



Illinois State Board of Education

# **EQUITABLE ACCESS TO EDUCATIONAL EXCELLENCE**

*Framing Services for English Learners  
in Illinois*

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

## TABLE OF CONTENTS

EQUITABLE ACCESS TO EDUCATIONAL EXCELLENCE: <i>Framing Services for English Learners in Illinois</i> .....	i
TABLE OF CONTENTS.....	ii
ACKNOWLEDGEMENTS.....	i
EXECUTIVE SUMMARY .....	iii
EQUITABLE OUTCOMES OF SCHOOLING.....	vii
VISION FOR ELS IN ILLINOIS .....	viii
COMPLIANCE IS THE FLOOR – THE SKY’S THE LIMIT!.....	1
FEDERAL AND STATE EDUCATIONAL MANDATES.....	0
FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS .....	1
ILLINOIS REQUIREMENTS FOR ENGLISH LEARNERS .....	2
FOUNDATIONAL RESEARCH .....	0
FOUNDATIONAL RESEARCH ON EQUITABLE ACCESS FOR ENGLISH LEARNERS .....	1
COMPREHENSIVE SERVICES FOR ENGLISH LEARNERS.....	0
KEY CONSIDERATIONS IN DESIGNING AND IMPLEMENTING INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS .....	0
COMPREHENSIVE SERVICES FOR ENGLISH LEARNERS IN ILLINOIS .....	2
STANDARDS-BASED INSTRUCTION AND ASSESSMENT .....	5
STANDARDS-BASED INSTRUCTION.....	6
STANDARDS-BASED INSTRUCTION FOR ALL STUDENTS WITH EQUITABLE AND MEANINGFUL ACCESSIBILITY FOR ENGLISH LEARNERS .....	7
WHAT IS MEANINGFUL ACCESS TO INSTRUCTION FOR ENGLISH LEARNERS? .....	9

WHAT IS ACCESSIBILITY TO CORE CURRICULUM THROUGH CONTENT INSTRUCTION FOR ENGLISH LEARNERS?.....	4
WHAT IS ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD)?.....	5
ENGLISH LANGUAGE DEVELOPMENT (K-12).....	7
RELATIONSHIP BETWEEN CONTENT INSTRUCTION AND ENGLISH LANGUAGE DEVELOPMENT.....	8
ASSESSMENT .....	0
THE DESIGN OF CONTENT AND LANGUAGE ASSESSMENT FOR ENGLISH LEARNERS .....	1
A FRAMEWORK OF ILLINOIS ENGLISH LEARNER SERVICES .....	2
A STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM .....	4
CONTINUOUS IMPROVEMENT PROCESS: USING DATA-DRIVEN DECISIONS TO IMPROVE SERVICES FOR ENGLISH LEARNERS.....	3
ENGLISH LEARNERS' INDIVIDUAL AND COLLECTIVE CHARACTERISTICS .....	4
EDUCATING ENGLISH LEARNERS .....	5
LEGAL REQUIREMENTS: TRANSITIONAL BILINGUAL EDUCATION (TBE) OR TRANSITIONAL PROGRAM OF INSTRUCTION (TPI)? .....	6
INFORMED LEADERSHIP, SHARED VISION, AND COLLECTIVE EFFICACY .....	0
SHARED AND INFORMED LEADERSHIP; SEEDS FOR CAPACITY BUILDING ...	1
SHARED VISION AND COLLECTIVE EFFICACY: CONSIDERATION OF ENGLISH LEARNERS', FAMILIES', AND DISTRICT GOALS.....	3
INSTRUCTIONAL DESIGNS, SERVICE DELIVERY, AND RESOURCES.....	0
INSTRUCTIONAL DESIGNS .....	1
FULL-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM COMPONENTS .....	6
PART-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM COMPONENTS .....	7

