

**APPENDIX C: SAMPLE OF “RESOURCES – HUMAN, CURRICULAR,  
INSTRUCTIONAL” BY INSTRUCTIONAL DESIGN WORKSHEET  
COMPLETED BY ONE DISTRICT**

<u>Instructional Designs (What)</u>	<u>Proven Effective Strategies (How)</u>	<u>Resources - Human, Curricular, Instructional (Resources)</u> <sup>18</sup>
DUAL LANGUAGE INSTRUCTIONAL DESIGNS		
Dual Language— Two Way	<ul style="list-style-type: none"><li>Standards-aligned content</li><li>Biliteracy</li><li>Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li><li>SIOP, GLAD, or other research-based ESL approaches</li><li>High-rigor instruction coupled with high expectations</li><li>Shared: responsibility, planning, decision making, and collaboration across all responsible for EL instruction</li></ul>	<b>Preschool/Elementary</b> – DL-certified staff must have a bilingual endorsement to provide instruction in the target language. English language instruction must be provided by bilingual or ESL-endorsed staff.
Dual Language— One Way		<b>Junior High/High School</b> - Certified staff must have a bilingual endorsement to provide instruction in the target language. In addition, DL teachers must be endorsed in at least one content area being taught as a part of the Dual Program in the target language and have at least nine hours in any other content areas being taught in the target language as a part of the Dual Language Program. DL teachers must be ESL-endorsed or have ESL-endorsed push in support to teach English language arts to ELs. It is crucial that all stakeholders responsible for EL instruction and support receive ongoing professional development on second language acquisition and best practice instructional strategies as well as strategies for building cultural competence for working with ELs and their families.
TRANSITIONAL BILINGUAL EDUCATION INSTRUCTIONAL DESIGNS		
Transitional Bilingual Program: Self-Contained	<ul style="list-style-type: none"><li>Standards-aligned content</li><li>Biliteracy</li><li>Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li><li>SIOP, GLAD, or</li></ul>	<b>Preschool/Elementary</b> – Certified staff must have a bilingual endorsement to provide instruction in the target language. English language instruction must be provided by bilingual or ESL-endorsed staff that may be the classroom teacher, the bilingual staff member, or both.
Transitional Bilingual Program: Collaboration		<b>Junior High/High School</b> - Certified staff must have a bilingual endorsement to provide

<sup>18</sup> See Appendix A: Certification Matrix for specific certification requirements.

	<p>other research-based ESL approaches</p> <ul style="list-style-type: none"> <li>• High-rigor instruction coupled with high expectations,</li> <li>• Shared: responsibility, planning, decision making, and collaboration across all responsible for EL instruction</li> </ul>	<p>instruction in the target language. In addition, bilingual teacher must be endorsed in at least one content area being taught as a part of the EL self-contained program in the target language and have at least nine hours in any other content areas being taught in the target language as a part of the EL self-contained program.</p> <p>Teachers must be ESL-certified to teach English language arts to ELs in a self-contained or resource model<sup>19</sup>.</p> <p>It is crucial that all stakeholders responsible for EL instruction and support receive ongoing professional development on second language acquisition and best practice instructional strategies as well as strategies for building cultural competence for working with ELs and their families.</p>
<b>SHELTERED INSTRUCTION/ESL INSTRUCTIONAL DESIGNS</b>		
Transitional Program in English: Self-Contained	<ul style="list-style-type: none"> <li>• Standards-aligned content</li> <li>• Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li> </ul>	<p><b>Preschool, Elementary, Junior High, High School</b></p> <p>EL teachers must be ESL-certified.</p> <p>It is crucial that all stakeholders responsible for EL instruction and support receive ongoing professional development on second language acquisition and best practice instructional strategies as well as strategies for building cultural competence for working with ELs and their families.</p>
Transitional Program in English: Collaboration	<ul style="list-style-type: none"> <li>• SIOP, GLAD, or other research-based ESL approaches</li> <li>• High-rigor instruction coupled with high expectations,</li> <li>• Shared: responsibility, planning, decision making, and collaboration across all responsible for instruction</li> </ul>	

<sup>19</sup> Examples: A math teacher endorsed in bilingual or ESL can deliver both content and language support for ELs in the classroom. Collaboration model – the non-endorsed content teacher focuses on content with planning, collaboration, and push-in/pull-out support with the bilingual/ESL-certified EL teacher. A bilingual/ESL- content-endorsed teacher can teach that content to a class of ELs.