UNDERSTANDING PART 154
EFFECTIVE ENL INSTRUCTIONAL MODELS

NYC RBE-RN

ABBY BARUCH & DIANE HOWITT
WELCOME

https://www.youtube.com/watch?v=37uHqbWccY0&index=2&list=RD7PzSwu-SM5M
SESSION OBJECTIVES

- Participants will understand the changes in CR Part 154 as they relate to ENL program requirements, instructional planning and implementation
- Participants will understand the Units of Study chart
- Participants will understand licensing mandates
- Participants will learn the common language and nomenclature associated with program planning and instruction
- Participants will engage in discussions about the facilitation of effective co-teaching practices
- Participants will be able to design an ENL program that ensures fidelity to the Part 154 mandated Units of Study
The Blueprint for ELL Success

Turn and Talk

What do you know about the Blueprint for ELLs Success?

• The Blueprint substantiates and drives CR Part 154 changes
Blueprint Principle #1: All teachers are teachers of English Language Learners

Bilingual, ENL (ESOL), and content-area teachers must

▪ Collaborate purposefully and consistently to promote academic achievement in all content areas.

▪ Use materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
Blueprint Principle #2: All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.

Provide a clear vision for student success that includes **high expectations** for ELL student achievement and socio-emotional development, supported by a **purposeful plan of action** that provides multiple pathways to college and career readiness through **high-quality programs** that meet the needs of ELLs.
Principle #3: Engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the NYS CCLS

- Articulate specific content and language objectives.

- Create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
Blueprint Principle #6: School Communities Leverage the expertise of Bilingual and ESOL teachers and support personnel while increasing their professional capacities

• **ALL** teachers participate in professional development that addresses the needs of ELLs

• Create professional learning opportunities for **ALL** teachers to collaborate
  ▪ Design instruction
  ▪ Analyze student work
  ▪ Develop rigorous lessons
https://www.ted.com/talks/caro_dweck_the_power_of_believing_that_you_can_improve?language=en#t-612843
CR PART 154 REVISIONS
CR PART 154

- ELL IDENTIFICATION
- PARENT NOTIFICATION AND INFORMATION
- RETENTION OF RECORDS
- ELL PROGRAM PLACEMENT
- PROGRAM REQUIREMENTS
- PROVISION OF PROGRAMS
- GRADE SPAN
- PROGRAM CONTINUITY
- ELL EXIT CRITERIA
- INTERVENTION SUPPORT FOR ELLS
- FORMER ELL SERVICES
- PROFESSIONAL DEVELOPMENT
- CERTIFICATION
- SCHOOL DISTRICT PLANNING AND REPORTING REQUIREMENTS
ENL Units of Study and Staffing Requirements

ACTIVITY:
Take a look at the charts.

Jot down:
What do you notice?

List your questions?
# 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 <em>per week</em> (360 min.)</td>
<td>2 units of study <em>per week</em> (360 min.)</td>
<td>1 unit of study <em>per week</em> (180 min.)</td>
<td>1 unit of study <em>per week</em> (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 or other Content Area (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></td>
<td></td>
<td>.5 unit of study <em>per week</em> of INTEGRATED ENL in ELA or Content Area, or other approved services</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>

<table>
<thead>
<tr>
<th>STAFFING/PERSONNEL</th>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
</tr>
</thead>
</table>
|                     | K-12 Certified ESOL 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) |

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.

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## 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/Core Content Area (90 min.)</td>
<td>1 unit of study in ENL/Core 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 Core Content Area (180 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL in Core Content Area (180 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td></td>
<td>.5 unit of study per week of INTEGRATED ENL in ELA/Core 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>
</tbody>
</table>

### AWARDEING CREDITS

<table>
<thead>
<tr>
<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>Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies</td>
</tr>
</tbody>
</table>

### STAFFING/PERSONNEL

<table>
<thead>
<tr>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
</tr>
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<tbody>
<tr>
<td>K-12 Certified ESOL Teacher</td>
<td>ESOL or Content Area (7-12) teacher who holds both certifications</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>
</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 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.

Updated May 6, 2015

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NEW NOMENCLATURE

Let’s demystify the vocabulary associated with ENL programming and instructional planning

- What is the BCCI?
- What are “levels of proficiency”?
- What do we mean by a “Unit of Study” within the context of Part 154 mandates?
- What is ENL?
- What is the meaning of “Stand-alone” ENL?
- What is the meaning of “Integrated” ENL?
WHAT IS INTEGRATED ENL AND HOW DOES IT DIFFER FROM PREVIOUS PROGRAM REQUIREMENTS

• NYS CR Part 154 regulations define **ENL** (English as a New Language) as a research-based program comprised of 2 parts
  - An English language component
  - Content area instruction component

• **Integrated ENL** requires either:
  - A dually certified ENL (ESOL) teacher who has
    - ESOL Certification and
    - K-6 certification or content area certification (grades 7-12)
    **OR**
  - A co-teaching scenario with a certified ESOL teacher plus a certified content area teacher **CO-TEACH** a class
ENL CAN BE ... 

