



Illinois State Board of Education

COMPREHENSIVE SERVICES FOR ENGLISH LEARNERS

KEY CONSIDERATIONS IN DESIGNING AND IMPLEMENTING INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS

This section points out some of the important factors to consider when educating ELs: seeing them as assets to the educational community, sharing the educational responsibility amongst all stakeholders, and using appropriate data to inform instructional practices.

English Learners as Assets

“English learners” is a term that refers to students who come from a myriad of linguistic, ethnic, cultural, and social backgrounds. As integral members of the school community, English learners are assets who enrich the schools with their unique knowledge and experiences built upon their languages and cultures.

Shared Responsibility and Collaboration

The education of English learners is the shared responsibility and vision of all stakeholders involved. Services for English learners must be based on their individual and collective learning needs and characteristics and consider the goals of their families and districts. School districts have the flexibility to design programs that best fit the needs of the culturally and linguistically diverse English learner population while simultaneously meeting federal and state requirements.

Intentional and consistent collaboration between all teachers and school personnel serving English learners is a vital component to all effective English learner programs.

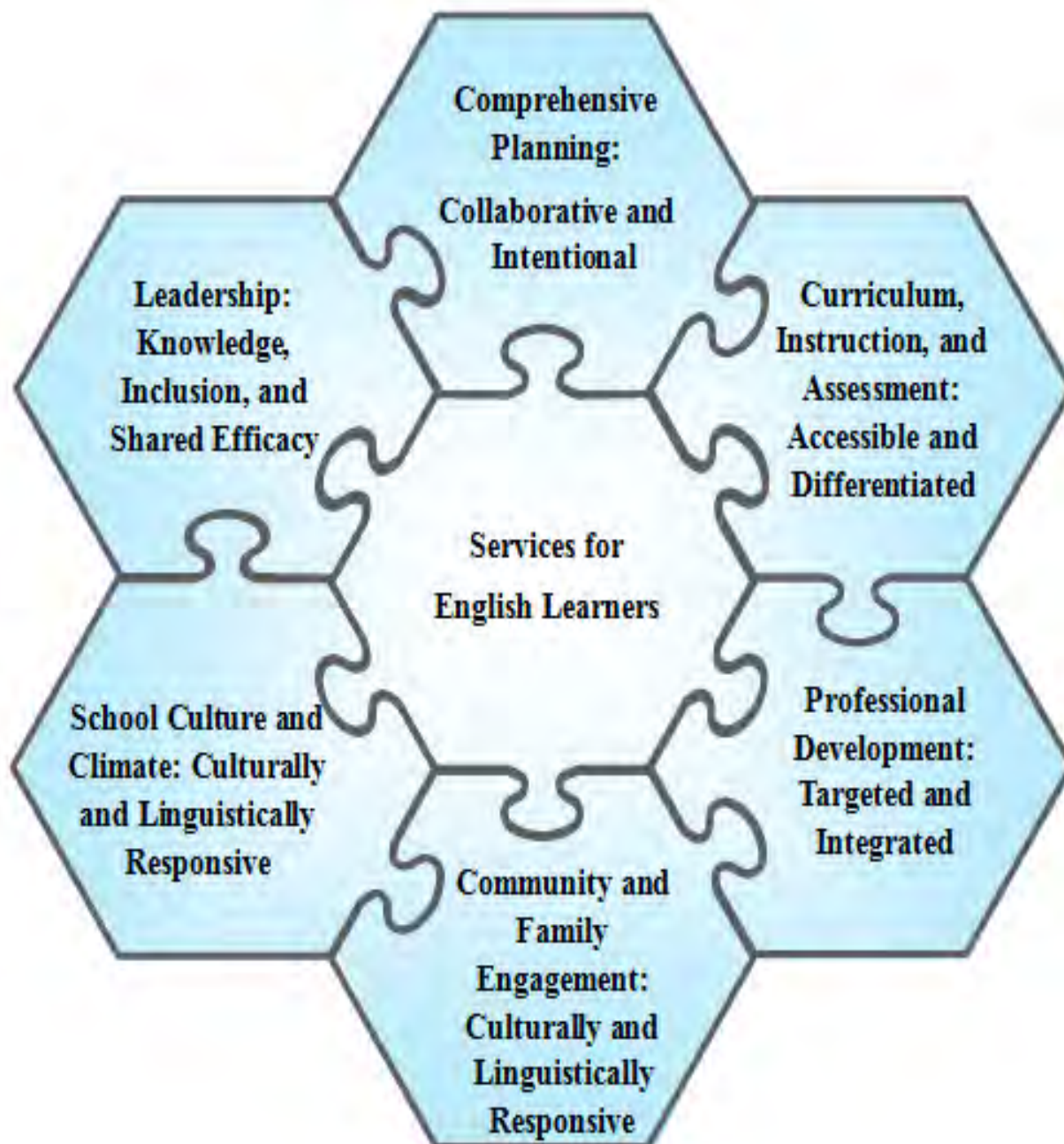
Data-Informed Instructional Practices

High-quality, standards-aligned instruction for English learners is composed of rigorous, grade-level content instruction, intentional language development, and accessibility to content. Teasing apart these components, which must be independently robust and cohesively interdependent, is necessary to ensure that all are consistently present. All decisions regarding instruction for English learners must be informed by a comprehensive analysis of data. Based on continuous analysis of data, instruction must be periodically evaluated by teachers and administrators and adjusted accordingly.



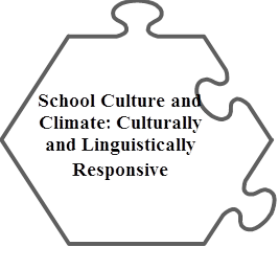
Assessments must be valid measures of English learners' grasp of content knowledge. Where possible and appropriate, English learners' home language should be used as the language of assessment. If English is used, appropriate testing accommodations must be used to further ensure the reliability and validity of the assessment results.

COMPREHENSIVE SERVICES FOR ENGLISH LEARNERS IN ILLINOIS

The graphic shows six essential educational practices all students are entitled to; the gradation toward the center of the graph, “Services for English learners,” outlines differentiation tactics districts can use to ensure equitable access to these six essential educational practices for English learners.



