New Visions for Public Schools

Multilingual Learner Instructional Model & Program Guide
New Visions Charter High Schools

Please use the following document to collect any feedback, questions, or resources that you think are needed in the NVCHS MLL Program Guide.

Feedback Catcher

Contact Joanna Yip, Lead Instructional Specialist, at jyip@newvisions.org for questions and additional guidance.

This guide is:

- an overview of instructional models & program design for multilingual learners at New Vision Charter High Schools (NVCHS)
- utilized by NVCHS schools to inform programming and to design curriculum, assessment, and instruction of Standalone ENL and Integrated ENL courses as well as reading interventions
- used by individual schools as a basis to develop and articulate their approach to language education in their specific contexts
- informed by the latest empirical research on effective instructional models and program design for English learners

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REFERENCES

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Resources
● NVPS Literacy Intervention Guide
● NVCHS School Model Handbook
● NVPS ELL Website
● Equal Access for All Learners
● NYSED Blueprint for ELL Success
● Features of Successful ENL Programs (NYCDOE)
● Response to Intervention for ELLs (NYCDOE)
● NYCDOE ELL Policy and Reference Guide
● English Language Proficiency Development Framework (Council of Chief State School Officers)
● Framework for ELL Instruction (Council of the Great City Schools)

NVCHS Program Overview

This overview section includes answers to the following questions:
- What is the vision and mission for multilingual learners at New Visions Charter High Schools?
- What are the components of ENL Programming that support the NVCHS vision and mission for multilingual learners?

Key Terms
Because our schools operate in diverse communities, multiple terms are used (often interchangeably) to describe our population of multilingual students:

English Language Learner (ELL) - Refers to students who are identified as needing English language services. They are typically students who are learning English as a new language.

English as New Language (ENL) - ENL refers to the programming and staffing requirements for English language learners in NY State.

Multilingual Learners (MLL) - Refers to students who have at least two languages in their linguistic repertoire, including those who are learning English as a new language. This term acknowledges the linguistic and cultural assets that students bring to our school communities.

Click here for a comprehensive glossary of CR Part 154 terms [forthcoming]

Student Support Team Vision and Mission

New Visions for Public Schools' vision for student support services is that all learners have **equal access** to educational opportunities where **barriers to learning are reduced** and **learner diversity is recognized, supported, and embraced**. Our mission is to **partner with school communities** to advance this common approach.

Vision for MLLs at New Visions Charter High Schools

Multilingual learners will graduate from NVCHS with confidence and skills to participate in the school community, engage in academic discourse, utilize multilingualism as an asset, and engage in deep learning of disciplinary knowledge and literacy. NVCHS strives to achieve equitable outcomes for MLLs in reading and writing growth, graduation rates, college and career readiness rates, and postsecondary success.

Mission for MLLs at New Visions Charter High Schools

New Visions Charter High Schools are committed to providing a rigorous and meaningful education for all multilingual students, including those who are new to learning English and may require English as a New Language (ENL) supports. Our schools strive to reduce barriers to learning so that multilingual learners can access a robust and engaging academic curriculum. At NVCHS, we recognize that multilingual students have unique cultural and linguistic "funds of knowledge" that they bring to the classroom. (González, Moll, & Amanti, 2005) We are also committed to creating culturally and linguistically sustaining learning environments for multilingual learners.

Our approach to actualizing our vision and mission draws from NYSED's *Blueprint for ELL Success* and [key instructional principles for English Learners](#) from Stanford University's Understanding Language initiative:

1. Language & Content Integration: Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem. Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.

- When schools and teachers create the opportunities for them to learn, ENL students can meaningfully participate in rigorous academic content even as they are learning a new language. (Gibbons, 2014) Our schools develop language and content integrated curriculum and instruction so that students can simultaneously develop content knowledge, language and literacy, academic skills and analytical thinking.

2. Culturally Sustaining Pedagogy - Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge. ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

- Home language is a cognitive tool for learning. (García & Menken, 2015) Our classrooms seek to celebrate and utilize the linguistically diverse learning environments that exist among our school communities. We use our understanding of a student's full linguistic repertoire to design instructional and social supports.
- Provide high-quality foreign language instruction to English-dominant students who may come from multilingual families
- Create academic pathways and assessments to support students to attain the Seal of Biliteracy

3. Access to Core Instruction - Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.

- Teachers embed access to core instruction for ELLs through planning, designing assessments, scaffolding instruction, and providing individual access and multilingual entry points based on students' language development. Teachers utilize language development instructional practices, and embed literacy support using grade-level content.

4. Language & Literacy Development - Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences. ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in

English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

- Our schools utilize home language literacy assessments and educational histories to determine what kinds of additional supports are needed for multilingual students, including how to program, group students, and plan course placement.

5. Gradual Release of Responsibility - Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings. ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

6. Assessment Practices - Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices. These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to re!ect on their own thinking and learning.

- Accelerating learning for ENL students requires active progress monitoring and formative assessments to track growth in real-time, and to strategically respond to students' learning needs in targeted and timely ways. (WIDA Consortium, 2013) We use Tier 2 and Tier 3 instruction in a Response to Intervention model of language and literacy support to address specific skill-gaps, comprised of both Standalone ENL instruction and reading interventions that are engineered to address language development.
- We use multiple assessments that provide varied sources and types of information, to get the most relevant information we are able to, for students who are new to learning English

7. **Socioemotional Learning & Culturally Responsive Educational Practice** - Language development is contingent on many factors, including socio-emotional and cognitive ones. (Suárez-Orozco et al, 2008) Hence, schools strive to support multilingual learners in a variety of ways through a multi-tiered system of support. Language support and instruction is multi-modal, embedded across content-areas, and integrated into socio-emotional learning. We strive to integrate culturally sustaining practices and community building to ensure that the school community values the experiences and assets that our multilingual learners bring. We continually improve specific practices, routines, and strategies to develop a multilingual and culturally responsive environment.

8. **Adult Learning** - We acknowledge that building a learning environment where multilingual students can thrive requires a coordinated effort based on systematic adult learning structures and routines that engage educators and practitioners to reflect on their ongoing work with multilingual learners. A key principle in our approach at NVCHS is to develop spaces for ongoing teacher collaboration, inquiry, and engagement with reflective conversations to identify whether our current practices are positively impacting our multilingual learners.

NVCHS Multilingual Learner Program Overview

Due to our network's relatively small population of ENL learners at this point in time, NVCHS does not currently use a bilingual program or sheltered instructional model, which have particular enrollment, staffing, and scheduling requirements. Bilingual programs typically require at least 20 students in a common language per grade, teachers who are licensed in bilingual education, and allocation of instructional time for the requisite program of study that includes native language arts courses. Some NVCHS schools have developed the use of multilingual practices and pedagogy within their ENL program, including some Integrated ENL courses that use a bilingual or sheltered instructional approach. Individual schools can work with the ENL Instructional Specialist to develop bilingual programming practices. As our ELL enrollment grows, our schools should shift to bilingual programming in response to our community's needs. Regardless of our ENL focused programming, we hope to support all MLLs in our network to attain the Seal of Biliteracy upon graduation.

Each school's ENL program is comprised of a multi-tiered system of instructional support:
- **Language & Literacy Support Across the Curriculum** (Part 2)
- **Integrated ENL in Content-Area Instruction** (Part 2)
- **Standalone ENL** (Part 3)
- **Reading intervention programs** (Part 4)

We believe that the combination and coherence across these components allow schools to serve students in an inclusive and responsive way. The Integrated and Standalone ENL components should be informed by the use of assessments and progress monitoring, alongside reading interventions when needed.

Approach to Programming
One core principle that guides all programming decisions for multilingual learners is using our deep knowledge of students and their learning needs to influence our program design. This entails the triangulation of various data, including language and literacy data, student interactions and observations, and educational histories, to determine the best fit program for individual students. By understanding our students, we acknowledge the assets they bring to their education, and design their academic pathways to build on those assets as well as to provide appropriate support when needed.

NVCHS schools should organize their ENL programs based on New York State's CR Part 154 minimum requisite units of study for students who are identified as English learners. The following is an explanation of CR Part 154 Implementation in New Visions Charter High Schools:
- Programming of individual ENL students should be informed by a holistic analysis of language and literacy data, as well as historical academic data. See Part 5 for a more in-depth explanation of various data points that should be triangulated to arrive at programming decisions.
- Students are entitled to the requisite units of study and instructional minutes based on their performance on the NYSESLAT (or the NYSITELL upon ENL identification).
- Students who are at ENTERING and EMERGING levels are entitled to at least either 180 or 90 minutes of Standalone ENL per week. depending on their NYSESLAT/NYSITELL level.

- Based on a school's calendar and bell schedule, most NVCHS schools can provide TRANSITIONING level students the entirety of the required 180 minutes of ENL instructional minutes per week through Integrated ENL. TRANSITIONING students do not need to be programmed for Standalone ENL if they get 180 minutes of Integrated ENL per week. This helps to avoid credit gaps in core courses needed for graduation.
- TRANSITIONING and EXPANDING level students can be programmed for additional support through a Standalone ENL course if their language and literacy data demonstrate that they require additional support beyond the instructional minutes recommended in CR Part 154. Schools should keep in mind that doing so may lead to credit gaps and will have to weigh the students' progress to graduation against their needs for language and literacy support.
- Students test out and exit ELL status when they reach COMMANDING. They are entitled to an additional two years of ENL programming through 90 minutes of Integrated ENL per week. The Student Support Team recommends that these students be placed in Integrated ENL courses with other ELLs for this support.
- Integrated ENL is almost always a co-taught course unless the teacher is dual certified in TESOL and a content-area.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study *per week* (540 min.)	2 units of study *per week* (360 min.)	1 unit of study *per week* (180 min.)	1 unit of study *per week* (180 min.)	Former ELLs must continue to receive services for an additional *two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, *or* other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	**STAND-ALONE ENL** Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		**INTEGRATED ENL** Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	**STAND-ALONE ENL** K-12 Certified ESOL Teacher		**INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER** ESOL or Content Area (7-12) teacher who holds both certifications **INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)** A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.
Core Content Area shall mean ELA, Math, Science, and Social Studies.

Updated May 6, 2015
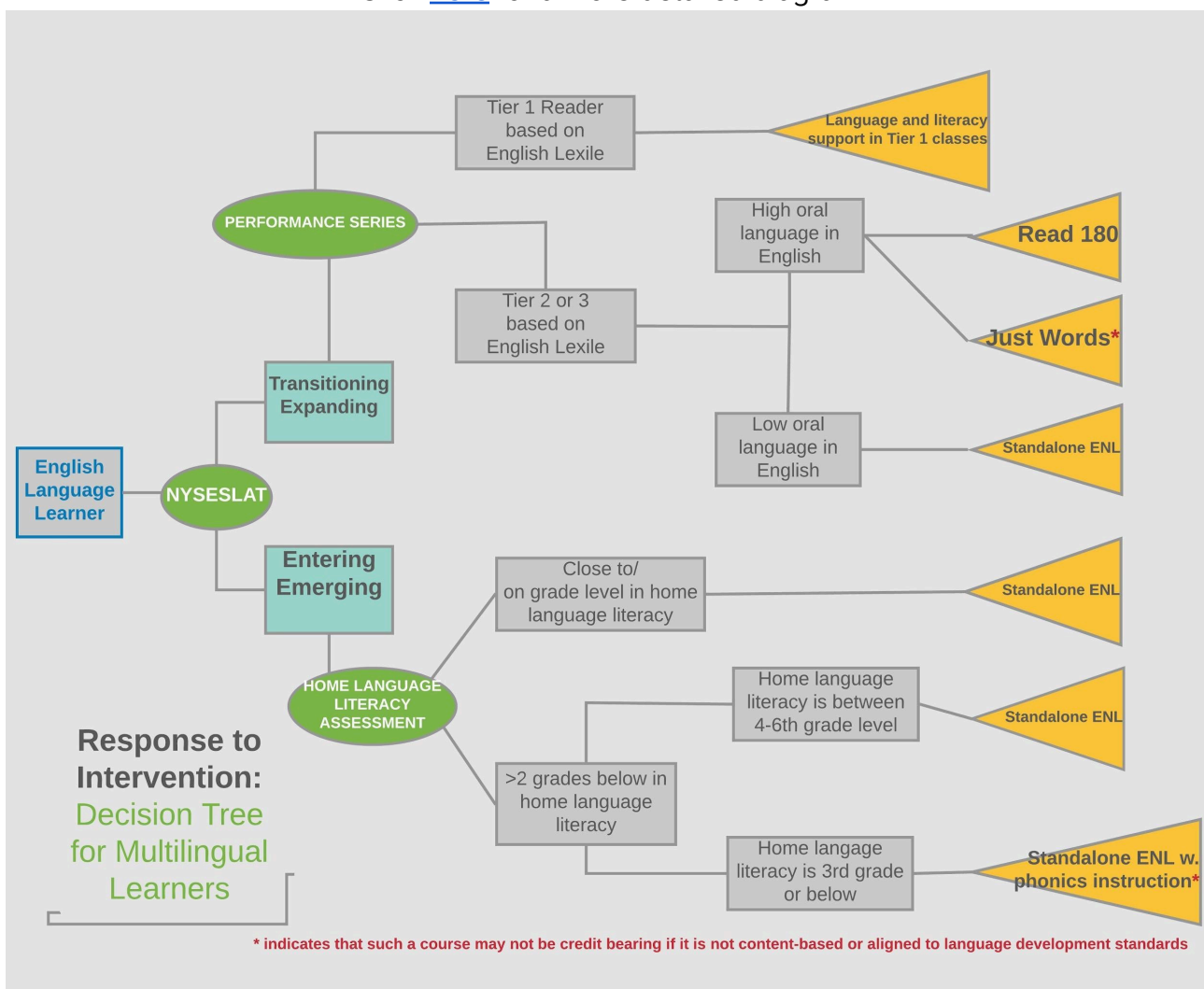
Response to Intervention

