Introduction to English Learner Program Models

Multilingual/Language Development Department
Illinois State Board of Education
2024

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Agenda

Illinois Administrative Code 228

Transitional Bilingual Education (TBE) vs. Transitional Program of Instruction (TPI)

Program types: TBE vs. TPI

TBE part-time vs. TBE full-time

Instructional Design within Program Type

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23 IL Administrative Code, Section 228

PDF, easy to access, saving, printing, sharing.

https://www.isbe.net/Documents/228ARK.pdf

Webpage with clickable sections, in case you want to link just one of the sections in an email or bookmark, etc.

https://www.ilga.gov/commission/jcar/admincode/023/02300228sections. html

Administrative Code Requirements

There are specific guidelines with regards to the identification, screening and placement of English learners:

Home Language Survey

Screening

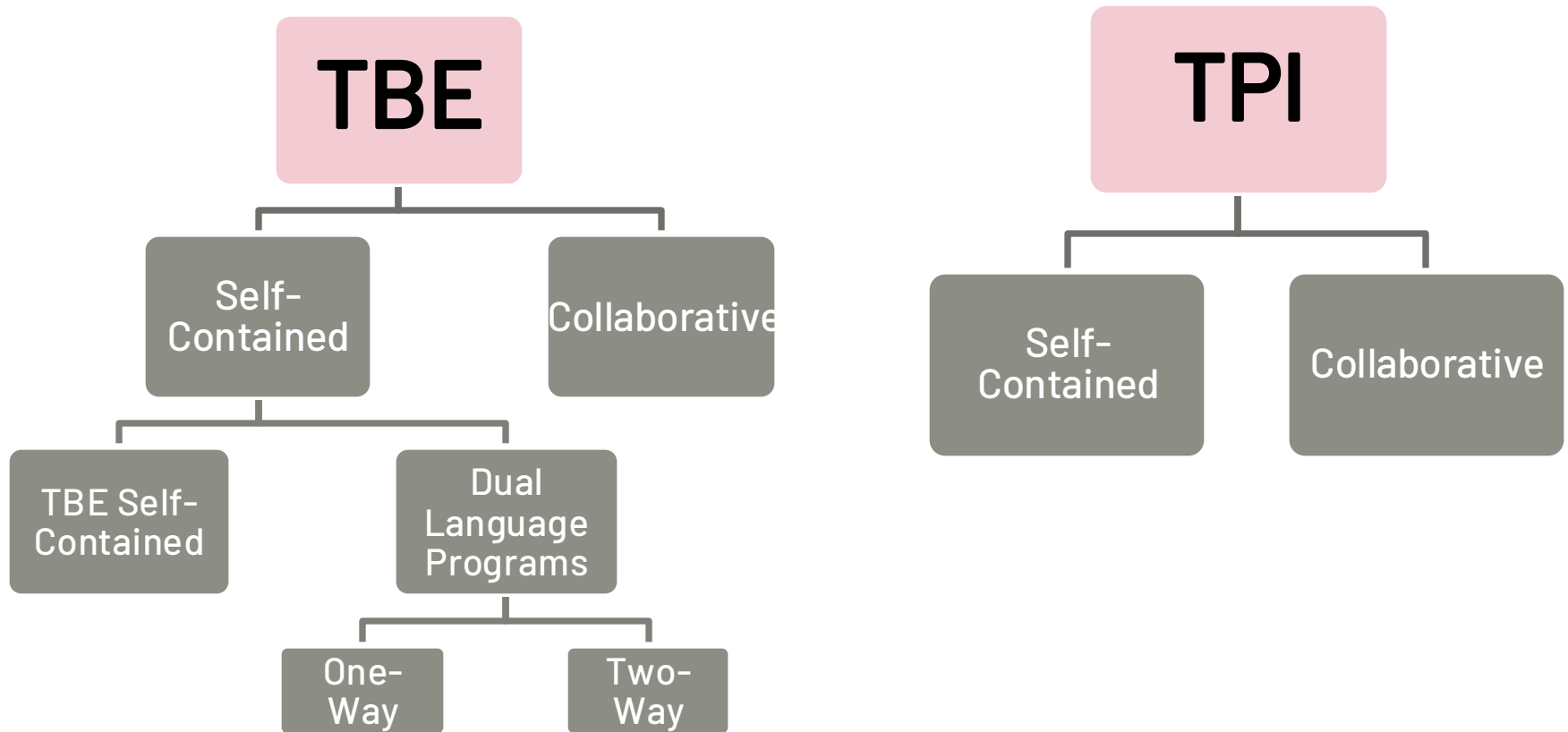Placement
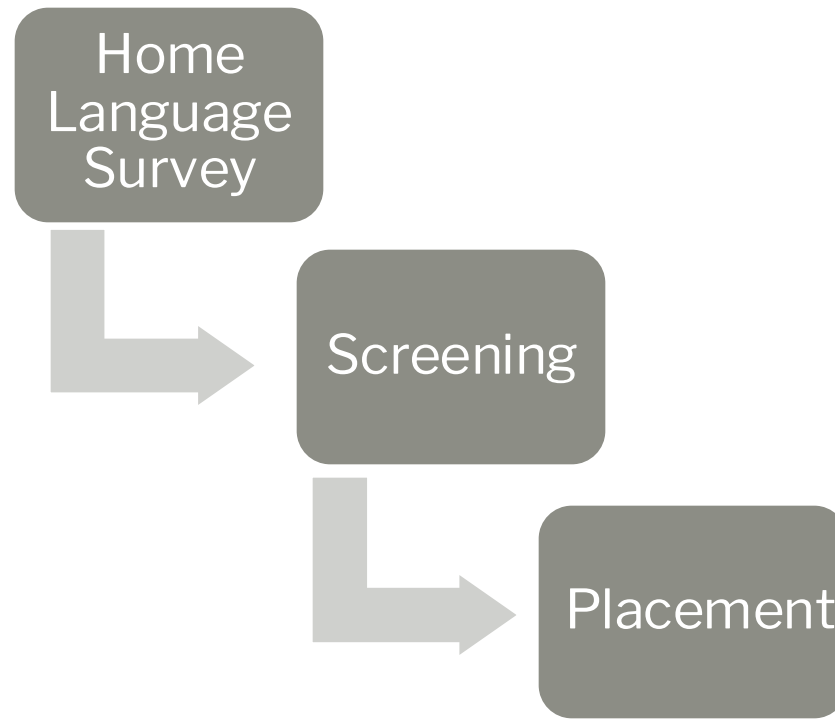
Program Options

