Developing Quality Instructional Programs for English Language Learners

Under the Amended CR Part 154 Regulations

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Association for Assistant Principals
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La Guardia Marriot
Session Objectives

Participants will:

- understand why CR PT 154 was amended
- review and discuss these policy requirements that include program placement, teacher certification and professional development
- understand the expectations of the “Blueprint for English Language Learners (ELLs) Success”
- share ideas on how to incorporate these policies into school action plans to support all teachers of ELLs, professional development.
CR PART 154: What has changed?

- School District Planning & Reporting
- ELL Identification
- Parent Notification
- Retention of Records
- Professional Development & Teacher Certification
- Exit Criteria & Support for Former ELLs

Program Placement & Requirements
Why the need for change?

- Over the past 10 years, New York State English Language Learner (ELL) enrollment has increased by 20%.

- Currently, throughout NYS, ELLs make up 8.9% of the total school population.

- Throughout NYS there are over 140 languages spoken.

- For 61.5%, Spanish is the home language.

- 41.2% were born in another country.

PARTNER / GROUP ACTIVITY (Handout #1)
Read the Blueprint Principles #1, 2,3,6,7,8.

- Each partner group will choose 2 principles and read the actionable steps that follow.
- What are the expectations set for administrators?
- What are the expectations for supporting your teachers?
- Each team will share out for an open discussion

Blueprint for English Language Learners Success
By Angelica Infante-Green, NYS Associate Commissioner for Bilingual Education and World Languages
1. English as a New Language Program
   (formerly, English-as-a-Second Language program)

2. Bilingual Education Program

Grade Span and Program Continuity
School districts must provide program continuity so that ELL students continue to receive the program type (Bilingual Education or ENL) in which they were initially enrolled.

The maximum allowable grade span for grouping instruction in ENL and Bilingual Education programs is two contiguous grades.
NEW Exit Criteria

- New Regulation
- **Option 1**: Score at the Proficient/commanding level on the NYSESLAT

- **Option 2**: Score at the
  - Advanced/Expanding level on NYSESLAT and 3 or 4 on the grade 3-8 ELA Assessment or
  - 65+ on the English Regents Exam
The English as a New Language (ENL) instruction is required to be offered through two settings:

1. **Integrated ENL**
   Students receive core content area AND English Language development instruction with home language supports and appropriate scaffolds. It can be co-taught or individually taught by a dually certified teacher.

2. **Stand-alone ENL** (formerly ESL instruction)
   Students receive English language development instruction taught by a NYS certified ESOL teacher.
**ENL (ESL) SERVICES VARY BY ENGLISH PROFICIENCY LEVEL (EPL)**

<table>
<thead>
<tr>
<th>Grades K–8</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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</thead>
<tbody>
<tr>
<td><strong>Stand–Alone</strong></td>
<td>1 Unit</td>
<td>½ Unit</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td><strong>Integrated</strong></td>
<td>1 Unit</td>
<td>1 Unit</td>
<td>½ Unit</td>
<td>1 Unit</td>
<td>½ Unit for 2 years after exit</td>
</tr>
<tr>
<td><strong>Stand–Alone + Integrated</strong></td>
<td>XX</td>
<td>½ Unit</td>
<td>½ Unit</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td><strong>Total Units of Study</strong></td>
<td>2 Units</td>
<td>2 Units</td>
<td>1 Unit</td>
<td>1 Unit</td>
<td>½ Unit for 2 years</td>
</tr>
</tbody>
</table>

ONE UNIT IS EQUAL TO 180 MINUTES PER WEEK

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ONE UNIT IS EQUAL TO 180 MINUTES PER WEEK

ENL (ESL) SERVICES VARY BY ENGLISH PROFICIENCY LEVEL (EPL)

<table>
<thead>
<tr>
<th>GRADES 9–12</th>
<th>ENTERING</th>
<th>EMERGING</th>
<th>TRANSITIONING</th>
<th>EXPANDING</th>
<th>COMMANDING</th>
</tr>
</thead>
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<td>1 UNIT</td>
<td>½ UNIT</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
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<td>1 UNIT</td>
<td>½ UNIT</td>
<td>1 UNIT</td>
<td>½ UNIT FOR 2 YEARS AFTER EXIT</td>
</tr>
<tr>
<td>STAND–ALONE OR INTEGRATED</td>
<td>1 UNIT</td>
<td>½ UNIT</td>
<td>½ UNIT</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>TOTAL UNITS OF STUDY</td>
<td>3 UNITS</td>
<td>2 UNITS</td>
<td>1 UNIT</td>
<td>1 UNIT</td>
<td>½ UNIT</td>
</tr>
</tbody>
</table>