TRANSITIONAL PROGRAM OF INSTRUCTION COMPONENTS.....	8
SERVICE DELIVERY.....	9
EFFECTIVE STRATEGIES .....	10
REQUIRED COMPONENTS FOR EL SERVICE DELIVERY .....	12
“RESOURCES – HUMAN, CURRICULAR, AND INSTRUCTIONAL” BY INSTRUCTIONAL DESIGN .....	13
RESOURCES – HUMAN, CURRICULAR, INSTRUCTIONAL- BY INSTRUCTIONAL DESIGN.....	14
GLOSSARY .....	0
REFERENCES.....	0
APPENDICES.....	0
APPENDIX A: CERTIFICATION MATRIX.....	A
APPENDIX B: PART-TIME TRANSITIONAL BILINGUAL EDUCATION PLACEMENT CRITERIA .....	III
APPENDIX C: SAMPLE OF “RESOURCES – HUMAN, CURRICULAR, INSTRUCTIONAL” BY INSTRUCTIONAL DESIGN WORKSHEET COMPLETED BY ONE DISTRICT.....	V
APPENDIX D: STUDENT INFORMATION SYSTEM (SIS) ENTRY FOR INSTRUCTIONAL DESIGN AND WIDA CORRELATION TABLE .....	VIII

## ACKNOWLEDGEMENTS

The toolkit was developed by the Division of English Language Learning at the Illinois State Board of Education, under the supervision of the following staff members:

Reyna Hernandez	Seng Naolhu	Beth Robinson
Eun Seon Hwa, Ph.D.	David Nieto, Ph.D.	Sonia Serrano
Anna Szuber, Ed.D.	Tina Paduck, Ed.D.	Zaneta Zak

The Division of English Language Learning wishes to thank and acknowledge the outstanding contribution of the following individuals:

<b>Name</b>	<b>Affiliation</b>
Xiaoning Chen, Ph.D.	Assistant Professor National Louis University
Julie Colgrove	Director of Language and Culture Schaumburg Township Elementary School District 54 (retired)
Miguel Fernandez, Ph.D.	Associate Professor Chicago State University
Karen Garibay-Mulattieri	Chief Officer Language and Culture Education, School District 299 (CPS)
Margo Gottlieb, Ph.D.	Director, Assessment & Evaluation, Illinois Resource Center Lead Developer, WIDA Consortium
Stephanee Jordan	ELL Coordinator Moline-Coal Valley School District 40
Lauren Leita	Bilingual Coordinator Evanston CCSD 65
Katherine McCluskey	Director of ESL and Bilingual Programs Glen Ellyn School District 41
Jeanine Ntahirageza, Ph.D.	Associate Professor Northeastern Illinois University
Sarah Ogeto	Principal Consultant, College and Career Readiness Division Illinois State Board of Education
Rosalva Portillo	Director of EL Services East Moline School District 37
W. Jason Stegemoller, Ph.D.	Associate Professor National Louis University
Eulalia Valdez	Assistant Director of English Language Learners West Aurora School District 129

Theodore Wolf	Principal Consultant, Public Information Division Illinois State Board of Education
---------------	--

The Division of English Language Learning also acknowledges the critical role of those members of the profession who reviewed toolkit:

<b>Association</b>
BUENO Center for Multicultural Education School of Education
Illinois Advisory Council on Bilingual Education
Office of Language and Cultural Education, Chicago Public Schools

<b>Name</b>	<b>Affiliation</b>
John F. Hilliard	Education Specialist, Illinois Resource Center
Sonia Soltero, Ph.D.	Associate Professor and Chair, Department of Leadership, Language, and Curriculum, DePaul University