Integrated
ENL methodologies in content area instruction, that is co-taught or individually taught by a dually certified teacher
or...

Stand-Alone
ENL instruction with an ESOL teacher to develop the English language needed for academic success
TALKING POINTS

- Licensing
  - Who delivers what?
- Facilitating effective co-teaching
  - Student placement
  - Programming
  - New nomenclature
- Planning time
  - Use of resources
    - Curriculum maps
    - Congruence sheets
    - Systems for effective articulation among teachers... WHAT ELSE?

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RATIONALE FOR SUPPORTING CO-TEACHING

- A co-teaching model makes sense for ELL learners
  - Demographic trends emphasize the increasing number of ELLs and growing diversity
  - ELL students are in all classrooms
  - A single ELL specialist or an isolated ENL program cannot adequately address the needs of ELLs
  - Students who are removed from the general education setting
    - do not develop a sense of belonging
    - fall behind in missed content area instruction
  - A more collaborative, inclusive approach to working with ELLs is essential to academic, social and emotional success
“When teachers move from isolation to collaboration, “respecting, acknowledging, and capitalizing on differences in expertise” becomes possible...

Using existing talent and in-house expertise should be a priority.”

Honigsfeld & Dove
### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Number of certified ESL teachers currently teaching in the ESL program</th>
<th>Number of certified bilingual teachers and currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area and ESL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified N/A/Foreign language teachers</th>
<th>Number of teachers who hold both a bilingual extension and ESL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ESL teachers not currently teaching in the ESL program</th>
<th>Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (Excluding Pre-K)</th>
<th>Total number of ELs</th>
<th>ELs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>696</td>
<td>173</td>
<td>24.86%</td>
</tr>
</tbody>
</table>
COLLABORATION AND CO-TEACHING

https://www.youtube.com/watch?v=D7IfQ8oYPBA
1. Co-Teaching

- ELLs are clustered in one or more classes per grade/content area.
- Two teachers—one ESOL certified and one K-6 or content certified (7-12) plan and deliver instruction together in one classroom.
2. One Dually Certified Teacher (ENL AND CONTENT)

- ELLs are clustered in one class (grades K-6)
  - Teacher is certified in ESOL and CB

- One teacher per grade/content area is dually certified and designated to teach ELLs. (grades 7-12)
  - Students are programmed for content classes provided by each of these teachers

- That teacher is responsible for planning, developing materials, finding resources, and assessing student work.
3. Dually Certified Team

- All teachers on a grade or in a content area are dually certified (ESOL and content);
- ELLs are divided equally into each class.
- Teachers work as a grade/team to plan instruction, develop materials, share resources, assess student work, and reflect on practices
COMPONENTS OF A COLLABORATIVE INSTRUCTIONAL APPROACH FOR ELLS

- Co-plan
- Co-instruct
- Co-Assess
- Reflect
CO-PLANNING MUST OCCUR IN AN INTEGRATED SERVICE DELIVERY FOR ELLS

- *Planning time is essential* to the success of an Integrated model
- **Teacher collaboration** should include sharing:
  - Expertise of content, knowledge, and skills
  - Resources, technology, and material
  - Instructional strategies
  - Approaches to co-teaching/communicating with one another
CO-PLANNING CONSIDERATIONS

- **Long-term and short-term planning**
- **Language enriched classes**
  - SWRL: Speaking, Writing, Reading, Listening in every lesson
  - Academic language study at 3 levels
    - Word level
    - Sentence level
    - Text level
- **Frameworks for planning**
  - Sheltered Instruction Observation protocol (SIOP)
  - Gradual Release of Responsibility (Fisher and Frey)
  - Understanding by Design
  - QTELL

SOURCE: HONIGSFELD, DOVE
PLANNING STRATEGIES IN THE ENL CLASS

In the ENL Class..

- Grammar
- Survival English
- Cultural Assimilation
- Social skills
- Teaching our ELLs the skills they need to be successful independent learners
- Differentiated Language and Content Objectives with visuals

SOURCE: HONIGSFELD AND DOVE
In the content ENL class...

- Pre-teach content area vocabulary
- Pre-teach or strengthen content area skills such as graphing, map skills, analyzing charts and data
- Modified assessments
- Focus and review of key concepts
- Build schema
- One pagers
- Differentiated Language and Content Objectives with visuals
PLANNING STRATEGIES IN THE CONTENT AREA

In the content area...

