Leadership Support For Integrated ENL Programs

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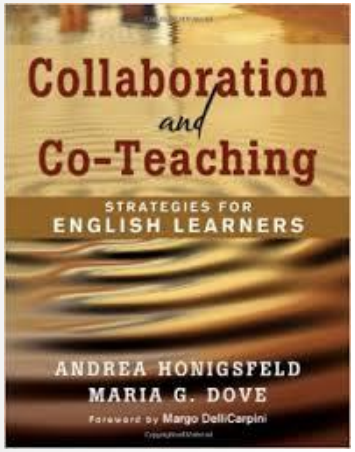
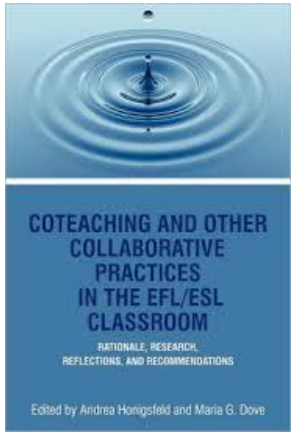
Special Thanks to
Maria G. Dove, Ed.D.

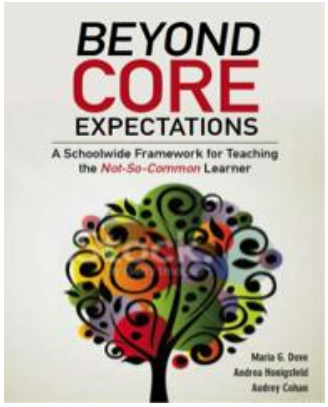
Publications to Support Integrated ENL Programs for English Learners



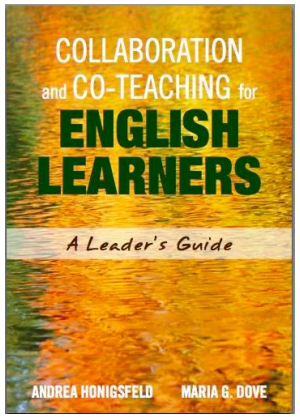
2010



2012



2014



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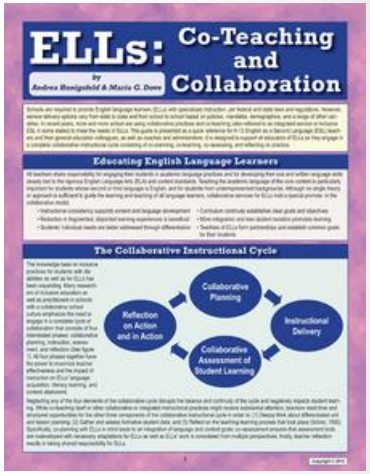


2015

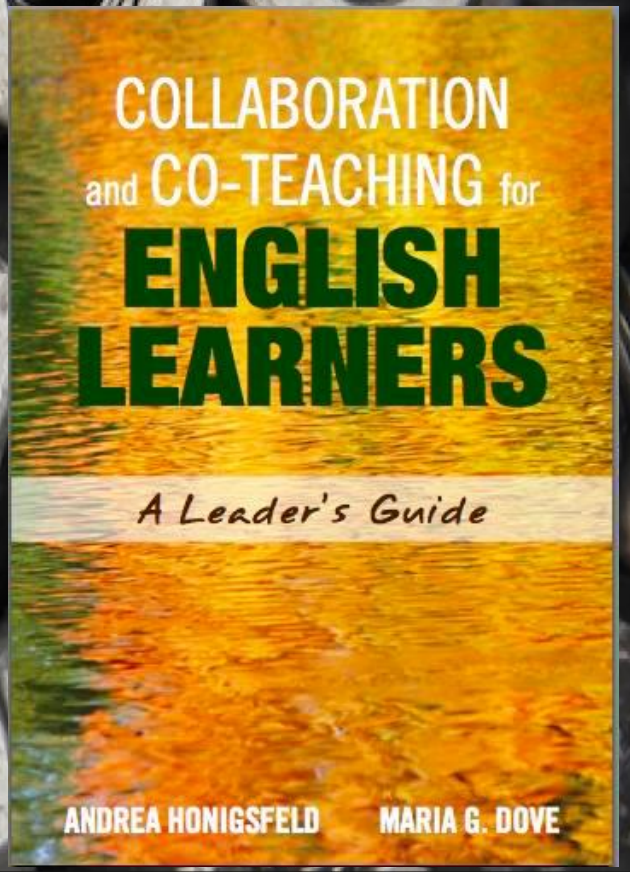
INTRODUCTIONS, PLEASE!

AGENDA

1. Distinguish integrated ENL and co-teaching
2. Explore the rationale behind the integrated ENL service delivery
3. Analyze the four components of the integrated, collaborative instructional cycle: co-planning, co-teaching, co-assessing, and reflection
4. Review and critique 7 co-teaching models through video clips
5. Discuss the implementation of the Integrated ENL within a comprehensive schoolwide framework to enhance equity, and accessible instruction for ELLs
6. Q&A

WHO?
WHAT?
HOW?
WHERE?
WHY?
?
WHAT ARE YOUR QUESTIONS?

The nuts and bolts of an Integrated ENL Program



Serving English Learners

Laws, Policies, and Regulations

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)	***2 units*** of study ***per week*** *(360 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/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 ***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	*360 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
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

NYSED.gov

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		
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Updated May 6, 2015

