Core Components of a Rural ENL Program



Developing an effective English as a New Language (**ENL**) program in a rural NYS school district requires navigating special challenges like: **limited qualified staffing, geographic isolation, high poverty rates, and testing requirements while requiring close-knit community strengths.**

- **ENL is not an "Intervention" but rather a Tier 1 Instruction**: See **CR Part 154:**which sets the legal and educational requirements for identifying, screening, placing, and supporting English Language Learners (ELLs/MLLs) in New York State public schools ENL is a required, stand-alone language development program (**reading, writing, speaking, listening**) rather than what is assumed often as a remedial pull-out intervention. Please familiarize yourself with their important role as **language development specialists.**
- Do not require an ENL teacher to travel to multiple schools, because collaboration, co-teaching and effectiveness of student learning will be greatly minimized.
- Provide an appropriately quiet/private classroom and optimum teaching environment for ELLs developing reading, writing, speaking, and listening skills.
- Include ENL teachers and provide interpreters as needed in appropriate conferences and meetings. ENL teachers do not translate.
- **Sheltered Instruction for Content & General Ed. Teachers:** Because rural schools often rely on general education or language teachers to effective teach ELLs, all content-area staff must be *trained* in sheltered instruction, using visual scaffolding, graphic organizers, sentence stems, and academic vocabulary.
- **Building Family and Community Trust:**

  Welcoming environments & native language signage
  Seek community involvement
  Overcome cultural differences by ensuring school buildings feature multi-language signage and a genuinely welcoming and *appropriately trained* front office.
  Accessible Communication: Use parent communication tools and translated summaries to demystify report cards, school policies, and academic expectations for immigrant Families.
- **Annual screening and testing through WIDA.**
- **Asset-Based Teaching:** View multilingualism as an asset rather than a deficit.

US Department of Education ELL Tool Kit

Mid-State RBERN Toolkit **ESL Rural Mural Site for School Leaders**