

NAVIGATING ENL AS THE MIGRANT EDUCATOR

PART II

MID-WEST RBERN

NICOLE BELL



REMINDER: WE DISCUSSED

- + Who is RBERN?
- + Lingo of the field
- + Role as a migrant educator
- + Parent Bill of Rights
- + Parent Hotline

OBJECTIVE

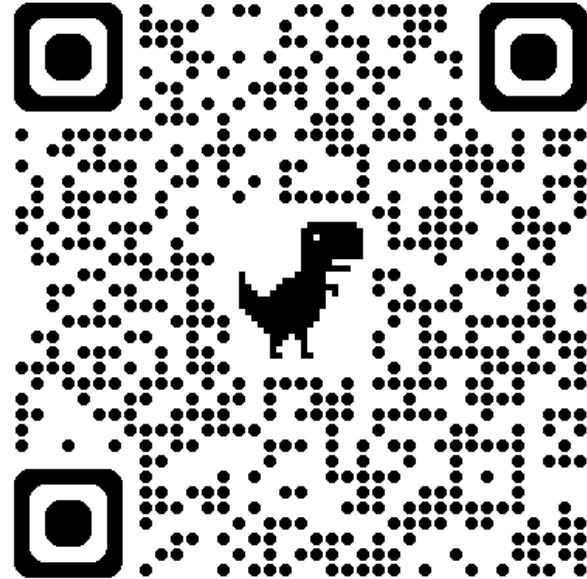
I will be able to demonstrate a knowledge of the basics of the English Language Learner experience, how it relates to my role as a migrant educator, and will be prepared to advocate for this subgroup of students.

MIGRANT EDUCATORS HELPING TO CHANGE THE NARRATIVE: ASSET-BASED APPROACHES

- + Focus on what students CAN Do, not what they CAN'T
- + Let's put language in a positive light
 - + Barrier
 - + Lacking language

ANSWERGARDEN.CH/5143098

- + Think of one of the migrant students you work with. What is one gift that they bring to the table?



CHOOSE OUR OWN ADVENTURE

WHAT ARE YOUR TOP 3 PRIORITIES IN LEARNING?

CR Part 154

ELL ID

Exiting Program

ELL Subgroups

Family Engagement

Testing

ELL Accommodations

Spanish Language

Supporting Students with Academics

Translation & Interpretation

IDENTIFICATION

- + HLQ= Home Language Questionnaire
- + Interview
- + NYSITELL= New York State Identification Test of English Language Learners

SIFE

- + Students with Interrupted Formal Education
 - + an English Language Learner
 - + attended schools in the United States for less than twelve months
 - + two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States.

NYSITELL

- + New York State Identification Test of English Language Learners
- + Place students into five levels
 - + Entering
 - + Emerging
 - + Transitioning
 - + Expanding
 - + Commanding

CR Part 154-2 (K-8) 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)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <i>or</i> other approved Former ELL services for two additional years*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
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. One unit of study = 180 minutes of instruction per week per year.*

Updated May 6, 2015



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	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
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

NYSESLAT

- + New York State English as a Second Language Achievement Test
- + given at the end of the school year
- + Speaking, Listening, Reading and Writing

EXITING THE ENL PROGRAM

- + Grades K–12: Scoring at the Commanding level on the NYSESLAT
- + Grades 3–8: Scoring at the Expanding on the NYSESLAT and 3 or above on the New York State ELA assessment within the same school year.
- + Grades 9–12: Scoring at the Expanding level on the NYSESLAT and 65 or above on the Regents Exam in English within the same school year.

WHY ARE STUDENT LEVELS IMPORTANT?

- + Advocating for schools and teachers to make content accessible for students



ELL STUDENT ACCOMMODATIONS

- + State Assessments – MANDATED
 - + Regional Assessments and Instruction – school policy
 - + Current *and* Former ELLs (2 years)
-
- Time Extension
 - Separate Location
 - Translated Editions
 - Bilingual Dictionaries and Glossaries
 - Oral Translation
 - Writing Responses in Native Language

HOW CAN I SUPPORT MY
STUDENTS WITH THEIR
ACADEMICS?



HELP BUILD BACKGROUND KNOWLEDGE



Photo by [Zainul Yasni](#) on [Unsplash](#)

VOCABULARY TO PRACTICE

- + cognates
- + context clues
- + Greek and Latin Word Parts

COGNATES

Words that sound similar, look similar and have similar meanings

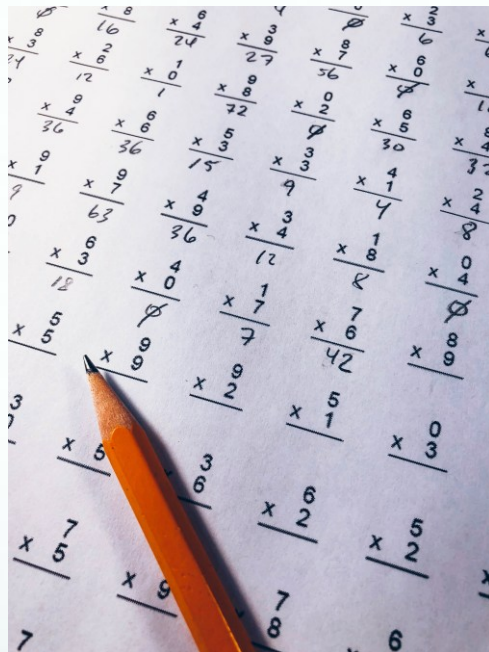
English	Spanish
tiger	tigre
color	color
embarassed	embarazada

CONTEXT CLUES

Context clues are words or hints within sentences, paragraphs, or passages that help us understand what unfamiliar words mean.



MATH: HELP BUILD FLUENCY



HELP STUDENTS FIND TEXTS THEY WANT TO READ

- + We Need Diverse Books
- + Latinx Kid Lit Book Festival
- + Lee and Low books

HELP STUDENTS BUILD ON WHAT THEY ALREADY KNOW

- + Home language supports and connections
- + Comparing the two languages that they speak

ADVOCATE FOR STUDENTS WITH THE TEACHERS

- + Assignments and homework
 - + Reducing the linguistic load
 - + Making the work more level appropriate

TRANSLATION

- + paper or computer based
- + not immediate
- + translator able to check for spelling, word usage and grammar
- + letters, newsletters, memos

INTERPRETATION

- + on the spot
- + live
- + in-person or over the phone
- + Parent-teacher conferences, meetings, IEP meetings

MANDATORY

- + IEP meetings
- + official School notices
- + transportation notices
- + emergency notices
- + things that parents must sign

GOOD PRACTICE

- + classroom communications
- + memos
- + good news
- + notices about behavior

ENGAGING WITH FAMILIES

- + Advocate for reading or storytelling in the home language
- + Guide families in knowing, understanding, and speaking up for their rights in the schools
- + Assist with navigating the special education process

TRAFFIC LIGHT: BE READY TO SHARE

Red: Something you will stop doing immediately

Yellow: Something you need to slow down and think about

Green: Something you learned about that you will put into place right away

WHAT QUESTIONS DO YOU
STILL HAVE?



MID-WEST RBERN LIST-SERV



Stay up to date on everything ELL!

nbell@monroe2boces.org

<https://tinyurl.com/y49zqn13>

Photo by [Brett Patzke](#) on [Unsplash](#)

