

## Topics

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- May 23, 2012 (3:00 pm-4:30 pm ET) The Rights of Immigrant Students and English Language Learners in U.S. Public Schools, with Roger C. Rosenthal (TESOL Webinar)
- May 25, 2012 –Free symposium about new educator evaluation system
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- “High Standards and Expectations for Ohio’s English Language Learners” by Dan Fleck and Abdinur Mohamud
- “Stanford Project on Common Standards and English-Learners Goes Live” by Leslie Maxwell
- “Language Demands to Grow for ELLs Under New Standards” by Leslie Maxwell

### Resources

- Bridging Refugee Youth and Children’s Services (BRYCS)
- Parents’ Guide to Student Success (in English and Spanish)
- Monthly Teacher Guide: April - May 2012 Edition

## Updates from the Lau Resource Center – May 7, 2012

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### Professional Development Opportunities

- **May 23, 2012 (3:00 pm-4:30 pm ET) The Rights of Immigrant Students and English Language Learners in U.S. Public Schools, with Roger C. Rosenthal (TESOL Webinar)**  
Immigrant children and English language learners often face barriers in gaining entry to public schools and participating in school activities. This session will discuss what public schools can and cannot require of immigrant children and ELLs. Topics to be discussed include Social Security numbers, immigration documents, birth certificates, and immunization records; and access to school lunch and breakfast programs. The session will also cover the rights of English language learners and their parents in the public schools. For more information, click [here](#).

- **May 25, 2012 –Free symposium about new educator evaluation system**

The Statewide Educator Evaluation Symposium at the Greater Columbus Convention Center will discuss key aspects of Ohio's system for evaluating educator performance. Learn about evaluation models, findings from pilot programs in Ohio, and promising ideas from around the nation. Registration is free, but required through STARS via SAFE [sign-in](#). Use "evaluation" in the keyword search. Enter May 25 as the event date.

- **October 10, 2012 - Parent Involvement Coordinators' (PIC) Meeting**

The Ohio Department of Education, Center for Accountability and Continuous Improvement, Office of Federal Programs, invites you to attend a Parent Involvement Coordinators' (PIC) Meeting on Wednesday, October 10, 2012, from 1-4 p.m. This meeting will occur before the start of the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP) conference, in the Hyatt Regency Hotel, at the Greater Columbus Convention Center, in the Fairfield Room.

There is no registration fee for this meeting. Three contact hours will be available for those who attend the entire session. For more information, refer to the attached Parent Involvement Coordinators' Meeting flyer.

### Announcements and Reports

- **2012 OTELA Scores - Reminder of Criteria for Exiting LEP Program**

*The following information is excerpted from the April 2012 issue of the Ides of ODE:*

The Ohio Test of English Language Acquisition (OTELA) results will be available to districts online as downloadable data in OOARS on May 9. Student score reports will be delivered to districts by May 17. Interactive data will be posted in OOARS on May 24. [TIDE](#) will be open

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May 9 to June 6 for districts to submit verification requests. There will be a \$25 charge for each verification. Purchase orders for OTELA verifications should be payable to American Institutes for Research and faxed to (614) 220-9012 or mailed to American Institutes for Research, attn: Connie Scarborough-Burks, 41 South High Street, Suite 2425, Columbus, OH 43215.

To access copies of the *Ides of ODE*, click [here](#).

### ➤ **Reminder of Criteria for Exiting LEP Program**

The following are Ohio's criteria for exiting limited English proficient (LEP) programs:

#### **The student is exited from the LEP program when he or she:**

- Obtains a composite score of 5 on the OTELA, or
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.

#### **Special Conditions**

- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.

The following are some questions that have been asked regarding the OTELA results:

**Question:** If a student received a composite score of 4 on this year's OTELA, can we consider OTELA scores prior to the 2008-2009 school year to determine if the student meets the exit criteria?

**Response:** No, OTELA scores from years prior to the 2008-2009 school year cannot be taken into account to determine if a student meets the exit criteria. The reason is that the current exit criteria, which became effective in the 2009-2010 school year, had a "transition year" condition that allowed the use of 2008-2009 scores but not those of prior years.

**Question:** Do the exit criteria require that the two composite scores of 4 be earned in consecutive years?

**Response:** No, the two composite scores of 4 do not have to be earned in consecutive years. However, as indicated in the response to the previous question, the first composite score of 4 must be earned in the 2008-2009 school year or later.

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**Question:** If a student in kindergarten or grade 1 received a composite score of 4 on the OTELA, should that student be placed in the trial-mainstream status?

**Response:** No, only students in grades 2-12 who receive a composite score of 4 for the first time should be placed in the trial-mainstream status.

