

Manual Introduction and Program Training

Welcome providers and prospective instructors! This 2-part webinar series will train you on how to run the We Speak NYC program. In Part 1, we will introduce you to the program, cover the technical logistics for receiving and setting-up the course in your Learning Management System (LMS), provide an overview of the NCCCS program manual, and detail course procedures and compliance protocol.

Part 2 of this webinar series will share guidance and best practices on utilizing We Speak at your program, from the example and experiences of WTCC.

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Part 1: April 30th, 2025



What is We Speak NYC?

FREE ESL PROGRAM

- Should be run as BSP 2000
- 6 proxy hours per episode module
- 2 seasons: 17 episode in total

EMPOWERMENT THROUGH TECH

— Continuation of language learning, supported through digitally-rich online lessons.

— Episode package:
Preview the Episode, Checkpoint 1, Watch the Episode, and Checkpoint 2

— Final Assessment package:
21 questions in total, with a writing and speaking portion and a mandatory **20-30 min follow-up meeting** with the instructor

CONTENT-BASED and CONTEXTUALIZED PRACTICE

— High Beginning (L3) - Advanced (L6) ESL students

— Topics addressed:

Education, health, financial literacy, emergency preparedness, domestic violence, workforce development, worker rights, mental health, elder care, social services, early childhood education, and immigration legal help

— Provides practice in reading, writing, listening, speaking, vocabulary, and grammar

We Speak NYC Introduction Video



Student Testimonials

I would like to share with you my experience from NYC speak.

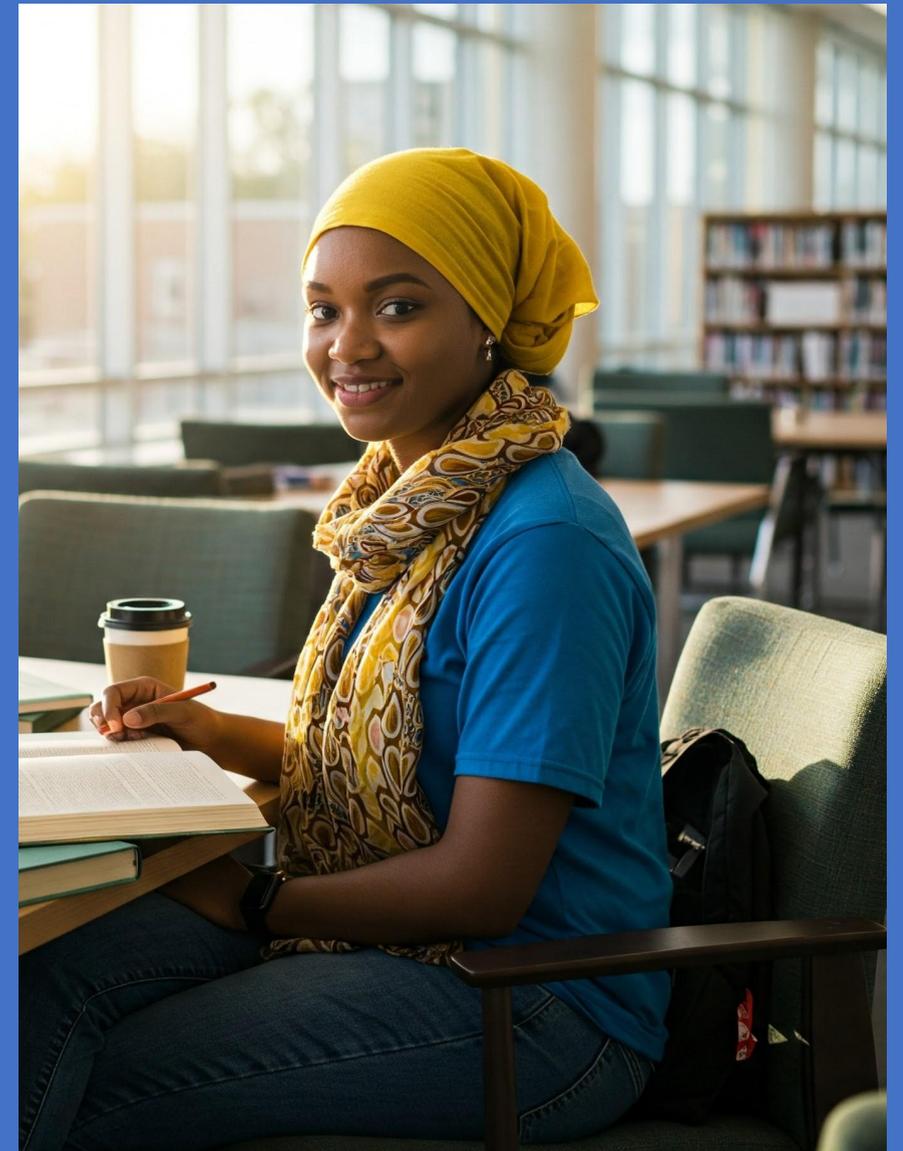
First of all, this class helped me well to improve my English language by listening to the episodes, this is what made my sense of hearing develop, making it easier for me to communicate with people in my daily life.

