

***K-12 Instructional Models for  
English Learners: What They Are  
and Why They Matter***

**Webinar**

**June 27, 2018**



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# Presenters



**Margie McHugh**, Director, National Center on Immigrant Integration Policy, MPI



**Julie Sugarman**, Senior Policy Analyst, Migration Policy Institute



**Silvia Romero-Johnson**, Executive Director, Office of Multilingual and Global Education, Madison Metropolitan School District



**Lissette Colón-Collins**, Assistant Commissioner, Office of Bilingual Education and World Languages, New York State Education Department



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  - *Early Childhood*
  - *K-16*
  - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*
- *International Initiatives*

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# Context for Today's Release



## Issue Brief

June 2018

Issue No. 2

### A Matter of Design

English Learner Program Models in K-12 Education

By Julie Sugarman

#### Different Approaches to Teaching English Learners

Nearly 5 million students in U.S. primary and secondary schools are classified as English Learners (ELs).<sup>1</sup> The majority were born in the United States, while a smaller share are immigrants.<sup>2</sup> Though they carry the same label, the needs of these students vary enormously. ELs also attend schools in every conceivable setting: public and private schools, large cities and small towns, and well and poorly resourced districts. Some are educated in communities that support multilingual and multicultural identities, and others are not. All of this variation means that schools take different approaches to helping their ELs develop the language, academic, and cultural skills to succeed.

A great deal of attention has been paid in recent years to how ELs and other groups of traditionally underserved students fare compared to their White, middle-class, and English-speaking peers. Many policymakers and advocates have focused on how students perform on outcome measures such as standardized test scores and graduation rates. However, it is equally important to examine the types of instruction and other services schools provide to improve these outcomes.

Particularly in schools where ELs appear to be making inadequate progress toward English language proficiency and academic achievement, the quality and effectiveness of EL instructional programs may warrant scrutiny. In a time when policymakers, advocates, parents, and other community members are increasingly encouraged to work together with school and district administrators to address persistent achievement gaps, it is critical that these diverse stakeholders have a clear picture of instructional approaches so they can contribute effectively to the dialogue on EL program improvement. This brief provides an overview of the program models most frequently used in U.S. schools to serve ELs' language and academic learning needs in kindergarten through twelfth grade. In addition to outlining the critical features of the most commonly used models, it describes key factors that account for the significant variation in the approaches used within and across schools.

#### What Are the Building Blocks of EL Program Models?

There are numerous academic studies<sup>3</sup> and resources intended for educators and members of the public<sup>4</sup> that compare EL instructional models in terms of their characteristics and effectiveness. Although these sources generally agree about the fundamental differences between models, readers will find that the terms they use and the ways they describe these models vary.

## *A Matter of Design: English Learner Program Models in K-12 Education*

By Julie Sugarman

At a time when policymakers, advocates, parents, and other community members are encouraged to work with schools to close achievement gaps between ELs and non-ELs, this guide aims to help these stakeholders understand the differences between EL program models. It describes the characteristics of some of the most common program types—dual language, transitional bilingual education, and English only—and examines the factors that shape schools' decisions to use a particular model or set of models.

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# Julie Sugarman



**Julie Sugarman** is Senior Policy Analyst for PreK-12 Education at MPI's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Learner (EL) students. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics, where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL, where she developed a toolkit to help practitioners assess the effectiveness of cultural and community orientation programs for refugees settled in the United States.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.