The NVCHS ENL program and instructional model relies on a multi-tiered [Response to Intervention for English Learners system](#) of support for the following key purposes:
1. to ensure that multilingual learners are not incorrectly identified with a learning disability;
2. to support students who are struggling with literacy;
3. to monitor growth in language and literacy in order to secure the pathway to high school graduation and beyond
4. to coordinate various academic and socio-emotional supports to multilingual learners

The following graphic outlines the pathways for identifying Tier 2 and 3 instructional supports for different MLLs within NVCHS ENL program models. The decision tree below presumes the following:
- All ELLs (current and former) who are entitled for ENL services should be programmed for the requisite Integrated ENL courses in a core subject.
- Standalone ENL courses can award elective credit only. Phonics reading interventions such as Just Words and Wilson do not award elective credit, since they provide remedial support.
- The Performance Series is used as a screener to determine Tier 1, 2, and 3 readers for ELLs who are TRANSITIONING or EXPANDING. For ENTERING and EMERGING level ELLs, their Lexiles must be triangulated with other data such as home language assessment, student writing, or a phonics inventory such as the DORA or WIST.
- Schools may use various decoding or phonics assessments. Regardless of which assessment is used, the key purpose of the assessment is to inventory whether a multilingual learner truly needs phonics instruction.

Click [here](#) for a more detailed diagram

Response to Intervention: Decision Tree for Multilingual Learners

* indicates that such a course may not be credit bearing if it is not content-based or aligned to language development standards

Part 1: Language Development Framework

Part 1 includes answers to the following questions:
- What is the Language Development Framework that guides the NVCHS program model for multilingual learners?
- What is the theory of action on which we base the design of Integrated ENL content courses?
- How do NVCHS schools implement a coherent language development framework within a multi-tiered system of support for ENL students?
- What does language development look like at NVCHS for English-dominant multilingual learners?

The NVCHS Language Development Framework

In order to accelerate language and literacy development for multilingual learners, programming and instructional design takes into account the ongoing interaction between the learner, the curriculum and instructional context, and the methods utilized to support the learner within a particular context. This interaction requires deep understanding our students' learning needs by monitoring their language and literacy development, and using that information to determine scaffolds and methods needed within the implementation of curriculum. As a result, the approach to language education at NVCHS varies across the instructional core, in Standalone ENL courses, and in reading intervention programs.
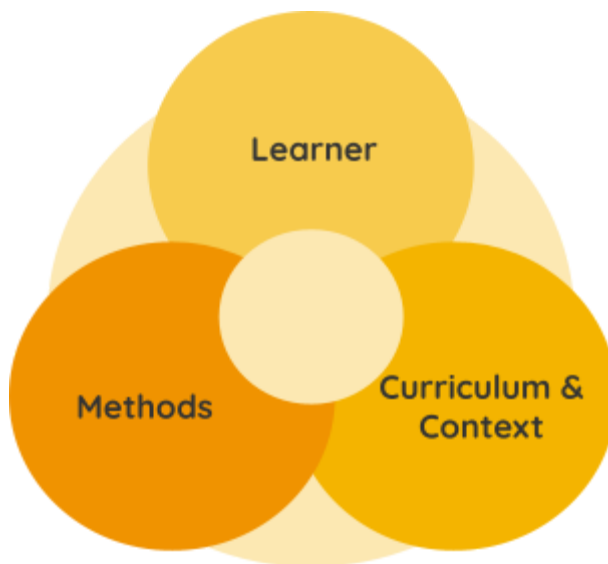
Language Development in Tier 1 Instructional Core

At NVCHS, the foundation of the instructional core is high-quality curriculum developed by New Visions that is rooted in the NY State Next Generation Learning Standards, and engaging disciplinary concepts and skills that support students to be college and career ready at the end of their high school academic preparation. Language development for multilingual learners must be fully integrated and embedded into content-area curriculum and instruction. Whereas language development used to be a separate support offered to ENL learners, the nationwide shifts in curriculum and instruction for multilingual learners necessitate a different approach to language development. *(See English Language Proficiency Development Framework from Council of Chief State School Officers)*

The NVCHS approach involves the simultaneous development of language, disciplinary literacy, content knowledge and skills, and analytical thinking across all subject areas. Such integration requires *all* teachers to utilize language development practices, scaffolded instruction for English learners, multilingual entry points, and systematic routines for academic discourse that should be embedded across the curriculum. When students need additional support, we use a Response to Intervention instructional model to determine what language and literacy instruction is needed beyond the support embedded in the core subjects. This bedrock approach guides our design of instruction.

To ensure that multilingual learners thrive in our schools, schools should provide access to grade-level academic curriculum which prepares students for the NY State Regents examinations. When we reducing barriers to learning in Tier 1 content-area instruction, multilingual learners will have broader access to the secondary curriculum, opportunities to develop language and content understanding with a diverse set of peers, and develop academic language and disciplinary literacy faster. Core instruction is most effective when it utilizes routines and strategies for speaking, listening, reading, and writing across subject areas to develop MLLs participation and production of academic discourse.

Language Development in Tier 2 and 3 Instruction
Learning to read complex texts in a new language is challenging and ENL students will also require additional supports focused on shoring up language *and* literacy skills. For this reason, our ENL programming utilizes both Standalone ENL courses and evidence-based reading intervention programs that respond to the unique needs of subgroups of ENL learners. We see an important connection between language development and literacy and understand that the instructional approaches for language *and* reading need to be utilized in a mutually reinforcing way. The choice between supporting a student through a Standalone ENL course or reading intervention is determined by the learner characteristics of individual students. We seek to be flexible in the use of instructional practices and provide interventions on a contingent basis, knowing that MLLs shift their learning needs over time.

Progress Monitoring for Language and Literacy Development
At the core of our language development framework should be a responsive progress monitoring system that tracks student learning through analyzing literacy data and frequent cycles of formative assessment to quickly surface learning needs that are strategically addressed in instruction. We encourage all schools to utilize formative assessment cycles using student writing to monitor language and literacy development, content understanding, and analytical thinking.

By progress monitoring, we can examine the efficacy of each tier of instruction happening in our schools and determine what kinds of supports are needed for students within each tier. We make adjustments in programming and instruction based on the most comprehensive data we can gather for multilingual learners including NYSESLAT levels, content-area formative assessment data through writing, literacy data, and performance on Regents exams. When we tune our programming and instructional models to the specific needs of students and take into account the learner characteristics and linguistic profiles of multilingual students, we match our student supports based on a deep understanding of our students.

Part 2 : Content-Area Instruction for MLLs

Part 2 includes answers to the following questions:
- How do we design content-area instruction using the NVCHS language development framework?
- How do we accelerate language and literacy development for MLLs, while simultaneously developing content knowledge and analytical thinking?
- What is the theory of action on which we base the design of Integrated ENL content courses?
- How do we support MLLs to be college, career, and community ready through content-area instruction?

At NVCHS, we uphold the principle that multilingual students learn a new language best when language and literacy instruction is integrated with content and analytical thinking. This means that ENL supports must be embedded into core content area instruction, across the curriculum, and across grade levels.
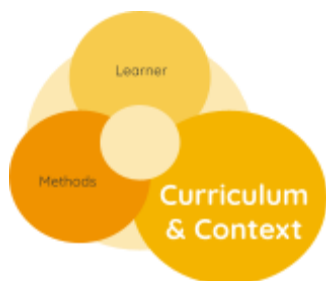
In balancing the learner, methods, and context, content-area instruction is driven primarily by the subject-area curriculum and the classroom context. The ENL supports are embedded so that students can access content and materials, and develop the language and literacy skills needed for the discipline. The goal is to increase MLLs participation in and production of academic discourse in each subject. While the curriculum dictates the direction of the instruction, teachers work to bring MLLs into the fold through ENL instructional practices that match the needs of the learner.

1. Language & Literacy Support Across the Curriculum

Instructional support for English learners should be present across the curriculum and throughout the entire learning environment.
- Teachers of *all* classes where ENL students are programmed utilize scaffolding for English learners, multilingual entry points, academic vocabulary instruction, and routines for speaking, listening, reading, and writing.
- Teachers in *all* core subjects work to make lessons accessible for all students, including English learners, using the [Equal Access for All Learners (EAAL)](#) instructional framework and multilingual entry points.

Language and literacy support across the curriculum is focused on the language and literacy needed for the discipline. The goal is for teachers in all subjects to surface the key linguistic demands in their content and create entry points that create access to the content and skills of the discipline or in a particular lesson. This is different from the Integrated ENL classroom, where the focus on language development should be systematic and targeted, and from the Standalone ENL classroom, where the focus is entirely on accelerating the development of new language skills. We understand that not all teachers are tasked with teaching language per se, but all teachers can provide supports that contribute to language development.

Hence, the key design features of language support for ENL students in any class are:

- *Routines and scaffolds for participation in academic discourse*

Multilingual learners should be supported to participate and engage in academic discourse not only to contribute to the learning community but also to accelerate their language development. The strong connection between language skills used for discourse and those needed for academic writing means that the more ELLs are given opportunities to participate in content-focused and text-based discussions, the more they will be prepared for the linguistically demanding writing tasks presented to them in core instruction. Content teachers can utilize routines for academic conversations so that students who are still learning English can have an entry point to participate and contribute.

- *Culturally and linguistically sustaining curriculum*

In all classes, teachers strive to build on the linguistic and cultural assets that multilingual learners bring to the classroom. This includes the use of multiple languages, establishing equity in voices and perspectives that are heard, and a [windows/mirrors](#) approach to the selection of content and materials. We strive to incorporate culturally sustaining and linguistically accessible texts, visuals, materials, content and tasks, so that multilingual learners have access to a deep and rich curriculum that uses engaging instructional materials.

- *Routines for learning content and academic vocabulary*

All classes can support ENL students by utilizing routines for students to learn content vocabulary (Tier 3) and high-utility academic vocabulary (Tier 2). This includes 1) extended instruction into Tier 3 words or Tier 2 concepts that are central to the subject or topic of a lesson, 2) routines or tasks for the use and appropriation of a small number of high-leverage content words each lesson, and 3) word learning strategies to support students to be independent in learning new words.

- *Scaffolded instruction for English learners*

All teachers should use scaffolding that is contingently used to support ENL students based on their learner characteristics. Scaffolding for English learners includes breaking down texts into chunks, dividing tasks into component parts, providing models of performance tasks, or differentiating assessments. Instead of requiring and asking ENL students to take on an entire task that may be beyond their stage of development, teachers isolate the most important parts of a learning objective, and narrow the students' attention to focus on something smaller, in order to move them incrementally toward the end goal.

By balancing the cognitive load and focusing instruction on what is manageable and achievable at different points of a lesson, all teachers across the curriculum are able to provide some support consistently. This support accumulates and accelerates students over time and works in tandem with the strategic supports that are provided to ENL students in Integrated and Standalone ENL courses.

- *Utilize multilingual entry points, when possible*

Teachers can enable MLLs to access content through different means using home language, visuals, multi-sensory tasks, and through different modalities of speaking, listening, reading, and writing.

