADVANCE. No teacher should be sending a student to the office to make copies that they need immediately. This is disruptive to the office staff and takes them away from their clerical responsibilities. Teachers are to use the Copy Request Form in this booklet to request that copies be made. Aides have been instructed to NOT accept any copying requests without a formal written request. These will be kept on file for future documentation. Please note that at least three days request must be made to accommodate all the copying. This year in particularly we will be limiting and enforcing this policy due to the time clock placement.

SUPPLY REQUESTS

Please give Sonia Gonzalez any supply request you may have. All requests for supplies must be in writing. Please use the form provided to request supplies.

S.O.A.R

S.O.A.R is a school-wide behavioral incentive program implemented three years ago. All staff are required to give students a SOAR ticket who they find engaged in positive behaviors. Tickets need to be implemented very liberally for the first month of school only. After October, only reward those students and classes who really engage in model citizenship as members of the MicroSociety. Each month, the class with the most SOAR tickets will win a prize. Teachers are to provide a prize to the student in their class who received the most tickets individually. These rewards do not have to be monetary but can be as simple as a certificate, a phone call home to praise the child, a lunch date with a favorite staff member. Be creative but know that ALL staff must be involved in this MTSS initiative.

SCHOOL NURSE

Please note that all students sent to the nurse must arrive with a pass from a teacher or an aide. The school nurse documents all visits. No student will be accepted in the Nurse's office without a written pass. Remember that students should always be escorted by an adult or peer.

MICROSOCIETY

The Eugenio Maria de Hostos MicroSociety School is the only daytime MicroSociety Magnet program in existence in New York State. As such, all teachers participate in and develop appropriate Micro ventures that develop student understanding and development as active, engaged members of the Micro program. Our Mission statement is as follows:

We, the staff, students, and parents who compose the community of the Eugenio Maria de Hostos MicroSociety School, are dedicated to providing an atmosphere in which excellence and equality in education are valued and achieved by every student so that he/she becomes a productive member of our multicultural society.

As a MicroSociety, our mission is to assist students in becoming productive members of society who actively develop 21st Century Skills through their participation in the MicroSociety magnet program. It is a program where students and staff become citizens of the MicroSociety community. The school turns into a marketplace M-Thurs. with bustling businesses, and busy and productive citizens who run these ventures. We are a functioning society with three branches of government, Bank, an Environmental Protection Agency, Bureau of Census and Statistics, Non-for-Profit Organizations, Safety Officers, etc.

The goal of the program is for teachers to become facilitators and the students to become leaders. Students become actual teachers themselves as they learn to run and operate businesses, become Chief Financial Officers and CEO's within those businesses, lawyers, legislators, judges, production managers, postal workers, tellers, museum curators, President, Vice President to name just a few of the jobs our citizens hold. MicroSociety should be incorporated into all core subjects whenever possible. Interdisciplinary connections with what we learn and how it will apply to a job or function whether in MicroSociety or the world at large. These connections are made on an ongoing and daily basis. Students earn pay for jobs, and bonuses when they go beyond. Micro bonuses are to encourage students' uniform use and attendance to school.

An Inauguration will take place early in the year as to welcome new "citizens" and they are sworn into the MicroSociety. On this day, everyone from new staff to new students become members of our society; cohesiveness and a sense of belonging is fostered in our school community.

Soon we will review the MicroSociety Constitution and some of the forms for daily Micro implementation. We will discuss how to prepare new students and staff for Inauguration and Citizenship. This preparation is critical prior to the actual event, which is scheduled on the day before Election Day in November. In addition, we will review sample forms to prepare for student venture selections, job fairs, and financial academies.

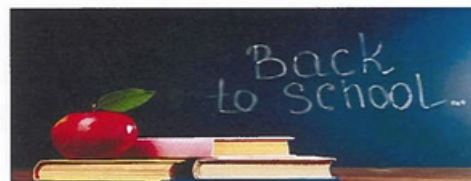Welcome to the Eugenio Maria de Hostos MicroSociety School. Learning here is REAL.

YONKERS
PUBLIC SCHOOLS

Eugenio Maria de Hostos MicroSociety School
2023-2024 INSTRUCTIONAL RESOURCES

Math Skill of the Week 2023 - 2024

September
- 9/11/23: ANALYZE, SORT, CLASSIFY AND COUNT
- 9/18/23: ADDITION/SUBTRACTION (with fluency)
- 9/26/23: PLACE VALUE/COUNTING AND COMPARISON OF NUMBERS

October
- 10/2/23: WHOLE NUMBER, FRACTION, DECIMAL PLACE VALUE
- 10/10/23: ADD/SUBTRACT MEASUREMENTS
- 10/16/23: PLACE VALUE, ROUNDING, ALGORITHMS
- 10/23/23: GEOMETRY- COMPOSE, PARTITION SHAPES
- 10/30/23: ADDING, MULTIPLYING FRACTIONS

November
- 11/6/23: ADDING, MULTIPLYING FRACTIONS
- 11/13/23: COMPARISON WITH LENGTH, AREA, CAPACITY (VOLUME), & WEIGHT
- 11/20/23: MULTIPLICATION, ADDITION
- 11/27/23: QUADRILATERALS AND WORD PROBLEMS

December
- 12/4/23: MULTIPLICATION, DIVISION
- 12/11/23: ORDER AND OPERATIONS WITH FRACTIONS
- 12/18/23: FRACTIONS AS NUMBERS ON NUMBER LINE

January
- 1/2/24: GRAPHING POINTS ON COORDINATE PLANE
- 1/8/24: MONEY
- 1/16/24: MULTI-DIGIT, WHOLE NUMBER AND DECIMAL OPERATIONS
- 1/22/24: GRAPHING
- 1/29/24: ANALYZE, SORT, CLASSIFY, AND COUNT

February
- 2/5/24: ADDITION/SUBTRACTION (with fluency)
- 2/12/24: PLACE VALUE/COUNTING AND COMPARISON OF NUMBERS
- 2/26/24: WHOLE NUMBER, FRACTION, DECIMAL, PLACE VALUE

March
- 3/4/24: ADD/SUBTRACT MEASUREMENTS
- 3/11/24: PLACE VALUE, ROUNDING, ALGORITHMS
- 3/18/24: GEOMETRY- COMPOSE, PARTITION SHAPES

April
- 4/2/24: PROBLEM-SOLVING MASS,TIME & CAPACITY (VOLUME)
- 4/8/24: COMPARISON WITH LENGTH, AREA, CAPACITY (VOLUME), & WEIGHT
- 4/15/24: ADDING, MULTIPLYING FRACTIONS
- 4/22/24: MULTIPLICATION, ADDITION
- 4/29/24: QUADRILATERALS AND WORD PROBLEMS

May
- 5/6/24: MULTIPLICATION, DIVISION
- 5/13/24: ORDER AND OPERATIONS WITH FRACTIONS
- 5/20/24: FRACTIONS AS NUMBERS ON NUMBER LINE
- 5/28/24: MULTIPLICATION, ADDITION

June
- 6/3/24: MONEY
- 6/10/24: ANALYZE, SORT, CLASSIFY, AND COUNT
- 6/17/24: GRAPHING

ELA Skill of the Week 2023 - 2024

September
- 9/11/23: Key Details/ Main Idea
- 9/18/23: Cause/Effect
- 9/26/23: Integrate Information/ Compare and Contrast

October
- 10/2/23: Key Events Sequence/Summarize
- 10/10/23: Analyze Characters
- 10/16/23: Author's Purpose/ POV
- 10/23/23: Integrate Information/ Compare and Contrast
- 10/30/23: Key Details/ Main Idea

November
- 11/6/23: Make Inferences
- 11/13/23: Text/Graphic Features
- 11/20/23: Theme/ Central Message
- 11/27/23: Integrate Information/ Compare and Contrast

December
- 12/4/23: Key Events Sequence/Summarize
- 12/11/23: Author's Purpose/ POV
- 12/18/23: Analyze Characters

January
- 1/2/24: Key Details/ Main Idea
- 1/8/24: Text Structure
- 1/16/24: Cause/Effect
- 1/22/24: Make Inferences
- 1/29/24: Integrate Information/ Compare and Contrast

February
- 2/5/24: Key Events Sequence/Summarize
- 2/12/24: Theme/ Central Message
- 2/26/24: Analyze Characters

March
- 3/4/24: Key Details/ Main Idea
- 3/11/24: Text/Graphic Features
- 3/18/24: Author's Purpose/ POV

April
- 4/2/24: Integrate Information/ Compare and Contrast
- 4/8/24: Cause/Effect
- 4/15/24: Key Events Sequence/Summarize
- 4/22/24: Make Inferences
- 4/29/24: Key Details/ Main Idea

May
- 5/6/24: Text Structure
- 5/13/24: Theme/ Central Message
- 5/20/24: Author's Purpose/POV
- 5/28/24: Integrate Information/ Compare and Contrast

June
- 6/3/24: Integrate Information/ Compare and Contrast
- 6/10/24: Make Inferences
- 6/17/24: Key Events Sequence/Summarize

September 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4 **SCHOOL CLOSED**	5 **TEACHER'S PD**	6 **TEACHER'S PD**	7 **Beginning/Back to School**	8 Confess	9
10 Grandparents Day	11 Readiness	12 Commence	13 Industrious	14 Truthful	15 Altering	16
17	18 Perspective	19 Reveal	20 Divulge	21 Respect	22 Preparedness	23 Autumn Begins
24	25 **SCHOOL CLOSED**	26 Anew	27 Develop	28 Achieve	29 Positive	30
1	2	**Notes**: Idiom of 1st week: "Back to the drawing board." Idiom of week 2: "Hit the books!" Idiom of week 3: "It's time to face the music." Idiom of week 4: "A new broom sweeps clean."				

October 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Worth	Precious	Bitter	Irreplaceable	Prized	
8	9	10	11	12	13	14
	No School/ Columbus Day	Resent	Mirth	Hysterical	Attitude	
15	16	17	18	19	20	21
	Grudge	Attitude	Culprit	Immoral	Arrogant	
22	23	24	25	26	27	28
	Offensive	Unethical	Suspect	Comical	Secretive	
29	30	31	1	2	3	4
	Magical	Ghoulish				
5	6	Notes: **Idiom of week 1:" Worth its weight in gold" Idiom of week 2: "He's a barrel of laughs" Idiom of week 3: "Chip on the shoulder" Idion of week 4 " I smell a rat" Idiom of week 5: "There are skeletons in her closet!"**				

November 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 Hidden	2 Annoy	3 Vexing	4
5 **Daylight Saving Time Ends**	6 Mystifying	7 **Schools Closed/ Election Day**	8 Irritating	9 Needling	10 **Veterans' Day/School Closed**	11
12	13 Bewildering	14 Unavailable	15 Involved	16 Occupied	17 Indisposed	18
19	20 Incapacitated	21 Insane	22 Thankful	23 **Thanksgiving Recess/School Closed 23-24**	24 **School Closed**	25
26	27 Pixilated	28 Bothering	29 Jointly	30 Joyful	1	2
3	4	Notes: **Idiom of week 1" There are skeletons in her closet!" Idiom of week 2: " It drives me up the wall" Idiom of week 3 "I'm all tied up" Idiom of week 4: "Time to be thankful"**				

December 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1 Criticize	2
3	4 Opinion	5 Superintendent's Conference Day-No school for students.	6 Discriminate	7 Analyze	8 Judgmental	9
10	11 Malaise	12 Luster	13 Illness	14 Sickly	15 1/2 Day of School/Parent Conferences/Proud	16
17	18 Depressed	19 Melancholy	20 Radiant	21 Glistening	22 Brilliant	23
24 Christmas Eve	25 Christmas Day/School Closed	26 Holiday Recess 12/25 to 12/29 School Closed	27	28	29	30
31	1	Notes: **Idiom of week 1: "Never judge a book by its cover" Idiom of week 2: "Under the weather" Idiom of week 3: "I feel like a million dollars!"**				

January 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31 **New Year's Eve!**	1 **School Closed**	2 **Back to school** Correct	3 Trustful	4 Young	5 Motivating	6
7	8 Decisive	9 Accomplished	10 Warm	11 Poetic	12 Stunning	13
14	15 **Martin Luther King Jr. Day/School Closed**	16 Detailed	17 Nurturing	18 Distinguished	19 Awesome	20
21	22 Authentic	23 Wondrous	24 Worthy	25 Reliable	26 Magical	27
28	29 Confident	30 Endearing	31 Steady	1	2	3
4	5	Notes: **Idiom of the week 1: "Hit the nail on the head", Idiom of week 2: "Be sure to, catch some Zzzz's!" Idiom of week 3: " Money talks!" Idiom of week 4: "Those who live in glass houses shouldn't throw stones!"**				

February 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 Persuasive	2 Adventurous	3
4	5 Understanding	6 Enterprising	7 Courteous	8 Happy	9 Consistent	10
11	12 Honest	13 Particular	14 Love	15 Caring	16 Talented	17
18	19 President's Day School Closed	20 Winter Recess School Closed	21	22	23	24
25	26 Back to School Triumph	27 Exceptional	28 Eager	29 Brilliant	1	2
3	4					

Notes: **Idiom of week 1: "Close, but no cigar" Idiom of week 2: "Stay on your toes" Idiom of week 3: "Put your best foot forward"**

March 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	1 Amusing	2
3	4 Caring	5 Productive	6 Leader	7 Free Spirited	8 Fantastic	9
10 Daylight Saving Time Begins	11 Perceptive	12 Witty	13 Practical	14 Successful	15 Brave	16
17	18 Ambitious	19 Rebirth/Spring Begins	20 Helpful	21 Fast	22 Calm	23
24	25 Spring Recess School Closed	26	27 Spring Break No School	28	29	30
31	1	Notes				

April 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
		Focused	Inventive	Fashionable	**1/2 Day of School/Parent Conferences/Grow**	
7	8	9	10	11	12	13
	Balanced	Skillful	**EID-AL-FITR School Closed**	Spontaneous	Active	
14	15	16	17	18	19	20
	Charismatic	Gifted	Animated	Phenomenal	Intense	
21	22	23	24	25	26	27
	Compelling	Enigmatic	Terrific	Natural	Loving	
28	29	30	1	2	3	4
	Forgiving	Outgoing				
5	6					

Notes: **New York State ELA Assessments 9-17/New York State Math Assessments 23-30,** Idiom of week 1: "Kill two birds with one stone" Idiom of week 2: " See eye to eye", Idiom of week 3: "The early bird catches the worm!"