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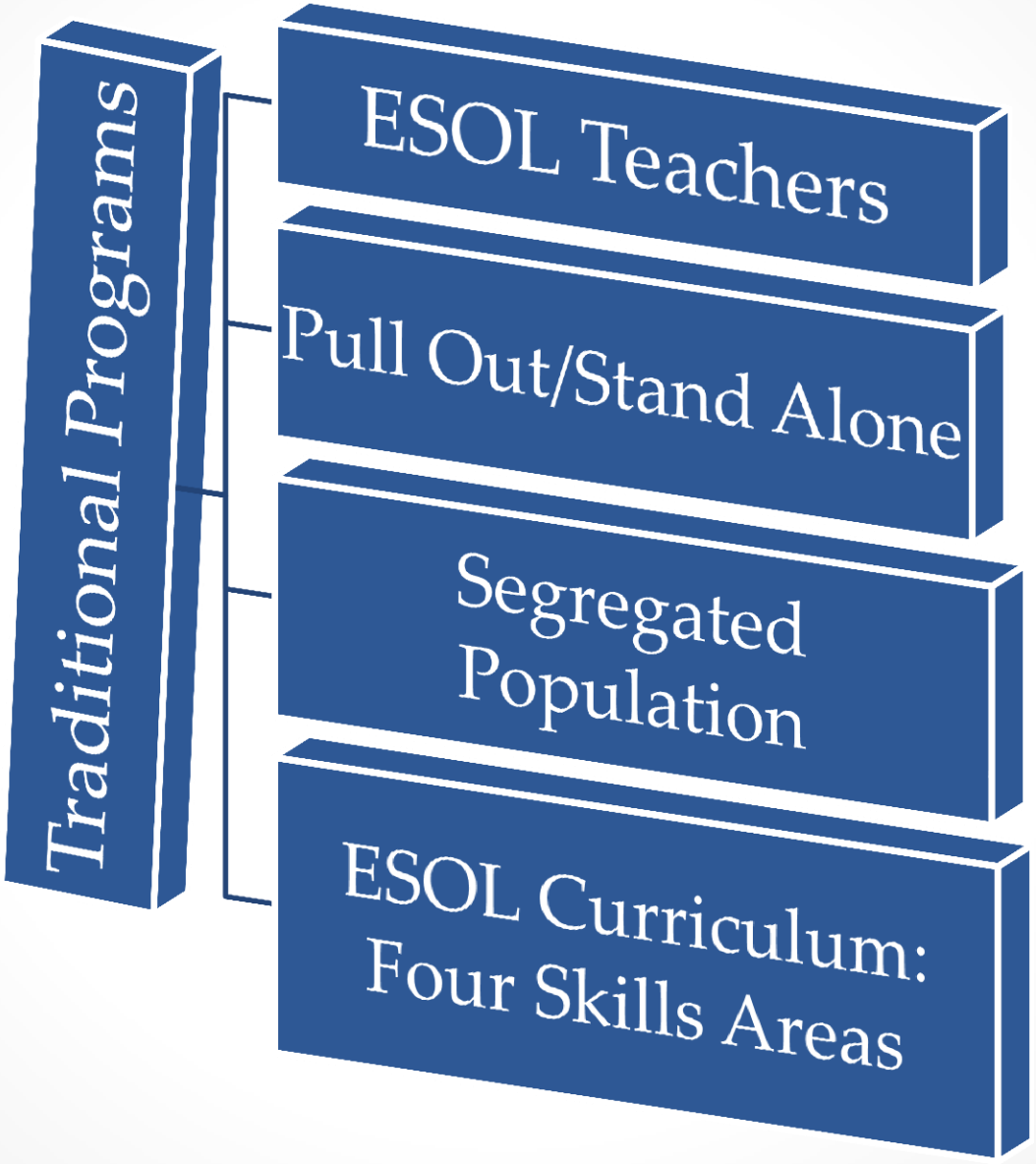

Traditional Programs
ESOL Teachers
Pull Out/Stand Alone
Segregated Population
ESOL Curriculum: Four Skills Areas

What's in a Word?

Integrated

Integrated, Collaborative Service Delivery
Collaborative Teacher Teams: ESOL & Grade-Level/Content Teachers
Integrated Instructional Services
Integrated Student Population
Integrated Curriculum: Content & Language

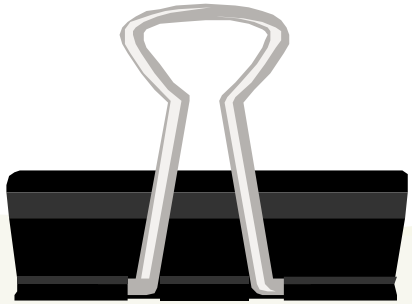
What Teachers Ask for:

- Common planning time
- Consistency of teacher assignment
- Joint professional development
- Resources to share
- Reduced class size to accommodate new arrivals
- Larger classroom space
- Others:

Prerequisite Skills

Personal

Pedagogical



What prerequisite skills should co-teachers have in each of the three identified domains?

How are they going to develop the necessary personal, pedagogical, and discipline-specific skills?