## EXECUTIVE SUMMARY

The purpose of this toolkit is to guide districts in designing comprehensive, research-based services for kindergarten through 12<sup>th</sup>-grade English learners<sup>1</sup> that meet federal Title VI requirements of equitable and meaningful access to education as well as Illinois state requirements under the Illinois School Code Article 14C. This framework presents an overview of factors that districts and other public education centers should consider when developing effective educational services for English learners. It begins with a detailed description of the legal requirements stipulated in federal legislation and litigation, in the Illinois School Code Article 14C, and in the Illinois Administrative Code Part 228. This legal foundation explains the importance of ensuring equitable and meaningful access to education for English learners. These laws are supported by pedagogical research, which is summarized in the “Foundational Research” section. The second section of the toolkit, “Comprehensive Services for English Learners,” outlines the services guaranteed to all Illinois students, with pathways to ensure accessibility for English learners. Because English learners are the collective responsibility of districts and all stakeholders within those districts, it is critical that district administrators, school leaders, teachers, and other instructional personnel, in collaboration with the family members and the community at large, develop a cohesive and systemic support structure to meet the students’ varying needs. The “Student-Centered Program and Services Delivery System” section, which encompasses a detailed description of instructional designs, service delivery models, and proven effective strategies, shows districts how they can enact these legal and pedagogical requirements.

---

<sup>1</sup> This document addresses programs for English learners in kindergarten through 12<sup>th</sup> grade. We acknowledge that programs for English learners in preschool, gifted, and special education merit attention as well. These are areas we hope to address in the future through additions to this document.

## TOOLKIT COMPONENTS

Components of this toolkit include:

- Overview
- Federal and State Educational Mandates
- Foundational Research
- Comprehensive Services for English Learners
- Standards-Based Instruction and Assessment
- A Framework of Illinois English Learner Services
  - English Learners' Individual and Collective Characteristics
  - Informed Leadership, Shared Vision, and Collective Efficacy
  - Instructional Designs, Service Delivery, and Resources

### Overview

This toolkit is framed through the equity lens to ensure that English learners (ELs) in Illinois receive adequate access to the excellent education that is guaranteed to them. The Equitable Outcomes of Schooling is set by State Superintendent of Education Tony Smith, Ph.D., for all students. English learners bring value to the educational institution, and their bilingual and biliteracy abilities should be celebrated, especially in today's multilingual world. The vision for ELs in Illinois is to ensure that true equity exists and ELs are reaching parity with all students. Compliance with the federal and state legal requirements is the floor; best pedagogical practices should drive how educational services for ELs are designed and delivered.

### Federal and State Educational Mandates

This section discusses key legislation and landmark cases that have shaped bilingual education at both the federal and state level. It also provides a definition of the legal programmatic requirements for Transitional Bilingual Education (TBE) and Transitional Programs of Instruction (TPI) for ELs in Illinois.

### Foundational Research

This section provides the research basis for this toolkit. Literature reviewed includes: the benefits of multilingualism, development of bi/multiliteracies, importance of cross-cultural competency, standards-based instruction and assessment, and the need to value the positives ELs bring.



### Comprehensive 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.

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.

### Standards-Based Instruction and Assessment

This section specifically addresses the instructional and assessment needs of English learners. In Illinois, there are legally mandated standards that must be used for instructional delivery. These standards are applicable to all students, not exclusively to English learners. English learners require mandated English language development standards and meaningful access to core content. This section then covers how assessments should be designed to accurately measure the achievement and progress of English learners.

### A Framework of Illinois English Learner Services

This section begins to describe the process districts should engage when designing comprehensive services for English learners. As is the case with all processes, it is critical to build in a continuous cycle that uses appropriate data to evaluate the services delivered and the results obtained. English learners are at the center of the services design process; districts must first consider the individual English learners’ learning needs, then aggregate this individual data to capture the learning characteristics of the district’s English learner population. Legally, the number of English learners from the same language background will determine the TBE or TPI identification. Instructionally, combining these learning characteristics with district and family goals will determine which one of the six instructional designs will best fit the English learners’ educational needs. It is imperative to keep in mind that English learners are the collective

responsibility of all district's stakeholders; therefore, shared vision and collective efficacy are integral to the success of the program. Once the instructional design(s) are finalized, the district can then use the Resources worksheet to build the program with regard to what endorsements/licenses the teacher(s) should possess and what instructional/supplemental materials to purchase.