May 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1 Creative	2 Artistic	3 Kind	4
5	6 Sincere	7 Lively	8 Loyal	9 Gentle	10 Amazing	11
12 Happy Mother's Day!	13 Patient	14 Adorable	15 Curious	16 Engaging	17 Sympathetic	18
19	20 Dependable	21 Generous	22 Reflective	23 Modest	24 Instinctive	25
26	27 Memorial Day School Closed	28 Gutsy	29 Instinctive	30 Diplomatic	31 Sensible	1
2	3					

Notes: **New York State Science Assessments 7-10,** Idiom of week 1: "Stick out your neck", Idiom of week 2:" He has ants in his pants", Idiom of week 3: " It cost, an arm and a leg", Idiom of week 4:" Every cloud has a silver lining", Idiom of week 5 "Respect one another"

June 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3 Dynamic	4 Committed	5 Trustworthy	6 Sociable	7 Candid	8
9	10 Vibrant	11 Flag Day/Respect	12 Dreaming	13 Rarely	14 Fleeting	15
16 	17 Valuable	18 Heat	19 Juneeteenth School closed	20 Wonderful	21 Commencement	22
23	24 Serious	25 Achievement Students 1/2 Day	26 End of School Students 1/2 Day Promotion	27 	28	29
30	1	Notes: Idiom of the Week 1 "Reach for the stars!" Idiom of the week 2: " It Takes two to Tango" Idiom of the Week 3: Study hard and try your best" Idiom of the week 4: "We are on our last leg"				

SEL Monthly Themes

One School - One Book

Month	Pre – K – 6	7th – 8th
September **All about Me!**	**The Kissing Hand** **The Important Book**	**Habit 1: Be Proactive** • A. Taking responsibility for one's actions and choices • B. Developing a proactive mindset • C. Overcoming obstacles and challenges
October **Fitting in with Friends**	Rainbow Fish	**II. Habit 2: Begin with the End in Mind** • A. Setting goals and creating a vision for the future • B. Identifying personal values and principles • C. Making decisions based on long-term objectives
November **Thankfulness**	The Giving Tree	III. Habit 3: Put First Things First • A. Prioritizing tasks and managing time effectively • B. Understanding the difference between important and urgent • C. Creating a balanced schedule and avoiding procrastination
December **Friends & Family**	My Papi Has a Motorcycle Esperanza Rising	IV. Habit 4: Think Win-Win • A. Developing a collaborative and cooperative mindset • B. Seeking mutually beneficial solutions in conflicts • C. Building healthy relationships and effective communication skills
January **Feelings are Fine**		V. Habit 5: Seek First to Understand, Then to Be Understood • A. Practicing active listening and empathy

		• B. Improving communication skills • C. Resolving conflicts through understanding and empathy
February Loving Myself	Stripes	VI. Habit 6: Synergize • A. Valuing teamwork and collaboration • B. Embracing diversity and different perspectives • C. Achieving better outcomes through synergy
March Renewal	Night Song The Miraculous Journey of Edward Tulane	VII. Habit 7: Sharpen the Saw • A. Taking care of physical, mental, and emotional well-being • B. Continuous learning and personal growth • C. Balancing different aspects of life
April Building Confidence	Ish	
May Mindful May	I am Peace Alpha Breaths	
June Celebrations of Success	All The Places You'll Go • The Wonderful Things You Will Be • How have you grow this year? • Setting Expectations • What are you proud of this year? • What would you change about this year? • What's a goal you have for next year?	

INTEGRATED CO-TEACHING[1] IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

Created for the New York State Education Department and the New York State Language Bilingual Educational Resource Network by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D

Topic Brief #3:

The Collaborative Instructional Cycle

Co-teaching in Integrated English as a New Language (ENL) classes requires much more than having two or more teachers (one being an English to Speakers of Other Languages (ESOL) specialist) delivering instruction together to classes that generally contain both Multilingual Learners (MLs) and English Language Learners (ELLs) and English-fluent students. It also requires lesson and unit planning, determining ways to support students' social-emotional well-being, joint assessment of student work, and individual and teacher team reflection on both collaborative and instructional practices. To develop practices that support co-teaching for MLs and ELLs, teachers embrace the collaborative instructional cycle, which consists of four interrelated phases: co-planning, co-instruction, co-assessment of student learning, and reflection (See Figure 1). All four phases together maximize teacher effectiveness and impact on MLs' and ELLs' language acquisition, literacy development, content learning, and social-emotional growth.

Figure 1: The Collaborative Instructional Cycle
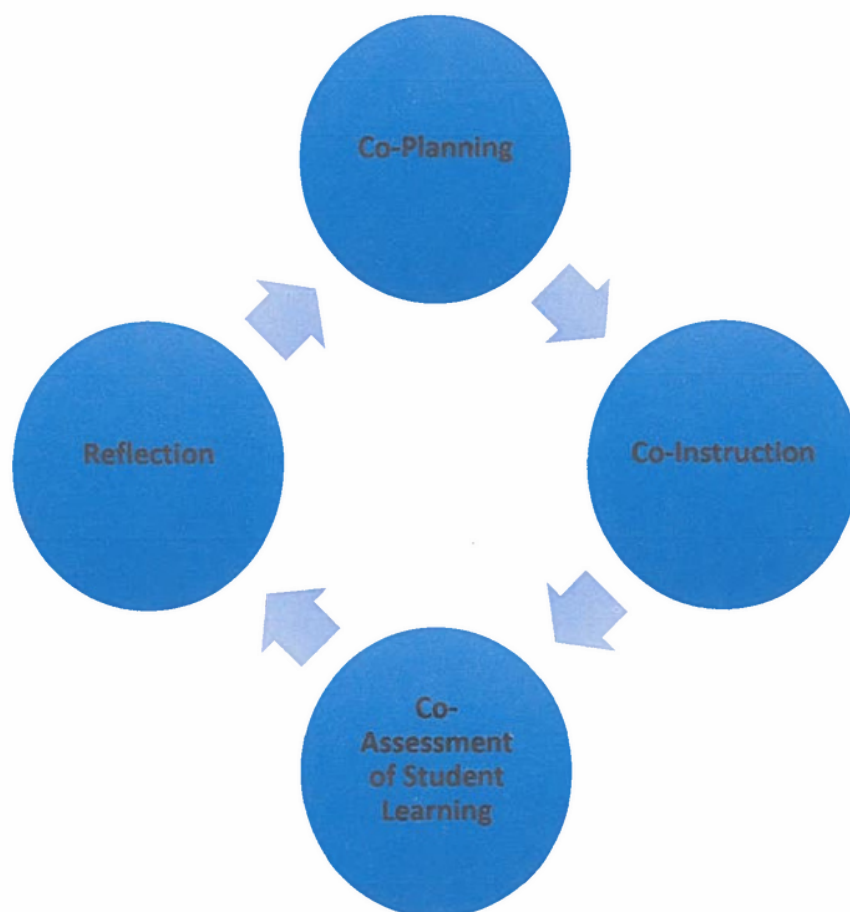
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[1]For the purposes of this document, the term "co-teaching" refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models except where otherwise indicated.

Neglecting or bypassing any of the four phases disrupts the balance and continuity of the cycle and negatively impacts students' academic, linguistic, and social-emotional learning. While co-instruction might receive substantial attention, teachers need protected time and structured opportunities to implement the collaborative instructional cycle as they:

(a) Collaborate to create multi-level, differentiated unit and lesson plans;
(b) Engage in collecting and analyzing formative and summative student data; and
(c) Reflect on the teaching-learning process that took place in the class as well as the collaborative relationship of the team.

The following sections provide guidance on each of the four phases of the collaborative instructional cycle (see *Topic Brief #4: Seven Models of Co-Teaching* for a more detailed discussion of the seven co-teaching models introduced here).

Collaborative Planning or Co-Planning

Careful preparation for co-teaching must include critical conversations around the following dimensions of shared instructional practice:

1. Laying the foundation for sustained collaboration by establishing strong partnerships.
2. Regularly examining student data obtained from multiple sources to reflect on students' academic, linguistic, and social emotional development and to make short-term and long-term instructional decisions. These sources include teacher-created formal and informal assessments—including student observations, and portfolios—as well as the New York State Identification Test for English Language Learners (NYSITELL), the New York State English as a Second Language Achievement Test (NYSESLAT), and other standardized tests.
3. Planning instruction by integrating both content and language goals and maximizing the general education and ESOL teachers' expertise.
4. Expanding impact on student learning through on-going sustained efforts for collaboration.

Co-planning is most frequently focused on a unit of study or lesson, and it involves the cooperation of two or more educators. Co-teachers must be provided ample time for collaborative planning for any effective co-taught instruction to take place in the Integrated ENL class. Common planning time creates a professional context in which teachers can regularly collaborate, because without co-planning, there is no co-teaching.

Co-Planning Basics and Tools
For effective teacher collaboration, teachers must be prepared to share:

- Expertise of content, knowledge of literacy and language development, and pedagogical skills.
- Instructional resources, technology tools (including those to support virtual/remote instruction), and supplementary materials that are scaffolded and differentiated.
- Instructional strategies that represent research-informed and evidence-based best practices.
- Approaches to co-teaching—ways to group student and optimize classroom space for instructional delivery.

Essential tools and resources to support successful co-planning include:

- New York State Next Generation English Language Arts Learning Standards.

- [Bilingual Common Core Progressions](#).
- Additional New York State Standards:
  - [New York State Next Generation Mathematics Learning Standards](#).
  - [The New York State K-12 Social Studies Framework](#).
  - [The New York State P-12 Science Learning Standards](#).
- Curriculum maps; scope and sequence charts.
- Content-area texts and teachers guides.
- Knowledge and use of technology for co-planning and lesson delivery.
- Co-planning framework or action plan to accomplish co-planning tasks.

Collaborative Planning Look-Fors

Effective co-teaching requires teachers to regularly engage in collaborative planning (at least one planning period per week in collaboration with others) to engage in a professional dialogue about both the varied needs of students as well as the academic complexities and linguistic demands of the NYS learning standards. During specially designated co-planning times, teachers rely on each other's expertise and resources to accomplish the following:

- Establish integrated learning objectives and instructional procedures for reaching those objectives.
- Target the academic language and literacy development of all learners with special attention to MLs and ELLs.
- Agree on formative assessment tools to be used to inform their instruction.
- Integrate Individualized Education Program (IEP) goals into their lesson plans as needed.
- Determine appropriate modifications and adaptations that will offer the necessary support to students who need them.

Instructional Delivery Through Co-Teaching

Implementing an integrated service delivery for the instruction of MLs and ELLs through co-teaching (two teachers, same room) requires fidelity to the instructional cycle as well as effective integration of the grade-level/content curricula with language and literacy instruction. The main goal of this type of instructional delivery is to develop the language competencies of MLs and ELLs while simultaneously building their content-area knowledge and skills. Co-teaching partners assume multiple, changing roles within the co-taught class in order to deliver instruction that meet the needs of all students within the same classroom. At times, one teacher may undertake a leading role while the other teacher supports the lead teacher's instruction in various ways. At other times, both teachers may take on similar roles and responsibilities (see models below).

Co-Teaching Models

There are at least seven configurations, also referred to as models of instruction, from which educators can choose to configure classes for co-teaching instruction in an Integrated ENL classroom. A description of each of these models identifies, in a broad sense, the particular roles and responsibilities of each teacher as well as how students in the class are grouped for instruction. In general, none of these models should be used for an entire class period. Each of these class configurations needs to be carefully selected based on the nature of the lesson objectives and the needs of the students.

These seven co-teaching models are:

1. One Group: One Leads, One "Teaches on Purpose"
2. One Group: Two Teach Same Content

3. One Group: One Teaches, One Assesses
4. Two Groups: Two Teach Same Content
5. Two Groups: One Pre-teaches, One Teaches Alternative Information
6. Two Groups: One Reteaches, One Teaches Alternative Information
7. Multiple Groups: Two Monitor and Teach

In the first three models, the students remain as one large group while each teacher's purpose is varied. In the next three models, the students are divided into two groups (although they may not be divided equally) while each teacher assumes a different role. Finally, in the last model, students are divided into multiple groups—from three to eight student clusters depending upon the size of the class, the lesson's purpose, and the tasks to be completed—while both teachers facilitate.

Determining and selecting co-teaching models for instruction can be compared with recognizing different styles of dancing. Each style—be it ballet, ballroom, disco, hip-hop, jazz, modern, tap, etc.—has a series of dance steps and techniques that identify each of them by name. Yet, no two people dance any selected style in exactly the same way. Such is the case when deciding on and implementing various co-teaching models. Each of the models has its basic framework. However, based on the grade level or content area being addressed, variations of the way students are grouped as well as the roles and responsibilities of each teacher will become apparent in order to accommodate students' needs, the instructional activities devised, and each co-teacher's particular style of teaching. In addition, each co-teaching model will present its own set of advantages and challenges. Many of these will be addressed as each model is described in more detail in *Topic Brief #4: Seven Models of Co-Teaching*.

Collaborative Assessment

While collaborative assessment practices may focus on co-designing end-of-unit tests, creating performance-based assessments that require students to complete comprehensive projects, or gathering and graphing summative assessment student data, they most frequently concern day-to-day instructional outcomes. Collaborating teachers need meaningful, accurate, and actionable information about their MLs' and ELLs' language development and content attainment, so they can plan more effective lessons, differentiate instruction more purposefully, and integrate content learning with language development opportunities across the four domains of listening, speaking, reading, and writing. Examining formative assessments and planning a course of action as a result is among the most significant interventions. To help teachers gain a more meaningful connection between their instructional practices and student learning, we suggest the use of pre-established protocols, the goal of which is for participating teachers to develop mutual respect for each other's expertise while taking time to examine and discuss student progress. While engaging in collaborative assessment, teachers often do the following:

- Identify and analyze students' strengths and areas of need;
- Design the most appropriate instructional strategies that will enhance students' strengths;
- Generate possible explanations for student performance levels from multiple points of view;
- Discuss research-based best practices and promising strategies they wish to implement, and
- Plan coordinated interventions.

Collaborative assessment is highly structured and cyclical—each time new data are collected, students' progress and performance are reassessed. Thus, teachers have the opportunity to reflect on their students' academic learning as well as socioemotional and linguistic development. Co-assessment and

shared reflection time can also help determine whether the modifications and accommodations teachers planned and executed offered the necessary support or not, and what additional instruction or interventions are needed. The literature on the co-assessment of student work offers several different protocols to follow when examining student work, as well as those that specifically examine work by MLs and ELLs—their cultural and linguistic challenges as well as academic and language development.

Reflection

The collaborative instructional cycle would not be complete without sustained opportunities for co-teachers to reflect on the challenges and successes they have with the Integrated ENL program model. When reflecting on the co-teaching practice, coaching, or observing co-teachers, the following look-fors can offer guidance:

- **Parity:** Do both teachers participate equitably in the lesson (not equally)?
- **Integration of language skills:** Do both teachers provide instruction and support for content and language development?
- **Opportunities to talk:** Does the smaller student-teacher ratio lead to higher levels of student-to-student interaction and more student talk for academic purposes?
- **Engagement:** Do both teachers provide students with meaningful, challenging learning activities that make engagement visible?
- **Formative assessment use:** Do the co-teachers collect and respond to formative assessment data to offer immediate intervention as needed, and as a result maximize the benefits of co-teaching?

Additional questions to guide both team and individual reflection can be found in Table 1.

Table 1: Four Critical Steps for Reflective Questions

1. **What happened?** (Description)	2. **Why?** (Analysis, interpretation)
- What did I do? What did others (e.g., co-teachers, students, adults) do? - What was my effect at the time? What was their effect? - What was going on around us? Where were we? When during the day did it occur? Was there anything unusual happening?	- Why do I think things happened in this way? - How might the context have influenced the experience? - Are there other potential contributing factors? - What are my hunches about why things happened the way they did?
3. **So what?** (Overall meaning and application) - Why did this seem like a significant event to reflect on? - What have I learned from this? How could I improve? - How might this change my future thinking, behavior, or interactions? - What questions remain?	4. **Now what?** (Implications for action) - Who should be actively included in reflecting on this event? - The next time a situation like this presents itself, how do I want to behave? - How can I set up conditions to increase the likelihood of productive interactions and learning?