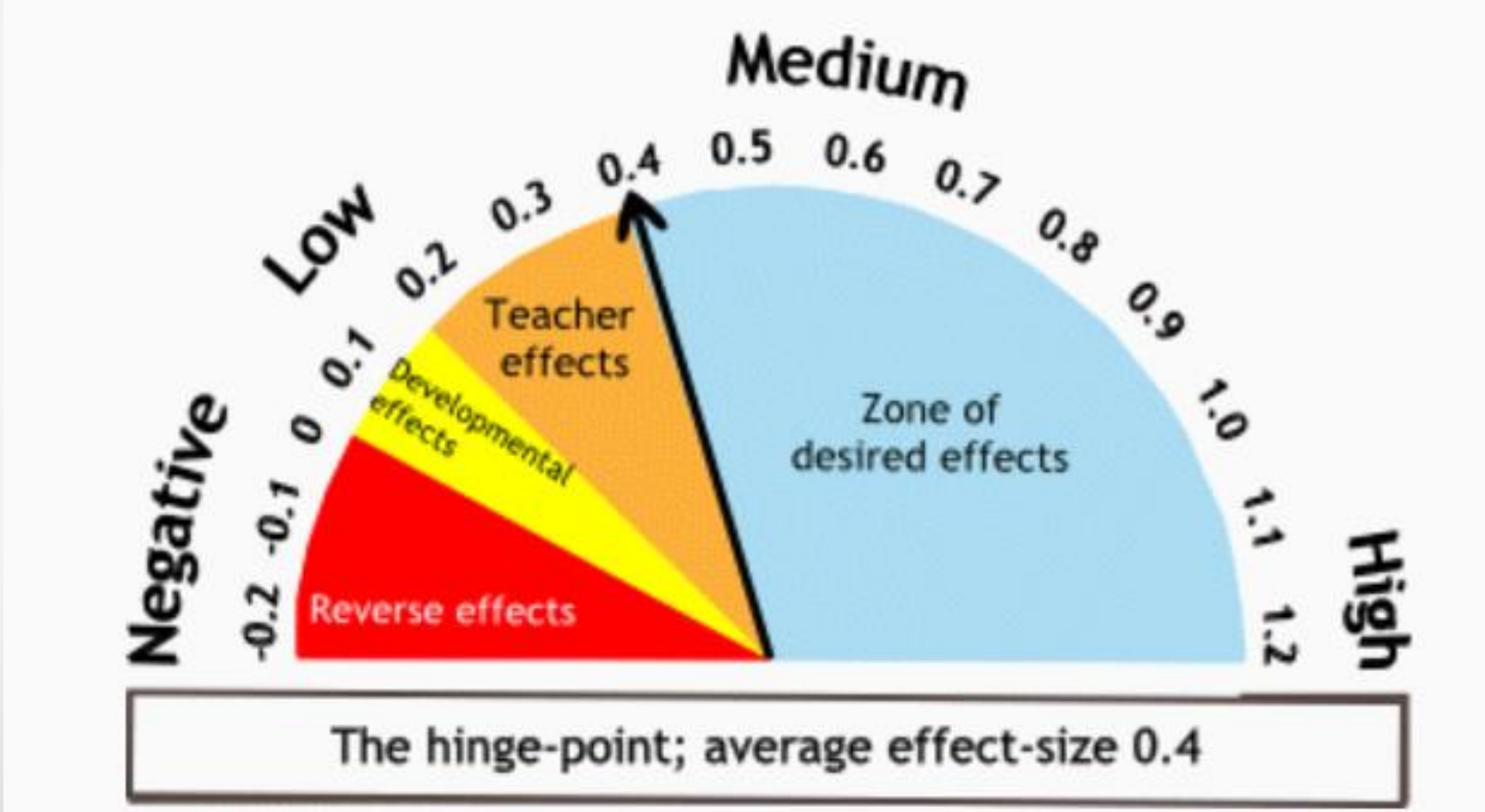
Discipline-Specific

How do you get teacher buy in for collaborative practices and co-teaching for ELs?

YET

http://www.youtube.com/watch?v=ZyAde4nIlm8

John Hattie's Visible Learning (2012)



Hattie (2015) on Collaborative Expertise:

- … the greatest influence on student progression in learning is having highly expert, inspired, and passionate **teachers and school leaders working together** to maximize the effect of their teaching on all students in their care.
- There is a major role for school leaders: to **harness the expertise** in their schools and to lead successful transformations.
- There is also a role for the system: to p**rovide the support**, time, and resources for this to happen.
- Putting all three of these (teachers, leaders, system) together gets at the **heart of collaborative expertise**.

How do leaders support teachers to develop and implement rigorous curriculum for the sake of ELLs?

Andrea Honigsfeld and Maria G. Dove

Collaborative Practices to Support All Students

Collaborative, inclusive, and integrated service-delivery practices are the best way to serve students who are English language learners.

Welcome to the collaboration age! or so announced *Edutopia* lead author Grace Rubenstein (n.d.) in a recent article. She not only designated the current era to be recognized for its dire need for collaboration but also coined a new term to describe the students in the contemporary classrooms: the "collaboration generation." She pondered how schools teach them, how they learn, and what resources are needed to support them and concluded that the future depends on people's collaborative agility.

Why Collaboration?

Principals face a tangled web of accountability for several reasons: NCLB shifted the focus of programs for English language learners (ELLs). Success is no longer viewed with the single lens of meeting English proficiency, but rather with a magnifying glass to ensure that students "will meet the same challenging state academic content and student academic achievement standards as all children are expected to meet" (NCLB, 2001, §3102[2]). With the advent of the Common Core State Standards (CCSS, see www.corestandards .org), school leaders must not only guide their faculty and staff members to meet a new framework of standards-based instruction but must also interpret how to meet those standards with ELLs.

Opportunities for Instructional Collaboration

- Joint planning
- Curriculum mapping and alignment
- Parallel teaching
- Co-developing instructional material
- Collaborative assessment of student work
- Co-teaching
- Joint professional learning

