

Bilingual Education and World Languages Department Handbook



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Overview

In alignment with the Blueprint for MLL/ELL Success and the Commissioner of Education CR Part 154- the program quality review and reflective handbook has been developed to provide guidance for school leaders and educators. The resources document includes recommended processes and supports to ensure all stakeholder are understand the current level of implementation of district-wide practices that support MLLs and ELLs. The handbook is divided into multiple sections in which the district outlines how we address the needs and plan for providing grade-appropriate, linguistically, and academically rigorous instruction that will allow ELLs to meet the Next Generation Learning Standards in alignment with New York State’s principles, policies and regulations as defined in the following three documents:

- [Blueprint for ML and ELL Success](#)
- [Commissioner’s Regulations Part 154-2 \(CR Part 154\)](#)
- [Dignity for All Students Act \(NYS initiative, effective July 2013\)](#)

In order to better serve the needs of the HUFSD’s expanding multilingual population, the department closely collaborates with all district and building leaders to enhance and strengthen programs and services required in Part 154 of the Regulations of the Commissioner of Education. The district is committed to finding innovative ways to ensure that ELLs are provided with the services that they need.

Vision & Mission

The Hempstead Union Free School District will challenge every multilingual learner (MLL) to develop a command of literacy in the home language, the English language, and other World Languages to meet the demands of a global society.



The Hempstead Union Free School District will build the capacity of all teachers of multilingual learners to become facilitators of learning language through content and the love of life-long learning through professional development that is meaningful, actionable, and applicable to every diverse learner.

Terms

Bilingual Education Program: A research-based program comprised of (1) home language arts and English language arts, (2) English as a new language (ENL), (3) and a bilingual content area (for example, math, science, and social studies). The number of content areas taught in the home language can vary depending on the model and level of proficiency of the students.

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. 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.

Commissioner's Regulations (CR) Part 154 New York State law that governs services for ELLs. There are three sections of CR Part 154: CR Parts 154.1 and 154.2 describe previous and amended requirements that went into effect in the 2015-16 school year; CR Part 154.3 describes the requirements of services specific to ELLs with disabilities.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages. The partner language is used for at least 50% of instruction at all grades.

English as a New Language (ENL) Formerly known as English as a second language (ESL); ENL is a research-based program comprised of (1) content area instruction in English with home language supports and appropriate scaffolds, and (2) English language development.

Stand-alone English as a New Language (Stand-alone ENL) In a Stand-alone ENL class, students receive English language development instruction taught by an NYS certified teacher of English to Speakers of Other Languages (ESOL) to acquire the English language needed for success in core content areas. A student cannot receive stand-alone English as a new language instead of core content area instruction.

Integrated English as a New Language (Integrated ENL) Students receive core content area and English language development instruction and appropriate ELL instructional supports to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher.

Newcomer ELLs These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) enrolled school years in the NYS schools. There is often a misconception that newcomer ELLs are only those who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels.

Developing ELLs These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) enrolled school years in NYS schools.

Long-term ELLs These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more enrolled school years in NYS schools.

Students with Inconsistent/Interrupted Formal Education (SIFE) These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such 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 mathematics due to inconsistent or interrupted schooling before they arrived in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner.

Former ELLs These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of integrated English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

Home Language Arts (HLA) Formerly known as Native Language Arts (NLA). HLA is a unit of study in language arts in the student's home or primary language.

Home Language Questionnaire (HLQ) A diagnostic screening instrument used to determine which students are possibly ELLs.

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 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 after the student's enrollment in the NYS public school system, as well as his or her instructional requirements in a BE or ENL program.

Multilingual Learner/English Language Learner (ML/ELL) NYSED refer to English Language Learners (ELLs) as Multilingual Learners/English Language Learners (MLs/ELLs) except in instances referring to state and federal policy.

Per NYSED, Multilingual learners are:

- Current ELLs
- Students who were once ELLs but have exited out of ELL status
- Students who were never ELLs but are heritage speakers of a language other than English
- World Language Students

Proficiency Levels

Entering (Beginning) A student at the entering level has a great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Emerging (Low Intermediate) A student at the emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Transitioning (Intermediate) A student at the transitioning level shows some independence in advancing academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Expanding (Advanced) A student at the expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Commanding

As measured by the NYSITELL, a student at the commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within their grade level. If a student attains Commanding level on the NYSITELL, the student is not an ELL and is not considered a former ELL; this student is not entitled to former ELL testing accommodations or services. This student is not designated an ELL. If a student score commanding on the NYSESLAT, this is a student who has exited ELL status, and they are mandated for two years of former ELL testing accommodations and services. **This student is designated a former ELL**

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 Part 100.1(a) means at least 180 minutes of instruction per week throughout the school year, or the equivalent.

Identification Process

All students must go through an identification process to determine if they can be formally classified as an English Language Learner (ELL) and therefore, are entitled to receive ELL supports and services.

The ELL Identification Process includes eight mandated steps for all students enrolling in grades kindergarten to 12 including:

- ❑ The administration of the Home Language Identification Survey (HLIS) by qualified personnel of 1 (licensed and trained pedagogue)
- ❑ A mandated documented individual interview with the student and parent to determine the student's home language, including a review of the student's abilities and/or work samples.
- ❑ Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL)
- ❑ For incoming students with an IEP, this includes convening respective Language Proficiency Teams (LPTs) and completion of the NYSITELL determination from the administration of the NYSITELL.
 - **Language Proficiency Team (LPT):**
 - Mrs. Pineda mpineda@hempsteadschools.org
 - Mrs. Cueva ccueva@hempsteadschools.org
 - Mrs. Ranieri dranieri@hempsteadschools.org
 - Mrs. Sarceno lsarceno@hempsteadschools.org
- ❑ Parent notification and parent orientation in their preferred language
- ❑ Placement into an ELL program
 - Dual Language (Grades K-2)
 - Transitional Bilingual Education (Grades 3-12)
 - English as a New Language (K-12)

Exiting ELL Status and Services for Former English Language Learners

Students who exited services based on their Spring NYSESLAT scores and those students who meet exceptions of:

- Expanding level on the NYSESLAT and a level 3 or 4 on the grades 3-8 NYS ELA or 65 or higher on the ELA Regents Exam will be considered former ELLs (FELL).
- Former ELLs will continue to be entitled to ENL instruction as per CR Part 154.

Units of Study

[Units of Study booklet with glossary](#)

[CR Part 154-2 \(K-8\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)

[CR Part 154-2 \(9-12\) English as New Language \(ENL\) Units of Study and Staffing Requirements](#)

[CR Part 154-2 \(K-8\) Transitional Bilingual Education Program](#)

[CR Part 154-2 \(9-12\) Transitional Bilingual Education Program](#)

Parent Notification Forms

[**NYSITELL Score/Entitlement to ELL Services**](#)

A template for correspondence notifying parents and guardians of the student's NYSITELL score results and eligibility for ELL services. This is available in seventeen languages.

[**NYSITELL Score/Non-eligibility for ELL Services**](#)

A template for correspondence notifying parents and guardians of the student's NYSITELL score results and non-eligibility for ELL services. This is available in seventeen languages.

[**NYSESLAT Score/Exit ELL Status Letter**](#)

A template for correspondence notifying parents and guardians of the student's NYSESLAT score results and exiting of ELL status. This is available in twenty-five languages.

[**Student Placement Form**](#)

This form is available in twenty-five languages, translated into twenty-four languages other than English, must be used to notify parents/guardians about placement options.

Similarities between Learning Disability and Language Development

It is important to understand how certain elements of the second language development compare to learner characteristics associated with a learning disability. While components of language development can seem to mirror a learning disability, they do not necessarily indicate a learning disability. It is vital to distinguish this so that schools are appropriately meeting the needs of their students—referring them for special education services only when an actual disability is suspected. Care must be taken to ensure that issues of language differences are not conflated with a language disability and that a student’s educational background or lack of formal education (meaning, SIFE status) is not mistaken for signs of a disability. Some of the characteristics are listed below:

Behaviors Associated with Learning Disability

- Difficulty following directions
- Difficulty with phonological awareness
- Slow to learn sound-symbol correspondence
- Difficulty remembering sight words
- Difficulty retelling a story in sequence
- Confused by figurative language
- Slow to process challenging language
- May have poor auditory memory
- May have difficulty concentrating
- May seem easily frustrated

Behaviors Related to Acquiring a Second Language

- Difficulty following directions
- Difficulty distinguishing between sounds not in the home language
- Confusion with sound-symbol correspondence when different than in home language; difficulty pronouncing sounds not in the home language
- Difficulty remembering sight words when word meanings not understood
- May understand more than able to convey in English
- Confused by figurative language in English
- Slow to process challenging English
- May have poor auditory memory in English
- May have difficulty concentrating
- May seem easily frustrated

Notes: Contact the LPT team for any questions or concerns regarding learning disabilities or Language Development

- Mrs. Pineda mpineda@hempsteadschools.org
- Mrs. Cueva ccueva@hempsteadschools.org
- Mrs. Ranieri dranieri@hempsteadschools.org