Teachers create entry points for MLLs by designing alternatives for one of the following elements in a given lesson:

- **Content** — the information and skills that students need to learn
- **Process** — how students make sense of the content being taught
- **Product** — how students demonstrate what they have learned
- **Affect** — strategies that address the feelings and attitudes that affect students' learning

Furthermore, teachers should routinely utilize testing accommodations that are provided to ELLs for state exams within content-area assessments, both formative and summative. When ELLs are accustomed to using accommodations, they are better prepared to utilize those strategies to improve their performance on high-stakes assessments such as the Regents exams. Accommodations can be removed strategically when the goal is to assess students' mastery of content or language that has been taught.

2. Strategic Language & Literacy Support in Integrated ENL
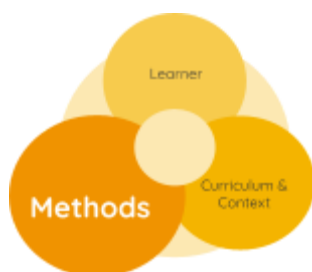
In addition to cross-disciplinary literacy support, content-area instruction for MLLs must include strategically programmed Integrated ENL courses based on CR Part 154 Units of Study. While the Integrated ENL context and curriculum might be similar to other courses in the instructional core, the *methods* utilized to provide support to ELLs must be strategic, systematic, and focused on the language and literacy needed for the content-area. Integrated ENL classes consist of the following:

- All ENL students, including Former ELLs who tested out within the last two years, take at least one core content class in which language support is emphasized
- English Learners are co-taught by a teacher certified to teach English as a New Language. ENL teachers work with content-area teachers to reduce linguistic barriers to learning.
- The language instruction in Integrated ENL courses is systematic, targeted, and supports language development for students at any level of English proficiency.
- Language instruction emphasizes academic language, disciplinary literacy, academic writing and texts structures, including the purpose and plan of development in academic argumentation and discourse.

See [Framework for ELL Instruction](#) from the Council of the Great City Schools

Language and Content Integration
Integrated ENL courses are most effective when language and content instruction are integrated in a coherent manner, both through co-teaching practices and through instructional design. In addition to the practices used in all classes to support MLLs, Integrated ENL and content teachers work collaboratively to:

- ○ Craft language and content-integrated learning objectives for the unit and for each lesson
- ○ Determine language targets that support students to develop academic vocabulary, the language of the discipline, and disciplinary literacy
- ○ Design multilingual entry points to enable MLLs to access content through different means using home language, visuals/simulations, multi-sensory and experiential tasks, and through different language modalities (speaking, listening, reading, and writing)
- ○ Select and create instructional materials and content that include language supports (i.e., student-friendly English glossaries, home language to English glossaries, word banks, highlighting key academic vocabulary, visuals, and use of home language to demonstrate understanding)
- ○ Incorporate systematically used routines for academic discourse that develop speaking, listening, reading, and writing
- ○ Create frequent opportunities for collaborative learning, student to student interaction, academic discussions
- ○ Implement formative assessment cycles using writing tasks that simultaneously develop academic writing, content knowledge, and analytical thinking

Academic Discourse in the Integrated ENL Classroom

Integrated ENL courses should emphasize instruction that develops student's engagement and fluency to engage in academic discourse. As defined by the Understanding Language initiative, **academic discourse (oral) is a verbal exchange of ideas between two or more individuals (e.g., student-to-student, student-to-teacher) that displays the conventions of knowledge-building used in the academic discipline or in the classroom culture around complex topics and/or complex texts. To be of high quality, these exchanges should be extended, engage with disciplinary ideas, and reflect the discipline's analytical practices (e.g., how to construct explanations, develop arguments from evidence, critique or build on others' ideas, clarify misconceptions, communicate information, etc.).** The elements of academic discourse are:

1. Students engage in verbal interactions focused on central content-area ideas, and analytical thinking and practices (analyzing, asking questions, elaborating, justifying, critiquing, etc.).
2. Students verbalize connections among or between disciplinary concepts/ideas (synthesizing, explaining, generalizing, hypothesizing).
3. Students make arguments using evidence to support reasoning or claims
4. Students connect and integrate ideas using language(s) (home and/or English), cultural assets and prior knowledge
5. Students deepen understandings by building on prior knowledge/ideas or the ideas of others
6. Students negotiate meaning using peers as resources in English and other languages.
7. Students refine their communications using formulaic expressions, representations, metaphors, and multiple examples.
8. Students acknowledge and value the ideas of peers.
9. Students offer peers respectful, accurate and useful feedback
10. Students engage in well-structured discussion tasks and prompts facilitate productive struggle.

Co-teaching in Integrated ENL

With instruction co-designed by an ENL specialist, the support in Integrated ENL is more strategic and systematic than in other classes. Integrated ENL utilizes co-teaching practices to implement language and content-integrated curriculum and instruction, which involves co-planning, co-teaching, and co-assessing and the flexible use of co-teaching models. Push in and pull out models are not effective and should not be utilized because English learners need <u>systematic</u> and<u> targeted</u> language instruction. When supports to students are designed in a haphazard way that is not integrated with content-area skills and objectives, students do not accelerate as quickly as they would if the support is provided within the instructional core. See the Student Support Team ICT Handbook [forthcoming] for more information about how to strategically use co-teaching models to support MLLs in Integrated ENL classrooms.

While co-teaching relationships can often dynamic and fluid, in an Integrated ENL course, the teachers define their roles based on their expertise:
● Content-area teachers contribute by 1) identifying the essential concepts, questions, and content, 2) designing instruction that scaffolds and builds conceptual and content understanding for all students, 3) identify and designing instruction to teach the disciplinary practices that students must learn in a given subject-area.
● ENL specialists contribute by 1) identifying the linguistic and literacy demands of a lesson and aligning supports, 2) designing language development routines and practices for the subject-area, 3) create individual access to learning based on students' language and literacy profiles, 4) determine how to utilize incremental supports on a contingent basis to move students along in the language development continuum.

Programming for Integrated ENL

There are real material limitations that challenge our schools' ability to provide the optimal level of ENL programming. When constraints exist, schools should strategically program Integrated ENL courses so that the ENL specialist(s) are deployed to support students who need the most support.
a. All ENL students, including Former ELLs that tested out within the last two years, should be programmed for at least one Integrated ENL course in a core content area.
b. For TRANSITIONING level students, schools should program students for Integrated rather than Standalone ENL for their Flex .5 unit of study. Our school schedules typically provide the full mandated 180 minutes per week of ENL support in an Integrated ENL course.
c. Be mindful of credit gaps and Regents scores when determining which content courses will be used to provide Integrated ENL services. Graduation requirements should be balanced with the students' language development needs and the course/teacher(s) that will best support their continued learning of English and disciplinary literacy.
d. Consider the coherence of the support provided across your school's program. Is there coherence between the support happening in the Standalone ENL course with the Integrated ENL course that a student is programmed for? Are the students programmed for additional Integrated ENL courses, or other courses taught by a teacher that is highly skilled in multilingual pedagogy and instruction?

Part 3: Standalone ENL

Part 3 includes answers to the following questions:
- What is the theory of action on which we base the design of Standalone ENL courses at NVCHS?
- What are best practices in designing Standalone ENL curriculum and instruction?
- What is the relationship between Standalone ENL classes and literacy interventions?
- Which data, including language and literacy development data, are needed to determine placement and progress within Standalone ENL courses?

1. **Definition of Standalone ENL**

CR Part 154 states that a research-based English language development program is comprised of two components:
- Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and
- Stand-alone ENL: Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas. See Units of Study Tables to determine the appropriate model. Only ELLs receive Stand-alone ENL instruction. Standalone ENL can be done in a variety of classroom settings. *(Source: CR Part 154 Units of Study Glossary & Questions & Answers)*

Different from Integrated ENL, the purpose of Standalone ENL programming is to provide systematic and cumulative instruction in English language development that creates a linguistic foundation for academic discourse in all subject areas. Multilingual learners need grade-level language and content integrated instruction *and* targeted English instruction in order to accelerate their language and literacy development. Standalone ENL courses are designed as the language development component of any ENL program, and target the language skills for sub-groups of MLLs who have varied linguistic profiles.

At NVCHS, our approach to the Standalone ENL program is the following:

- We use an inquiry-based progress monitoring system focused on reading development and an On Demand writing system for academic writing to determine language skill gaps that need to be addressed in Standalone ENL courses.
- While there is no one-model of Standalone ENL, one common feature used in the design of these supports should be evidence-based and responsive language instruction. We triangulate multiple sources of data to determine language targets that will be addressed through Standalone ENL instruction. Hence, the primary determinant in the design of the Standalone ENL course is neither the context, nor the methods, but the needs of the learners based on various sources of data.
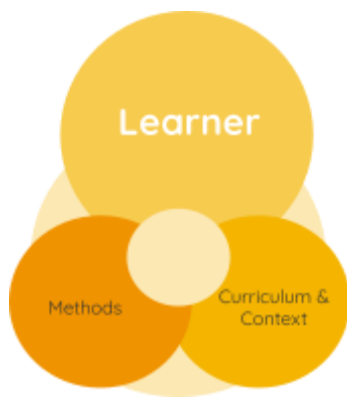
- Standalone ENL courses must include instruction in foundational language skills in reading and writing, and oral language development, that cannot be realistically or explicitly be addressed in content-area classes.
- We place a heavy emphasis on oral language development in Standalone ENL in order to influence development of reading comprehension, content understanding, and analytical thinking.

2. Standalone ENL at NVCHS

At NVCHS, Standalone ENL instruction for multilingual students is designed primarily for students that are at ENTERING or EMERGING on the NYSESLAT, or who require additional support beyond the scaffolding provided in Integrated ENL content courses. Students that are at TRANSITIONING level or above should only be placed in Standalone ENL when evidence from language and literacy diagnostics suggest it is necessary.

When designing the Standalone ENL courses, each school should develop a plan that explains its approach to language and development utilized in those courses. Although the Standalone ENL course is often academic content integrated with language skills, the Standalone ENL courses should elevate and prioritize the systematic development of language, academic vocabulary, and literacy. The program design should articulate:

- placement criteria, for students who are not ENTERING or EMERGING on the NYSESLAT
- which data are used to determine placement and to monitor language development
- how the instructional model is designed for the learners in the class based on data
- how units of study in a Standalone ENL class systematically target language learning over time, in service of academic and disciplinary literacy

Principles & Program Criteria for Standalone ENL:
- Standalone ENL instruction should be content-based, but language and literacy development is privileged over content instruction.
- If instruction is focused on foundational literacy skills (such as sight words, phonics, fluency, vocabulary, etc), it must support students' independent practice and application and should be done within the context of content-based thematic units of study. Reading instruction in phonics and decoding should only be emphasized for students whose home language literacy data provide evidence that students are reading at 3rd grade or below in a primary language other than English.
- Standalone ENL instruction *cannot* replace integrated ENL content-area instruction.
- It is mandated for Entering/Emerging ENL students.
- It is NOT effective to mix students of more than two contiguous grades levels together. However, heterogeneous student groupings by language proficiency can be a feature of

Standalone ENL courses. Students can also be programmed into Standalone ENL courses based on language and literacy needs.