Curriculum for English Learners

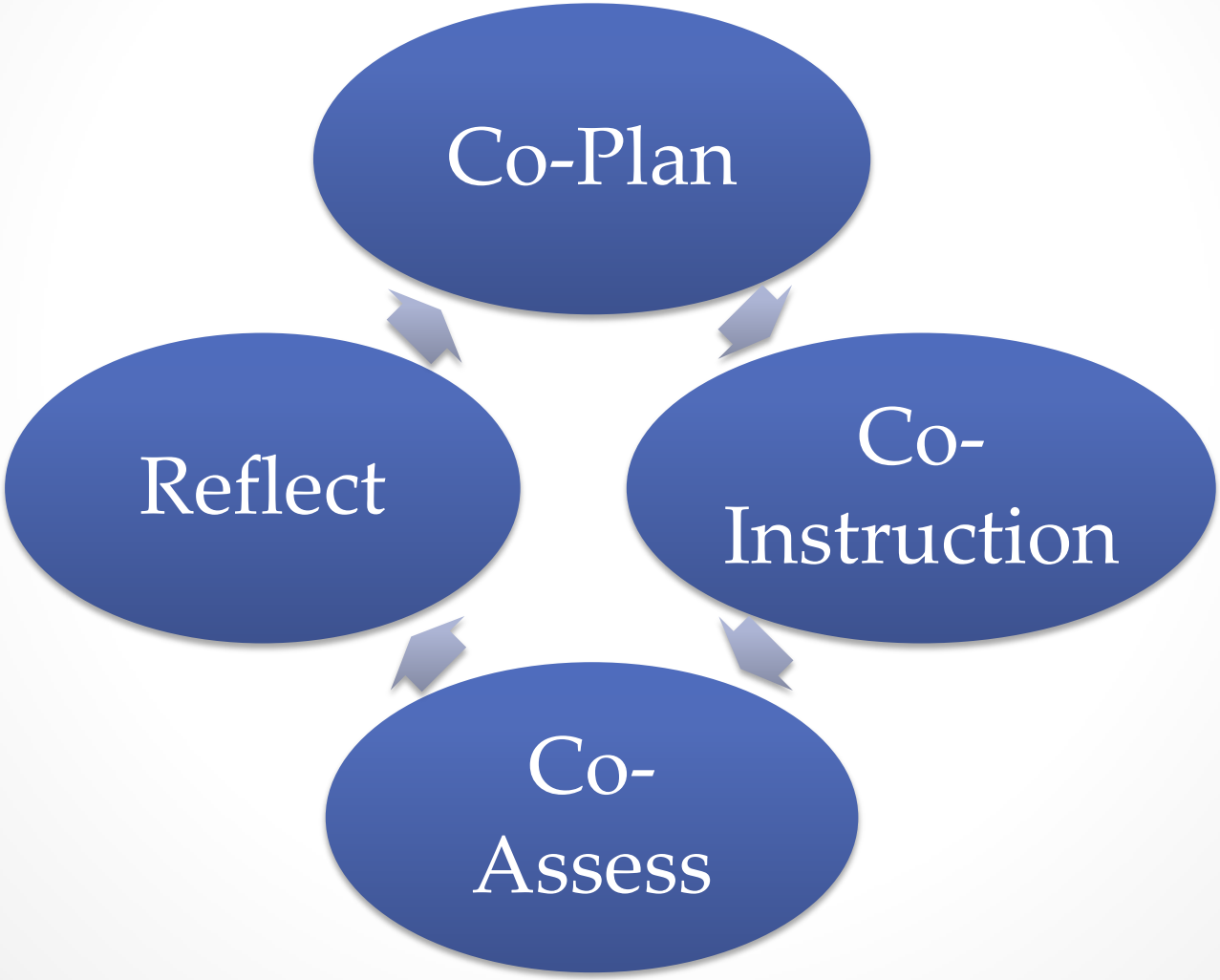
Adaptation

- Accommodations
- Modifications

Curriculum for English Learners

Adaptation	Acceleration
• Accommodations • Modifications	• Backmapping/Forward-mapping • Background knowledge and contextualization • Essential skill building

Components of an Integrated ENL Program



| Grades | 8:35 | 8:40 | 8:45 | 8:50 | 9:00 | 9:05 | 9:10 | 9:15 | 9:20 | 9:25 | 9:30 | 9:35 | 9:40 | 9:45 | 9:50 | 9:55 | 10:00 | 10:05 | 10:10 | 10:15 | 10:20 | 10:25 | 10:30 | 10:35 | 10:40 | 10:45 | 10:50 | 10:55 | 11:00 | 11:05 | 11:10 | 11:15 | 11:20 | 11:25 | 11:30 | 11:35 | 11:40 | 11:45 | 11:50 | 11:55 | 12:00 | 12:05 | 12:10 | 12:15 | 12:20 | 12:25 | 12:30 | 12:35 | 12:40 | 12:45 | 12:50 | 12:55 | 1:00 | 1:05 | 1:10 | 1:15 | 1:20 | 1:25 | 1:30 | 1:35 | 1:40 | 1:45 | 1:50 | 1:55 | 2:00 | 2:05 | 2:10 | 2:15 | 2:20 | 2:25 | 2:30 | 2:35 | 2:40 | 2:45 | 2:50 | 2:55 | 3:00 | 3:05 | 3:10 | 3:15 | Dismissal |
|---|---|---

