



NY State Education Department Office of Bilingual Education and World Languages (OBEWL)

News from the Associate Commissioner

New Language Arts Progressions and Home Language Arts Progressions

As a result of extensive research and a three year process, NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade. The NLAP and HLAP are not separate standards but provide a framework for teachers to ensure that students in English as a New Language and Bilingual Education programs are meeting the CCLS. The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching. The 2014-15 Bilingual Common Core Progressions are available for download on EngageNY:

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

ELL Summer Institute

This past July, OBEWL conducted the first ELL Summer Institute for teachers around our state. The participants were treated to several



Associate Commissioner of Bilingual
Education Angelica Infante-Green

informative sessions including: Scaffolding for ELLs with Diane August; SIFE Curriculum with Annie Smith; Cultural Responsiveness and ELL Success with Brian Gurski and Joyce Moy; Students with Disabilities Who May or May Not Be ELLs with Alexia Thompson; and several additional sessions focused on various aspects of understanding and improving the NYSESLAT.

OBEWL is preparing more institutes and professional development opportunities for the upcoming school year. We always welcome your feedback and would like to know what types of professional development opportunities you are looking for. Stay tuned to the newsletter for more institutes as we gear up for the upcoming school year!

August 2015
Volume 1, Issue 3

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2 A Popular and Successful Dual Language Program at Denton Avenue Elementary School in Herricks



Being part of a fifth grade science class learning about mass and volume using graduated cylinders, water, and blocks can be fun, yet some of the vocabulary, such as inertia, mechanics, and proportion, can be challenging. In addition, when you have a class learning the content in Spanish as part of a dual language immersion program, you have an amazing amount of conversation in Spanish as well as reading and writing. Talk about rigor!

An immersion program is a form of dual language education that provides an enriched education by teaching students core academic content in two languages: English and the targeted immersion language (i.e., Spanish). The goal is for all students to become bilingual and biliterate while achieving a high academic level and developing deeper cultural awareness. The percentage of time spent in each language depends on the program model.

Herricks Union Free School District has had a dual language program for five years at Denton Avenue School. The current fifth grade students began as first graders. The level of discussion between the teacher, Mr. Gonzalez, and the students was impressive. The students were natural, not hesitant as they responded to questions the teacher presented.

Beginning the lesson, the students were sitting on the carpet while one student was at the SMART Board reading a sentence or two, explaining volume. Then Mr. Gonzalez would pose a question that was on the SMART Board and call on a student who would respond. The students were primarily the ones who were speaking in the room while the teacher was more of a facilitator and interjected with comments. This was a great example of active learning and of student engagement with rigorous content. Once the

discussion was complete, the students divided themselves among four (or five) stations and began the activities that were explained in their work packet. All of this was comfortably conducted in Spanish.

Mr. Gonzalez's classroom was a joy to visit for several reasons. First, his students had a clear understanding of the procedures. No time was wasted, and all students were on task. Next, there was a high level of student-led discussion rather than teacher-directed. And last, the students were only speaking Spanish at that time. The level of comprehension for the students was equal to that of a class taught in English.

The dual language program at Denton took a year to develop. Dr. Jack Bierwirth, the recently retired Superintendent, and the parents were interested in bringing a dual language program to the district. That year was dedicated to researching dual language programs, engaging parents and teachers in the conversation about dual language, and ultimately surveying parents as to what language they were interested in having their children learn. Spanish was the popular choice. Kindergarten and first grade were selected to begin the dual language programs. The model is a 50-50 model. Half of the day is taught in Spanish (Science and Math) and half of the day is taught in English (Language Arts and Social Studies). The program is so popular at Herricks that there is a waiting list. Superintendent Bierwirth stated,

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“Any student is welcome in the language immersion program. The academic skill level for the students and the expectations for the teachers and students are both very high.” All students entering kindergarten are eligible to enter the Language Immersion Program. They are also eligible in Grade 1, and transportation is provided by the district for all students if Denton Avenue is not their home school.