● Effectiveness of Standalone ENL courses depends greatly on whether the instruction is responsive and appropriate to identified students' language and learning needs. The appropriate matching of curriculum to the learner is key to accelerating language and literacy development for multilingual learners

Key Instructional Components

Component	Description
APPROPRIATE MATERIALS	High-interest, age-appropriate, *and* linguistically appropriate materials and instructional resources for beginner English learners that are culturally and conceptually engaging to multilingual adolescents.
LANGUAGE TARGETS	Specific language targets for speaking, listening, reading, and writing. May include basic foundations of English such as alphabetics, phonemes, morphemes, and syntax. Mapping a clear progression of skills in language development is vital to early intervention for ENL students.
WORD LEARNING STRATEGIES	Explicit instruction in sight words, word learning strategies, and high-frequency academic vocabulary. Most importantly, students develop routines and practices that they independently use to problem solve when they encounter new words they do not know.
HOME LANGUAGE	Home language is a cognitive tool for learning. It can be leveraged in different ways such as assessment in home language, home language peers, and the strategic use of home language in academic tasks.
ACADEMIC LANGUAGE	Explicit teaching and space to practice using content vocabulary, and language function and forms needed for core content areas and academic contexts.
ORAL LANGUAGE DEVELOPMENT	Development of oral language is crucial to accelerate literacy, reading comprehension, and meaningful participation in core content classes. Targeting oral language is a high-leverage strategy to accelerate language learning.
FOUNDATIONAL LITERACY	Systematically teaching foundations of reading and writing (i.e., sound-symbol correspondence, alphabetics, word parts, word learning strategies, decoding, fluency, spelling, and sentence structure), based on students' assessed need.
PROGRESS MONITORING	Progress monitoring framework for language development to determine language targets and learning progression. We cannot wait to monitor growth in language once a year through the NYSESLAT.
NON-COGNITIVE FACTORS	Non-cognitive skills and needed for MLLs to make the transition to education in the U.S. Skills such as planning, asking for help, using peers as a resource,

	independently translanguaging help students to be autonomous learners. These also include study skills, technology skills, how to access community resources, and reach out for social and emotional supports.
ANALYTICAL THINKING	Apprentice students into analytical and higher-order thinking skills needed for participation in core content instruction. These types of metacognition are outlined in Webb's Depth of Knowledge framework or Bloom's taxonomy.
NEWCOMER ORIENTATION	Social and cultural integration into school community and the United States
EDUCATIONAL HISTORY	Uncovering a student's educational history is the key to early intervention and designing targeted supports. Since multilingual students have complex learning profiles, the Standalone ENL class is a unique space for teachers to get holistic information that informs our understanding of the whole student. Capturing findings about a student can help all teachers that work with the student.

3. What are commonly used Standalone ENL Course Models?

Standalone ENL courses typically rely on teacher created curriculum, and course models vary by context, size of the classes, and overall ENL program at a school. The following is an overview of different types of course models that can be utilized.

Course Model Type A: *Content-Area Instruction Extension*
Purpose & Goals   ● Provides smaller setting for ENL students to review, practice, and learn more deeply what they have exposure to in content-area instruction   ● Teach into language, skills, and concepts covered in core content-area instruction
Language Focus & Progress Monitoring (what students are assessed on)   ● Develop fluency and linguistic control in verbal and written production of language for core content academic discourse   ● Language functions & forms for academic contexts, and specific to the discipline   ● Language progressions are aligned to content-area curriculum for speaking, listening, reading, and writing
Best Fit Programming Criteria   *This model may be a best fit for...*   ● students with strong content knowledge and academic skills, but require language support   ● TRANSITIONING level students   ● ENTERING/EMERGING level students with high level of literacy in home language   *This model is not recommended for...*   ● students who cannot decode in their primary language or in English   ● SLIFE

Recommendations & Notes

Given the content-based nature of this model, it is highly unlikely that this model will serve students who need instruction in phonological and code-based skills for literacy in English. This model may not support students who need systematic instruction in the components of language including morphemes, phonemes, and lexemes. The model may not cumulatively teach language skills because the emphasis is on language needed for content-area instruction.

Course Model Type B: Centers-based Instruction (click on link)

Purpose & Goals
- Course is organized around students rotating across language and literacy centers
- Centers feature routines and tasks for students to independently practice target language and literacy skills
- Teacher provides small group guided reading and writing, and direct instruction focused on language and literacy targets
- Can include whole class mentor texts so that students can apply newly learned language and literacy skills with stretch texts/content

Language Focus & Progress Monitoring (what students are assessed on)
- Benchmarks and language targets determined by either a developmental reading taxonomy or language progression frameworks

Best Fit Programming Criteria
This model may be a best fit for…
- ENTERING/EMERGING level students, if the instruction focuses on code-based skills, such as sight word knowledge, word=deciphering and decoding skills in English
- TRANSITIONING level students, if the instruction is focused on fluency, vocabulary, active reading practices and comprehension
This model is not recommended for…
- students with strong content knowledge and academic skills, but require language support - the pace of such a program may not be appropriate

- This model can be heterogeneous, with students spanning a wide range of language and literacy profiles
- Targets for literacy centers are based on language and literacy needs surface through literacy assessments, either based on a developmental literacy taxonomy or language progressions
- The choice to use this model has to do with the need to provide very targeted literacy instruction, especially for those students struggling with code-based skills, to accelerate language and literacy development. Sometimes, students are not able to develop these skills through exposure and immersion alone, and need systematic and targeted instruction.
- An important component in this type of instruction is increasing the gradual release of responsibility to adolescent multilingual learners, who should be independently or collaboratively practicing and applying their learning in a center-based model, rather than relying on a teacher.

Course Model Type C: ENL Units of Study (click on link)

Purpose & Goals
- Content-based thematic units of study using sheltered instruction for ENL students (i.e., SIOP model).
- Utilizes essential questions, central text sets, and maintains thematic/conceptual coherence across scope and sequence
- Text complexity is at students' instructional level to focus on target language skills
- Instruction supports content, academic, and language and literacy skills that may not be emphasized in core content-area instruction, or may utilize a slower pace of instruction in order to scaffold learning

Language Focus & Progress Monitoring (what students are assessed on)
- Develop fluency and linguistic control in verbal and written production of basic language for communication, and for core content academic discourse
- Emphasis on vocabulary development, especially Tier 2 and 3 academic vocabulary
- Language functions & forms for basic communication, and for academic contexts
- Language progressions are mapped out for speaking, listening, reading, and writing

Best Fit Programming Criteria
This model may be a best fit for...
- students with strong content knowledge and academic skills, but require language support
- TRANSITIONING level students, especially long term ELLs that need sustained and systematic scaffolding of content, academic, and literacy skills
- ENTERING/EMERGING level students with high level of literacy in home language
This model is not recommended for...
- students who cannot decode in their primary language or in English
- SLIFE

Recommendations & Notes

Given the nature of this model, it is highly unlikely that this model will serve students who need instruction in phonological and code-based skills for literacy in English. This model may not support students who need systematic instruction in the components of language including morphemes, phonemes, and lexemes. The model may not cumulatively teach language skills because the emphasis is on language needed for content-area instruction.

Course Model Type D: *Literacy Intervention* ***(see Part 4 for more details)***

Purpose & Goals
- provide literacy intervention, once it has been determined that a multilingual learner has reading struggles that require intentional and specialized instruction.
- Such courses often utilize specific literacy intervention programs that require implementation fidelity and target literacy skills with specific approaches (i.e., Just Words or Wilson, Read 180, Reading Horizons, Reading Plus, Words their Way)
- Appropriate matching of the learner with the curriculum and instruction in the intervention is key

Language Focus & Progress Monitoring (what students are assessed on)
- Benchmarks and language targets determined by either a developmental reading taxonomy or language progression frameworks
- Literacy intervention programs typically utilize their own developmental frameworks

Best Fit Programming Criteria
This model may be a best fit for...
- Newcomer SLIFE with below 3rd grade level literacy in primary language and need literacy intervention starting at time of arrival
- ENL students who have not made reasonable growth in language and literacy, such as long term ELLs or some ELLs with IEPs/504s
This model is not recommended for:
- students with low level of oral language development in English
- students that have not yet been assessed and identified as requiring literacy intervention

Recommendations & Notes
- Students are not awarded elective credit if the Standalone ENL class is organized around a reading intervention curriculum because it is considered remediation.
- This course may be implemented in classes with General Education or Special Education students who also need literacy intervention, if the teacher is ESOL certified
- Determining whether multilingual students require literacy intervention is a complex process because of their linguistic profiles. The students' skills in their *primary language* must be taken into account to determine whether a student truly needs reading intervention. Furthermore, existing programs for literacy intervention are not always appropriate for ENL students (i.e., Wilson) and often need to be altered to take into consideration such factors as

> home language, oral language development, and the often non-linear nature of building basic reading skills that we often see with adolescent ENL students. See Part 4 on Literacy Interventions for details on how to accurately identify ENL students for reading intervention, and to amplify instruction for MLLs using Wilson, Just Words, and Read 180.

## 4. Integrated Language & Literacy Instruction

NVCHS takes an integrated approach to language and literacy development for MLLs. For a long time, both researchers and practitioners failed to develop an instructional framework that aligned the parallel and overlapping processes of language and literacy development for multilingual students. As a result, language was taught without a focus on literacy, or literacy interventions were utilized without adequate attention to language development. We can no longer compartmentalize language and literacy instruction because MLLs must develop the advanced language and literacy practices for academic discourse needed for high school graduation and postsecondary readiness, even as they are learning a new language. The following concepts in language and literacy education suggest the need for a more integrated language and literacy instructional framework:

1. Language development does not require literacy in a new language. There are many instances in which we learn language orally for communication without developing corresponding print-based skills, and there are many languages that humans use in the world that do not have a print component. However, language development in an *academic* setting always requires literacy. Hence, instruction in advanced literacy practices is an important component of multilingual education.

2. The demands of the Next Generation Learning Standards require students to make multiple shifts in literacy development: from learning to read, to reading to learn, to disciplinary and post-secondary literacy. Those transitions are challenging for many adolescents, but multilingual students must make all three of those major shifts in a new language, often without home language support.

3. Multiple data sets suggest that our MLLs are not successfully developing advanced language and literacy practices in any language in their linguistic repertoire. This is partly because they rarely have the opportunity to continue developing literacy in their primary language, *and* also because they need explicit instruction to do so in English. The performance of MLLs on CC ELA Regents, the barriers to higher pass rates on exams that have high literacy demands such as Global and U.S. History, the plateau in performance on the NYSESLAT at the TRANS and EX levels, and Lexile data over time, all suggest that MLLs need a lot more explicit instruction in literacy than they currently have access to. Some students may need explicit instruction in phonics while others primarily need it in reading comprehension. Literacy assessments are crucial in helping us to identify which skills need to be taught and inform the design of literacy instruction across the curriculum to support the development of those skills,

4. The Inoculation Fallacy: While many MLLs may not need instruction in how to read (their home language literacy will transfer to their ability to read in English), they do need explicit instruction to make the shifts to reading to learn and to disciplinary literacy. This is in large part because they are making these shifts in a new language and usually do not have access to continued literacy instruction in their home language. Our language and literacy instructional framework operates under the assumption that just because students have learned to decode does not mean that they do not need continued support toward increasingly advanced literacy. This has been described by Catherine Snow as the inoculation fallacy, "the widespread fallacy that an early vaccination of reading instruction protects permanently against reading failure." This creates an especially acute challenge for MLLs who historically have not had quality literacy education even prior to learning English. Hence, we can only make determinations about what MLLs need/do not need by closely progress monitoring and looking at literacy data.

5. When schools implement reading instruction for MLLs, and especially when they utilize reading intervention programs designed for English-dominant students, they often focus entirely on reading, without attending to language instruction or comprehension. Hence, such reading interventions are not always successful with MLLs because they do not incorporate speaking, listening, reading, and writing for communicative purposes and meaning, nor do they address the components of language.
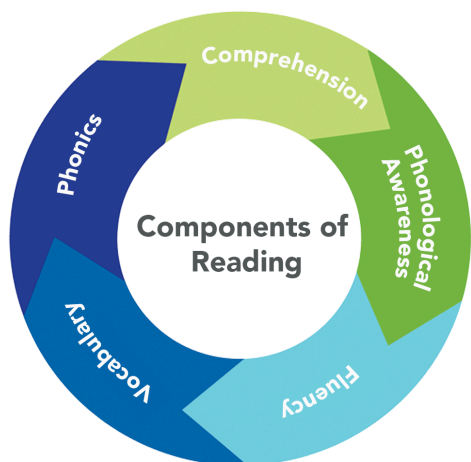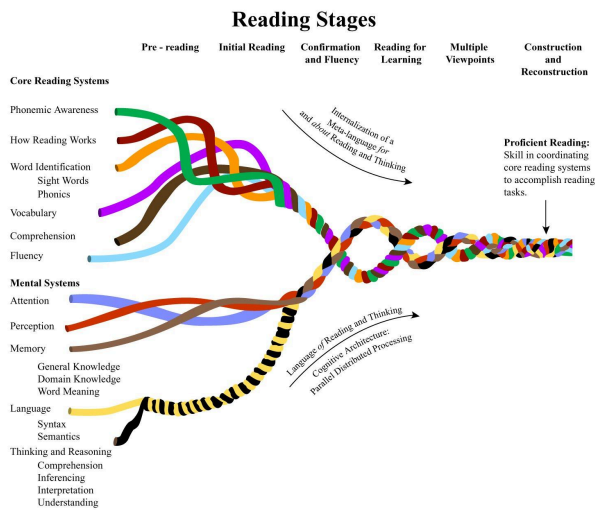

Florida Center for Reading Research, Essentials for Reading Success: Components of Reading
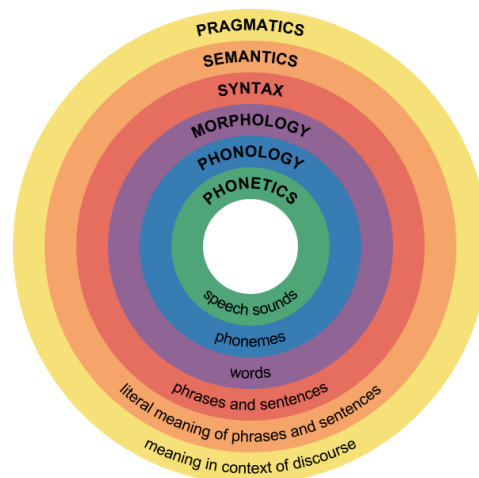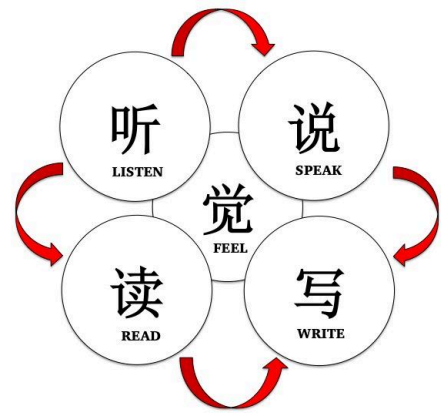
READING:
The Big 5

LANGUAGE: Components

Reading and language development need to be
integrated in any program model for multilingual students.