# Building Blocks of EL Models

- *What are the language goals?*
- *How much is the partner language used?*
- *What grade levels are included?*
- *Are ELs integrated with non-ELs?*
- *What is the relationship between EL instruction and general education?*

Dual Language

Transitional Bilingual  
Education

English Only



# Commonly Used Terms for English Only Models

- ***Pull out***
- ***Classroom English as a second language (ESL)***
- ***Push in***
- ***Co-teaching***
- ***Content-based ESL***
- ***Sheltered English instruction***
- ***Newcomer***
- ***Structured English immersion***





# Model Design Goes Beyond Labels

- ***In dual language, transitional bilingual and English only***
  - ***Program model names used inconsistently***
  - ***Models are adapted to local situations***
- ***In English only programs***
  - ***EL instruction takes place outside of “ESL time”***
  - ***EL specialists and general education teachers play a variety of roles***
  - ***Models are typically used in combination***



# English Only Models

		What Is the Focus of the Curriculum?				
		English language development	Basic / remedial skills (literacy or math)	Grade-level English language arts (ELA) with language support	Grade-level non-ELA content with language support	Grade-level content without language support
How Integrated Are ELs with Non-ELs?	ELs fully separate (self-contained)	ESL class, ESL pull-out, structured English immersion	EL/newcomer basic skills class or pull-out	ESL class, ESL pull-out, content-based ESL, co-teaching, newcomer/sheltered ELA	Newcomer/sheltered content class, co-teaching, content-based ESL	N/A
	ELs supported by a specialist within the general education classroom	Push-in or co-teaching	Push-in or co-teaching	Push-in or co-teaching	Push-in or co-teaching	N/A
	ELs taught by general education teacher only	N/A	Basic literacy or math skills class (or pull-out session including both ELs and non-ELs)	Sheltered ELA (for example, general education teacher uses SDAIE or SIOP approach)	Sheltered non-ELA content (for example, general education teacher uses SDAIE or SIOP approach)	General education



# Why Do Schools Choose Different Approaches?

- ***Student characteristics and needs***
- ***Teacher capacity***
- ***State policies***
- ***Research***
- ***Decisionmaker attitudes and goals***
- ***Poor decisionmaking***



# Silvia Romero-Johnson



**Silvia Romero-Johnson** is the Executive Director of the Office of Multilingual and Global Education, a position she has held since July 2013. Her work focuses on providing access to quality bilingual and multilingual education to all students, and more specifically to students who have a family language other than English in the home.

She has been working in the Madison Metropolitan School District since 2001. She started as a bilingual resource specialist while she attended school to obtain her teaching licenses. She then became a bilingual resource teacher, a bilingual math teacher, and a program support teacher for bilingual education programs.

She has also worked as school principal at Nuestro Mundo Community School, the only whole school Dual Language Immersion program in Madison district.