There are two classes of approximately 25 students per grade. Next year, the rising fifth grade will enter middle school where plans are already in place to continue the dual language program. A work group began looking at various models and programs last year. The day OBEWL visited Denton Avenue, a work group was planning the upcoming year for the sixth grade students. The team included the middle school librarian and counselor as well as a well-known educator on dual language programs, Dr. Myriam Met. Her role was to facilitate the group as they walked through the logistics of creating the dual language program in the middle school.

According to research, one can define several advantages associated with dual language immersion programs. These advantages include:

- A greater measure of cognitive flexibility and creative/divergent thinking skills.
- Development of more intense listening skills.
- Transfer skills in many

curriculum areas.

- Vocabulary development in English is especially enhanced by learning a romance language at an early age.
- Development of fluency in a world language in a natural setting, with fluency being the by-product of an elementary school education.
- Development of a greater degree of cross-cultural acceptance through the understanding that the diverse peoples of the world speak diverse languages, and that learning a world language can bring us into touch with the world around us in a very personal way.

As Denton Avenue Principal, Mary Louise Haley stated, “The community embraces multi-lingualism.” This was clearly evident and the way to encourage 21st century skills!

CR Part 154 Quiz:

Dually-certified teachers, or pairs of co-teachers who are appropriately certified, want to know if they can provide integrated ENL/ELA instruction to their Entering and Emerging ELLs in a separate classroom of ELLs only. Does integrated refer to instruction of ENL and ELA?

Yes

No

Or does it require integration with non-ELL students?

Yes

No

(See answer on back under Frequently Asked Questions)

What is an Immersion Program?

Students in an immersion program follow the same curriculum as their English-proficient counterparts. The only difference is that students in an immersion program spend at least half their school day learning in another language.

Depending upon the model, the percentages of English and home/target language instruction will vary. For example, in a 90%-10% model, a greater percentage of the instruction is in the target language other than English and increases over time until reaching 50% in English and 50% in the target language. The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language. The result is that these students learn their content area in both languages.

As the students progress to the middle and high schools, they will take specially-designed classes that offer another opportunity to engage in the target language and strengthen and expand their proficiency in the target language.

4 Capital District RBERN: Collaboration and Co-Teaching Conference

by Jessa Waterhouse

On June 9th the **Capital District Regional Bilingual Education Network (RBERN)** hosted a conference on Collaboration and Co-Teaching with Molloy College's Andrea Honigsfeld and Maria Dove at the University of Albany. Over 160 English to Speakers of Other Languages (ESOL) teachers and their content area partners participated in this conference.

This conference was organized in response to the increasing need for co-teaching professional development that will help teachers provide high quality integrated instruction to their English Language Learners (ELLs). Beginning in September, many schools will employ a co-teaching model to fulfill the CR Part 154 regulations regarding ELLs. It will be required for ELLs to receive at the minimum, for a student at the highest level of proficiency, 90 minutes of integrated instruction in either ELA or a content area. These integrated classes can be taught by a teacher with a dual certification in ESOL and the content



area or two teachers in a co-teaching situation, one with an ESOL certification and one with the content certification.

Honigsfeld and Dove have extensive experience teaching English as a New Language (ENL) in settings from kindergarten through adult levels, including many years in a co-taught classroom before it was a state

mandate. Their expertise and research in this field was enthusiastically shared with the participants. They began the day by defining New York State's integrated ENL service delivery and what teachers should prepare for come September. They explained the cycle of co-teaching and the various co-teaching models available that can

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TWO CO-TEACHING MODELS

Courtesy of Andrea Honigsfeld and Maria Dove. For more info, you can visit their website <http://coteachingforells.weebly.com/>

Model Type	Illustration	Description
One student group: One lead teacher and another teacher teaching on purpose	<p>The illustration shows a group of 10 stick figures representing students. One stick figure stands at the top center, representing the lead teacher. Below it, there are two groups of three stick figures each, representing small groups. A second stick figure stands to the right of these groups, representing the second teacher providing mini-lessons.</p>	The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to preteach or clarify a concept or skill.
One student group: Two teachers teach the same content	<p>The illustration shows a group of 10 stick figures representing students. Above them are two stick figures representing teachers, with the letters 'A&C' written above them, indicating they are co-teaching the same content.</p>	Both teachers direct a whole-class lesson and work cooperatively to teach the same lesson at the same time.