**Question:** If a student received a composite score of 4 on the OTELA for the first time last year and received a composite score of 3 or lower this year, should the student remain in the trial-mainstream status?

**Response:** Yes, the student remains in the trial-mainstream status until meeting the exit criteria.

**Question:** If a student meets the exit criteria based on this year's OTELA score, what date should we put when reclassifying the student in EMIS?

**Response:** The reclassification date should be either May 2012 (201205) or June 2012 (201206), depending on the last month of your school year.

To view additional information regarding Ohio's Title III Accountability Plan (including more questions and answers), click the following link: [Ohio's Revised Title III Accountability Plan for Limited English Proficient Students](#)

### ➤ **2012 YearEnd (N) EMIS Reporting Reminders**

Remember to work with your district's/community school's EMIS coordinator to make sure that the following data are accurately reported in the 2011 YearEnd (N) EMIS submission, which closes on July 13, 2012.

- **Native Language Element**, Record Field Number GI270 (for all students)
- **Student Home Language Element**, Record Field Number GI570 (only for students identified as LEP or Immigrant)
- **Immigrant Status Element**, Record Field Number FD200
- **Limited English Proficiency (LEP) Status Element**, Record Field Number FD170
- **Limited English Proficient Reclassification Date Element**, Record Field Number FN210 (for students who have met the LEP program exit criteria)
- **OTELA Score Elements**, Record Field Numbers GF240 – GF270)

For definitions and other information relating to the above elements, click [here](#) to access Chapter Two of the 2011 EMIS Manual.

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### ➤ 2012 Ohio TESOL Conference – Call for Proposals

The following message is from the 2012 Ohio TESOL Conference co-chairs:

*Dear Ohio TESOL Member:*

*We would like to invite your proposal submissions for this year's 2012 Ohio TESOL Conference in Conjunction with the Lau Resource Center, Ohio Department of Education, that will be held in a new location: The Ohio State University Student Union on November 9 and 10, 2012.*

*"Leading Language Learning" is this year's conference theme. This Call for Proposals is for submissions that are non-commercial in nature. The attachment provides more directions on how to submit your proposal.*

*Proposals are due June 22, 2012 and you may submit your general proposal electronically here <<http://www.surveymonkey.com/s/DGKBG3R>> or go to <http://www.ohiotesol.org/>.*

*We look forward to seeing you this year at The Ohio State University Student Union!*

*Sincerely,  
Brenda Custodio and Brenda Refaei, Conference Chairs*

### Articles

#### ➤ “High Standards and Expectations for Ohio’s English Language Learners” by Dan Fleck and Abdinur Mohamud

*Source: Ohio Voices( Newsletter from Ohio Council of Teachers of English Language Arts - OCTELA), Spring 2012, pages 8-16. See attached OCTELA Newsletter.*

#### ➤ “Stanford Project on Common Standards and English-Learners Goes Live” by Leslie Maxwell

*Source: Education Week, April 11, 2012 – click on the following link:*

*[http://blogs.edweek.org/edweek/learning-the-language/2012/04/stanford\\_project\\_on\\_common\\_sta.html](http://blogs.edweek.org/edweek/learning-the-language/2012/04/stanford_project_on_common_sta.html)*

#### ➤ “Language Demands to Grow for ELLs Under New Standards” by Leslie Maxwell

*Source: Education Week, April 23, 2012 – click on the following link:*

*<http://www.edweek.org/ew/articles/2012/04/25/29cs-ell.h31.html?tkn=QQYFlw6gTuv%2FXAD39jG%2ByhNDuMr%2F7dtXntNu&cmp=ENL-EU-NEWS2&intc=EW-CC0412-ENL>*

### Resources

➤ **Bridging Refugee Youth and Children’s Services (BRYCS)**

Bridging Refugee Youth and Children’s Services (BRYCS) provides national technical assistance to organizations serving refugees and immigrants so that all newcomer children and youth can reach their potential. For more information, click on the following link: <http://www.brycs.org/>

➤ **Parents’ Guide to Student Success (in English and Spanish)**

National PTA developed the Parents’ Guide to Student Success (in English and Spanish) in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. Created by teachers, parents, education experts, and others from across the country, the standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

The Guides include:

- key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
- Activities that parents can do at home to support their child's learning.
- Methods for helping parents build stronger relationships with their child's teacher.
- Tips for planning for college and career (high school only).

To access the Guides, click on the following link: <http://www.pta.org/4446.htm>

➤ **Monthly Teacher Guide: April - May 2012 Edition**

To access the current issue of the Teacher Guide and to sign up for free monthly e-mail, click on the following link: <http://www.monthlyteacher.com/>

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