The Blueprint for ELL Success and Amendments to CR Part 154

CHANGE IS GOOD
• Viewing Language and Culture as the Assets They Are

• Carefully Designed ENL Instruction for All ELLs--Including Integrated ENL to Ensure the Development of Academic English

• Collaboration Among All Teachers to Serve ELLs

• PD Requirements for All Teachers to Meet the Needs of ELLs
1. ELL Identification (Including SIFE)
2. Parent Notification and Information
3. Retention of Records; Reporting Requirements
4. ELL Program Placement
5. Program Requirements
6. Certification Requirements
7. Provision of Programs
8. Grade Span and Program Continuity
9. ELL Exit Criteria
10. Support for ELLs and Former ELLs
11. Graduation Requirements
12. Professional Development

Effective 2015-2016
At its September 2014 meeting, the Board of Regents unanimously adopted amendments to Part 154 of the Commissioner’s Regulations, effective October 1, 2014. At its November meeting, the Board adopted amendments to Part 154 of the Commissioner’s Regulations regarding English as a New Language (ENL) students with disabilities. This fact sheet update provides a summary of the amendments.

For a copy of the complete Regulation, see

http://www.emsc.nysed.gov/sss/lawsregs/11-7-1-3.html


Subparts 154-1 and 154-2 require school districts to assure students with limited English proficiency (hereinafter referred to as students of “English as a New Language,” or ENL) are provided opportunities to achieve the same educational goals and standards established for all students. Subpart 154-1 describes school district responsibilities for ENL students prior to the 2015-2016 school year. Subparts 154-2 and 154-3 describe program and service requirements for ENL with which school districts must comply for the 2015-2016 school year and thereafter.

What’s New in 2015-16

School districts are not only expected to annually identify ENL students who are not making adequate language and/or academic progress; they are now required to identify the academic and social/emotional supports they will provide, based on students’ identified needs.

School districts are required to implement a bilingual class based on the number of ENL students who speak the same language in a particular grade in the district, not in a particular building.

School districts must provide all teachers and administrators professional development to meet the needs of ENL students.

Parent Notification and Information

- School staff are required to meet with parents or guardians at least once a year, in addition to other generally required meetings with parents, to discuss with parents their child’s academic content and language development progress and needs.
- School districts must allow parents ten school days, rather than the current five school days, to sign and return a statement to the district that the parent is either in agreement with the child being placed in a Bilingual Education program or directs the district to place the child in an English as a New Language program.
- School districts are required to place eligible ENL students in a Bilingual Education/ENL program within 10 school days after initiating the identification process. Districts must complete the identification process before an ENL student receives a final school placement.

Program Requirements and Provision of Programs

- School districts are required to offer English as a New Language instruction through two options, based on the student’s level of English proficiency:
  1. Integrated ENL (ENL methodologies in content area instruction co-taught or taught by a dually certified teacher); and/or
  2. Stand-alone (ENL instruction with an ENL teacher to develop the English language needed for academic success).

- Bilingual Education Program Requirements:
  - School districts must make annual estimates of ENL enrollment before the end of each school year. In the event that the annual estimates identify 20 or more ENL students of the same grade level who speak the same home language district wide, districts must create a Bilingual Education program in the district to serve these students.
  - Each school building with 20 or more ENL students of the same grade who speak the same home language must continue to provide a Bilingual Education program.
  - If the school district can demonstrate extenuating circumstances in meeting this requirement, it can apply for a one-year waiver for languages representing low incidence languages (less than 5 percent of the statewide ENL population).
  - New bilingual programs (in districts with 20 or more students in one grade level who speak the same language) should not be placed in a school that has been identified as a Schools Under Registration Review or as a Focus or Priority School.

Grade Span and Program Continuity

- School districts must provide program continuity so that ENL students continue to receive the program type (Bilingual Education or ENL) in which they were initially enrolled. Schools must continue to provide a Bilingual Education program if at least 15 students who speak the same home language were enrolled in such program in the previous grade.
- The maximum allowable grade span for grouping instruction in ENL (both stand-alone and integrated ENL) and Bilingual Education programs is two contiguous grades.
Serving English Language Learners

A special report by NYSSBA’s Department of Legal & Policy Services

In September and October of 2014, the Board of Regents approved changes regarding school districts’ obligations to English Language Learners effective in the 2015-16 school year. The state has more than 230,000 ELLs who make up 8.9 percent of students in the state’s public schools.

In this pullout section of On Board, Deputy General Counsel Pilar Sokol describes significant changes to Part 154 of commissioner’s regulations.

More bilingual education programs may be required under new ELL regs

By Pilar Sokol
DEPUTY GENERAL COUNSEL

Until now, school districts have had to provide bilingual education programs only when they have 20 or more ELL students of the same grade level assigned to a building, all of whom share the same home language other than English.

However, starting in September 2015, school districts also have an obligation to provide a “sufficient number” of bilingual programs on a districtwide basis, if it has 20 or more ELL students of the same grade level who also share the same home language other than English, regardless of whether the students are assigned to the same school.

To assess the numbers, districts will be required annually to estimate and report the number of ELLs who will be enrolled in the following school year in each school and in each grade within each school, as well as the number of ELLs in the district who speak the same language.

These are among one of many changes under a new section of state regulations related to serving English language learners, called Part 154. Here are answers to questions likely to be asked in your school district:

How many bilingual education programs constitute a “sufficient number”?

Enough so that there are bilingual education programs available in the district for at least 70 percent of the 20 or more students who share the same home language and grade level on a districtwide basis.

Are there any restrictions on where a district can house bilingual programs?

Yes, a school district may not place any new bilingual education programs in a school that has been identified as a school under registration review, or as a focus or priority school, unless otherwise approved by the commissioner of education. That could be the case if a school is not identified as such does not exist or does not have the physical space for the new program.