Co-Teaching Conference

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enhance rigorous, differentiated instruction for ELLs. Teachers were also introduced to a variety of teaching and collaborative strategies to make co-teaching successful. They stressed how important planning was to the success of a co-teaching classroom and how a good teaching partnership is built, not found. The partnership should be based on the view that both teachers need to be seen as equals in the partnership.

Honigsfeld and Dove shared that in order for the integrated model to work, there needs to be proper planning time as well as the support of the administration. This support element was the focus of the second day of the conference. The presentation was tailored for administrators and coordinators on June 10th. Eighteen administrators and coordinators from Capital District schools were in attendance.

During the second day the presenters identified the challenges that teachers and administrators face working with ELLs and the differences between Integrated ENL and previous program requirements. They reviewed the different strategies administrators could use to implement the integrated services, and again the importance of planning time. They shared routines for successful planning for co-teaching models so administrators could support their co-teaching partners.

This two-day conference helped align the expectations of both administrators and teachers. It provided information for both parties to successfully strengthen their partnership and to provide the environment necessary for ELLs to succeed.

For more information on Andrea Honigsfeld and Maria Dove, you can visit their website: <http://coteachingforells.weebly.com/>

Jessa Waterhouse is a Resource Specialist at the Capital District Regional Bilingual Education Network (RBERN)

CALL FOR SUBMISSIONS:

The OBEWL newsletter invites submissions from ELL and world language educators and school administrators throughout New York State. If you have a story you would like to share or know of a good story, please contact Carol Corrody or Paula Orlando at:

*carol.corrody@nysed.gov
paula.orlando@nysed.gov*

We welcome news about the important work that you are doing in your districts, including community activities, expansion of programs, special projects, and best practices.

News from the Mid-State RBERN

by Collette Richmond

Mid-State RBERN is housed in Onondaga-Cortland-Madison BOCES Instructional Support Services division in Syracuse. Serving one hundred twenty-six districts in nine BOCES, including the Syracuse City School District, Mid-State RBERN provides technical assistance, professional development, on-site consultation and resources to educators, parents, local communities, and school districts with a commitment to the success of Multilingual Learners in bilingual/dual language programs and ENL classroom settings.

