



# INTEGRATED CO-TEACHING<sup>1</sup> IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM



Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) and the New York State Language Regional Bilingual Education Resource Network (RBERN)

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## TOPIC BRIEF ONE (1)

### The Blueprint for English Language Learner/Multilingual Learner Success and Integrated English as a New Language (ENL)

The [\*Blueprint for English Language Learner/Multilingual Learner Success\*](#) (the Blueprint) identifies a set of principles that encompass a vision for serving Multilingual Learners (MLs)—including English Language Learners (ELLs) as well as Former/Ever ELLs, heritage speakers of other languages, and World Languages students—laying the groundwork for providing more equitable, inclusive, culturally-responsive, and linguistically-responsive instruction to this population of students. The Blueprint emphasizes shared ownership of the teaching and learning of MLs and ELLs, the assurance of high-quality instruction that is academically rigorous and grade-appropriate, the incorporation of authentic assessment so that students can demonstrate their knowledge and skills in multiple modalities and languages, and the establishment of high expectations for all students. These principles are the framework for Integrated ENL as they clearly outline the main components of English Language Development (ELD) programs in New York State (NYS). The excerpts selected and presented in Figure 1 highlight key elements of the vision for a collaborative Integrated ENL service delivery system and offer answers to the many questions about why Integrated ENL is an important programming development for ELLs.

*Figure 1: Excerpts from the Blueprint for English Language Learner/Multilingual Learner Success*

**Principle 1: All teachers are teachers of MLs and ELLs** and need to plan accordingly in order to:

- Design and deliver instruction that is culturally and linguistically responsive for all diverse learners.
- Provide integrated language and content instruction to support language development through language-focused scaffolds.
- Collaborate purposefully and consistently with other teachers to promote academic achievement in all content areas.
- Use materials and instructional resources that are linguistically and age/grade appropriate and are aligned to the Next Generation Learning Standards.

**Principle 2: All school boards and district/school leaders are responsible for ensuring that academic, linguistic, social, and emotional needs of MLs and ELLs are addressed** by:

- Providing a clear vision for student success that includes high expectations for ML and ELL student achievement and social-emotional development, supported by a purposeful plan of action.

<sup>1</sup> For the purposes of this document, the term “co-teaching” refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models such as special education co-teaching.

- Providing high-quality instruction for MLs and ELLs.
- Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
- Ensuring that districts and school leaders are trained to meet the needs of MLs and ELLs in order to cultivate a school culture of high expectations.

**Principle 3: Districts and schools engage all MLs and ELLs in instruction that is grade-appropriate, academically rigorous, and aligned to the Next Generation Learning Standards by:**

- Articulating specific content and language objectives.
- Integrating explicit and implicit research-based vocabulary instruction.
- Providing opportunities for students to discuss content and problem-solve with peers.
- Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers)
- Providing special education supports, services, accommodations, and specially designed instruction to meet the specific instructional needs of ELLs with disabilities.
- Designing, selecting, and implementing a high-quality curriculum that meets the needs of the NYS Next Generation Learning Standards (NGLS)
- Using academic language and content-area supports to strategically move MLs ELLs along the language development continuum utilizing NYS Bilingual Common Core Progressions

**Principle 6: Leverage the expertise of Bilingual, ENL, and World Language teachers, and support personnel while increasing their professional capacities by:**

- Creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
- Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of MLs and ELLs, including home and new language development.

**Principle 8: Use diagnostic tools and formative assessment practices to measure ELLs' content knowledge, as well as new and home language development, to inform instruction by:**

- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- Using home language assessments to inform instruction and demonstrate growth in Bilingual Education programs in which the home language is being used.

## **Aligning the Blueprint with Appropriate Practices for Integrated ENL**

The Blueprint provides a much-needed vision for creating and implementing equitable, rigorous, and supportive learning opportunities for MLs and ELLs. Since all teachers are teachers of MLs and ELLs, the following instructional and assessment practices are recognized as necessary building blocks for successful implementation of an Integrated ENL program.