New rules on ELLs in a nutshell

In September 2014, the Board of Regents approved changes to Part 154 of commissioner’s regulations adding Subpart 154-2 and setting new standards for the education of English language learners (ELL) students.

Together with the addition of a new section 154-3 adopted at the October 2014 meeting, the Regents’ actions also set new rules regarding ELL students with disabilities.

What’s unchanged is the intent to provide ELL students access to all school programs and services, and give them the opportunity to achieve the same educational goals and standards established by the Board of Regents for all students. However, the new standards expand school district responsibilities related to:

• The identification and placement of ELL students.
• The availability of bilingual education programs.
• Units of study and credit for English as a new language
• Personnel qualifications.
• Professional development.
• Parental rights.
• District record-keeping, assurances and reports.

As before, school districts must develop a comprehensive plan, provide certain required assurances, and submit prescribed data and information reports. However, all of these have been modified by the regulatory changes.

Because the new standards go into effect starting with programs operated during the upcoming 2015-2016 school year, school board members and administrators need to become familiar with the new requirements and assess their impact on the daily operation of their schools and their school budget for next year.

Bilingual education program exemption

The commissioner may exempt a district from providing a bilingual education program in languages that are the home language of less than 5 percent of the statewide ELL population.

However, such exemptions are available only on a one-year basis and for no more than five consecutive school years. In addition, a district would have to show that either (1) it lacks qualified staff to operate the program despite recruitment efforts, but has a plan for intensified recruitment efforts and for providing the affected students alternate home language supports, or (2) it has overestimated the number of ELLs in that language.

The estimate must be based on the previous three years of enrollment data for ELLs by school, grade and home language. The estimate of ELL enrollment must be prepared and submitted to the commissioner of education by a date to be set by the commissioner. In addition, the estimate must be made widely available through public means including Internet postings.

To Be Provided at Breakout on Ensuring High Quality Instructional Programs for ELLs

Available in the student’s school of enrollment.

Furthermore, under the new regulations, school districts now must provide transportation services to ELL students exercising that option. Such transportation must be provided in accordance with Education Law section 3635 and/or district policy as applicable.
Changes to Note

Expanded Responsibilities related to:
1. The identification and placement of ELL students
2. The availability of bilingual education programs
3. Units of study and credit for ENL
4. Personnel qualifications
5. Professional development
6. Parental rights
7. District record keeping, assurances and reports
The Blueprint and Part 154 Amendments Strengthen Our Programs for ELLs
Look Carefully At the Blueprint for ELL Success

The Blueprint aims to:

- Clarify expectations for administrators, policy makers, and practitioners;
- Provide a framework to prepare ELLs for success—beginning in Prekindergarten to lay the foundation for college and career readiness;
- Provide guidance, resources, and supports to districts, schools, and teachers; and
- Promote a better understanding and appreciation of Bilingual Education, English as a Second Language, and World Languages/Foreign Language Studies.
The Blueprint is composed of the following 8 principles:

1. All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.

2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.

3. Districts and schools engage all English Language Learners in instruction that is *grade-appropriate, academically rigorous, and aligned* with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.

4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.
5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.

6. District and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.

7. Districts and school communities leverage ELLs’ home languages, cultural assets, and prior knowledge.

8. Districts and school use diagnostic tools and formative assessment practices in order to monitor ELLs’ content knowledge as well as new and home language development to inform instruction.
PROGRAMS FOR ELLS
Program Models

Bilingual Education

**20 or more** pupils with Limited English proficiency in the same grade in the same building with the same native language.

Free-Standing ESL

For **one or more** ELLs. Until they reach the proficient level; Classify as LTELL if longer than 6 years in program.
Minimum Level of Service

At a minimum, the student shall participate in a free-standing English as a second language program.

There is no opting out from ESL once a child is identified and placed in the ESL program; all identified ELL students must receive ESL instruction appropriate to their proficiency level.

Parents do not have the option to withdraw their child from an ESL program.
### Descriptive Summary of Instructional/Program Alternatives

<table>
<thead>
<tr>
<th>Language Goals</th>
<th>NEWCOMER PROGRAMS</th>
<th>TRANSITIONAL BILINGUAL</th>
<th>DEVELOPMENTAL BILINGUAL</th>
<th>SLFL IMMERSION</th>
<th>TWO-WAY IMMERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SHELTERED INSTRUCTION in ENGLISH</strong></td>
<td>Academic English proficiency</td>
<td>English proficiency</td>
<td>Transition to all-English instruction</td>
<td>Bilingualism</td>
<td>Bilingualism</td>
</tr>
<tr>
<td>Cultural Goals</td>
<td>Understanding of and integration into mainstream American culture</td>
<td>Understanding of and integration into mainstream American culture</td>
<td>Integration into mainstream American culture and maintenance of home/heritage culture</td>
<td>Understanding and appreciation of L2 culture and maintenance of home/mainstream American culture</td>
<td>Maintenance/integration into mainstream American culture and appreciation of other culture</td>
</tr>
<tr>
<td><strong>NEWCOMER PROGRAMS</strong></td>
<td>Varied</td>
<td>Same as district/program goals</td>
<td>Same as district/program goals for all students</td>
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<td>Same as district/program goals for all students</td>
</tr>
<tr>
<td><strong>TRANSITIONAL BILINGUAL</strong></td>
<td>Primary and elementary grades</td>
<td>Elementary grades</td>
<td>Early immersion serves K-8, preferably K-12</td>
<td>K-8, preferably K-12</td>
<td></td>
</tr>
<tr>
<td><strong>DEVELOPMENTAL BILINGUAL</strong></td>
<td>Most students enter in middle or high school</td>
<td>K-1, 2</td>
<td>K-1, 2</td>
<td>K-1</td>
<td></td>
</tr>
<tr>
<td><strong>SLFL IMMERSION</strong></td>
<td>Usually 1 to 3 semesters</td>
<td>Usually 6 years (+K), preferably 12 years (+K)</td>
<td>Usually 6 yrs (+K), preferably 12 years (+K)</td>
<td>Usually 6 yrs (+K), preferably 12 years (+K)</td>
<td></td>
</tr>
<tr>
<td><strong>TWO-WAY IMMERSION</strong></td>
<td>Varied</td>
<td>Usually 6 yrs (+K), preferably 12 years (+K)</td>
<td>Usually 6 yrs (+K), preferably 12 years (+K)</td>
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<td></td>
</tr>
</tbody>
</table>

