

Below is a DRAFT copy of recommendations created by a panel of experts convened by the Illinois State Board of Education. Additional references and editions will be published regularly.

<b>Assessment</b>	<b>Research Rationale:</b> <ol style="list-style-type: none"> <li>1. Placement and assessment of ELLs needs to be based on their cognitive and academic English proficiency and oral proficiency in English. To document students' achievement in content areas, assessments need to be conducted in the language of instruction.</li> <li>2. Until students have acquired academic and cognitive English proficiency, it is not appropriate to solely assess their progress with assessment instruments designed and normed for native English speakers.</li> </ol>	
<b>Assessment</b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b><u>For elementary</u></b>  <b>Assess students in English proficiency (reading, listening, speaking, writing) and content area academic achievement in the languages of instruction (L1 and/or English) as appropriate.</b></p> <p><b><u>For elementary and secondary education (K-12)</u></b>  <b>Students, especially those at beginning levels of ESL proficiency and/or those with limited formal education should receive assessment appropriate to literacy levels and instructional experience.</b></p>	<p>Georgia Garcia, 1991</p> <p>Under NCLB in English proficiency K-12 in listening, speaking, reading and writing and state law.</p> <p>Cummins, 1979, 1981, 1989</p> <p>August &amp; Hakuta, 1997</p> <p>McLaughlin, Blanchard, Osanai, 1995</p>

<b>Assessment</b>	<b>Research Rationale:</b> <ol style="list-style-type: none"> <li>1. Placement and assessment of progress of ELLs needs to be based on their cognitive and academic English proficiency and oral proficiency in English. To document students' achievement in content areas, assessments need to be conducted in the language of instruction.</li> <li>2. Until students have acquired academic and cognitive English proficiency, it is not appropriate to solely assess their progress with assessment instruments designed and normed for native English speakers.</li> </ol>	
<b>Assessment</b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b>Committee recommends that each district measure progress.</b></p> <p><b>Individual student improvement needs to be assessed for students at grades K-12. This information must be included in adequate yearly progress (AYP) and the determination of AYP should be based on a context that is appropriate for ELLs.</b></p> <p>There is a need to assess individual student improvement. Provide brief rationale for assessment choices and follow state requirements for assessment.</p>	

<b>Topic</b>	<b>Research Rationale:</b> <ol style="list-style-type: none"> <li>1. Placement and assessment of progress of ELLs needs to be based on their cognitive and academic English proficiency and oral proficiency in English. To document students' achievement in content areas, assessments need to be conducted in the language of instruction.</li> <li>2. Until students have acquired academic and cognitive English proficiency, it is not appropriate to solely assess their progress with assessment instruments designed and normed for native English speakers.</li> </ol>	
<b>Assessment</b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b><u>Early Childhood-</u></b>  <b>Assess student's home language use.</b>  <b>Assess students cognitive and language improvement in the language (s) of instruction.</b>  <b>Provide brief rationale for assessment choices; there is a need to follow state requirements for assessment.</b></p> <p><b>Assess early childhood program students' home language use.</b></p> <p><b>Assess cognitive and language improvement in the language(s) of instruction.</b></p>	

<p><b>Instruction</b></p>	<p><b>Research Rationale:</b></p> <ol style="list-style-type: none"> <li>1. Content-based ESL instruction provides students access to the core curriculum and English language development. Additionally, it helps accelerate students' English language development both in terms of cognitive and academic proficiency and social language.</li> <li>2. Legally, all students are entitled to instruction that addresses the core, district, state, and curriculum standards. It takes 4-10 years of continuous ESL instruction and/or support to develop enough proficiency in English to succeed academically in an all-English classroom.</li> <li>3. Young children need to have instruction in the language they know best to fully develop their language and cognition. Therefore, they need materials in the native language.</li> <li>4. It is very difficult to acquire abstract academic content through a language you do not know well. An effective way to acquire abstract academic content is through the native language. Another reason for using the native language is that a solid foundation in a learner's native language is a strong predictor of success in acquiring the second language. When academic content is taught through English, instruction must be sheltered to make it comprehensible.</li> </ol>	
<p><b>Instruction</b></p>	<p><b>Recommendations</b></p>	<p><b>Research Basis and/or Legal Reference</b></p>
	<p>Improve proficiency, including academic achievement and professional development.</p> <p>Instructional components have to support ESL; tied to curriculum and instruction.</p> <p>Scientifically based instruction supports native language.</p> <p>Coordination between native language and regular classroom is necessary.</p> <p><b>There is a need to meet state law requirements( TBE &amp; TPI) for ELLs.</b></p>	<p><i>Lau v Nichols</i>, U.S. Supreme Court Decision, 1974.</p> <p>U.S. Dept. of Education Act of 1994</p> <p>August and Hakuta, 1997.</p> <p>Office of Civil Rights, 2000.</p>

