



INSTRUCTIONAL UNITS OF STUDY GUIDANCE

As per Commissioner's Regulations Part 154, English Language Learners (ELLs) must be provided the required instructional Units of Study in their English as a New Language (ENL) or Bilingual Education (BE) program based on their most recent English language proficiency level as determined by the most current NYSESLAT or NYSITELL assessment. Each district shall provide continuity of programs such that all students designated as ELLs can continue to receive the program type, i.e., Bilingual Education (BE) or English as a New Language (ENL), in which they were initially enrolled.

School districts in New York State are required to provide continuity of learning for all ELLs regardless of whether they participate in an in-person, hybrid or remote learning model, in order to ensure that the academic, linguistic, and social-emotional needs of our ELLs are met. As described in NYSED's [reopening schools guidance](#) "Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement."

A "Unit of Study" is defined as a minimum of 180 minutes of instruction per week throughout the school year, or the equivalent. "Equivalent" is defined as at least 180 minutes of instructional time delivered through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. As with in-person instruction, a hybrid or remote learning environment for ELLs must be provided with the appropriate modifications, supports and scaffolds that meet the student's level of English language proficiency as determined by the most current NYSESLAT or NYSITELL assessment.

Best practices for ELL instruction in all settings include, but are not limited to:

- content and language development with specific learning targets that reflect consistent academic expectations aligned to NYS Next Generation Learning Standards;
- supports designed to meet the needs of individual students while providing the proper scaffolds to ensure our ELLs have access to rigorous academic content;
- meaningful and frequent interactions with a highly qualified teacher with appropriate certification;
- ongoing, timely, and individualized feedback on progress, assignments, and assessments that have direct impact on learning;
- systems of monitoring student engagement, growth, and progress to inform and adjust instruction in response to students' individual learning needs;
- materials, learning tasks, assignments, assessments and opportunities that allow ELLs to practice their receptive and expressive language skills aligned to support their academic and linguistic needs.

It is critical that co-planning and professional development continue to take place for all teachers for topics including, but not limited to: effective scaffolding, bilingual instruction, best instructional practices for all ELL subgroups (including SIFE, Newcomer, long term ELLs, etc.), home language supports, parent outreach (provided in the parents' preferred language), social emotional learning, assessment, and strategies for ELLs.

Use of Home Language Instruction:

According to CR part 154.2(j), Home Language Arts shall mean a unit of study or its equivalent in Language Arts in the student's home language. Such a unit of study shall be aligned to the New York State learning standards for English Language Arts and Literacy and the English Language Arts curriculum of the school district and shall focus on literacy and language development in the home language. As per Part 154, in order to meet the individual academic and linguistic needs of our Multilingual Learners including ELLs and non-ELL heritage language speakers, schools and school districts must ensure that ELLs who are provided services through Transitional Bilingual Education (TBE) and/or a Dual Language (DL) Program. Extensive research has found that children who are learning to read in a new language are able to transfer many skills and knowledge from their home language to facilitate their acquisition of reading skills in the new language. The best evidence of this comes from studies showing that students with strong reading skills in the home language also have strong reading skills in their new language. (August & Shanahan, 2006; Riches & Genesee, 2006). Best practices to

support language development and content knowledge suggest that monitoring progress and growth be conducted in the student's home language as well as English. As per the [Blueprint for ELL/MLL Success](#), districts and school communities must leverage our ELLs and MLLs' 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 and MLLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013);
- creating culturally responsive classroom, project-based lessons, and Socratic seminar-based classroom discussions that will cultivate risk taking among ELLs and MLLs as well as sustaining a self-actualized constructivist learner;
- providing opportunities to use and develop academic language and content knowledge both in English and the student's home language;
- providing rigorous Bilingual Education programs aimed at maintaining and developing the home language and attaining English proficiency towards Biliteracy.

Transitional Bilingual (TBE), Dual Language (DL), Stand Alone ENL, and Integrated ENL instruction considerations:

As per the NYSED Reopening Schools guidance, school districts are required to establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of all modes of instruction including remote and hybrid learning. It is further suggested that focused professional learning opportunities be offered in the following areas:

- Implementing collaborative models of instruction: sharing best practices to support standards-based curriculum accessibility for ELLs;
- Co-planning: scheduling, lesson development and evaluation, scaffolded interventions, strategies for collaboration;
- Progress monitoring: analyzing and interpreting data to inform instructional decisions; using results of progress monitoring tool to differentiate instruction and design lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
- Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
- Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement; and
- Building positive relationships/rapport among teachers, students and parents/guardians.

Former English Language Learners

Former English Language Learners who met the criteria for exiting ELL status in 2018-2019 and 2019-2020 will move forward with their year one and year two services and testing accommodations on NYS assessments. Per NYSED guidance, students who exited ELL status in 2017-2018 are entitled to continue to receive testing accommodations on NYS assessments; districts and schools are encouraged to provide instructional services to these students to the greatest extent possible as recommended by progress monitoring. As per the guidance provided by OBEWL, districts and schools are encouraged to review the proficiency of students who are entering their third year as a Former ELL and to provide these students with supplemental supports.

For more information on the Units of Study and various resources for in-class and virtual learning, please visit the [OBEWL website](#).

- [CR Part 154-2 \(K-8\) English as New Language \(ENL\) Units of Study Requirements](#)
- [CR Part 154-2 \(9-12\) English as New Language \(ENL\) Units of Study Requirements](#)
- [CR Part 154-2 \(K-8\) Bilingual Units of Study Requirements](#)
- [CR Part 154-2 \(9-12\) Bilingual Units of Study Requirements](#)
- [Progress Monitoring Checklist](#)
- [Blueprint for ELL/MLL Success](#)