Reading Development

Language Development

Reading and language development involve
both distinct and mutually reinforcing processes.

5. Home Language Assessments

AT NVCHS, we develop a deep understanding of our students' learning needs by taking into consideration the assets they bring through their entire linguistic repertoire. Hence, when possible, we utilize home language assessments to inform our understanding of their strengths as well as the skill gaps they might need support with. To the best of our ability, we administer home language assessments to determine interventions that are needed, and to ensure that we program students for remediation only when evidence suggests that students need it.

USING HOME LANGUAGE READING ASSESSMENTS

The primary use of home language reading assessments is to determine if students need phonics instruction in English. Generally, we use a 3rd or 4th grade cut off in home language literacy to triage what supports students need in English. Students who have reached that approximate level of reading in their home language will need support in vocabulary, fluency, and comprehension, but do not need explicit phonics instruction. They will likely benefit from a Standalone ENL class, but may not need a reading intervention. Home language reading assessments also enable teachers to determine the level of English text complexity they can reasonably place in front of students and expect students to successfully make meaning from it. If home language literacy is high, students can access even grade-level English texts with the right entry points, scaffolding, and language supports.

NVCHS schools most often use the Spanish DORA for home language literacy. If students have been identified as SIFE, they must be assessed with the Multilingual Literacy Screener if it is available in the student's home language. For students who are not SIFE, please contact the ENL Instructional Specialist for informal home language diagnostics that can be used in Bengali, Chinese, Farsi, Haitian

Creole, Hindi, Khmer, Arabic, French, Pashto, Russian, S'gaw Karen, Maay Maay, and Urdu. We triangulate home language literacy data, the Performance Series, WIST or English DORA data, student work, and classroom anecdotes and observations, in order to determine if a student would benefit from Just Words, Wilson, or Read 180.

USING HOME LANGUAGE WRITING ASSESSMENTS

Similar to our use of home language reading data, we the Developmental Writing Rubric [forthcoming, available in mid-September] to determine the level of academic writing our multilingual learners can produce in their own language. When assessing home language writing, we would want to look for some key skills such as:

> ✔ Can the student write fluent sentences in home language? A paragraph? An essay?
> ✔ Is the quality of the writing using age-appropriate vocabulary and language?
> ✔ Is there evidence of mastery of spelling, conventions, and mechanics, in home language?
> ✔ Does the student use language and writing skills needed for academic discourse?

Students who demonstrate writing skills in home language will transfer those writing skills to writing in English, after they have developed the foundations of the English language. However, if students have skill gaps in writing in their home language, teachers must 1) ideally teach those writing skills in the home language, or 2) provide direct and explicit instruction in those skills in English. If the students cannot demonstrate mastery of particular writing skills in their home language, they will struggle to utilize those skills in a language that is unfamiliar to them. Home language writing should also surface what skills students need to develop if home language instruction is available. If there is no access to home language instruction, teachers can still determine the pace of English writing instruction, the sub-skills that need to be highlighted and reinforced, and how targeted and explicit instruction in English needs to be. (For example, if students do not demonstrate understanding of sentence boundaries in home language, this skill will need to be explicitly taught in English.)

USING EDUCATIONAL HISTORIES

In addition to using home language assessments in reading and writing, we encourage all schools to investigate the educational histories of their multilingual learners to inform the design of student supports.

Our schools utilize the Multilingual Learner Snapshot tool to put together an initial educational history that teachers can use to learn more about their students. The [Multilingual Learner Snapshot](#) is a Google Form that allows teachers and schools to capture relevant and holistic data about multilingual students. It captures demographic and ENL Assessment data (NYSITELL & NYSESLAT), family and educational history, youth development information, and programming/scheduling information. See the Snapshot [guidelines and protocol](#) for how to use the tool to collect an educational history for your students.

1. **Reading interventions for multilingual learners**

Research in multilingual education has long established that multilingual learners that also struggle with reading benefit most from reading intervention in their primary language, *while* developing language skills in a new language. Such intervention mitigates against the kinds of reading comprehension struggles they often face when they need to engage in disciplinary literacy for subject-area learning in any language.

It is possible to provide home language literacy support in both Standalone ENL and Integrated ENL content classes through the scaffolded use of home language as a resource and developing metalinguistic awareness in those contexts. Bilingual teachers can provide home language support as students are learning English and content, and schools can also provide native language courses as a part of a comprehensive instructional program. The development of a multilingual learning environment in the whole school supports students for whom there are no teachers or instructional resources available in their primary language. (See Part 6)
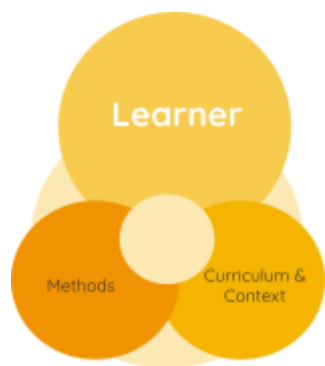
Our schools can provide evidence-based reading intervention to MLLs who need further support in reading development, to ensure that remediation in reading or writing in English is not needed after high school. Hence, the primary determinant of program placement and the instructional design of the intervention is the language and literacy needs of the students.

We utilize reading interventions for MLLs because we understand that a major reasons why English learners fail to exit ELL status, or struggle to reach college ready benchmarks in ELA and Math, is in part because of their skill gaps in literacy. MLLs particularly need systematic support to develop advanced literacy practices and we understand that Tier 1 literacy instruction alone can be insufficient in addressing these learning needs. Reading interventions can systematically provide such support. Furthermore, Standalone ENL may not be sufficient for some ENL learners who struggle with decoding and phonics after they have developed oral language skills.

The core strategy for supporting multilingual learners who also struggle with reading is through our literacy intervention programs. Since the reading intervention programs use English as the language of instruction, the multilingual instructional framework utilized within the NVCHS reading intervention system is guided by the following important elements:

1. Use of home language assessments to determine literacy skill gaps and to determine placement within reading interventions;
2. Use of instructional methods that amplify language development within evidence-based reading intervention programs, and that leverage home language as a cognitive tool for developing literacy in multiple languages.
3. Use of oral language assessments to determine placement into the reading intervention that best fits a student's language and literacy profile.

Standalone ENL Instruction or Literacy Intervention?

Standalone ENL is a requisite component of CR Part 154 Units of Study for ENTERING and EMERGING level students. When there is evidence to suggest that MLLs require explicit instruction in reading, schools may schedule students for Standalone ENL and/or literacy interventions, depending on the resources available and the context of the Standalone ENL course.

At NVCHS, appropriate matching of students with literacy interventions is based on use of language and literacy diagnostics, such as the DORA (in English and Spanish), or the Multilingual Literacy Screener if students have been identified as SIFE. The literacy intervention programs used are Just Words, Wilson, and Read 180/System 44. In addition to the literacy data used to program students for reading interventions, schools must consider two other data points to appropriately program multilingual learners for Tier 2 and 3 supports: 1) oral language development in English, and 2) home language literacy.

The following guidance may not be as useful or accurate if your school uses a different kind of literacy intervention or diagnostic tools, though there will be similarities and overlapping rules of thumb.

The Role of Oral Language Development

The following section outlines the questions and considerations for deciding whether to program ENL students for Tier 2 or Tier 3 literacy intervention, or Standalone ENL instruction. Since oral language in English is a necessary criteria for appropriate placement into Just Words or Wilson, we recommend that schools assess students' speaking and listening competencies using NYSITELL or NYSESLAT data, as well as a simple oral interview. In this interview,
- Ask students basic questions about a topic that is familiar to them, to assess if they can follow instructions or has oral language fluency in English.

- Focus on meaning and development of ideas, not on accuracy and precision in grammar, pronunciation, or fluency. The goal is to determine the basic communication skills that a multilingual student has in English.

- You may use the NYSESLAT speaking rubric to help you in this assessment.

- If the student relies heavily on home language, or does not provide response when asked to do so in English, they are not appropriate candidates for reading interventions.

Please reach out to the ENL Instructional Specialist (Joanna Yip) or the Literacy Intervention Specialist (Michelle Rotella) for any further guidance. They can help you think strategically based on your school's context and specific students. Please note that the guidelines below are not hard and fast rules. Strategic decision-making when determining how to support ENL students should be informed by a holistic understanding of a particular student's learning needs based on formative assessments, interviews, interactions, classroom observations, and anecdotes.

2. How do we determine if an ENL student might benefit from a reading intervention?

Placement of multilingual learners into reading interventions requires additional fine-grained diagnostics in order to make an appropriate program placement. **While literacy data (Lexiles, WIST, or DORA-English) provide us a starting point to understand the complex literacy profiles of multilingual learners, they alone are not sufficient to make an appropriate determination.** The literacy assessments such as the Performance Series were designed for English readers in mind, and thus have limited validity in determining comprehensive and overall reading skills of students who are new to learning English. As a result, we must triangulate literacy data in English with other information in order to confidently assess and diagnose students' reading struggles. Additional factors to consider include:

- home language literacy
- English language development, especially oral language
- Non-cognitive factors such as executive functioning, learning behaviors, goal-setting, working memory, etc.
- Anecdotal information about a student's overall learning behaviors and academic performance
- Comprehensive exam history and performance over time (NYSESLAT, Regents, formative assessments, literacy data, etc.)
- Educational history, including home country learning environment and opportunities to learn

Literacy data may indicate a multilingual student is struggling with English, but that does not mean they require reading intervention. Multiple data points need to be utilized and triangulated to understand whether an ENL student will truly benefit from a reading intervention. Literacy data can be incredibly useful for understanding the needs of long-term ELLs who may not need ongoing English language instruction, but need reading intervention in English. The following guidelines provide broad rules of thumb when considering phonics instruction for multilingual learners:

NVCHS Reading Interventions Programming Decision Tree

	If the multilingual student has not yet developed basic conversational English (Entering/Emerging):	If the student can speak and understand basic content and instructions in English (Transitioning and up):
AND The student is below maximum score on home language <u>phonics</u> and <u>phonemic awareness</u> in the DORA-Spanish (or other home language assessment)	The Standalone ENL class must include phonics instruction in English. Step 1: Build oral language in English Step 2: Then, move to Just Words, if appropriate Provide phonics instruction in home language when possible. (See the ENL Instructional Specialist if your school wants to provide this type of service).	Use Just Words for students who have some phonemic awareness but need explicit instruction in more complex forms such as multi-syllabic words. Use Wilson only for ENL students students who lack phonemic awareness in English, and who also have other learning challenges that impact memory or their ability to take up sight words quickly. Note: If the student was designated an ELL at a very young age, or is a Long-term ENL student, but still struggles with phonics/phonemic awareness in English, then Wilson may be appropriate because the instructional program moves at a slower pace.
AND The student hits the maximum on home language phonics and phonemic awareness, BUT scores lower than the maximum on <u>word recognition</u> and <u>spelling</u> <u>(DORA-Spanish)</u>	The Standalone ENL class must include Tier 2 phonics instruction in English. Step 1: Build oral language in English Step 2: Then, move to Just Words, if appropriate Provide phonics instruction in home language, if possible. (See the ENL Instructional Specialist if your school wants to provide this type of service). These students may be more independent with texts, they can move at a faster pace with phonics instruction, and can independently apply skills after gradual release.	Use Just Words, if there is evidence from an ENGLISH diagnostic (like DORA) that students still needs instruction in syllable types. Use Read 180 to support spelling and comprehension, if there is evidence from an English diagnostic (like DORA) that the student has high word recognition and phonics skills. Read 180 will benefit students who have mastered phonics in reading but still need practice with spelling. **Do not use Wilson.** The pace of the instructional program is too slow for these students, and it requires committing multiple school years to complete the program.
AND The student has grade level phonological skills in home language, but is lower in <u>semantics</u> and <u>comprehension</u> (DORA-Spanish)	The Standalone ENL class should be organized around units of study, using content to build reading comprehension and writing skills, and oral language in English. These students will likely not need explicit phonics instruction because they can leverage their phonological skills from their home languages.	Use Read 180 with multilingual entry points and scaffolding, with progress monitoring for listening, speaking, reading, and writing. Build writing and reading comprehension skills in English.