## **How to Design and Implement Culturally and Linguistically Responsive Instruction**

Culturally and linguistically responsive instruction incorporates the often unrecognized home cultures of diverse student populations, thereby bridging the gap between the mainstream curriculum and the reality of students' lived experiences. It leverages the knowledge and skills that students bring to the

classroom in order to create inclusive learning environments that enhance student success. Understanding culturally and linguistically responsive instruction allows teachers to plan lessons that meet the needs of all students. For more information see the NYS Culturally Responsive-Sustaining Education Framework and supporting materials available on the [NYSED website](#).

### **Background Knowledge is Needed to Provide Culturally Responsive Instruction:**

- Stages of English language proficiency and development
- Factors that enhance language acquisition
- Knowledge of individual students:
  - Cultural and linguistic background
  - Educational experience
  - Emotional wellbeing
  - Student obligations (work, childcare, etc.)
  - Family dynamics (who they live with, if their parents are present, long-term separation from parents, etc.)

### **Culturally Responsive Instruction in the Classroom:**

- A safe environment is provided where all students are respected
- All races and ethnicities are represented
- Home language use is welcomed and celebrated
- Instruction is student-centered
- Instruction is scaffolded so all students have access to learning
- Assessments are differentiated and developed for all students to demonstrate their knowledge
- Students see themselves and their lived experiences represented in the curriculum

### **Teachers who provide culturally responsive instruction:**

- Communicate high expectations
- Use active teaching methods including small-group instruction and cooperative learning to promote classroom discourse
- Demonstrate cultural sensitivity and have positive perspectives on families of culturally and linguistically diverse students
- Reshape the curriculum to meet students' needs

### **Culturally Responsive Education Utilizes Authentic Assessment Tasks:**

- Oral Interviews: Teacher asks student questions or observes students discussing their personal backgrounds, activities, readings, and other interests.
- Story or Text Retelling: Student retells main ideas or selected details of text experienced through listening or reading.
- Writing Samples: Students generate narrative, expository, persuasive, or reference papers.

- Projects/Exhibitions: Students work with other students as a team to create a project that often involves multimedia production, oral and written presentations, and a display.
- Experiments/Demonstrations: Student documents a series of experiments, illustrates a procedure, performs the necessary steps to complete a task, and documents the results of the actions.
- Constructed-Response Items: Student responds in writing to open-ended questions.
- Teacher Observations: Teacher observes and documents the student's attention and interaction in class, response to instructional materials, and cooperative work with other students.
- Portfolios: A focused collection of student work to show progress over time.

### **Commissioner's Regulations Part 154 and Integrated ENL Requirements**

The vision outlined in the Blueprint was followed by a revision of Part 154 of the Regulations of the [Commissioner of Education \(CR 154\)](#), which governs all aspects of educating ELLs enrolled in NYS public schools. The following information is taken from CR 154 to reinforce key terms and explain the minimum units of study required by the regulations for Integrated ENL programs.

#### **Key Definitions: What Does Integrated ENL Mean?**

"Integrated English as a New Language shall mean a unit of study or its equivalent in which students receive core content areas (i.e., English language arts, math, science or social studies) and English language development instruction." [CR 154-2.2 (m)]

"Personnel qualified to teach Integrated ENL Language shall mean a dually certified teacher (i.e., English to Speakers of Other Languages [(ESOL)] certification and content area certification), or a certified ESOL teacher [co-teaching alongside] a certified content area teacher. In a K-6 bilingual program...personnel qualified to teach Integrated ENL means a common branch K-6 teacher with a bilingual extension." [CR 154-2.2 (q)]

**For CR Part 154 Integrated ENL Units of Study and Staffing Requirements, see guidance tables:**

- [Integrated ENL Unit of Study and Staffing Requirements \(K-8\)](#)
- [Integrated ENL Unit of Study and Staffing Requirements \(9-12\)](#)

