New York State Education Department

Bilingual Education Toolkit

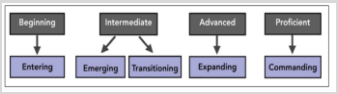
Glossary of Terms

Appendix A

This glossary intends to provide terms related to English Language Learners in New York State as well as in pedagogy of Bilingual Education and English as a New Language. Some terms are not used currently but exist in state and federal laws and regulations. It is important for educators to be aware of these terms and know the current and accurate language used to describe learners and program components. This glossary will be updated as new terms and resources are released by OBEWL and NYSED.

Glossary of Terms	
BICS	Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday social interactions.
Bilingual Content Instruction	Content area instruction delivered in the home/target language. *Content Area shall mean ELA, Math, Science, and Social Studies
Bilingual Education	Bilingual Education refers to a language instruction program model in which academic content is taught in two languages. Two types of BE programs prevalent in NYS are transitional bilingual education and dual language. In NYS, BE must be research-based and comprised of the following instructional components: ● Language Arts which includes Home and English Language Arts; ● English as a New Language; and intent to align with English
Bilingual Extension	Extension of a New York State (NYS) teaching certificate authorizing the holder of an appropriate valid teaching certificate to provide instruction in a bilingual education class. A Bilingual Extension is language specific.
Biliteracy	High level of proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) in two or more world languages. These modes are inclusive of the skills of listening, speaking, reading, and writing, all of which have been updated with the adoption of the NYS Learning Standards for World Languages (2021)
CALP	Cognitive Academic Language Proficiency (CALP) focuses on developing academic language or language used in the classroom in the various content areas. Academic language is characterized as abstract, context-reduced, and specialized.
Categorical Funds	Funding from the state or federal government is intended to support a specific group of students or a specific purpose. Bilingual categorical funding is legislated in NYS and administered by the Office of Bilingual Education and World Languages to address current critical needs related to the education of English Language Learners.
Co-Teaching	A collaborative approach to instruction that groups two or more teachers together to share the responsibilities of planning, instructing and assessing students.

Content Area Teacher	An NYS-certified teacher in grades 7-12 teaching a subject area such as English, Math, Science, Social Studies, Technology, Music, Art, etc.
Commissioner's Regulations Part 154 (CR Part 154)	Education Law §3204 and Commissioner's Regulations Part 154 contain standards for educational services provided to ELL students in New York State. In 2014, CR Part 154 was enhanced and strengthened after engaging with stakeholders to identify ways to better serve the needs of New York State's expanding multilingual population.
Cultural and Linguistic Responsiveness	The practice of embracing the experiences and knowledge that students bring with them through valuing their cultures and languages as assets to make learning more relevant and effective.
Culturally Responsive Sustaining Education Framework	The CR-SE framework helps educators create student-centered learning environments that affirm racial, linguistic and cultural identities; prepare students for the rigor and independent learning, develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.
Developing ELLs	Students who have been identified as ELLs and have received ENL instruction, as a component of their BE or ENL program, for a total of four to six continuously enrolled school years in the U.S.
Dual Language (DL)	Also known as Two-Way Bilingual Education, offers students from different or the same home language backgrounds and/or cultures opportunities to become bilingual, biliterate, and bicultural while improving their academic achievement.
English as a New Language (ENL)	A research-based English language development program, formerly known as English as a Second Language (ESL), comprised two components: 1. content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and 2. English language development component (Stand-alone and/or Integrated ENL). In BE and ENL programs, the English language development component is delivered through two models: ● Integrated ENL: A unit of study or its equivalent in which students receive core content area and English language development instruction as a component of their BE or ENL program with home language supports and appropriate ELL scaffolds; and ● Stand-alone ENL: A unit of study or its equivalent in which students receive instruction in order to acquire the English language skills needed for success in core content courses.

English Language Arts (ELA)	A core content subject aimed at developing reading, writing, speaking, and listening skills in English. Check more information about ELA standards
English Language Learner (ELL)	A student who speaks or understands language(s) other than English and is developing English language skills, and who scores below a State-designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT).
English Language Proficiency 	A student's performance on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT) indicates the student's level of English language proficiency. Those levels are: **Entering, Emerging, Transitioning, Expanding, or Commanding.** Levels of proficiency in New York State are listed in increasing order: **Entering** A student at this English language proficiency level relies heavily on teacher support and instructional scaffolds to advance their academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level. **Emerging** A student at this English language proficiency level relies on teacher support and instructional scaffolds to advance their academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level. **Transitioning** A student at this English language proficiency level shows increasing independence in advancing their academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level. **Expanding** A student at this English language proficiency level shows great independence in advancing their academic language skills. As measured by the NYSITELL or the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level. **Commanding** As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within their grade level. This student is designated as a Former ELL and is entitled to receive two years of Former ELL services.
English to Speakers of Other Languages (ESOL)	The NYS certification title that qualifies teachers to teach in an ENL program for grades K through 12.

