Integrated ENL: Programming for ELLs

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NYS Statewide Language RBE-RN at NYU
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What do we need to know

- Rules for programming
- Student information
- Resources necessary
Rules:

CR Part 154–Bilingual Programs

Bilingual Program Elements

- Stand-alone ENL
- Integrated ENL/ELA
- ENL Flexibility
- Home Language Arts
- Bilingual Content Area Subjects
# Bilingual Program: K-8

## 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><strong>STAND-ALONE ENL</strong></td>
<td>1 unit of study in ENL (180 min.)</td>
<td>.5 unit of study in ENL (90 min.)</td>
<td>1 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></td>
</tr>
<tr>
<td><strong>INTEGRATED ENL / ELA</strong></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 Core Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td><strong>FLEXIBILITY</strong></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 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><strong>TOTAL ENL</strong></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><strong>HOME LANGUAGE ARTS</strong></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><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>
## Bilingual Program: 9-12

### 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>
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</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></td>
<td></td>
<td>Former ELLs must continue to receive services for an additional two 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>
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<td>1 unit of study in ENL/ELA or other 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/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>
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<td></td>
</tr>
<tr>
<td>TOTAL ENL</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>HOME LANGUAGE ARTS</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>BILINGUAL CONTENT AREA SUBJECTS</td>
<td>Minimum of 2</td>
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Rules:
CR Part 154 – ENL Programs

English as a New Language Program
Elements:
- Stand-alone ENL
- Integrated ENL/ELA
- ENL Flexibility
## ENL Program: K-8

### 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>
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<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>
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<td>STAND-ALONE ENL</td>
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<td>360 minutes per week</td>
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### ENL Program: 9-12

#### 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.

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<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>
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Student Information

What information do you need to know?

In your school level groups, identify the student information you will need to appropriately program ELLs.
Types of ELLs

- Current ELLs
  - SIFE
  - Long-Term
  - With Disabilities
  - At Risk

- Former ELLs
Student Information Needed

- Grade
- Language spoken for bilingual programs
- Language proficiency by level
- Language proficiency by modality
- Academic performance
Student Information

What are the student data/information sources you should have?

In your school level groups, identify the student information sources you will need.
Some Frequently Used Student Information Reports

ATS Reports:

- RLAT – NYSESLAT scores and LAB-R/ NYSITELL for last three years
- RNMR – NYSESLAT scores and modality breakdown, SIFE
- RSFE – SIFE Report

AMAO Status Estimator
RLAT –

What does it tell you?
Using the RLAT

In your school level groups, identify some key information about these ELLs.
RLAT –

What does it tell you?

- Grade level
- Year of entry & initial LAB-R or NYSITELL score
- NYSELAT Level
- NYSELAT scores by modality