MADISON METROPOLITAN  
SCHOOL DISTRICT



Office of  
Multilingual & Global Education

Welcome! • ¡Bienvenidos! • Zoo Siab Txais Tos

## Introduction to ELL Services in MMSD

June 27, 2018



## Serving Students

- English Language Learners
- Bilingual Learners
- World Language Learners

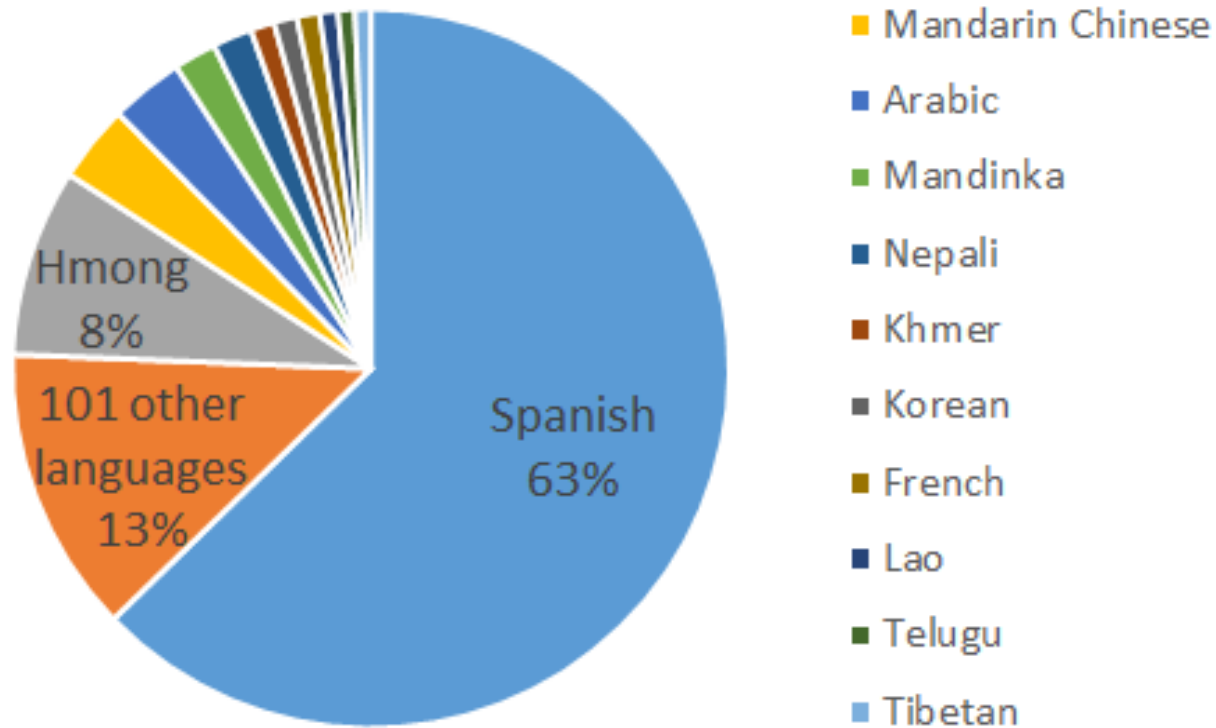
## Programs

- English as a Second Language (ESL)
- Bilingual Education: Developmental Bilingual Education (DBE) and Dual Language Immersion (DLI)
- Hmong Culture and Language Support
- World Language Education



# How many languages represented?

## Language Distribution of ELs 17-18





# MMSD Program Models & Goals

## Programs:                      ESL DLI                      DBE

### What common goals exist for all programs?

- academic achievement and language proficiency
- intercultural knowledge and global awareness
- support for and in home language





# English as a Second Language (ESL)

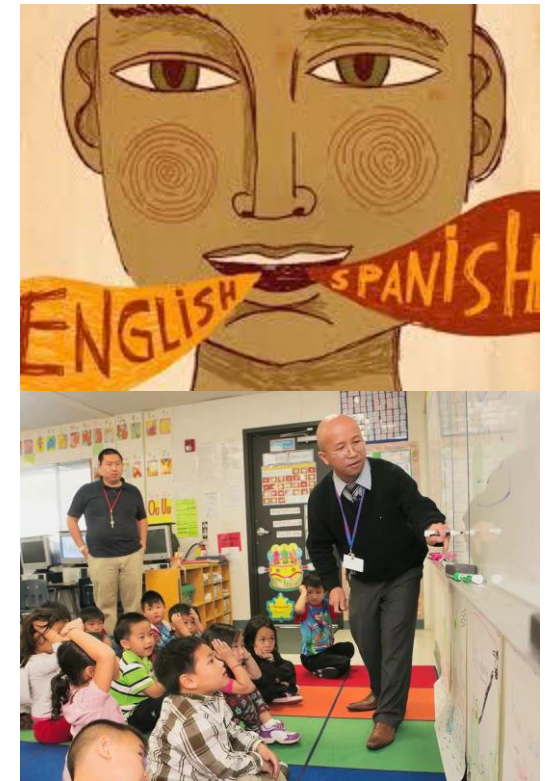


- Provided to all ELLs that accept services
- **Provided in the general education environment (including DLI/DBE)**
- Shared responsibility between classroom teacher and an English as a Second Language (ESL) or a Bilingual Resource Teacher (BRT)
- **Offered at all grade levels and at English language proficiency levels 1-5**
- ESL services help ELLs access grade level content, and academic language to be successful in school



