

ENGLISH AS A NEW LANGUAGE GUIDE

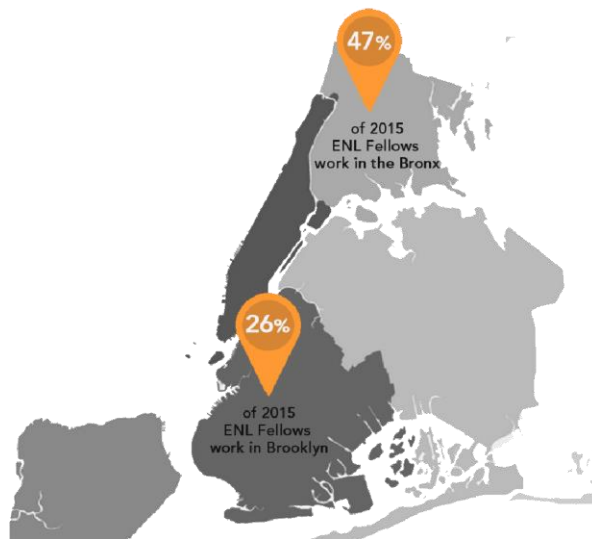
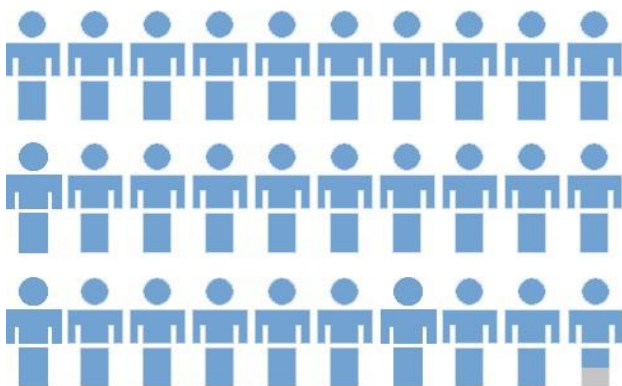
English as a New Language (ENL) in NYC

You have been selected to join our incoming cohort of ENL Fellows because of your grasp of languages and commitment to having high expectations for all students. As an ENL Fellow, you will join a network of dedicated teachers improving access to quality education for our non-native English speaking students.

You will work with students of all ages and in a variety of different subjects to develop their skills in listening, speaking, reading, and writing in English. Armed with proven teaching strategies and standards aligned instruction, you will help students to make connections between their own experiences and the content they are studying. Ultimately, you will help students develop the language skills and academic knowledge that they need to be prepared for college and 21st century careers.

Although low-income communities in New York City, particularly neighborhoods in Brooklyn and the Bronx, struggle to attract and retain talented teachers, **99% of 2015 ENL Fellows found positions in schools that receive Title I funding**. Most of these positions were located in the outer boroughs, with 73% of ENL Fellows working in Brooklyn or the Bronx.

99% of 2015 ENL Fellows work in Title I schools



Certification Area

- Teaching English to Speakers of other Languages, Grades K-12

Certification Exams

- EAS (201)
- CST: Any Classroom Teaching Subject

Certification Process

- Transitional B Certificate (up to 3 years)
- Initial Certificate (valid for up to 5 years)
- Professional Certificate (continuously valid with required PD hours and within 5 year cycle)

ENL Programs in the NYCDOE

In the NYCDOE, Freestanding English as a New Language (ENL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies.

Nearly 16% of students in the NYCDOE are classified as English Language Learners (ELLs). These students, often new immigrants or non-native English speakers, have scored below a state-designated level of proficiency on English assessments when entering the NYCDOE and need additional support in the classroom. As an ENL Fellow, you will work with them to strengthen their content knowledge while they build their social and academic English language skills.

Because all ENL instruction is conducted in English, it is not necessary for you to be fluent in any other languages. You will be eligible to take positions in kindergarten through 12th grade. At the secondary level, freestanding ENL programs are mainly departmentalized ENL classes and content courses that infuse ENL strategies. At the elementary level, you will have the flexibility to choose from different instructional models, previewed on the next page.

"I love teaching Shakespeare with my ELL students. It is remarkable to see ELLs from different languages and backgrounds embrace the intricate characterization and conflicts presented in these stories.

"When I teach these lessons, I confirm to my students that the human experience is universal, and everyone on earth deserves equal opportunities to embrace and understand these simple yet powerful concepts."

- Russ Wasden, Fellow since 2005

Teaching in an ENL Instructional Setting

The "Push-In" Model

In this model, an ENL teacher comes into a general education classroom and supports ENL students during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. This model is almost always found in K-8 settings.

Ideally the ENL push-in teacher co-plans and co-teaches to provide targeted English language development within the content area. Push-in teachers have a caseload of students they must "serve" and may push-in to just a few or many different teachers' classrooms.



The “Pull-Out” Model

In this model, ENL students leave their grade-level or content class to join an ENL teacher for targeted English language development. This model is almost always found in K-8 settings.

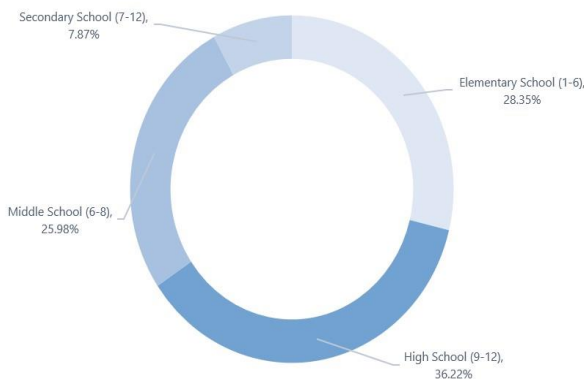
Ideally the ENL pull-out teacher works closely with general education teachers to ensure curricular alignment and to provide targeted English language development in their pull-out lessons. Pull-out teachers have a caseload of students they may pull-out from just a few or from many different teachers’ classrooms.

“Self-Contained” Settings

In a “Self-Contained” position, an ENL teacher works with a class consisting of 100% ELL students.

At the secondary level (middle and high school), an ENL teacher teaches ENL through a particular subject area to ENL students in a single or double-period class. These class groups are generally based on language proficiency (e.g. beginner, advanced) and may have students from different grade levels.

2015 ENL Fellows work in the school types shown below



Testing and Certification

As an ENL Fellow, you will receive certification in English to Speakers of Other Languages, Grades K-12. Information regarding degree type and university coursework will be available after university assignments have been made.

While you complete your master’s degree, you will work in your full-time school position under a Transitional B certificate issued by New York

State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing as a Fellow. To be eligible for this certification, you will need to take and pass two certification exams listed below:

- **Educating All Students (EAS) (201)**
- **Content Specialty Test (CST)***

*As a requirement for your TESOL certification, you can take any CST in any classroom teaching subject.

We encourage you to take the CST that best reflects your educational strengths. To access a list of the CSTs offered, please click [here](#), and scroll down to the section of the page labeled, “Content Specialty Tests.”

You must have passing scores for both exams in order to enter the classroom.