- Mrs. Sarceno lsarceno@hempsteadschools.org

Department ELL/MLL Calendar

<p>Quarter 1</p>	<ul style="list-style-type: none"> ▪ Provide parents with NYSESLAT Score/Exit ELL Status Letter ▪ Provide all educators with student proficiency levels ▪ Provide all educators with list of all identified SIFE students ▪ Provide building leaders with new ELL enrollment data ▪ Send home NYSED Parent Placement Letters ▪ New ELL Enrollment Orientation ▪ Workshop Helping ELL Students Succeed Part 1 ▪ Review Spring data results (Lexia, Star, NYSESLAT) ▪ Language Proficiency Team (LPT) Meeting
<p>Quarter 2</p>	<ul style="list-style-type: none"> ▪ Complete ELL identification procedures, data system updates, student programming, and program planning as necessary ▪ Provide all educators with list of all identified SIFE students ▪ Provide building leaders with new ELL enrollment data ▪ Monitor ELL attendance ▪ Monitor Student progress (Lexia, Freckle) ▪ Analyze Renaissance Star assessment growth data ▪ New ELL Enrollment Orientation ▪ Workshop Helping ELL Students Succeed Part 2 ▪ Language Proficiency Team (LPT) Meeting
<p>Quarter 3</p>	<ul style="list-style-type: none"> ▪ Complete ELL identification procedures, data system updates, student programming, and program planning as necessary ▪ Provide building leaders with new ELL enrollment data ▪ Monitor ELL attendance ▪ Analyze Student progress (Lexia, Freckle) ▪ New ELL Enrollment Orientation ▪ Language Proficiency Team (LPT) Meeting
<p>Quarter 4</p>	<ul style="list-style-type: none"> ▪ Complete ELL identification procedures, data system updates, student programming, and program planning as necessary ▪ Provide building leaders with new ELL enrollment data ▪ Monitor ELL attendance ▪ Analyze Student progress (Lexia, Freckle) ▪ New Enrollment Orientation ▪ Workshop Helping ELL Students Succeed Part 3 ▪ Review Renaissance Star assessment growth ▪ Administer NYSESLAT ▪ Language Proficiency Team (LPT) Meeting

Comprehensive Education Plan: ELL Components

2023-2024:

- ❖ **Create intentional learning opportunities for all teachers to collaborate, design appropriate instruction and analyze student data to make informed decisions:**
 - Increase the use of data to inform instruction:
 - **Renaissance:** as a universal screener for all ELLs district-wide
 - Deep data dives focused on analysis of home language and English assessments to support differentiation, scaffolds and interventions.
 - **NYSITELL/NYSESLAT:** Use language proficiency data to understand where ELLs/MLLs are along the continuum of language development:
 - Content and language integration
 - Plan professional development aligned to district and department Instructional Goals:
 - Adopting Practices for Tier 1 Instruction
 - Data-Driven Instruction: Increase the use of data to inform instruction and intervention
 - Organize instruction and interventions in a data-informed tiered system of support.
 - Implementation of Integrated ENL classes Grades K-6:
 - Co-plan, Co-teach, Co-assess:
 - Empower Educators
 - Support Students
 - Improve Outcomes
 - Monitor the effectiveness of the two established co-teaching models:
 - Team Teaching
 - Foundational, Literacy and Language targeted small group instruction
 - Introduction of WIDA English Language Development Standards Framework
 - Understand how to plan content and language together in linguistically and culturally sustaining ways
 - Provide embedded coaching and PD focused on collaboration and best practices for co-teaching through the Regional Bilingual Education Resource Networks (RBERNs) partnership.
 - Enter year 2: Implementation of One-Way Dual language for grade 2 in all elementary schools
 - Introduction of WIDA Spanish language Development Standards
 - Understand how to plan and implement language instruction and assessment for emergent bilinguals who are learning academic content in Spanish and English.
 - Integration of districtwide POI and ENL/ELA curriculum maps, Grade K-6
 - Language and content instruction that supports language development.
 - Establish districtwide language allocation chart aimed to:
 - **Dual Language:** Strengthen the students' home language skills to anchor listening, speaking, reading, and writing skills in the second language. Students become bilingual and biliterate with high levels of proficiency in both languages.
 - **Transitional Bilingual Education:** Use home language as a foundation for building English language competency and to support students with understanding content.

- **Integrated ENL:** Focus on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas. Educators consider the student’s level of English proficiency and prior educational experiences.
- Implement Bridges to Academic Success, a CASE/RISLUS project of the Research Foundation of the City University of New York on behalf of the Graduate Center of CUNY, Grades (7-12)
 - Provide all 7-12 ELL/MLL teachers with a series of workshops to support understanding of the curricular resources, instructional protocols and a walkthrough of essential instructional resources to start the year.
 - **Integrated ENL/ELA Courses:** Targeted for students with home language literacy levels below grade 3
 - **Home Language Arts Courses:** Aligned to the ENL-ELA curriculum serving students with home language literacy levels below grade 6
 - **Stand-alone ENL:** SIFE and Newcomers with developing Literacy (SDL) whose home language literacy is at or below 3rd grade.
- Tiered Supports and Interventions for ELLs
 - In collaboration with the MTSS director, the bilingual education department will determine the appropriate additional supports to provide ELLs/MLLs, taking into consideration evidence such as the following:
 - Number of years of instruction in a bilingual education or English as a New Language program
 - Levels of Performance of: NYSESLAT and Renaissance Star (English and Spanish)
 - Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
 - Information from the bilingual education or English as a New Language teacher
 - Information from a content area teacher
 - Samples of student work in English and, if possible, in the home language
 - Provide educators with training on how to utilize selected intervention tools and how to identify specific skills and needs.
- ❖ **Establish parent orientations and workshops in all school building to engage parents and families of ELLs/MLLs to provide resources that enable them to make informed decisions about their children’s education.**
 - Monthly New Student/Parent Orientation
 - 3-part series: Helping ELL Students Succeed

BLUEPRINT FOR ENGLISH LANGUAGE LEARNER/MULTILINGUAL LEARNERS (ELL/MLL) SUCCESS

The mission of the New York State Education Department's (NYSED) Office of Bilingual Education and World Languages (OBEWL) is to ensure that all New York State (NYS) students, including English Language Learners/Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs/MLLs.

In response to the changing global economy, NYSED has adopted the Next Generation Learning Standards to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs/MLLs enrolled in NYS public schools, resulting in a current population of 261,848 students who speak over 200 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate scaffolds, home language assessments, and materials so that teachers can provide instruction that will enable students to meet rigorous standards. Under the Regulations of the Commissioner of Education Part 154, OBEWL affirms that it is not permissible to assume that unsupported immersion of ELLs/MLLs into an English speaking environment will enable them to succeed academically.

The Next Generation Learning Standards require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs/MLLs. All teachers must be skilled in how to support ELLs/MLLs as they acquire content knowledge while also progressing towards English language proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the Next Generation Learning Standards.

The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare ELLs/MLLs for success, beginning in Prekindergarten, to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a New Language (ENL), and World Language Studies.

BLUEPRINT FOR ENGLISH LANGUAGE LEARNER/MULTILINGUAL LEARNER (ELL/MLL) SUCCESS

The principles that guide the Blueprint for ELL/MLL Success are:

- 1. All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly by:**
 - Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs (IEP).
 - Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
 - Utilizing materials and instructional resources that are linguistically age/grade appropriate and aligned to the Next Generation Learning Standards.
 - Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs/MLLs.

- 2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs/MLLs are addressed by:**
 - Providing a clear vision for student success that includes high expectations for ELL/MLL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high-quality programs that meet the needs of ELLs/MLLs.
 - Providing high-quality instruction for ELLs/MLLs
 - Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
 - Providing high-quality supports, feedback, and direction to educators to improve their instructional practice.
 - 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 in meeting the needs of ELLs/MLLs in order to cultivate a school culture of high expectations.
 - Providing high-quality instructional and support services to differently-abled ELLs/MLLs in alignment with their IEPs and current policies.

3. Districts and schools engage all English Language Learners/Multilingual Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the *New York State Prekindergarten Foundation for the Common Core* and P-12 Common Core 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, etc.).
- Providing special education supports, services, accommodations, and specially-designed instruction to meet the specific instructional needs of ELLs/MLLs with disabilities.
- Designing, selecting, and implementing a high-quality curriculum that meets the needs of Emergent Multilingual Learners (EMLLs) and supports the *New York State Prekindergarten Foundation for the Common Core*, http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf.
- Using academic language and content-area supports to strategically move ELLs/MLLs along the language development continuum utilizing *New York State Bilingual Common Core Progressions*, <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>.

4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:

- Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
- Opportunities to use and develop academic language and content knowledge both in English and Languages Other Than English, including the student's home language.
- Rigorous Bilingual Education programs for ELLs/MLLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
- Alternate pathways for those whose home language is low incidence and, consequently, the district does not have enough students who speak the same language to form a bilingual education program.

5. Districts and schools value all parents and families of ELLs/MLLs as partners in education and effectively involve them in the education of their children by:

- Providing parents with resources that enable them to make informed decisions about their children's education.
- Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- Engaging parents as active participants, contributors, and cultural liaisons to the school community.
- Sharing with parents and family members the high expectations that schools have established for the education of all ELLs/MLLs and engaging them in the pursuit and achievement of those expectations.
- Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs/MLLs.

6. District and school communities leverage the expertise of Bilingual, ENL, and Languages Other Than English (LOTE) 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 ELLs/MLLs, including home and new language development.

