



INTEGRATED CO-TEACHING¹ IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM



Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) and the New York



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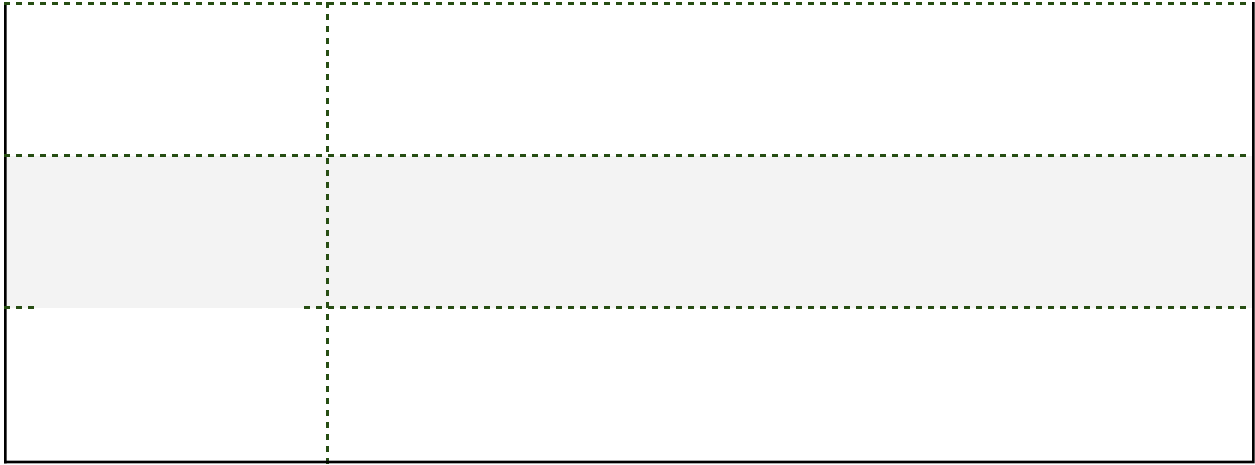
Content area teaching that is age- and grade-appropriate, rigorous, and standards-driven English language instruction that explicitly teaches academic forms of speaking, writing, interacting, reading, and listening; general and subject-specific vocabulary and concepts; grammatical structures; and the academic language needed across all content areas

Home language support that can be provided to students by a teacher, an aide, a peer, technology (e.g., translation apps), and/or print materials so that all students can understand content-area lessons

Appropriate instructional scaffolds in the form of research-based strategies and techniques that support both access to rigorous, grade-level instruction and also the development of English language proficiency

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Evaluation offers school leaders a critical guide to program improvement. In order to continually develop, support, and sustain a successful Integrated ENL program, it is necessary to have ongoing evaluation protocols in place to determine program quality and its effectiveness in supporting the learning of ELLs. Considering the complex nature of Integrated ENL, many program components that need to be examined in order to address student needs include:

adding
naming



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<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

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<http://www.nysed.gov/crs>

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<http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learners-and-multilingual-l>

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