**Program Alternatives for Linguistically Diverse Students**

Fred Genesee 1999 CREDE

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Different Programs; Different Goals

...is most often used in classes comprised solely of English language learners, although it...
Bilingual Education Models

Consists of:

• Content area instruction in the L1 and
• A Native Language Arts (NLA) component
• ESL Instruction; Integrated ENL

_Takes into account the first language and culture of ELL students_

• **Transitional**
  - transition to English with native language support

• **Two-Way Bilingual (and Developmental B/L)**
  - To equally facilitate language and academic development in two languages, English and the student's native language;
  - to acknowledge the native language of the students;
  - to foster a positive self-concept/image; and
  - to aid students' understanding of other cultures
The English as a second language (ESL) component of a Bilingual Education program should include well-designed instruction to develop skills in listening, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

The time requirements for ESL instruction within a bilingual education program shall be the same as those established for ESL instruction within a free-standing ESL program.

The curriculum for the ESL component of a bilingual education program should be based on the NYS Learning Standards for English as a Second Language (ESL).
The Native Language Arts component of a Bilingual Education program shall include instruction for at least one unit of study or a total of 180 minutes per week, and shall be provided in substantially equal daily allotments of instructional time.

The curriculum for the NLA component of a bilingual education program should be based on the NYS Learning Standards for Native Language Arts.

The content area instructional component shall include grade-and age-level appropriate instruction in the required content area subjects in the native language and English, in a systematic and structured way.
ESL

• A component of both a free-standing ESL and a Bilingual program.

• A free-standing English as a second language program (K-12) shall mean a program of instruction composed of two components:
  - a language arts instructional component and
  - a content area instructional component.

Using specific methodologies and instructional materials that allow students to learn English systematically and cumulatively are used.

*Instruction shall take into account the first language and the culture of the students.*
PART 154: ENL

English as a New Language instruction is required to be offered through two settings:

1. **Integrated ENL/ESL** (ESL methodologies in content area instruction co-taught or individually taught by a dually certified teacher)

2. **Stand-Alone ENL/ESL** (ESL instruction with an ESOL teacher to develop the English language needed for academic success).
ESL Models

• **Pullout Model**—Language Support from ESL teacher

• **Push-in Model**—ESL teacher comes into the mainstream classroom and works with the content area teacher to provide support

• **Self-Contained ESL/Sheltered ESL Instruction** from teachers trained in sheltering techniques
The language arts instructional component shall include:

- English language arts instruction and
- English as a second language instruction.

*The language arts instructional component for the beginning and intermediate levels of English proficiency in grades K-12 is ESL instruction.*

- The learning standards for English language arts (ELA) and English as a second language (ESL) shall serve as the basis for the ELA and ESL curricula, respectively.
Content Area Instruction in ESL

The content area instructional component of ESL shall:

• provide grade-and age-level appropriate instruction in the required content area subjects in English

• supported by English as a second language methodologies, employed in a systematic and structured way
Sheltering Guided by Performance Levels

- English language proficiency has shifted from 4 to 5 performance levels* to allow for more differentiation among students:

  - Beginning
  - Intermediate
  - Advanced
  - Proficient
  - Entering
  - Emerging
  - Transitioning
  - Expanding
  - Commanding

Performance Level Descriptions

* Please note that the relationship between the Spring 2014 NYSESLAT and the Spring 2015 NYSESLAT performance levels are for informational purposes only. The statistical relationship between scores will be provided at a later date.
**Performance Levels on the NYSESLAT**

Unlike the former NYSESLAT, each test question on the Spring 2015 NYSESLAT was intentionally written to a specific performance level.

<table>
<thead>
<tr>
<th>(1) Entering (formerly Beginning*)</th>
<th>(2) Emerging (formerly Low Intermediate*)</th>
<th>(3) Transitioning (formerly Intermediate*)</th>
<th>(4) Expanding (formerly Advanced*)</th>
<th>(5) Commanding (formerly Proficient*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
<td>A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.</td>
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</table>

* Please note that the relationship between Spring 2014 NYSESLAT and the Spring 2015 NYSESLAT performance levels are for informational purposes only. The statistical relationship between scores will be provided at a later date.
**NEW LANGUAGE ARTS PROGRESSIONS**

### Common Core Anchor Standard (RI.4):
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### Main Academic Demand
Analyze the Meaning and Impact of Word Choices

### Grade Level Academic Demand
Determine Figurative and Connotative Meanings of Words and Phrases; Analyze Meaning and Tone of a Specific Word Choice

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</strong></td>
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</tr>
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<td><strong>Commanding</strong></td>
</tr>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>L. Organize pre-taught words on a T-chart to determine the meaning of figurative and connotative words, as teacher reads aloud in partnership and/or teacher-led small groups</td>
<td>L. Organize pre-identified words and phrases on a T-chart to determine the meaning of figurative and connotative words and phrases, as teacher reads aloud in partnership and/or small groups</td>
<td>L. Organize a bank of words and phrases on a T-chart to determine the meaning of figurative and connotative words and phrases, as teacher reads aloud in partnership, small group and/or whole class settings</td>
<td>L. Organize words and phrases on a partially completed T-chart to determine the meaning of figurative and connotative words and phrases</td>
<td>L. Organize words and phrases independently on a self-created T-chart to determine the meaning of figurative and connotative words and phrases</td>
</tr>
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<td><strong>L. Organize pre-taught words on a T-chart to determine the meaning of</strong> figurative and connotative words, as teacher reads aloud in partnership and/or teacher-led small groups</td>
<td><strong>L. Organize pre-identified words and phrases on a T-chart to determine the meaning of</strong> figurative and connotative words and phrases, as teacher reads aloud in partnership and/or small groups</td>
<td><strong>L. Organize a bank of words and phrases on a T-chart to determine the meaning of</strong> figurative and connotative words and phrases, as teacher reads aloud in partnership, small group and/or whole class settings</td>
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<td><strong>L. Organize words and phrases independently on a self-created T-chart to determine the meaning of</strong> figurative and connotative words and phrases</td>
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### Units of Study Show the Scaffolding:
Organize pre-taught words on a T-Chart……
……in partnership and/or teacher-led small groups

