

APPENDICES

License+ grade level endorsement	ESL/Bilingual Endorsement or additional license	PreK		K		1		2		3		4		5		6		7		8		9		10		11		12	
		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
PEL, Secondary (6-12 grade)	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	N	Y
	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	Y	N	Y	N	Y	N	Y	N	Y	N	Y
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	N
ELS— Transitional Bilingual Educator*			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

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

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

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

APPENDIX B: PART-TIME TRANSITIONAL BILINGUAL EDUCATION PLACEMENT CRITERIA

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.

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 semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1 st Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs®, but not English proficient*
First Grade – Second semester through 12 th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs®, but not English proficient*
*A student who has not met the state English proficiency definition (available at www.isbe.net/bilingual) is an English learner (EL).	
2. <u>Other Student Characteristics:</u> 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.

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

<i>Instructional Designs (What)</i>	<i>Proven Effective Strategies (How)</i>	<i>Resources - Human, Curricular, Instructional (Resources)</i> ¹⁸
DUAL LANGUAGE INSTRUCTIONAL DESIGNS		
Dual Language— Two Way	<ul style="list-style-type: none"> • Standards-aligned 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 all responsible for EL instruction 	<p>Preschool/Elementary – 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.</p> <p>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.</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>
Dual Language— One Way		
TRANSITIONAL BILINGUAL EDUCATION INSTRUCTIONAL DESIGNS		
Transitional Bilingual Program: Self-Contained	<ul style="list-style-type: none"> • Standards-aligned content • Biliteracy • Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels • SIOP, GLAD, or 	<p>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.</p> <p>Junior High/High School - Certified staff must have a bilingual endorsement to provide</p>
Transitional Bilingual Program: Collaboration		

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

	<p>other research-based ESL approaches</p> <ul style="list-style-type: none"> • High-rigor instruction coupled with high expectations, • Shared: responsibility, planning, decision making, and collaboration across all responsible for EL instruction 	<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 model¹⁹.</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>
SHELTERED INSTRUCTION/ESL INSTRUCTIONAL DESIGNS		
<p>Transitional Program in English: Self-Contained</p>	<ul style="list-style-type: none"> • Standards-aligned content • 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 all responsible for instruction 	<p>Preschool, Elementary, Junior High, High School</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>
<p>Transitional Program in English: Collaboration</p>	<ul style="list-style-type: none"> • SIOP, GLAD, or other research-based ESL approaches • High-rigor instruction coupled with high expectations, • Shared: responsibility, planning, decision making, and collaboration across all responsible for instruction 	<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>

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**

<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	Development al 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 Transitiona l	Early-exit Bilingual	<p>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.</p> <p>In a departmentalized setting, core courses are offered in English and in the home language of the English learners.</p> <p>ESL instruction is provided.</p>
Transitional Bilingual Program: Collaboration	Mainstream Instruction with Home Language	Early-exit Bilingual	<p>Transitional Bilingual Program: Collaboration serves English learners from the same language background placed in mainstream classrooms. Core academic subjects are initially taught in the</p>

<u>SIS</u>	<u>WIDA ACCESS</u>	<u>Other Terminology Used</u>	<u>SIS Description</u>
	Support		<p>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.</p> <p>In a departmentalized setting, home language instruction is offered through co-teaching or during a separate instructional period.</p> <p>ESL instruction is provided.</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 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.</p> <p>In a departmentalized setting, home language instruction and/or support is offered through co-teaching or during a separate instructional period, as determined by the needs of the English learners.</p> <p>ESL instruction is provided.</p>
Transitional Program in English: Collaboration	Mainstream Instruction with English-only Support	ESL	<p>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.</p> <p>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.</p> <p>ESL instruction is provided.</p>