

ELL EDUCATION OVERVIEW



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K-12 English for Speakers of Other Language (ESOL) Teacher

Silver Creek Central Schools

¡Bienvenidos!

- ▶ Tu hijo o hija se ha identificado como un estudiante de inglés/ English language learner (ELL).
 - ▶ Esto se basa en los resultados del examen de Nueva York para identificar los estudiantes de inglés/New York State Identification Test for English Language Learners (NYSITELL) o el examen de inglés como idioma segundo de Nueva York/New York State English as a Second Language Achievement Test (NYSESLAT).
 - ▶ Por estos resultados, tu hijo tiene que recibir los servicios de inglés como idioma nuevo/ English as a New Language (ENL) según las reglas de Nueva York.

Who Are English Language Learners?

- ▶ Students who speak a language other than English at home...
- ▶ Who, based on testing, have limitations in English language abilities in any or all of the following
 - ❑ Listening
 - ❑ Speaking
 - ❑ Reading
 - ❑ Writing

Terms Associated with English Language Learners

- ▶ Limited English Proficient (LEP)
 - Not preferred; sounds demeaning
- ▶ English Language Learner (ELL)
 - Refers to the student
 - Preferred terminology in NY State
- ▶ English as a New Language (ENL)
 - Refers to the program, not the student
- ▶ English for Speakers of Other Language (ESOL)
 - Refers to the teacher of ELLs and his/ her certification area (sometimes called TESOL)

How Are ELLs Identified?

- ELL Identification Flow-Chart

<http://www.p12.nysed.gov/biling/bilinged/pub/LEPproc.pdf>

When a new ELL student enters a school district:

- The parents complete a “Home Language Questionnaire” and ESOL teacher administers Informal Interview Questions:

<http://www.p12.nysed.gov/biling/bilinged/pub/hlq.html>

- The ESOL teacher performs an informal interview with the student to see if further testing is appropriate based on the student’s English and home language skills
- The student is tested by the ESOL teacher using the NYSITELL Exam

<http://www.p12.nysed.gov/assessment/nysitell/>

- The student is placed in an integrated or free-standing ENL program based on his or her proficiency level

ELL Proficiency Levels

5 New Proficiency Levels:

1. Entering (beginner)
2. Emerging (low intermediate)
3. Transitioning (intermediate)
4. Expanding (advanced)
5. Commanding (proficient)

Level	Description of English Language Proficiency Level
1. Entering (Beginning)	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
2. Emerging (Low Intermediate)	The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
3. Transitioning (Intermediate)	The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
4. Expanding (Advanced)	The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

Annual NYSESLAT Exam

- ▶ 2015 NYSESLAT Guide:
<http://www.p12.nysed.gov/assessment/sam/nyseslat/nyseslat-sam-15.pdf>
- ▶ Includes four separate sessions:
 - ▶ One Speaking assessment (administered individually)
 - ▶ 3 sessions comprised of Reading, Writing, & Listening
- ▶ Six test levels: K, 1-2, 3-4, 5-6, 7-8, 9-12
- ▶ Exams are given in April-May.
- ▶ Scores arrive in July-August.
- ▶ Test results are used to determine the required minutes of integrated and/ or free-standing ENL service a student will receive per week:

*See next slide

ENL Service Requirements

Freestanding ENL Program

K-8	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
ENL Instructional Time (Minimum)	2 Units per week (360 minutes)	2 Units per week (360 minutes)	1 unit per week (180 minutes)	1 unit per week (180 minutes)	Former ELLs must continue to receive services for an additional 2 years
Stand-Alone ENL	1 unit of ENL (180 minutes)	.5 unit of ENL (90 minutes)	NONE	NONE	NONE
Integrated ENL	1 unit of ENL/ELA (180 minutes)	1 unit of ENL/ELA (180 minutes)	.5 unit of ENL (90 minutes)	1 unit of ENL/ELA or Core Content Area* (180 minutes)	
Flexibility	N/A	.5 unit of study can be stand-alone ENL OR integrated ENL in Content Area (90 minutes)	.5 unit of study can be stand-alone ENL OR integrated ENL/ Content Area (90 minutes)		.5 unit of integrated ENL in ELA or Core Content Area OR Approved Former ELL services (90 minutes)
Weekly Total	360 Minutes	360 Minutes	180 Minutes	180 Minutes	90 Minutes
Staffing/ Personnel	<u>Stand-Alone ENL</u> K-12 Certified ESOL teacher		<u>Integrated ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>Integrated ENL – 2 Individually Certified Teachers (Co-Teaching)</u> A certified ESOL teacher and a K-6 certified elementary 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 ENL or Bilingual classes is two contiguous grade levels except for ELLs in a Special Education class. All ENL services must be provided during the regular school hours.