7. Districts and school communities leverage ELL/MLL home languages, cultural assets, and prior knowledge by:

- Regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
- Using home languages and cultures of ELLs/MLLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013), <http://www.p12.nysed.gov/dignityact/>.

8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs/MLLs' content knowledge as well as new and home language development to inform instruction by:

- Using NYS assessments in conjunction with formative assessments.
- Using language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs.
- 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.



Exemptions

Some ELLs are eligible for a one-time exemption from the New York State English Language Arts Exam in grades 3 to 8. ELLs, who on April 1 of the year in which the ELA is administered, have been attending school in the United States for less than one year may use the NYSESLAT instead of the ELA. For this purpose, the United States School System (USSS) is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempted from only one administration of the ELA.

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempted from taking the ELA for the first year in which they are enrolled during the ELA test administration period. Such students may not be exempted in subsequent years, even if they have been enrolled in a USSS for less than 12 months. Months in which students are enrolled in a USSS as pre-kindergarten to grade 8 or ungraded elementary are counted toward this 12-month exemption window.

Notes:

- Admission/discharge on the same day = no enrollment.
- 1 day of enrollment in the month = 1 month of enrollment.
- If the student is still active in September, count July and August as months of enrollment.
- Months in which students are enrolled as prekindergarten to grade 8 or ungraded elementary are counted toward determining ELA exemption status.
- If a student discharges to a non-US school, their enrollment in US schools does not start over. Upon discharge, the months of enrollment will stop accruing and when they re-enroll, their months of enrollment resume from where they left off.

Accommodations

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. Schools should determine which accommodations are required to maximize the potential for achievement on all exams for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT (unless the student has an IEP).

ELLs with IEPs and 504 plans are always provided with the accommodations on their IEPs and 504s. All ELLs and former ELLs for up to two years after testing out are entitled to the following accommodations:

- **Time extension (all exams):** Schools may extend the test time for ELLs on NYS ELA and content area assessments and Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELLs. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- **Separate location (all exams):** Schools are encouraged to provide optimal testing environments and facilities for ELLs. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- **Third reading of listening selection (English Language Arts exams only):** Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and the Regents Comprehensive Examination in English.
- **Bilingual dictionaries and/or glossaries:** ELLs may use bilingual glossaries when taking State examinations in all subjects except world languages, formerly languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for download.
- **Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations.** For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- **Oral translations for low-incidence languages are not allowed for English Language Arts examinations.** Schools may provide ELLs with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour before administration.
- **Writing responses in the home language is not allowed for English Language Arts examinations.** ELLs making use of alternative language editions or oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

Notes:

A list of NYSED approved accommodations may be found in the School Administrator's Manual (SAM) for each respective test. For a comprehensive list of ELL testing accommodations, see NYSED's website and scroll down for testing accommodations.

[NYSESED's Website](#)

Professional Development

All educators must obtain prior approval from the building leaders to attend.

Dates	Topics	Goal	Presenters	Suggested Participants	Schools
September 20th	Guided Walkthrough of Curriculum: Review resources and design features that frame the Bridges curricula	Adopting Practices for Tier 1 Instruction	Bridges to Academics Location: HHS	Standalone ENL	ABGS and HHS
	Guided Walkthrough of Curriculum: Review resources and design features that frame the Bridges curricula	Adopting Practices for Tier 1 Instruction	Beatriz Caban Location: HHS	Standalone HLA	ABGS and HHS
	Option 1 Renaissance Star 101: Learn how academic success starts with the ability to identify opportunities and gaps in students' skills	Data-Driven Instruction: Increase the use of data to inform instruction and intervention	Michelle Pineda Daniela Ranieri Nassau BOCES Location: Nassau BOCES	All teachers new to Renaissance	All Schools
September 27th	Option 2 Renaissance Star 101: Learn how academic success starts with the ability to identify opportunities and gaps in students' skills	Data-Driven Instruction: Increase the use of data to inform instruction and intervention	Michelle Pineda Daniela Ranieri Nassau BOCES Location: Nassau BOCES	All teachers new to Renaissance	All Schools
	Guided Walkthrough of Curriculum: Review resources and design features that frame the Bridges curricula	Adopting Practices for Tier 1 Instruction	Bridges to Academics Location: HHS	Integrated ENL/ELA co-teaching teams	ABGS and HHS
September 27th	Option 2 Renaissance Star 101: Learn how academic success starts with the ability to identify opportunities and gaps in students' skills	Data-Driven Instruction: Increase the use of data to inform instruction and intervention	Michelle Pineda Daniela Ranieri Nassau BOCES Location: Nassau BOCES	All teachers new to Renaissance	All Schools
	Guided Walkthrough of Curriculum: Review resources and design features that frame the Bridges curricula	Adopting Practices for Tier 1 Instruction	Bridges to Academics Location: HHS	Integrated ENL/ELA co-teaching teams	ABGS and HHS

	Supporting Students with Interrupted/ Inconsistent Formal Part 1: <ul style="list-style-type: none"> Who are SIFE? Understanding MLLs/ELLs 	Adopting Practices for Tier 1 Instruction	Beatriz Caban Location: ABGS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
October 18 th	Establishing an Optimal Co-Teaching Classroom Part 1: Teachers will discuss strategies for Success	Adopting Practices for Tier 1 Instruction	Susanne Pena Location: HHS	Co-teaching Teams Grades K-12	All Schools
	Differentiation and Scaffolding Part 1: <ul style="list-style-type: none"> Teachers will learn how to differentiate the product, process, and content of learning according to students' language proficiency levels Integrate best instructional practices to develop the 4 modalities of language 	Adopting Practices for Tier 1 Instruction	Daniela Ranieri Location: ABGS	K-8 <ul style="list-style-type: none"> One-Way Dual TBE HLA 	All Elementary Schools And ABGS
	Supporting Students with Interrupted/ Inconsistent Formal Part 2: <ul style="list-style-type: none"> Intake & Assessment Assessing whole linguistic repertoire Identification Socioemotional needs 	Data-driven instruction: Increase the use of data to inform instruction and intervention	Beatriz Caban Location: HHS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
October 25 th	Lexia English Part 1: Understand the components of the student program and how to implement the program based on student grade and linguistic needs	Data-driven instruction: Increase the use of data to inform instruction and intervention	LexiaEnglish Location: In-Person ABGS	Co-teaching Teams Grades K-8	All Elementary Schools and ABGS
	Differentiation and Scaffolding Part 2: <ul style="list-style-type: none"> Teachers will learn how to differentiate the product, process, and content of learning according to students' language proficiency levels Integrate best instructional practices to develop the 4 modalities of language 	Adopting Practices for Tier 1 Instruction	Daniela Ranieri Location: ABGS	K-8 One-Way Dual TBE HLA	All Elementary Schools and ABGS
	Supporting Students with Interrupted/ Inconsistent Formal Part 3: <ul style="list-style-type: none"> Foundational home language literacy behaviors Collaborative Inquiry & Progress Monitoring 	Adopting Practices for Tier 1 Instruction	Beatriz Caban Location: ABGS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
November 29 th	Renaissance Freckle 101 part 1: understand how to read formative data reports to support and differentiate various learning needs.	Data-driven instruction: Increase the use of data to inform instruction and intervention	Nassau BOCES Location: Nassau BOCES	All teachers new to Renaissance	All Schools
	Renaissance Freckle 102 part 1: understand how to read formative data reports to support and differentiate various learning needs.	Data-driven instruction: Increase the use of data to inform instruction and intervention	Daniela Location: TBD	2 nd Year Teachers using Renaissance	All Schools
	Lexia English Part 2: Building foundational English language and literacy skills through: <ul style="list-style-type: none"> Data informed LexiaEnglish results 	Data-driven instruction: Increase the use of data to inform instruction and intervention	LexiaEnglish Location: In-Person TBD	ENL Teachers Grades K-8	All Elementary Schools and ABGS