Ever ELL	An Ever ELL is a student that has been identified as an ELL, but has exited ELL status.
Former ELL	A Former ELL is a student that had been identified as an ELL, but has exited ELL status within the past two school years. After two years, a former ELL will be referred to as an Ever ELL.
Free-standing ESL	Free-standing ESL is an older term and is no longer in use. Prior to the 2015 Amendments of CR Part 154, free-standing ESL was defined as a program of instruction composed of two components: a language arts instructional component and a content area instructional component which takes into account the first language and culture of the students.
Grade Span	CR Part 154-2.3(i) stipulates that the maximum allowable grade span for grouping instruction in grades K-12 ENL or BE classes is two contiguous grades, except for ELLs in a special class as defined by section 200.1(uu).
Home Language Arts (HLA)	A unit of study or its equivalent in language arts in the student's home language; the teaching and learning of reading, writing, speaking, and listening.
Home Language Questionnaire (HLQ)	A screening instrument is administered for all students upon enrollment to determine if a student speaks a language other than English at home and therefore may be a potential ELL.
Home Language Supports	The use of the home language as an instructional tool for learning academic content and English. These may include, but are not limited to: ● Materials and resources in the home language such as hard copy and/or online dictionaries, encyclopedias, books, and other media. ● Pairing students of various language proficiencies to support each other in the home language and English. ● Teachers who are bilingual, bilingual teaching assistants, community members, and student teachers use the student's home language to clarify concepts/content whenever possible.
Integrated ENL	An instructional model in which students receive core content area and English language development instruction which includes home language supports and appropriate. ELL scaffolds. Integrated ENL instruction must be carried out either by a co-teaching approach with a NYS certified ESOL teacher who teaches collaboratively with the content area teacher or by a teacher who is dually certified in ESOL and the other content area being taught. In this context, integrated refers to the integration of language and content instruction.
L1/L2	First Language/Second Language

Limited English Proficient (LEP)	An outdated term that has been replaced by English Language Learners or when describing students acquiring English. Some examples of this term can be found in these resources: Bilingual and ESL Services for LEP/ELLs who are Students with Disabilities Regulations Governing the Education of LEP/ELLs Testing Accommodations for ELLs Special Ed Field Advisory: Use of Standardized Scores in Individual Evaluations of ELLs
MLS	Multilingual Literacy SIFE Screener. The MLS is a statewide diagnostic tool that was created to determine SIFEs' literacy levels in their home language in order to provide or to design appropriate instruction that meets their needs.
Multilingual Learner (ML)	Multilingual Learner refers to all students who speak or are learning one or more language(s) other than English, including current ELLs, students who were once ELLs but have exited out ELL status, students who were never ELLs but are heritage speakers of a language other than English, and World Languages students.
New York State English as a Second Language Achievement Test (NYSESLAT)	An assessment designed to annually measure the English language proficiency of all ELLs enrolled in grades K-12. It is one component of the State's compliance with Federal laws that mandate annually assessing and monitoring the progress toward English Language proficiency for all ELLs.
New York State Identification Test for English Language Learners (NYSITELL)	An assessment is administered once during the ELL identification/reentry process. It is designed to determine if a student is an ELL after the student's enrollment in the NYS public school system. The results inform the BE or ENL instructional requirements for students identified as ELLs.
NYSED	New York State Education Department
New York State Seal of Biliteracy (NYSSB)	The NYSSB recognizes high school graduates who have attained a designated level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society.
OBEWL	Office of Bilingual Education and World Languages

One-Way Bilingual Education	A bilingual education model primarily composed of students who speak the same home language. Teachers (or the teacher) provide(s) instruction in both English and the home language.
ROS	Rest of State (Not NYC)
Scaffolds	Scaffolds are temporary and flexible instructional supports that help make rigorous grade-level curricula accessible to all students, including ELLs. Scaffolds are dependent upon an ELL's English language proficiency level. The instructional support enables learners to engage in a task which they would not have otherwise been able to accomplish independently and should lead to metacognitive appropriation. Scaffolds help push the students academically yet provide the necessary support for them to be successful.
Stand-alone ENL	One component of the ENL program in NYS. An instructional model in which students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) to acquire the English language needed for success in core content areas.
Students with Interrupted or Inconsistent Formal Education (SIFE)	ELLs who have attended schools in the U.S. for less than 12 months and who, upon initial enrollment in schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S.
Target Language	The partner language other than English used for instruction in a Bilingual Education program.
Tiered Words Include: **Tier 1 Words** **Tier 2 Words** **Tier 3 Words**	**Tier 1 Words**: The most basic words; rarely require direct instruction; words of everyday speech; often sight words/high-frequency words (e.g., book, run, numbers, colors) **Tier 2 Words**: Words that frequently occur across a variety of domains; used within mature language situations such as adult conversations and literature; may have multiple meanings and/or have multiple synonyms; used across a variety of subjects or environments (e.g., experiment, difference, exaggerate, masterpiece) **Tier 3 Words**: Used in specific content areas or domains; words that are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content—examples include terms within the areas of science, mathematics, and literature (e.g., circulatory system, hypotenuse, protagonist)

Transitional Bilingual Education (TBE)	Transitional Bilingual Education programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English. The goal of a TBE program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional support once they reach proficiency. Even though the amount of instruction in English students receive will increase over time, in a TBE program, there will always be home language instruction and support allowing students the opportunity to develop bilingually.
Two-Way Bilingual Education (TWBE)	A bilingual education model that includes both ELLs and English-proficient students. The teacher or teachers provide instruction in both languages and both groups learn a new language. The goal of TWBE is biliteracy for all students.
Units of Study	One unit of study as per CR Part 100.1(a) means at least 180 minutes of instruction per week throughout the school year or the equivalent.

RESOURCES

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NEW YORK STATE BILINGUAL EDUCATION TOOLKIT

APPENDIX A

GLOSSARY OF TERMS

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