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Topic Brief #4

Seven Models of Co-Teaching

Instructional Delivery Through Co-Teaching

Implementing an integrated service delivery for the instruction of Multilingual Learners (MLs) and English Language Learners (ELLs)—through co-teaching (two teachers, same room) or by a dually certified teacher—requires fidelity to the instructional cycle as well as effective integration of the grade-level/content curricula with language instruction. The main goal of this type of instructional delivery is to develop the language and literacy competencies of MLs and ELLs while building their content-area knowledge and skills. With co-teaching, teaching partners assume multiple, changing roles within the co-taught classroom in order to deliver instruction that meets the needs of all students within the same classroom. At times, one teacher undertakes a leading role while the other teacher supports the lead teacher's instruction in various ways. At other times, both teachers may take on similar roles and responsibilities.

Co-Teaching Models

This brief presents seven basic co-teaching configurations, also referred to as models, which co-teachers use to co-plan and co-deliver instruction. These models also serve as springboards for teachers' ideas on how to set up classes and arrange their students for co-taught lessons. A description of each of these models identifies in a broad sense the particular roles and responsibilities of each teacher as well as the grouping of students in the class for instruction. For the most part, none of these models should be used for an entire class period. Each of these class configurations needs to be carefully selected based on the nature of the lesson objectives and the needs of the students.

These seven co-teaching models are:

1. One Group: One Leads, One "Teaches on Purpose"
2. One Group: Two Teach the Same Content
3. One Group: One Teaches, One Assesses
4. Two Groups: Two Teach the Same Content
5. Two Groups: One Pre-teaches, One Teaches Alternative Information
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7. Multiple Groups: Two Monitor and Teach

In the first three models, the students remain as one large group while each teacher's purpose is varied. In the next three models, the students are divided into two groups (although they may not be divided equally) while each teacher assumes a different role. Finally, in the last model, students are divided into

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multiple groups—from three to eight student clusters depending upon the size of the class, the lesson's purpose, and the tasks to be completed—while both teachers facilitate.

Determining and selecting co-teaching models for instruction can be compared with recognizing different styles of dancing. Each style—be it ballet, ballroom, disco, hip-hop, jazz, modern, tap, etc.—has a series of dance steps and techniques that identify each of them by name. Yet, no two people dance any selected style in exactly the same way. Such is the case when deciding on and implementing various co-teaching models. Each of the models has its basic framework. However, based on the grade level or content area being addressed, variations of the way students are grouped as well as the roles and responsibilities of each teacher will become apparent in order to accommodate students' needs, the instructional activities devised, and each co-teacher's particular style of teaching. In addition, each co-teaching model will present its own set of advantages and challenges. Many of these will be addressed as each model is described in more detail as follows.

Model 1: One Group: One Leads, One "Teaches On Purpose"
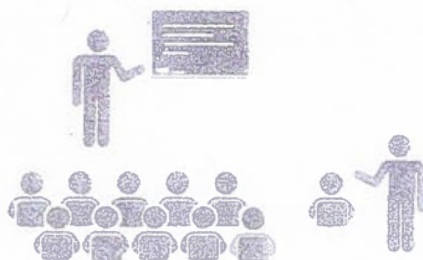
Image Credit: New America

With this model, one teacher leads the lesson while the other supports the learning of students in various ways. The role of the lead teacher is often to introduce new information, demonstrate a skill, or model the use of a new strategy. The teacher in the supporting role frequently circulates the classroom to help students by checking their understanding, clarifying instructions, scaffolding or repeating the information shared by the lead teacher, providing immediate feedback during guided practice, etc. The lead teacher's role in this model should be shared so that both teachers have the opportunity to lead lessons from time to time. In this way, the students will view each teacher as equals in both ability, authority, and support.

Advantages: Teaching partners who select this model are better able to make the content of the lesson comprehensible for MLs and ELLs by providing on-the-spot verbal and procedural scaffolds for support as well as critical feedback. Consistent monitoring of students is also made possible through this configuration leading to adjustments in instruction for greater student success.

Challenges: This model might be considered as the "go-to" one when there is no time to plan. If this is the case, one teacher will typically bear the responsibility for all the planning and lesson preparation while the other teacher will be relegated as the "helper". Consistent use of this model may not allow for adequately developing English language skills in any systematic way or be useful for co-teachers who aim to have equal leadership and a partnership in carrying out the responsibility of teaching all students in the classroom. In order to maintain a co-teaching partnership, it is important that while one teacher

assumes a leading role in a lesson, the other teacher should be actively providing support (e.g., teaching mini lessons to individuals or small groups in order to introduce or reinforce a concept or skill).

Common uses: This model is often used at the beginning of a lesson when one teacher leads in order to share new content via direct instruction, to activate students' prior knowledge through a short question-and-answer period, or to demonstrate a reading strategy such as making predictions or text annotation. Most co-teaching teams limit the use of this model to 5-10 minutes per lesson. One variation of this model is where one teacher leads for a short time and then switches roles with their co-teacher, who takes a turn at leading while the original lead teacher supports students.

Model 2: One Group: Two Teach the Same Content
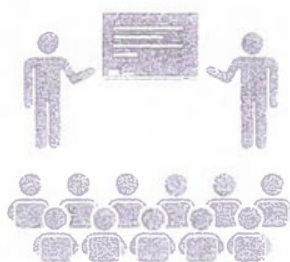
Image Credit: New America

With this instructional arrangement, both teachers lead the lesson together although they may take on different roles and responsibilities. Co-teachers using this model to freely "pass the chalk" (so to speak) from one to the other and provide students with rich, varied information, and opportunities to meet their different learning styles and needs. One teacher may be sharing new information while the other clarifies content material through note-taking, illustrations, and use of multi-media technology or offers home language support. One may suggest how to solve a problem or identify how to use a particular comprehension strategy while the other will demonstrate a different way to solve the same problem or suggest an alternative strategy to improve student understanding. In this way, each teacher brings his or her strengths to the instruction to support the learning of all students.

Advantages: Students can benefit from more detailed information, extensive demonstration, and the varied materials that can be presented when co-teachers use this model. With this team approach, the two teachers can model a dialogue and better help students explore the statements and questions necessary to communicate various ideas and to use language functions (e.g., analyzing, predicting, comparing, etc.). This model allows each teacher to assume different responsibilities —one might focus on the content while the other concentrates on the necessary academic language and literacy practices associated with the content—to focus more clearly and fully on lesson objectives.

Challenges: Planning is key with all co-teaching approaches, but detailed planning is far more crucial with this model. Teaching partners must well understand the basic format of the lesson in addition to being fluent in the standards, skills, strategies, and learning tasks to be addressed. Co-teachers using this model must develop the ability to make smooth transitions from one teacher to the next, establish hand signals or facial expressions to communicate clearly, and understand that neither person should be "stealing the show." It will also take time for the ESOL teacher to become familiar with the content being

taught as well as for the grade-level/content teacher to become comfortable with the many ESOL strategies that need to be in place.

Common uses: Co-teachers generally use this model in two ways. One way is through direct instruction in which both teachers:

- share different pieces of new information,
- engage in a dialogue with one another,
- express opposing viewpoints or results of text analysis, or
- demonstrate separate problem-solving or comprehension strategies to meet students' learning preferences.

Another way to use this model is for each teacher to take on a different role or responsibility in teaching the lesson, such as:

- one person reads aloud while the other thinks aloud, comprehends aloud, or writes aloud capturing key notes;
- one teacher recites a poem while the other jots down vocabulary or pertinent information, and questions students about each item being noted, or
- when one teacher shares new information while the other teacher sketches, creates diagrams or timelines, or uses other nonverbal cues to increase student comprehension.

Model 3: One Teaches, One Assesses
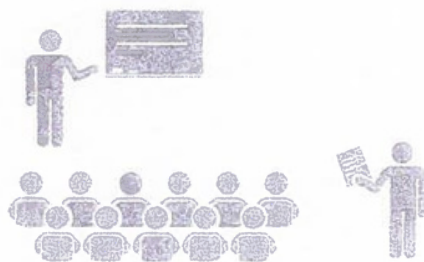
Image Credit: New America

With this co-teaching approach, one teacher will lead the lesson while the other circulates the room for the purpose of assessing students. This assessment may take place over a brief amount of time during the class period, or it may extend far into the lesson depending on the purpose of the assessment and which students are being targeted. The teacher in charge of the assessment often takes notes on the linguistic behavior of particular students or uses a checklist or rubric to evaluate student performance. At times, the observing teacher may also gather data on a technique or strategy that the lead teacher is employing to gain better insight into the instruction of the MLs and ELLs in the class.

Advantages: There is no better way to collect authentic assessment data than for one teacher to carefully observe students completing a task. This type of assessment is often difficult to accomplish with one teacher in the room, and so having a co-teacher allows for the collection of useful student information. This data gathering can assist in the development of future lessons that hone in on various language practices and literacy skills that are needed by the MLs and ELLs in the class. In addition, the teacher observing the lesson may offer feedback to the lead teacher on which parts of the lesson were most successful and which parts may need adjusting or differentiating for individual students.

Challenges: It may appear as if one teacher is responsible for planning the entire lesson, whereas it is important for both teachers to collaborate on lesson plans and procedures. Although one teacher is leading and mostly responsible for instruction, it is possible for the observing teacher to work with students during the lesson, as well. This model may not be effective if it is applied too frequently; however, regular intervals for planning data gathering and implementing it purposefully will best lead to its successful use.

Common uses: This model is typically used to capture students' progress that generally cannot be determined by other means. It lends itself to taking anecdotal notes on the oral language use of MLs and ELLs or observing students working in pairs or in teams to determine their language practice, cooperation, participation, and performance in completing tasks. Checklists or rubrics are frequently used to record information data. This model can quickly assess students' prior learning, and in turn, use the assessment data to group students for instruction, or implemented as an in-depth assessment practice, observing one or more students for an entire class period.

Model 4: Two Groups: Two Teach the Same Content
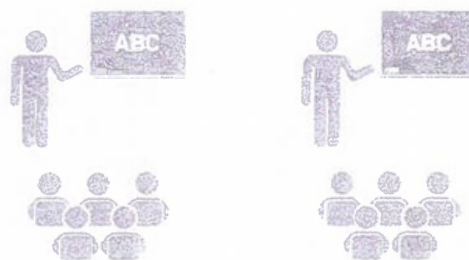
Image Credit: New America

With this approach, the class is divided into two groups that are fairly equal in size. The purpose for the division is to decrease the student-teacher ratio and thereby create instructional groups that have more contact time with one of the teachers for direct instruction, discussion, language and literacy practice, and guidance. Groups are either divided heterogeneously or homogeneously according to their ability in the content area or their language proficiency; it all depends on the lesson purpose and learning tasks planned. Co-teaching partners teach the same content to each group but may use different resources, texts, materials, and so on. At some time during the lesson, it is beneficial for the two teachers to exchange groups. In this way, all students will benefit from being instructed by both teachers and have the opportunity to use the varied and unique materials offered by each group experience.

Advantages: The decrease in the student-teacher ratio allows for an increase in the personal attention individual students obtain. This model can also create an environment where interaction is more frequent, and students may feel more at ease to communicate and take risks. Student groups can be devised to meet various learning preferences as well as enhance each teacher's ability to differentiate instruction.

Challenges: Adequate planning time and good class management are essential to make this approach run smoothly. There must be a willingness on the part of both teachers to share their resources and materials as well as an established trust so that each teacher will be able to execute the content

instruction and language development aspects of the lesson well. In addition, the level of sound in the room might also be distracting either to the students or the teachers.

Common uses: This model is frequently used to differentiate instruction for students in order to meet their unique needs. One group might work with one of the teachers at the interactive whiteboard to review the steps in a process or to be guided step by step and have extra practice time to solve similar problems. Meanwhile, the other group of students is working on the same concepts with the other teacher who is using hands-on materials or manipulatives to support student learning. Most often, the students swap places and have the opportunity to be with each teacher and to use different resources and materials even though the lesson presented to each group might be different in intensity, amount of support given, or the pace of instruction.

Model 5: Two Groups: One Pre-Teaches, One Teaches Alternative Information
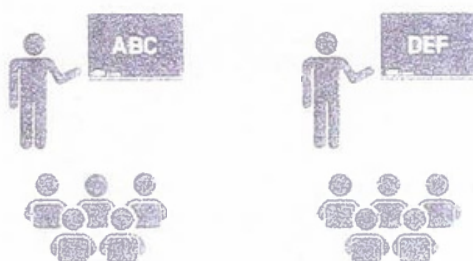
Image Credit: New America

MLs and ELLs often benefit from group instruction that focuses on building background knowledge, front-loading vocabulary, or previewing essential lesson concepts. With these purposes in mind, co-teaching partners can decide which students should be selected for pre-teaching based on their levels of preparedness and skill in the content to be taught. One teacher will work with these selected students to build their background knowledge and thereby enrich their experience with the topic to be studied. The other will delve into exceptional aspects of the lesson content—sharing a story, an article, or extraneous bits of information—with the remainder of the students to enhance their interest and expand their understanding. After a designated time, both groups are joined together to further explore what all students need to know about the lesson topic.

Advantages: Careful attention to the needs of individual students can be provided with this model along with opportunities to differentiate the content and process for their learning. Lessons devised in this way can help to build the basic vocabulary of one group while enhancing the vocabulary of the other. Students who need additional support can develop their self-confidence and increase their success due to the pre-taught sessions.

Challenges: Students who are frequently grouped for pre-teaching may feel stigmatized as subpar learners. It is important not only to group students by their levels of language proficiency; facility with the content should also be a factor to consider. By and large, flexible groupings can make this model more effective. In addition, consider the time set aside for pre-teaching and how it may affect some students' access to rigorous curricula and instruction.

Common uses: A frequent use of this model is to pre-teach vocabulary or build background knowledge that is critical to understanding new material. Other applications include conducting picture walks or

text tours with students to preview planned readings for the main lesson. In this way, pre-teaching allows students the time and opportunity to be exposed to new material and ask questions in the small group. Students can also be supported to map out pre-taught information via a graphic organizer for use as a reference during the main lesson. It is important to note that students should be grouped for pre-teaching according to their performance in class and not based on their English language proficiency labels.

Model 6: Two Groups: One Reteaches, One Teaches Alternative Information
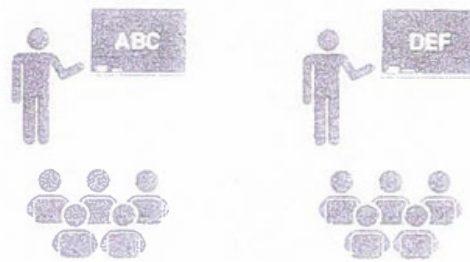
Image Credit: New America

The configuration for this model is the same as for Model 5; students are divided into two groups based on their knowledge and skills. Yet, the purpose for one of the groups is to review and practice previously taught content. This approach may be planned for the beginning of a lesson or used at any time during the lesson when monitoring students' progress reveals a need for additional support or an immediate intervention. In this situation, co-teaching partners must plan ahead and have prepared an alternative activity—often in the form of enrichment activities, additional readings, discussions, and writing—for the group of students who do not need a lesson review. This model allows MLs and ELLs the needed time to master essential information and skills to heighten their overall learning.

Advantages: The advantages of this model parallel those of the previous one. Individual students can be better supported to review content through scaffolded material and differentiated instruction. Small-group lessons can hone in on specific aspects of the topic that need to be addressed. This model allows for greater flexibility in that only a select number of students will be designated for reteaching.

Challenge: Depending on the individual needs of students and the types of interventions necessary, more than two groups might be required to adequately address learning issues. It may also be difficult to parallel review time with enrichment activities for some students in that they each may require different timeframes to complete. Again, caution must be exercised so that certain students are not labeled as low-performing.

Common uses: The primary use of this model is to offer immediate support and intervention. This model is often used provisionally and short-term when required. Co-teachers frequently anticipate the need for individualized instruction or interventions and incorporate this model when formative assessment during the lesson indicates the requisite review of certain core content concepts, disciplinary, language or literacy skills, and/or strategies with certain students before proceeding.