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| **R. Organize pre-taught words on a three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone** |
| **R. Organize pre-identified words on a three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone** |
| **R. Organize a bank of words on a three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone** |
| **R. Organize words on a partially completed three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone** |
| **R. Organize words independently on a self-created three-column-chart to determine the impact of a specific word choice on meaning and tone** |
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in the new language.

in the new language.

in the new and, occasionally, in the home language.

in the new language.
<table>
<thead>
<tr>
<th><strong>5 Levels of Language Development</strong></th>
<th><strong>Entering</strong></th>
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<th><strong>Commanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCTIVE</strong></td>
<td>S. Use pre-taught words to complete sentence starters that analyze the meaning of figurative and connotative words in a text, in partnership and/or teacher-led small groups</td>
<td>S. Use pre-identified words and phrases to complete sentence starters that analyze the meaning of figurative and connotative words and phrases in a text, in partnership and/or small groups</td>
<td>S. Use a bank of words and phrases and the previously completed T-chart to analyze the meaning of figurative and connotative words and phrases in a text, in partnership, small group, and/or whole class settings</td>
<td>S. Use the previously completed T-chart, after teacher modeling, to analyze the meaning of figurative and connotative words and phrases in a text, in partnership, small group, and/or whole class settings</td>
<td>S. Use the previously completed T-chart to independently analyze the meaning of figurative and connotative words and phrases in a text, in partnership, small group, or whole class settings</td>
</tr>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>W. Use pre-taught words to complete cloze paragraphs in which specific words are selected to have an impact on meaning and tone</td>
<td>W. Use pre-identified words and phrases to complete cloze paragraphs in which specific words are selected to have an impact on meaning and tone</td>
<td>W. Use a bank of words and phrases to write a short essay in which specific words are selected to have an impact on meaning and tone</td>
<td>W. Use a bank of words and phrases to write an essay in which specific words are selected to have an impact on meaning and tone</td>
<td>W. Use knowledge of words and phrases to independently write an essay in which specific words are selected to have an impact on meaning and tone</td>
</tr>
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<td></td>
<td>in the new and/or the home language.</td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
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</tbody>
</table>

**Units of Study Show the Scaffolding:**

Use pre-taught words to complete sentence starters...... .....in partnership and/or teacher-led small groups

...to complete cloze paragraphs....

---in the new or home language
**Common Core Grade 6 Standard (RI.6.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**GRADE LEVEL ACADEMIC DEMAND**
Determine Figurative and Connotative Meanings of Words and Phrases; Analyze Meaning and Tone of a Specific Word Choice

**Linguistic Demands:** words, phrases and forms that support the analysis of word choice and impact. The following are some examples in English that may vary based on the language of instruction. In the first three levels, students can approach these linguistic demands in their new and/or home language.

**Receptive:**
- Identify figurative meanings: Words that produce an image in the reader’s mind.
- Identify connotative words: Words that can have a positive or negative connotation depending on the context in which they appear.

**Productive:**
- Determine and describe the meaning of connotative and figurative words.
- Determine and describe the tone (or mood) that specific words convey in a text.

### Example to Address the Linguistic Demands

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
</tr>
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<tbody>
<tr>
<td>In the early part of the 20th century, the neighborhood known as the Ville, just a few miles north and west of downtown St. Louis and the Mississippi River <strong>profoundly</strong> changed the lives of all who grew up in it. During its heyday from the early 1920’s to the 1940’s the Ville was a <strong>self contained island</strong> of Black <strong>enterprise</strong> and culture in a vast, white, <strong>segregated ocean</strong>. Chuck Berry was born here. Rock musicians of all ages <strong>can trace their roots</strong> back to him. <strong>He rose to stardom</strong> in the 1950’s with music featuring <strong>driving</strong> beats and <strong>catchy</strong> guitar riffs- short series of notes that repeat throughout a song. Berry’s <strong>groundbreaking</strong> sound combined rhythm and blues with country music. As a guitarist, he was known for his phrasing. Aerosmith guitarist Joe Perry described the way Berry grouped notes into quick <strong>bursts</strong> as “that double-note stop, where you get the two notes against each other and they make that rock &amp; roll sound.” Some people found his music <strong>earsplitting</strong>; some found it <strong>intense</strong>. Source:  Pegg, Bruce. <em>Brown Eyed Handsome Man. The Life and Hard Times of Chuck Berry</em>. Routledge (2002).</td>
<td></td>
</tr>
</tbody>
</table>

- In a mini lesson and small group/whole class conversation, analyze how understanding the figurative and connotative words and phrases in a text enables comprehension:
  - **Figurative words and phrases** (in **bold**): words that create an image in the reader’s mind (i.e. **can trace their roots**, **groundbreaking**, **self contained island**, **enterprise**, **segregated ocean**).
  - **Connotative word meanings** (underlined): words that can gather a positive or negative connotation based on the context in which they are used (i.e. **earsplitting** has a negative connotation whereas **intense** has a positive one in the text).
  - Describe the tone (or the mood that specific words convey). For example: **stardom**, **groundbreaking**, **enterprise**, **intense** (some of these words are in **bold** or **underlined**).
**HOME LANGUAGE ARTS PROGRESSIONS**

**Common Core Anchor Standard (RI.3):** Analyze how and why individuals, events and ideas develop and interact over the course of a text.

