APPENDICES

APPENDIX A: CERTIFICATION MATRIX

Bilingual Instruction: The teaching of grade level academic content (for example, language arts, math, science, and social studies) in the students' home									9																				
		lang	uage.	Tea	ichin _a	g coi	ntent	clas	ses in	dep	artm	enta	lized	prog	rams	in n	ıiddle	e sch	nool a	nd h	igh s	chod	ol <u>also</u>	<u>o</u> req	<i>uires</i>	the	specij	fic	
		cont	ent a	rea e	ndor	seme	ents.																						
ESL Instr	uction:	"Eng	glish a	as a S	Secon	ld La	angua	ge"	or "Es	SL" 1	mean	s spe	cializ	zed i	nstruc	tion	desig	gned	to as	sist s	studer	nts w	hose	hom	e lan	guag	ge is o	ther	
							U	0																		0 0	g, read		
			Ū						U	0.			•											-				41115	,
	and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)																												
PEL ELS TBE	Profess Educat							Tuar	aition	al D	ilina		Iduad	ton (form		Tun a '	201	Funi		. 5		fuero	data	inger		ot not	0.01416	hla
ELS IDE	Еаиса		<i>cense</i> reK	-	<i>т Sup</i> к	uiaii	1	1 ran	$\frac{151107}{2}$	ιαι Β	ungi 3		4	<i>ior</i> (5	- i	6 <i>ype</i> 2	29).	Ехри 7		1 5 ye 8	ars j	9		155Ue 10		11		12
License+	ESL/Bilingual	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL	Bil	ESL
grade level	Endorsement																												
endorsement	or additional license																												
	ESL Early																												
	Childhood	N	Y	N	Y	N	Y	N	Y	N	Y																		
PEL, Early	(K-3) Bilingual																												
Childhood (0 to 3 rd grade)	Early	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y																		
to 5 grade)	Childhood																												
	ELS—TBE*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	ESL Primary			N	Y	N	Y	N	Y	N	Y	N	Y																
	(K-4 th grade) ESL Middle								_		_		_																
	(5-8 th grade)													N	Y	N	Y	N	Y	N	Y								
PEL,	Bilingual																											┟──┤	
Elementary	Primary			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y																
(K-9 th grade)	(K-4 th grade) Bilingual																												
	Middle													Y	Y	Y	Y	Y	N	Y	N								
	(5-8 th grade)																												
	ELS—TBE*			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

		Р	reK		K		1		2		3		4		5		6		7		8		9		10		11		12
License+ grade level endorsement	ESL/Bilingual Endorsement or additional license	Bil	ESL																										
	ESL Middle (6-8 th grade)															N	Y	N	Y	N	Y								
	ESL High School (9-12 th grade)																					N	Y	N	Y	N	Y	Ň	Y
PEL, Secondary (6-12 grade)	Bilingual Middle (6-8 th grade)															Y	Y	Y	N	Y	N								
	Bilingual High School (9-12 th grade)																					Y	N	Y	N	Y	N	Y	N
	ELS—TBE*			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
PEL, K-12 Specialty: ESL only				N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y
ELS— Transitional Bilingual Educator*				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

* Expires in 5 years from date issued; not renewable.

For more information about licensure, please visit <u>http://www.isbe.net/licensure/default.htm.</u>

- Coursework for Bilingual and ESL is available at http://www.isbe.net/licensure/requirements/endsmt_struct.pdf.
- Target Language Proficiency testing is found at <u>www.icts.nesinc.com.</u>
- Forms are available for downloading at <u>http://www.isbe.net/licensure/html/forms.htm.</u>

APPENDIX B: PART-TIME TRANSITIONAL BILINGUAL EDUCATION PLACEMENT CRITERIA

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Districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full- or part-time TBE placements in the district should not be reassigned for the sole purpose of meeting the criteria below.

The student's English lon

1. <u>Minimum English Language Proficiency Score:</u> The student's English language								
proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the								
following range:								
Kindergarten - First	4.0 and above oral language composite proficiency level on the							
semester	MODEL [™] , but not English proficient*							
Kindergarten - Second	3.5 and above literacy composite proficiency level on the MODEL TM or							
semester through	the ACCESS for ELLs®, but not English proficient*							
1 st Grade – First								
semester								
First Grade – Second	3.5 and above literacy composite proficiency level on the W-APT TM or							
semester through 12 th	the ACCESS for ELLs®, but not English proficient*							
Grade								
*A student who has not	met the state English proficiency definition (available at							
www.isbe.net/bilingual)	is an English learner (EL).							
2. Other Student C	haracteristics: If the student's score either on the screener or on the							
ACCESS for EL	Ls® is below the minimum identified above, a part-time placement for							
the student is all	owed only if at least one of the following conditions is met:							
Native Language	A native language proficiency test documents that the student has							
Proficiency	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	Any student whose student grades, teacher recommendations, and state
Performance in	or local assessment results in the previous school year indicate that the
Subjects Taught in	student has performed at or above grade level in one or more core
English	subject areas (i.e., reading, English language arts, mathematics, physical
	sciences, social sciences) that were taught exclusively in English.
Academic	Any student in a departmentalized setting whose student grades, teacher
Performance	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	Any student with a disability whose Individualized Education Program
Disabilities	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	The limited use of native language instruction is permissible for a
Language Instruction	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.