Our Literacy Intervention program (see guide) uses these guidelines when considering reading interventions for all students and to determine whether students are Tier 1, 2, or 3 readers, based on the reading comprehension data from our universal screener, the Performance Series.

*Reading Ranges	Implication of Scores	Programs to Consider
- Lexile Level: <780 - TOSWRF: <89 - WIST: <1-14 percentile in reading and spelling - DORA (English): below the maximum score in phonics and phonemic awareness	Student has phonemic awareness deficits and requires a phonics-based program to learn phonics concepts and rules to decode and encode.	LTELLs - Wilson Reading - System 44 - Slower paced Just Words Newcomers: Standalone ENL with phonics support in the course
- Lexile Level: 781-999 - TOSWRF: approximately 90 - WIST: 15-50 percentile in reading and spelling - DORA (English): reaches the maximum phonic score (or close to it) but falls below a 7th grade level in word recognition and spelling	Student has moderate phonemic awareness deficits and would benefit from learning phonics concepts and word attack skills.	LTELLs Just Words Newcomers: Standalone ENL with word attack skills and some phonics support in the course
- Lexile Level: 781-999 - TOSWRF: >90 - WIST: close to the 50th percentile in reading and spelling - DORA (English): if graphophonic scores are approximately grade level but comprehension scores are 7th grade level or below	Student requires support with reading comprehension, vocabulary acquisition, spelling, and general language skills	Read 180 (higher English proficiency) or Standalone ENL (lower English proficiency)

3. Implementing reading interventions with multilingual learners

In order to effectively support ENL students who are also struggling readers, adaptations to reading interventions for ENL students should amplify language skills and comprehension. This may require altering some standard procedures in the reading intervention curriculum, or adding additional components. The table below describes just a few examples of how reading intervention programs need to be engineered to support multilingual learners. For more details, contact the Literacy Intervention Specialist. These recommendations assume that students in Just Words and Wilson should already have a threshold level of oral language in English; otherwise they should be in a Standalone ENL class.

Program	How to engineer for multilingual learners
Wilson Just Words	Certain components such as spelling of nonsense words are particularly challenging for students who are developing English, and do not have to be emphasized in instruction. (English language learners appropriate word forms best when they are attached to meaning, rather than discrete skills). Assessment of those skills may not have the same meaning as it does for monolingual students.

	● Spelling errors may not be true errors, as multilingual students often make rule-governed hypotheses for spelling. When they overgeneralize the rule, their encoding presents itself as a spelling error. They may also utilize home language phonetics to encode in English, and thus, end up making a spelling error. However, these are mere indications of students' natural development while internalizing the concepts of the English phonetic system; they are utilizing their existing schema and applying it to the literacy task before them. They should not be penalized and *spelling errors should only be a concern if the same errors occur consistently even after corrective feedback or direct explicit instruction*. ● Incorporate activities that support comparative linguistic analysis and metalinguistic awareness. This can include explicit highlighting of graphophonemic differences between Spanish and English, identification of cognates, reflections on the <u>process</u> of learning English syllable types, or side-by-side comparative anchor charts that show differences in spelling, writing and language conventions in English and home language. ● Incorporate biliteracy instructional strategies such as The Dictado or Language Experience Approach in conjunction with the controlled texts in the curriculum, which help students who are struggling readers and writers to make the connection between oral language and print-based skills. ● Making time during the instructional period for regular guided reading and independent reading to complement a code-based reading intervention such as Just Words would go a long way in accelerating language and literacy development. ● Other adaptations may include: use of visuals, differentiated pacing of the instruction, strategic grouping of students, and deployment of ENL teachers who can teach reading interventions.
Read 180	● The emphasis on small group instruction, and scaffolding the Real Book in Read 180, is necessary when using that program with ENL students. ● Allow students to utilize home language reference tools while using the Real Book, software, and to demonstrate understanding in home language as needed. ● Pair students who have the same home language to work on Real Book assignments collaboratively. ● Create space for student to student interaction, or guided verbal interaction during small group instruction, to emphasize oral language development within the Read 180 curriculum. ● Closely monitor the use of software for ENL students to ensure they are not confronted with linguistic barriers that make it difficult to use the program. Analyze software data but also observe behaviors while students utilize the program to assess.

		● If students are reading books independently, incorporate independent reading of [home language texts]().

4. Exit criteria for multilingual learners in reading interventions

Reading interventions for multilingual learners should be utilized on a _contingent_ basis. Given their much more complex language and literacy profiles, multilingual learners may benefit from reading interventions for a short period time and may no longer need it as their language skills develop. This is particularly true of MLLs with high literacy skills in their home language(s), who will accelerate in English literacy quickly and should not be held in reading interventions that are not commensurate with their advancing literacy development. While students with dyslexia and struggling readers who are monolingual may require intervention for more consistent and longer periods of time, English learners may develop literacy skills at a different pace.

As a result, exit criteria for MLLs in reading interventions should be just as clear as placement criteria. Consistent and more frequent progress monitoring, and flexibility in changing intervention programming, is crucial to accelerating the students' learning. Schools should establish a timeline at the end of each trimester or semester to reconsider the placement of students and use data to determine if students should continue or be moved out of a particular reading intervention. Schools should utilize the following to determine when MLLs will no longer benefit from placement in a reading intervention:

- Lexile in English
- speed and rate of developing reading skills
- diagnostics that monitor progress in phonics and code-based skills in frequent cycles of assessment
- performance in content-area courses

4. Advocacy for MLLs and Reading Interventions

We strive to have all teachers be able to understand and know the following about the connection between reading development and MLLs:

✔ I can explain to others why literacy data are _necessary_ and _valuable_, but also do not tell us the _whole story_ about multilingual students.
✔ I can make the distinction between what literacy data tell us about how MLLs do with reading in _English_, but do not tell us how they do in reading generally. I can explain why further information would be needed to determine what students can do with reading given their entire linguistic repertoire.
✔ I can interpret, triangulate, and explain various MLL data points to help others understand my students.
✔ I am able to use some strategies to find out more about my student's home language skills, even when a formal diagnostic is not available.

✔ I can advocate to get MLLs into the right reading intervention when they need it, and advocate to get them out when they do not.

✔ I can explain to others that reading intervention is not a *replacement* for language development instruction. When MLLs are programmed for reading interventions, the instruction needs to amplify language skills.

Part 5: Academic Pathways for College, Career, and Community Readiness

Part 5 includes answers to the following questions:
- What data systems are needed to assist in designing a clear academic pathway for different sub-groups of multilingual students, including SIFE, long-term ELLs, and those who have exited ELL status?
- How do we monitor language development over time to ensure that multilingual students are progressing?
- How do we drill down into specific needs of MLLs using our data systems?
- How do we ensure that all MLLs participate and have access to a robust academic program and curriculum that includes advanced Regents diploma or coursework?

1. **NVCHS Multilingual Learner Data Plan**

Our data systems for MLLs include a range of data sets that we triangulate and use systematically to ensure that students are thriving in our schools. The NVPS Data Portal and SDC process is already a strong system to ensure that all of our students are on track for high school graduation. However, for multilingual learners, a broader range of tools, systems, and structures are needed to ensure that the entire curriculum and instructional guidance system is leveraged to support the academic growth of students who are new to learning English or struggling with literacy in a new language. This section outlines the data sources that NVHCS uses to monitor how MLLs are thriving in our schools, whether our work to support these students falls short, and helps us to identify areas to strategically insert interventions. Some of these data speak to instructional needs, others to the overall integration of MLLs into our school learning environments and their socio-emotional needs.

The data sets are used at the network level and at the school level. Some data sets are consistently analyzed at the network level with and across schools in a routine fashion, such as our SDC process. Other data sets, such as NYSESLAT or On Demand writing data, are analyzed in a less routine fashion. The descriptions below name how schools should utilize various multilingual learner data sets in order to design the most strategic programs for their students.

Multilingual Learner Data Sets

Regents Data | NYSESLAT Dashboard | SPELL Tool | Literacy Data | Progress Monitoring: Writing | MLL Snapshot

Data Implementation Timeline *When and why we use various data on* *multilingual learners*	
August	● Review NYSESLAT to program ENL services for upcoming year (late August) ● Review August Regents scores to inform ENL programming ● Performance Series
September	● NYSITELL Data for newly enrolled students ● NYSESLAT Analysis during Fall Literacy SDCs ● SPELL Tool - Audit ENL and intervention programming ● Performance Series
October	● On Demand Writing data analysis ● SPELL Tool - Audit ENL and intervention programming
January	● Review January Regents scores to inform ENL programming
April	● On Demand Writing data analysis
May	● Literacy SDCs - analyze literacy data for ENL students
June	● Review June Regents scores to inform future ENL programming and supports
Ongoing, as needed	● MLL Snapshot for focus students ● SPELL Tool ● Literacy secondary diagnostics

Data Source	Description

Data Portal & SDCs	*Keeping an eye on our MLLs through the SDC process with a particular focus on:*
	● Attendance - chronic absence for ELLs as subgroup, school-wide patterns for MLLs, and individual students
	  ○ Interventions that may be unique to immigrant youth
	● Progress to Graduation:
	  ○ Are MLLs disproportionately off track for graduation?
	● Grad planning
	  ○ Which diploma types are MLLs most often planned for?
	  ○ Do MLLs have expected 4-year graduation timelines?
	● Regents
	  ○ Do MLLs have disproportionately more past due exams? Which ones?
	  ○ Are MLLs scheduled to sit for CR in ELA and Math?

	● Credit gaps
	○ Are MLLs accumulating credit gaps because they are inappropriately programmed for Standalone ENL or reading intervention courses?
	○ Are MLLs accumulating credit gaps in particular courses?
	○ Is the overall course sequence for MLLs responsive to their needs?
	● Regents Prep
	○ Which Regents supports are assigned to MLLs? Are they the right kinds of support, preparing MLLs for both the content, skill, and language/literacy demands of specific exams?
	● Marking Period Analysis
	○ How are MLLs doing as a sub-group in comparison to other students?
	○ How are MLLs doing in particular classes?
	○ How are MLLs doing by cohort?
	● Postsecondary readiness
	○ Are MLLs programmed for "beyond 44" credits, including advanced coursework and/or workforce development opportunities?
Details	**Network** ● Analyzes and identifies focus areas to discuss during Strategic Data Check-ins **School** ● Adjust student programs, assign supports, and implements changes to curriculum and instruction

Data Source	Description
SPELL Tool	The SPELL Data Management Tool provides key data about our multilingual learners: ● ENL status, NYSESLAT history, SIFE designation ● For our MLLs who have IEP/504s, the tool provides all Sp Ed related data ● ENL instructional minutes and units of study each MLL is entitled to based on CR Part 154, and what they are actually receiving
Details	**Network** ● The Student Support Team uses the tool to support all our schools in finding the information needed to ensure that our Sp Ed and ENL learners are getting the supports they need. **School** ● Enter in the ENL services that students are programmed for each Trimester ● Use the SPELL tool to help make reading intervention programming decisions ● Analyze and determine both special education and language/literacy supports for SpEd/ENL students ● Track accommodations for assessments

Data Source	Description

NYSESLAT & MLL Dashboard	The network and schools can analyze ENL-specific data to understand their MLL population, the sub-groups of MLLs in our schools, and how they are developing language and literacy over time: ● NYSESLAT analysis ● ENL sub-group analysis (especially SIFE, long-term ELLs, former ELLs) ● Demographic and programming analysis ● enrollment/retention, and dropout/chronic absence data
Details	**Network** ● Compile aggregate and disaggregated data for schools ● Facilitate analysis of the data across the network and with individual schools ● Support schools in using data to inform design of supports for sub-groups of MLLs **School** ● Make connections between data analysis and existing support structure for sub-groups of MLLs ● Educate school staff with the data to better understand their MLL population ● Develop school-wide strategy to support MLLs in need

Data Source	Description

Performance Data	● Regents analysis
	  ○ How are MLLs performing on specific exams?
	  ○ What specific content, language/literacy, and academic skills are needed to support MLLs in performing well on each Regents exam?
	  ○ How can we support students to score CR on Math and ELA?

