Connecting the Dots to Bilingual Education:
Planning in New York State
NABE Conference
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Eva Garcia, Executive Director
Bernice Moro, Ph.D., Resource Specialist
NYS/NYC Regional Bilingual Education Resource Network @ Fordham University
Overview

* Connecting the dots from State policy to classroom practice
* Who are English Language Learners served in New York State, including New York City
* NYS Blueprint for ELLs Success, implementation of practices that lead to academic success for ELLs
* Amended State Regulations on the identification, placement and instruction of English Language Learners (Commissioner’s Regulations-Part 154)
Connecting the Dots

Research + State Policy = Quality Instruction

NYS/NYC RBERN
Preparing ALL Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness recommended that consistent and specific guidelines on the oral language, academic language, and cultural needs of ELLs be address in:

- State regulations
- Teacher-preparation programs
- State certification exams
- Professional development

Of the approximately 2.7 million public school students in New York State, 8% are English Language Learners.

Source: NYS SIRS 2014-2015
Linguistic and Cultural Diversity

Top 10 ELL Home Languages 2014-15 SY:

Source: NYS SIRS 2014-2015
# JUNE 2013 GRADUATION RATES

Graduation under Current Requirements  
*(Completion)*

<table>
<thead>
<tr>
<th></th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>74.9</td>
</tr>
<tr>
<td>American Indian</td>
<td>62.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>80.6</td>
</tr>
<tr>
<td>Black</td>
<td>59.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59.2</td>
</tr>
<tr>
<td>White</td>
<td>86.5</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>31.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>48.7</td>
</tr>
</tbody>
</table>

Calculated College and Career Ready*  
*(Readiness)*

<table>
<thead>
<tr>
<th></th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>37.2</td>
</tr>
<tr>
<td>American Indian</td>
<td>21.3</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>57.2</td>
</tr>
<tr>
<td>Black</td>
<td>14.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.0</td>
</tr>
<tr>
<td>White</td>
<td>50.4</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>5.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5.4</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
JUNE 2013 GRADUATION RATES

The graduation rate for ELLs who exited is comparable to Non-ELL students

Results Through June 2013 After 4 Years

<table>
<thead>
<tr>
<th></th>
<th>2009 Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current ELLs</td>
<td>31%</td>
</tr>
<tr>
<td>One-Time ELL (Excluding Current ELLs)</td>
<td>71%</td>
</tr>
<tr>
<td>Never ELL</td>
<td>78%</td>
</tr>
<tr>
<td>All Students</td>
<td>75%</td>
</tr>
</tbody>
</table>

* Data are available for the 2005-06 to 2012-13 school years only. Therefore, students who received ELL services prior to grade 5 (prior to 2005-06 for students in grade 12 in the 2012-13 school year) will not be identified as One-Time ELL.

Source: NYSED Office of Information and Reporting Services
NEW YORK STATE ELL, FORMER ELL, NON ELL, AND ALL STUDENTS 4 YEAR GRADUATION RATE 2012-13

Source: NYS IRS 2009 Cohort - 4 Year Outcome - August 2013

ELL: 37.1%
Former ELL: 77.0%
Non-ELL: 80.2%
All Students NY: 77.8%
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.
All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.
Principle 1:

* Provide integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.

* Utilize materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
### 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 Core Content Area (180 min.)</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>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 can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td></td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</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>
<td></td>
</tr>
<tr>
<td>TOTAL ENL</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  
(K-7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) 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 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. Content Area shall mean ELA, Math, Science, and Social Studies.

Updated May 6, 2015
# CR 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>.5 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Core Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (180 min.)</td>
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<td>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)</td>
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<td></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>
</tbody>
</table>

## STAFFING/PERSONNEL

<table>
<thead>
<tr>
<th>STAND-ALONE ENL</th>
<th>INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER</th>
<th>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Certified ESOL teacher</td>
<td>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications</td>
<td>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)</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. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015

[NYSED.gov](http://www.NYSED.gov)
What is Integrated ENL?