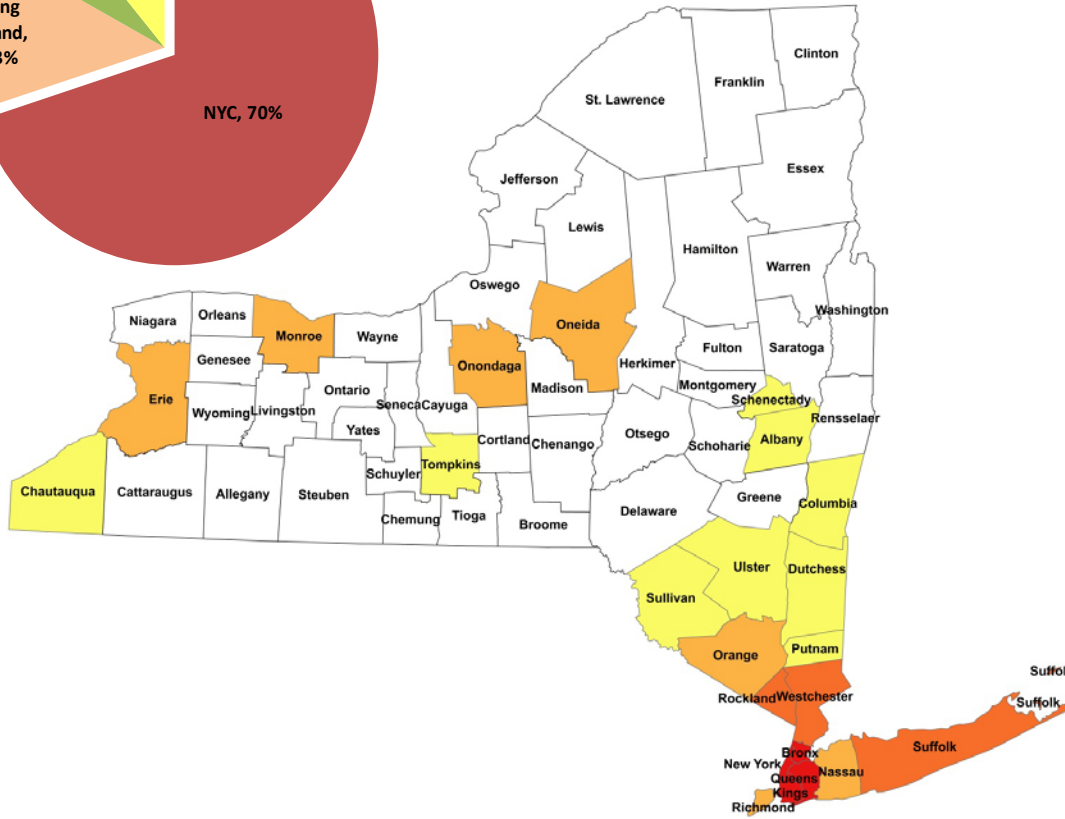
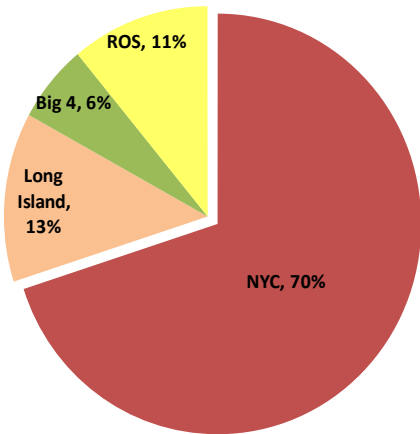
The Syracuse City School District, a member of the Big Five schools in terms of English Language Learners, has one dual language program at Seymour Dual Language Academy. Delaware Primary School has also begun to implement a Spanish-English dual language program starting at the kindergarten level, with the goal of adding one contiguous grade each year. In order to support this initiative, Mid-State RBERN arranged for a team comprised of district & building administrators, instructional

coaches, as well as bilingual and ENL teachers from Syracuse City to visit the Freeport School District on Long Island to observe their very successful dual language programs. Mr. Gerard W. Poole, Assistant Superintendent of Curriculum & Instruction, and Ms. Susan Greca, Director of Second Language Programs, very graciously welcomed the team into the district and shared information about their dual language programming model, parent communication, and teacher support. Their generosity and collaborative spirit to support other districts' work in bilingual education is greatly appreciated.

The trip to Freeport is one of many ways in which Mid-State RBERN provides support to the region. Another is by providing professional workshops either in specific school districts and area BOCES, at the OCM BOCES location or via webinar. Major topics include: the newly adopted C.R. Part 154, the Blueprint for ELL Success, Collaboration & Co-Teaching, Strategies

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Need to Know at a Glance



County	% ELL of Total County Population
Bronx	20.5%
Queens	17.2%
Kings	15.1%
New York	14.5%
Rockland	10.9%
Westchester	8.2%
Suffolk	7.7%
Nassau	6.8%
Richmond	6.3%
Oneida	5.9%
Orange	5.7%
Onondaga	5.6%
Monroe	5.2%
Erie	5.1%
Sullivan	4.2%
Albany	3.8%
Columbia	3.4%
Chautauqua	3.3%
Tompkins	3.2%
Putnam	2.7%
Dutchess	2.7%
Ulster	2.5%
Schenectady	2.4%