**Common Core Grade 6 Standard (RI.6.3):** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

<table>
<thead>
<tr>
<th>5 Levels of Literacy Progressions</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.</strong> Able to identify cause and effect relationships between a key individual, event or idea by organizing pre-identified key phrases and short sentences into a cause and effect graphic organizer, as text is read aloud in class, or in partnership and/or small group discussions.</td>
<td><strong>L.</strong> Able to identify cause and effect relationships between a key individual, event or idea by organizing information from text into a partially completed cause</td>
<td><strong>L.</strong> Able to identify cause and effect relationships between a key individual, event or idea by independently organizing information from text into a cause and effect graphic organizer, as text is read aloud in class, or in partnership, small group and/or whole class discussions.</td>
<td><strong>R.</strong> Able to identify multiple examples or anecdotes that introduce, illustrate and/or elaborate the cause and effect relationships by organizing provided lists of causes, effects and examples or anecdotes into the appropriate cause and effect relationships, when reading text.</td>
<td><strong>R.</strong> Able to identify multiple examples or anecdotes that introduce, illustrate and/or elaborate the cause and effect relationships by organizing information and connecting examples or anecdotes to cause and effect relationships based on a list of guiding questions, when reading text.</td>
<td></td>
</tr>
<tr>
<td><strong>R.</strong> Able to identify two or more examples or anecdotes that introduce, illustrate and/or elaborate the cause and effect relationships by organizing pre-identified key words into a matrix that connects examples or anecdotes to cause and effect relationships, when reading text.</td>
<td></td>
<td></td>
<td></td>
<td><strong>R.</strong> Able to identify multiple examples or anecdotes that introduce, illustrate and/or elaborate the cause and effect relationships by organizing information and connecting examples or anecdotes to cause and effect relationships based on a list of guiding questions, when reading text.</td>
<td></td>
</tr>
</tbody>
</table>

**RECEPTIVE Oracy and Literacy Links**

- **L.** Able to identify cause and effect relationships between a key individual, event or idea by organizing information from text into a note taking guide or taking notes independently, as text is read aloud in class, or in partnership, small group and/or whole class discussions.
- **R.** Able to identify multiple examples or anecdotes that introduce, illustrate and/or elaborate the cause and effect relationships into a note taking guide or taking notes independently to connect examples or anecdotes to cause and effect relationships when reading text.

**Main Academic Demand:**

*Analyze Cause/Effect and Interactions Between Key Text Elements*

**Grade Level Academic Demand:**

*Analyze Cause/Effect Between Details of a Key Text Element*
### Oracy and Literacy Links

**S.** Able to analyze text by completing sentence starters that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples or anecdotes, using provided key phrases and short sentences, when speaking about text, in partnership and/or small group discussions.

**W.** Able to analyze text by completing cloze-type paragraphs that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples and anecdotes, using pre-identified key words, when writing about text.

**S.** Able to analyze text by participating in discussions that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples or anecdotes, using a word bank, when speaking about text, in partnership, small group and/or whole class discussions.

**W.** Able to analyze text by developing a short essay that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples and anecdotes, using a word bank, when writing about text.

**S.** Able to analyze text by initiating discourse that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples or anecdotes, using a glossary of terms, when speaking about text, in partnership, small group and/or whole class discussions.

**W.** Able to analyze text by developing a multiple-paragraph essay that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples and anecdotes, using a glossary of terms, when writing about text.

**S.** Able to analyze text by initiating and occasionally leading discourse that addresses cause and effect relationships between key individuals, event or ideas and connecting them to examples or anecdotes based on a list of guiding questions, when speaking about text, in partnership, small group and/or whole class discussions.

**W.** Able to analyze text by developing a multiple-paragraph essay that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples and anecdotes, independently, when writing about text.

**S.** Able to analyze text by initiating and occasionally leading discourse that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples or anecdotes, when speaking about text, in partnership, small group and/or whole class discussions.

**W.** Able to analyze text by developing a multiple-paragraph essay that addresses cause and effect relationships between a key individual, event or idea and connecting them to examples and anecdotes, independently, when writing about text.
Common Core Grade 6 Standard (RI.6.3): Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

**Linguistic Demands:** words, phrases and forms that link ideas and explain cause and effect relationships. The following are some examples in English that may vary based on the home language.

- **Introducing cause and effect relationships:** when, because, since, if, now that, so that
- **Compound Prepositions for cause and effect:** due to, because of, reasons for, cause of/for, result of, consequences of, effect on/effect of
- **Sentence Transitions:** therefore, for this reason, as a result, consequently, thus, that is why
- **Giving examples or anecdotes:** for example, for instance, namely

### Examples and Strategies to Address the Linguistic Demands:

words, phrases and forms that link ideas and explain cause and effect relationships found in a science text. The following are some examples in Spanish that may vary based on the home language and content area.

- **Analyze in small group/whole class how language in an academic setting links and explains cause and effect relationships:**

  - El ciclo geológico es el proceso que origina el relieve y estructura de los suelos por la acción de agentes geológicos tanto externos como internos. El origen y evolución de los suelos es el resultado de la erosión y desgaste de rocas y se producen por la acción del aire, el agua y el viento en un tiempo muy prolongado. El desgaste de las rocas conocido como meteorización y es un ejemplo de un proceso geológico. La meteorización se refiere a la fragmentación de las rocas las cuales se rompen en pequeños pedazos y gradualmente se van deshaciendo. La meteorización da lugar a la erosión del suelo. (The geological cycle is the process that causes the topography and soil structure to change by the action of geological agents both external and internal. The origin and evolution of soils are the result of erosion and weathering of rocks and is produced by the action of air, water and wind over a prolonged time. The weathering of rocks is known as meteorization and is an example of a geological cycle. Meteorization refers to the fragmentation of the rocks which are broken into small pieces and are gradually undone. Meteorization leads to soil erosion.)