	<ul style="list-style-type: none"> Apply skill-builder Speaking and Listening lesson plans targeted to students' proficiency levels. 					
	Supporting Students with Interrupted/ Inconsistent Formal Part 4: <ul style="list-style-type: none"> Programming: <ul style="list-style-type: none"> NYS programming guidelines Required Instructional Time Schedule considerations Best practices for the education of SIFE 	Adopting Practices for Tier 1 Instruction		Beatriz Caban Location: HHS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
December 13 th	Establishing an Optimal Co-Teaching Classroom Part 2: Building foundational language and literacy skills through four rotating centers	Adopting Practices for Tier 1		Susanne Pena Location: HHS	Co-teaching teams K-12	All Schools
	Renaissance myOn/myOnNews Part 1: Teachers will learn how to: <ul style="list-style-type: none"> Search for scaffolds that help students build reading and writing skills Customize assignments Understand reports to help nurture and monitor student progress 	Adopting Practices for Tier 1		Daniela Ranieri Location: ABGS	K-8 One-Way Dual TBE HLA	All Elementary and ABGS
	Supporting Students with Interrupted/ Inconsistent Formal Part 5: <ul style="list-style-type: none"> Instructional Methods: <ul style="list-style-type: none"> Protocols for SIFE 	Adopting Practices for Tier 1 Instruction		Beatriz Caban Location: ABGS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
January 10 th	Establishing an Optimal Co-Teaching Classroom Part 3: Understand how to apply Gradual Release of Responsibility as a scaffold to support: <ul style="list-style-type: none"> Differentiation Student independence 	Adopting Practices for Tier 1		Susanne Pena Location: HHS	Co-teaching Teams Grades K-12	All Schools
	Gradual Release: Understand how to apply Gradual Release of Responsibility as a scaffold to support <ul style="list-style-type: none"> Differentiation Student independence 	Adopting Practices for Tier 1		Daniela Ranieri Beatriz Caban Location: ABGS	K-8 One-Way Dual TBE HLA	
January 17 th	Renaissance myOn/myOnNews Part 2: Teachers will learn how to: <ul style="list-style-type: none"> Search for scaffolds that help students build reading and writing skills Customize assignments Understand reports to help nurture and monitor student progress 	Adopting Practices for Tier 1		Nassau BOCES Daniela Ranieri Location: Nassau BOCES	K-8 One-Way Dual TBE HLA	All Elementary and ABGS
	Lexia English Part 3: Building foundational English language and literacy skills through: <ul style="list-style-type: none"> Data informed LexiaEnglish results Apply skill-builder reading and writing lesson plans targeted to students' proficiency levels. 	Data-driven instruction: Increase the use of data to inform instruction and intervention		LexiaEnglish Location: In-Person ABGS	Co-teaching Teams Grades K-8	All Elementary and ABGS
	Supporting Students with Interrupted/ Inconsistent Formal Part 6: <ul style="list-style-type: none"> Engaging English Language Learners with Limited or Interrupted Formal Education 	Increased Student Engagement		Beatriz Caban Location: ABGS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools

February 28 th	Renaissance Freckle 101 part2: understand how to read formative data reports to support and differentiate various learning needs.	Adopting Practices for Tier 1	Nassau BOCES Location: Nassau BOCES	All teachers new to Renaissance	All Schools
	Renaissance Freckle 102 part 2: understand how to read formative data reports to support and differentiate various learning needs.	Adopting Practices for Tier 1	Daniela Ranieri Location: ABGS	2 nd Year Teachers using Renaissance	All Schools
March 5 th	Renaissance <u>myOn/myOnNews</u> Part 1: Teachers will learn how to: •Search for scaffolds that help students build reading and writing skills •Customize assignments •Understand reports to help nurture and monitor student progress	Adopting Practices for Tier 1	Nassau BOCES Location: ABGS	Co teaching Teams Grades K-8	All Elementary and ABGS
	Renaissance <u>myOn/myOnNews</u> Part 1: Teachers will learn how to: •Search for scaffolds that help students build reading and writing skills •Customize assignments •Understand reports to help nurture and monitor student progress	Adopting Practices for Tier 1	Daniela Ranieri Location: HHS	Co-teaching Teams Grades 9-12	HHS
March 13 th	Supporting Students with Interrupted/ Inconsistent Formal Part 7: Collaboration across content areas in schools without sheltered programs	Adopting Practices for Tier 1 Instruction	<u>Caban</u> Location: ABGS	All Teachers 3-12 School Psychologists Social Worker Guidance Counselors	All Schools
	Renaissance Support: • Q&A • Address Concern and Issues • One to One Support	Adopting Practices for Tier 1 Instruction	Daniela Nassau BOCES Location: ABGS	All Teachers using Renaissance	All Schools
March 20 th	Department Gap Analysis: Participants will also have an opportunity to reflect upon strategies they applied this school year from the professional developments that addressed the academic, linguistic and cultural demands of emergent bilinguals,	Adopting Practices for Tier 1 Instruction	Susanne Pena Michelle Pineda Daniela Ranieri Location: HHS	K-12 FLES One-Way Dual HLA ENL Co-teaching teams	All Schools

Dates	Topics	Goal	Presenters	Suggested Participants	Schools
9/5	<u>Estrellita: Sonidos</u> and Blending Training	Adopting Practices for Tier 1 Instruction	<u>Estrellita</u> Time: 6:00pm-9:00pm	Grades: K-1 One-Way Dual	All Schools
9/12	<u>Estrellita: Sonidos</u> and Blending Training	Adopting Practices for Tier 1 Instruction	<u>Estrellita</u> Time: 4:00pm-7:00pm	Grades: K-1 One-Way Dual	All Schools
9/7	<u>Lunita: Sonidos</u> and Blending Training	Adopting Practices for Tier 1 Instruction	<u>Lunita</u> Time: 4:00pm-6:30pm	Grade 2: One-Way Dual	All Schools
9/14	<u>Lunita: Sonidos</u> and Blending Training	Adopting Practices for Tier 1 Instruction	<u>Lunita</u> Time: 6:00pm-8:30pm	Grade 2 One-Way Dual	All Schools
9/26	<u>Escalera: Home Language Intervention</u>	Adopting Practices for Tier 1 Instruction	<u>Escalera</u> Time: 6:00pm-8:00pm	Grades 3-6 TBE and Bilingual Interventionist	All Schools
10/31	<u>Escalera: Home Language Intervention</u>	Adopting Practices for Tier 1 Instruction	<u>Escalera</u> Time: 6:00pm-8:00pm	Grades 3-6 TBE and Bilingual Interventionist	All Schools

Dates	Topics	Goal	Suggested Participants
9/20	Part 1: Curating Authentic Resources for the World Language Classroom	Adopting Practices for Tier 1	<p style="text-align: center;">World Language and FLES Grades 1-12</p> <p style="text-align: center;">HLA teachers when appropriate</p>
9/27	Part 2: Embedding Authentic Resources into Lesson Plans	Adopting Practices for Tier 1	
10/18	Part 3: Understanding NYS World Language Themes and Topics	Adopting Practices for Tier 1	
10/25	Part 4: Understanding Standards-Based Lesson Planning	Adopting Practices for Tier 1	
11/7	Part 5: Lesson Planning Part 1 – From Unit Plan to Lesson Plans: Putting the Pieces Together	Adopting Practices for Tier 1	
11/29	Part 6: Lesson Planning Part 2 – Lesson Planning Options for Thematic Units	Adopting Practices for Tier 1	
12/13	Part 7: From Skills to <u>Modes</u> : Interpretive Communication	Adopting Practices for Tier 1	
1/10	Part 8: From Skills to Modes - Interpersonal Communication	Adopting Practices for Tier 1	
1/17	Part 9: From Skills to Modes - Presentational Communication	Adopting Practices for Tier 1	
2/28	Part 10: From Skills to Modes Planning for Learning: Integrating the Modes of Communication	Adopting Practices for Tier 1	
3/5	Part 11: From Facts to Functions - The Cultures Standards	Adopting Practices for Tier 1	
3/13	Part 12: Understanding Checkpoint Proficiency Targets	Adopting Practices for Tier 1	
3/20	Part 13: Understanding Performance Indicators and Can-Do Statements	Adopting Practices for Tier 1	

ELL/MLL One-Way Dual Instructional Schedule

Time	Instructional Schedule Grades K-2		
8:35-8:50 (25 MIN)	Morning Routines, Announcements		
8:50- 9:10 (30 MIN) <i>Language: Student Choice</i>	SEL- 7 Mindsets, LIM (DPS, JAM, BOS) and Morning Meeting		
65 MIN <i>English</i>	ELA Inquiry Block: <ul style="list-style-type: none"> • Foundational Skills: <ul style="list-style-type: none"> ○ Phonemic Awareness: Bridge to Reading (10 min) ○ Phonics: Bridge to Reading (20 min) • Reading Comprehension: <ul style="list-style-type: none"> ○ <u>myView</u>-Reading Routine (35 min) 		
65 Min <i>Spanish</i>	HLA Inquiry Block: <ul style="list-style-type: none"> • Foundational Skills: <ul style="list-style-type: none"> ○ Phonemic Awareness: Heggerty Spanish (10 min) ○ Phonics: Estrellita (15 min) • Reading Comprehension: <ul style="list-style-type: none"> ○ <u>myVision</u>- Reading Routine (40 min) 		
1 Hour <i>Bridge (English/Spanish)</i>	Math: Eureka		
15 MIN	Teacher's Break		
1 Hour	Lunch		
35 MIN	Prep		
30 MIN <i>(Language: Based on Student Need)</i>	Intervention		
3:05PM	Dismissal		
Language Guidance	English	Spanish	Student Choice

ELL/MLL Transitional Bilingual Education Instructional Schedule

Minutes	Instructional Schedule Grades 3-6		
25 MIN	Morning Routines, Announcements		
30 MIN) <i>Language: Student Choice</i>	SEL- 7 Mindsets, LIM (DPS, JAM, BOS) and Morning Meeting		
90 MIN Bridge (English/Spanish)	ELA Inquiry Block: <ul style="list-style-type: none"> • Reading/Writing Bridge: <u>myView</u> Word Study (10min) • Reading Comprehension: <ul style="list-style-type: none"> ○ <u>myView</u>-Reading Routine (60 min) 	Flexible Small Group: <ul style="list-style-type: none"> • Small Group (20 Min.) * Students' needs should be met <u>through the use of language</u> that is appropriate and that supports understanding. 	
60 MIN <i>Bridge (English/Spanish)</i>	Math: Eureka	Flexible Small Group: <ul style="list-style-type: none"> • Small Group (20 Min.) * Students' needs should be met <u>through the use of language</u> that is appropriate and that supports understanding. 	
15 MIN	Teacher's Break		
1 Hour	Lunch		
35 MIN	Prep		
30 MIN <i>(Language: Based on Student Need)</i>	Intervention		
3:05PM	Dismissal		
Language Guidance	English	Spanish	Student Choice

One-Way Dual Instructional Framework

Suggested template to use for ELLs: Using this template as a guide, and your particular expertise, identifies the strategies and/or scaffolds in each item to help your ELL students get access to the lesson’s concept.

