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.

State Law

"105 ILCS 5/14C-1 ... Therefore, pursuant to the policy of this State to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this Act to provide for the establishment of transitional bilingual education programs in the public schools..."

Student Identification
Placement
TBE/TPI Programs
Assessment
Bilingual PACs
Staff Qualifications

Title III

"Sec. 3102 (1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

EEOA/Title VI/Castañeda v Pickard

Section 1703(f) a school district must provide services that will enable limited English proficient students to "overcome barriers that impede equal participation by these students in the district’s instructional programs" (see 20 USC 1703)

Theory: based on “a sound educational theory”;

Practice: “reasonably calculated to implement effectively the educational theory adopted by the school,” with adequate resources and personnel; and

Results: evaluated as effective in overcoming language barriers, after a trial period.

Sky’s the Limit!

Best Practice

Research-based innovation
Multilingual Development

Student Identification
Placement
TBE/TPI Programs
Assessment
Bilingual PACs
Staff Qualifications
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

Comprehensive Planning:
Collaborative and Intentional

Leadership:
Knowledgeable, Inclusive, and Shared Efficacy

Curriculum, Instruction, and Assessment:
Accessible and Differentiated

Services for English Learners

School Culture and Climate:
Culturally and Linguistically Responsive

Professional Development:
Targeted and Integrated

Community and Family Engagement:
Culturally and Linguistically Responsive
STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM

What: Instructional Design + Service Delivery + Resources

How: Shared Vision + Collective Efficacy

Who: EL's Individual + Collective Characteristics
<table>
<thead>
<tr>
<th>INSTRUCTIONAL DESIGNS</th>
<th>GOAL</th>
<th>CORE CONTENT</th>
<th>ESL / ELD</th>
<th>NON-DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT</th>
<th>DEPARTMENTALIZED INSTRUCTIONAL DELIVERY AND MEANINGFUL ACCESS TO CONTENT</th>
<th>FT TBE OK?</th>
<th>PT TBE OK?</th>
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<tbody>
<tr>
<td>Dual Language—Two Way</td>
<td>Grade Level Content in Two Languages</td>
<td>Illinois Learning Standards, as applicable + Spanish Language Arts Standards (if Spanish is one of the target language)</td>
<td>ESL: English Language Development using 5 WIDA standards</td>
<td>- 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. - Language allocation varies: i.e. 90%-10%/80%-20% to 50%-50% at upper grades or 50%-50% throughout all grade levels (language other than English to English).</td>
<td>- About 50% of courses are offered in English and about 50% are offered in the language other than English.</td>
<td>y</td>
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<tr>
<td>Dual Language—One Way</td>
<td>Bilingualism and Biliteracy</td>
<td>Illinois Learning Standards, as applicable + Spanish Language Arts Standards (if Spanish is one of the target language)</td>
<td>ESL: English Language Development using 5 WIDA standards</td>
<td>- 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. - Language allocation varies: i.e. 90%-10%/80%-20% to 50%-50% at upper grades or 50%-50% throughout all grade levels (language other than English to English).</td>
<td>- 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.</td>
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<td>Transitional Bilingual Program: Self-Contained (WIDA: Self-Contained Transitional)</td>
<td>Grade Level Content</td>
<td>Illinois Learning Standards, as applicable + Spanish Language Arts Standards (if Spanish is one of the target language)</td>
<td>ESL: English Language Development using 5 WIDA standards</td>
<td>- 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.</td>
<td>- 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.</td>
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<td>Transitional Bilingual Program: Collaboration (WIDA: Mainstream Instruction with Home Language Support)</td>
<td>English language proficiency</td>
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<td>- 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.</td>
<td>- 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.</td>
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### Transitional Program in English: Self-Contained
(WIDA: Self-contained Instruction in English)

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<tr>
<td>Transitional Program in English: Self-</td>
<td>Grade Level Content</td>
<td>Illinois Learning Standards,</td>
<td>ESL: English Language Development using 5 WIDA standards</td>
<td>- Self-contained classroom for English learners of various language backgrounds.</td>
<td>- 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.</td>
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<td>Contained (WIDA: Self-contained</td>
<td></td>
<td>as applicable</td>
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<td>- Core academic content taught in English but using differentiated language instruction adapted for ELs, sheltered English strategies, etc.</td>
<td>- ESL instruction is provided.</td>
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<td>Instruction in English)</td>
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<td>- Home language support provided to the extent practicable.</td>
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<td>Transitional Program in English:</td>
<td>English language proficiency</td>
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<td>- 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.</td>
<td>- 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.</td>
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<tr>
<td>Collaboration (WIDA: Mainstream Instruction with Support in English)</td>
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<td></td>
<td>- Home language support provided to the extent practicable.</td>
<td>- ELs placed in mainstream classes receive additional services in English through differentiation, co-teaching, or as a separate instructional period.</td>
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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.
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<th>WIDA ACCESS</th>
<th>Other Terminology Used</th>
<th>SIS Description</th>
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| Dual Language, Two-Way       | Two-Way Immersion                | 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.  
ESL instruction is provided. |
| Dual Language, One-Way       | Self-contained Bilingual         | Developmental Bilingual, Late-exit Bilingual, Maintenanc e Bilingual | 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.  
ESL instruction is provided. |
| Transitional Bilingual Program: Self-Contained | Self-contained Transitional | Early-exit Bilingual | 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: Mainstream Instruction with Home | Mainstream Instruction with Home | Early-exit Bilingual | Transitional Bilingual Program: Collaboration serves English learners from the same language background placed in mainstream classrooms.  
Core |
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<tr>
<td>Collaboration</td>
<td>Language Support</td>
<td></td>
<td>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. In a departmentalized setting, home language instruction is offered through co-teaching or during a separate instructional period. ESL instruction is provided.</td>
</tr>
<tr>
<td>Transitional Program in English: Self-Contained</td>
<td>Self-contained English only Instruction</td>
<td>Structured English Immersion</td>
<td>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 co-teaching or during a separate instructional period, as determined by the needs of the English learners. ESL instruction is provided.</td>
</tr>
<tr>
<td>Transitional Program in English: Collaboration</td>
<td>Mainstream Instruction with English-only Support</td>
<td>ESL</td>
<td>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 offered through co-teaching or as a separate instructional period. ESL instruction is provided.</td>
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