## EQUITABLE OUTCOMES OF SCHOOLING

*This toolkit is framed through the equity lens to ensure that English learners (ELs) in Illinois receive adequate access to the excellent education that is guaranteed to them. The Equitable Outcomes of Schooling is set by State Superintendent of Education Tony Smith, Ph.D., for all students. English learners bring value to the educational institution, and their bilingual and biliteracy abilities should be celebrated, especially in today's multilingual world. The vision for ELs in Illinois is to ensure that true equity exists and ELs are reaching parity with all students. Compliance with the federal and state legal requirements is the floor; best pedagogical practices should drive how educational services for ELs are designed and delivered.*

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 and career.

The Title VI Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance and the Equal Educational Opportunities Act of 1974 requires state educational agencies and school districts to take action to ensure equal participation by ELs in school districts' educational programs. These seminal pieces of federal legislation 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 at a pace that enables them to reach parity with their English-speaking peers. This means that in high school 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-proficient 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 and career.

## **VISION FOR ELS IN ILLINOIS**

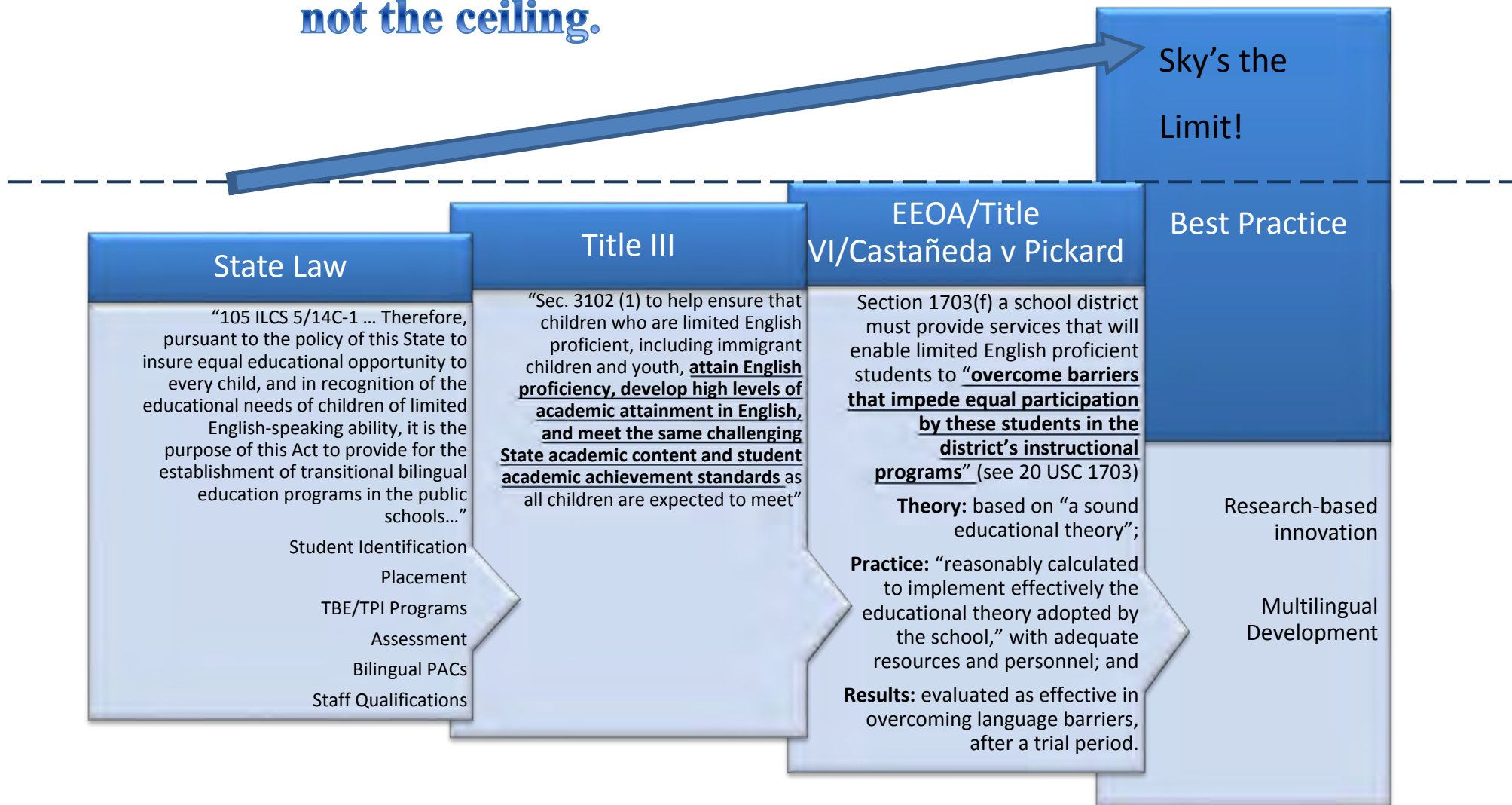
Building on the linguistic and cultural resources our students bring to schools fosters the future success of our students, state, and nation. The best opportunities for student growth involve their participation in school experiences constructed from the respect and understanding of different linguistic,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