Routines for Co-Planning Success

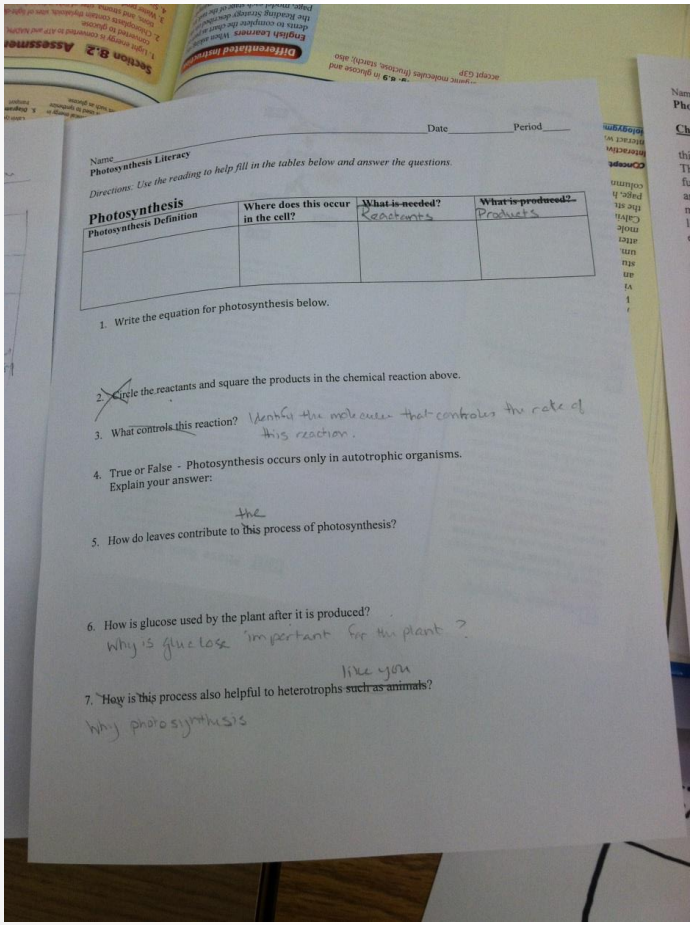
ORGANIZATION

PRE-PLANNING

CO-PLANNING

POST-PLANNING

Co-Planning



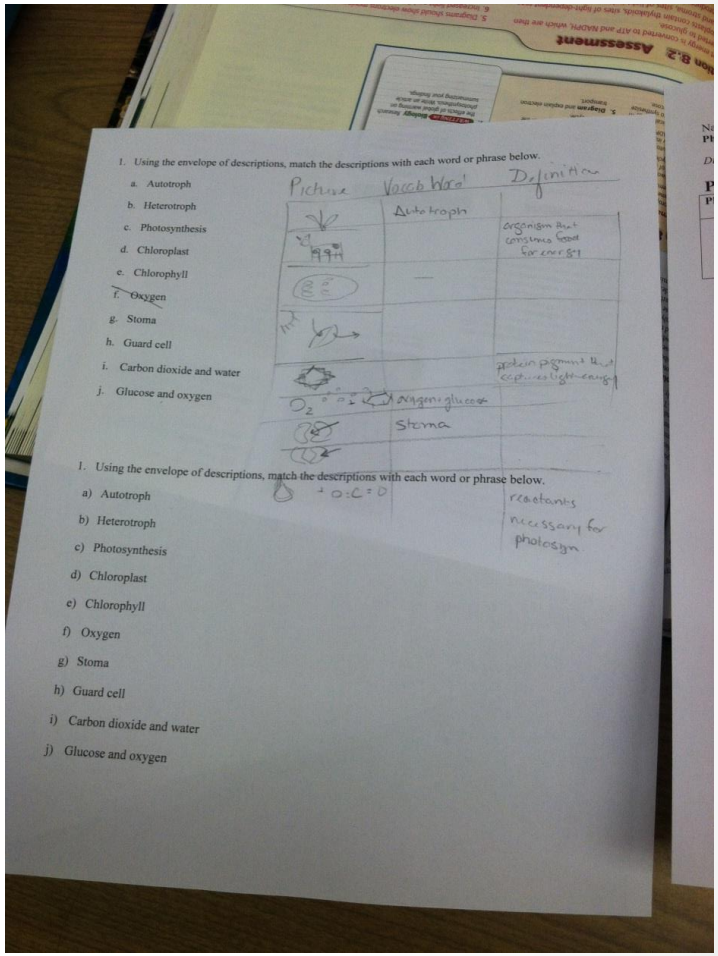
Name_____ Date_____ Period_____

Photosynthesis Literacy

Directions: Use the reading to help fill in the tables below and answer the questions.

Photosynthesis Photosynthesis Definition	Where does this occur in the cell?	~~What is needed?~~ Reactants	~~What is produced?~~ Products

1. Write the equation for photosynthesis below.
2. Circle the reactants and square the products in the chemical reaction above.
3. What controls this reaction? Identify the molecules that controls the rate of this reaction.
4. True or False - Photosynthesis occurs only in autotrophic organisms. Explain your answer:
5. How do leaves contribute to the process of photosynthesis?
6. How is glucose used by the plant after it is produced? Why is glucose important for the plant?
7. How is this process also helpful to heterotrophs ~~such as animals~~? like you Why photosynthesis



1. Using the envelope of descriptions, match the descriptions with each word or phrase below.

	Picture	Vocab Word	Definition
a. Autotroph		Autotroph	
b. Heterotroph			organism that consumes food for energy
c. Photosynthesis			
d. Chloroplast			
e. Chlorophyll			
f. ~~Oxygen~~			
g. Stoma			
h. Guard cell			
i. Carbon dioxide and water			protein pigment that captures light energy
j. Glucose and oxygen		Stoma	

1. Using the envelope of descriptions, match the descriptions with each word or phrase below.

a) Autotroph
b) Heterotroph
c) Photosynthesis
d) Chloroplast
e) Chlorophyll
f) Oxygen
g) Stoma
h) Guard cell
i) Carbon dioxide and water
j) Glucose and oxygen

reactants necessary for photosyn

Stacey Taylor and Kathryn Farley,
Elmont High School

Imagine getting on the tandem bike of co-teaching. **Who sits in the front and takes the lead?** Who takes the backseat?

Co-Planning Form for Classroom and ESL Instruction
ESL Teacher: _____ Classroom Teacher: _____ Grade _____
For the Week of: _____

Weekly Overview What is the focus for the week? What content-area topics will we address?			
	Content-Area Objectives *Language Objectives* What are we going to teach?	*Teacher/Student Activities* What will each teacher do? What will students do?	*Resources/Materials* What materials do we need?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reprinted from Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin. (p. 98)

CO-PLANNING

Subject:	Grade:	Standard(s):
Content Objective:	Language Objective:	Key Vocabulary: Tier II & Tier III
Formative & Summative Assessments:		Materials and Resources:

LESSON	GENERAL EDUCTION TEACHER	ESL TEACHER	SPECIAL CONSIDERATIONS	COTEACHING APPROACH	TIME
Opening: *(engaging the learner, demonstration, & guided practice)*				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	
Facilitating *(student collaboration, differentiated tasks, formative assessment)*				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	
Closing *(wrap up, recap, summative assessment)*				☐ One Teach—One On Purpose ☐ Two Teach Same Content (1 group) ☐ One Teach, One Assess ☐ Two Teach Same Content (2 groups) ☐ Pre-Teach--Teach ☐ Re-Teach--Teach ☐ Multiple groups	

Adapted from Murawski (2009)

Co-Planning

- *Long-term and short-term planning*
- *Language-enriched classes*
  - SWRL – attention to and opportunities for students speaking, writing, reading, and listening in every lesson
  - Academic language study at three levels:
    - Word level
    - Sentence level
    - Text level
- *Frameworks for planning*
  - Sheltered Instruction Observation Protocol (SIOP)
  - Gradual Release of Responsibility (Fisher and Frey)
  - Understanding By Design (UBD)

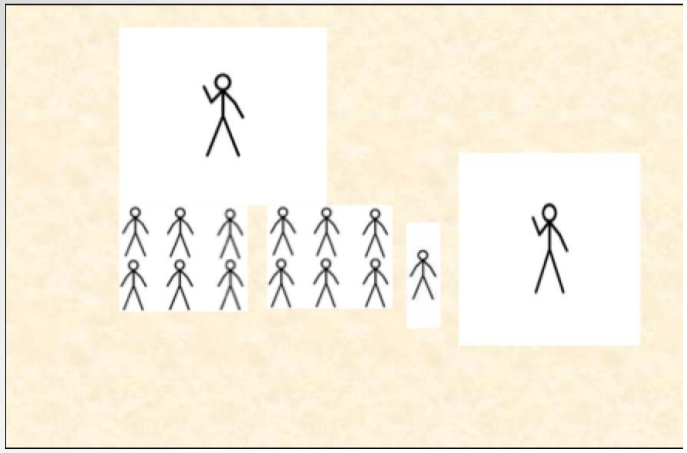
MODELS

(Honigsfeld & Dove, 2008).