TBE ➡️ When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (See Section 14C-3

TPI ➡️ When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students.

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Program Options with Instructional Designs

TBE
- Self-Contained
  - TBE Self-Contained
  - Dual Language Programs
    - One-Way
    - Two-Way
- Collaborative

TPI
- Self-Contained
- Collaborative

Parents of ELs have the right to refuse services or any component(s) of the program (but not ACCESS).

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Full-Time TBE Requirements

- Core classes taught in home language (math, social studies, language arts, science

- Language arts taught in the student's home language.

- [Spanish Language Arts Standards](#) for Spanish-speaking ELs.

- Instruction in English as a Second Language (ESL).

Part-Time TBE Requirements

- Only when beneficial to student
- Shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs.
- Shall provide daily instruction in English and in the student's home language as determined by the student's needs.
- Must follow state part-time criteria guidance.

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Part-Time TBE Criteria

Criteria			Check (✓) if used	Evidence
Minimum English Language Proficiency Score	K – 1st semester	4.0 and above oral language composite proficiency level on the WIDA Screener for Kindergarten, but not English proficient		
	K – 2nd semester through First Grade – 1st semester	3.5 and above literacy composite proficiency level on the WIDA Screener for Kindergarten or the ACCESS for ELLs® but not English proficient		
	First Grade – 2nd semester through 12th Grade	3.5 and above literacy composite proficiency level on the WIDA Screener or the ACCESS for ELLs® but not English proficient		

TBE Full-Time Exemptions

Native Language Proficiency	A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

Academic Performance in Subjects Taught in English	Any student 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 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.

Parental Preference	The parents have clearly indicated in writing that they are refusing full-time TBE components for their child, and prefer that their child only receives part-time TBE services.

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.

Students with Disabilities	Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

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TBE – Self Contained

- Instruction that is only for English learners from the same language background in a self-contained classroom with the goal of English proficiency.

- Core academic subjects are initially taught in the home language of the English learners and in English with an increasing amount of instruction in English.

- Instruction provided by a certified bilingual teacher.

TBE - Collaboration

- Serves English learners from the *same language background* placed in classes with non-ELs and/or ELs from various language backgrounds.

- Core academic subjects are initially taught in the home language of the English Learner and in English through a co-teaching or pull-out model with a gradual shift to instruction in English only.

- Intentional and meaningful collaboration between teachers serving the English learners is required.

One-Way Dual Language

- Serves only English learners from *the same language background* in a self-contained classroom with the goal of bilingualism and biliteracy.

- Core academic subjects are taught in both English and the home language of the English learners.

- ESL instruction is provided.

Two-Way Dual Language

- Serves both English learners from the same language background and English proficient students in a self-contained classroom with the goal of bilingualism and biliteracy for both groups.

- Core academic subjects are taught in both English and the home language of the students.

- ESL instruction is provided to EL students.

TPI Program Components

Must include:
- Home language support to extent necessary.
- Enable the student to keep pace with age or grade peers in achievement in the core academic content areas.
- ESL

May Include:
- Language arts in the home language.
- Instruction in history, culture, geography, territory that is native land of students or their parents.

TPI – Self Contained

- All students in a self-contained classroom have qualified for EL services.
- Multiple languages could be represented in one room.
- Teacher has ESL endorsement.
- Instruction is given in English and can be provided in the home language (based on the needs of the student).
- Students are provided with at least some native language materials.
- A component of ESL is incorporated.

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TPI - Collaboration

- EL students are in mainstream classrooms with native English speakers (and possibly TBE ELs).

- ESL teachers collaborate with classroom teachers to meet the needs of the students.

- Push-in, pull-our, or co-teaching models.

- EL students receive ESL instruction.

Upcoming ISBE-Sponsored WIDA Workshops

NO COST FOR REGISTRATION!
PD HOURS ARE AWARDED FOR PARTICIPATION!

In-Person Workshops

- **October 8 (Maine Township High School District 207):** Collaboration Practices and Potentialities

Hybrid Workshops

- Teacher Leaders: Planning with the WIDA ELD Standards Framework
  - **October 3:** [Webinar Module] Register for this session with the October 10 session
  - **October 10 (Maine Township High School District 207):** [In-Person Module]

Live Webinars

- **October 20 & October 27:** Nurturing Speaking Growth
- **November 4 & November 11:** Mathematical Meaning-Making: Collaborating for Equity
- **November 21:** Considerations when Educating Bilingual Learners with Identified Learning Disabilities (ICMEE)
- **December 4 & December 11:** Expanding Reading Instruction with Multilingual Learners

Full menu & registration on the [ISBE-Sponsored WIDA Workshops webpage](https://www.isbe.net/Pages/WIDA-Workshops.aspx) (https://www.isbe.net/Pages/WIDA-Workshops.aspx)

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Questions or Comments?

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