# Developmental Bilingual Education (DBE)

- **The student composition is made up of all ELLs of the same home language (Spanish or Hmong)**
- Content instruction in Spanish and English to develop academic content knowledge and language skills
- **Develop successful learners who are bilingual and biliterate**
- Kindergarten and 1st grade are presented in a 50/50 model; 2nd grade 70/30; 3rd grade 60/40; 4th grade onward is 50/50
- 6th-8th 50/50
- **9-12 Two classes each year in Spanish**



# Dual Language Immersion (DLI)

- Native language speakers of a target language (Spanish) and native speakers of a majority language (English)
- **Instruction occurs in both languages**
- Students develop fluency & literacy in both languages



# 90:10 DLI Instructional Language Model

	K	Grade 1	Grade 2	Grade 3	Grade 4-5	Grade 6-8
100%						Spanish
90%						English
80%						
70%						
60%						
50%						
40%						
30%						
20%						
10%						

**High School - Two courses taught in Spanish each year. These include Spanish LA 1 and 2 and 4 SS Courses**

# 50:50 DBE & DLI Instructional Language Model

	K	Grade 1	Grade 2	Grade 3	Grade 4-5	Grade 6-8
100%						Spanish
90%						English
80%						
70%						
60%						
50%						
40%						
30%						
20%						
10%						

**High School** - Two courses taught in Spanish each year. These include Spanish LA 1 and 2 and 4 SS Courses

## Approved in October 2016

Includes six focus areas:

- ELL Communication and Monitoring Systems
- Professional Learning and Building System Capacity
- English Language Learner: English as a Second Language Services
- English Language Learner: Bilingual Education Services
- Diversity within Bilingual Programs
- Community Building
- [Link to ELL Plan](#)

***For each plan component there is a demonstrated need, evidence and set of recommendations***



# Supporting our Students & Families

Board of Education Resolution  
in Support of Immigrant,  
Refugees and Undocumented  
Students and Families

[MMSD Site for Students,  
Families and Staff](#)



[Español](#)

[Lus Hmoob](#)

[عربي](#)

## We want you to know:

- that all students, regardless of immigration status, have the right to attend school
- you never need to disclose your immigration status
- exactly what rights protect immigrant and undocumented individuals
- how to get help from organizations in the Madison area that offer legal, medical and social services
- how to get help from the Madison Metropolitan School District



Students & Families



Staff



# Lissette M. Colón-Collins



**Lissette M. Colón-Collins** is the Assistant Commissioner for Bilingual Education and World Languages at the New York State Education Department. Her office provides guidance to over 625 districts, Charter Schools, and Non-Public Schools and implements educational programs and services for over 300,000 English Language Learner (ELL) students.

In her previous role as Senior Fellow with the University of the State of New York, Regents Research Fund Fellows Program she supported the implementation of statewide policy for ELLs. Prior to this position, she served the New York City Department of Education (NYCDOE) in a variety of leadership roles that afforded her the opportunity to work closely with senior leadership developing and implementing policies that impacted more than 150,000 ELLs and new immigrants citywide. She served as the Chief of Staff of the NYCDOE's Office of English Language Learners, Director of Parent Support, and Dual Language Instructional Support Specialist in August 2003 when she joined the Office of ELLs.

Ms. Colón reaches thousands of families of ELLs yearly through citywide conferences providing them with information about their rights and responsibilities in order to ensure they can participate more fully in their children's education. She began her career as an educator at the William J. Gaynor Intermediate School 49 in Brooklyn. Mrs. Colón-Collins graduated with a Civil Law Degree from the Pontificia Universidad Católica Madre y Maestra, Santiago, Dominican Republic. She has a master's degree in Bilingual Education from The City University of New York and a master's degree in Education for Supervision and Administration from The College of Staten Island.