- Scaffolding and support
- Visual aids such as word walls with pictures
- Questioning techniques
- Modified class work, such as utilizing graphic organizers
- Texts with highlighted vocabulary
- The use of authentic materials
- Differentiated Language and Content Objectives with visuals

SOURCE: HONIGSFELD AND DOVE
ROUTINES FOR CO-PLANNING SUCCESS

ORGANIZATION

- Choose a co-planning platform
- Have available to each co-teacher:
  - curriculum guide/map, scope and sequence,
  - pacing guide, modules, texts, standards, and so on.

PRE-PLANNING

- Preview upcoming content; explore needed academic language
- Identify Possible content or language objectives
- Identify difficult concepts and skills
- Possible individual/group resources and activities
CO-PLANNING

- Using your agreed upon platform, identify and finalize the following:
  - Content and language objectives
  - Difficult concepts and skills
  - Practice activities
  - Formative and summative assessments
  - Co-teaching variations
  - Roles and responsibilities
  - Needed materials

SOURCE: HONIGSFELD AND DOVE
ROUTINES FOR CO-PLANNING SUCCESS

POST-PLANNING
From your agreed upon roles and responsibilities:

• Complete lesson planning
• Gather and prepare needed materials

SOURCE: HONIGSFELD AND DOVE
### MONTHLY CONGRUENCE FORM

<table>
<thead>
<tr>
<th>Month:</th>
<th>Content Teacher:</th>
<th>ENL Teacher:</th>
<th>Class:</th>
</tr>
</thead>
</table>

(Please indicate the unit of study or content)

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objective:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Objective:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Co-Planning Form for Classroom and ESL Instruction

ESL Teacher: ___________________ Classroom Teacher: ___________________ Grade ________
For the Week of: ________

Weekly Overview
What is the focus for the week? What content-area topics will we address?

<table>
<thead>
<tr>
<th>Content-Area Objectives</th>
<th>Teacher/Student Activities</th>
<th>Resources/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td>What will each teacher do? What will students do?</td>
<td>What materials do we need?</td>
</tr>
</tbody>
</table>

Monday

Tuesday

Wednesday

Thursday

Friday

CO-TEACHING MODELS

MODEL 1: One Group of Students
- One Lead Teacher and One Teacher "Teaching on Purpose"

MODEL 2: One Group of Students
- Two Teachers Teach Same Content

MODEL 3: One Group of Students
- One Teaches, One Assesses

MODEL 4: Two Groups of Students
- Two Teachers Teach Same Content

MODEL 5: Two Groups of Students
- One Teacher Pre-teaches, One Teacher Teaches Alternative Information

MODEL 6: Two Groups of Students
- One Teacher Re-teaches, One Teacher Teaches Alternative Information

MODEL 7: Multiple Groups
- Two Teachers Monitor/Teach

SOURCES: HONISFELD, DOVE
MODELS OF CO-TEACHING PRACTICES

ACTIVITY:
Examine the handout:
  What do you notice?
  What do you wonder about?
  Which models “speak” to you?
COLLABORATION AND CO-TEACHING

https://www.youtube.com/watch?v=D7IfQ8oYPBA
## CO-TEACHER ROLES

<table>
<thead>
<tr>
<th>What teacher #1 does</th>
<th>What teacher #2 does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces new information</td>
<td>Clarifies information</td>
</tr>
<tr>
<td>Shares a power point presentation</td>
<td>Checks students’ understanding and asks questions to promote students’ understanding</td>
</tr>
<tr>
<td>Demonstrates/models a strategy or skill</td>
<td>Monitors students’ ability to follow instructions</td>
</tr>
<tr>
<td>Provides a detailed explanation of an activity</td>
<td>Provides immediate one-on-one feedback and instruction</td>
</tr>
<tr>
<td>Provides step-by-step directions for collaborative or individual student learning</td>
<td>Follows up on previous lesson</td>
</tr>
</tbody>
</table>

Scaffolds instruction

SOURCE: HONIGSFELD AND DOVE
Activity: An ENL Schedule
How will you program your students?

What tools do you need to use?
• School programs/schedules
• Student scores
• Teacher certification information

Strategic Grouping
• Levels of proficiency
• Grades

Addressing mandates
• Units of study
• Instructional time
• Stand-alone ENL
• Co-teaching
Resources

- New York State Bilingual Common Core Initiative, New York State Department of Education: www.nysed.gov
- Engage NY: www.engageny.org
- ToMs: https://www.engageny.org/resource/spring-2015-nyseslat-targets-measurement
- WIDA: www.wida.us
- Common Core: www.corestandards.org
- Freeman Field, Rebecca. Positioning ELLs at the Core of the Core, 2012
- Honigsfeld, A., Dove, M. Collaboration and Co-Teaching for English Language Learners, 2015
- Center for Applied Linguistics: www.Cal.org
- 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
- Colorín Colorado: www.colorincolorado.org
- CREATE: Center for Research on the Educational Achievement and Testing of English Language Learners. www.cal.org/create
- August, D., Shanahan, T. Developing reading and writing in second-language learners, 2008