



Illinois State Board of Education

Gery J. Chico, Chairman

Dr. Christopher Koch, State Superintendent

A Quick Tutorial on Program Models for English Learners

**Division of English Language
Learning**



Picture Walk

- Grab a post-it pad and pencil
- Stand in front of one poster cluster
- Write down whatever thoughts that come into mind on your post it regarding the topic and stick it to your poster
- When the bell rings, rotate to your right to the next poster cluster



Overview

- English learners are a very diverse group of students. A continuum of services is needed to address the changing needs of this population. This presentation will review the various program models and relate them to the state rules and regulations.



Agenda

- Review common types of instruction and delivery for serving the needs of ELs
- Program models in relation to the long-term goals for programs serving ELs
- Relating the program models to Illinois state rules and requirements
- Reporting program models, types, and delivery on SIS



Serving English Learners

Goals:

- Increasing English language proficiency
- Content area learning

Programs

- Changing needs of ELs as their English language proficiency increases
- Variety and continuum of services



Approaches to Teaching Content

- Native language instruction
 - Teaching content in native language and English
- Sheltered instruction
 - Teaching content through Sheltered instruction methods; specific instructional strategies and adaptations to make content accessible



What is ESL?

- ESL must be a component of ALL approaches and program models.
- There is no single definition of ESL.
- ESL versus ELA – this is a common misconception.
 - Look at WIDA ELD versus CCSS ELA standards

ESL = deliberate language instruction



School Settings

- Self-contained classrooms
 - self-contained classroom, where they receive their ESL and content area instruction.
- Departamentalized
 - Students move from class to class for different subjects and, based upon assessed needs, may receive ESL instruction, content area ESL, native language instruction or support, and subjects taught only in English from different teachers in different classrooms.
- Co-teaching
 - Two appropriately certified teachers share classroom instructional duties. For example, a general education or content area teacher may co-teach with a teacher who also has an ESL or bilingual endorsement or a transitional bilingual certificate.



School Settings continued

- Push-in;
 - Students spend their school day in a mainstream classroom, but an ESL/bilingual teacher pushes into the classroom for a portion of each day to give the student instruction in English as a Second Language or in their native language.
- Pull-out; resource
 - Students spend most of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a Second Language or in their native language.



Program Models Overview

- Goal: bilingualism and biliteracy in English and the native language
 - Dual language:
 - Two way immersion
 - One-way immersion
 - Developmental bilingual/maintenance bilingual/late exit
- Goal: transition into English instruction
 - Transitional bilingual education/early exit bilingual
 - Transitional program of instruction/sheltered immersion



Dual Language: Two way immersion

- Provides bilingual instruction throughout the elementary school years (Grades K-5) and, when possible, into the middle and high school grades
- 50% native English speakers and 50% native speakers of another language
- Academic instruction takes place through both languages
 - Structured plan for the use of both languages
 - 90-10; 80-20; 50-50 models at the beginning; 50-50 at the end



Dual Language: One-way immersion/ developmental/maintenance

- Uses both English and native language for academic instruction
- Initially instruction in literacy and academic content areas in the native language, along with English oral language development.
- The emphasis is on the equal status and development of both languages.

