



Illinois State Board of Education

EXCERPTS FROM EQUITABLE ACCESS TO EDUCATIONAL EXCELLENCE

*Framing Services for English Learners in
Illinois*

**Illinois State Board of Education
Division of English Language Learning**

EQUITABLE OUTCOME

Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

1. All kindergarteners are assessed for readiness.
2. 90% or more third-grade students are reading at or above grade level.
3. 90% or more fifth-grade students meet or exceed mathematics.
4. 90% or more students are on track to graduate with their cohort at the end of ninth grade.
5. 90% or more students graduate from high school ready for college or career.

The Title VI Civil Rights Act and the Equal Educational Opportunities Act guarantee equitable and meaningful access to educational services to all students and mandate districts to establish pathways to ensure said accessibility. True equity exists when English learners are achieving parity with their English-speaking peers. This means that English learners will have the same access to advanced placement and gifted courses and are attending two- and four-year colleges at the same rate as their English-speaking peers. English learners should be graduating from high school at the same rates as their English-speaking peers and be equally ready for college or career.

VISION STATEMENT

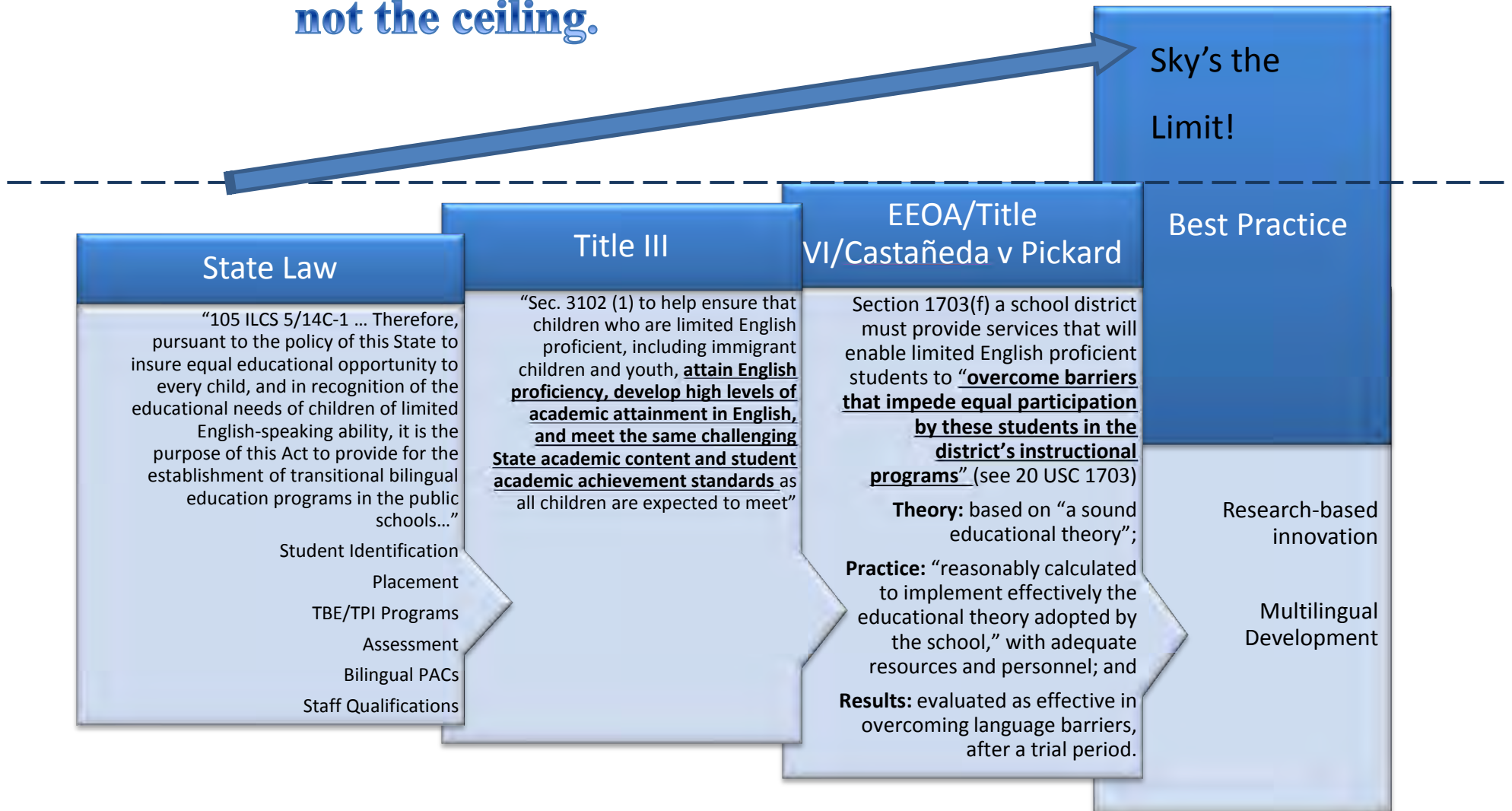
Building upon the resources our students bring to our schools fosters the future success of our students, state, and nation. The best opportunities for the growth of our children are the school experiences constructed from the respect and understanding of different linguistic, social, and cultural perspectives. The rich tapestry of students' cultures and languages offers a basis to develop the skills needed to thrive in today's world.