Model 7: Multiple Groups: Two Monitor and Teach
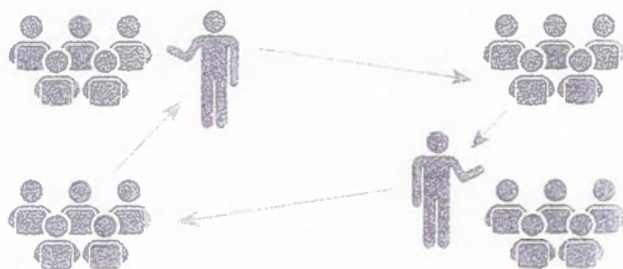
Image Credit: New America

The various arrangements of students and the array of flexible groupings this model provides allow teachers the ability to differentiate the content, process, and product of instruction and learning tasks. With this approach, both teachers either circulate the room to oversee student learning and offer support—clarify information, review instructions, explain critical concepts, assess student learning, and so on—or remain stationary to conduct mini-lessons with small groups that rotate from teacher to teacher to independent learning stations. When this model is used in combination with others, it can truly enhance and individualize students' learning experience.

Advantages: This model favors high levels of student engagement due to the variety of activities presented and the ability to tier lessons according to students' levels of language or expertise. It promotes the use of all four language domains—speaking, listening, reading, and writing—as students have an increased opportunity to interact with one another and learn from their peers.

Challenges: Some students may be overwhelmed or confused by the need to complete tasks within a certain time frame in order to shift to the next learning station. Younger students in particular may get distracted when they are not being directly monitored. If homogeneous grouping is used exclusively, it might lead to the segregation or labeling of some students. This model also requires careful planning, organization, and material development.

Common uses: Learning stations and learning centers as well as guided reading and writing are some of the most common applications of this model. Other examples of frequent uses include hands-on, collaborative practices among students using manipulatives to problem-solve in math, conducting experiments in science, examining and commenting on short pieces of text in English language arts, following the steps in a process to create something new—putting together a recipe, creating a model building with straws, developing a group story or response to a question in round-robin fashion, participating in guided discussions, and so on. The possibilities for this model's use are endless, and that is why it is a frequent go-to model for co-teachers.

Selecting Models for Instruction

Co-teaching partners often strategically select two or more models to employ during each class period. Selection of different approaches and the assignment of various roles and responsibilities for each teacher often depend on the lesson objectives, the learning tasks to be completed, individual student needs, the expertise of each teacher, and the desired outcomes. It is important to note that no single model of co-teaching instruction should be used exclusively, and many teachers develop their own variations or combinations of co-teaching approaches over time.

Additional Examples

These seven co-teaching models should only serve as the starting point for configuring classes for co-taught instruction. There are multiple ways to combine or modify the co-teaching models presented in this document to meet MLs and ELLs needs. For example, one variation that appears to be popular is the "Two Teach, Two Support" model in which both teachers begin by teaching the same content to one group of students, and then both teachers circulate the class to guide students in practice and application of concepts. Co-teaching teams need to experiment with various ways to group students and use classroom space to enhance learning through variations of co-teaching practices.

What Goes into Effective Reading Comprehension?

**Produced for the New York State Education Department by
Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD**

Why is this important?

Despite receiving daily instruction, year-after-year, many students, including many English Learners, struggle to comprehend texts. But not all students struggle with complex reading for the same reason, and therefore instruction must be guided by these individual differences. This brief focuses on the two broad categories of skills that go into successful reading comprehension—and to be taken into account when designing instruction, intervention, and goals for our readers.

To become readers, students must develop both the skills and knowledge needed (1) to read the words on the printed page ('code-based' skills) and (2) to understand complex texts ('meaning-based' skills). As shown below, code-based skills are central to mastering what we think of as the "mechanics" of reading—these skills include the ability to effectively, and, with practice, automatically map letters to their respective sounds in combinations, and therefore to read the words on the page. To read words effectively, the reader has mastered the relationship between 26 letters and 44 sounds and their different combinations in written words. In the context of our ultimate goal for every reader to comprehend complex text, we think of code-based skills as necessary but not sufficient. Meaning-based skills are the skills that more directly relate to comprehending text. For instance, all language skills, such as oral language, vocabulary, and listening comprehension, are considered meaning-based skills because they are needed to access and apply a text's message.

Code-Based Skills
- Concepts about print
- The ability to hear and work out spoken sounds
- Alphabet knowledge
- Word reading

+

Meaning-Based Skills
- Concepts about the world
- Vocabulary
- Strategies to unlock word meanings
- Oral language skills

➔

Reading
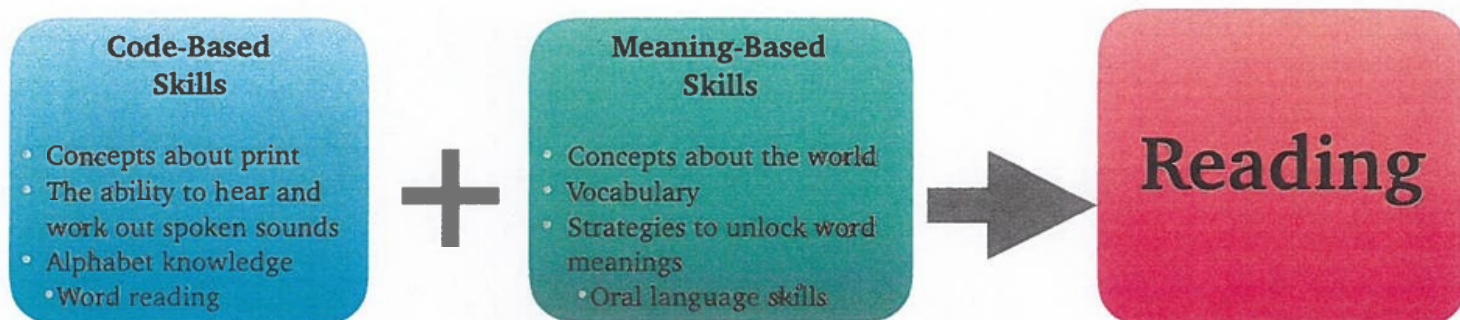
In fact, vocabulary knowledge, in particular, is so important for literacy development and achievement that the acquisition, use, and interpretation of words and phrases is represented in today's anchor English language arts standards for: (1) reading literature, (2) reading information text, and (3) language (NYS Board of Regents, 2017). Cognitive strategies needed to facilitate meaning construction and learning (Alexander and Jetton 2000; Cain, Oakhill, and Bryant, 2004), such as those focused on comprehension monitoring and making inferences (Cain, Oakhill, and Bryant, 2004) as well as those focused on unlocking the meanings of words using knowledge of meaningful word parts (morphology), context, and native language connections (Baker et al. 2014), are also included under the umbrella of meaning-based skills. The skills associated with "prosodic" reading (a component of fluency), such as using appropriate expression, intonation, and phrasing, are often also included in the meaning-based skills category (Kuhn et al. 2010).

We focus on the distinction between code and meaning-based skills because providing effective reading instruction hinges on understanding students' strengths and needs. Further, to provide effective intervention, it is crucial to understand the source of struggle.

Consider two second graders in the same classroom who struggle to read a connected text fluently and accurately—and who receive the same comprehension score or level—but who may have very different profiles and needs.

Student A struggles because of underdeveloped word reading skills (i.e., code-based skills); she reads each word slowly and laboriously.

Student B struggles because of underdeveloped vocabulary knowledge as it relates to the passage (i.e., meaning-based skills); he pauses as he tries to understand the text despite the unfamiliar words.

"The tr-a-ai-n is low to the g-rou-nd... The train is low to the ground."

"These... trains provided... the first passenger service."

These readers need very different supports—and identifying these is a matter of understanding specifically what is causing the dysfluency[1].

How and when do these skills develop?

Both code-based and meaning-related skills contribute to all students' reading development and text comprehension[2]. To develop these skills among all readers, explicit intensive instruction is needed as part of a knowledge-building plan. But these skills differ in their developmental timetables and in the amount of instruction needed to acquire mastery. This has important implications for instruction and assessment.

Code-based skills are generally acquired by the 3rd grade and can be developed in a much shorter timeframe than meaning-based skills. As an example, approximately 20 minutes per day of phonics instruction from grades k-2 is adequate for typically-developing students to master sound-symbol correspondence. The same guideline applies to those who are acquiring English as an additional language in the primary grade classroom[3].

In contrast, meaning-based skills are not ever mastered and require instruction from early childhood through adolescence, at all grade-levels. Content- and idea-rich texts scaffold the thinking practices necessary to comprehend these texts through talk.

This is a shift in many early learning and elementary classrooms,

	Code-Based Skills	Meaning-Based Skills
Developmental Processes	• Typically mastered by 3rd grade • Constrained, i.e., mastery-oriented	• Develop from infancy through adulthood • Unconstrained, i.e., not mastered
Instructional Implications	• Requires explicitly systematic instruction, beginning in early childhood through third grade	• Require sustained instruction, beginning in early childhood through adolescence

[1]Al Otaiba, S., Petscher, Y., Pappamihiel, N., Williams, R., Dyrlund, A., Connor, C., & Graesser, Arthur C. (2009). Modeling Oral Reading Fluency Development in Latino Students: A Longitudinal Study Across Second and Third Grade. Journal of Educational Psychology, 101(2), 315-329.; Schilling, S., Carlisle, J., Scott, S., & Zeng, J. (2007). Are Fluency Measures Accurate Predictors of Reading Achievement? *The Elementary School Journal*,107(5), 429-448.

[2] Gottardo, A., Mueller, J., & Graesser, Arthur C. (2009). Are First- and Second-Language Factors Related in Predicting Second-Language Reading Comprehension? A Study of Spanish-Speaking Children Acquiring English as a Second Language From First to Second Grade. Journal of Educational Psychology,101(2), 330-344; Mancilla-Martinez, Jeannette, & Lesaux, Nonie K. (2011). The Gap between Spanish Speakers' Word Reading and Word Knowledge: A Longitudinal Study. *Child Development*, 82(5), 1544-1560.

[3]Lesaux, Crosson, Kieffer, & Pierce. (2010). Uneven profiles: Language minority learners' word reading, vocabulary, and reading comprehension skills. Journal of Applied Developmental Psychology, *Journal of Applied Developmental Psychology*.

where the focus of literacy instruction is most often on code-based skill development. It was once thought that until grade three students were learning to read, and that after grade three they were reading to learn. We now recognize that this distinction is inaccurate—students should always be learning to read and reading to learn, and they must always be learning content if they are to develop adequate content and language knowledge to read proficiently.

Using Home Language Resources

English Language Learners and Multilingual Learners bring knowledge of words (and their concepts) acquired in a home language to the classroom. The task for educators is to use instructional strategies and supports to help students establish connections between this knowledge and their developing knowledge in an additional language. In designing learning and teaching to support ELLs/MLLs, it is crucial to consider that word knowledge develops for students as they connect what they know about a word, in any language, with new information being taught.

Quick Tip: Allow students to use home language resources as they are learning an additional language. If educators are not speakers of students' home languages, they can make students the experts by having them share the connections they are establishing across languages.

A Map of this Brief Series

This is Anchor Brief 2 in a series of briefs designed to aid New York State educators in implementing the revised standards, particularly in settings serving linguistically diverse learners. This series includes:

2 Anchor Briefs	4 Hallmark Briefs: Instructional Practices for Advanced Literacies	2 Spotlight Briefs
Brief 1: Advanced Literacies for Academic Success	Hallmark 1: Engaging Texts / Hallmark 2: Rich Discussion	Spotlight 1: Language Production Projects
Brief 2: What Goes into Reading Comprehension?	Hallmark 3: Frequent Writing / Hallmark 4: Academic Vocabulary and Language	Spotlight 2: Units of Study
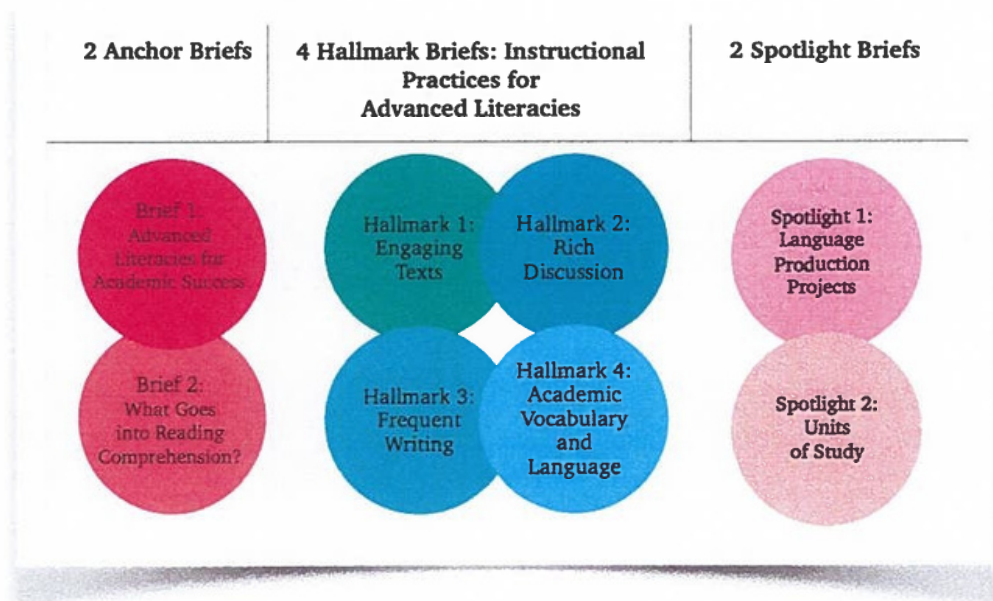
Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Hallmark 1:
Work with engaging texts that feature big ideas and rich content

Why is this important?

Grasping the content, language and structures of text is both a gatekeeper and a gateway to academic success for learners at all grade levels. All students need to build their knowledge of the world (background knowledge) and content knowledge for school success; at the same time, many students in our classrooms struggle to access complex texts that contain this rich information. The paradox, however, is that simply engaging with texts that have been made accessible to developing readers ('leveled' texts) does little to develop struggling readers' and linguistically-diverse learners' academic language and content knowledge. In fact, for many learners a lack of opportunities to access grade-level texts can lead, over time, to a 'cumulative disadvantage.' For these reasons, the texts we choose for instruction matter greatly for student success —they must be content rich but also at different levels of readability[1]. To support linguistically diverse students, we choose a variety of texts—written at different levels (including some at grade-level) and from different perspectives on the same topic. We often start with informational texts because they are filled with the complex, abstract and sophisticated words (i.e., academic language) and the complex ideas that are part of the curriculum—and they often connect to real-world issues, which supports motivation and engagement[2]. Combined with the

What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

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[1]Valencia, Sheila W., Wixson, Karen K., & Pearson, P. David. (2014). Putting Text Complexity in Context: Refocusing on Comprehension of Complex Text. Elementary School Journal, 115(2), 270-289.

[2]Baker, Scott, Lesaux, Nonie, Jayanthi, Madhavi, Dimino, Joseph, Proctor, C. Patrick, Morris, Joan, . . . Newman-Gonchar, Rebecca. (2014). What Works Clearinghouse, What Works Clearinghouse, 2014.

appropriate instructional supports, texts are an excellent and crucial platform for building language and knowledge[3].

What Makes a Text 'Complex'?