Details	**Network** ● Aggregate data and support schools to analyze Regents data for MLLs ● Build capacity around using Regents inquiry tools ● Support schools to design effective Regents prep instruction for MLLs **School** ● School-level Regents data, disaggregated by cohort, sub-groups, and exam subject ● Use Regents item analysis and inquiry process to identify learning needs and design interventions in content-area instruction, including Regents prep courses ● Develop curriculum and instruction in response to MLLs learning needs on specific Regents exams

Data Source	Description
Literacy Data	Analyzing different literacy data sets helps us to get clear on the story behind each student, and their relationship to language and literacy development. We begin our analysis of MLLs language and literacy profiles with the following assessments:

	● Performance Series ● WIST and/or DORA, as secondary diagnostics ● DORA - Spanish and other home language assessments
Details	**Network** ● Aggregate and support schools to analyze literacy data for MLLs ● Assess growth in reading development for MLLs and relationship to specific reading intervention programs and strategies ● Conduct Literacy SDCs with each school to improve reading performance **School** ● Appropriately program MLLs for reading interventions, as needed, using literacy and holistic data about individual students ● Exit MLLs from reading intervention when exit criteria are met ● Design and implement reading intervention programs that incorporate strategies and instructional features that also develop language skills

Data Source	Description
On Demand Writing	Our progress monitoring system is focused on writing development: ● Skills-based Writing Rubrics ● On Demand Writing Assessment
Details	**Network** ● design tools and system ● facilitate cross-school data analysis and inquiry ● provide PD in writing instruction for MLLs (ENL, literacy, Sp Ed teachers and interested content-area teacher) **School** ● Identify teachers to develop ● Implement formative assessments ● Coordinate student work analysis and school-based inquiry ● Input writing data and collect student work

Data Source	Description
Multilingual Learner Snapshots	The MLL Snapshot provides a holistic profile of individual MLLs in our schools. This snapshot is shared with any teacher who works with the student, as well as support staff and school leaders.
Details	**Network** ● Create system for archiving and sharing ML Snapshots ● Facilitate instructional conversations using ML Snapshots **School** ● Collect data to create ML Snapshots for as many students as needed for strategic planning ● Share data from ML Snapshots, especially with content teachers ● Add pertinent information to ML Snapshot to track progress and learner characteristics over time

	● Utilize the ML Snapshot in relation to other data

2. **Seal of Biliteracy** - *Promoting biliteracy for post-secondary success*

The Seal of Biliteracy is a diploma endorsement and academic pathway that supports students to demonstrate their skills in English and another language, and culminates in a special seal that students are awarded on their diploma. The program is optional for any of our schools to participate. For more information about the program, see this link from OBEWL for an overview and see here for a summary of the requirements. .

At NVCHS, the purpose of implementing the Seal of Biliteracy program is to:
- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with language and biliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century language and cultural skills; and
- to recognize the value of world and home language instruction in schools.

To implement the Seal of Biliteracy program at your school, see details in the following documents:
- NVCHS Seal of Biliteracy Guidelines
- Seal of Biliteracy Performance-based Assessments

Part 6: Multilingual Learning Environment

Part 6 includes answers to the following questions:
- How do schools create learning environments that are culturally and linguistically sustaining for multilingual learners and their families?
- How do we know if a school's culture and climate is responsive to multilingual learners and families?

The integration of multilingual learners and their families in our school culture is not only crucial for those particular students, but contributes toward a thriving learning environment for all students. At NVCHS, we strive to create learning environments in which students new to learning English are integrated into all aspects of the school, and students whose primary language is English but are children of multilingual families participate in a school community where all linguistic resources are valued and shared. These efforts are not only under the purview of teachers and staff who speak the languages of our multilingual learners and their families. To that end, we name a few components that contribute to a culturally and linguistically sustaining learning environment:

1. **Translanguaging as a norm** - In our schools, students and teachers should flexibly use all of the linguistic resources available to them and leverage multiple languages as cognitive tools for learning. The use of home language, translation, strategic switching between languages can be used by students, teachers, and families alike to engage in the life of the school community. We strive for all students to be multilingual or to have an appreciation for multilingualism. Schools utilize their understandings of students' linguistic assets to design instruction, facilitate effective collaborative learning, inform analysis of data, and to build vibrant communities.

    Aligned to the NYSED [Blueprint for ELL Success](#), we believe that a multilingual learning environment consists of: "the entire range of language practices of all children and families are evident in the school's textual landscape, as well as in the interactions of all members of the school community. That is, in addition to English, the other languages of the school are visible and palpable, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in conversations. Furthermore, the students' language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging. This extends beyond the language practices of emergent bilinguals to include those of all students." (From the [vision statement](#) of CUNY-NYS Initiative on Emergent Bilinguals)

2. **MLLs have a role in our school community** - Students who are new to learning English participate and are integrated into all aspects of the school community, during content classes, in afterschool programs, and school-wide events. Their contributions and cultural resources are valued and celebrated explicitly through various school-wide practices. All students develop collaborative relationships with students who speak languages different than their own. School staff work to increase representation of multilingual learners among various school-wide practices and efforts, but also create intentional opportunities for socialization and positive peer interaction between multilingual learners and their peers through non-academic student clubs

and groups. These social spaces support language development in ways that go beyond academic discourse in the classroom.

3. **Advocacy for multilingual families** - Our school's outreach to families is based on the NVPS [Community and Family Engagement tenets](#) and we use these strategies to increase our sensitivity to the unique needs of immigrant and multilingual families. We strive to include multilingual families in school events and practices, and include their voices in school-based decision-making. We work to make connections between families that have immigrated recently and those who have lived here for generations.
   a. Some [suggestions](#) for how to more actively engage our multilingual families during school/parent events include simulations of routines or activities that our MLLs participate in designed for parents, using parent teacher conferences to showcase projects and presentations done by students during each trimester, or using [student-led conferences](#). Integration of immigrant parents into our school communities often require non-traditional approaches that help them see their students' successes and learn to empathize with the challenges their children face as immigrant adolescents.

4. **Attendance monitoring and dropout prevention** - We understand that the careful monitoring of MLLs who are at-risk of leaving school is necessary for varied and unique reasons. Multilingual families often face barriers to key resources such as healthcare, workplace protections, and legal aid. As a result, the underlying reasons for attendance issues and drop out are not always self-evident and may be unique to immigrant families. Our monitoring of chronic absence and dropout prevention, especially for ENL students who are older in age and closer to workforce participation, is a vital part of any multilingual learning environment. We operate on the first assumption that families wish their children to attend school but may often face daunting constraints that make it difficult to do so. When that is the case, our schools ensure open communication with families about their educational options and support families to make strategic decisions about their children's education, including post-secondary planning. Our schools work to support multilingual family members through the disciplinary process. Schools should use moments of misconduct to promote understanding of behavioral expectations and to check for cultural competence when addressing students and families.

5. **Strategic community partnerships** - Our schools establish partnerships with community organizations and cultural institutions that reflect the cultures and backgrounds of our students. Such connections are needed to enrich each school's learning environment by bringing in cultural resources from the community, and linking students to experiences and organizations that expose them to a broad range of community and cultural practices. Partnerships with community organizations also connect families to vital resources such as immigration services, translation, and other social services.

Multilingual Learning Environment Checklist
Schools can utilize this [checklist adapted from D.S. Fenner](#) to self-reflect on their school's practices and generate strategies that develop a multilingual learning environment. The ENL Instructional Specialist can provide assistance in using this tool to surface your school's strengths and growth areas.

[Forthcoming Sections]
- Equitable grading and assessments with MLLs (from DS Fenner)
- Culturally sustaining application of SEL framework

Part 7: Multilingual Learner Instructional Leadership

Part 7 includes the answers to the following questions:
- What key components can the network and school leaders focus on to strengthen each school's program for MLLs?
  - What school structures are used to ensure academic success for multilingual learners?
  - What school structures are used to build instructional capacity among adults to serve multilingual students?
- What is the role of the network in supporting schools to implement effective instructional models and program design for multilingual learners?
- What are the roles and responsibilities of school leaders? The ENL Coordinator?

Network Role & Responsibilities

In order to increase the academic performance of MLLs, we believe that the network and its school leaders need to communicate and model an ambitious mission and vision for multilingual students in all of our schools, and can do so through leadership strategies that utilize both network-wide and school specific structures.

New Visions supports the development of multilingual educational leadership by:
- coordinating cross-organizational efforts that support our schools and their multilingual learners
- collaborating with instructional resource and curriculum developers to embed access for ENL students
- developing and utilizing key data systems to support continuous improvement efforts at each school, with a focus on multilingual learners at strategic times in the year
- utilizing Strategic Data Check-ins to elevate the needs of English learners
- supporting school leaders to deeply understand and connect with their multilingual learners and families
- facilitating professional learning opportunities for ENL, literacy, and content teachers to serve multilingual learners
  - The ENL Instructional Specialist at NVPS holds PD sessions throughout the school year. There are separate sessions for both Integrated and Standalone ENL.
- organizing the Literacy Working Group, a cross-network community of practice
- facilitating the use of literacy data systems to inform programming and instructional practices to support ENL students
- providing technical assistance related to ENL compliance, advocacy, instruction, as well as individual students and their families
- creating professional learning communities for multilingual educators across our network of schools, especially to develop capacity of school leaders to serve multilingual students
  - The ENL Instructional Specialist (as well as other Instructional Specialists that work specific schools) can support school leaders to develop their own capacity in coaching ENL teachers and content teachers that work closely with multilingual learners.

Principals & Assistant Principals

At individual schools, principals can organize their instructional leadership strategies around a few core school structures outlined in this section. These school structures facilitate adult learning, ensure that the needs of MLLs are foregrounded, and develop a sustained community of practice around improving teaching and learning for all students:

School-Wide Structures

1. **ENL Compliance & Programming** - CR Part 154 Units of Study provide a guide to minimum requirements for ENL programming, but school leaders should strategically deploy teachers, group students into classes, and develop coherence in their school's ENL program so that students experience a rich and meaningful education over time. School leaders also work to develop understanding and coherence among teachers, operations staff, and instructional leaders in the implementation of CR Part 154. This includes but is not limited to the following considerations:
   a. matching of teachers into co-teaching teams for Integrated ENL
   b. determining teachers programmed to teach Standalone ENL and/or reading intervention courses
   c. deployment of non-ENL certified but high-capacity teachers to support ENL students in content classes
   d. strategic grouping of students within classes
   e. strategic use of Integrated ENL courses
   f. whether courses should be sheltered contexts or not (typically only for ENT or EMERG level students)
   g. looping of teachers with cohorts of MLL students
   h. Developing instructional capacity of content teachers who work with ENL students across the school
   i. Incorporating adequate co-planning or department time in order to successfully implement CR Part 154.

   In addition to ensuring that ENL students receive their entitled supports, principals ensure that there is school-wide capacity to:
   a. provide mandated testing accommodations to ENL students during state exams
   b. procure translation services, as needed
   c. fluently analyze ENL data and utilize adult learning routines to develop teachers' understanding of their multilingual learners.

2. **School-wide Professional Development**
   a. Schools will craft professional development sessions that are focused on language and literacy instruction for MLLs and relevant to the particular context of each school. The ENL Instructional Specialist can be a resource to schools when planning these sessions.
   b. Under CR Part 154, a minimum of fifteen percent (15%) of the required 175 professional development hours for all teachers must be dedicated to language acquisition. For all Bilingual and English as a Second Language teachers, a minimum of fifty percent (50%) of the required 175 professional development hours must be dedicated to language acquisition in alignment with core content area instruction. The Blueprint for ELL Success specifies the need for ongoing professional development. To meet ELL PD requirements under Part 154-2.3(k), the professional development must be ELL specific, and should be relevant or aligned to other PD initiatives in the school or network. See CR Part 154 Q&A document.
   c. Coaching and classroom feedback from school leaders should be aligned to professional development that teachers participate in.

d. Professional development can include: ENL focused instructional rounds and teacher-led classroom observations

3. **Classroom Observations & Evaluation** - School leaders can direct part of their classroom observations and evaluations to support teacher practice by focusing on how specific teachers are incorporating language and literacy practices into content area instruction. This begins with the goal-setting process done with each teacher at the beginning of the year. In order to support teachers in developing a multilingual classroom environment, school leaders can use the [CUNY-NYSIEB Dynamic Bilingualism Observation Tool](#) (pages 47-50) which extends the Danielson framework to take language instruction into account.