The table following lists some strategies for each of the six essential educational practices that districts may adapt.

CATEGORY	GUARANTEED TO ALL STUDENTS	HOW TO MAKE IT MEANINGFULLY ACCESSIBLE FOR ENGLISH LEARNERS
	<ul style="list-style-type: none"> • Team meetings (Grade level/Content area) • Individualized Education Plan (IEP) • Response To Intervention (RTI) • Multi-Tiered System of Support (MTSS) • Problem solving 	<ul style="list-style-type: none"> • By having Bilingual and ESL teachers participate and collaborate with content teachers in all meetings that pertain to ELs
	<ul style="list-style-type: none"> • Administrators: knowledgeable, experienced, innovative dynamic leaders 	<ul style="list-style-type: none"> • By having Bilingual Program Directors involved and empowered in any and all decisions regarding ELs. They should share in the district's vision and mission statement and be knowledgeable, sensitive, and respectful about the culture of the ELs served
	<ul style="list-style-type: none"> • Welcoming environment • Engaging activities for all families • Parent Learning Communities/Committees and Learning Supports 	<ul style="list-style-type: none"> • Cultural and language sensitivity to family members • Specialized staff • District leaders and staff have a sensitivity to the process of assimilation and acculturation
	Illinois Learning Standards for Content Instruction	

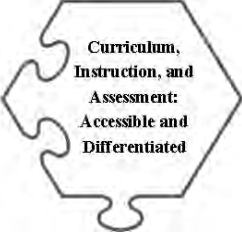


CATEGORY	GUARANTEED TO ALL STUDENTS	HOW TO MAKE IT MEANINGFULLY ACCESSIBLE FOR ENGLISH LEARNERS
		<ul style="list-style-type: none"> • Illinois English Language Development Instruction • By having home language instruction that includes the Culture and History (aligned to Spanish language arts, if applicable)
	PARCC	
		ACCESS ® 2.0
	<ul style="list-style-type: none"> • Parent Teacher Organization • Parent volunteers • Community and family assets • Understanding the importance of the role families play in the educational process 	<ul style="list-style-type: none"> • Bilingual Parent Advisory Council (BPAC) • Culturally and Linguistically Responsive Teaching (CLRT) • By translating all communication that is sent home to parents
	<ul style="list-style-type: none"> • High-quality professional development related to latest teaching pedagogies and aligned to district goals and state and federal mandates 	<ul style="list-style-type: none"> • By having integrated and targeted professional development that specifically addresses topics related to bilingual education, second language acquisition theories, cultural sensitivity trainings, and others.

Table 1. Comprehensive services provided to all students with corresponding strategies to ensure accessibility for English learners.