There is no such thing as a 'complex text.' That is, a text that may be considered complex in the hands of one reader, but may not be considered complex when placed in the hands of another; after all, each reader brings different levels of language familiarity and background knowledge. It is also the case that a text may be considered more or less complex given the task at hand. For instance, a text may pose greater challenge to readers when they have been asked to identify the author's stance or bias than if they have been asked to read to simply to get the 'gist.' As such, each element—aspects of the text, task or the intended reader—cannot be taken as the sole determiner of text complexity for a grade; instead, determining text complexity requires taking each aspect into account. The figure below offers an organizing framework for thinking about the qualitative and quantitative dimensions of text complexity, as well as the key relationship of reader and task when selecting appropriate texts for students to read and comprehend.

How to estimate a text's complexity for a reader

Teacher

What do my students know about this text's topic? Author? Literary? Devices/themes/language that appear in this text?

Teacher

What will my students be asked to do with this text? How familiar is this task?

Reader   **Text**   **Task**

Teacher

How many levels of meaning does the text contain? How many allusions to other texts or culture appear in the text? What types of complex/abstract words appear in the text? Is there lots of figurative language? Are there sentence structures that contain multiple ideas? Are graphics used to convey information? Are there shifts in points of view, time, or storylines that make comprehension challenging?

Qualitative   Quantitative

Teacher

What is the Lexile, Flesch-Kincaid, or reader-level according to text-leveling software?

Quantitative measures of text complexity (e.g., word frequency and difficulty, sentence length, and text cohesion) are generated by text leveling tools that solely evaluate the text's language (see for

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[3]Kieffer, Michael J., & Lesaux, Nonie K. (2007). Breaking down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom. Reading Teacher, 61(2), 134-144.

instance, the Lexile framework). These measures can often give an indication of whether a text contains language forms and structures that are unfamiliar to students in a particular grade range,

but are not designed to pinpoint whether a text is appropriate for a learner within a particular grade. Once a text has been determined to be suitable for a particular grade range, an educator can turn to **qualitative indicators** of text to determine if a text is

> ## Guidelines for Teaching Complex Texts:
>
> - Choose key excerpts or fragments to support deep study of unit concepts
> - Teach language that students will need to generate oral and written responses to understand the text
> - Use a small selection of protocols for talking about text and use routines to support students through the writing process.

appropriate for use with his or her students. For example, the complexity of a text's structure, the accessibility of the language conventionality and clarity, levels of meaning conveyed by the author, and knowledge demands placed on readers must be assessed by educators with their own students in mind. A quantitative analysis can situate a text in a grade 6-8 text complexity band; a qualitative analysis conducted by the teacher then can determine if the text is better suited for grade 6 rather than grade 8 students, and when in the year to introduce such a text.

What does this instruction look like in linguistically-diverse classrooms?

Traditional Instructional Practices

All texts used with ELLs/MLLs are extremely challenging because they are at or above grade-level OR all texts are below grade-level, offering little engaging content and compromising learning activities.

21st-Century Instructional Practices

Multiple texts at different levels are read by ELLs/MLLs in order to support them to develop a rich understanding of a topic and to develop their reading comprehension skills. Sets of texts are a key support for ELLs/MLLs on the path to consistently accessing grade-level texts with ease.

Indicators in Curriculum:

☑ The unit's texts feature essential knowledge that students need to answer the 'big' question or idea that guides the unit's assignments and learning tasks.

☑ Multiple texts are used throughout the unit (e.g., many text types, multiple levels of difficulty), tackling the topic from many perspectives.

☑ There are questions that guide the reading of each text (i.e., text-focused questions), to help students to identify ideas and information central for comprehension.

The language used in the texts is like that used in the discipline.

Indicators in Instruction:

☑ Texts appear to be of high-interest to readers; students are motivated to read them. Instructor connects the purpose for reading the text to the unit's goals.

☑ Students understand the role that each text plays in building up their understanding of the unit's topic.

☑ Instructor creates space for students to share alternative interpretations of the text.

☑ Instructor requires that students use (text-based) evidence to support any claims made about the text.

☑ Students have opportunities to answer text-dependent questions to build comprehension, then have opportunities to make inferences from text.

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2 Anchor Briefs	4 Hallmark Briefs: Instructional Practices for Advanced Literacies		2 Spotlight Briefs

Brief 1: Advanced Literacies for Academic Success

Hallmark 1: Engaging Texts

Hallmark 2: Rich Discussion

Spotlight 1: Language Production Projects

Brief 2: What Goes into Reading Comprehension?

Hallmark 3: Frequent Writing

Hallmark 4: Academic Vocabulary and Language

Spotlight 2: Units of Study

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Shifting How We Think About Classroom Talk

From...	To...
Infrequent classroom discussion and talk	Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work
Using discussion and talk as strategies for processing new content	Also using discussion and talk as a method for demonstrating thinking and learning
Using discussion and talk as a stand-alone strategy for learning	Using discussion and talk to support reading and writing instruction, and vice versa

Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Hallmark 2:
Talk and discussion to build both conversational and academic language knowledge

Why is this important?

To develop their language skills, all students, but especially ELLs, need a lot of practice with language! But we know that in many classrooms, the typical teaching scenario doesn't give our students much of a chance to talk[1]. What is this typical scenario? A teacher asks a question, calls on a student to respond, the teacher then follows by evaluating the response (i.e., saying whether it's correct or incorrect)—and the interaction is complete. Even though this is a very common scenario, this exchange is not going to get today's students to the levels of language and critical thinking that they are capable of—and that they need for academic and personal success.

How do we get them to those levels? Well, language develops in the classroom if there is an extended back-and-forth process of interactions among students, organized around rich content and topics. Beyond the cognitive and linguistic benefits, we know that extended talk and discussion creates a more engaging learning environment. Recent research shows us that fostering engagement by focusing on building student autonomy and collaboration produces greater gains in achievement and we know that talk-based learning tasks and projects can do exactly this—when there is choice, roles, and collaboration involved, they are a great way to promote students' sense of autonomy as learners.

Because discussions that are text-based often center on negotiating the text's meaning, students are able to struggle productively in a supported context[2].

What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

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[1]Eccles, Jacquelynne S., & Roeser, Robert W. (2011). Schools as Developmental Contexts during Adolescence. Journal of Research on Adolescence, 21(1), 225-241.

[2]Beck, I.L., McKeown, M.G., and Omanson, R.C. (1987). The effects and uses of diverse vocabulary instructional techniques. *The nature of vocabulary acquisition* (147-163). Hillsdale, NJ. Erlbaum.

What does this instruction look like in linguistically-diverse classrooms?

Traditional Instructional Practices

All texts used with ELLs are extremely challenging because they are at or above grade-level OR all texts are below grade-level, offering little engaging content and compromising learning activities.

21st-Century Instructional Practices

Multiple texts at different levels are read by ELLs in order to support them to develop a rich understanding of a topic and to develop their reading comprehension skills. Sets of texts are a key support for ELLs on the path to consistently accessing grade-level texts with ease.

Shifting How We Think About Classroom Talk

From...	To...
Infrequent classroom discussion and talk	Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work
Using discussion and talk as strategies for processing new content	Also using discussion and talk as a method for demonstrating thinking and learning
Using discussion and talk as a stand-alone strategy for learning	Using discussion and talk to support reading and writing instruction, and vice versa

Indicators in Curriculum:

☑ Students are asked to use the target words and other academic language when speaking as part of each lesson in the unit.

☑ Speaking and listening routines (e.g., weekly debates, interviews and other role play) occur consistently and predictably throughout each unit. This provides students with the time and opportunities to develop mastery of these learning processes.

☑ Students are engaged in speaking and listening as part of *each* lesson.

Indicators in Instruction:

☑ Instructor communicates the importance of using target words when speaking.

☑ Instructor acknowledges the challenges associated with learning language and conveys an attitude that values experimenting with language by *praising students' attempts* at using target language when speaking, i.e., an expectation that students will *not* likely use words correctly or precisely at first.

☑ Instructor builds in talk routines if these are not already an integral part of the curriculum.

☑ Students are aware of talk routines—and demonstrate a level of comfort with them.

☑ Student discussion is part of each lesson, e.g., peer-to-peer interaction (brief or extended), debates, interviews.

☑ Students are encouraged to use peers as language resources when speaking.

A Map of this Brief Series

This is Hallmark 2 in a series of briefs designed to aid New York State educators in implementing the revised standards, particularly in settings serving linguistically diverse learners. This series includes:

2 Anchor Briefs	4 Hallmark Briefs: Instructional Practices for Advanced Literacies	2 Spotlight Briefs

Brief 1: Advanced Literacies for Academic Success

Brief 2: What Goes into Reading Comprehension?

Hallmark 1: Engaging Texts

Hallmark 2: Rich Discussion

Hallmark 3: Frequent Writing

Hallmark 4: Academic Vocabulary and Language

Spotlight 1: Language Production Projects

Spotlight 2: Units of Study

For more on this, see...

Teaching Advanced Literacy Skills
A Guide for Leaders in Linguistically Diverse Schools

Nonie K. Lesaux
Emily Phillips Galloway
Sky H. Marietta

Language Diversity & Literacy Development

The **Lead for Literacy** initiative is a series of one-page memos that revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.

Access these briefs at https://langlit.gse.harvard.edu/lead-for-literacy

Cultivating Knowledge, Building Language
NONIE K. LESAUX · JULIE RUSS HARRIS

Literacy Instruction for English Learners in Elementary School
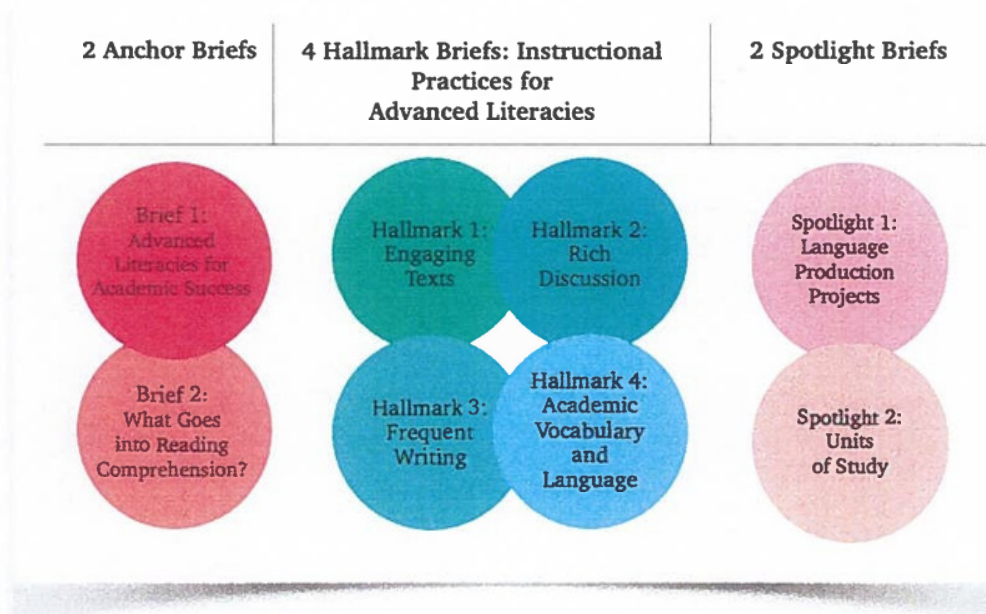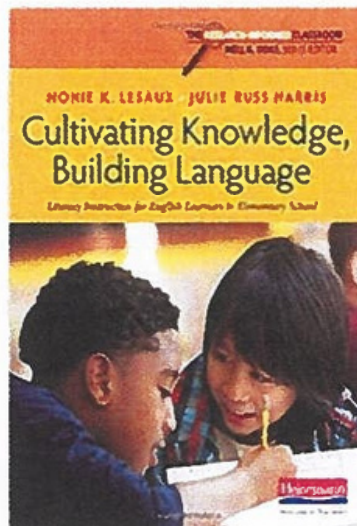
Office of Bilingual Education and World Languages:

Visit: http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl

Contact: http://www.nysed.gov/bilingual-ed/schools/contact-us

NYS Next Generation P-12 Learning Standards:

Visit: http://www.nysed.gov/aimhighny

Hallmark 3 of Advanced Literacies Instruction: Building Written Language

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Hallmark 3: Write to build language and knowledge

Why is this important?

Writing is an under-utilized strategy for supporting students' advanced literacy skills[1]. However, it is a crucial platform for fostering emerging and developing academic language among students acquiring English at school and their peers[2]. Writing alone is certainly less powerful than instruction that engages students in reading, writing and talking about a topic of study. In fact, a growing research base suggests that frequent opportunities to engage in text-based writing supported by talk are linked with stronger language and literacy skills overall for English Language Learners and Multilingual Learners.[3]

Student writing is also a highly informative tool for assessing language and concept mastery. When students can accurately use new vocabulary and language structures in their writing, we know they grasp the concept or the linguistic structure their writing represents. Keep in mind that students, especially ELLs/MLLs, are often first exposed to academic language when they read written text, so once they start to use academic language in their own writing, we know that their language development is advancing.

What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

[1]Graham, S., & Hebert, M. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. *Harvard Educational Review*, 81(4), 710-744.

[2]Baker, Scott, Lesaux, Nonie, Jayanthi, Madhavi, Dimino, Joseph, Proctor, C. Patrick, Morris, Joan, Newman-Gonchar, Rebecca. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-401.

[3] Reznitskaya, A., Kuo, L.-J., Clark, A.-M., Miller, B., Jadallah, M., Anderson, R. C., & Nguyen-Jaheil, K. (2009). Collaborative reasoning: A dialogic approach to group discussions. Cambridge Journal of Education, 39, 29–48.

What types of writing fuel content mastery?

Four types of writing activities have been linked with improved content knowledge and mastery[4]:
1. Extended writing
2. Summary writing
3. Note-taking to produce a research paper or presentation
4. Generating and answering questions

What does this instruction look like in linguistically-diverse classrooms?

Traditional Instructional Practices

Many writing assignments in today's schools are actually just brief writing "exercises" — on-demand writing (putting pencil to paper in a hurry), often in response to a prompt, and most often drawing on personal experience and opinion (sometimes referred to as "journal responses" or "free writes"). Many times, these exercises don't involve the multiple steps — planning and process — involved in writing and they are not clearly connected to the unit's topic. They are warm-up activities and/or excellent for transitioning between learning tasks, but we can't consider them a part of writing instruction that will build language and knowledge.

21st-Century Instructional Practices

For writing to promote students' language and cognitive skills, students need a structured, content-based approach to all writing assignments and tasks, e.g. writing prompts, text questions, or narratives. Students need to have studied the material to be processed and written about. They also need supports and scaffolds to plan, discuss, and organize their ideas and develop an argument; incorporate and connect their words and sentences; and/or move from notes to a flowing paragraph.

Building on Linguistically-Diverse Students' Language and Cultural Resources

For linguistically-diverse students, it is crucial to support academic writing by teaching the specific language that students need to communicate complex ideas.

Quick Tip: Teach words that serve as signposts ('First,' 'Second,' and 'Third') and link ideas ('However' and 'Therefore'). These words often serve similar functions as words that students likely know in a home language ('and,' 'but,' 'so'). Making these links between home and additional language(s) supports students to more readily master the functions of a new language.

[4]Graham, S., & Hebert, M. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. Harvard Educational Review, 81(4), 710-744.

Shifting How We Think About Writing Instruction

From...		To...
Teaching writing in isolation from reading, speaking, and knowledge-building instruction.	→	Teaching writing within content-based units that involve reading, writing, and dialogue.
Using writing as a method for demonstrating knowledge gaining in a unit.	→	Using writing as a method for sharpening thinking about the ideas presented in a unit.
Writing about topics disconnected from a unit of study using a constrained set of text types.	→	Writing about the content presented in the unit using a host of text types.