#### **Obtaining Maximum Results with Integrated ENL**

CR 154 mandates specific weekly requirements for units of study to be provided in Integrated ENL programs to all ELLs in New York State. Schools and districts are encouraged (a) to go beyond the minimally established requirements for weekly units of study instead of merely being in compliance with the regulations and (b) to creatively design Integrated ENL programs in the best interest of their ELLs. Depending on local variables, including the demographic make-up of the school, levels of language proficiency among ELLs, and available classrooms or course sections, schools should consider the following:

- For schools in which fewer than 30% of students are ELLs, cluster ELLs into one or two classrooms in each grade level.
- For schools in which 30-50% of students are ELLs, cluster students to ensure that ELLs do not exceed 50 percent of any class roster.
- For schools in which more than 50% of students are ELLs, distribute ELLs among all classrooms, but group by language level and/or special need.
- Place ELLs strategically into Integrated ENL classes grouped by proficiency level to maximize ESOL teacher impact (avoid placing ELLs on all five proficiency levels within one Integrated ENL class, if possible).
- Avoiding the creation of specially designated classes that include exclusively or predominantly ELLs.
- Create Integrated English as a New Language/English Language Arts (ENL/ELA) classes that are designated for students at the entering and emerging levels led by the ESOL teacher (the content area teacher integrates content with language development curricular goals instead of the other way around).
- Support ELLs in multiple core content areas, not just in ELA, through Integrated ENL classes in science, math, social studies, art, and other areas.

### **Integrated ENL for ELLs and the New York State Next Generation Learning Standards**

New York State strives to ensure that ELLs attain the highest level of academic success and language proficiency, including advanced academic literacy, through the NYS Next Generation Learning Standards (NGLS). The Standards' revision process included significant input from ESOL and Bilingual Education educators, and their contribution helped shape the standards so that the diverse needs of NYS students are addressed. NYSED received further guidance from researchers and renowned experts on advancing the language and literacy skills of children from diverse cultural, linguistic, and economic backgrounds, including MLs and ELLs who may require additional instructional support and scaffolding. As a result, the NGLS reflects the linguistic and cultural diversity of the state's student population and acknowledges the instrumental role that educator knowledge and culturally- and linguistically-responsive sustaining pedagogical skills play in supporting literacy and academic outcomes.

As noted in the preface to the NYS Next Generation Learning Standards,

*ELLs are expected to meet the same grade level standards as all other students and each ELL is therefore entitled to instructional support, scaffolds, and services that support him or her to get there. These supports and scaffolds should promote academic, social, and/or cultural development while the student is learning English in addition to his or her home language. Educators should consider factors such as age, academic development, English and home language proficiency, as well as culture and background knowledge when designing instruction that will develop lifelong readers, writers, and speakers of English and other languages.*

Integrated language and content instruction that supports linguistic development through language-focused scaffolds is key to ensuring that ELLs have meaningful access to standards-based instruction. Therefore, it is imperative that all teachers are prepared to support language and literacy development alongside content-area knowledge and skills, recognizing that the Next Generation Standards provide the needed benchmarks for Integrated ENL programs to assure that ELLs receive rigorous, grade-appropriate instruction.

To further support the implementation of the NYS Next Generation Standards, a series of [topic briefs on literacy instruction for linguistically diverse students](#) is available through NYSED.

Developed by Nonie K. Lesaux, Ph.D. from Harvard University and Emily Phillips Galloway, Ed.D. from Vanderbilt University, these briefs are designed to aid New York State educators in implementing the NYS Next Generation Learning Standards; complement and support the NYS Next Generation Learning Standards and related documents; offer an expansion and deeper explanation of concepts embedded in the Standards, Introduction, and Preface; and provide additional guidance to the field particularly in settings serving linguistically diverse learners.

# New York State Education Department

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