Structures for Teacher Collaboration

4. **Department and/or interdisciplinary teacher teams** - These structures can be leveraged to support ongoing and sustained teacher collaboration and adult learning. A portion of the time spent in these spaces can be designated to focus on ENL data, formative assessments, instructional practices within specific content areas, or interdisciplinary routines and practices to support MLLs in a given grade. The instructional work of these teams often requires the support and coaching of the school leaders to maintain focus and progress toward specific instructional goals and to develop fluency in analyzing assessment data.

5. **Multilingual Learner Leadership Team** - Each school benefits from having one team that meets together to problem solve around instructional practices as well as other questions related to supporting multilingual learners. School leaders can help establish the goals and priorities for this team. The team should consist of all ENL teachers, their supervisor, and may also include literacy and special education specialists and assessment coordinators. The team can be led by a designated ENL Coordinator. Ideally, this team also includes at least one content-area teacher. It is recommended that these teachers have time in their schedule to meet at least once per month specifically to collaborate on instructional practices. The ENL Instructional Specialist is a resource for such groups of teachers and can also support this team to develop an inquiry-based collaborative teaming structure. See below for a description of the ENL Coordinator Roles and Responsibilities.

ENL Specialists

6. **Integrated ENL Co-teaching teams** - School leaders can build successful Integrated ENL teaming by ensuring the following components:
    a. Usage of curriculum developed by New Visions, already scoped and sequenced by the co-teaching team at the beginning of the year for multilingual entry points and language integration
    b. Sufficient common planning time for co-teaching teams. Teachers who co-teach courses where Integrated ENL programming is provided for students require ongoing meetings for planning and for looking at student level data, including student work and formative assessments.
    c. Use of common instructional routines for speaking, listening, reading, and writing across the classrooms where ENL students are learning
    d. Content-teachers develop increasing capacity to integrate language and literacy in content area instruction
    e. Teams are coached by school leaders together, as well as individually

      f.   Integrated ENL classrooms are developed as demonstration classrooms for the rest of the school to study high-leverage ENL practices

7. **Standalone ENL & Literacy Interventions -** School leaders can build successful Standalone ENL courses and reading interventions for MLLs by ensuring the following components:
   a. ENL teachers collaborate with other teachers at the school and the ENL Instructional Specialist to design evidence-based curriculum and instructional framework for Standalone ENL classes.
   b. ENL teachers utilize ENL and literacy data to inform their design of the Standalone ENL class.
   c. The instructional model used in Standalone ENL classes are aligned with the learning needs of the students and accelerates language and literacy development for multilingual learners.
   d. The Standalone ENL course utilizes a clearly articulated theory of language development that is coherent with the school's overall ENL program

8. **ENL Coordinator** - School leaders can set ENL Coordinators up for success by:
   a. Clearly defining the roles and responsibilities of the ENL Coordinator (See below for the network template for the ENL Coordinator role)
   b. Facilitate collaboration between the ENL coordinator and other teachers, operations staff, and school leadership.
   c. Create structures for school-wide decision-making that include the perspective of the ENL coordinator and ENL Specialists

Sample PD Planning Template

Network Instructional Goals for Multilingual Learners: ● 80% multilingual learners meet their expected Lexile growth, 50% multilingual learners double their growth based on the Performance Series ● ELLs reach TRANSITIONING on the NYSESLAT by their 3rd year and test out by their 4th year (or earlier)				
School-wide Instructional Goals:				
School-wide Goals for Multilingual Learners:				
Collaboration with Network	*School-Wide PD*	*Classroom Observations*	*Teacher Teams*	*Multilingual Learner Leadership Team*
Roles/ Responsibilities	Roles/ Responsibilities	Roles/ Responsibilities	Roles/ Responsibilities	Roles/ Responsibilities

Data Needed	Data Needed	Data Needed	Data Needed	Data Needed

NVCHS ENL Coordinator Role and Responsibilities

Instruction: The ENL coordinator is responsible for overseeing the ELL department and co-facilitating the weekly department meetings in collaboration with the ENL IS.
- Serve as a resource to content-area teachers on instructional routines and strategies that can support MLLs in content classes
- Analyzing data from the formative/summative assessments and organizing chances for inquiry surrounding this data during the department meetings.
- Collaborate with school leadership to plan ENL PDs for the school

Compliance: The primary role of the ENL coordinator is to oversee compliance related tasks that include a) best practices for programming ELL students in the school b) Identifying and administering the NYSITELL to any incoming students   c) Organizing and administering the NYSESLAT. The coordinator will be expected to communicate the timely completion of these tasks.
- Analyze NYSITELL and NYSESLAT data with the ENL Instructional Specialist
- Participate in Literacy SDCs with ENL and Literacy Instructional Specialists

Advocacy: The ENL coordinator advocates and supports multilingual learners by communicating with the content teachers to ensure that students are receiving all necessary accommodations on their assessments and supporting best programming practices for MLLs within the school. The coordinator is also a key advocate for the ENL teachers to ensure that their responsibilities are clearly communicated to their co-teachers and ensuring that the ENL teachers receive all necessary resources to support their lesson planning.
- Advocate for and ensure appropriate programming of ENL students for reading interventions, based on an analysis of literacy data
- Use the MLL Snapshot to document the learning profiles of specific students and coordinate supports with content-area teachers and other school staff to support students
- Identify socio-emotional learning needs that require culturally and linguistically sustaining responses and interventions

Leadership:
- Represents the school at the NVCHS MLL Working Group, along with other members of the school when appropriate
- Coordinates data collection needed for MLL secondary Strategic Data Check-ins
- Facilitate documentation of the school's Language Education Plan and strategic planning, in collaboration with school administrators

Administrative Tasks and Systems:
- Update the School Work Plan and complete or delegate ENL-related tasks

- Follow and implement the [ENL School Work Plan](#)

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Part 8: ENL Identification, Compliance, and Assessments

Part 8 includes the answers to the following questions:
- How do we identify students who are English learners? What best practices should be utilized during the Intake & Enrollment process for multilingual students?
- What are the guidelines and standard procedures for ENL compliance, programming, and assessments?

The ENL Identification Process

This diagram shows the process for identifying a newly enrolled student as an English language learner. Intake procedures are crucial to ensuring that ELLs receive their entitled services as soon as they are enrolled, and get off to a strong start when they begin their careers at our schools. These same procedures should be used for any student who needs to be reassessed after leaving NY State for more than two years.
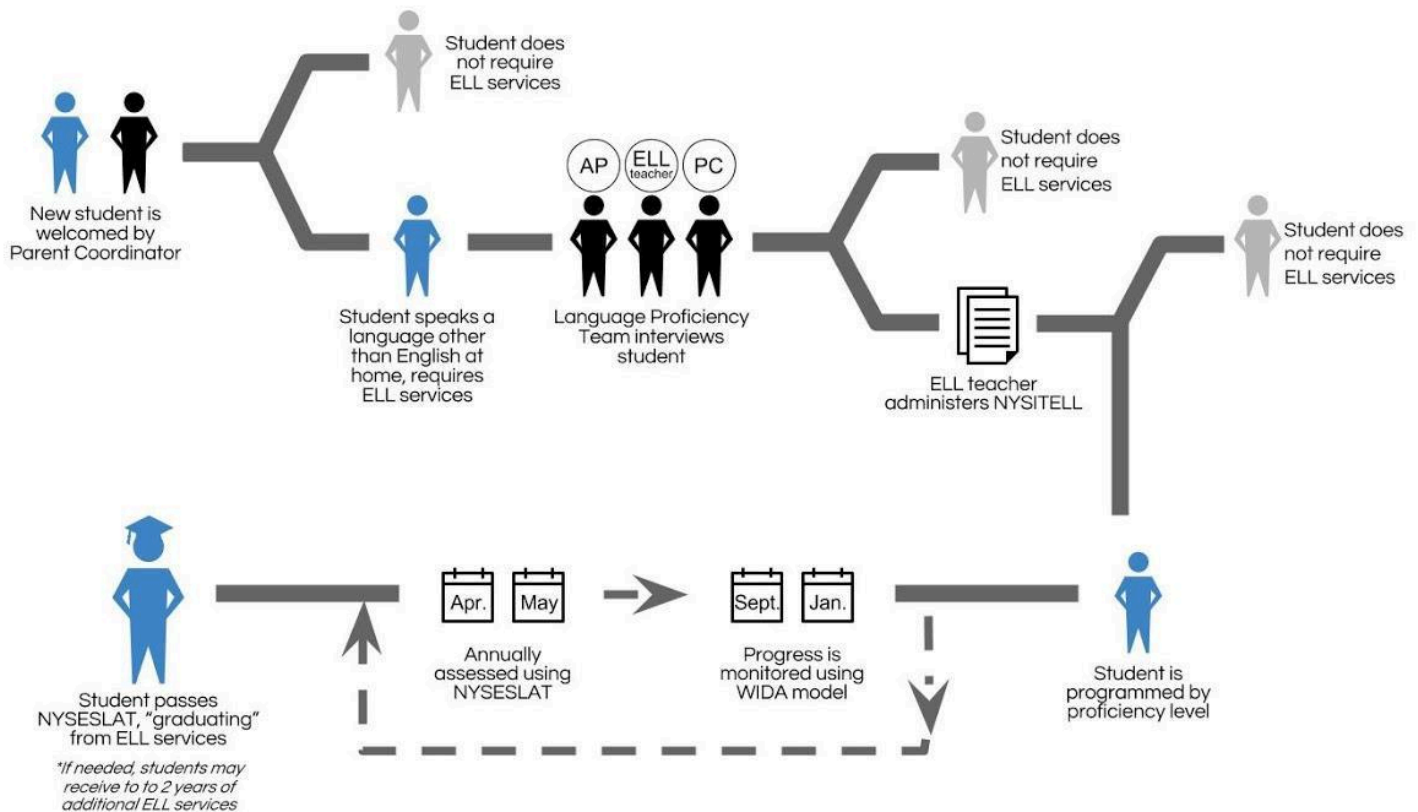
- **See additional document for detailed guidelines and procedures for [ENL Identification](#)**

ENL students are "declassified" or exit ELL status when they:

- Test COMMANDING level ("test out") on the NYSESLAT, or
- Test EXPANDING level on the NYSESLAT and get at least a 65 on the English Regents in the same school year

Overview of ENL Assessments

Exam	*Purpose*	Description
NYSITELL	*ENL Identification*	Administered once when a student enters system and needs to be assessed for ENL identification
NYSESLAT	*Assess language proficiency in English over time*	Administered annually in the Spring
Multilingual Literacy Screener	*Assess home language literacy*	Administered once upon enrollment, for students who entered the system within 1 year, have been identified ENL, and need to be assessed for SIFE designation
Other Home Language Assessments	*Assess home language literacy*	Administered once upon enrollment to determine reading intervention programming

Click on the following links for important resources on ENL Compliance & Assessments:

- [ENL Intake & Compliance Guide](#) - This is a comprehensive guide on ENL compliance.
- [NYSESLAT Guide](#) - This guide provides details on administering the NYSESLAT. It is a companion guide to the School Administrator's Manual provided by NYSED.
- ENL Testing Accommodations for State Exams - These documents provide descriptions of how to implement testing accommodations for ELLs.
    - [Testing Accommodations](#)
    - [Use of Oral Translations](#)
    - [Best Practices](#)

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Other links:
http://www.rtinetwork.org/learn/diversity/englishlanguagelearners

http://www.colorincolorado.org/article/rti-and-english-language-learners
https://rti4success.org/sites/default/files/rtiforells.pdf

Appendices

The following appendices are documents that will help each school to create strategic plans for their Multilingual Learners. They should be completed by each school, in collaboration with the Student Support Team and the ENL Instructional Specialist.

Appendix A: Language Education Plan Template

Appendix B: Glossary of Terms (forthcoming)