[Lesson Template for ELLs.docx](#)

One-Way Dual Language Program: 50/50 Model In the one-way Dual Language program model, students who come from the same primary or home language and or background have the opportunity to be bilingual or multilingual. The teacher or teachers provide instruction in both English and the primary or home language simultaneously.			
Instruction	Home Language	English	
	<ul style="list-style-type: none"> <input type="checkbox"/> Provide direct reading & writing instruction in the targeted language and student levels. <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels. <input type="checkbox"/> Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide direct reading & writing instruction in the targeted language and student levels. <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels. <input type="checkbox"/> Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development. 	
<p>Teachers apply Gradual Release of Responsibility as a scaffold for all lessons. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.</p>			
<p>I Do</p> 	<p>We Do</p> 	<p>You Do It Together</p> 	<p>You Do It Alone</p> 

Suggested template to use for ELLs: Using this template as a guide, and your particular expertise, identifies the strategies and/or scaffolds in each item to help your ELL students get access to the lesson’s concept.

[Lesson Template for ELLs.docx](#)

Grades K-8 Instructional Requirements for English as a New Language (ENL) Programs Effective for the 23-24 School Year

Part 154 requires each school district to provide an ENL program based on a student’s English language proficiency levels in listening, speaking, reading and writing. The grade span of English Language Learners (ELLs) receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Personnel	
		Stand-alone ENL	Integrated ENL
Entering (Beginning)	Students must receive at least 2 units of study (360 min.)/week of ENL instruction: <ul style="list-style-type: none"> At least 1 unit (180 min.)/week of Stand- alone ENL instruction, and At least 1 unit (180 min.)/week of Integrated ENL and English Language Arts (ELA) instruction 	<input type="checkbox"/> Certified K-12 ESOL teacher or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension	<input type="checkbox"/> <u>Dually-certified</u> K-12 ESOL teacher (with K-6 Common Branch or 7-12 content for ELA, math, science, or social studies) or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified K-6 Common Branch teacher or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified 7-12 content teacher
Instruction	<p>Notes: Stand-alone ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>	<input type="checkbox"/> Provide direct reading & writing instruction targeted to student levels. <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels.	<input type="checkbox"/> Classroom and language teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <input type="checkbox"/> Gradual Release: We do Together: Classroom and Language teacher, teach together.  We do Together: Classroom and Language teacher and students. Both teachers guide and support.  You do Together: Classroom and Language teacher guide, monitor, and assess students’ understanding as students work together.  You do Alone: Classroom and Language teacher monitor and assess students working independently. 

<p>Emerging (Low Intermediate)</p>	<p>Students must receive at least 2 units of study (360 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> • At least ½ unit (90 min.)/week of Stand-alone ENL instruction, and • At least 1 unit (180 min.)/week of Integrated ENL/ELA instruction, and • At least ½ unit (90 min.)/week of either Integrated ENL/content area or Stand-alone ENL <u>instruction</u> <p>Looking at this another way:</p> <ul style="list-style-type: none"> • ½ unit (90 min.)/week Stand-alone ENL • 1 unit (180 min.)/week Integrated ENL • ½ unit (90 min.)/week flexible (Stand-Alone or Integrated ENL/content area) 	<ul style="list-style-type: none"> <input type="checkbox"/> Certified K-12 ESOL teacher or <input type="checkbox"/> Certified K-6 Common Branch teacher <u>with bilingual education extension</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Dually-certified</u> K-12 ESOL teacher (with K-6 Common Branch or 7-12 content for ELA, math, science, or social studies) or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified K-6 Common Branch teacher or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified 7-8 content teacher
<p>Instruction</p>	<p>Notes: <u>Stand-alone ENL</u> is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide direct reading & writing instruction targeted to student levels. <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom and language teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <input type="checkbox"/> Gradual Release: <p>We do Together: Classroom and Language teacher, teach together.</p>  <p>We do Together: Classroom and Language teacher and students. Both teachers guide and support.</p>  <p>You do Together: Classroom and Language Teacher guide, monitor, and assess students' understanding as students work together.</p>  <p>You do Alone: Classroom and Language Teacher monitor and assess students working independently.</p> 

Grades K-8 Instructional Requirements for English as a New Language (ENL) Programs Effective for the 23-24 School Year

Part 154 requires each school district to provide an ENL program based on a student’s English language proficiency levels in listening, speaking, reading and writing. The grade span of English Language Learners (ELLs) receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Personnel	
		Stand-alone ENL	Integrated ENL
Transitioning (High Intermediate)	Students must receive at least 1 unit (180 min.)/week of ENL instruction: <ul style="list-style-type: none"> At least ½ unit (90 min.)/week Integrated ENL/ELA instruction, and At least ½ unit (90 min.)/week Integrated ENL/content area or Stand-alone ENL Looking at this another way: <ul style="list-style-type: none"> ½ unit (90 min.)/week must be Integrated ENL ½ unit (90 min.)/week flexible (Stand- Alone or Integrated ENL 	<input type="checkbox"/> Certified K-12 ESOL teacher or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual extension	<input type="checkbox"/> <u>Dually-certified</u> K-12 ESOL teacher (with K-6 Common Branch or 7-12 content for ELA, math, science, or social studies) or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified K-6 Common Branch teacher or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher
Instruction	<p>Notes: Stand-alone ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>	<input type="checkbox"/> Provide direct reading & writing instruction targeted to student <u>levels</u> <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels.	<input type="checkbox"/> Classroom and language teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <input type="checkbox"/> Gradual Release: We do Together: Classroom and Language teacher, teach together.  We do Together: Classroom and Language teacher and students. Both teachers guide and support.  You do Together: Classroom and Language Teacher guide, monitor, and assess students' understanding as students work together.  You do Alone: Classroom and Language Teacher monitor and assess students working independently. 

<p>Expanding (Advanced)</p>	<p>Students must receive at least 1 unit (180 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> • Integrated ENL/content area (ELA, math, science, social studies) 	<p>Stand-alone ENL is not required for students at the expanding level, since they have already acquired a strong base of language development. However, targeted small group instruction is still highly recommended as it allows teachers to provide additional support to students. This personalized approach is beneficial in helping students to reach their academic and language goals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dually certified K-12 ESOL teacher (with K-6 Common Branch or 7-12 content for ELA, math, science, or social studies) or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified K-6 Common Branch teacher or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher
<p>Instruction</p>	<p>Notes: Stand-alone ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide direct reading & writing instruction targeted to student levels. <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom and language teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <input type="checkbox"/> Gradual Release: <p>We do Together: Classroom and Language teacher, teach together.</p>  <p>We do Together: Classroom and Language teacher and students. Both teachers guide and support.</p>  <p>You do Together: Classroom and Language Teacher guide, monitor, and assess students' understanding as students work together.</p>  <p>You do Alone: Classroom and Language Teacher monitor and assess students working independently.</p> 

Grades K-8 Instructional Requirements for English as a New Language (ENL) Programs Effective for the 23-24 School Year

Part 154 requires each school district to provide an ENL program based on a student's English language proficiency levels in listening, speaking, reading and writing. The grade span of English Language Learners (ELLs) receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Personnel	
		Stand-alone ENL	Integrated ENL
Commanding (Proficient)	<p>For at least 2 school years following the school year in which a student has exited from ENL status, the student must receive:</p> <ul style="list-style-type: none"> • At least ½ unit (90 min.)/week of ENL/ELA or another content area, or • Other services, approved by the Commissioner, that monitor and support the student's language development and academic progress. 	<p>Stand-alone ENL is not required for students at the expanding level, since they have already acquired a strong base of language development. However, targeted small group instruction is still highly recommended as it allows teachers to provide additional support to students. This personalized approach is beneficial in helping students to reach their academic and language goals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dually-certified K-12 ESOL teacher (with K-6 Common Branch or 7-12 content for ELA, math, science, or social studies) or <input type="checkbox"/> Certified K-6 Common Branch teacher with bilingual education extension or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified K-6 Common Branch teacher or <input type="checkbox"/> Co-teaching by a K-12 ESOL teacher and a certified 7-12 content teacher
Instruction	<p>Notes: Stand-alone ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide direct reading & writing instruction targeted to student levels and <input type="checkbox"/> Build literacy independence through daily practice at stations/centers. <input type="checkbox"/> Students move through the same centers across each week, with tasks targeted to language and literacy levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom and language teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <input type="checkbox"/> Gradual Release: <p>We do Together: Classroom and Language teacher, teach together.</p>  <p>We do Together: Classroom and Language teacher and students. Both teachers guide and support.</p>  <p>You do Together: Classroom and Language Teacher guide, monitor, and assess students' understanding as students work together.</p>  <p>You do Alone: Classroom and Language Teacher monitor and assess students working independently.</p> 

Grades (3-8) Transitional Bilingual Education and ENL Instructional Framework

Suggested template to use for ELLs: Using this template as a guide, and your particular expertise, identifies the strategies and/or scaffolds in each item to help your ELL students get access to the lesson's concept.