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Planning for ENL Program

PARTNER ACTIVITY
Develop a weeklong program for a certified ENL teacher.
Resources:
TESOL teacher’s target population/proficiency levels of students.
NYSED Units of Study

- What are some implications of this model?
- What next steps will you take to strengthen existing ENL programs at your site?
Bilingual Education Program

The Bilingual Education program includes the following components:

Language Arts (2 units of study)
   One unit of study in Home Language Arts (HLA)
   One unit of study in English Language Arts (ELA)
      Integrated ENL with home language supports and appropriate scaffolds

English as a New Language (ENL)
   One unit Stand alone will vary according to language proficiency level of student.

Bilingual Content Areas
Instruction in both the student’s home language and English in a minimum of two bilingual core content areas other than Language arts

In grades 9–12, students can earn one half credit of Language arts.
Planning Bilingual Education Programs

PARTNER ACTIVITY
Develop a weeklong program for a particular grade and type of program.
Resources:
Classroom Weekly Schedule
NYSED Units of Study

➢ What next steps will you take to strengthen existing bilingual program at your site?

Guiding Questions:
• What is the current schedule for this grade/program?
• How well does the current schedule address the levels of proficiency of the students?
• How should it be modified to leverage the expertise of my teachers and the needs of the students?
What are the implications for Professional Development?

- Elements critical to creating positive instructional improvements that meet the needs of ELLs:

  - Deep level of understanding and commitment from building administration to be co-learners.
  - Engage all teachers in effective teaching practices that target growth in language acquisition, literacy development and grade-level content knowledge.
  - Transition from a subtractive model to one that provides equal opportunity and content rigor.
  - Build cultural awareness and competency among all staff members.
• Begin by looking at the student achievement data. Identify the needs.
• Teacher involvement in the entire professional development process is key to an effective ELL program.
• It creates a vested interest among teachers in the success of ELLs in the school.
• Through this process teachers become empowered.
Some Professional Development Approaches for all teachers

- Peer observation
- Collaborative curriculum development
- Team teaching
- Teacher inquiry teams
- Action research or reflective teaching groups
- Study groups
- PD focused on the culture and educational background of immigrant students in the school to include visits to community centers
- Partnerships with Universities (on-site and regional support)
In addition.....(refer to Handout: Glossary of Terms for definitions)

Teachers need to know how to address:

- Language progressions
- Language demands
- Language scaffolds
- Language supports
How do the programs at my school support the vision for the education of English Language Learners? What actionable steps will I take as a result of this presentation?

TURN & TALK & Share
What are some actionable steps that support classroom teachers’ work with ELLs?

Leaders:

- Communicate a compelling rationale to focus on instructional practices to serve diverse learners
- Directly engage in teaching and learning initiatives to support a culture of learning
- Target all classroom teachers for ELL professional development
- Use data to identify areas for instructional improvement and shape professional development
- Align, integrate, and coordinate supports for teachers
- Blend district and school level initiatives
- Create opportunities for staff to work collaboratively
- Support data-based discussions of individual student progress
- Leverage local expertise in schools and communities to serve ELLs
- Value students’ language and culture
Resources

- New York State Bilingual Common Core Initiative, New York State Department of Education: [www.nysed.gov](http://www.nysed.gov)
- Engage NY: [www.engageny.org](http://www.engageny.org)
- Common Core: [www.corestandards.org](http://www.corestandards.org)
- Freeman Field, Rebecca. *Positioning ELLs at the Core of the Core*, 2012
- Levine, Lukens, Smallwood. *The GO-to STRATEGIES: Scaffolding Options for Teachers of English Language Learners, K-12* for Project EXCELL
- International Reading Association, [www.readwritethink.org](http://www.readwritethink.org)
- Colorín Colorado: [www.colorincolorado.org](http://www.colorincolorado.org)
- CREATE: Center for Research on the Educational Achievement and Testing of English Language Learners. [www.cal.org/create](http://www.cal.org/create)
- August, D., Shanahan, T. *Developing reading and writing in second-language learners*, 2008
FINAL THOUGHTS

Please complete Feedback Survey. Thank you.
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