**engage<sup>ny</sup>**  

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**Our Students. Their Moment.**

**Ensuring Equal Educational Opportunities for  
English Language Learners (ELLs) /  
Multilingual Learners (MLLs) in New York State**

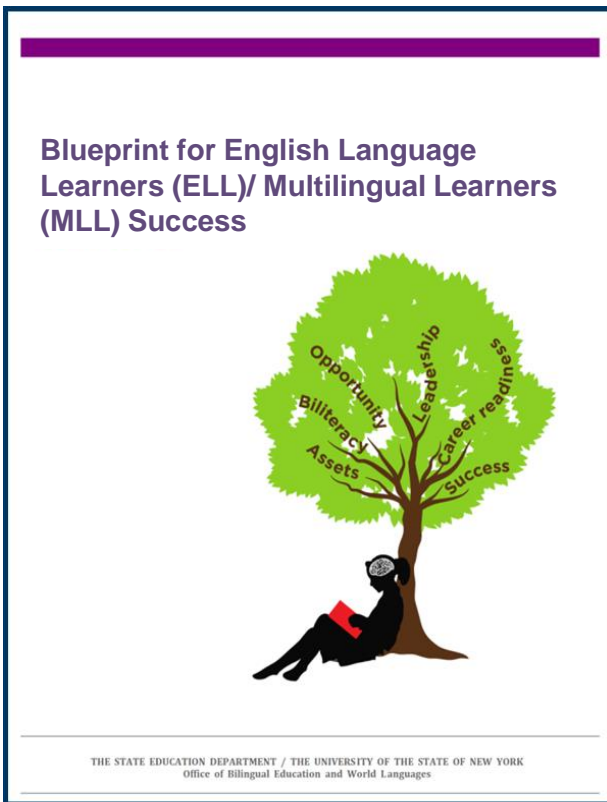
**June 27, 2018**

# Blueprint for ELL/MLL Success



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

# Blueprint for ELL/MLL Success



- Districts and schools value all parents and families of ELLs/MLLs as partners in education and effectively involve them in the education of their children.
- District and school communities leverage the expertise of bilingual, English for Speakers of Other Languages (ESOL), and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
- Districts and school communities leverage ELLs/MLLs' home languages, cultural assets, and prior knowledge.
- Districts and school use diagnostic tools and formative assessment practices in order to monitor ELLs/MLLs' content knowledge as well as new and home language development to inform instruction.

# COMMISSIONER'S REGULATION PART 154

Commissioner's Regulation Part 154 establishes the legal requirements for the education of ELLs/MLLs in New York State.

# AREAS OF CR PART 154 REGULATION

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Units of Study
- Grade Span
- Program Continuity
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- Certification
- School District Planning and Reporting Requirements

# ENGLISH AS A NEW LANGUAGE (ENL) MANDATED UNITS OF STUDY FOR ELLS/MLLS AT THE FIVE ENGLISH PROFICIENCY LEVELS

ENGLISH PROFICIENCY LEVEL	UNITS MANDATED FOR K-8 ELLS/MLLS	UNITS MANDATED FOR 9-12 ELLS/MLLS
<b>Entering</b>	360 minutes per week	540 minutes per week
<b>Emerging</b>	360 minutes per week	360 minutes per week
<b>Transitioning</b>	180 minutes per week	180 minutes per week
<b>Expanding</b>	180 minutes per week	180 minutes per week
<b>Commanding</b> two additional years of support that can include ENL instruction		

# UNITS OF STUDY & TEACHER QUALIFICATION REQUIREMENTS

## 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)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	<b>3 units of study per week</b> (540 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional <b>two years</b>
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
<b>TOTAL</b>	<i>540 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
<b>AWARDING CREDITS</b>	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

