



# Illinois State Board of Education

## Introduction to English Learner Placement and Programming

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Bilingual Directors Meeting

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Equity • Quality • Collaboration • Community

# Agenda

- General placement information requirements based on number of English learners (ELs)
- Transitional Bilingual Education (TBE) vs. Transitional Program of Instruction (TPI)
- Instructional Designs
- Questions

# General Placement Info

- Parents/guardians of all students enrolling in a district complete a Home Language Survey (HLS).
- If “yes” is answered on either or both of the HLS questions, the student must be screened.
- If the student qualifies for EL services, the district must determine the appropriate placement and programming.

# TBE vs. TPI

## Transitional Bilingual Education vs. Transitional Program of Instruction

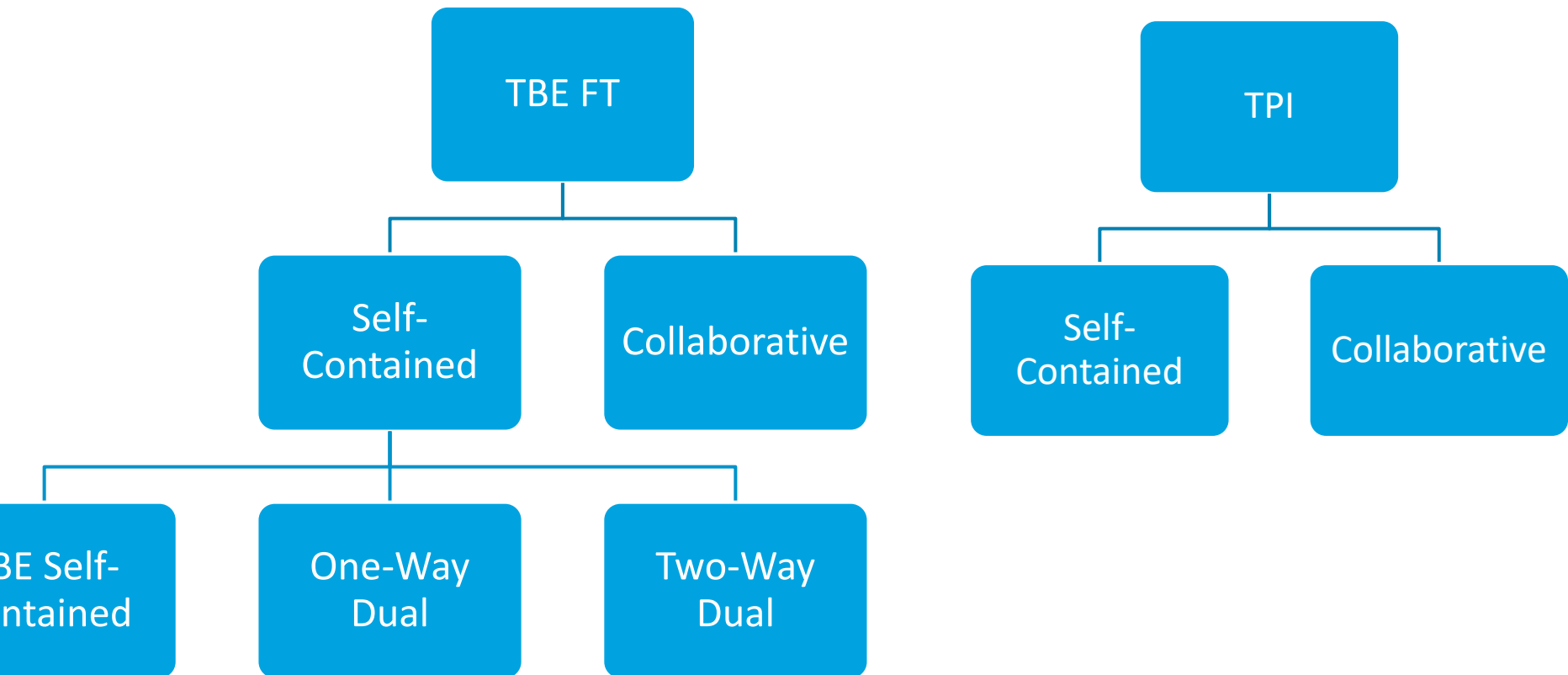
### TBE requirements:

- Attendance center that enrolls 20 or more ELs of the same home language.
- This includes instruction in the home language and English as a Second Language (ESL).