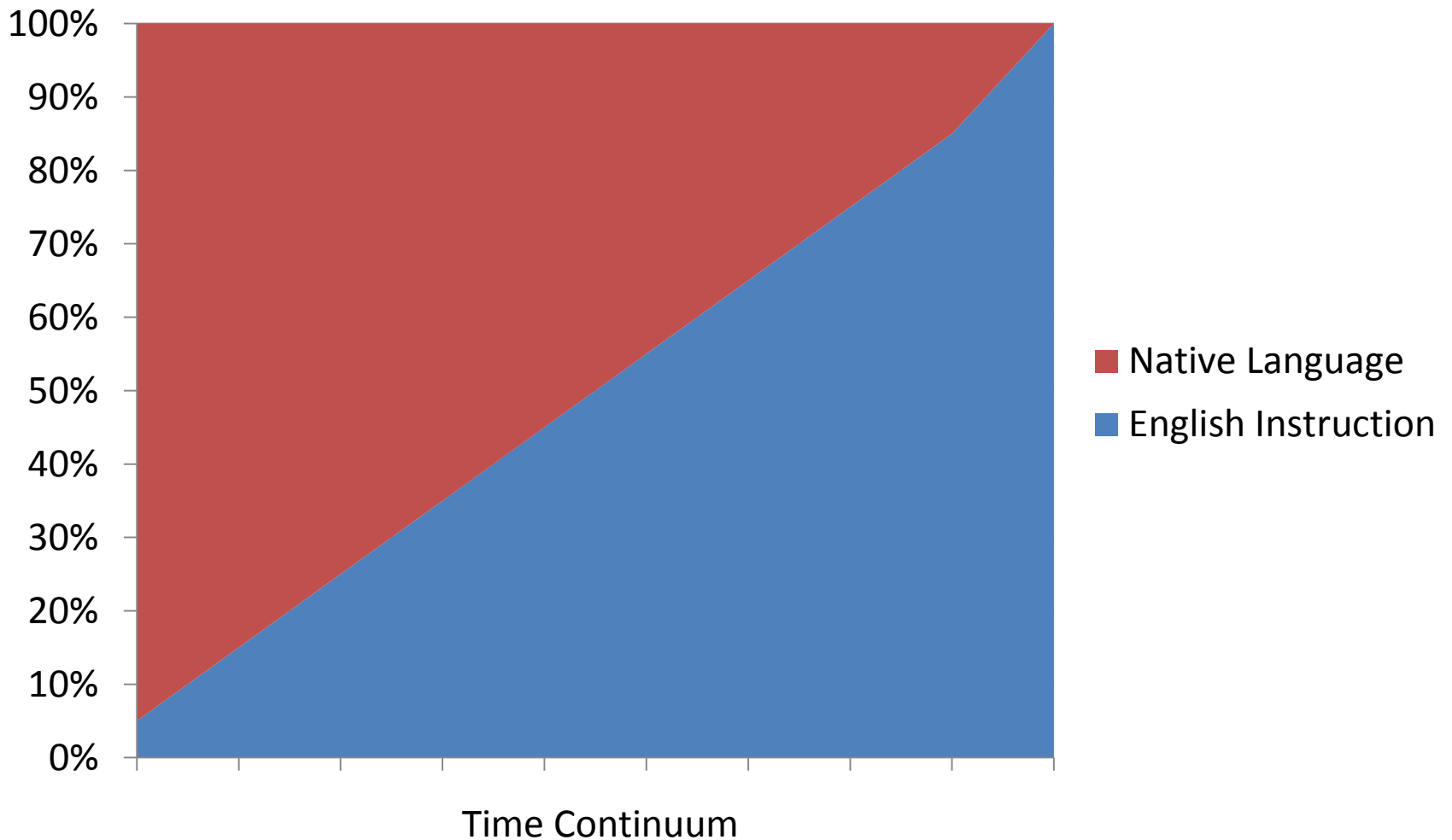


Transitional Bilingual/Early Exit

- Most common form of bilingual education for English learners in the U.S.
- Initially instruction in literacy and academic content areas in the native language, along with English oral language development.
- The shift to English is a gradual one, phasing it in with academic instruction in English.



Transitional Bilingual/Early Exit





Sheltered Immersion/ Transitional program

- Academic subjects (e.g., science, social studies) are taught in English using the core curriculum modified to meet the language development needs of ELs
- Teachers are certified ESL teachers or bilingual teachers, and content teachers with Sheltered Instruction training.



Turn and Talk

- What kinds of programs are in your district?
- Why were those programs picked for your EL population?
- Any comments about these types of programs and delivery models?