In today's interconnected world, all students need key skills to survive and thrive. These skills include, but are not limited to, multilingual and cross-cultural competence, new perspectives, critical thinking, collaboration, and decision making. To foster the development of the above mentioned skills among students, schools should not only respect and value multicultural and multilingual perspectives offered by culturally and linguistically diverse students, but also actively incorporate them into curriculum (Ajayi, 2006; Nora, 2013; Richards, Brown, & Forde, 2006; Sylvan, 2013).

In today's globalized world, multiliteracy and multilingualism offer both individual and societal advantages. Students' home language should play an essential role in instruction. Students should be encouraged to use their existing language skills in the acquisition of new knowledge. Furthermore, development of pathways to multiliteracy will ultimately contribute to students' college and career readiness.

COMPLIANCE IS THE FLOOR – SKY’S THE LIMIT!

**Compliance is the floor,
not the ceiling.**



KEY CONSIDERATIONS

English Learners as Assets

English learners is a term that refers to a group of students who come from a myriad of linguistic, ethnic, cultural, and social backgrounds. As integral member 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 families' and district's goals. 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.

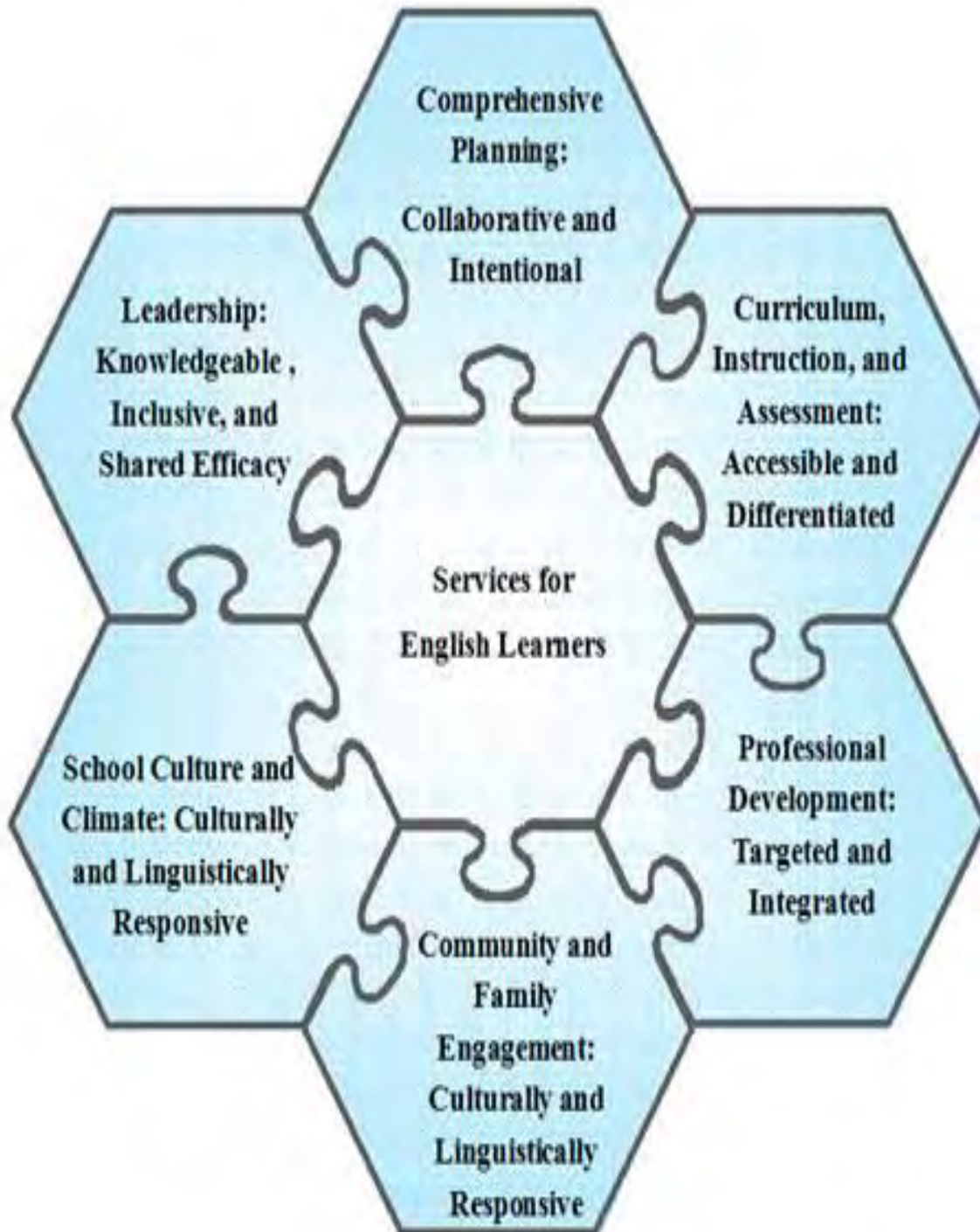
Intentional and consistent collaboration between all teachers and school personnel serving English learners is a vital component to all effective English learner programs.