[Lesson Template for ELLs.docx](#)

D) Grades K-8 Instructional Requirements for Transitional Bilingual Education		
<p>Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. 1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.</p>		
Proficiency Level	Minutes	Instruction
Entering (Beginning)	ENL: Students must receive at least 2 units of study (360 min.)/week of ENL instruction: <ul style="list-style-type: none"> At least 1 unit (180 min.)/week of Stand-alone ENL instruction, and At least 1 unit (180 min.)/week of Integrated ENL and English Language Arts (ELA) instruction 	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	Home Language Arts: <ul style="list-style-type: none"> 1 course Bilingual Content Area: <ul style="list-style-type: none"> At least 2 subjects (math, social studies, and/or science) 	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.
<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid gray; padding: 5px; width: 20%;">1. I DO</div> <div style="border: 1px solid gray; padding: 5px; width: 20%;">2. WE DO TOGETHER</div> <div style="border: 1px solid gray; padding: 5px; width: 20%;">3. YOU DO TOGETHER</div> <div style="border: 1px solid gray; padding: 5px; width: 20%;">4. YOU DO ALONE</div> </div> 		

D) Grades K-8 Instructional Requirements for Transitional Bilingual Education and ENL Programs Effective

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day.
1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Instruction
Emerging (Low Intermediate)	<p>ENL: Students must receive at least 2 units of study (360 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> At least ½ unit (90 min.)/week of Stand-alone ENL, and At least 1 unit (180 min.)/week of Integrated ENL/ELA instruction, and At least ½ unit (90 min.)/week of either Integrated ENL/content area or Stand-alone ENL <u>instruction</u> <p>Looking at this another way:</p> <ul style="list-style-type: none"> ½ unit (90 min.)/week of Stand-alone ENL 1 unit (180 min.)/week of Integrated ENL/ELA ½ unit (90 min.)/week flexible (Stand-Alone or Integrated ENL/content area) 	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course 	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 2 subjects (math, social studies, and/or science) 	

D) Grades K-8 Instructional Requirements for Transitional Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Instruction
Transitioning (Intermediate)	<p>ENL: Students must receive at least 1 unit (180 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> At least ½ unit (90 min.)/week Integrated ENL/ELA, and At least ½ unit (90 min.)/week Integrated ENL/content area or Stand-alone ENL <p>Looking at this another way:</p> <ul style="list-style-type: none"> ½ unit (90 min.)/week must be Integrated ENL/ELA ½ unit (90 min.)/week flexible (Stand-Alone or Integrated ENL/content area) 	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course 	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 1 subject (math, social studies, and/or science) 	

D) Grades K-8 Instructional Requirements for Transitional Bilingual Education and ENL Programs

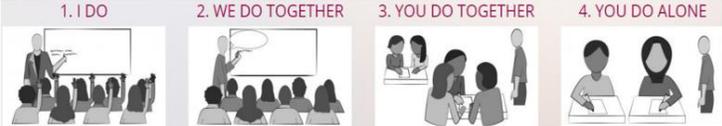
Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day.

1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Instruction
Expanding (Advanced)	<p>ENL: Students must receive at least 1 unit (180 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> Integrated ENL/ELA or another content area 	<p>Stand Alone ENL</p> <p>Integrated ENL Focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course 	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 1 subject (math, social studies, and/or science) 	

D) Grades K-8 Instructional Requirements for Transitional Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day.
1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.

Proficiency Level	Minutes	Instruction
<p>Commanding (Proficient)</p>	<p>ENL: For at least 2 school years following the school year in which is exited from ENL status, the student must receive:</p> <ul style="list-style-type: none"> At least ½ unit (90 min.)/week of ENL/ELA or another content area, or Other services, approved by the Commissioner, that monitor and support the student’s language development and academic progress <p>Home Language Arts:</p> <ul style="list-style-type: none"> At discretion of school district (not required) <p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At discretion of school district (not required) 	<ul style="list-style-type: none"> <input type="checkbox"/> Grades: K-8: A minimum of 90 minutes per week <input type="checkbox"/> Guided/close reading: small group learning <ul style="list-style-type: none"> Activities <ul style="list-style-type: none"> Guided writing Word work/ vocabulary Content area work Centers Inquiry group (for example, science) Grades: 6-8: 90 minutes per week <input type="checkbox"/> Option 1: Project-Based Learning <ul style="list-style-type: none"> Group-based Real-world application Content-Based interdisciplinary learning with ENL embedded support Communicative, collaborative, and problem-solving group Service-learning <input type="checkbox"/> Option 2: Integrated ENL (ELA, Math, Science, or Social Studies) <input type="checkbox"/> Option 3: Lab period(s) with integrated ENL instruction <p>• Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.</p> 

Grades (9-12) Bilingual and ENL Instructional Framework

Suggested template to use for Integrated Co-Teaching: Using this template as a guide, and your particular expertise, identifies the strategies and/or scaffolds in each item to help your ELL students get access to the lesson's concept.

[Lesson Template for ELLs.docx](#)

E) Grades 9-12 Instructional Requirements for Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. **1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.**

Proficiency Level	Minutes	Instruction
<p>Entering (Beginning)</p>	<p>Students must receive at least 3 units (540 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> At least 1 unit (180 min.)/week of Stand-alone ENL, and At least 1 unit (180 min.)/week of Integrated ENL/ELA, and At least 1 unit (180 min.)/week flexible (Stand-alone ENL or instruction Integrated ENL/content area) <p>A student will earn a total of 3 credits: 1 unit of elective credit for Stand-alone ENL, and 1 unit of credit in ELA for Integrated ENL/ELA, and 1 unit of credit in the content area for Integrated ENL/content area, or 1 unit of elective credit for a second Stand-alone ENL.</p>	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course <p>A student will earn: 1 unit of credit in a Language Other Than English for HLA.</p> <p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 2 subjects (math, social studies, and/or science) <p>A student will earn: 1 unit of credit in the content area for each bilingual content area.</p>	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. <div data-bbox="1015 1543 1453 1648" style="text-align: center;"> <p>1. I DO 2. WE DO TOGETHER 3. YOU DO TOGETHER 4. YOU DO ALONE</p> </div>

E) Grades 9-12 Instructional Requirements for Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. **1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.**

Proficiency Level	Minutes	Instruction
Emerging (Low Intermediate)	<p>Students must receive at least 2 units (360 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> At least ½ unit (90 min.)/week of Stand-alone ENL, and At least 1 unit (180 min.)/week of Integrated ENL/ELA, and At least ½ unit (90 min.)/week flexible (Stand-alone ENL or Integrated ENL/content area) <p>A student will earn a total of 2 credits: 1 unit of credit in ELA for Integrated ENL/ELA, and 1 unit of elective credit for Stand-alone ENL, or ½ unit of credit in the content area for Integrated ENL/content area (math, science, social studies), and ½ unit of elective credit for Stand-alone ENL.</p>	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>

<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course <p>A student will earn: 1 unit of credit in a Language Other Than English for HLA.</p>	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. 
<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 2 subjects (math, social studies, and/or science) <p>A student will earn: 1 unit of credit in the content area for each bilingual content area.</p>	

E) Grades 9-12 Instructional Requirements for Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. **1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.**

Proficiency Level	Minutes	Instruction
Transitioning (Intermediate)	<p>Students must receive at least 1 unit (180 min.)/week of ENL instruction:</p> <ul style="list-style-type: none"> At least ½ unit (90 min.)/week must be Integrated ENL/ELA, and At least ½ unit (90 min.)/week flexible (Integrated ENL/content area or Stand-alone ENL) <p>A student will earn a total of 1 credit: 1 unit of credit in ELA for Integrated ENL/ELA, or ½ unit of credit in the content area for Integrated ENL/content area (ELA, math, science, social studies), and ½ unit of elective credit for Stand-alone ENL.</p>	<ul style="list-style-type: none"> Provide direct reading & writing instruction targeted to student levels. Build literacy independence through daily practice at stations/centers. Students move through the same centers across each week, with tasks targeted to language and literacy levels. <p>ENL is designed to develop foundational English language, reading, and writing skills through rotating centers targeted to different student literacy needs.</p> <p>Foundational Language and Literacy (FLL) instruction and practice are integrated across all content areas to accelerate language development.</p> <p>Integrated ENL/ELA: Integrated ENL is focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course <p>A student will earn: 1 unit of credit in a Language Other Than English for HLA.</p>	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence.
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 1 subject (math, social studies, and/or science) <p>A student will earn: 1 unit of credit in the content area for each bilingual content area.</p>	

E) Grades 9-12 Instructional Requirements for Bilingual Education and ENL Programs

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. **1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.**

Proficiency Level	Minutes	Instruction	
<p>Expanding (Advanced)</p>	<p>Students must <u>receive</u></p> <ul style="list-style-type: none"> At least 1 unit (180 min.) of Integrated ENL/content area instruction <p>A student will earn: 1 credit in a content area for Integrated ENL/content area (in a content area other than ELA).</p>	<p>Stand-Alone ENL</p>	<p>Integrated ENL</p> <p>Focused on Language Arts, designed around building academic thinking, language, and literacy skills in all content areas.</p>
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> 1 course <p>A student will earn: 1 unit of credit in a Language Other Than English for HLA.</p>	<ul style="list-style-type: none"> Teachers apply Gradual Release of Responsibility as a scaffold. It supports teachers to make input accessible, differentiate instruction, demonstrate academic ways of thinking, and encourage student independence. 	
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At least 1 subject (math, social studies, and/or science) <p>A student will earn: 1 unit of credit in the content area for each bilingual content area.</p>		