- **In a mini lesson and small group/whole class discussion, model how relating individuals, events or ideas requires comparing and synthesizing information:**

  - A nivel mundial, Madagascar es el país que más erosionado se encuentra. Madagascar ha perdido entre el 50 al 90% de sus bosques debido a la tala indiscriminada; mientras que España tiene el mismo título pero a nivel de la Unión Europea. La Cruz Roja Española ha celebrado el “Día Mundial de la Lucha contra la Desertificación y Sequía” para dar a conocer las problemáticas que el aumento del uso del agua también produce en este proceso. Los estudios realizados en Ecuador indican que alrededor del 6% de la zona litoral del Chocó se ha perdido. (Globally, Madagascar is the country that is the most eroded. Madagascar has lost between 50 to 90% of its forests due to logging; while Spain has the same title but at the level of the European Union. The Spanish Red Cross has celebrated the "World Day to Combat Desertification and Drought" to raise awareness of the problems that increased water use also plays in this process. Studies in Ecuador indicate that about 6% of the coastal area of Chocó is lost.)

So how do we make the CCSS and language standards connect?

- Find the *hidden* language demands of the CCSS; Make the standards accessible for ELLs
- Address the differentiation that is needed across grade levels, language domains, and proficiency levels

Bring the Two Systems Together into One Document
The NYSESLAT will be aligned to the *linguistic demands* of grade-level Common Core instruction delivered to ELLs.

**What are Linguistic Demands?**

The words, phrases and forms of language that students need to understand and use in order to meet the Common Core standards across all content areas.
Measuring Progress towards Grade Level Standards

- The NYSESLAT measures the **Linguistic Demands** necessary to meet the discipline-specific standards at the corresponding grade-band level.

- The Linguistic Demands are articulated for the purposes of assessment development as **Targets of Measurement (ToMs)**.

- Every grade-band level ToM has been delineated across **five levels** which are known as the **Performance Level Descriptions**.
Targets of Measurement

1. ELA New York State P-12 Common Core Learning Standards (CCLS)
2. New Language Arts Progressions (NLAP)
3. Synthesized Linguistic Demands (SLDs)
4. Targets of Measurement (ToMs) / Performance Level Descriptions (PLDs)
IDENTIFY AND USE STUDENTS’ LANGUAGE PROFICIENCY LEVELS TO SHAPE INSTRUCTION

But the Most Important Use of the Performance Levels is to…..
Differentiated Instruction

- Entering
- Emerging
- Transitioning
- Expanding
- Commanding

Degree of Dependence on Supports and Structures to Advance Academic Language Skills

Differentiated Instruction
Language Progression Descriptors

• Indicate what language ELLs can process or produce
• Should be used for
  • differentiating instruction
  • planning lessons
  • assessing students’ progress
  • helping general education teachers understand what their ELL students can be expected to do
Using Students’ Prior Knowledge, Experiences, Skills

While Being Responsive to Students’ Cultural & Linguistic Backgrounds
Looking at rather than through language (Harper & de Jong, 2009)

- What are the language demands of the classroom and academic tasks?

- What types of language (academic/social; formulaic, etc.) do ELLs need to have in order to participate effectively in class discussions and activities?

- What aspects of academic language are specific to individual disciplines, and which span multiple subject areas (AWL, AVL and beyond)?

- How can we give these skills to our ELLs so we ensure their academic success?
What makes texts complex for ELLs?

- Informational density
- Words with multiple meanings
- Lack prior knowledge about the topic
- Unfamiliar about sociocultural, historical context
- Unfamiliar with cultural expectations regarding:
  - Text structure
  - Supporting arguments & selecting evidence
  - Concise, precise language

(Bunch, Kibler, & Pimental, 2012; Quinn, Lee, & Valdes, 2012; Wong Fillmore, & Fillmore, 2012)
Selecting strategies to Develop Autonomous Readers
Strategy development is key to help our ELLs cope when they’re without support (like on state assessments)

- Previewing/Reviewing Strategies
- Note-taking & Note-Making Strategies
- Creating effective, well-supported arguments (orally & in writing)

The Goal: Autonomous learners, thinkers, and readers
Ongoing Progress Monitoring: Use Multiple Sources of Information:

- Performance Assessments (Running records, oral reports, etc.)
- Classroom observations
- Student work samples (w/ rubrics to score)
- Student-teacher conferences and
- Self-assessments
TIME REQUIREMENTS

You’ll Want to Be Aware Of
# Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>2 units of study per week (360 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>.5 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

**STAFFING/PERSONNEL**

- **STAND-ALONE ENL**
  - K-12 Certified ESOL teacher

- **INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER**
  - ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications

- **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)**
  - A certified ESOL teacher and a K-6 certified elementary school teacher
  - A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*

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The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>3 units of study per week (540 min.)</td>
<td>2 units of study per week (360 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>1 unit of study per week (180 min.)</td>
<td>Former ELLs must continue to receive services for an additional two years</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>.5 unit of study in ENL/Content Area (90 min.)</td>
<td>1 unit of study in ENL/Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td></td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AWARDING CREDITS</th>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study</td>
<td>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFFING/PERSONNEL</th>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Certified ESOL Teacher</td>
<td>ESOL or Content Area (7-12) teacher who holds both certifications</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</strong></td>
<td>A certified ESOL teacher and a 7-12 certified Content Area teacher</td>
<td></td>
</tr>
</tbody>
</table>

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.
New Service Provisions

- Intermediate Proficiency Split into Two Levels to better identify and serve students
- Receive 180 minutes of instruction (not 360 minutes)
- Service levels changed in HS to help students accumulate credits to graduate
### CR Part 154-2 (K-8) Transitional Bilingual Education Program

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td>.5 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved Former ELL services for two additional years*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
<tr>
<td>HOME LANGUAGE ARTS</td>
<td>1 HLA Class</td>
<td>1 HLA Class</td>
<td>1 HLA Class</td>
<td>1 HLA Class</td>
<td></td>
</tr>
<tr>
<td>BILINGUAL CONTENT AREA SUBJECTS</td>
<td>Minimum of 2</td>
<td>Minimum of 2</td>
<td>Minimum of 1</td>
<td>Minimum of 1</td>
<td></td>
</tr>
</tbody>
</table>

### K-8 BILINGUAL EDUCATION PROGRAM
- (K-6 Bilingual) Common Branch teacher with a bilingual extension
- (7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.]

