

EFFECTIVE STRATEGIES

Students placed in full-time TBE, part-time TBE, or TPI must receive the required components of that program. Districts can make decisions about which Instructional Design will be used at each attendance center to meet the needs of eligible students and fulfill the requirements of the full-time TBE, part-time TBE, or TPI programs.

Each instructional design has a distinctive approach to delivering meaningful access to content for ELs and some considerations for instructional delivery that make that design different from others.

While instructional designs might have different approaches for delivering the language support (i. e., home language instruction, home language support, sheltered instruction, and others), all language programs have to provide ELs with meaningful and equitable access to grade-level content. Similarly, each instructional design has to include English Language Development referenced to Illinois English Language Development Standards.

Each district must make decisions about how each of these components is provided to ELs within the context of the chosen instructional designs. An ESL/ELD instruction scenario should be created for *each* instructional design selected by the district to serve the needs of English learners.

As districts begin thinking about implementing different instructional designs, keep these guiding questions in mind:

1. Who is teaching the core content areas (Language Arts, Math, Science, Social Studies)?
Do these teacher(s) have the appropriate content endorsements? Are the lesson plans aligned to the relevant and appropriate content standards?
2. How are the five (5) English Language Development (Language of Language Arts, Language of Math, Language of Science, Language of Social Studies, Social and Instructional Language) standards addressed? Who is teaching the five (5) English Language Development standards? Do these teacher(s) have the appropriate

endorsements? Are the lesson plans aligned to the relevant and appropriate content standards?

3. How do the English learners have access to content instruction? Who are the person(s) responsible? What language(s) will this instruction occur in? Accessibility to content instruction can be in the form of home language instruction, home language support, sheltered instruction, etc.
4. Has the district considered the needs of ELs – family engagement, welcoming school climate/culture, and meaningful incorporation of ELs' native culture and history into the larger school community?

It is important to remember that in order for all the pieces to work seamlessly and cohesively together, a robust collaborative framework must be in place. Intentional and intense coordination and collaboration forms the foundation of the collaborative framework.