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	<p><b>School districts wishing to implement a program that does not meet what is prescribed by statute should be able to obtain a waiver only if the proposed approach is better than what is required and is consistent with scientifically based research.</b></p> <p><b>Teachers who deliver ESL or native language (L1) instruction should have either ESL approval or bilingual approval or be actively working toward standard certification and ESL/bilingual approval.</b></p> <p>Need to provide guidelines for instruction through native language and English.</p> <p>There is a need to develop strategies for bringing together ESL teachers and regular classroom teachers, especially when LEP student numbers do not exceed 19.</p> <p><b>Teacher’s instruction of ELLs should be based on high expectations, and be designed so that students can meet those expectations. Instruction for ELLs should provide cognitively complex learning opportunities, and identify and build on home and community expertise.</b></p>	

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<i>Instruction</i>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p>Connect English proficiency and mainstream curriculum; specifically core academic areas; standards based. Create context for language usage.</p> <p>Teachers that deliver ESL instruction should be working toward the 18 credit hour requirements for ESL approval.</p> <p><b>ESL instruction should be tied to curriculum and state standards in at least one specific content area and integrate reading, writing, listening, and speaking.</b></p> <p><b>ESL instruction should be coordinated with the other instruction that students receive in the all-English classroom setting and/or native language setting so that students have access to core district curriculum and state standards.</b></p> <p><b>ESL and native language instruction or support in grades 6-12 should be coordinated and tied to curriculum in all core subjects (language arts, math, science and social studies)</b></p> <p><b>In grades 6-12, ESL, native language and general content area teams should complete planning, instruction, and assessment.</b></p>	<p>Carter and Chatfield, 1986 Thomas and Collier, 2002 Short and Echeverria, August &amp; Hakuta, 1997.</p> <p>August, 2002 Wagner, 2001 Thomas and Collier, 1996</p>

<b>Instruction</b>	<b>Research Rationale:</b> <ol style="list-style-type: none"><li data-bbox="617 175 1843 318">1. Content-based ESL instruction provides students access to the core curriculum and English language development. Additionally, it helps accelerate students' English language development both in terms of cognitive and academic proficiency and social language.</li><li data-bbox="617 321 1843 391">2. Legally, all students are entitled to instruction that addresses the core, district, state, and curriculum standards.</li><li data-bbox="617 394 1843 464">3. It takes 4-10 years of continuous ESL instruction and/or support to develop enough proficiency in English to succeed academically in an all-English classroom.</li><li data-bbox="617 467 1843 574">4. Young children need to have instruction in the language they know best to fully develop their language and cognition. Therefore, they need materials in the native language.</li><li data-bbox="617 578 1843 792">5. It is very difficult to acquire abstract academic content through a language you do not know well. An effective way to acquire abstract academic content is through the native language. Another reason for using the native language is that a solid foundation in a learner's native language is a strong predictor of success in acquiring the second language. When academic content is taught through English, instruction must be sheltered to make it comprehensible.</li></ol>
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	<p><b>The instructional program offered to students should be based on assessment of their English, native language, and academic proficiency.</b></p> <p>Address minimum amount of time students spend receiving services.</p> <p><b>Specialized instruction in ESL at grades 6-12 should be of sufficient length, duration and intensity so that students demonstrate appropriate progress in the development of English academic proficiency.</b></p> <p><b>For students receiving literacy and core academic content area instruction in the native language, such instruction should be of sufficient duration and intensity sot that students demonstrate appropriate progress and are able to meet challenging state academic content and student achievement standards.</b></p>	<p>Cummins, 1981 Ramirez, Crawford</p>

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<b><i>Instruction</i></b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b><u>For early childhood, elementary, middle school and high school</u></b>  <b>To be eligible for funding, districts need to describe what they are currently doing to meet the needs of ELLs and how they propose to use the funds for enhancing the instruction of ELLs and the professional development of teachers.</b></p> <p><b><u>Early childhood</u> classrooms that serve ELLs in the native language need to have materials and resources in the native languages. Other classrooms need to have materials and resources in the native languages to the extent possible.</b></p> <p><b><u>Early Childhood</u></b>  <b>Students from the same language group should receive the majority of their instruction in the home language unless teachers from the home language or sufficient numbers of students from the same language group are not available.</b></p> <p><b>No more than 10% of the school day should be spent in English for native language classrooms.</b></p>	<p>McLaughlin, 1984  Tabors and Snow, 2001</p>