Indicators in Curriculum:

☑ Lesson incorporates the need for student writing that is related to the text.

☑ The writing lessons and lesson components require that students use the unit's vocabulary words and concepts, and other academic language.

☑ Writing routines (e.g., multi-step process, formats for responding to text) and tools (e.g., graphic organizers) are taught and used consistently and predictably throughout each unit, providing students with the time and opportunity to develop mastery of these learning processes.

☑ Students produce an extended writing piece as part of every unit to demonstrate their grasp of content and language (e.g., op-ed, essay, research report).

Indicators in Instruction:

☑ Instructor communicates the importance of using target words when writing.

☑ Instructor acknowledges the challenges associated with learning new language and conveys an attitude that values experimenting with language by *praising students' attempts* at using academic language when writing (i.e., an expectation that students will *not* likely use words and structures correctly or precisely at first).

☑ Instructor builds in writing routines/supports if these are not already an integral part of the curriculum.

☑ Students are aware of the classroom's writing routines, and demonstrate comfort with them.

☑ Writing is used as a method for consolidating thinking before and after reading (e.g., summarize or responding by sharing his or her opinion).

☑ Students are encouraged to use peers and texts as *language resources* when writing (e.g., to use language structures and words found in mentor texts or to adopt language that peers have used successfully in their own texts or speech).

☑ Students are asked to make use of previously taught words, language structures, and strategies for academic language learning when writing.

A Map of this Brief Series

This is Hallmark 3 in a series of briefs designed to aid New York State educators in implementing the revised standards, particularly in settings serving linguistically diverse learners. This series includes:

2 Anchor Briefs	4 Hallmark Briefs: Instructional Practices for Advanced Literacies	2 Spotlight Briefs

Brief 1: Advanced Literacies for Academic Success

Brief 2: What Goes into Reading Comprehension?

Hallmark 1: Engaging Texts

Hallmark 2: Rich Discussion

Hallmark 3: Frequent Writing

Hallmark 4: Academic Vocabulary and Language

Spotlight 1: Language Production Projects

Spotlight 2: Units of Study
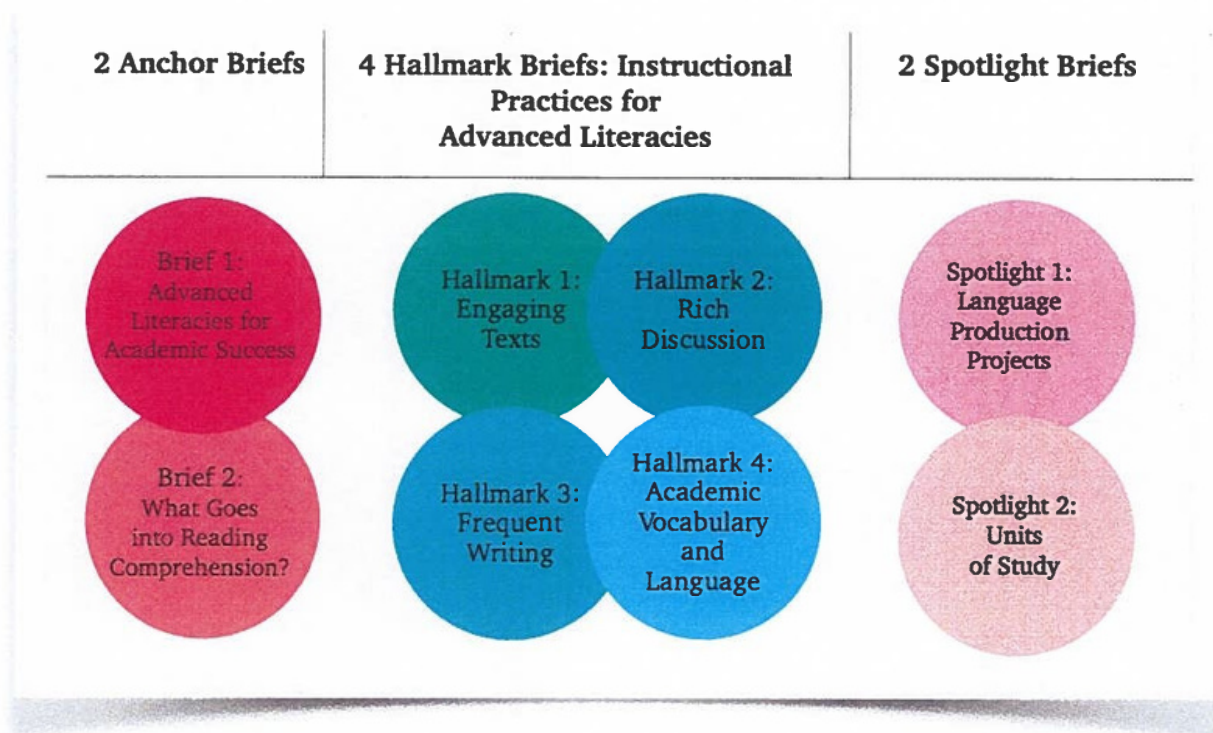
Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Hallmark 4:
Study a small set of high-utility vocabulary words to build breadth and depth of knowledge

Why is this important?

Vocabulary knowledge is a key part of language development and academic success—it involves understanding the meanings of words and phrases heard or read, as well as using those words and phrases to communicate effectively in speech or writing. Vocabulary, language, and knowledge, therefore, go hand in hand—it is through words and sentences that ideas take shape and knowledge is communicated.

Academic vocabulary is used primarily in school, civic, and professional settings—the language of text, academic success, and of power and influence. Distinct from everyday vocabulary, it includes general vocabulary words that are used across many content areas (e.g., *research*, *exhibit*, *investigate*) as well as content-specific academic vocabulary words that are unique to a particular subject (e.g., *fraction* in math; *chemical* in science). Acquiring and building knowledge through reading means not just recognizing academic words, but having a deep understanding of them— reading for meaning demands an understanding of the concepts that the words represent and an ability to integrate these concepts with prior knowledge. For comprehending school texts, having a deep understanding of academic vocabulary words is essential. By focusing on the role of academic vocabulary in content-

What is Academic Language?

Academic language is the language used primarily in school, civic, and professional settings—the language of text, academic success, and of power and influence. It is distinct from everyday conversational language.

area teaching and learning, educators can transform academic words from the *gatekeeper* between word reading and comprehension to the *gateway* for deep understanding.

What Does This Look Like in Linguistically Diverse Classrooms?

Using Home Language Resources

English Language Learners and Multilingual Learners bring knowledge of words (and their concepts) acquired in a home language to the classroom. The task for educators is to use instructional strategies and supports to help students establish connections between this knowledge and their developing knowledge in an additional language. In designing learning and teaching to support ELLs/MLLs, it is crucial to consider that word knowledge develops for students as they connect what they know about a word, in any language, with new information being taught.

Quick Tip: Allow students to use home language resources as they are learning an additional language. If educators are not speakers of students' home languages, they can make students the experts by having them share the connections they are establishing across languages.

Academic vocabulary instruction is especially important in linguistically diverse classrooms. Many struggling readers and English learners demonstrate shallow and narrow vocabulary knowledge; they have enough knowledge of words and concepts to engage in day-to-day conversations or get the gist of a story, but they need an even deeper understanding of many academic words and concepts for independent reading comprehension and to engage in academic dialogue, written or oral.

To promote students' academic vocabulary in a linguistically diverse classroom means new and intensive opportunities to develop their oral (skills and knowledge that go into listening and speaking) and written language skills across content areas. This can be done by taking a knowledge-building approach—one that brings the world to students in meaningful ways and supports them as they acquire both knowledge *and* language.

Shifting How We Think About Vocabulary Instruction

Principles of Effective Vocabulary Instruction:

Principle 1. Use **content-based, thematic units of study that include rich texts**, and organize the units so that they each focus on a multifaceted topic with potential for student engagement. If we are going to have students engage with language and build knowledge, we need a long-term plan and juicy or meaty content to do it with. For example, a life-science unit for third-graders might focus on how animals survive in their environments, a topic that is both content-based and engaging. Here, texts-of-choice might be Mike Unwin's *Why Do Tigers Have Stripes?*, Nic Bishop's *Butterflies and*

Moths, and a *Time for Kids* article about how elephants survive in their environment. These texts are relevant to the unit's big idea, on-grade-level for listening comprehension, and feature **academic vocabulary.** As a result, they act as a springboard for learning and discussion throughout the unit.

Principle 2. Choose a **small set of academic vocabulary words to teach**. As part of the unit, we

From...	To...
Approaching vocabulary instruction as stand-alone strategy	Organizing vocabulary instruction within content-based units of study that involve reading, writing, and dialogue
Starting with long lists of words	Selecting a small set of useful and complex words, then complementing this instruction with word-learning strategies
Teaching words through a series of memorization and spelling activities and independent worksheets	Studying words and concepts using multiple methods and formats, including collaboration
Relying on wide reading to build word knowledge	Reading a small set of thematically-related texts deeply to build knowledge of words and concepts

should select a small set of academic vocabulary words to teach, so that we're building language and knowledge in authentic, content-rich contexts. By focusing on fewer words and devoting more time to studying them in context, students have the opportunity to learn concepts and nuances associated with a given word and a chance to practice using words through writing, speaking, and listening activities in the classroom. The words under study should help students understanding the text in which they are featured, learn and talk about the unit's theme, and comprehend material across content areas.

Principle 3. Use **multiple modalities, formats, and methods.** Developing deep vocabulary knowledge requires a combination of explicit instruction and opportunities for more informal, authentic practice. It

Spotlight: Math and Academic Vocabulary —Dependent Variables

Mathematics instruction relies on academic language to convey knowledge and concepts just as much as other content areas, since learning math is verbally mediated through oral and written language, as well as the association of verbal labels to mathematical forms and expressions.

Quick Tip: Create opportunities for students to **Think Aloud**. These moments allow students to practice academic language and become more aware of their peers' thinking.

also demands varied opportunities to encounter and use the words and concepts— from familiar to novel contexts and across literacy domains (reading, writing, and speaking). For example, each unit culminates in a project that requires students to craft an extended oral or written product.

Principle 4. Unlock language by developing **word-learning strategies**. It is not possible to provide direct instruction in all of the words that students will need to know as they move up through the grades, but we can help them to become strong word learners who have the tools and skills to unlock the meaning of unfamiliar words. As students practice the cognitive steps and develop the morphological knowledge it takes to unlock language, their vocabulary and reading skills also benefit. Strategies in this area include: 1) Breaking words into meaningful parts (roots, suffixes, and prefixes), 2) using clues present in surrounding text (i.e., context clues), and 3) consciously attending to words (e.g., encouraging students to share interesting word encounters in their everyday life).

Principle 5. Organize thematic units within an **instructional cycle**. For vocabulary knowledge to deepen and accumulate, learning opportunities should be organized within a consistent instructional cycle—a lesson sequence made up of varied core learning tasks (Principle 2) that build from one to the next, enabling the study of content-based themes (Principle 1), academic words (Principle 3) and word-learning strategies (Principle 4).

A Map of this Brief Series

This is Hallmark 4 in a series of briefs designed to aid New York State educators in implementing the revised standards, particularly in settings serving linguistically diverse learners. This series includes:

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Brief 1: Advanced Literacies for Academic Success

Hallmark 1: Engaging Texts

Hallmark 2: Rich Discussion

Spotlight 1: Language Production Projects

Brief 2: What Goes into Reading Comprehension?

Hallmark 3: Frequent Writing

Hallmark 4: Academic Vocabulary and Language

Spotlight 2: Units of Study
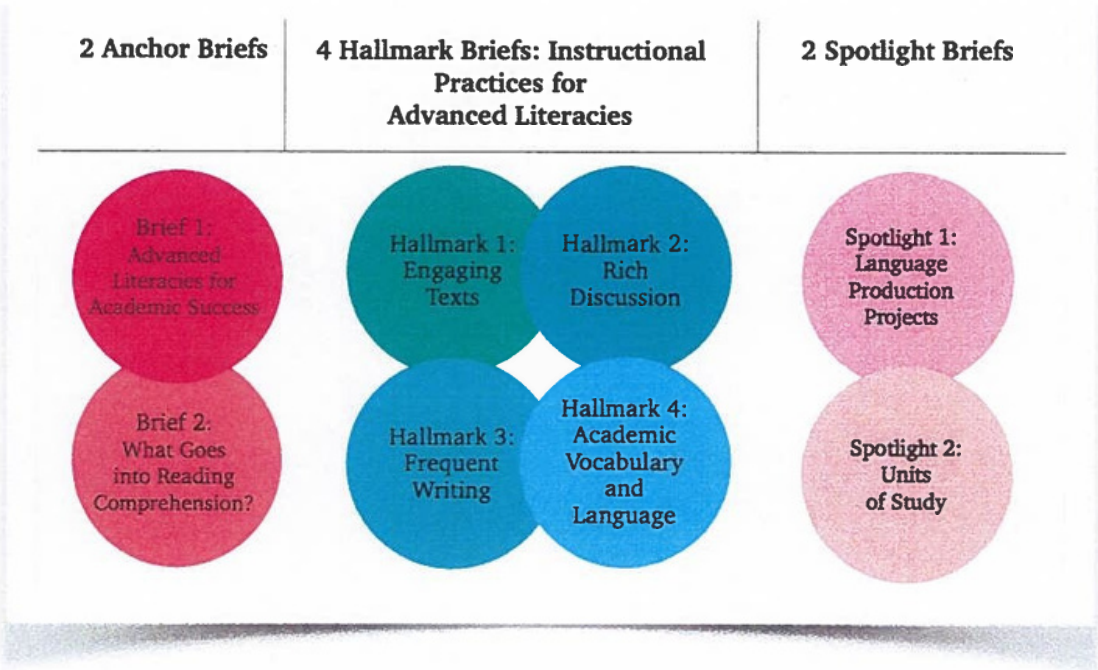
Advanced Literacies Instruction:
Spotlight on Instructional Units of Study

**Produced for the New York State Education Department by
Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD**

Why is this important?

Effective literacy instruction situates explicit instruction of crucial component skills (phonics, fluency, and word reading skills) within a more expansive framework—one that brings the world to students in meaningful ways and supports them as they develop the foundation they need to access and comprehend a range of texts. This **knowledge-building approach** is guided by the notion that learning big ideas and answering complex questions *also means* learning the language used to represent them. Emblematic of this knowledge-building approach is the use of **instructional units of study.**

Instructional units of study as a key mechanism for creating the conditions for knowledge-building literacy instruction are successful when they exemplify three characteristics. The first, **(1) depth of learning**, is achieved in units of study by placing a concept, word, or theme at the center of the instructional design for the purpose of building up content and world knowledge and critical thinking skills, ultimately setting up learners to comprehend, discuss, and compose sophisticated texts. The second characteristic, **(2) a focus on the learning process,** is achieved in units of study by moving away from mastery and highlights the learning process; instead of pushing students to master words or subject matter through memorization or lockstep procedures, a knowledge-building

DEPTH OF LEARNING

Place a concept, word, or theme at the center to deepen understanding.

LEARNING AS A PROCESS

Facilitate learning such that students can grapple with ideas and learn from mistakes.

INTERACTIVE LEARNING

Support meaningful interactions among teachers and peers.

approach focuses on grappling with ideas, reconciling inconsistencies, arriving at conclusions, and making (and learning from) mistakes. The third characteristic of meaningful units of study is that they **(3) make learning interactive.** When adults initiate supportive interactions, and when children interact with one another, unfamiliar words and content become more meaningful and are more likely to be internalized.