Second, NYC speak class has enable me to challenge myself to write a paragraph with proper grammar and punctuation. I will not hide from you that my teacher, whom I thank for all her efforts, assigned me to write the paragraph in a short time, because it worked to my advantage in my test.

Finaly, all episodes on this program have many and different situations similar to what happens to us in our lives.

In conclusion, I recommend this class because it is very useful for improving your English.

~Henrietta



How Will You Initially Use the Program?

The Statue of Liberty is shown on the left side of the slide, standing on its pedestal against a blue sky with light clouds. The statue is green and holds a torch in her right hand and a tablet in her left.

1

Request WSNYC Course from NCCCS CCR Team

Complete the hyperlinked form on the NCTitle2 [We Speak NYC](https://www.nctitle2.org/we-speak-nyc/) page (<https://www.nctitle2.org/we-speak-nyc/>)

2

Upload to Your Learning Management System (LMS)

Work closely with your Distance Learning Team and IT Help Desk during this process and for troubleshooting

3

Cross-Check LMS Parameters with WSNYC Manual

Reference the WSNYC Moodle Tutorial section in WSNYC Manual

4

Orient WSNYC Team and Instructors to Course

See the *Program Orientation* section in the WSNYC Manual

5

Report Package Technical Issues to NCCCS CCR Team

[Click here](#)



Program Orientation for the Teacher

TRAIN instructors to facilitate the program

1) WATCH the *We Speak NYC Introduction* and training webinar series ([We Speak NYC – NCTitle2](#))

2) READ the **Keys to SUCCESS** in *We Speak NYC* and explore the materials in the **Instructor Packet** folder

3) EXPLORE the course shell

4) COMPLETE the first three units in the course (*Unit 1: Welcome Parents, Unit 2: Stay in School, and Unit 3: Love and Money*)



The Episode Package

1

Preview the Episode

Photo stories of the episode video



Preview the Episode



Complete Checkpoint 1



Watch the Episode



Complete Checkpoint 2

2

Checkpoint 1

Ranging from 4-7 sections in total

Comprehension checkpoint exercises: matching, multiple-choice, cloze sentences, writing prompts

3

Watch the Episode

Approximately 25 minutes of watch time

4

Checkpoint 2

Ranging from 4-8 sections in total

Comprehension checkpoint exercises: matching, multiple-choice, cloze sentences, writing prompts



The Final Assessment Package

1) What's Going On? (5 points)

Video clips with multiple choice

Five questions, 1 points each

2) What's the Word? (8 points)

Multiple choice vocabulary matching

Eight questions, 1 point each

3) Good Question! (5 points)

Jumbled sentences

Five questions, 1 point each

4) What Can You Do? (3 points)

Civics-based matching exercise (solution to problem)

3 questions, 1 point each

5) Writing Prompt

One question worth 4 points

5-7 sentence response, in paragraph form

6) Speaking Prompt

One question worth 4 points

Program encourage student to take notes

Completed during follow-up meeting with teacher



Final Assessment Protocol



1) Download Student Report

LMS-generated from the Final Assessment package



2) Score Student Answers

Reference the *Final Assessment Answer Key*

Record in gradebook (provider-specific or from instructor packet)



3) Schedule and Conduct Follow-Up Meeting

Include time to discuss the speaking prompt

Record observations and final score in *Follow-Up Meeting Student Journal* document

100

4) Final Assessment Score

PASS: 70% or better (*21 or higher*)

Manually enter final score in LMS gradebook to open next episode module

RETAKE: Below 70% (*20 or below*)