Hint: Use the three years of data to see the student’s NYSELAT progress.
<table>
<thead>
<tr>
<th>Students' First and Last Names</th>
<th>Grade Level</th>
<th>Official Class</th>
<th>ELL?</th>
<th>AMAO 1 - Student Made Progress?</th>
<th>AMAO 2 - Student Attained Proficiency?</th>
<th>Warning! At-risk level</th>
<th>Important notes about this child</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>731</td>
<td>YES</td>
<td>Not Available</td>
<td>no data</td>
<td>This student is an ELL.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>724</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>7</td>
<td></td>
<td>This student is an ELL. This student scored at the Emerging level on the latest NYSESLAT. This student is at-risk level 7 due to the following reasons: achieved 1 or 2 on ELA for two years, achieved 1 or 2 on math for two years, is a long-term ELL, obtained a growth percentile of 25 or less (actual GP: 1) on the ELLA and scored 1 on the ELA, obtained a growth percentile of 25 or less (actual GP: 15) on the math exam and scored 1 on the ELA. Additional considerations: Student scored at the 42 percentile on the 2010 NYSESLAT and scored A at the 64 percentile on the 2014 NYSESLAT. This student is an ELL. Student scored level 1 or 3 on math exam and growth percentile is 25 or less.</td>
</tr>
<tr>
<td>7</td>
<td>731</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>1</td>
<td></td>
<td>This student is an ELL. This student scored at the Emerging level on the latest NYSESLAT. This student is at-risk level 1 due to the following reasons: achieved 1 or 2 on math for one year. Additional considerations: This student scored a high EM level and was approximately 2 to 3 questions away from scoring at the next proficiency level.</td>
</tr>
<tr>
<td>7</td>
<td>722</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>6</td>
<td></td>
<td>This student is an ELL. This student scored at the Emerging level on the latest NYSESLAT. This student is at-risk level 6 due to the following reasons: achieved 1 or 2 on ELA for two years, achieved 1 or 2 on math for two years, is a long-term ELL, obtained a growth percentile of 25 or less (actual GP: 18) on the math exam and scored 1 on the ELA. Additional considerations: Student scored at the 70 percentile on the 2015 NYSESLAT and scored A at the 61 percentile on the 2014 NYSESLAT. This student scored a high EM level and was approximately 2 to 3 questions away from scoring at the next proficiency level. This student is a long-term ELL. Student scored level 1 or 2 on math exam and growth percentile is 25 or less.</td>
</tr>
<tr>
<td>7</td>
<td>731</td>
<td>YES</td>
<td>Not Available</td>
<td>no data</td>
<td>This student is an ELL.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>731</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>2</td>
<td></td>
<td>This student is an ELL. This student scored at the Entering level on the latest NYSESLAT. This student is at-risk level 2 due to the following reasons: achieved 1 or 2 on math for one year, ELL years of service is 5, but student still scored in the 98 percentile on the NYSESLAT. Additional considerations:</td>
</tr>
<tr>
<td>7</td>
<td>722</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>6</td>
<td></td>
<td>This student is an ELL. This student scored at the Emerging level on the latest NYSESLAT. This student is at-risk level 6 due to the following reasons: achieved 1 or 2 on ELA for two years, achieved 1 or 2 on math for two years, is a long-term ELL, obtained a growth percentile of 25 or less (actual GP: 21) on the ELA and scored 1 on the ELA. Additional considerations: Student scored at the 52 percentile on the 2015 NYSESLAT and scored A at the 76 percentile on the 2014 NYSESLAT. This student is a long-term ELL.</td>
</tr>
<tr>
<td>7</td>
<td>722</td>
<td>YES</td>
<td>Not Available</td>
<td>NO</td>
<td>8</td>
<td></td>
<td>This student is an ELL. This student scored at the Emerging level on the latest NYSESLAT. This student is at-risk level 4 due to the following reasons: achieved 1 or 2 on ELA for two years, achieved 1 or 2 on math for two years. Additional considerations: Student scored at the 83 percentile on the 2015 NYSESLAT and scored A at the 36 percentile on the 2014 NYSESLAT. This student scored a high EM level and was approximately 2 to 3 questions away from scoring at the next proficiency level.</td>
</tr>
</tbody>
</table>
AMAO – What does it tell you?

Some key information:
- Number of SIFEs – students with interrupted/inconsistent formal education
- Number of long-term ELLs
- Risk factors
  - No progress on NYSESLAT
  - Potential long-term ELL
Using the RLAT and AMAO

In your school level groups, discuss how students can be grouped.
Grouping ELLs – A Reminder

Informed intentional grouping yields efficiencies in:

- Instruction
  - Teaching & learning
  - Programming
- Resources
  - Financial
  - Human
Some general grouping hints

- Cluster ELLs with similar proficiencies in the same class (easier for teacher to differentiate for two or three levels than for four or five)
- Cluster ELLs with similar academic needs in the same classes
Integrated Co-Teaching Model

Co-Planning

Reflecting

Co-Teaching

Co-Assessing
Resourcing Integrated ENL

Requires:

- Time resources (scheduling)
- Financial resources
- Human Resources
Time Resources

Intentional and deliberate scheduling for:

- Common co-planning
- Professional development
  - Reminder – CR Part 154 requires 50% PD time for all teachers of ELLs and 15% for all other teachers regarding ELLs services
- Parent engagement
Common Planning

Common planning time is one of the keys to successful co-teaching:

In your school level groups, identify some common planning time strategies that can be employed.

Write a strategy that can be used on the large Post-Its and post it on the chart paper. One strategy per Post-It.
Financial Resources

- Tax-levy and NYS LEP Aid
  - Fund compliance needs first
- Title I – Schoolwide Program (SWP)
  - Schools may treat the funds it is consolidate line they are a single “pool” of funds
- Title III –
  - Supplemental use or SWP
Human Resources

Things to consider for assignment:
(Hint for Integrated ENL/Content area)

- Certification
  - Primary and secondary certifications
- Academic background
- Interests
Certification Requirements

For Stand-Alone ENL instruction:

- Certified ESOL teacher
- Bilingual common branch teacher in a K-6 bilingual program

For Integrated ENL instruction:

- Dually certified ESOL and content area teacher
- Certified ESOL teacher and certified content area teacher
- Bilingual common branch teacher in a K-6 bilingual program
Integrated ENL/Co-Teaching: Some helpful tools

Planning:

- Co-Planning Template – Keyed to Honigsfeld’s Seven Co-Teaching Models
- Co-Planning Roles Template

Observation:

- Co-Teaching Observation Checklist
Reflections?
Questions?