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<b>Instruction</b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b>Students from the same home language group should be kept together and assigned to the same classrooms.</b></p> <p><b>When it is not possible to provide native language instruction the students instruction needs to be sheltered through English and native language support needs to be provided.</b></p> <p><b>ELLs in early childhood programs need to receive instructional activities that are developmentally appropriate and that focus on early language development and early literacy.</b></p> <p>Add to what children bring from home rather than immersing them in the culture of school.</p>	

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	<p><b>Instruction in the all-English setting needs to be sheltered for early childhood, elementary, middle school and high school.</b></p> <p>Specialized instruction in ESL at grades 6-12 should be of sufficient length, duration and intensity so that students can demonstrate appropriate progress in the development of English academic proficiency.</p> <p>The school improvement plan shall address how the needs of ELL students will be met in all areas. There must be coordination and alignment between school improvement plan and Title III/state funded services for ELL students.</p> <p><b>School administrators need to provide teachers who deliver core academic instruction for ELLs with the opportunity to coordinate instruction across the instructional/language settings.</b></p>	

<b>Resources</b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p>Teachers responsible for specific content need comparable materials.</p> <p><b>Teachers responsible for literacy instruction in the native language and/or ESL need materials and resources comparable to those available for literacy instruction for native English speakers.</b></p> <p><b>Teachers responsible for specific academic content area instruction in the native language and/or ESL need materials and resources comparable to those available for the academic content area instruction for native English speakers.</b></p> <p><b>Early childhood classrooms that serve ELLs need to be provided with materials and resources in the native language.</b></p>	

<b><i>Funding: Supplement V Supplant</i></b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	When using all the local and state resources and there still is not enough effort to get the students up to par, this would not be supplanting.	
<b><i>Literacy &amp; Content</i></b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p>Criteria related to effective native language instruction. Native language support –the staff must be trained in order to be effective in a way that it’s helping the students. ISBE and the Illinois Resource Center should offer training that appropriately includes tutoring strategies and coordination with classroom teachers.</p> <p><b>ELLs, whether in native language or English, need to receive instruction in the same core academic areas as native English language speaking students.</b></p>	

<b><i>Professional Development</i></b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p>Professional development plans should adhere to National Staff Development Council (NSDC).</p> <p>For teachers at grades 6-12, professional development should reinforce teaming of ESL and content areas teachers (native language and sheltered English) for planning, instruction and assessment.</p> <p>It is essential to have professional development related to ELLs for all staff (i.e. counselor, PE teachers, principals and clerical staff).</p> <p>A grant at University of Illinois-Chicago is providing a class for teachers that is similar to the Project Teamwork model.</p> <p>Schools need to focus on professional development. It should be teacher centered (e.g., writing, sheltered-English).</p> <p>Professional development activities should place a focus on all teachers in the school, do an assessment of needs, and include the participation of school administrators.</p> <p>The staff development should help create a theoretical base for what teachers are doing.</p>	<p>Effective Schools Research, Levine &amp; Lezotte Professional Literature August &amp; Hakuta, 1997 Troike, 1986 Met &amp; Lorenz, 1997 NSDC, Standards for Staff Development, 2001</p>

<b><i>Professional Development</i></b>	<b>Recommendations</b>	<b>Research Basis and/or Legal Reference</b>
	<p><b>Professional development needs to be ongoing and provide opportunities for implementation, practice and follow-up.</b></p> <p><b>It needs to be designed to help teachers and administrators discuss and critically reflect on how current educational practice meets the needs of ELLs.</b></p> <p><b>It needs to use theory and research, as well as developmentally appropriate practices and theory, to inform the instruction of ELLs.</b></p> <p><b>Teachers and administrators at the building level need to be involved in creating and implementing their own professional development plan.</b></p> <p><b>Professional development activities should support teacher planning and teacher coordination activities.</b></p> <p><b>Professional development activities at the building level should focus on all teachers and administrators.</b></p>	<p>Effective schools research</p>

Professional Development	Recommendations	Research Basis and/or Legal Reference
	<p>Individuals providing native language support in English settings should be provided with appropriate training, so that student comprehension of English instruction is enhanced. Such training should include tutoring strategies and effective ways of using the native language, as well as provide opportunities for coordination curriculum and instruction.</p> <p>Early childhood educators need to receive professional development opportunities that are informed by developmentally appropriate practices, theory, and research for ELLs.</p>	

University of Illinois Chicago  
Panel of Experts on Scientifically Based Research

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