Instruction, Scaffolds and Strategies in the ENL/Bilingual and Mainstream Classroom

NYCESPA CONFERENCE
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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).
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:

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
ENL can be ...

Integrated

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

Stand-Alone

- ENL instruction with an ESOL teacher to develop the English language needed for academic success
Suggested Models for Integrated Services: Two Teachers

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.
Suggested Models for Integrated Services: One Teacher

2. One Dually Certified Teacher (ENL AND CONTENT)

- ELLs are clustered in one class at each grade level (grades K–6)
  - Elementary classroom teacher is certified in both ESOL and CB

- Middle and high school teachers (Grades 7–12)
  - One teacher per grade/content area is dually certified (ESOL and Content subject) and designated to teach ELLs (grades 7–12)
  - Students are programmed for content classes provided by each teacher per grade. That teacher is responsible for planning, developing materials, finding resources, and assessing student work.
Suggested Models for Integrated Services: Dually Certified Team

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
Routines for Co-Planning Success

ORGANIZATION/ADMINISTRATION

- Choose a co-planning platform
  - Provide each co-teacher:
    - curriculum guide/map, scope and sequence
    - pacing guide, modules, texts, standards, etc.
    - PD on collaboration and co-teaching
    - scheduling strategies
  - Partner teachers *
  - Supervise, evaluate strategically and support your teachers *
Routines for Co-Planning Success

A Co-Planning Framework
Andrea Honigsfeld and Maria Dove

Phase 1- Pre-Planning (completed separately)

- Preview upcoming content; explore needed academic language
- Identify possible content or language objectives
- Identify difficult concepts and skills
- Possible individual/group resources and activities
Routines for Co-Planning Success

Phase 2 - Collaborative Planning (completed together)
- Teachers come together to finalize different aspects of their lesson
- Negotiate content and language objectives
- Confirm how they will evaluate challenging concepts and skills
- Agree on their roles and responsibilities
- Discuss how to configure the class for co-taught lessons
Routines for Co-Planning Success

Phase 3- Post-Planning (completed separately)

- Each teacher completes various lesson-planning tasks (such as scaffolding activities)
- Differentiating materials and assessments
- Finding alternative resources, creating learning centers, etc.
- Both teachers finish writing their individual plans and share them with each other
Targets of Measurement

These NYSESLAT Targets of Measurement documents describe what students should be able to do at each grade band level, linked to specific targets of measurement and their linguistic purposes. Resource files are provided by each modality. Educators can use this resource to ensure their instruction and formative assessment are aligned with these targets.

These are available by listening, speaking, reading, writing strands and grade level.
Taking a Look at ToMs

Refer to handout on Targets of Measurement for 2016 NYSESLAT. Discuss the handout with a partner to determine the information it provides.

Be prepared to discuss with the group.

What did you notice?
# 2016 NYSESLAT Targets of Measurement

## 2016 NYSESLAT Targets of Measurement

### Reading – Grade Band 3–4

<table>
<thead>
<tr>
<th>Claim</th>
<th>Anchor</th>
<th>Target of Measurement</th>
<th>Language Purpose/Function/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL CLAIM 1</strong></td>
<td>Students can determine information in a grade-level text.</td>
<td><strong>ANCHOR 1</strong> Students can identify key narrative elements and central ideas in a grade-level text.</td>
<td>TOM.R.3–4.1 Students can identify words, phrases, or sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.</td>
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<td><strong>ANCHOR 2</strong> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</td>
<td>TOM.R.3–4.2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.</td>
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<td><strong>ANCHOR 3</strong> Students can determine the meaning of vocabulary in a grade-level text.</td>
<td>TOM.R.3–4.3 Students can determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text.</td>
</tr>
<tr>
<td></td>
<td><strong>GENERAL CLAIM 2</strong></td>
<td>Students can determine the development of ideas in grade-level texts.</td>
<td><strong>ANCHOR 4</strong> Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</td>
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<td><strong>ANCHOR 5</strong> Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</td>
<td>TOM.R.3–4.5 Students can identify significant elements, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.</td>
</tr>
</tbody>
</table>
Taking a Look at Performance Level Descriptors for NYSESLAT(PLD)

Refer to handout # 2 on what students at each proficiency level are able to do for this particular standard.

With a partner review the document and be prepared to discuss.

What did you notice?
## 2016 NYSESLAT Targets of Measurement

### 2016 READING Performance Level Descriptions – Grades 3–4

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<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
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<td><strong>Target of Measurement 2</strong></td>
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What you should see in an ENL Lesson? Scaffolds

Using English grade level texts with language learners poses great challenges

Using Home Language support to get to the New Language
NEXT STEPS/Reflecting

- Discuss with your partner your next steps in supporting ENL teachers with Stand-alone or Integrated ENL.
- Discuss how you can use the Targets of Measurement to address the curriculum needs of your ELL students.
- Discuss how the Performance Level Descriptors will help your teachers in planning.
- Discuss what kinds of materials you will need for your ELL students.

Be prepared to share with the group
How can administrators support ENL instruction-stand alone/integrated?

- Scheduling students as cohorts in a few classes rather than several
- Designate planning time for co-teaching model
- Assess & evaluate how co-teaching is working
- Clearly decide how materials will be used aligned to CCLS

Any Questions???????
2016 NYSESLAT Targets of Measurement

https://www.engageny.org/resource/new-york-state-english-as-a-second-language-achievement-test-nyseslat-targets-measurement

Refer to our website
NYC Regional Bilingual Education Resource Network (RBE-RN)@ Fordham University
or email us at nycrbern@Fordham.edu

Please complete evaluations