

English Learner Program Models

Statewide Meeting for Administrators
Supporting English Learners

New Director Day
September 17, 2025

Agenda

- Illinois Administrative Code 228
 - Transitional Bilingual Education (TBE)
 - Transitional Program of Instruction (TPI)
- **Program types: TBE vs. TPI**
 - TBE part-time vs. TBE full-time
- **Instructional Design** within Program Type

Illinois Administrative Code 228

- Section 228.15 Identification
 - [ISBE Resources](#)
 - Path: Home Language Survey → Screener (if appropriate) → Placement into Services → Update SIS → Notify Parents
- Section 228.25 Program Options
 - At an attendance center in the same language:
 - Fewer than 20 = TPI
 - More than 20 = TBE
- Section 228.30 Establishment of Programs

Next 3
slides

III. Adm. Code 228

Section 228.25 Program Options, Placement, and Assessment

a) Program Options and Placement

- 1) 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 of the School Code and Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.
- 2) 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. (Section 14C-3 of the School Code) (See Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

TBE

TPI

Section 228.30.c Establishment of Programs: TBE Full-Time Requirements

Core classes taught in home language and English (Math, social studies, language arts, science)

Language arts taught in the student's home language.
(Spanish language arts must use the Spanish Language Arts Standards)

Instruction in English as a Second Language (ESL).

Students should be coded as TBE-Full Time in SIS

Section 228.30.c Establishment of Programs: TBE Part-Time Requirements

Part-time placement is **ONLY** used when beneficial to a student. (See [part-time rationale form](#).)

A part-time program 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.

Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

Students should be coded as TBE-Part-Time in SIS and their needs assessment should be kept with their temporary record.

Section 228.30.d Establishment of Programs: TPI Requirements

Structure of student's program determined by:

Proficiency in English (ACCESS screener).

Proficiency/literacy in home language.

Any other additional information that is gathered.

Section 228.30.d Establishment of Programs: TPI Requirements

Must include:

Home language support to extent necessary. Enables the student to keep pace with age or grade peers in achievement in the core academic content areas.

Instruction in English as a second language (ESL).

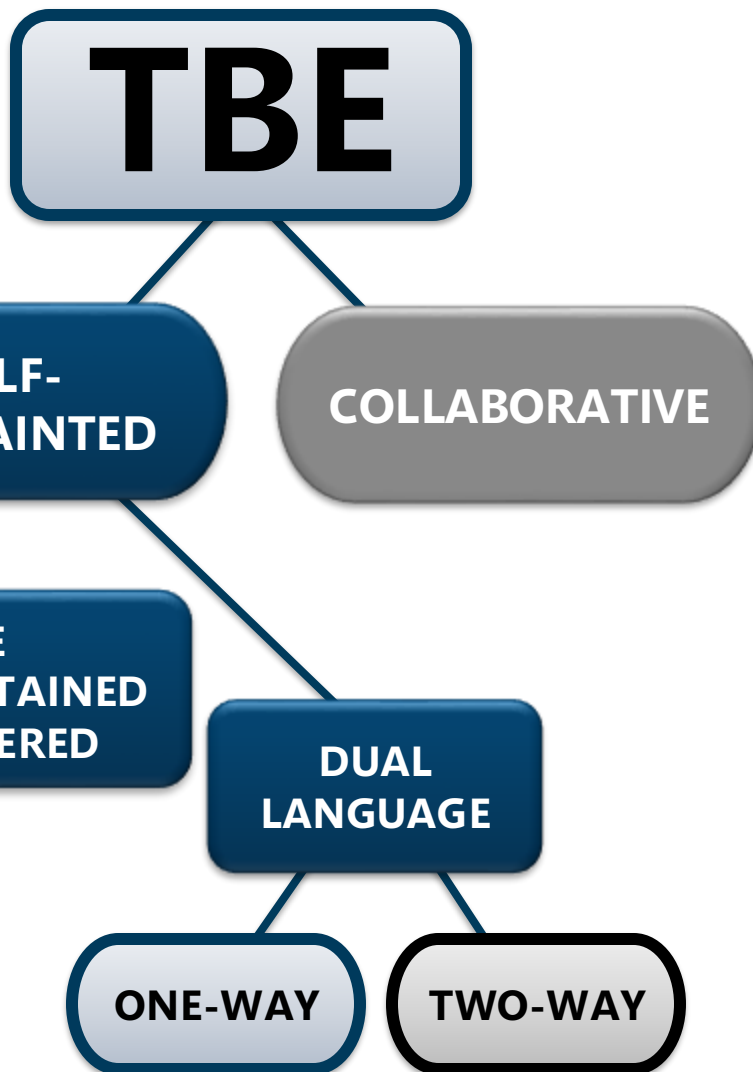
May Include:

Language arts in the home language.