E) Grades 9-12 Instructional Requirements for Bilingual Education and ENL Programs Effective 2015 – 2016 School Year

Part 154 requires a Bilingual Education program to be research-based and comprised of these components: English Language Arts, English as a New Language (ENL), Home Language Arts (HLA), and Bilingual Content Area Instruction. The grade span of Bilingual Education students receiving instruction together cannot exceed two grade levels, except for ELLs in a special class. English as a New Language (ENL) instruction should be provided in substantially equal daily allotments of time. All programs must be provided during the school day. **1 unit of study (or its equivalent) = 180 minutes per week. 2 units of study = 360 minutes per week.**

Proficiency Level	Instruction	Instruction
<p>Commanding (Proficient)</p>	<p>For at least two school years following the school year in which a student is exited from ENL status, the student must receive:</p> <ul style="list-style-type: none"> At least ½ of one unit (90 min.) of Integrated ENL/ELA or another content area, or Other services, approved by the Commissioner, that monitor and support the student’s language development and academic <u>progress</u> 	<p>Option 1: Small group learning:</p> <ul style="list-style-type: none"> Small-group support provides rich language use, collaboration, problem-solving, and targeted content-based learning. <p>Activities:</p> <ul style="list-style-type: none"> Guided/close reading Writing workshop Academic vocabulary Content area work Inquiry project <p>Option 2: Integrated ENL: Targeted instruction and content-area development</p> <p>Activities:</p> <ul style="list-style-type: none"> Integrated ENL instruction in a content area class (ELA, Math, Science, or Social Studies) Lab period(s) with integrated ENL instruction <p>Option 3: Student is assigned to an AP class as an Alternative Pathway in their first year as former ELLs</p> <ul style="list-style-type: none"> The AP Environmental Sciences teacher will consult with the ENL teacher on any language development supports as informed by formative assessments collected throughout the students’ time in the class. At the end of the year, determinations will be made on ENL service models for the following year.
	<p>Home Language Arts:</p> <ul style="list-style-type: none"> At discretion of school district (not required) 	
	<p>Bilingual Content Area:</p> <ul style="list-style-type: none"> At discretion of school district (not required) 	

[ELA Inquiry Instructional Component Guide 23-24 \(1\).pdf](#)

English	Spanish
Tutorial for Curriculum Maps and Savvas(3).mp4	
Grade K ELL Support Guide.docx	Grade K Spanish HLA.docx
Grade 1 ELL Support Guide.docx	Grade 1 Spanish HLA(2).docx
Grade 2 ELL Support Guide.docx	Grade 2 Spanish HLA(2).docx
Grade 3 ELL Support Guide.docx	Grade 3 Spanish HLA(2).docx
Grade 4 ELL Support Guide.docx	Grade 4 Spanish HLA(2).docx
Grade 5 ELL Support Guide.docx	Grade 5 Spanish HLA(2).docx
Grade 6 ELL Support Guide.docx	Grade 6 Spanish HLA(2).docx

Grades 7-12	
HLA	23-24 Bridges to Academics(1).docx
ENL	
Integrated ENL	

Tiered Resources

Grade Level	Tier 1	Tier 2 (Targeted Small Group)	Tier 3
PK-2	<p>Pre-K Three Cheers</p> <p>K-2 Phonemic Awareness, Phonics, and Fluency</p> <ul style="list-style-type: none"> Heggerty, Bridge to Reading <p>Vocabulary and Comprehension</p> <ul style="list-style-type: none"> SAVVAS, My View: <ul style="list-style-type: none"> Big Book Package (K-1) Small Group Guide Leveled Readers Reading Routine Companion myFocus Language Awareness Handbook, Integrated ENL classes Dual Language Implementation Guide for one-way dual <p>Spanish Resources for One-Way Dual</p> <ul style="list-style-type: none"> Heggerty Conciencia Fonológica Y Silabas Estrellita (Grade K-1) Lunita (Grade 2) miVision <p>Supplemental: SS/ELA BOCES, Newsela, myON, Nearpod</p> <p>Lexia English, ENL supplemental tool</p>	<p>Pre-K Three Cheers</p> <p>Phonemic Awareness, Phonics, and Fluency</p> <ul style="list-style-type: none"> Bridge to Reading (K-2), double dose <p>Vocabulary and Comprehension</p> <ul style="list-style-type: none"> SAVVAS, My View: <ul style="list-style-type: none"> Reading Routine Companion MyFocus Language Awareness Handbook <p>Independent Practice: Freckle, Renaissance Tool available for ELLs iReady Independent Tool Lexia Core 5</p> <p>Spanish Resources for One-Way Dual Heggerty Conciencia Fonológica Y Silabas, double dose Estrellita (Grade K-1), double dose Lunita (Grade 2), double dose mi Visión, double dose</p> <p>Supplemental: Nearpod</p>	<p>Phonemic Awareness, Phonics, and Fluency Bridges to Reading (Grade 1-2), triple dose Resources from Lexia Core 5</p> <p>Spanish Resources Intervenciones Temprana de la Lectura K-2 iReady Spanish Lessons from Teacher's toolbox</p>
3-6	<ul style="list-style-type: none"> SAVVAS/My View: <ul style="list-style-type: none"> Small Group Guide (K-5) 	Evidence based interventions inclusive of, but not limited to:	Evidence based intervention inclusive of, but not limited to:

	<ul style="list-style-type: none"> ○ Leveled Readers ○ Reading Routine Companion ○ iReady grade-level scaffolding tool, Teacher toolbox ○ Language Awareness Handbook (Grades 3-5), ENL instructor <ul style="list-style-type: none"> • My Perspective - 6 Grade only <p>Supplemental: SS/ELA BOCES, Newsela, myON, Nearpod</p> <p>Lexia English, ENL supplemental tool</p> <p>Supplemental: Nearpod</p>	<p>Phonics and Fluency</p> <ul style="list-style-type: none"> • Phonics for Reading <p>Vocabulary and Comprehension</p> <p>iReady Teacher’s Toolbox</p> <p>Lexia Core 5 Toolbox</p> <p>Lexia PowerUp Toolbox, Grades 6</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> • Freckle, Renaissance Tool available for ELLs • iReady Independent Tool • Lexia Core • Lexia PowerUp <p>Supplemental: Nearpod</p> <p>Spanish Resources</p> <p>iReady Teacher’s Toolbox, Spanish</p>	<p>Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</p> <ul style="list-style-type: none"> • Corrective Reading <p>Spanish Resources</p> <ul style="list-style-type: none"> • Intervenciones Temprana de la Lectura, Grade 3 • Escalera (Grade 3-6)
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<p>7-8</p>	<ul style="list-style-type: none"> • My Perspective (SAVVAS) <p>HLA: Bridges to Academic Success: Center for Advanced Study in Education (CASE) Research Institute for the Study of Language in Urban Society (RISLUS)</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Esperanze Renace • Cajas de Carton • Que Tal? • ENIL • Newsela • myON/ myON News • 7 Mindsets (Spanish) <p>ENL: Bridges to Academic Success: Center for Advanced Study in Education (CASE) Research Institute for the Study of Language in Urban Society (RISLUS)</p> <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • IB MYP Curriculum Maps • StoryWorks • Scope • iLitELL • Newsela • myON <p>World Languages:</p> <ul style="list-style-type: none"> • Spanish: Autentico • French: Bleu, Blanc, Rouge <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Spanish: Realidades • French: Allons-y • Newsela • myON <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Newsela • Achieve 3000 • Actively Learn – Online Novels 	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • iReady teacher toolbox to address pre-requisite skill (double dose) • Reading A-Z & Raz Kids • iReady independent instructional pathway (Reading) • Freckle, Renaissance Tool available for ELLs <p>Supplemental: Nearpod</p>	<p>Evidence based intervention and supports inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • Read 180 for WIN Interventionist only • Connect to school community programs (EMPIRE, Hispanic Council Center).
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	<ul style="list-style-type: none"> • Flocabulary – Culturally Responsive Teaching using songs, videos, and activities – teacher tool to increase engagement. • Nearpod • Vocabulary.com – Dictionary for Learning (student-friendly explanation) – student tool • iReady's teacher toolbox for class wide intervention based on need. 		
9-12	<ul style="list-style-type: none"> • Curricula by Content align with NYS standards by grade. • Articulation Guide • Curricula to support Strategic Reading class for 9th grade. • SIFE/ENL/HLA: Bridges to Academic Success; Center for Advanced Study in Education (CASE) Research Institute for the Study of Language in Urban Society (RISLUS) <p>Supplemental: CENGAGE: EDGE HERstory Nearpod</p>	<p>Supports inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • Curricula by Content align with NYS standards by grade. • Targeted small group instruction within the class setting – with student ownership and analysis of their own data to inform review station selection and review topics. • Freckle, Renaissance Tool available for ELLs • iReady independent instructional pathway (Reading) for Grade 9 <p>Supplemental: Nearpod</p>	<p>Supports inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • Targeted Extra Help Sessions with a focus on the skill 3 or more grades level below. • Connect to school community programs (EMPIRE, Hispanic Council Center, Gear Up, Saturday & Tiger Academy). • Referral to Saturday School for extra support targeting specific skills identified through various assessments and data collection practices.