Percentage of ELLs as a Share of Total Student Population by County and District 2013-2014

Source: New York State Education Department Student Information Reporting System 2013-2014

News from the Mid-State RBERN

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for ELLs to Meet the Demands of the Common Core, the Bilingual Common Core Progressions and Differentiation, and Supporting Home Language Literacy. In addition, with the arrival of the new NYSESLAT came much training to assist with the administration and scoring of the test as well as facilitation of regional scoring sessions and participation on the NYSESLAT Review Team.

In order to expand our services, Mid-State RBERN has also established collaborative relationships with OCM BOCES, SUNY Cortland, the Bridges to Academic Success Program through the CUNY Graduate Center,

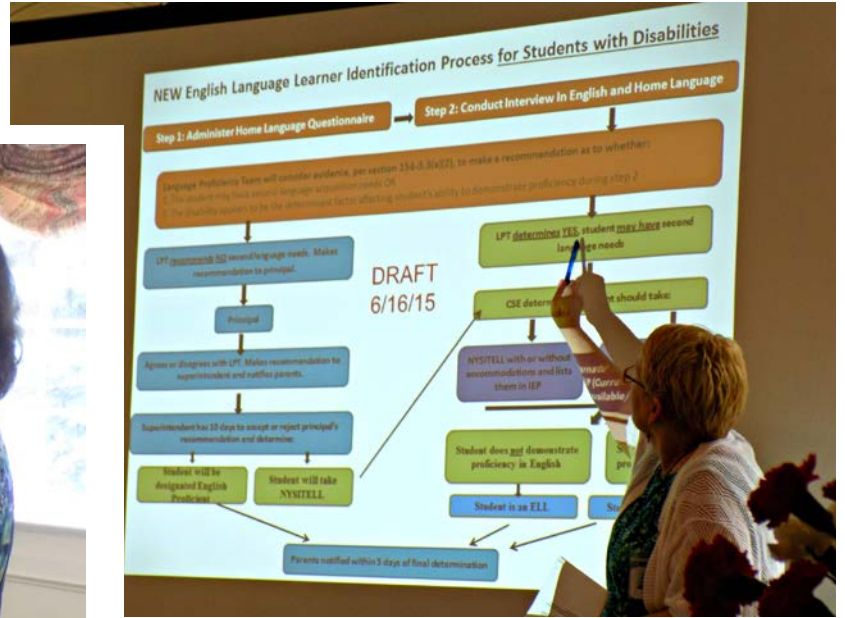
TESOL International, and the Opening Doors Diversity Project through SUNY Brockport. We also host the Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) and prepare area high school students to attend the PR/HYLI Weekend in Albany each year.

Finally, we are excited to be in the planning stages with the Syracuse City School District for a parent-focused event this coming fall.

It has been a busy year for us here at Mid-State RBERN, but we are very proud of our accomplishments, and we look forward to additional opportunities to do more great work in future months!

Collette Richmond, M.A., M.Ed. is a Resource Specialist at the Mid-State RBERN in Syracuse

Snapshots from Recent Events



Clockwise from top:

Pat Lo, who is retiring, is awarded for her years at the RBERN by Associate Commissioner Infante-Green at a full-staff RBERN meeting; Alexia Thompson, Associate in Bilingual Education for the Office of Special Education, NYSED, gives a presentation on identifying and placing ELLs with an IEP; Annalisa Allegro of the Midwest RBERN is awarded for her years of service upon retirement; At the ELL Summer Institute, Annie Smith, Co-Director of Curriculum & Professional Development at CUNY's Center for Advanced Study in Education presents on ELA and Foundational Literacy Curricula for SIFE; John Murphy, Assistant Director of the Hudson Valley RBERN at Ulster BOCES, presenting at a full-staff RBERN meeting.