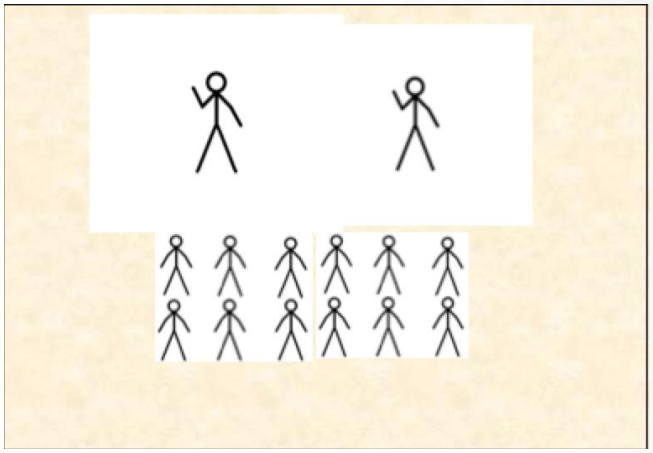
- **MODEL 1:** One Group of Students
  One Lead Teacher and One Teacher
  "Teaching on Purpose"

- **MODEL 2:** One Group of Students
  Two Teachers Teach Same Content

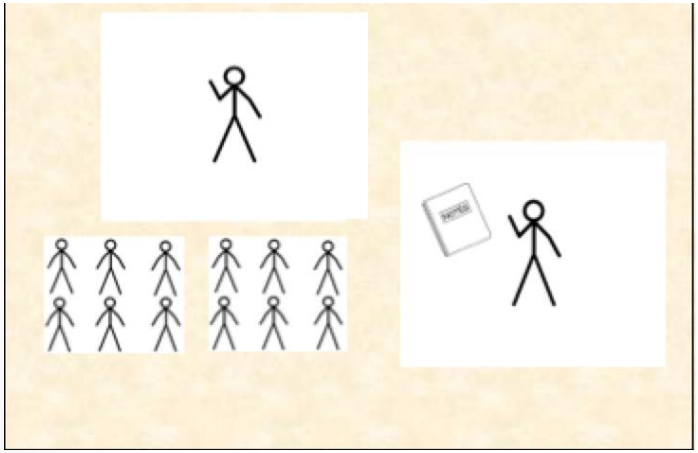
- **MODEL 3:** One Group of Students
  One Teaches, One Assesses



MODEL 1



MODEL 2

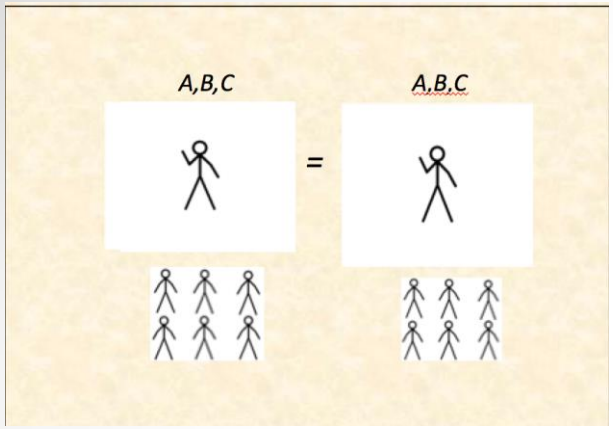


MODEL 3

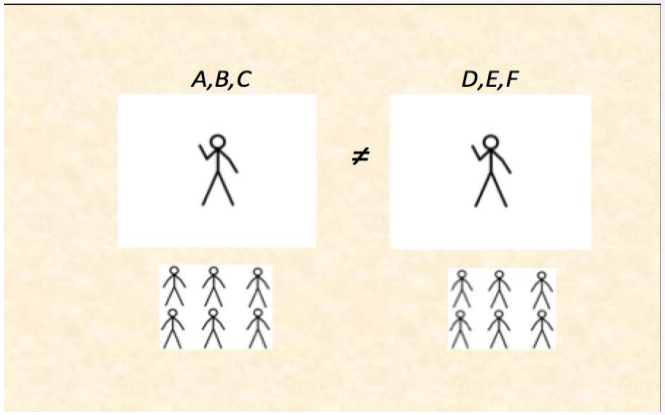
MODELS

(Honigsfeld & Dove, 2008).

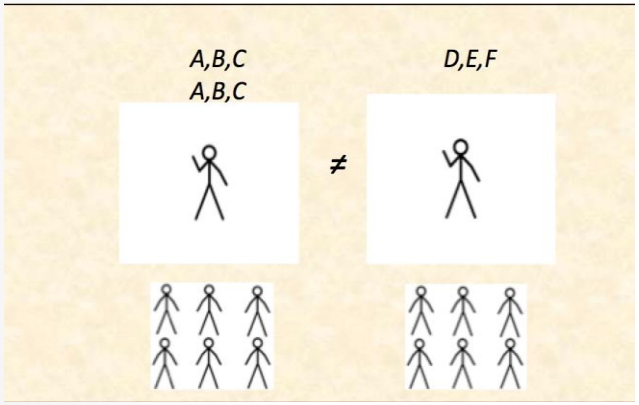
- **MODEL 4:** Two Groups of Students Two Teachers Teach Same Content
- **MODEL 5:** Two Groups of Students One Teacher Pre-teaches, One Teacher Teaches Alternative Information
- **MODEL 6:** Two Groups of Students One Teacher Re-teaches, One Teacher Teaches Alternative Information
- **MODEL 7:** Multiple Groups Two Teachers Monitor/Teach