### K-8 ENGLISH AS A NEW LANGUAGE PROGRAM
- (K-8 STAND-ALONE) ESOL certified teacher
- (K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.
- (7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.
## CR Part 154-2 (9-12) Transitional Bilingual Education Program

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE ARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL / ELA</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
<td>.5 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</td>
<td></td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved Former ELL services for two additional years*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
<tr>
<td><strong>HOME LANGUAGE ARTS</strong></td>
<td>1 HLA Course</td>
<td>1 HLA Course</td>
<td>1 HLA Course</td>
<td>1 HLA Course</td>
<td></td>
</tr>
<tr>
<td><strong>BILINGUAL CONTENT AREA SUBJECTS</strong></td>
<td>Minimum of 2</td>
<td>Minimum of 2</td>
<td>Minimum of 1</td>
<td>Minimum of 1</td>
<td></td>
</tr>
</tbody>
</table>

## Issuance of Credits

| STAND-ALONE ENL          | Elective credit per successful completion of each corresponding STAND-ALONE ENL unit of study | HOME LANGUAGE ARTS | Language Other Than English credit per successful completion of each corresponding HLA unit of study |
| INTEGRATED ENL           | Content area credit per successful completion of each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | BILINGUAL CONTENT AREA | Content area credit per successful completion of each corresponding Bilingual Content Area subject |

## Staffing/Personne

<table>
<thead>
<tr>
<th>BILINGUAL EDUCATION PROGRAM</th>
<th>ENGLISH AS A NEW LANGUAGE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9-12) Bilingual Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.]</td>
<td>(9-12) Stand-alone ESOL certified teacher</td>
</tr>
<tr>
<td>(9-12) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.</td>
<td></td>
</tr>
</tbody>
</table>

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies.
Teacher Qualifications

Teachers providing native language arts instruction at the elementary (K-6) level must hold a teaching certificate with a bilingual education extension in the target language (other than English).

In the middle and high school grades (7-12), the native language arts teachers must hold a teaching certificate in the target language (other than English).

ESL can be taught by a certified ESL teacher or a common branch (K-6) teachers with a bilingual extension in a K-6 bilingual program.

ESOL teachers in NYS are certified to teach grades K-12.

A Teacher's Assistant may provide supplementary instruction to a ELL student under the direct supervision of an ESOL or bilingual-certified teacher.
More bilingual education programs may be required under new ELL regs

By Pilar Sokol
DEPUTY GENERAL COUNSEL

Until now, school districts have had to provide bilingual education programs only when they have 20 or more ELL students of the same grade level assigned to a building, all of whom share the same home language other than English.

However, starting in September 2015, school districts also have an obligation to provide a "sufficient number" of bilingual programs if on a districtwide basis, it has 20 or more ELL students of the same grade level who also share the same home language other than English, regardless of whether the students are assigned to the same school.

To assess the numbers, districts will be required annually to estimate and report the number of ELLs who will be attending the district or school in the upcoming year. The estimate must be based on the previous three years of enrollment data for ELLs by school, grade and home language. The estimate of ELL enrollment must be prepared and submitted to the commissioner of education by a date to be set by the commissioner. In addition, the estimate must be made widely available through public means including Internet postings.

What happens if there are fewer than 20 ELL students of the same grade level and home language in a district?

School districts must provide an English-as-a-new-language program to all ELL students not served by a bilingual program.

What happens if a district underestimates the number of ELL students at the district or school level?

Serving Language Learners

A special report by NYSSBA’s Department of Legal & Policy Services

About this report

In September and October of 2014, the Board of Regents approved changes regarding school districts’ obligations to English Language Learners effective in the 2015-16 school year. The state has more than 230,000 ELLs who make up 8.9 percent of students in the state’s public schools.

In this pullout section of On Board, Deputy General Counsel Pilar Sokol describes significant changes to Part 154 of commissioner’s regulations.

Interpreters/Translators

Some new district obligations may require more regular use of qualified interpreters/translator. Such individuals must be:

- Fluent in English and the language in which he/she is communicating.
- Able to interpret in the mode appropriate to the situation, such as simultaneous interpretation for hearings or large-group parent meetings.
- Trained in special issues such as confidentiality, and any applicable technical vocabulary.
- School staff meeting these criteria may serve as an interpreter/translator.

What’s unchanged is the intent to provide ELL students access to all school programs and services and give them the opportunity to achieve the same educational goals and standards established by the Board of Regents for all students. All of these have been modified by the regulatory changes.

Because the new standards go into effect starting with programs operated during the upcoming 2015-2016 school year, school districts must develop a comprehensive plan, provide certain required assurances, and submit prescribed data and information reports. However, all of these have been modified by the regulatory changes.

What if a district underestimates the number of ELL students at the district or school level?
Professional Development

School districts with English Language Learner students shall provide in-service training to all personnel providing instruction or other services to such students in order to:

• enhance, understand and appreciate students' native languages and cultures and

• their ability to provide appropriate instructional and support services.
PD Requirements

A minimum of 15 percent of the required PD clock hours for all teachers must be dedicated to:

- language acquisition and
- include a focus on best practices for co-teaching strategies and
- integrating language and content for ELLs.