New Language Arts Progressions and Home Language Arts Progressions

The History of the Bilingual Common Core Initiative

The creation of the Bilingual Common Core Initiative (BCCI) dates to 2011. During that year, a New York State (NYS) Steering Committee and a National Advisory Group were formed to conceptualize bilingual best practices and their implementation in Common Core Learning Standards (CCLS) that would lead to the institutionalization of bilingual education in NYS. The complete list of researchers and practitioners represented in the NYS Steering Committee and the National Advisory Group are described on [EngageNY](#).

In terms of the CCLS, one of its main goals is the development of oral and written academic language (or the language that is learned in school settings). In order to fully understand what is meant by academic language, the conceptualizations that emerged from the Advisory Group and the Steering Committee were:

1) Understanding that the term academic language serves to signal that the language used in school can be different from the language used in everyday interactions. Oral academic language is influenced by literacy development but is mostly learned by engaging students in rich and meaningful conversations that should take place in every classroom. In turn, this conceptualization entails that

language is a social practice that can include explicit and/or implicit guidance from teachers and peers.

2) Bilingual learners must be able to recognize the complex and dynamic relationships between proficiency in new and home languages that extends to oral language and literacy development. Underlying the BCCI is a model of language development that addresses the inherent variability in how bilingual learners comprehend and express their understanding. These conceptualizations were the axes from which scaffolding for content and home and new language growth using receptive (listening and reading) and expressive (speaking and writing) communicative skills came to be.

Bilingual Common Core Writing Team

The task of the writing team was to translate the conceptualizations put forth by the National Advisory Group and the Steering Committee into a tangible format. The team came up with the overall structure for the templates and developed the first samples. In January 2013, Ruth Swinney, Helen Johnson, Barbara Johnson, and Dr. Patricia Velasco started working with a fabulous group of teachers who completed the reading, writing, speaking, and listening standards in the Home Language Arts Progressions (HLAP) and in the

New Language Arts Progressions (NLAP). Within seven months approximately 800 templates were created. During 2014, the editing process began.

Dr. Patricia Velasco served as the BCCI Director for the Bilingual Common Core (BCC) Writing Team. Below is an interview with Dr. Velasco:

As a member of the BCC Writing Team, can you share with us a rewarding aspect of the work?

For me, the most rewarding aspect of this project was the engagement of each of the team members. Each was deeply committed to bilingual education and to this project. All the participants were or had been until recently, public school teachers who had vast experience in bilingual and/or ENL education. Throughout this process, the team was enthusiastic, hard-working and organized.

As a group, one aspect that I think we all found exciting was the integration of the home language within the NLAP. This is such a big step in understanding bilingualism and the concept of translanguaging that [Ofelia Garcia](#) has been espousing. An aspect of translanguaging refers to how a student can receive (or read) a message in one language and express his/her understanding in another language.

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New Language Arts Progressions and Home Language Arts Progressions

This process entails transformation of information. A bilingual learner can read in one language but summarize in the other. This process entails comprehension. We were able to incorporate translanguaging in the NLAPs for reading, writing, speaking, and listening. In Standard 10 for Writing which states *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences*, we were able to provide examples on how bilingual students can brainstorm and write a draft in their home language and then create the final version in the new language. The final draft might be presented in English but all the previous stages of writing can be done in Spanish, for instance. The pedagogical advantages are obvious. The writing of bilingual students will show a higher level of reflection and understanding than if it was solely produced in the new language in which the ideas will be constrained and superficial because of the lack of control over the new language that a bilingual learner can have. This flexibility in language use will also speed up the development of the new language.