Math			
Grade Level	Tier 1	Tier 2	Tier 3
PK-6	<p>Pre-K Three Cheers</p> <p>K-6 EngageNY Math</p> <p>Supplemental Tools:</p> <ul style="list-style-type: none"> • iReady's teacher toolbox • iReady pre-requisite math skills • First in Math – Independent Practice • Nearpod <p>Spanish Resources Great Minds/Eureka (Engage NY)</p>	<p>Evidence based interventions inclusive of, but not limited to:</p> <p>AA</p> <ul style="list-style-type: none"> • iReady's teacher's toolbox recommended next steps (pre-requisite skills) • Math modules from EngageNY <p>Independent Practice</p> <ul style="list-style-type: none"> • Dreambox independent practice and teacher's resources Grades K-3 • iReady instructional pathway (Math independent practice) • IXL independent practice and teacher's resources Grades 4-6 • Freckle, Renaissance Tool available for ELLs <p>Supplemental: Nearpod</p>	<ul style="list-style-type: none"> • iReady instructional pathway (Math independent practice) • iReady teacher toolbox • IXL independent practice and instructional tool grades4-6 • Dreambox teacher resources Grades: 1-3 • Branching Minds math supports • Freckle, Renaissance Tool available for ELLs
7-8	<p>Grade 7</p> <ul style="list-style-type: none"> • iReady <p>Supplemental:</p> <ul style="list-style-type: none"> • Delta Math <p>Grade 8</p> <ul style="list-style-type: none"> • enVision (Algebra 1) • Acellus <p>First in Math, independent practice</p>	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • Delta Math (Grade 7/8) – double dose • iReady instructional pathway (Math independent practice) • iReady teacher toolbox • IXL independent practice and instructional tool • Freckle, Renaissance Tool available for ELLs 	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • iReady instructional pathway (Math independent practice) • iReady teacher toolbox • IXL independent practice and instructional tool • Freckle, Renaissance Tool available for ELLs

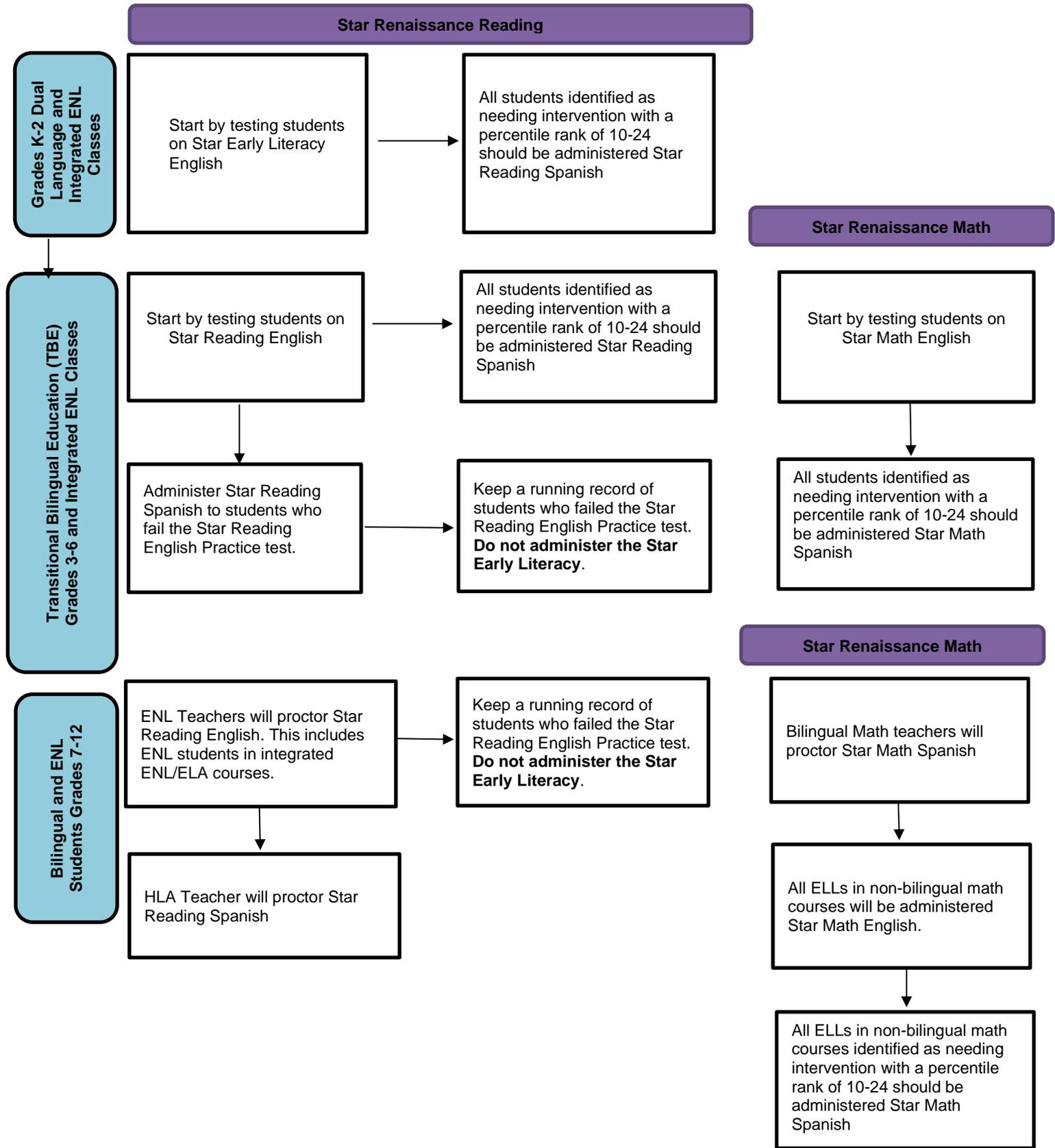
	<p>Supplemental:</p> <ul style="list-style-type: none"> • Delta Math • Algebra NYS Regents Test Prep booklets <ul style="list-style-type: none"> ○ Algebra Made Easy ○ Topical Review handbook & workbook • iReady teacher toolbox • iReady instructional pathway (Math independent practice) • GetMore Practice independent practice (spiral review)- Build Fluency in Math Skills • First in Math (6 steps in Fluency) • Nearpod 	<ul style="list-style-type: none"> • Nearpod 	
9-12	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • GetMore Practice independent practice (spiral review)- Build Fluency in Math Skills • Renaissance Freckle-Bil. Math • Math IXL & iReady - Gen Ed. • Whole class intervention in class that targets the skill 1 or more below grade level skill (Re-teach with a different instructional strategy). • Delta Math? • Nearpod 	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • GetMore Math Targeted Group Practice (spiral review)- Build Fluency in Math Skills-SPED • Renaissance Freckle-Bil. Math scholars in a targeted group setting • Math IXL & iReady - Gen Ed. in a targeted group setting • Targeted Extra Help Sessions with a focus on the skill 2 or more grades level below in a small group setting. • Nearpod 	<p>Evidence based interventions inclusive of, but not limited to:</p> <ul style="list-style-type: none"> • GetMore Math one-on-one practice (spiral review)- Build Fluency in Math Skills -SPED • Renaissance Freckle-Bil. Math scholars in a targeted one on one setting • Math IXL & iReady - Gen Ed. in a targeted one on one setting • Targeted Extra Help Sessions with a focus on the skill 3 or more grades level below. • Connect to school community programs (EMPIRE, Hispanic Council Center, Gear Up, Saturday & Tiger Academy).

Assessing English Languages Learners

In teaching and assessing students learning English, please keep in mind:

- The linguistic level of the student (Entering, Emerging, Transitioning, Expanding)
- Progress in language development; listening, speaking, reading, and writing
- Language learning is not a deficiency for the child, it is an asset
- Development of the output domains (speaking and writing) sometimes lag behind
- Development in the input domains (listening and reading)
- The curriculum is not watered down for the students, but accommodations for varying linguistic levels are necessary.
- Can the student demonstrate clarity of ideas/ effort/ and understanding of the content appropriately for his/her linguistic level?
 - Refer to WIDA [K-12 Can Do Descriptors](#)
- Monitor progress, to inform co-teachers, parents/guardians about the student's progress. Connect with content area teachers and make sure that they have a good understanding of where ELLs are in their English learning journey and how the learning community can support students.
- Suggested template to use while holding bilingual/ENL parent-teacher conference night: [ENL Progress Report Cards](#)

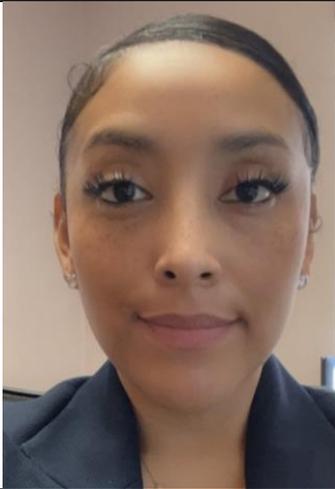
Assessment Guidelines





[Commissioner's Regulation Part 154 FAQs](#)

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