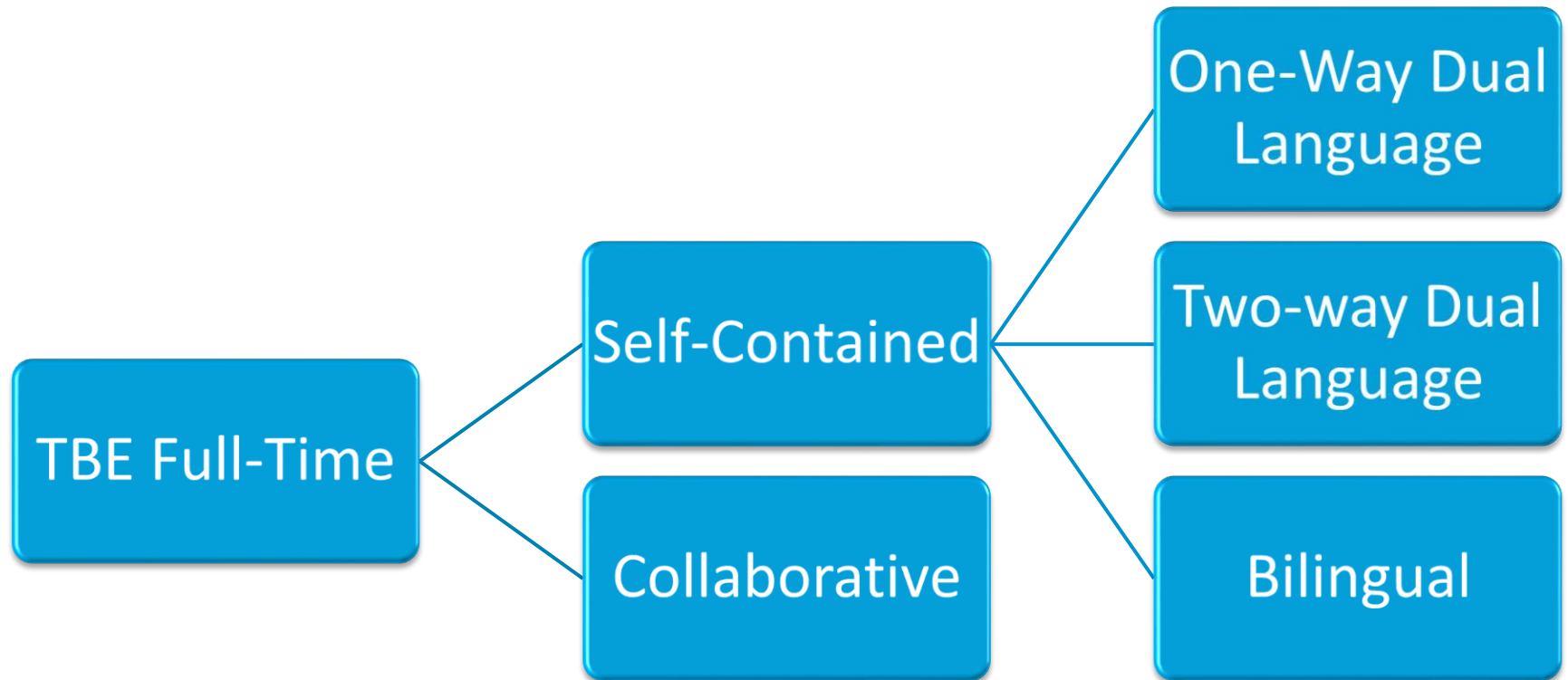
### TPI requirements:

- Attendance center that enrolls 19 or fewer ELs of the same home language.
- This includes ESL
- It can include native language instruction/support, if needed.

# All TBE and TPI Programming Options



# Transitional Bilingual Education (TBE FT)



# 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 a gradual shift to instruction in English only.
- The goal is to assist students in English language development through connections and continuing development of the home language.



# One-Way Dual Language

- 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.



