
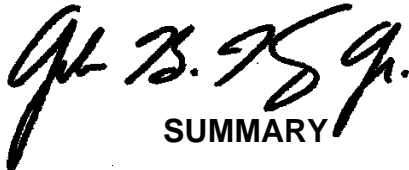




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Blueprint for ELL Success
DATE: January 6, 2014
AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

To provide the Board of Regents with an update on the newly developed Blueprint for ELL Success.

Background Information

The mission of the New York State Education Department's Office of Bilingual Education and Foreign Language Studies (OBE-FLS) is to ensure that all New York State English Language Learners (ELLs) will attain the highest level of academic success and proficiency in multiple languages according to their individual educational trajectory and socio-emotional needs, leading them to college and career readiness. In this sense, NYSED believes that **all** teachers are teachers of ELLs.

The following principles (also in attachment A) were carefully developed as a statewide framework to clarify expectations for administrators, policy makers, and practitioners to prepare ELLs for success beginning in prekindergarten and to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and supports to districts, schools, and teachers, as well as to promote better understanding and appreciation of Bilingual Education, English as a Second Language, and Foreign Language Studies.

- All teachers are teachers of English Language Learners and need to plan accordingly.
- All school boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
- Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State

Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.

- Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.
- Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
- Districts and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
- Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
- Districts and schools use diagnostic tools and formative assessment practices in order to monitor ELLs' content knowledge as well as new and home language development to inform instruction.

Various ELL leaders and stakeholder groups including NYSUT, TESOL, Advocates for Children and the NYS RBERNs have collaborated in the creation of the blueprint by providing feedback on the principles making it a document that will be supported by key interested ELL groups. See chart below.

Next Steps

- Release document via website by January 2014 as well as share the document with districts, ELL Leadership Committee, and key ELL advocacy groups.
- Continue the development of the blueprint to include resources that districts can use based on the blueprint principles and aligned to Common Core.

Blueprint for English Language Learners Success

The mission of the New York State Education Department's Office of Bilingual Education and Foreign Language Studies (OBE-FLS) is to ensure that all New York State English Language Learners (ELLs) will attain the highest level of academic success and proficiency according to their individual educational trajectory and socio-emotional needs in multiple languages, leading them to college and career readiness. NYSED believes that **all** teachers are teachers of ELLs.

In response to the changing global economy, NYSED has adopted the Common Core Standards to provide students, educators, and parents with a set of clear expectations that lead to college and career readiness. Over the last decade, there has been an increase in the number of ELLs enrolled in public schools in New York State, resulting in a current population of 214,378 ELLs who speak over 160 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate scaffolds, native language assessments, and native language materials so that teachers can provide instruction that will enable these students to meet rigorous standards. Under Commissioner Regulations Part 154, the Office of Bilingual Education and Foreign Language Studies affirms that it is not permissible to assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

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

The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policy makers, and practitioners to prepare ELLs for success beginning in prekindergarten to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and supports to districts, schools, and teachers, as well as to promote better understanding and appreciation of Bilingual Education, English as a Second Language, and Foreign Language Studies.

The principles that guide the blueprint for ELLs are:

All teachers are teachers of English Language Learners and need to plan accordingly by:

- designing and delivering instruction that is culturally and linguistically appropriate for **all** diverse learners, including those with individualized educational programs (IEP).

- providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- utilizing materials and instructional resources that are linguistically, age/grade appropriate and are aligned to the Common Core Standards.
- collaborating with the school's support personnel and community-based human resources in order to address the multiple needs of ELLs.

All school boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:

- providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs.
- providing high-quality instruction for ELLs.
- aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
- providing high-quality supports and feedback to educators to improve their instructional practice.
- providing a safe and inclusive environment that respects and recognizes the languages and cultures of all students.
- ensuring districts and school leaders are trained in meeting the needs of learners of English as a second language in order to cultivate a culture of high expectations in the schools.
- providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.

Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards by:

- articulating specific content and language objectives.
- integrating explicit and implicit research-based vocabulary instruction.
- providing opportunities for students to discuss content and problem-solve with peers.
- anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, and graphic organizers).
- providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
- designing, selecting, and implementing a high-quality curriculum that meets the needs of ELLs early learning and supports the *New York State*

Prekindergarten Foundation for the Common Core,
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf.

- using academic language and content-area supports to strategically move ELLs along the language development continuum.
- *New York State Bilingual Common Core Progressions*,
<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

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

- opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
- opportunities to use and develop academic language and content knowledge both in English and a language other than English, including the student's home language.
- rigorous bilingual programs for ELLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
- different pathways for those students whose language is a language for which bilingual programs do not exist in a district due to the language's low incidence.

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

- providing parents with resources that enable them to make informed decisions about their child's education.
- providing parents with all pertinent information about their rights and program choices in a language and format that parents can understand and access.
- providing training to parents on effective strategies to support their children's learning in and out of school in English and their home language.
- engaging parents as active participants in, and contributors and cultural liaisons to, the school community.
- sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.

Districts and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by:

- creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze students' work, and develop rigorous lessons.
- providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs , including home and new language development.

Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge by:

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

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

- using State assessments in conjunction with formative assessments.
- using State language proficiency data (New York State English as a Second Language Achievement Test [NYSESLAT] and New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- utilizing analytical rubrics that provide feedback on content knowledge and language development.
- using home language assessments to inform instruction and demonstrate growth in bilingual programs in which the home language is being used.