Instruction in history, culture, geography, territory that is native land of students or their parents + history, culture of United States.

INSTRUCTIONAL DESIGN

within Program Type



TBE SELF-CONTAINED

- Instruction that is only for **English learners (ELs)** 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.
- The goal is to assist students in English language development through **connections** and **continuing development** of the home language.

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 the English Learner and in English through a **co-teaching, pull-out or push-in 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

- 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.

Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: _____		Current Grade _____	Date _____
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 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 – 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**	
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.			
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.		
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.		
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 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.		

08/18/2022

ONE-WAY DUAL

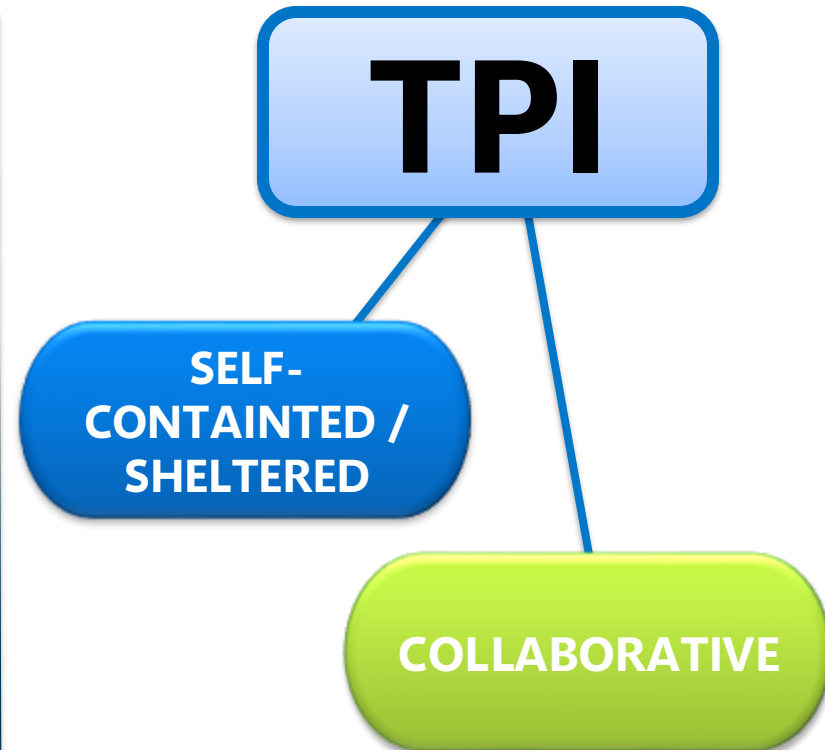
- Only serves English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy.
- Core academic subjects are taught in both English and the home language of the English learners.
- ESL instruction is provided.

TWO-WAY DUAL

- 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

INSTRUCTIONAL DESIGN

within Program Type



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 for 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 program.

BILINGUAL SERVICE PLAN

Reporting your district's EL program model in the Bilingual Service Plan

Instructional Design within Program Type

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

TBE

TPI

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)					
			TBE	TPI	1	2	3	4	5	6
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span								
1.			☐	☐	☐	☐	☐	☐	☐	☐
2.			☐	☐	☐	☐	☐	☐	☐	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐

Instructional Design within Program Type

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

- 65 Spanish ELs
- 19 Ukrainian
- 7 Arabic
- 2 Tamil
- 1 Polish

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)					
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6
1.	Skinner High School	9-12	☒	☒	☐	☒	☐	☒	☐	☒
2.			☐	☐	☐	☐	☐	☐	☐	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐

To conclude ...

Bookmark and become familiar with Ill. Adm. Code 228.

TBE = 20 or more.
TPI = fewer than 20.

TBE part-time: Check part-time rationale document.

- *Always default to doing what the student needs. Not what your building's current capacity for services may be.*

Multiple programs can coexist in one building depending on languages represented and needs of students.

Contact your assigned principal consultant if you have situation-specific questions or concerns!

Resources

- TBE Part Time Rationale Form
 - [TBE PT placement form](#)
- Assigned Consultant
 - [Assigned consultant listing](#)
- Administrative Code 228
 - [Illinois Administrative Code 228](#)



Questions?

Thank you