

Integrated ENL: Programming for ELLs



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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

	ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL ENL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
	HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	

Bilingual Program: 9-12

CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			Former ELLs must continue to receive services for an additional two years
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL ENL	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	



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.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	



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.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	



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.



Student Information Needed

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?

ATS NEW YORK CITY PUBLIC SCHOOLS
LAB-R, NYSESLAT EXAM HISTORY REPORT, JHS/IS (RLAT)
ENTITLED STUDENTS ONLY

DATE: 03/15/16
PAGE: 1

NAME	STUDENT ID	SEX	BIRTH DT	GRD CDE	GR LV	OFF CLS	X CD	-LBR/NYTL- YR DEC RS	---- NYSESLAT 2015 ----					---- NYSESLAT 2014 ----					---- NYSESLAT 2013 ----							
									DEC	TOT	LIS	SPK	RED	WRI	DEC	TOT	LIS	SPK	RED	WRI	DEC	TOT	LIS	SPK	RED	WRI
F	04/05/02	170	07	703	*12	Y	000								B	053	020	009	020	004	B	024	003	000	016	005
F	03/29/02	963	07	721	*07	Y	012	EX	049	013	020	012	004	I	063	022	030	006	005	B	056	014	029	008	005	
M	09/10/02	180	08	802	*07	Y	000	TR	048	010	019	011	008	A	078	015	029	021	013	I	071	013	022	023	013	
M	06/14/02	961	07	712	*09	Y	000	EN	029	005	016	006	002	B	047	009	016	013	009	B	042	010	012	012	008	
F	11/15/00	180	08	802	14	B	018	EM	045	010	016	014	005													
M	11/17/00	189	08	809	*05	Y	000	EX	055	016	019	014	006	A	081	013	028	023	017	A	087	016	034	021	016	
M	02/23/04	160	06	601	*12	Y	000	EN	029	007	010	010	002	B	020	006	001	009	004	B	016	003	000	009	004	
M	07/12/03	160	06	602	*10	Y	001	EM	036	009	016	008	003	I	069	012	030	012	015	I	063	016	014	017	016	
M	09/30/02	180	08	803	*10	Y	003	EX	058	019	018	015	006	A	079	018	031	015	015	I	067	010	030	014	013	
M	03/03/01	180	08	802	*06	Y	001	EX	062	014	021	022	005	A	090	019	030	022	019	A	090	019	034	021	016	
F	08/03/02	963	08	821	*07	Y	016							B	051	009	024	011	007	B	052	010	026	008	008	
M	08/06/04	160	06	601	14	B	000	EN	009	005	000	004	000													
M	03/03/03	160	06	603	*08	Y	003	EX	062	017	019	020	006	I	072	021	024	014	013	I	067	018	023	017	009	
M	10/31/03	963	07	721	*08	Y	000	EX	060	014	019	020	007	A	083	018	034	019	012	A	086	019	031	019	017	
M	10/15/99	170	07	701	15	EN	018																			
M	04/11/04	160	06	601	14	B	000	EN	010	004	000	006	000													
F	12/26/02	180	08	803	*08	Y	000	EX	058	015	019	017	007													
M	10/02/02	963	08	821	*11	Y	002	EN	032	007	018	007	000	B	050	017	025	005	003	B	052	013	022	013	004	
F	06/14/02	180	08	803	*07	X	023	TR	052	014	018	016	004	A	089	017	034	022	016	I	069	016	025	014	014	
M	03/16/03	180	08	801	*13	Y	008	EN	029	008	015	005	001	B	025	010	003	007	005							
F	02/22/03	170	07	703	*08	X	021	EX	058	010	020	021	007	A	083	018	030	022	013	A	090	021	031	019	019	
M	10/10/02	963	08	811	*07	Y	000	EM	046	016	017	009	004	A	090	021	029	021	019	I	068	018	020	016	014	
M	06/07/02	180	08	801	*11	Y	000	EM	044	017	018	008	001	B	056	017	024	006	009	B	040	014	015	006	005	
M	02/04/00	180	08	801	15	EN	015																			
F	02/17/04	160	06	603	*12	Y	000	EX	052	015	015	014	008	B	053	016	017	012	008	B	027	014	000	009	004	
M	08/07/00	170	07	701	14	B	000																			
M	02/16/02	180	08	803	*08	Y	003	EX	068	021	020	022	005							A	091	020	033	020	018	
F	11/06/03	170	07	703	*08	X	020	EX	059	013	020	018	008	A	092	020	034	023	015	A	088	022	029	019	018	
M	08/14/03	170	07	701	15	EN	011																			
F	03/19/03	180	08	801	15	EN	009																			
M	04/27/04	169	06	609	*09	Y	004	EX	046	015	021	006	004	I	074	015	031	016	012	I	072	012	032	017	011	
M	11/22/02	963	08	821	*09	Y	000	TR	046	018	021	004	003	A	087	023	033	017	014	A	083	022	030	018	013	
F	11/23/03	160	06	601	14	B	000	EN	024	006	008	009	001													
M	01/19/03	170	07	703	*11	Y	000	EX	056	014	021	017	004	I	060	015	024	013	008	B	051	012	022	010	007	
M	01/23/00	180	08	801	15	EN	011																			
M	05/22/03	170	07	702	*08	Y	000	EM	038	009	019	007	003	I	053	011	022	010	010	B	056	015	019	013	009	
M	08/24/04	160	06	602	*09	Y	000	EX	044	010	021	009	004	I	068	017	033	010	008							
F	07/30/02	180	08	803	*07	Y	000	EX	057	021	020	013	003	A	100	021	033	025	021	A	081	021	030	014	016	
F	12/22/04	160	06	601	15	EN	016																			
F	11/05/02	180	08	801	15	EN	020																			
M	02/13/03	170	07	701	14	B	000	EN	016	006	000	010	000													
M	02/02/03	961	06	612	14	B	000	EN	014	003	005	006	000													
M	11/16/04	961	06	612	14	B	000	EN	017	006	006	005	000													
M	08/04/03	160	06	603	*11	Y	000	EX	068	019	021	024	004													
M	03/15/01	961	08	712	*06	Y	009	EX	053	014	020	014	005	A	088	023	028	020	017	I	074	024	031	013	006	
F	12/14/02	170	07	701	*13	Y	000	EX	056	014	020	019	003	B	052	019	004	021	008							
F	05/05/04	160	06	602	*13	Y	000	EM	035	007	014	010	004	B	048	015	004	020	009							
M	10/19/03	170	07	701	*11	Y	000	EN	026	006	013	007	000	B	028	006	006	010	006	B	014	006	000	007	001	
F	01/10/02	170	07	701	*11	Y	000	EM	044	010	017	014	003	B	042	010	011	016	005	B	019	002	000	011	006	