For all Bilingual and ESOL teachers, a minimum of 50% of the required PD clock hours must be dedicated to these topics.

All school districts must also align and integrate all PD for bilingual and ESOL teachers with the PD Plan for core content areas for all teachers in the district.
Do your teachers know how to implement the ELA Standards for their grade level, taking into account the performance indicators for each modality for the 5 levels of proficiency, and using grade level texts, with appropriate scaffolds and supports?

IF NOT PD NEEDS TO OFFER THIS PREPARATION
Must-Have Teacher Skills

• Collaboration
  • At school
  • With community partners

• How to Develop Academic Language
• How to Shelter Instruction
  • Language and Content Objectives
  • Research-based Vocabulary Instruction
  • Research-based Instructional Methods for ELLs
    • Scaffolding
    • Building Language and Content Together
Know the status of the L1 (online tests coming)
Review their prior experience in the home language… as well as the student’s grade level of literacy in the home language

Investigate Students’ Cultural Backgrounds—to create culturally-responsive instruction

Employ authentic assessments that require sophisticated uses of language embedded in authentic and rich content to assess student’s progress in acquiring academic English
Must-Have Teacher Skills

• Use analytic rubrics that provide feedback on content knowledge and language development.

• Use home language assessments to inform instruction and demonstrate growth in Bilingual Education programs in which the home language is being used.

• Utilize appropriate tools to assess the needs and progress of ELLs with disabilities.
Materials/Teaching Resources

- Linguistically appropriate
- Age/grade appropriate
- Culturally-responsive
- Aligned to Common Core Learning Standards
- Include supportive features
  - Develop language as develop content understandings
  - Use multimedia
  - Highly visual
  - Provide graphic organizers and templates to help ELLs grasp information
Parental Involvement

Notify the parent in English and a language they understand of the child's placement in an instructional bilingual or free-standing English as a second language program and their options.

School districts offering programs to limited English proficient students meet with the parents or other persons in parental relation to such students, at least twice a year, to help them understand the goals of the program, and how they might help their children.
Parental Orientation

Provide an orientation session on the state standards, assessments, school expectations and general program requirements for the bilingual education program and the free-standing English as a second language program.

Such orientation shall take place within the first semester of their child's enrollment in the school and, when needed, shall be provided in the first language of the student's parents or other persons in parental relation to the student.
STRONG OUTREACH TO HOME AND COMMUNITY
A Wealth of Talent in Our Neighborhoods

- Literacy Practices of the Community
- Documenting Life in the Community
- Field Trips
- Interviews with Community Leaders
- Use of Community Resources: Museums, Libraries, Cultural Agencies; Community Gardens, Bookstores
Blueprint: Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:

• Providing parents with resources that enable them to make informed decisions about their children’s education.

• Providing training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school; Sharing with parents and family members the high expectations that schools have established for the education of all ELLs.

• Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs.
IMPORTANT REQUIREMENTS

You’ll Want to Be Aware Of
Planning and Reporting Requirements: Programs for Subpopulations of ENL Students

- Students with Inconsistent/Interrupted Formal Education (SIFE)
- ENL students with Disabilities (LPT, not CSE will determine if have Second Lang. Needs)
- Newcomer ENL students
- Developing ENL students
- Long-Term ENL Students
- Former ENL Students
Question and answers on new rules for ELL students with disabilities

Some students identified as having a disability also may be classified as English language learners, in accordance with the ELL identification process (see table on page EEL 2).

Who determines if a student with a disability will take the statewide English language proficiency identification assessment?

A nationally recognized language proficiency team (LPT), instead of the committee on special education (CSE), will be responsible for recommending whether the student may have second language acquisition needs, or whether the student’s disability is the determinant factor affecting the student’s ability to demonstrate English proficiency during Step 2 of the ELL initial or reentry identification process.

Who are the members of the LPT?

At a minimum, the LPT members include:

• School/district administrator.
• Teacher or related service provider with a bilingual extension and/or an ESOL teacher.
• The director of special education or someone in a comparable title (or designee).
• The student's parent.

In addition, a qualified interpreter/translator must be present at each LPT meeting.

On what basis will the LPT make its recommendation?

The LPT must consider evidence of the student’s English language development including, but not limited to:

• The results of Steps 1 and 2 of the ELL identification process.
• The student’s history of language use in school and home or community.
• The CSE’s individual evaluation of the student including assessments administered in the student’s home language.
• Information provided by the CSE as to whether the student’s disability is the determinant factor affecting the student’s ability to demonstrate proficiency in English.

What happens if the LPT determines that a student with a disability does not have second language acquisition needs and should not take the ELL identification assessment?

In such an instance, the LPT must forward its recommendation to the school principal for review. A school principal agreeing with the LPT must inform the student’s parent of the recommendation, and forward the recommendation to the school superintendent (or designee) for a final determination within 10 days of receiving the principal’s recommendation.

A student’s parent must receive notice of a superintendent’s determination that the student is not an ELL within 5 days of such final determination.

Can ELL students with a disability be lawfully excluded from certain ELL programs?

Not on the basis of their disability. ELL students may not be refused placement or exit from bilingual education or English as a new language program solely because they have a disability.

How is composition of a Committee on Special Education different for ELLs with a disability?

The CSE for ELL students with a disability must include at least one individual who is:

• Certified to provide bilingual services or instruction or to teach English to speakers of other languages, and
• Knowledgeable about the student’s English and home language development needs.

What happens if the LPT determines that a student may have second language acquisition needs?

In such an instance, the student will take the English language proficiency identification assessment.

The CSE will determine, in accordance with the student’s individualized education program (IEP) whether the student will take that assessment with or without accommodations, or an alternate assessment prescribed by the commissioner of education.

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Get Ready to Meet the Needs of Your ELLs!

PLANNING QUALITY PROGRAMS STARTS WITH YOU!
The Blueprint for ELL Success and Amendments to CR Part 154
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