ENL Service Requirements

Freestanding ENL Program

9-12	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
ENL Instructional Time (Minimum)	3 Units per week (540 minutes)	2 Units per week (360 minutes)	1 unit per week (180 minutes)	1 unit per week (180 minutes)	Former ELLs must continue to receive services for an additional 2 years
Stand-Alone ENL	1 unit of ENL (180 min.)	.5 unit of ENL (90 minutes)	NONE	NONE	NONE
Integrated ENL	1 unit of ENL/ELA (180 min.)	1 unit of ENL/ELA (180 minutes)	.5 unit of ENL (90 minutes)	1 unit of ENL/ELA or Core Content Area* (180 minutes)	
Flexibility	1 unit of study can be Stand-Alone ENL <u>or</u> Integrated ENL in Core Content area (180 min.)	.5 unit of study can be stand-alone ENL <u>OR</u> integrated ENL in Content Area (90 minutes)	.5 unit of study can be stand-alone ENL <u>OR</u> integrated ENL/Content Area (90 minutes)	N/A	.5 unit of integrated ENL in ELA or Core Content Area <u>OR</u> Approved Former ELL services (90 minutes)
Weekly Total	540 Minutes	360 Minutes	180 Minutes	180 Minutes	90 Minutes
Staffing/ Personnel	<u>Stand-Alone ENL</u> K-12 Certified ESOL teacher		<u>Integrated ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>Integrated ENL – 2 Individually Certified Teachers (Co-Teaching)</u> A certified ESOL teacher and a K-6 certified elementary teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

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Program Models for ELLs

ENL/ Integrated ENL

► “New Language Arts”

For grades Kindergarten through twelve, a free-standing English as a new language program shall mean a program of instruction composed of two components: a language arts instructional component and a content area instructional component. In an ENL class, specific methodologies and instructional materials that allow students to learn English systematically and cumulatively are used. Instruction shall take into account the first language and the culture of the students.

(CR Part 154.2)(d)

Bilingual

► “Home Language Arts”

For grades Kindergarten through twelve, a bilingual education program shall mean a program of instruction consisting of three components: ENL, content area instruction taught in the native language and English, and a native language arts component (i.e. instruction in a language other than English which should parallel English Language Arts (ELA) instruction). Such instruction shall take into account the first language and culture of the ELL students.

(CR Part 154.2)(1)(ii)(2)(e)

What does an ESOL teacher do?

- ▶ An ESOL Teacher is a Language Development Expert who teaches literacy (ELA): Reading, Writing, Speaking, Listening, and American Culture
- ▶ ESOL teachers follow the NYS Common Core and New Language Arts Progressions to teach integrated English as a new language (ENL) and ELA/ core content areas

Is ENL a support or remedial service?

- No. ENL is a developmental English Language Arts program.
- NY State has developed the New Language Arts Progressions with specific Performance Indicators, and Targets of Measure which are assessed annually with the New York State English as a Second Language Achievement Test (NYSESLAT).
- ESOL teachers will integrate literacy and content to teach language.
- In a co-teaching situation, ESOL teachers and classroom teachers co-plan and co-teach lessons together equally. The SLOP Model is often used in a co-teaching situation.

How Can Parents Help?

- ▶ Make **reading** part of the child's daily routine. Read to children in either English or in his/her **native language**.
- ▶ Take your child to the **library** and encourage the child to borrow books.
- ▶ **Schedule** time every day for the child to do **homework** and provide a **quiet place**.
- ▶ Translations of some mathematics materials are available at <https://www.engageny.org/resource/translated-modules>.
- ▶ <http://www.colorincolorado.org/guides/readingtips/> Reading Tip Sheets for Parents
- ▶ Your child's school attendance is extremely important! Please make every effort to send him/ her to school on time every day unless he or she is ill.

Additional Resources

- Teacher and Parent Resources: Colorín Colorado:
<http://www.colorincolorado.org/>
- Common Core for ELLs/Bilingual Students:
<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>
- Parent Guide to the NYSESLAT:
<http://www.p12.nysed.gov/apda/nyseslat/brochure/home.html>
- General information from NY State:
<http://www.p12.nysed.gov/biling/bilinged/faq.html>
- Blueprint for ELL Success in School:
<http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf>
- Student Resources: <http://bogglesworldesl.com/>

References:

- <http://www.colorincolorado.org/>
- <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>
- : <http://www.p12.nysed.gov/biling/bilinged/faq.html>
- <http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf>
- http://schools.nyc.gov/NR/rdonlyres/90848C90-801C-4019-814D-DD01682B4DD9/0/LAPGuidelines_7_29_2011.pdf
- <https://www.e1b.org/TrainingWorkshops/BilingualEducationESL.aspx>
- <http://www.oswego.org/webpages/Istevens/index.cfm?subpage=8253>

Thank-you!