Data-Informed Instructional Practices

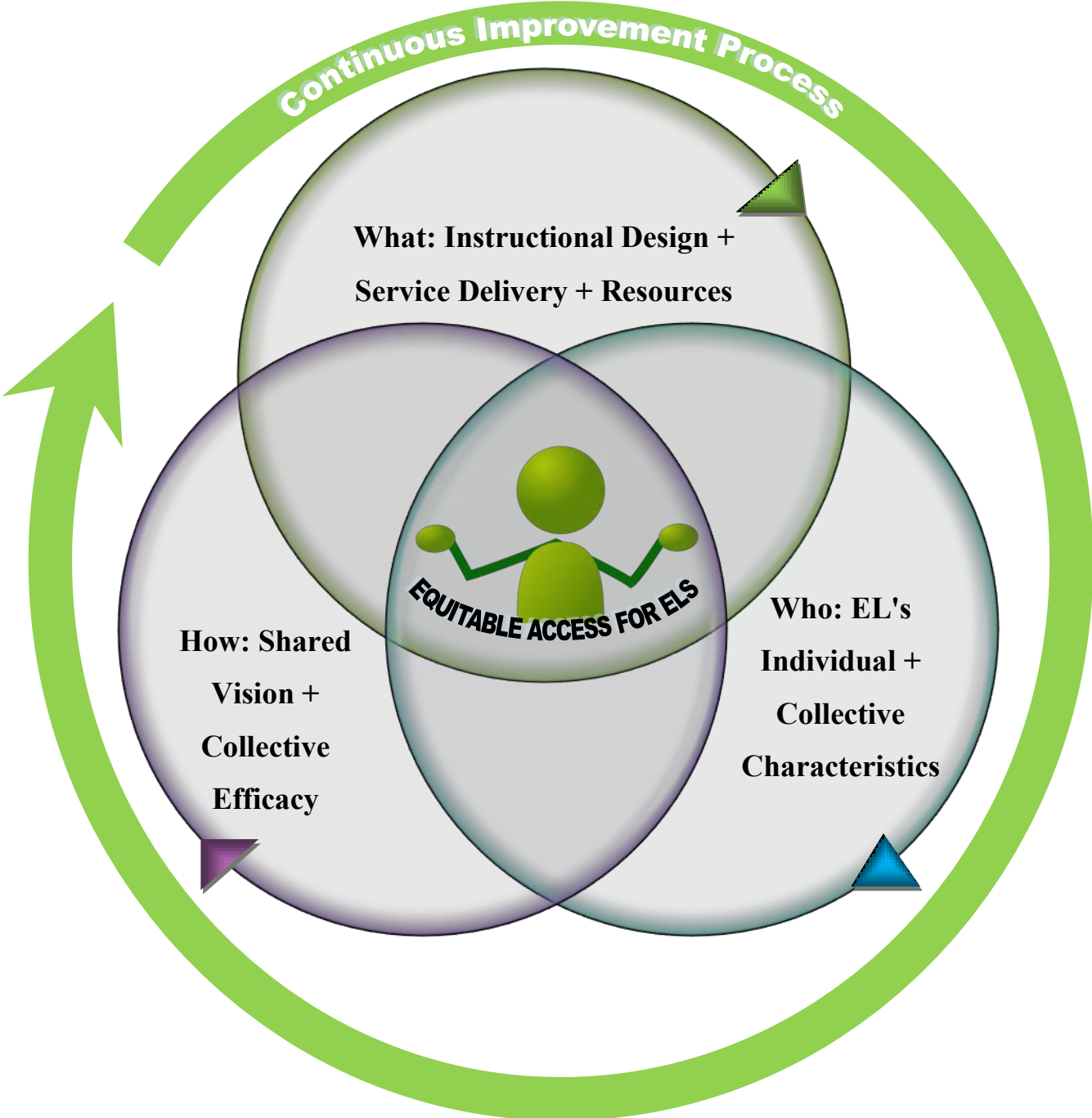
High quality, standards-aligned instruction for English learners is comprised of rigorous, grade-level content instruction, intentional language development, and accessibility to content. Teasing apart these components, which must be independently robust and cohesively interdependent, is necessary to 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 ensure the reliability and validity of the assessment results.

COMPREHENSIVE SERVICES FOR ENGLISH LEARNERS IN ILLINOIS



STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM



INSTRUCTIONAL DESIGNS	GOAL	CORE CONTENT	ESL / ELD	NON-DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	FT TBE OK?	PT TBE OK?	TPI OK ?
<p>Dual Language— Two Way</p> <p>(WIDA: Two-Way Immersion)</p>	<p>Grade Level Content in Two Languages</p>	<p>Illinois Learning Standards, as applicable</p>	<p>ESL: English Language Development using 5 WIDA standards</p>	<ul style="list-style-type: none"> - Self-contained cohort program (generally at least K-5), starting at the earliest grades possible; students typically do not join the cohort in later grades. - Core academic content taught in English and the language other than English. - A group of ELs from the same language background who may have varying levels of English language proficiency (language other than English) and a group of non-ELs at the onset of the program. - ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria. - ESL instruction is provided. 	<ul style="list-style-type: none"> - About 50% of courses are offered in English and about 50% are offered in the language other than English. 	<p>y</p>	<p>y</p>	<p>y</p>
<p>Dual Language— One Way</p> <p>(WIDA: Self-contained Bilingual)</p>	<p>Bilingualism and Biliteracy</p>	<p>+ Spanish Language Arts Standards (if Spanish is one of the target language)</p>	<p>ESL: English Language Development using 5 WIDA standards</p>	<ul style="list-style-type: none"> - Self-contained cohort program (generally at least K-5), starting at the earliest grades possible; students typically do not join the cohort in later grades. - Core academic content taught in English and the language other than English. - A group of ELs from the same language background who may have varying levels of English language proficiency and varying levels of proficiency in the language other than English. - ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria. - ESL instruction is provided. 	<ul style="list-style-type: none"> - Students have opportunities to use English and the language other than English in all courses, but about 50% of courses are offered in English and about 50% are offered in the language other than English. 	<p>y</p>	<p>y</p>	<p>y</p>