Making Instructional Units of Study Happen

Organizing Lessons within a Knowledge-Building Cycle

Within any instructional unit, it is important to design an instructional cycle that is organized around one big idea and corresponding touchstone text (a conceptually rich, accessible, and engaging text that features the big idea), as well as a set of high-utility academic words. In this brief, we focus on the design of the knowledge-building cycle—which focuses on the use of a regular, repeated lesson sequence, providing an architecture for literacy instruction. There are five key features of this instructional cycle:
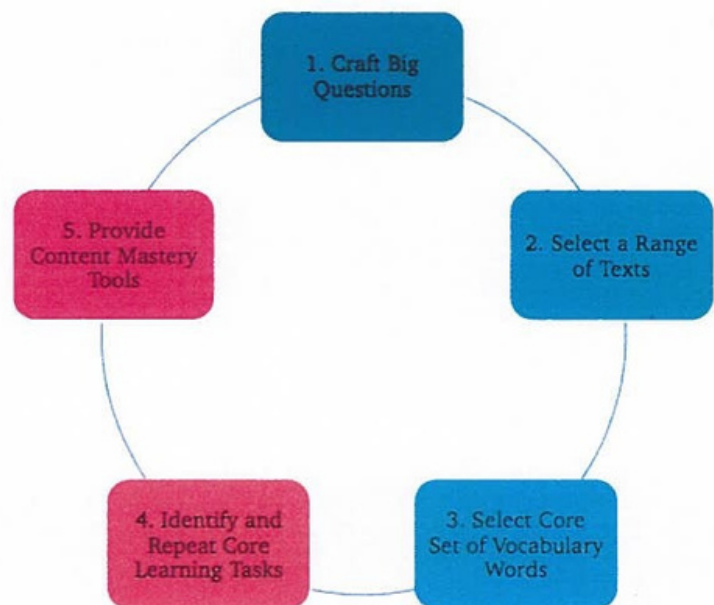
1. Craft 'Big' Questions and Subquestions to Motivate the Unit's Inquiry

Across an instructional unit, students must be motivated to engage with each text and learning task, that together lead to content mastery and literacy and language learning. A central method for motivating this inquiry is to engage students in answering a question that is authentic and for which there is no single answer (e.g., will brain science change criminal law? how will wearable technology change our society? is internet/technology access a civil right? should parents be held responsible when children smoke? should people be able to rent pets?). In addition to a big question, additional subquestions that guide the reading of each text and which can be answered using the information contained in that text serves to signal to students that learning is the product of integrating information and perspectives across texts.

2. Select a Range of Texts

Selecting a range of text implies selecting texts that differ by modality (spoken, written and digital), that are of various text types or genres (descriptive, narrative, expository and argumentative), and that represent a range of perspectives and authors from different historical periods, cultures, and belief systems. It is through using a range of texts and working to integrate the information and perspectives across texts that supports deep learning of content as well as fosters familiarity with the language of text and the unique organizational structure of each text type.

3. Select a Core Set of Academic Vocabulary Terms to Teach Across the Unit

Choosing a small set of academic vocabulary words to teach that are present in the unit's texts OR can be used to discuss the unit's topic supports students to acquire academic language as they master content. As part of the unit, we should select a small set of academic vocabulary words to teach. Indeed, the words under study should serve a series of functions: aid students in understanding the text in which the words appear, learn and talk about the unit's theme, and comprehend material across the unit.

4. Identify and Repeat Core Learning Tasks from Unit-to-Unit

Identify a core set of structures and routines—the learning tasks—that make the learning process familiar and predictable to free up cognitive space and energy to focus on the content. That is, core sets of learning tasks should recur from cycle-to-cycle, to enable students to gain familiarity and ease with expectations. Interactive core learning tasks, such as think-pair-share, interactive crossword puzzles, and paired discussion activities can add depth to the areas where students need intensive learning opportunities. In addition protocols that structure participation in academic talk aid students in expressing their developing understandings and knowledge gained through a unit (e.g. academic conversations, accountable talk).

Using Home Language Resources

English Language Learners and Multilingual Learners bring knowledge of words (and their concepts) acquired in a home language to the classroom. The task for educators is to use instructional strategies and supports to help students establish connections between this knowledge and their developing knowledge in an additional language. In designing learning and teaching to support ELLs/MLLs, it is crucial to consider that word knowledge develops for students as they connect what they know about a word, in any language, with new information being taught.

Quick Tip: Allow students to use home language resources as they are learning an additional language. If educators are not speakers of students' home languages, they can make students the experts by having them share the connections they are establishing across languages.

5. Provide Instructional Tools that Aid Content Mastery and Support Academic Language Production

Venn diagrams, story maps, cause-and-effect charts, mind maps and the like have become as commonplace and valued classrooms serving students at all age groups—and for good reason. These graphic organizers provide a visual, prearranged framework for students to get their ideas on the page and to link these ideas in ways that will ultimately line up with genre and audience expectations[1]. Long a mainstay in classrooms serving ELLs/MLLs, sentence starters (e.g., "I learned _____") and sentence frames (e.g., "I think _____ because_____") support ELLs, MLLs, and their classmates to take their ideas and put them into academic forms[2].

Sentence starters and frames can be designed to support students to:

▸ write or talk about particular content or texts

▸ craft different parts of a paragraph, such as a topic or concluding sentence

▸ use the unit's target academic words accurately

▸ communicate for different purposes (e.g., rebuttal during debate vs. starting a conversation)

▸ use connectives to link ideas together.

Often, sentence starters and frames support the use of connectives. Supporting ELLs' and MLLs' use of connectives will often take the form of sentence starters and frames that integrate these linguistic signposts. For example, when comparing and contrasting the perspectives of an argument, sentence starters might include: "On one hand, _____. However, _____.

A Map of this Brief Series

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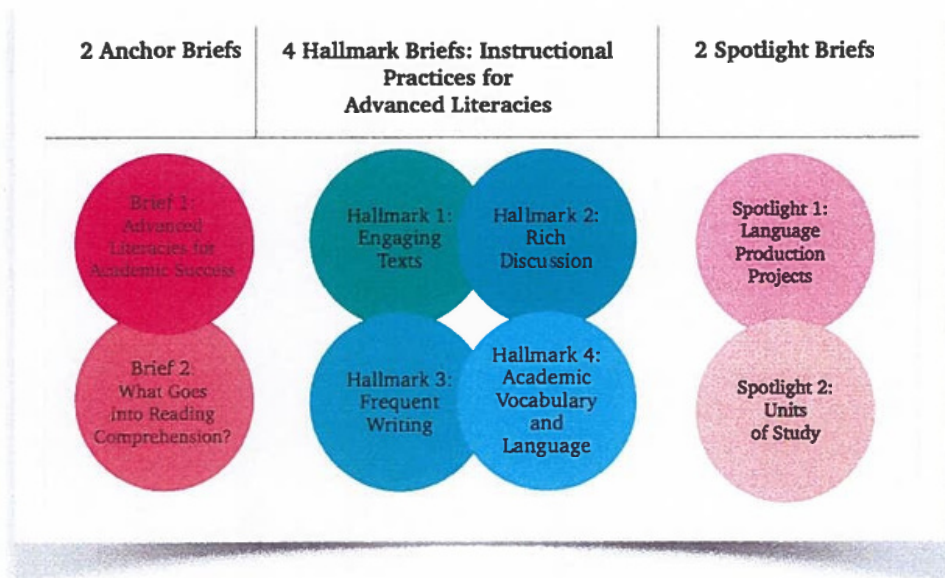
[1] Harris, K.R., S. Graham, S., and L.H. Mason. 2006. "Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy Development with and Without Peer Support." *American Educational Research Journal* 43 (2): 295-340.; Lesaux, N.K. 2010. *Turning the Page: Refocusing Massachusetts for Reading Success*. Boston: Strategies for Children.

[2] Kim, J., Olson, C., Scarcella, R., Kramer, J., Pearson, M., Van Dyk, D., and Land, R. (2011). A Randomized Experiment of a Cognitive Strategies Approach to Text-Based Analytical Writing for Mainstreamed Latino English Language Learners in Grades 6 to 12. Journal of Research on Educational Effectiveness, 4(3), 231-263.

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Advanced Literacies Instruction:
Spotlight on Language Production Projects

Produced for the New York State Education Department by
Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Why is this important?

With the building of 21st-Century literacy skills comes certain shifts in instructional approaches. One strategy that can help educators as they make this transition is the use of language production projects. Language production projects are content-based, purpose-driven opportunities to craft (i.e., plan, generate, and revise) an oral or written product. These projects, which can take many forms, ultimately provide opportunities to promote students' oral and written language skills, reading comprehension skills, content area knowledge, and academic motivation. Despite their many forms, at their core they have one key feature in common: they are designed to support students to **consolidate and extend their understanding of the content studied over the course of a unit or instructional cycle,** while building students' oral and written language skills.

A combination of the unit's content focus and learning objectives, and students' developmental stage will drive the design of a language production project. The project might be a debate, a letter-writing campaign, a public service announcement, a mock trial, a presentation, or even some kind of performance (e.g., giving a speech, creating a commercial, or acting out a student-generated play). Unlike the all-too-familiar speaking and writing assignments that are brief and disconnected to content under study (e.g. responding to prompts about summer vacations, the weekend, assignments about favorite U.S. state, etc.), language production projects do much more than ask students to complete a task that is isolated from the rest of their classroom learning experiences. They are

| APPLY ADVANCED LITERACY SKILLS AND COMPETENCIES | CONSOLIDATE CONTENT KNOWLEDGE | FOSTER ACADEMIC MOTIVATION |

critical tools for extending learning and getting to advanced literacies. Integrating language production projects throughout the school year extends learning and, in so doing, is a crucial step toward equipping students with a sturdy academic foundation.

Making Language Production Projects Happen

Principles for Designing Language Production Projects

1. Organize the Project Around a Compelling Purpose

Language production projects that promote academic motivation are driven by compelling purposes for communicating with others[1]. As long as it's connected to the instructional cycle and/or unit of study, a purpose can take many forms, including:

> **Three Principles for Designing Language Production Projects**
>
> 1. Organize the project around a compelling purpose.
>
> 2. Build on content knowledge acquired in the unit.
>
> 3. Build in opportunities for students to use target words.

- conveying information to an audience that students are eager to connect with (e.g., the local mayor, principal, parent or peers)

- learning more about an aspect of the unit's big idea that seemed particularly intriguing

- solving a problem that concerns students

- going deeper on scientific phenomena and social issues (e.g., climate change, urban development, protecting threatened and endangered species).

2. Build on Content Knowledge Acquired in the Unit

Language production projects do not call for simply summarizing the knowledge acquired in the unit; instead, these projects require students to think deeply about the content. Given this, an important aspect of successful writing and speaking in the context of language production projects is having sufficient knowledge of the unit's topic. After all, being able to articulate a stance on an issue, engage in a debate, or write persuasively about a topic is only possible if students have comprehended the multiple texts that comprise a unit, mastered the language needed to discuss the unit's topic and had multiple opportunities to grasp the nuances of the topic through discussions with peers and writing about the topic.

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[1] Duke, N.K., V. Purcell-Gates, L.A. Hall, and C. Tower. 2006. "Authentic Literacy Activities for Developing Comprehension and Writing." The Reading Teacher 60 (4): 344-55; Guthrie, J.T. 2011. "Best Practices in Motivating Students to Read." In Best Practices in Literacy Instruction, 4th ed., ed. L.M. Morrow and L.B. Gambrell, 177-198. New York: Guilford Press.

3. Build In Opportunities for Students to Use Target Vocabulary Words

Each unit or instructional cycle should be focused on the study of a corresponding set of target academic words required to express this idea—and the language production project should have students using these. Because these academic words that we teach in a given unit are relevant to the unit's big idea, these words are naturally useful to students as they complete a language production project. However, we must explicitly and intentionally support English Language Learners and their peers to use this language, for example:

- including target words in the written and oral questions and prompts posed to students around the project
- creating routines that involve brainstorming how target words might be used to communicate ideas
- providing sentence frames that include, or beg the use of, target words

Questions to Ask When Designing Language Production Projects

To make the design of Language Production Projects concrete, we turn now to a unit designed by a 3rd grade teacher, Ms. Parkin. Ms. Parkin's students will design a pamphlet at the end of this unit. For this project, she is supporting students to learn about and generate solutions to a local issue: How can communities support animals' survival in modern, urban environments?[2]

What is the topic?	• How can we better coexist with wildlife?
What compelling issue will students focus on?	• How can we be good neighbors to animals, supporting their survival in and around our community?
What research will they need to undertake?	• Document dangers that animals face every day (e.g. snowy owls mistake the low and flat land around the nearby airport for the Arctic tundra; migrating birds that collide with illuminated windows of high-rise buildings; and salamanders and frogs that migrate to vernal pools, i.e. seasonal ponds, to breed, only to find that these often flooded areas are occupied by a housing development.)
What product will they generate?	• Create pamphlets for their state's Audubon Society, focused on how to coexist with local wildlife. This organization posts "Quick Guides" on their website, focused on advocating for particular species. Her students will add to the organization's library of Quick Guides, generating their own pamphlets that describe local species (including their adaptions), the dangers these species face, and the strategies to support their survival.

Building on Linguistically-Diverse Students' Language and Cultural Resources

Quick Tip: Focusing on issues that are relevant to students' communities often supports deeper inquiry. Whenever possible, examine topics that have a direct impact on linguistic and cultural communities in your area and build language production projects around those themes.

2 Lesaux, N., & Harris, Julie Russ. (2015). Cultivating knowledge, building language : Literacy instruction for English Language Learners in elementary school (Research-informed classroom series). Portsmouth, NH: Heinemann.

A Map of this Brief Series

This is Spotlight 1 in a series of briefs designed to aid New York State educators in implementing the revised standards, particularly in settings serving linguistically diverse learners. This series includes:

2 Anchor Briefs	4 Hallmark Briefs: Instructional Practices for Advanced Literacies		2 Spotlight Briefs
Brief 1: Advanced Literacies for Academic Success	Hallmark 1: Engaging Texts	Hallmark 2: Rich Discussion	Spotlight 1: Language Production Projects
Brief 2: What Goes into Reading Comprehension?	Hallmark 3: Frequent Writing	Hallmark 4: Academic Vocabulary and Language	Spotlight 2: Units of Study

For more on this, see...

Teaching Advanced Literacy Skills
A Guide for Leaders in Linguistically Diverse Schools
Nonie K. Lesaux
Emily Phillips Galloway
Sky H. Marietta
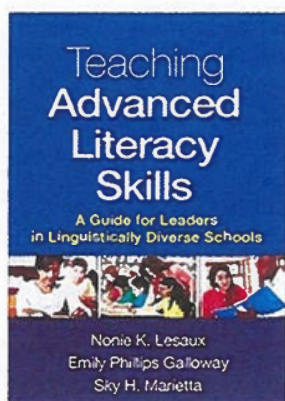
Language Diversity & Literacy Development RESEARCH GROUP

The **Lead for Literacy** initiative is a series of one-page memos that revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.

Access these briefs at https://langlit.gse.harvard.edu/lead-for-literacy

Cultivating Knowledge, Building Language
NONIE K. LESAUX JULIE RUSS HARRIS

Addressing the Impact of COVID-19 on Multilingual Learners* and Their Social and Emotional Well-Being

For multilingual learners (MLs) and their families, the COVID-19 pandemic has had disproportionate and inter-related consequences for their economic stability, educational opportunities and outcomes, and social, emotional, physical, and mental well-being.