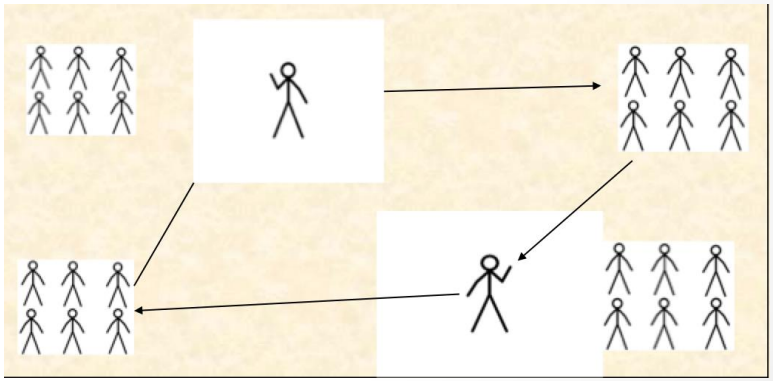
MODEL 4



MODEL 5



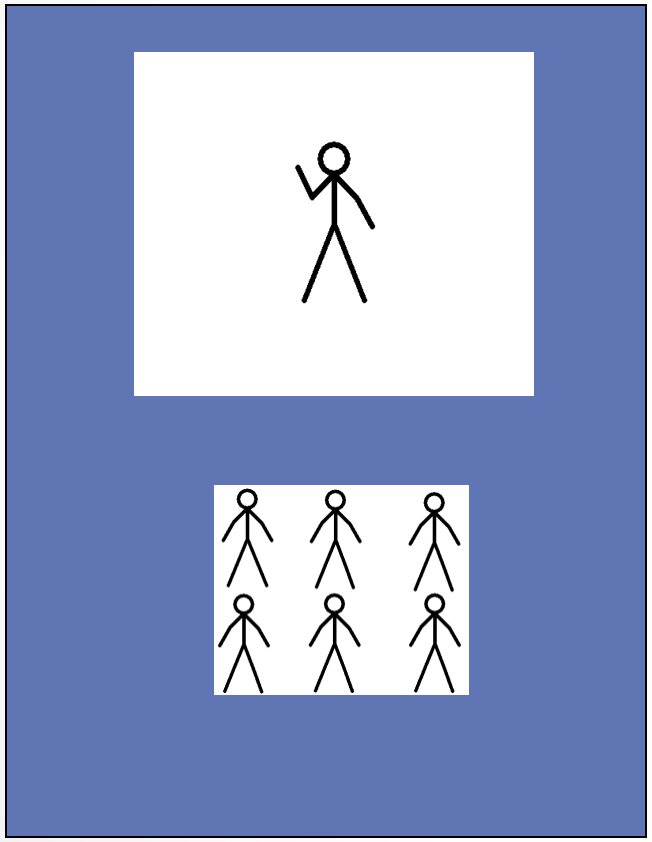
MODEL 6

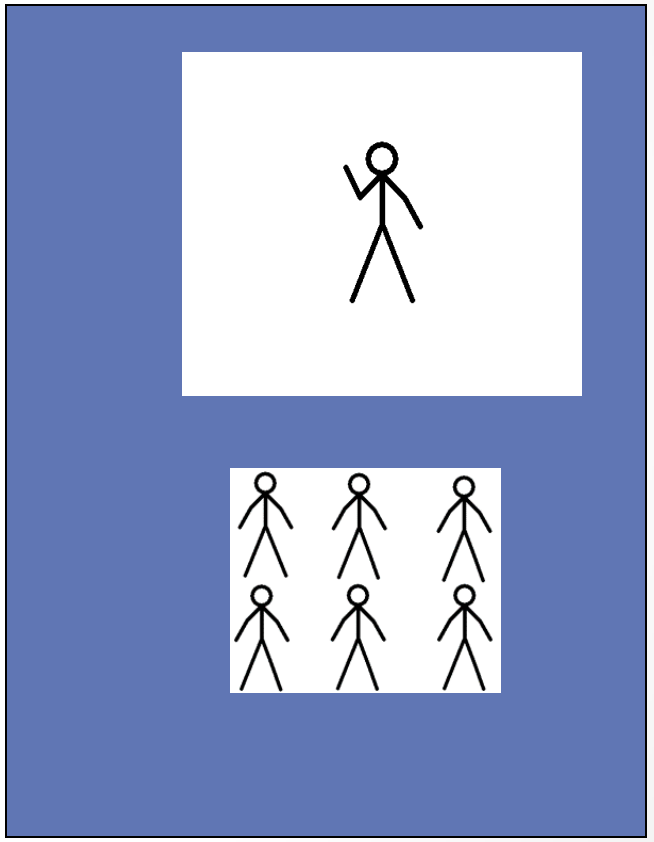


MODEL 7

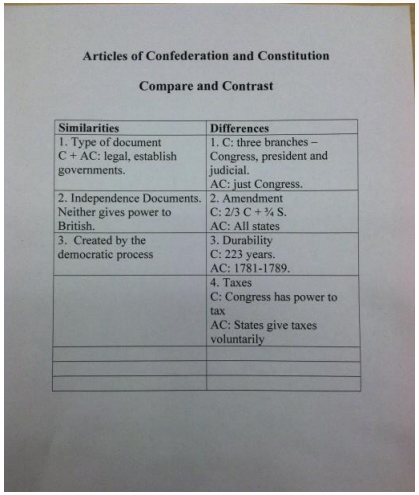
https://www.youtube.com/watch?v=Il7ivS3zaKc&list=PLFjdUUJJB65XR7uc64TxCIDZRkGLpJCRJ

Stand-Alone Classes for ELs





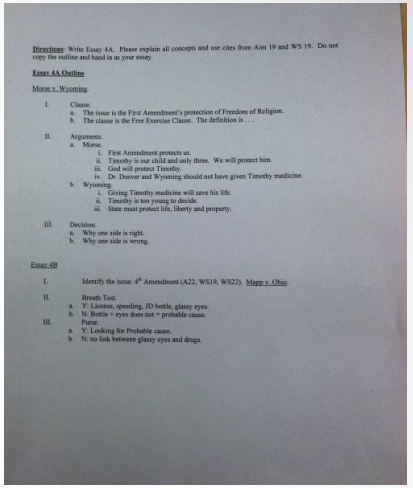
Co-Assessment and Scaffolding



Articles of Confederation and Constitution

Compare and Contrast

Similarities	Differences
1. Type of document C + AC: legal, establish governments.	1. C: three branches – Congress, president and judicial. AC: just Congress.
2. Independence Documents. Neither gives power to British.	2. Amendment C: 2/3 C + ¾ S. AC: All states
3. Created by the democratic process	3. Durability C: 223 years. AC: 1781-1789.
	4. Taxes C: Congress has power to tax AC: States give taxes voluntarily



Directions: Write Essay 4A. Please explain all concepts and use cites from Aim 19 and WS 19. Do not copy the outline and hand in as your essay.

Essay 4A Outline

Morse v. Wyoming

I. Clause.
   a. The issue is the First Amendment's protection of Freedom of Religion.
   b. The clause is the Free Exercise Clause. The definition is . . .

II. Arguments.
   a. Morse.
      i. First Amendment protects us.
      ii. Timothy is our child and only three. We will protect him.
      iii. God will protect Timothy.
      iv. Dr. Denver and Wyoming should not have given Timothy medicine.
   b. Wyoming.
      i. Giving Timothy medicine will save his life.
      ii. Timothy is too young to decide.
      iii. State must protect life, liberty and property.

