

**APPENDIX D: STUDENT INFORMATION SYSTEM (SIS) ENTRY FOR
INSTRUCTIONAL DESIGN AND WIDA CORRELATION TABLE**

<u>SIS</u>	<u>WIDA ACCESS</u>	<u>Other Terminolog y Used</u>	<u>SIS Description</u>
Dual Language, Two-Way	Two-Way Immersion	Two-way immersion	<p>Dual language, Two-Way serves both English proficient students and 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.</p> <p>In a departmentalized setting, the same description applies.</p> <p>ESL instruction is provided.</p>
Dual Language, One-Way	Self-contained Bilingual	Developmental Bilingual, Late-exit Bilingual, Maintenance Bilingual	<p>Dual language, One-Way 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.</p> <p>In a departmentalized setting, the same description applies.</p> <p>ESL instruction is provided.</p>
Transitional Bilingual Program: Self-Contained	Self-contained Transitional	Early-exit Bilingual	<p>Transitional Bilingual Program: Self-Contained serves only English learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.</p> <p>In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English.</p> <p>ESL instruction is provided.</p>
Transitional Bilingual Program:	Mainstream Instruction with Home	Early-exit Bilingual	<p>Transitional Bilingual Program: Collaboration serves English learners who are placed in classes with non-ELs and/or ELs from various language</p>

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Collaboration	Language Support		<p>backgrounds. Home language instruction occurs through a co-teaching or pull-out model; or when the classroom teacher has a bilingual endorsement, that teacher differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs.</p> <p>Core academic content taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.</p> <p>In a departmentalized setting bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided.</p> <p>ESL instruction is provided.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</p>
Transitional Program in English: Self-Contained	Self-contained English only Instruction	Structured English Immersion	<p>Transitional Program in English: Self-Contained serves English learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher.</p> <p>Core academic subjects are taught in English using differentiated language instruction adapted for ELs.</p> <p>In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>ESL instruction is provided.</p>
Transitional	Mainstream	ESL	Transitional Program in English: Collaboration

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Program in English: Collaboration	Instruction with English-only Support		<p>serves English learners are placed in classes with non-ELs.</p> <p>Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects using specific strategies for ELs is provided, or the ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs.</p> <p>In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate, or additional services offered through co-teaching or as a separate instructional period.</p> <p>ESL instruction is provided.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</p>