

Bilingual Education/English as a New Language Units of Study Tables GLOSSARY

- **Awarding of Credits:** High school credits earned by students with the corresponding Unit of Study. Content area credit is awarded for Integrated ENL. Elective credit is awarded for Stand-alone ENL.
- **Bilingual Content Area Instruction:** Content area instruction delivered in the home/target language.
- **Bilingual Education Program (BE):** A Bilingual Education program which includes Transitional Bilingual Education and Dual Language that is research-based and comprised of the following instructional components:
 - Language Arts which includes Home and English Language Arts;
 - English as a New Language; and
 - Bilingual content areas.
- **Bilingual Extension:** Extension of a New York State (NYS) teaching certificate authorizing the holder of an appropriate valid teaching certificate to teach in a bilingual setting.
- **Childhood Education Certification:** A NYS certified teacher in grades Pre-K-6, 1-6, or Birth-6.
- **Commanding/Proficient:** 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 his or her grade level. This student is designated as a Former ELL and is entitled to receive two years of Former ELL services.
- **Common Branch Certification:** Any or all of the subjects usually included in the daily program of an elementary school classroom such as Arithmetic, Civics, Visual Arts, Elementary Science, English Language, Geography, History, Hygiene, Physical Activities, Practical Arts, Reading, Music, Writing, and other similar subjects; grades K-6 or N-6.
- **Content Area Teacher:** A NYS certified teacher in grades 7-12 teaching a subject area such as English, Math, Science, Social Studies, Technology, Music, Art, etc.
- **Core Content Area:** English, Math, Science, and Social Studies; and Home Language Arts for Bilingual Education programs.
- **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:** Dual Language programs offer students from two different or the same home language backgrounds and/or cultures opportunities to become bilingual, biliterate, and bicultural while improving their academic ability.
 - The Two-way model includes both ELLs and English proficient students. The teacher or teachers provide instruction in both languages.
 - The One-way model is primarily composed of students who come from the same home language and/or background. The teacher or teachers provide instruction in both English and the target language.
- **Early Childhood Certification:** A NYS certified teacher in Birth-Grade 2.
- **Elective Credit:** Courses offered to satisfy graduation requirements. In terms of ENL programs, elective credit is awarded for Stand-alone ENL.
- **Emerging/Low Intermediate:** A student at this English language proficiency level has some dependence on supports and structures to advance his or her 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.
- **English as a New Language (ENL) Instructional Time:** The minimum amount of time an ELL is required to receive instruction in an ENL Program.
- **English as a New Language (ENL) Program:** A research-based English language development program comprised of two components:
 - Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and

- **Stand-alone ENL:** Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas. This program is formerly known as English as a Second Language (ESL).
- **English to Speakers of Other Languages (ESOL) Teacher:** A NYS certified teacher of English to Speakers of Other Languages (ESOL), grades K-12.
- **English Language Learner (ELL):** A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a State designated level of proficiency on the NYSITELL or the NYSESLAT.
- **English Proficiency Level:** A student's performance on the NYSITELL or the NYSESLAT indicates the student's level of English language proficiency. Those levels are: Entering, Emerging, Transitioning, Expanding, or Commanding.
- **Entering/Beginning:** A student at this English language proficiency level has great dependence on supports and structures to advance his or her 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/Advanced:** A student at this English language proficiency level shows great independence in advancing his or her 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.
- **Flexibility:** Different options available to meet requirements for units of study.
- **Former ELL:** Once a student has reached the Commanding level, he or she is designated as a Former ELL and is entitled to receive two years of Former ELL services.
- **Former ELL Services:** Students must continue to receive at least .5 units of study or its equivalent of integrated ENL or other such services that monitor and support their language development and academic progress for two years once they have exited from ELL status.
- **Grade Span:** 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:** 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 Supports:** During ENL instruction in the classroom, each ELL's home language is used as an instructional support 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 English as a New Language (ENL):** Students receive core content area and English language development instruction which includes home language supports and appropriate ELL scaffolds. Integrated ENL instruction is a co-teaching approach carried out by a combination of NYS certified ESOL and content area teachers. Dually certified teachers may also teach Integrated ENL.
- **Language Arts:** A core content subject which includes the teaching and learning of reading, writing, speaking, and listening in English and/or in the home language.
- **Language Other Than English (LOTE) Teacher:** A NYS certified teacher who teaches a world language (Spanish, French, Chinese, etc.).
- **Metacognition:** Involves thinking about the thinking process and reflecting about learning. Refers to the ways students manage their thinking. It includes three aspects:
 - Consciously applying strategies while engaging in activities
 - Knowledge and awareness of strategic options and the ability to choose the most effective one for a particular activity, and
 - Monitoring and the ability to evaluate and adjust during a performance and to plan for future performance based on evaluation after an activity¹.
- **Middle Childhood Education:** A NYS certified teacher in grades 5-9.
- **Multilingual Learner (MLL):** Multilingual Learner refers to all students who speak or are learning one or more language(s) other than English, including: 1) current ELLs; 2) students who were once ELLs but have exited out ELL status; 3) students

who were never ELLs but are heritage speakers of a language other than English; and 4) World Languages students.

- **New York State English as a Second Language Achievement Test (NYSESLAT):** An assessment designed to annually assess 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 English Language proficiency progress of all ELLs.
- **New York State Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once during the ELL Identification/Reentry process. It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.
- **Reentry:** The process followed pursuant to CR 154-2.3 to determine if a student is an ELL who is reentering a NYS public school after not attending a NYS public school for two years.
- **Scaffolding:** Scaffolds are temporary and flexible instructional supports that help make rigorous grade-level curriculum 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 independently² and should lead to metacognitive appropriation. Scaffolds help push the students academically yet provide the necessary support for them to be successful.
- **Staffing/Personnel:** NYS certified teachers for the specific courses/classes they teach.
- **Stand-alone ENL:** Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas.

- **Students with Inconsistent/Interrupted Formal Education (SIFE):** ELLs who have attended schools in the U.S. for less than twelve 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 language that is being taught and learned.
- **Transitional Bilingual Education Program (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. Initially, 60% of the instruction may be in the students' home language, while 40% is in English. The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/supports allowing students the opportunity to develop bilingually.
- **Transitioning/Intermediate:** A student at this English language proficiency level shows some independence in advancing his or her 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.
- **Units of Study:** Required number of minutes of instruction per week throughout the school year or the equivalent. One unit of study as per CR 154 is the equivalent of 180 minutes of instruction per week throughout the school year.

¹ Wested, 2002

² Maybin, Mercer and Steirer, 1992