AREAS OF IMPACT

School Attendance[8,11]

- Since the start of the pandemic in the U.S., an estimated 3 million students have been absent or not actively participating in remote learning.[1]
- A survey found that 23% of students were not logging into remote learning and almost 45% had lower levels of engagement.[2]
- Absenteeism can harm the development of key social and emotional skills such as social awareness, self-efficacy, and self-management.
- In schools with only remote learning, attendance was typically lower for middle and high school English learners (ELs) than for non-ELs.
- Researchers predict that COVID-19-related school closures may negatively affect the social and emotional development of vulnerable subgroups, such as MLs/ELs.

Economy, Community, and Society[5,7,14,15]

Many MLs may have experienced the following:

- Family members who are essential workers and are unable to stay at home
- Family members who lost their jobs
- Taking on responsibilities such as communicating with landlords and social service agencies on behalf of adults; serving as translators and interpreters for adults with limited English language proficiency
- Working to provide additional income for their families
- Additional responsibilities, such as caring for younger siblings
- Experiencing discrimination due to their ethnicities

In a survey conducted by *Save the Children*, a majority of children who did not go to school and whose schools were closed reported **increased negative feelings**.[2,12]

Physical and Mental Health[15,17]

The physical and mental health of MLs may have been affected by the following factors:

- Vulnerability to COVID-19 infection
- Hesitancy to seek medical and mental health services
- New barriers to diagnosing and treating mental health issues
- Scarcity of culturally and linguistically competent mental health care options
- Grief and shock at losing family and friends
- Increased feelings of anxiety and isolation
- Reemergence of traumatic memories

Supports and Resources[15,16]

For many MLs, COVID-19-related school closures resulted in

- reduced access to mental health and social support services;
- less support from teachers who provide coping tools; and
- less communication and support from peers during instructional tasks.

According to the CDC, mental health-related visits to emergency departments from April–October 2020 **increased by 24% for children ages 5–11 and by 31% for children ages 12–17** from the same time in 2019.[1,9]

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*The term *multilingual learner(s)* refers to the student population defined as *English learner(s)* in section 8101(20) of the Elementary and Secondary Education Act as amended by Every Student Succeeds Act. In this infographic the two terms are used interchangeably.

Recommendations for Supporting ELs in Schools

Supportive learning environments and conditions may help students overcome the negative effects of adverse experiences, such as those MLs faced during the pandemic.[15] As in-person instruction continues, schools and districts should continue to take action to support the social and emotional well-being of MLs.

Supports, Resources, & School Policies[4,10,15,16]

- Continue to consider the impact school closures have had on MLs' experiences and learning opportunities.[6,15,17]
- Increase learning time for MLs.
- Provide communication opportunities (including in L1**) by intentionally planning for interaction around academic and social content.
- Implement social and emotional learning, mindfulness, trauma-informed, and culturally and linguistically responsive practices by:
  - providing consistent routines
  - listening to students
  - promoting translanguaging
  - promoting student autonomy
- Implement "working alliances"[3] or collaborative approaches among school staff.
- Introduce a multi-tiered system of supports.
- Implement project-based learning to increase student engagement.
- Continue to build MLs' fluency with technology to allow learning opportunities inside and outside of the classroom.
- Provide professional development on trauma-informed care and teaching.
- Foster a safe and supportive school climate.
- Locate and reengage absent and disengaged students.
- Implement positive discipline practices, such as:
  - non-punitive approaches
  - non-exclusionary approaches
  - avoiding zero tolerance policies

Mental Health Support[15,17]

- Implement district and schoolwide approaches to meeting the social, emotional, and mental health needs of students and staff.
- Increase the number of culturally and linguistically competent counselors, social workers, and school psychologists who can support MLs in their home languages, if needed.
- Share mental health resources with students, staff, and families.
- Work to reduce any stigma that can be associated with underserved student groups.
- Talk about mental health.
- Provide students opportunities to speak openly about their lives, stressors, anxiety, etc.
- Let students know that they are not alone.
- Allow time to heal.

Family & Community Engagement[15]

- Strengthen existing relationships and develop new ones with community-based organizations.
- Strengthen relationships with ML families by providing language and culturally responsive supports as needed.
- Conduct student and family needs assessment and collaborate with community partners on areas of need such as:
  - physical and mental health
  - financial security
  - food security
  - employment
  - childcare
  - housing security
  - Internet and device access

**L1 refers to the first or home language of the student

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Sources and Endnotes:

The resources below have been selected based on the following criteria:

- Resource produced by a federally funded study or center
- Resource produced by an open access and peer reviewed journal
- Resource produced by a non-partisan and non-profit organization

[1] While these data are not disaggregated by ML/EL status, these numbers and percentages include English learners and other vulnerable student groups.

[2] Save the Children Survey included responses from students around the world whose schools may not have offered remote instruction during the pandemic.

[3] The term "working alliance" refers to any change process that involves interaction and collaboration.

[4] Boccanfuso, C., & Kuhfeld, M. (2011, March). Multiple responses, promising results: Evidence-based, nonpunitive alternatives to zero tolerance. *Child Trends.*

[5] Capps, R., Batalova, J., & Gelatt, J. (2020, June). *COVID-19 and unemployment: Assessing the early fallout for immigrants and other U.S. workers* [Fact sheet]. Migration Policy Institute.

[6] Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, J. (2020, June 1). *COVID-19 and student learning in the United States: The hurt could last a lifetime.* McKinsey & Company.

[7] Gelatt, J. (2020, March). *Immigrant workers: Vital to the U.S. COVID-19 response, disproportionately vulnerable* [Fact sheet]. Migration Policy Institute.

[8] Korman, H., O'Keefe, B., & Repka, M. (2020, Oct. 21). *Missing in the margins: Estimating the scale of the COVID-19 attendance crisis.* Bellwether Education Partners.

[9] Leeb, R. T., Bitsko, R. H., Radhakrishnan, L., Martinez, P., Njai, R., & Holland, K. (2020, November 13). Mental health-related emergency department visits among children aged <18 years during the COVID-19 pandemic – United States January 1–October 17, 2020. *Morbidity and Mortality Weekly Report, 69*(45), 1675–1680. Centers for Disease Control and Prevention. https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm

[10] Molyneux, T. (2015, January 25). *Welcome wave of change: Positive discipline and SEL in schools.* Committee for Children.

[11] Santibanez,L. & Guarine, C. The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19. Educational Researcher, Vol. 50 No. 6. X, pp. 392–400.

[12] Save the Children International. *Protect a Generation. The impact of COVID-10 on children's lives.*

[13] Sugarman, J., & Lazarin, M. (2020, September). *Educating English learners during the COVID-19 pandemic: Policy ideas for states and school districts.* Migration Policy Institute.

[14] Tamanaha, A. (2020, April 1). *Rep. Judy Chu says attacks on Asian Americans at about 100 per day due to Coronavirus fear.* AsAm News.

[15] U.S Department of Education. (2021). *ED COVID-19 handbook: Roadmap to reopening safely and meeting all students' needs, Volume 2.* https://www2.ed.gov/documents/coronavirus/reopening-2.pdf

[16] U.S Department of Education. (2021). *New Resource Details Evidence-Based Strategies to Address Impact of Lost Instructional Time by Using American Rescue Plan Funding.* https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf

[17] U.S Department of Education. (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs.* https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

YONKERS PUBLIC SCHOOLS
2023-2024 SCHOOL CALENDAR

JULY 2023

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S-16   T-18

OCTOBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S-21   T-21

NOVEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

S-18   T-18

DECEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S-15   T-16

Total Days Schools in Session: 182
Total Days Teachers in Attendance: (185)
Total Days for Teaching Assistants: (187)

JULY 2023

4   CENTRAL OFFICE CLOSED – FOURTH OF JULY HOLIDAY

5   EXTENDED YEAR PROGRAM (ESY) BEGINS (ENDS 8/15)

5   SECONDARY SUMMER SCHOOL BEGINS (ENDS 8/15)

AUGUST

15   BUILDING ADMINISTRATORS RETURN – STAFF DEVELOPMENT DAY

16-17   SUMMER SCHOOL REGENTS EXAMS

24   SUMMER SCHOOL GRADUATION

30 & 31   TEACHING ASSISTANTS REPORT TO WORK (PROFESSIONAL DEVELOPMENT)

SEPTEMBER

FIRST MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	SEPTEMBER 7 – NOVEMBER 9
FALL MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	SEPTEMBER 7 – DECEMBER 1
FIRST MARKING PERIOD:	PRE-K & K STUDENTS:	SEPTEMBER 7 – JANUARY 26

4   SCHOOLS/CENTRAL OFFICE CLOSED – LABOR DAY

5-6   SUPERINTENDENT'S CONFERENCE DAY
PROFESSIONAL DEVELOPMENT FOR TEACHERS/PPS STAFF
ONE HALF-DAY FOR CLASSROOM/PROGRAM PREPARATION
10-MONTH CSEA BEGIN 9/5
HOURLY EMPLOYESS WILL BE NOTIFIED OF START DATE, IN WRITING, BY JULY 28

7   ALL STUDENTS REPORT TO SCHOOL – FULL DAY FOR ALL STUDENTS

25   SCHOOLS/CENTRAL OFFICE CLOSED – YOM KIPPUR

OCTOBER

INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF OCTOBER 16
INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF OCTOBER 30

9   SCHOOLS/CENTRAL OFFICE CLOSED – COLUMBUS DAY OBSERVED

NOVEMBER

SECOND MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	NOVEMBER 13– JANUARY 26
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF NOVEMBER 27

7   SCHOOLS CLOSED – ELECTION DAY

10   SCHOOLS/CENTRAL OFFICE CLOSED – VETERANS' DAY

23-24   SCHOOLS/CENTRAL OFFICE CLOSED – THANKSGIVING RECESS

DECEMBER

WINTER MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	DECEMBER 4 – MARCH 8
REPORT CARD DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF DECEMBER 11
INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOL (GRADES 7-12):	WEEK OF DECEMBER 25

5   SUPERINTENDENT'S CONFERENCE DAY – SCHOOLS CLOSED FOR STUDENTS
PROFESSIONAL DEVELOPMENT FOR ALL STAFF

15   ALL STUDENTS REPORT TO SCHOOL, ½ DAY FOR ELEMENTARY STUDENTS
(PARENT CONFERENCES); FULL DAY FOR STAFF

25-29   SCHOOLS CLOSED – HOLIDAY RECESS

25   CENTRAL OFFICE CLOSED – CHRISTMAS DAY

Approved 4/19/23

YONKERS PUBLIC SCHOOLS
2023-2024 SCHOOL CALENDAR

JANUARY 2024

	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
29	30	31			

S-21 T-21

FEBRUARY

	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	**20**	21	22	23
26	27	28	29		

S-16 T-16

MARCH

	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	**28**	**29**

S-16 T-16

APRIL

	M	T	W	T	F
	1	2	3	4	5
	8	9	**10**	11	12
	15	16	17	18	19
	22	23	24	25	26
29	30				

S-20 T-20

MAY

	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

S-22 T-22

JUNE

	M	T	W	T	F
			3	4	5	6	7
	10	11	12	13	14
	17	18	**19**	20	21
	24	25	**26**	27	28

S-17 T-17

Total Days Schools in Session: 182
Total Days Teachers in Attendance: (185)
Total Days for Teaching Assistants: (187)

JANUARY 2024

INTERIM REPORTS DISTRIBUTION: THIRD MARKING PERIOD:	ELEMENTARY (SCHOOLS) GRADES 1- 6 MIDDLE & HIGH: SCHOOLS GRADES 7-12	WEEK OF JANUARY 29 JANUARY 29 – APRIL 19

1   **SCHOOLS/CENTRAL OFFICE CLOSED – NEW YEAR'S DAY**

2   SCHOOLS REOPEN AFTER HOLIDAY RECESS

15   **SCHOOLS/CENTRAL OFFICE CLOSED – MARTIN LUTHER KING, JR. DAY**

23-26   REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY

FEBRUARY

REPORT CARD DISTRIBUTION REPORT CARD DISTRIBUTION	PRE-K & K STUDENTS MIDDLE & HIGH SCHOOLS (GRADES 7-12	WEEK OF FEBRUARY 5 WEEK

19-23   **SCHOOLS CLOSED – WINTER RECESS**

19-20   **CENTRAL OFFICE CLOSED – PRESIDENTS' HOLIDAYS**

26   SCHOOLS REOPEN AFTER WINTER RECESS

MARCH

SPRING MARKING PERIOD INTERIM REPORTS DISTRIBUTION: REPORT CARD DISTRIBUTION	ELEMENTARY (SCHOOLS) GRADES 1-6 MIDDLE & HIGH: SCHOOLS GRADES 7-12:	MARCH 11 – JUNE 26 WEEK OF MARCH 18 WEEK OF MARCH 18

25-29   **SCHOOLS CLOSED – SPRING RECESS**

28-29   **SCHOOLS/CENTRAL OFFICE CLOSED HOLY THURSDAY AND GOOD FRIDAY**

APRIL

FOURTH MARKING PERIOD REPORT CARD DISTRIBUTION	MIDDLE & HIGH (SCHOOLS): GRADES 7-12 MIDDLE & HIGH):	APRIL 22 – JUNE 26 WEEK OF APRIL 29

1   **SCHOOLS CLOSED – SPRING RECESS**

2   SCHOOLS REOPEN AFTER SPRING RECESS

5   ALL STUDENTS REPORT TO SCHOOL ½ DAY FOR ELEMENTARY STUDENTS (PARENT CONFERENCES); FULL DAY FOR STAFF

9-17   NEW YORK STATE ELA ASSESSMENTS MAKE-UP 4/18/24 – 4/19/24)

10   **SCHOOLS CLOSED – EID-AL-FITR**

23-30   NEW YORK STATE MATH ASSESSMENTS MAKE-UP 5/1/24 – 5/2/24)

MAY

INTERIM REPORTS DISTRIBUTION INTERIM	ELEMENTARY (SCHOOLS) GRADES 1- 6 MIDDLE & HIGH:	WEEK OF MAY 13 WEEK OF

7-10   NEW YORK STATE SCIENCE ASSESSMENTS (MAKE-UP 5/13/24 – 5/14/24)

27   **SCHOOLS/CENTRAL OFFICE CLOSED – MEMORIAL DAY**

JUNE

REPORT CARD DISTRIBUTION:	ELEMENTARY, MIDDLE & HIGH SCHOOLS	WEEK OF JUNE 24

4   NEW REGENTS EXAM IN ALGEBRA I

14-26   REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY (RATING DAY 6/26)

19   **SCHOOLS/CENTRAL OFFICE CLOSED – JUNETEENTH**

25   HALF-DAY FOR ELEMENTARY STUDENTS

26   **LAST DAY OF SCHOOL/REGENTS RATING DAY**
HALF-DAY FOR STUDENTS/HOURLY STAFF
FULL-DAY FOR STAFF (EXCEPT FOR HOURLY STAFF)

MAKE-UP DAY CALENDAR
PLEASE DO NOT MAKE ANY PLANS FOR THE MAKE-UP DAYS LISTED
   The first two emergency closing days are built into the calendar – 180 days required for students
3 Emergency Closing Days Used – Schools will be open April 1
4 Emergency Closing Days Used – Schools will be open March 25
5 Emergency Closing Days Used – Schools will be open March 26
6 Emergency Closing Days Used – Schools will be open March 27

Approved 4/19/23