DECISION: LBR-Y-BEGINNING, X-INTERMEDIATE, N-TESTED OUT, * = LBR
 NYTL/NYSESLAT-B-BEGINNING, I-INTERMEDIATE, A-ADVANCED, P-PROFICIENT (TESTED OUT), 1ST YEAR < 2015
 NYTL/NYSESLAT-EN-ENTERING, EM-EMERGING, TR-TRANSITIONING, EX-EXPANDING, CM-COMMANDING (TESTED OUT), TEST YEAR > 2014



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.

AMAO Status Estimator – What does it tell you?

Students' First and Last Names	Grade Level	Official Class	ELL?	AMAO 1-- Student Made Progress?	AMAO 2-- Student Attained Proficiency ?	Warning! At-risk level	Important notes about this child
	7	731	YES	Not Available	no data		This student is an ELL.
	7	724	YES	Not Available	NO	7	This student is an ELL.This student scored at the Expanding 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 ELA 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 2015 NYSESLAT and scored A at the 66 percentile on the 2014 NYSESLAT.This student is a long-term ELL. Student scored level 1 or 2 on math exam and growth percentile is 25 or less.
	7	731	YES	Not Available	NO	1	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.
	7	722	YES	Not Available	NO	6	This student is an ELL.This student scored at the Expanding 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 EX 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.
	7	731	YES	Not Available	no data		This student is an ELL.
	7	731	YES	Not Available	NO	2	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 but student still scored in the first percentile on the NYSESLAT. Additional considerations:
	7	722	YES	Not Available	NO	6	This student is an ELL.This student scored at the Expanding 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.
	7	722	YES	Not Available	NO	4	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 33 percentile on the 2015 NYSESLAT and scored I 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.

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:

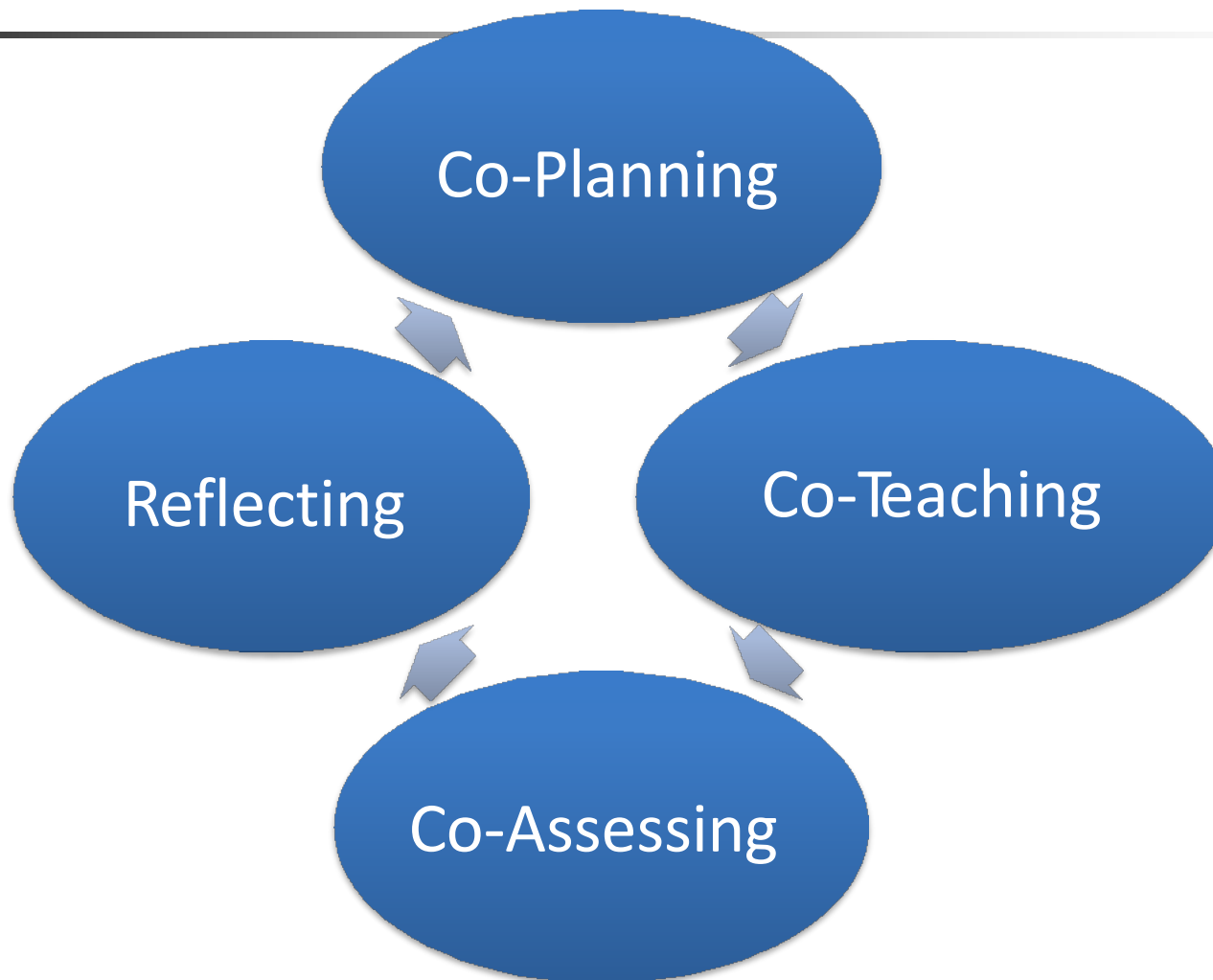
- Instruction
 - Teaching & learning
 - Programming
- Resources
 - Financial
 - Human



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





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



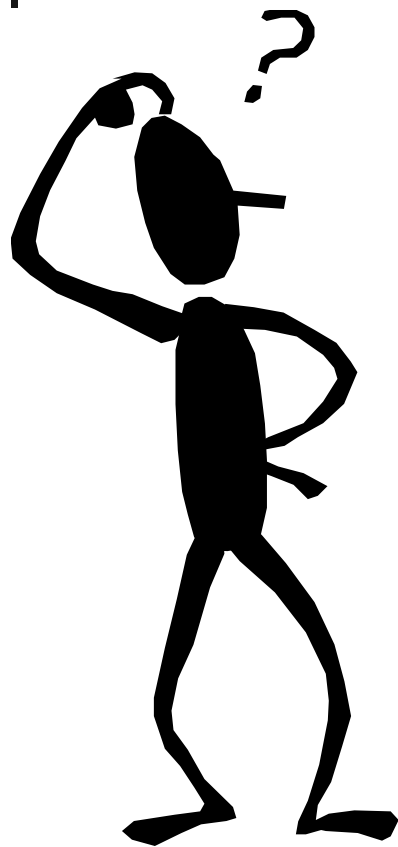
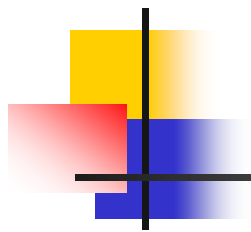
Integrated ENL/Co-Teaching: Some helpful tools

Planning:

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

Observation:

- Co-Teaching Observation Checklist



Reflections?
Questions?