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

<u>Instructional</u>	<u>Proven Effective</u>	<u>Resources - Human, Curricular, Instructional</u>
<u>Designs (What)</u>	<u>Strategies (How)</u>	(Kesources)
Dual Language—	• Standards-aligned	STRUCTIONAL DESIGNS Preschool/Elementary – DL-certified staff must
	U	have a bilingual endorsement to provide
Two Way Dual Language— One Way	 content Biliteracy Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels SIOP, GLAD, or other research-based ESL approaches High-rigor instruction coupled with high expectations Shared: responsibility, planning, decision making, and collaboration across 	have a bilingual endorsement to provide instruction in the target language. English language instruction must be provided by bilingual or ESL-endorsed staff. Junior High/High School - 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
	all responsible for	cultural competence for working with ELs and their families.
TDANGUTIC	EL instruction	
		UCATION INSTRUCTIONAL DESIGNS
Transitional Bilingual Program: Self-Contained Transitional Bilingual Program: Collaboration	 Standards-aligned content Biliteracy Sheltered-instruction to the extent necessary and appropriate based on 	Preschool/Elementary – 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.
	English language proficiency levels • SIOP, GLAD, or	Junior High/High School - Certified staff must have a bilingual endorsement to provide

¹⁸ See Appendix A: Certification Matrix for specific certification requirements.

	other research-based	instruction in the target language. In addition,
	ESL approaches	bilingual teacher must be endorsed in at least one
	• High-rigor	content area being taught as a part of the EL self-
	instruction coupled	contained program in the target language and
	with high	have at least nine hours in any other content areas
	expectations,	being taught in the target language as a part of the
	• Shared:	EL self-contained program.
	responsibility,	Teachers must be ESL-certified to teach English
	planning, decision making, and	language arts to ELs in a self-contained or resource model ¹⁹ .
	collaboration across	It is crucial that all stakeholders responsible for
	all responsible for	EL instruction and support receive ongoing
	EL instruction	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.
	TERED INSTRUCTION	ESL INSTRUCTIONAL DESIGNS
Transitional	 Standards-aligned 	Preschool, Elementary, Junior High, High
Program in	content	School
English: Self-	• Sheltered-instruction	EL teachers must be ESL-certified.
Contained	to the extent	
	necessary and	It is crucial that all stakeholders responsible for
	appropriate based on	EL instruction and support receive ongoing
Transitional	English language	professional development on second language
Program in	proficiency levels	acquisition and best practice instructional
English: Collaboration	• SIOP, GLAD, or	strategies as well as strategies for building
Conadoration	other research-based	cultural competence for working with ELs and their families.
	ESL approaches	then rammes.
	• High-rigor	
	instruction coupled	
	with high	
	expectations,Shared:	
	responsibility, planning, decision	
	making, and	
	collaboration across	
	all responsible for	
	instruction	
	mstruction	

¹⁹ 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.

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

SIS	WIDA	Other	SIS Description
	<u>ACCESS</u>	Terminolog	
Dual Language— Two Way	Two-Way Immersion	<u>v Used</u> Two-way immersion	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. In a departmentalized setting, the same description applies.
Dual Language— One Way	Self- contained Bilingual	Development al Bilingual, Late-exit Bilingual, Maintenance Bilingual	ESL instruction is provided. 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. In a departmentalized setting, the same description applies.
Transitional Bilingual Program: Self- Contained	Self- contained Transitiona 1	Early-exit Bilingual	ESL instruction is provided. Transitional Bilingual Program: Self-Contained serves only 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. In a departmentalized setting, core courses are offered in English and in the home language of the English learners. ESL instruction is provided.
Transitional Bilingual Program: Collaboration	Mainstream Instruction with Home Language	Early-exit Bilingual	Transitional Bilingual Program: Collaboration serves English learners from the same language background placed in mainstream classrooms. Core academic subjects are initially taught in the

	<u>Other</u>	SIS Description
ACCESS	<u>Terminolog</u> v Used	
Support	<u>,</u>	 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. In a departmentalized setting, home language instruction is offered through co-teaching or during a separate instructional period. ESL instruction is provided.
Self- contained English only Instruction	Structured English Immersion	 Transitional Program in English: Self-Contained serves English learners from the same or various language backgrounds in a self-contained classroom. Core academic subjects are taught in English, with home language instruction and/or support as determined by the needs of the English learners. In a departmentalized setting, home language instruction and/or support is offered through coteaching or during a separate instructional period, as determined by the needs of the English learners.
		ESL instruction is provided.
Mainstream Instruction with English- only Support	ESL	Transitional Program in English: Collaboration serves English learners from the same or various language backgrounds placed in mainstream classrooms. Core academic subjects are taught in English through a co-teaching or pull-out model. Intentional and meaningful collaboration between teachers serving the English learners is required. In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the classroom teacher to differentiate. Or additional services are offered through co-teaching or as a separate instructional period. ESL instruction is provided.
	Support Support Self- contained English only Instruction Mainstream Instruction with English- only	y UsedSupportSupportSelf- contained English only InstructionSelf- contained English onlySelf- contained English onlyMainstream InstructionMainstream instructionEnglish- onlyMainstream onlyEnglish- only