



SUPPORTING ELL STUDENTS THROUGH FLEXIBLE PROGRAMMING



ELL students come to our schools with different academic experiences, skills, and needs. This requires that schools offer a flexible program. A flexible program for ELLs provides appropriate support for students at their level and an opportunity for students to move to different classes as they progress in English and other core subjects with minimal disruption of the student's other classes. Based on their experiences, some students may be strong academically in their home language and can progress at a faster pace, while others may be substantially behind in all

subjects as well as in their home/native language. These differences in native language level and academic skills require that students entering an ENL or bilingual program receive the necessary support in the classroom and be provided with opportunities to advance at their appropriate pace. In other words, this requires a flexible program. When designing effective programs for ELL students, schools take into account the students needs and skills as well as all possible resources. Resources could be in the form of staff, time, and space.

When the school admits and initially assesses a new student into its ENL or bilingual program, for instance, it may be determined that the student is at the entering level of English proficiency. At the same time, the student may be advanced in mathematics. After monitoring the student's progress during the first few weeks, the school concludes that the ENL class is appropriate, but a change to a higher level math class must be made. At this point, the school needs to find a parallel class for the student. In other words, if the student was placed in a 9th grade math class for ELL students, is there a concurrently scheduled 10th grade math class? Scheduling parallel classes will increase flexibility in making changes effortlessly and in minimizing disruptions to students' schedules.

When developing a flexible program to support ELL students, we also need to consider staff resources and other personnel for classroom support. This can be a paraprofessional, a second teacher, or an adult volunteer in the classroom. One may conclude that some of the students can benefit from a more advanced class with extra support. Placing the staff member in the more advanced class strengthens instruction in different ways: moving students to a more appropriate math class, lowering the student-teacher ratio, increasing individualized attention for students in the original classroom, and allowing the teacher to provide more targeted support.

Flexible programming may also benefit students by providing extra time in core subjects. If we take time from non-Regents subjects, such as Physical Education or Art, we may be able to offer students extra time in the core subject of need.

Here are some examples of providing students extra time in core subjects.

Block 1

Per	Mon	Tue	Wed	Thu	Fri
2	Glob	PE	Art	PE	Art
3	Glob	Glob	Glob	Glob	Glob

This block shows half credit for Art and Physical Education per semester that requires a minimum of 90 minutes or two days per week. We can take the extra Art minutes and provide extra time for Global History.

Block 2

Per	Mon	Tue	Wed	Thurs	Friday
1	Sci	Sci	Sci	Sci Lab	Sci
2	Math	Sci	Math	Sci Lab	Math
3	Math	Math	Math	Math	Math

This block is an example of a 7/8 period blocks per week and provides the support according to students' needs. In this case, we are providing extra support in both Math and Science.

RBE-RN News



Resources from New York State Education Department Office of Bilingual Education and World Languages (OBEWL)

To access these documents, you can click web address or the picture

The [Multilingual Learner \(MLL\)/English Language Learner \(ELL\) Program Quality Review and Reflective Protocol Toolkit](#) has been posted to our website. These are tools and processes that strengthen the school quality review process for Multilingual Learner/English Language Learner programs and services.



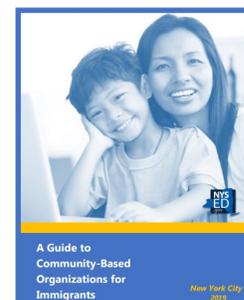
May 24th, 2019: The annual Immigrant Youth Empowerment Conference (IYEC) Conference provides resources and tools to all youths and their families, regardless of their immigration status to be empowered and organize within their communities. We have 3 tracks designed for High School Students, College Students and Educators. You can register at:

<https://docs.google.com/forms/d/e/1FAIpQLScgs1xhtH2OrmLgWDBI-pBnShpDEk4DOlaLGq9Us2D61STIA/viewform>



Immigrant Rising's List of Undergraduate Scholarships contains scholarships for undergraduate studies that don't require proof of citizenship or legal permanent residency. This up-to-date list, organized by deadline date, contains scholarships at the local (Bay Area), state and national level. You can get the list at: <https://immigrantsrising.org/resource/list-of-undergraduate-scholarships/>

The Community Based Organization Guide for New York City has been translated into Arabic, Bengali, Chinese, Russian, and Spanish. To access the guides please visit: <http://www.nysed.gov/bilingual-ed/guide-community-based-organizations-immigrants>



Upcoming Events

For descriptions and registration information about these events, go to our website calendar:

https://www.fordham.edu/info/27866/rbern_events

April	Workshop Titles and Descriptions	Audience
1	Early Childhood Series. Next Generation Literacy Learning Standards for K - 2 Educators working with ELLs/MLLs (Speaking and Writing). Presenter: S. Martinez. Fordham University Lincoln Center Campus	K-2
16	Understanding the NYS Next Generation ELA Learning Standards and Applying them in the 6-8 Grade Classroom. For 6-8 ENL, bilingual and co-teachers in integrated ENL, stand-alone programs, coaches, and supervisors. Advanced literacies encompass a set of skills and competences that enable communication, spoken in increasingly diverse ways and with increasingly diverse audiences. In this session, participants will be introduced to the rationale for these changes, develop an understanding of Advanced Literacies and their implications for instruction in Bilingual, ENL and Integrated 6-8 classrooms. In addition, participants will leave with a toolbox of strategies and protocols that support the intentional teaching of advanced literacies. Presenters: E. Berardinelli, R. Salavert Fordham University, Lincoln Center Campus 8:30 a.m. - 3 p.m.	6-8
16	Supporting High Schools in Developing Strong Family Relationships. At the high school level, attendance at parent meetings and family communication in general is not adequate. In this workshop, Fausto Salazar will go over how schools can develop strong relationships with families and how to increase attendance at parents meetings. The Parents Bill of Rights for ELL/MLL will be used to reflect on schools practices, and finally we will model a presentation on how parents can communicate with their students. The workshop will take place at Walsh Library, Room 041, Rose Hill Campus, Bronx, 2 p.m. - 4:15 p.m.	9-12
29	Integrated ENL: Co-Teaching Models in Practice. grades 3-12, with a focus on identifying teacher goals and objectives while engaging in co-planning conversations about students and developing a co-planning strategy. Session for new ENL and content area teachers who are co-teaching for integrated ELA, Math, Science, Social Studies, coaches or administrators supervising ENL and content teachers. Presenters: A. Baruch, D. Howitt. Fordham University Lincoln Center Campus. 8:30a.m. - 3 p.m.	3-12

Information and Resources

Call: (718) 817-0606, Email: nycrbern@fordham.edu

Website: [NYC Regional Bilingual Education Resource Network \(RBE-RN\)](http://NYCRegionalBilingualEducationResourceNetwork.org)