NYS CR Part 154 regulations define **ENL** (English as a New Language) as a research-based program comprised of 2 parts:
1. An **English language** component, and
2. An **integrated content area** instructional 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 **and** a certified content area teacher co-teaching a class
### Co-Teaching

Andrea Honigsfeld and Maria Dove (2010) Seven Coteaching Models

<table>
<thead>
<tr>
<th>Model Type</th>
<th>Illustration</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>One student group: One lead teacher and another teacher teaching on purpose</td>
<td><img src="image" alt="Illustration" /></td>
<td>The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to preteach or clarify a concept or skill.</td>
<td>While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.</td>
</tr>
<tr>
<td>One student group: Two teachers teach the same content</td>
<td><img src="image" alt="Illustration" /></td>
<td>Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.</td>
<td>The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.</td>
</tr>
<tr>
<td>One student group: One teacher teaches, one assesses</td>
<td><img src="image" alt="Illustration" /></td>
<td>Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.</td>
<td>While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELLs and possibly other at-risk students are mastering the new content.</td>
</tr>
</tbody>
</table>

For more information please see: [www.coteachingforells.weebly.com](http://www.coteachingforells.weebly.com)
Establishes the legal requirements for the education of English Language Learners (ELLs) in New York State
The Department spent 3 years engaging the field about areas of Part 154 that should be revised or enhanced to better serve the needs of ELLs.

- 2011-2012 – Internal interdepartmental discussions
- 2012-2013 – Discussions with key stakeholders (including focus groups) in the state
- 2013-2014 – Developed proposed policy changes and enhancements

Key Recommendations from Research and Feedback

- In September 2014, CR Part 154 was amended and adopted by the New York State Board of Regents to better serve the needs of ELLS.
- School year 2014-15 was a planning year for districts.
- September 2015 CR Part 154 full implementation began.
Key Recommendations from Research and Feedback

• Bilingualism is a desirable outcome for students and program options that support bilingualism should be expanded.
• ESL instruction should be done primarily through an integrated approach.
• Identification and Exiting ELL status should be based on multiple measures and sources of information rather than one high stake Exam.
• All teachers and administrators need better preparation to meet the needs of ELLs.
• Parents of ELLs need the information necessary to make informed decisions and be partners in their children's education.
• SED needs to carefully monitor implementation to ensure that districts understand their obligations and are meeting them.
NYSED’s Board of Regents amended CR Part 154 into three subparts:

* SUBPART 154-1: Essentially, the requirements are the same as in CR Part 154 (2007), but include changes in terminology.

* SUBPART 154-2: Describes the new and expanded requirements of schools and school districts that are to be fully in effect as of the 2015-2016 school year.

* SUBPART 154-3: Established an ELL Identification criteria for Students identified with a Disability when they first enter New York State.
**AREAS OF CR PART 154 REGULATION**

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- Certification
- School District Planning and Reporting Requirements

NYS/NYC RBERN
New York State Education Department Initiatives and Resources for English Language Learners

- Commissioner’s Regulations Part 154
- Blueprint for ELL Success
- Seal of Biliteracy
- ELL Curriculum
  - Bilingual CC Progressions
  - Students with Inconsistent/Interrupted Formal Education
  - ELL Scaffolds
  - Math Translations (5 languages)
- ELL Leadership Council
- Students with Interrupted Formal Education Initiatives
  - Bridges
  - Identification material
  - Resources
- Assessments
  - NYSITELL
  - NYSESLAT
- Parent Materials

NYS/NYC RBERN
The following resources have been or will be translated in up to 25 languages:

- Parent Bill of Rights
- A Guide for Parents of ELLs in New York State
- NYSITELL Parent Information Brochure
- NYSESLAT Parent Information Brochure
- ELL Civil Rights Parent Website and Hotline
- Parent Orientation Video: ELL Programs in New York State
- Parent Orientation Checklist
- Parent Program Selection Form
- Parent Notification Letters:
  - ELL Services Entitlement
  - ELL Services Non-entitlement
  - Exiting ELL Status
  - Continuing ELL Status
- Roadmap to College
For additional information please go to our website NYC Regional Bilingual Education Resource Network (RBE-RN) or contact the NYC RBE-RN office at (718) 817-0606


NYC DOE English Language Learners Educator Resources: [http://schools.nyc.gov/Academics/ELL/EducatorResources/default.htm](http://schools.nyc.gov/Academics/ELL/EducatorResources/default.htm)

Thank you

Eva Garcia and Bernice Moro, Ph.D.
NYSED/NYC RBERN @ Fordham University

evgarcia@fordham.edu
bmoro@fordham.edu