Aforementioned documents can be found in the **Instructor Packet subfolder** (located in the Moodle course shell or the shared OneDrive link)



During the Follow-Up Meeting (~20-30 minutes)



Greet student and confirm all components have been completed



Target areas of weakness and provide explicit instruction and feedback

If time is available



Review student assessment and discuss episode

Provide adequate time for prepared and spontaneous speaking practice



Score Final Assessment

PASS: Record **6 hours** of instruction and assign next week's episode

RETAKE: Score of **20 (out of 29) or below**, instruct student to repeat episode video and assessment

****NOTE: No instructional hours may be recorded until the student passes the episode final assessment****



Provide feedback for writing prompt



Properly Document for Compliance

- Final assessment student report (LMS-generated)
- Provider-specific gradebook, manual gradebook, or excel gradebook with integrated calculation
- Follow-Up Meeting Student Journal

Final Assessment: Writing Rubric

- 0** There is no response; the student hasn't written anything.
- 1** The answer is minimal with no elaboration.
- 2** The answer has some elaboration or attempt at elaboration.
- 3** The answer has some elaboration and mostly clear sentences. Some paragraph elements may be missing (i.e., a concluding sentence) but sentences should have some paragraph organization.
- 4** The answer is clear, well thought out, and elaborate and answers the question. It has key paragraph elements (topic sentence, supporting sentences and concluding sentence).

Use your judgment in determining how much a student's grammatical errors will affect the score for this area. Spelling errors do not count against the student.

*Encourage students to write their own answers on this section of the assessment. Students should not use a translator to assist with writing.

Final Assessment: Speaking Rubric

- 0** The student is unable to discuss the prompt (photo or question).
- 1** The answer is minimal with no elaboration.
- 2** The answer has some elaboration or attempt at elaboration.
- 3** The answer has some elaboration and addresses some WH-questions (who, where, when, what is happening, why did this happen, how are they feeling).
- 4** The answer is clear, well thought out, and elaborate with some analysis. It addresses several WH-questions (who, where, when, what is happening, why did this happen, how are they feeling) and brings in the episode details leading to the scene.

NOTE: Misuse of grammar should not affect scoring unless it impedes understanding.

Final Assessment: Speaking Prompt

Speaking



Look at the picture. What can you say? You will talk about the picture with your teacher when you get together.

Question 21

Directions: Write some notes in the space below to use when you meet with your teacher. For notes, you can list words or phrases. You do not have to write in complete sentences.

Click SUBMIT when you are done taking notes.



Enter your notes here

4 POINTS

SUBMIT

Love and Money • What's Going On?



What do you see in this picture?
What **do you think is going on** in this picture?
What do you see that makes you say that?



Final Assessment: Speaking Prompt



Possible Questions:

- What is happening in this picture?
- What questions do you have about banks?
- How do you choose a bank?
- How do Abdul and the cook, Sue, help Jorge?
- What do you think about credit cards?
- Do you think it is important to impress somebody on a date? If yes, why?

Program Orientation for the Students

INTRODUCE students to the course

1) READ and SIGN the **We Speak NYC Student Contract**

2) COMPLETE the Onboarding Section in the course shell

3) WATCH the ***We Speak NYC Introduction*** and the ***Welcome to We Speak NYC*** videos

4) CONTACT instructor to confirm onboarding completion



Compliance Requirements

DOCUMENTATION

Retain for review by NCCC SO
Compliance Examiners

Follow-Up Meeting Student Journal
Student-Specific Manual Gradebook

REPORTS

Print and retain Interactions Reports as
backup documentation

HOURS

Six hours of instruction allowed per weekly
unit

Only awardable once the student has
received a grade of 70% (a score of 21 out
of 29) or better in the final assessment

CERTIFICATE OF COMPLETION

Students may receive upon successful
completion of all 17 units

Student Testimonials



I would like to recommend We Speak NYC to students. The video is funny and easy for us to understand. The homework contents grammar, vocabulary and so on. It's a nice activity to improve English. I enjoyed it a lot. Have a nice day!

Sincerely,
Jorge

Special Thanks to Everyone Involved in this Monumental Effort!!!!

Janine Maldonado, WTCC

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Sara Miller, WTCC

Daniel Loges, NCCCS

Erika McDaniel, SPCC

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