INSTRUCTIONAL DESIGNS	GOAL	CORE CONTENT	ESL / ELD	NON-DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	FT TBE OK?	PT TBE OK?	TPI OK ?
Transitional Bilingual Program: Self-Contained (WIDA: Self-Contained Transitional)	Grade Level Content English language proficiency	Illinois Learning Standards, as applicable + Spanish Language Arts Standards (if Spanish is one of the target language)	ESL: English Language Development using 5 WIDA standards	<ul style="list-style-type: none"> - Self-contained classroom for English learners of the same language background. - Core academic content taught in English and the language other than English initially. - Initial language allocation varies with gradual shift to instruction in mainly English. - Home language support provided to the extent practicable. - ESL instruction is provided. 	<ul style="list-style-type: none"> - Bilingual courses for English learners of the same language background. - In a departmentalized setting, courses across the core academic areas are offered in the home language. - ESL instruction is provided. 	y	y	y
Transitional Bilingual Program: Collaboration (WIDA: Mainstream Instruction with Home Language Support)				<ul style="list-style-type: none"> - ELs placed in mainstream classes initially receive pull-out/co-teaching instruction in the home language in core academic subjects, with a gradual shift to instruction mainly in English. - Home language support provided to the extent practicable. - ESL instruction is provided. 	<ul style="list-style-type: none"> - In a departmentalized setting, core courses are taught using home language either by the content teacher or through co-teaching. For those content areas where home language instruction is not available in a self-contained instructional setting, a separate instructional period (resource) offering home language instruction is provided. - ESL instruction is provided. 	y	y	y

INSTRUCTIONAL DESIGNS	GOAL	CORE CONTENT	ESL / ELD	NON-DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT	FT TBE OK?	PT TBE OK?	TPI OK ?
Transitional Program in English: Self-Contained (WIDA: Self-contained Instruction in English)	Grade Level Content	Illinois Learning Standards, as applicable	ESL: English Language Development using 5 WIDA standards	<ul style="list-style-type: none"> - Self-contained classroom for English learners of various language backgrounds. - Core academic content taught in English but using differentiated language instruction adapted for ELs, sheltered English strategies, etc. - Home language support provided to the extent practicable. - ESL instruction is provided. 	<ul style="list-style-type: none"> - In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas; there may be home language instruction or home language courses available, but not across all the content areas. - ESL instruction is provided. 	n	y ¹	y
Transitional Program in English: Collaboration (WIDA: Mainstream Instruction with Support in English)	English language proficiency	Illinois Learning Standards, as applicable	ESL: English Language Development using 5 WIDA standards	<ul style="list-style-type: none"> - ELs from various language backgrounds are placed in mainstream classes receive either pull-out/co-teaching instruction in core academic subjects using specific strategies for ELs. Or the mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs. - Home language support provided to the extent practicable. - ESL instruction is provided. 	<ul style="list-style-type: none"> - In a departmentalized setting, specific core academic courses for ELs are not offered but ESL instructional strategies are used by the classroom teacher to differentiate, or additional services offered through co-teaching or as a separate instructional period. - ELs placed in mainstream classes receive additional services in English through differentiation, co-teaching, or as a separate instructional period. - Home language support provided to the extent practicable. - ESL instruction is provided. 	n	y ²	y

¹ This instructional design will fulfill the legal requirements of PT TBE only if home language instruction and/or support are provided as determined by the needs of the English learners.

² This instructional design will fulfill the legal requirements of PT TBE only if home language instruction and/or support are provided as determined by the needs of the English learners.

**SIS ENTRY FOR INSTRUCTIONAL DESIGN AND WIDA
CORRELATION TABLE**

<u>SIS</u>	<u>WIDA ACCESS</u>	<u>Other Terminology 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 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:	Mainstream Instruction with Home	Early-exit Bilingual	<p>Transitional Bilingual Program: Collaboration serves English learners from the same language background placed in mainstream classrooms. Core</p>

<u>SIS</u>	<u>WIDA ACCESS</u>	<u>Other Terminology Used</u>	<u>SIS Description</u>
Collaboration	Language Support		<p>academic subjects are initially taught in the 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 offered through co-teaching or as a separate instructional period.</p> <p>ESL instruction is provided.</p>