Similarly, the BCCI Anchor Standard 10 for reading states:

Read and comprehend complex literary and informational texts independently and proficiently. The BCCI Standard 10 for reading nonfiction presents book titles in English, Spanish, and Chinese around the topic of the human body, to convey that reading grade appropriate texts can be done in the home and new language in order to create domain specific background knowledge that will impact reading comprehension. Even though reading grade appropriate texts is determined in the CCLS by lexiles (a measure of vocabulary and syntactic complexity), the BCCI incorporates the notion that the interests and previous knowledge a bilingual student has (or doesn't have) will impact reading ability.

What is at the heart of the NYS Bilingual Common Core Initiative?

Flexibility and sensitivity lie at the core of the BCCI. I have already given examples of flexible language use for the NLAPs that incorporate the home language as well as for Standards 10 in writing and reading. Other examples that emphasize the flexibility and sensitivity that bilingual and ESOL specialists can demonstrate revolves around oral language development, particularly in the

PreKindergarten (PreK) and Kindergarten (K) templates. The templates for these grade levels are divided in receptive and expressive language whereas from 1st grade and up, receptive is subdivided into listening and reading and expressive language is subdivided into speaking and writing. The PreK and K standards emphasize the importance of oral language development over reading and writing. We know that oral language development forms the platform for developing literacy and the CCLS for PreK and K do not emphasize literacy development over oral language development. What we need is to integrate from the very early stages of schooling, the importance of talk and collaborative conversations. Once again, teachers have to be flexible and sensitive because oral language has to be valued in whatever form the student knows it and has been socialized in. What we have to convey to all educators is that the vocabulary, syntax, and discourse styles associated with school settings are learned in school and throughout the academic trajectory. Vocabulary syntax are embedded in discourse and the best way to learn them is by emphasizing oral language; by having rich and interesting conversations that reflect the experience and understanding of the students. Of course, some

New Language Arts Progressions and Home Language Arts Progressions

bilingual learners might need explicit guidance and we should be ready to provide it. In the PreK and K templates what we wanted to emphasize is that young bilingual students need to develop the self-confidence to express their thinking, to voice their opinions, to question others, and to clarify for others.

How would you describe the main characteristics of the NLAP and HLAP?

The NLAP are for students learning exactly that, a new language. Depending on the program that a bilingual student is part of, English can be considered the new language or it can be Spanish or Chinese. The NLAPs assume that a student will be developing oral and written language simultaneously. ESOL specialists can find the NLAPs useful as a tool for complying with the CCLS as the student develops English. The HLAP are for students who have gained control over a language while speaking it at home or in social settings. For these students, oral language forms the platform from which literacy will have to be developed. The HLAPs are applicable to students who come from linguistic backgrounds other than English, but can also be applied to students whose home language is English. Taken together, the HLAP and the NLAP reflect a dynamic view of

bilingualism that gets away from the notion that bilingual pedagogical practices require strict language separation. Embedded in this view is that language development, and specifically academic language development, is a gradual developmental process that is neither linear nor predictable. It will show individual variations that are the result of age, opportunities to talk and discuss in the language(s) in academic settings, exposure to written material, and the previous or background knowledge that a student has of a specific content area. Motivation (which is often related to familiarity with the topic), is also a big factor in oral and written language development.

Why are the NLAP and HLAP most practical for pedagogues?

The NLAP and HLAP present language and content scaffolds at the five stages of language development that NYSED has adopted (Entering, Emerging, Transitioning, Expanding, and Commanding), so that bilingual and ESOL specialists can adapt instruction to the needs of their students. Teachers can engage in informal assessments and observations and realize that a bilingual student can demonstrate different levels of reading ability in each language or realize that his or her writing skills in the

home language are not as developed as his or her oral skills. In fact, the HLAPs and the NLAPs are also called ‘the Progressions,’ to convey a flexible sense of development. The framework can serve as a tool to assist individually certified or dually certified pedagogues, as well as teacher education programs, and integrate content and language scaffolds specific to the CCLS. The scaffolding extends over four communicative skills and across the five stages of language proficiency. In essence, the BCCI is a tool that serves to differentiate instruction for bilingual students.