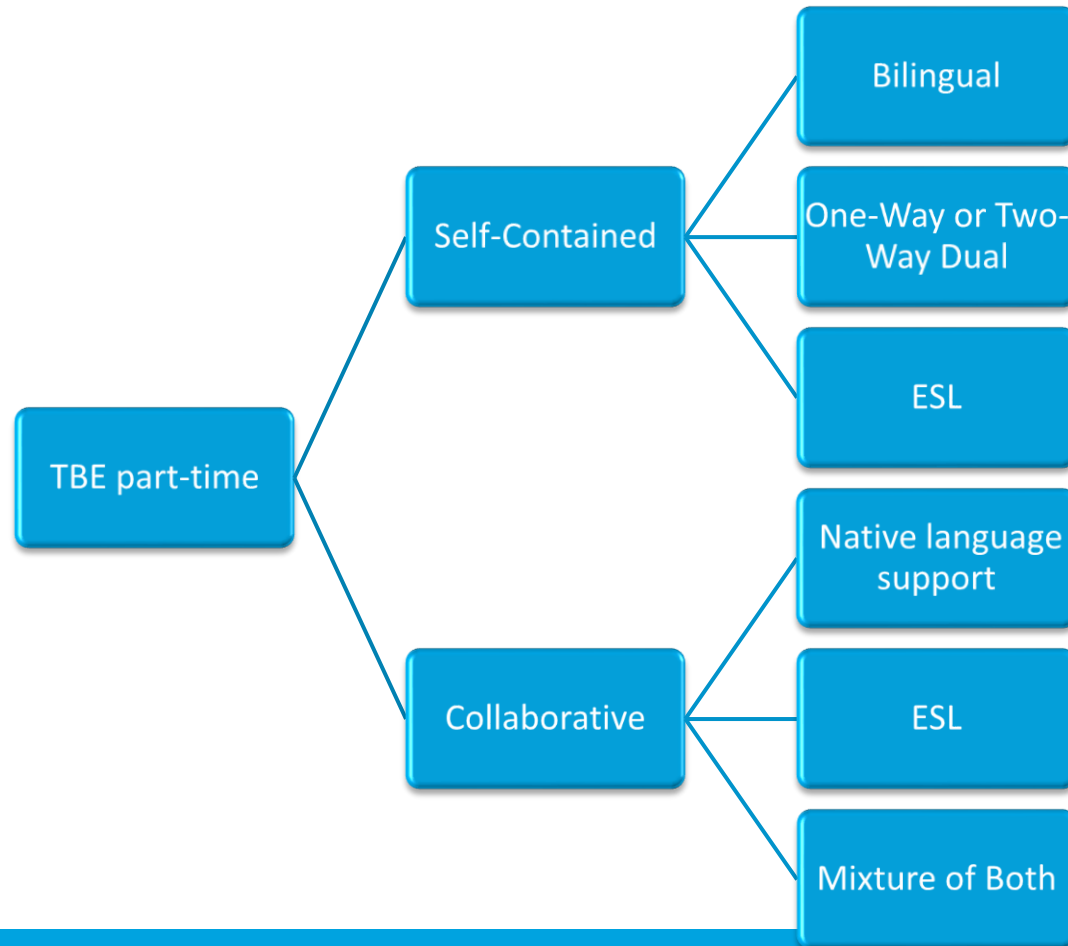
# Two-Way Dual Language

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

# TBE Collaborative

- 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 English learners 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.

# TBE Part-Time



# TBE Part-time

## Criteria for Part-Time Placement

### Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: _____		Current Grade _____	Date _____
Criteria		Check (✓) if used	Evidence
<b>Minimum English Language Proficiency Score</b>	K – 1st semester	4.0 and above oral language composite proficiency level on the WIDA Screener for Kindergarten or MODEL™, 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, MODEL™ or the ACCESS for ELLs* but not English proficient**	
	First Grade – 2 <sup>nd</sup> semester through 12 <sup>th</sup> Grade	3.5 and above literacy composite proficiency level on the WIDA Screener or the ACCESS for ELLs* but not English proficient**	
If the student's score either on the screener or on the ACCESS for ELLs* is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.			
<b>Native Language Proficiency</b>	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.		
<b>Academic Performance in Subjects Taught in English</b>	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.		
<b>Academic Performance</b>	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.		
<b>Students with Disabilities</b>	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.		
<b>Limited Native Language Instruction</b>	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.		
<b>Parental Preference</b>	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.		