Illinois state rules

Minimum: Transitional program

- TBE (Transitional Bilingual Education) in schools with at least 20 students who have the same native language background
- TPI (Transitional Program of Instruction) can be used instead of TBE in schools with fewer than 20 speakers who have the same native language background



Illinois state rules

Program model

- In both TBE and TPI, different program models used based on students' needs
- TBE: native language component required
 - Full-time TBE: for students that do not meet the part-time criteria and require some native language instruction in core subjects such as language arts, math, science, and social studies; ESL
 - Part-time TBE: components of full-time program as needed; at least ESL



Types of Program Models

TBE:

Transitional Bilingual Education

20 or more EIs from the same language background in school (preschool is counted separately)

English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects

TPI

Transitional Program of Instruction

The school can offer this program instead of TBE when there are 19 or fewer EIs from the same language background at school (preschool is counted separately)

District / school locally determined: The program usually offers English as a second language (ESL), and native language support as needed



TPI

TPI

- English as a Second Language (ESL)
- Instruction in English can be delivered using “Sheltered Instruction” methods
- Native language support



TBE: Program Models

Full-time TBE

- English as a Second Language (ESL)
- Instruction in both English and native language for core academic subjects at school
- Instruction in English can be delivered using “Sheltered Instruction” methods

Part-time TBE

- English as a Second Language (ESL)
- Native language support
- Instruction in English can be delivered using “Sheltered Instruction” methods



Criteria Part-time TBE (part 1):

English Proficiency Levels

- Specific scores on ACCESS (English proficiency assessment):
- In kindergarten: at least 4.0 Oral composite score
- In the older grades: at least 3.5 literacy composite score

Native Language Proficiency

- A native language proficiency test documents that the student has minimal or no proficiency in the home language
- Parents confirm that English is the primary language spoken at home

Academic Performance in Subjects Taught in English

- Grades, teacher recommendations, and State and local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English

Academic Performance

- Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.



Criteria Part-time TBE (part 2):

Students with Disabilities

- Any student with a disability whose Individual Education Plan (IEP) developed in accordance to state rules identifies part-time TBE as the least restrictive environment for the student

Limited Native Language Instruction

- The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

Parental Preferences

- The parents wrote a letter to the school by waiving placing their child in "Full-time TBE" and expressing a preference for "Part-time TBE"

See an example of a Part-Time TBE Placement Rationale form:

<http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm>



TBE and TPI Programs

Required components vs. “minutes”

The only issue about “time” is related to grant allocation: state funding based on the number of ELs who receive at least moderate or high level of service:

- One level of funding for 5 or more periods per week
- Higher funding for 10 or more periods per week

**a period is equal to however a district defines “a period” (e.g. if distinct periods used, or a block schedule where each block consists of 2 or 3 periods) or at least 30 minutes if not defined by district*



Examples of TBE services

Full-time TBE

- Self-contained bilingual classroom with ESL
- Self-contained Sheltered-instruction classroom with ESL +native language instruction
- General education classroom + bilingual resource+ ESL
- Self-contained Sheltered-instruction + ESL*
- Some sheltered courses+ some general education courses + ESL*
- General education classroom +ESL +content area tutoring*
- Gen education classroom +ESL*

**Native language support must be available*

Part-time TBE



Examples of TPI services

- *Self-contained bilingual classroom with ESL*
- *Self-contained Sheltered-instruction classroom with ESL +native language instruction/support*
- Self-contained Sheltered-instruction + ESL
- Some sheltered courses+ some general education courses + ESL
- *General education classroom + bilingual resource+ ESL*
- General education classroom +ESL +content area tutoring
- Gen education classroom +ESL



Considerations when selecting services

- Student needs
 - English language proficiency
 - Native language proficiency
 - Previous EL services
- total number of students qualifying for a specific level of service



Reporting on the state Student Information System (SIS)

ELL Placement-Entry Status

- TBE—Full-time
- TBE—Part-time
- TPI
- Other (only applies to Plan 228.27)
- Parent refusal



Reporting on the state Student Information System (SIS)

Mark “Yes” or “No”; more than one “yes” possible

- Developmental Bilingual Education
- Dual Language and Two-Way Immersion
- Sheltered English Instruction
- Transitional Bilingual
- English as a Second Language



Reporting on the state Student Information System (SIS)

Mark “Yes” or “No”; more than one “yes” possible

- Push-In Services
- Pull-out Services
- Self-contained



Reporting on the state Student Information System (SIS)

Class periods provided per week:

- None
- Low: less than 5 per week
- Moderate: 5-9 per week
- High: 10 or more per week



Questions?

- Please contact the Division of English Language Learning (DELL) at ISBE:

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