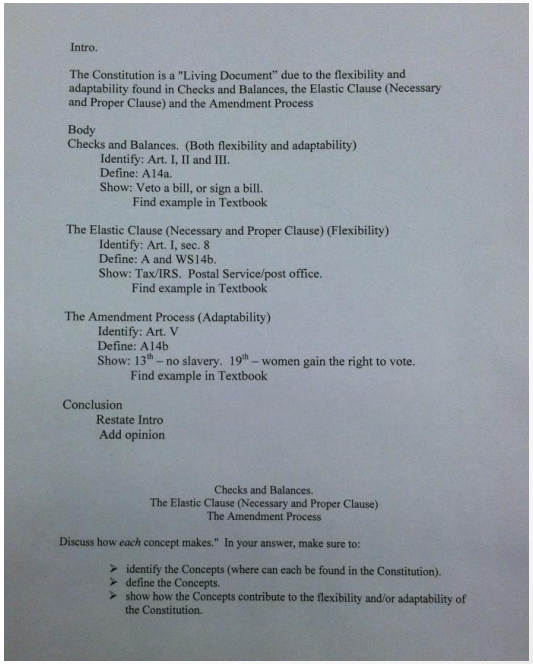
III. Decision.
   a. Why one side is right.
   b. Why one side is wrong.

Essay 4B

I. Identify the issue: 4th Amendment (A22, WS19, WS22). Mapp v. Ohio.

II. Breath Test.
   a. Y: License, speeding, JD bottle, glassy eyes.
   b. N: Bottle + eyes does not = probable cause.

III. Purse.
   a. Y: Looking for Probable cause.
   b. N: no link between glassy eyes and drugs.



Intro.

The Constitution is a "Living Document" due to the flexibility and adaptability found in Checks and Balances, the Elastic Clause (Necessary and Proper Clause) and the Amendment Process

Body
Checks and Balances. (Both flexibility and adaptability)
Identify: Art. I, II and III.
Define: A14a.
Show: Veto a bill, or sign a bill.
Find example in Textbook

The Elastic Clause (Necessary and Proper Clause) (Flexibility)
Identify: Art. I, sec. 8
Define: A and WS14b.
Show: Tax/IRS. Postal Service/post office.
Find example in Textbook

The Amendment Process (Adaptability)
Identify: Art. V
Define: A14b
Show: 13th – no slavery. 19th – women gain the right to vote.
Find example in Textbook

Conclusion
Restate Intro
Add opinion

Checks and Balances.
The Elastic Clause (Necessary and Proper Clause)
The Amendment Process

Discuss how *each* concept makes." In your answer, make sure to:

- identify the Concepts (where can each be found in the Constitution).
- define the Concepts.
- show how the Concepts contribute to the flexibility and/or adaptability of the Constitution.

Michael Maschio, Angela Torquinio, Rockville Centre, NY

Co-Assessment

1. Formative
2. Summative
3. Progress Monitoring
4. Performance-Based Assessment
5. Adaptations and Modifications to Traditional Assessments
6. Quizzes
7. End-Of-Unit Tests/Projects
8. Co-Developed Rubrics
9. Looking at Student Work – SWELL
10. Pre-Referral Data Collection

Reflection

Self-Assessment and Coaching Tools

- I-TELL
- DELIVER

Leadership Support

Considering offering support for the practice of an integrated service delivery for ELs through:

- Humble Inquiry
- Joint-Problem Solving via Professional Learning Communities
- Fearless Advocacy

Humble Inquiry

"What you focus on, you accomplish."

Craig Gfeller led West Gate Elementary School from one of the lower-performing schools to **earning *Prince William County School of Excellence*** status in just **two years.**

He fostered a **team approach** that enabled teachers to help students master required subjects at the same time **most were working to learn English as their second language.**

Test scores rose dramatically, earning West Gate and Gfeller widespread recognition and a visit from Virginia's Governor.

Joint-Problem Solving

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Kildeer	CM	Kildeer	Kildeer	Kildeer
7:45-8:00	Plan w L. Holmes	Plan w K. Magee	Plan w L. Emde	Plan w. C. Keller	Plan w. Amy & Brad
8:00-8:15					
8:15-8:30					
8:30-8:45	Grade 4 Lit Meeting K	Grade 4, K. Magee, Shared Reading	Grade 2 Intervention	Grade 2 Intervention	Grade 2 Intervention
8:45-9:00					
9:00-9:15		Grade 5 D. Neidermeyer, Math	9-9:30 Travel to CM	Grade 2, L. Emde Shared Reading	Grade 2, C. Keller Shared Reading
9:15-9:30					
9:30-9:45	Grade 2, C. Keller Guided Reading	Grade 4 Lit Meeting CM	Grade 5, V. Masse Intervention	Grade 2, C. Keller Writing	Grade 2, L. Emde Writing
9:45-10:00					
10:00-10:15	Grade 2, L. Emde Writing		Plan		
10:15-10:30					
10:30-10:45	Grade 4, L. Holmes Reading	Grade 5 Lit Meeting CM	Plan w V. Masse		
10:45-11:00					
11:00-11:15			Plan w Stef	Grade 4, L. Holmes Literacy	Grade 4, L. Holmes Literacy
11:15-11:30					
11:30-11:45		11:30- 12:30 Lunch/Travel to K	Plan w Katie		
11:45-12:00	11:45-12:45 Lunch/Travel to CM			Plan	Plan
12:00-12:15			12-12:45 Lunch	12-12:45 Lunch/Travel to CM	12-12:45 Lunch/ Travel to CM
12:15-12:30					
12:30-12:45		Grade 2, L. Emde, Math			
12:45-1:00	Grade 4, K. Magee SEL		Grade 4, K. Magee Shared Reading	Grade 4, K. Magee Shared Reading	Grade 4, K. Magee Shared Reading
1:00-1:15	Grade 5, D. Neidermeyer, Literacy	Grade 2 Lit Meeting K			
1:15-1:30					
1:30-1:45	ELST CM		Grade 5, D. Neidermeyer Literacy	Grade 5, D. Neidermeyer Literacy	Grade 5, D. Masse Literacy
1:45-2:00					
2:00-2:15		Grade 2, C. Keller Sci/SS	Grade 5 V. Masse, Literacy	Grade 5 V. Masse, Literacy	Meet/Plan- Interpreters/Stef
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15	Plan	Zone 3 Dismissal	Plan w D. Niedermeyer	Plan w L. Fix	Plan w. Stef/Jackie

Fearless Advocacy

The *New* Three Rs

Inspired by Rigor/Relevance Framework,
the International Center for Leadership in Education

- Rigor
- Relevance
- Research

QTEL

- Sustain academic rigor
- High expectations
- Metaprocesses
- Quality interactions
- Sustained language focus
- Quality curriculum

QUESTIONS

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