08/18/2022



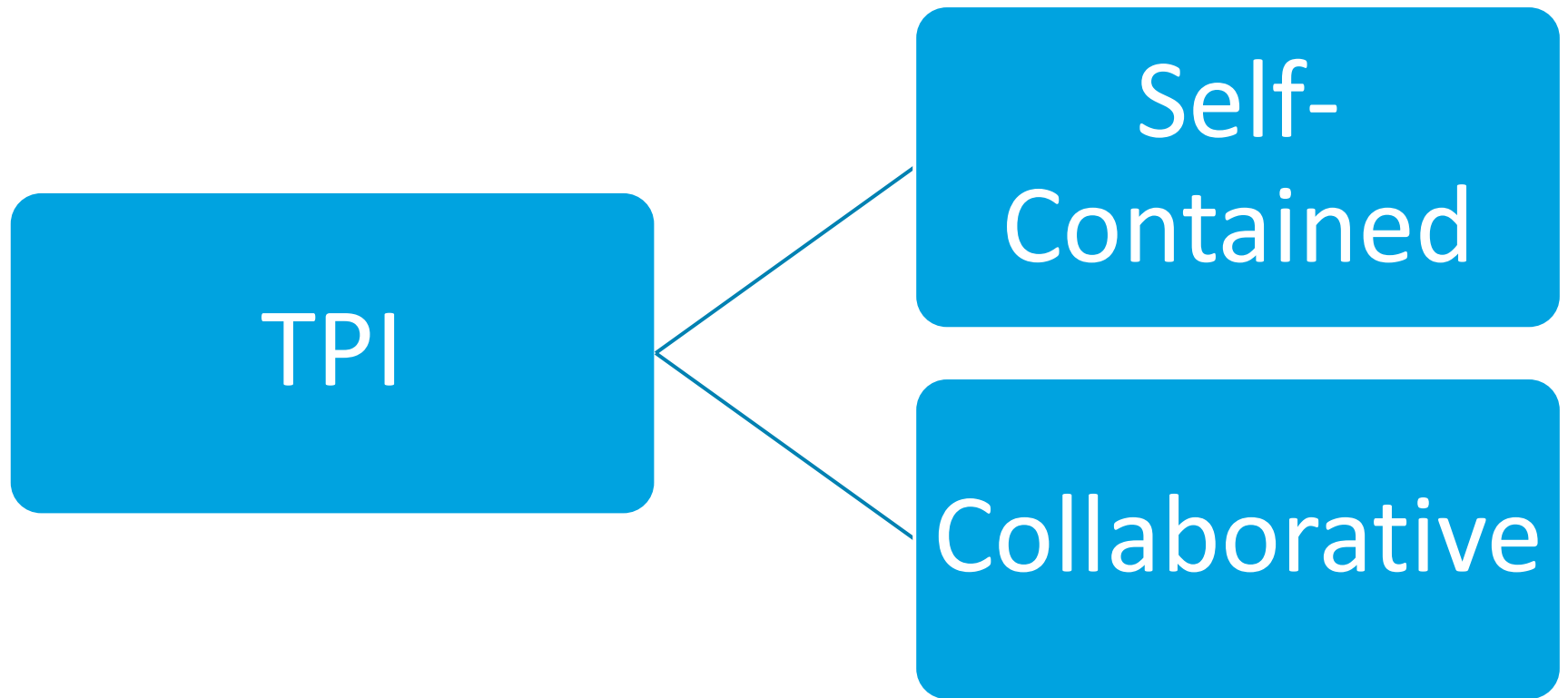
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# TBE Part-Time

- Programming for TBE part-time is based on the needs of the student.
- Any combination of programming is allowable within TBE part-time.
- For deeper understanding of TBE part-time, please contact your principal consultant.



# Transitional Program of Instruction (TPI)



# TPI Self-Contained

- All students in a self-contained classroom have qualified for EL services.
- Multiple languages could be represented in one room.
- Teacher is endorsed in ESL.
- Instruction is given in English and can be provided in the home language (based on the needs of the student).
- A component of ESL is incorporated.

# TPI Collaborative

- EL students are in mainstream classrooms.
- ESL teachers collaborate with classroom teachers to meet the needs of the students.
- EL students receive ESL instruction:
  - Push-in
  - Pull-out
  - Co-teaching
- Most common type of TPI.





# Final Thoughts

- Each school district will have its own specific situations.
- Meeting individual student's needs is the most important piece of EL programming.
- Further explanation and exploration can be done with your assigned [principal consultant](#).



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