Patricia Velasco started her career as a speech pathologist in Mexico City. She holds an MSc from the School of Human Communication Disorders, Mc Gill University and a doctorate from the Harvard Graduate School of Education. Currently, Patricia is Assistant Professor of Education at the Elementary and Early Childhood Education Department at Queens College, City University of New York, where she coordinates the Bilingual Program.

For all information on the Bilingual Common Core Initiative please visit:

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>.





***NYSESLAT
SCORE
CONVERSION
CHART***

NYSESLAT SCORES ARE NOW AVAILABLE

Please see the following memorandum from Steven Katz, Director of the Office of State Assessment, regarding scale score ranges for the 2015 NYSESLAT, along with guidance and information concerning the interpretation of the scale scores:

<http://www.p12.nysed.gov/assessment/nyseslat/2015/nyseslatconversionchart15.pdf>

Some Upcoming Events

August		
10 th -11 th		Co-Teaching 2-Day Session Monroe 2-Orleans BOCES
11 th -12 th	All day event	The 3rd Annual Uncommon Approaches to the Common Core Conference Cultural Education Center , Madison Avenue, Albany, New York An annual conference to develop an understanding of the Common Core with the goal to create common skills, a common base of information and common language so that conference participants will be able to effectively support and collaborate with one another to engage students' interest, curiosity, and creativity.
13 th -14 th		Co-Teaching 2-Day Session Wayne-Finger Lakes BOCES
13 th or 18 th		English Language Learners: Understanding Linguistic, Cultural, and Academic Differences Mid-State BOCES
25 th & 26 th		Mastery for ELLs Through Curriculum Mapping Sponsored by Eastern Suffolk BOCES
October		
30 th -31 st		2015 Annual Conference: "21st Century LOTE Education: Providing the Keys to College and Career Readiness" Saratoga Springs, New York Marie Campanaro , Chair Spencerport CSD http://www.nysaftl.org/conferences/
November		
13 th - 14 th		45th Annual NYS TESOL Conference White Plains, NY

Links We Like

- ***Common Core in the Bilingual Classroom (video)***
- ***Common Core Sheets (teacher resource)***
- ***Debunking the Myths of ELLs (A NYSUT Fact Sheet)***
- ***USDOE Helping Your Child Series (for parents)***

Recommendations from the field

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The Office of Bilingual Education and World Languages (OBEWL) provides support to districts in developing and implementing educational programs for English language learner (ELL) students. Under the guidance of OBEWL, over 625 districts, Charter Schools and Non-Public Schools implement educational programs and services for over 300,000 ELL students in our state. These students come from over 200 language backgrounds. Our [website](#) has current information on regulations, programs and funding for districts. Please contact us for additional information.

Website: <http://www.p12.nysed.gov/biling/>

Quiz answer: No, they can be all ELLs. Integrated refers to content, and therefore you can integrate the core content and English language development instruction.

CR Part 154 Frequently Asked Questions

Question:

Is it expected that students will have one period of ELA no matter their English Language proficiency level? When does co-teaching take place?

Answer:

In the Units of Study, based on an ELL's proficiency level, there are required and flexible units of Integrated ENL. At times, the content area is specifically ELA. At other times the content area could be ELA, Math, Science, or Social Studies. If a teacher is not dually certified in ESOL and the content area, co-teaching takes place in Integrated ENL. Please see the Units of Study Tables

<http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html>.



Question:

What does Stand-alone ENL mean? Does it mean that it must be in a pull-out situation or can it be in a push-in model as well?

Answer:

In Stand-alone ENL, students receive English Language Development taught by a New York State certified ESOL teacher in order to acquire the English Language needed for success in core content areas. See Units of Study Tables to determine the appropriate model. Only ELLs receive Stand-alone ENL instruction. Stand-alone ENL can be done in a variety of classroom settings.

See link:

<http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html>.