# WHY INTEGRATED ENL IN NYS?

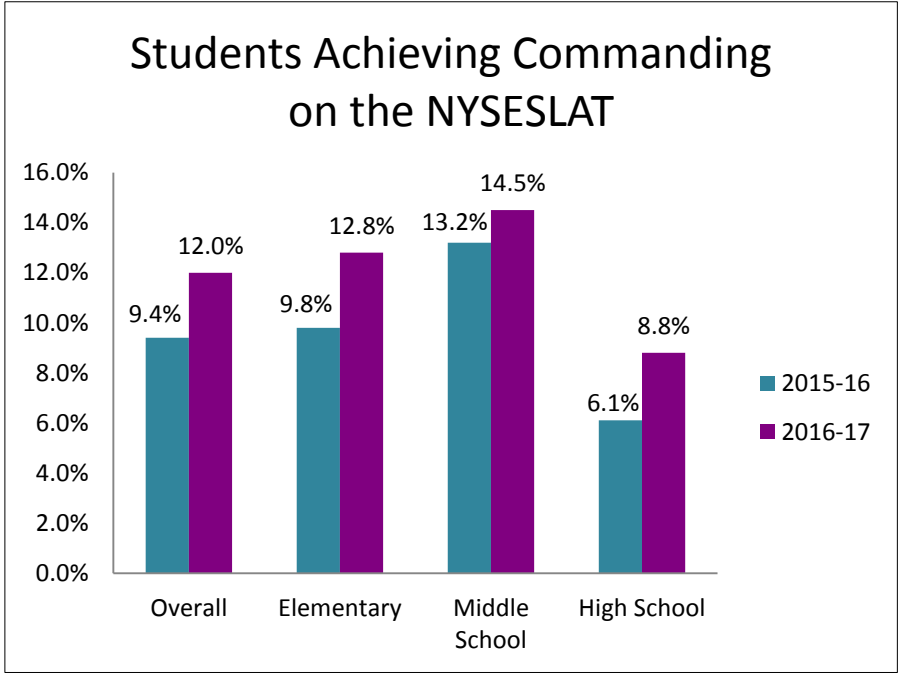
- To provide equitable access to grade appropriate instruction and academic rigor in order to meet the New York Next Generation Standards.
- To earn additional credits towards graduation.
- To provide access to content, as well as regular and consistent opportunities to engage with their peers in heterogeneous classroom settings.
- To leverage the knowledge of teachers who are skilled and knowledgeable about content and language development.
- To align policy and instructional practices to research based approaches to language development and content.



# WHY INTEGRATED ENL IN NYS?

## BENEFITS & CHALLENGES OF INTEGRATED ENL IN NEW YORK STATE

**ELLs/MLLs  
making progress towards  
proficiency**



# NEW YORK STATE SUPPORTS

- ❑ Created units of study tables to provide guidance around ENL and staffing requirements.
- ❑ Created additional resource guides and webinars on co-teaching for educators.
- ❑ Provided professional development sessions for teams of ENL and content area teachers.
- ❑ Provided professional development for administrators across NYS on co-teaching for ELLs/MLLs.
- ❑ Convened focus groups with teachers and administrators to learn about implementation best practices and resources needed.
- ❑ Fund Clinically Rich-Intensive Teacher Institutes (CR-ITI) across the state to implement new teacher education programs and offset the cost for teachers of obtaining ESOL certifications and Bilingual Education extensions required for the appropriate implementation of CR Part 154.

# OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

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**ELL PARENT HOTLINE AT 1-800-469-8224**

[nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)

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<http://www.p12.nysed.gov/biling/bilinged/betac.html>





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- *Or email [events@migrationpolicy.org](mailto:events@migrationpolicy.org) with your questions*
- *Or tweet questions to @MigrationPolicy #MPIdiscuss*
- *Slides and audio will be available at: <http://www.migrationpolicy.org/events>*

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Particularly in schools where ELs appear to be making inadequate progress toward English language proficiency and academic achievement, the quality and effectiveness of EL instructional programs may warrant scrutiny. In a time when policymakers, advocates, parents, and other community members are increasingly encouraged to work together with school and district administrators to address persistent achievement gaps, it is critical that these diverse stakeholders have a clear picture of instructional approaches so they can contribute effectively to the dialogue on EL program improvement. This brief provides an overview of the program models most frequently used in U.S. schools to serve ELs' language and academic learning needs in kindergarten through twelfth grade. In addition to outlining the critical features of the most commonly used models, it describes key factors that account for the significant variation in the approaches used within and across schools.

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# Thank You For Joining Us!

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