In today's interconnected world, multilingual and cross-cultural competencies, critical thinking, collaboration, and decision making are important goals for all students. To foster the development of these skills among students, schools must intentionally incorporate them into linguistically and culturally responsive curricula (Ajayi, 2006; Nora, 2013; Richards, Brown, & Forde, 2006; Sylvan, 2013, to name a few).

Multiliteracies and multilingualism offer both individual and societal advantages. Students' home language(s) should play an essential role in curriculum, instruction, and assessment. Students should be encouraged to use their existing skills across languages in the acquisition of new knowledge. Furthermore, development of pathways to multiliteracies will ultimately contribute to students' college and career readiness.

## COMPLIANCE IS THE FLOOR – THE SKY’S THE LIMIT!

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





Illinois State Board of Education

# **FEDERAL AND STATE EDUCATIONAL MANDATES**

## **FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS**

*This section discusses key legislation and landmark cases that have shaped bilingual education at both the federal and state level.*

### [Title VI, Civil Rights Act of 1964](#)

- Prohibits denial of equal access to education to PK-12 public school students who are not yet proficient in English.

### [Equal Educational Opportunity Act of 1974](#)

- A school district must provide services that will enable English learners to “overcome barriers that impede equal participation by these students in the district’s instructional programs” (see 20 USC 1703).

### [Lau v. Nichols \(1974\): The Lau Remedies](#)

Public school districts must:

- Identify and evaluate national-origin-minority students' English language skills;
- Determine appropriate instructional treatments;
- Decide when English learners are ready to transition to general education classes;
- Determine the professional standards to be met by teachers of English learners.

### [Castaneda v. Pickard \(1981\): The Castaneda Standard](#)

Programs for language-minority students must be:

- Based on a sound educational theory;
- Implemented effectively with sufficient resources and personnel; and,
- Evaluated to determine whether they are effective in helping students overcome language barriers.

### [Elementary and Secondary Education Act – Title III - 'English Language Acquisition, Language Enhancement, and Academic Achievement Act'](#)

- Ensure that English learners and immigrant students attain English proficiency and develop high levels of academic attainment (Sec. 3102 (1)).

## ILLINOIS REQUIREMENTS FOR ENGLISH LEARNERS

*This section provides a definition of the legal programmatic requirements for Transitional Bilingual Education (TBE) and Transitional Programs of Instruction (TPI) for ELs in Illinois.*

### [Illinois School Code Article 14C – Transitional Bilingual Education](#)

“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, to provide supplemental financial assistance to help local school districts meet the extra costs of such programs, and to allow this State to directly or indirectly provide technical assistance and professional development to support transitional bilingual education programs statewide.”

### [23 Illinois Administrative Code 228: Transitional Bilingual Education](#)

This Part establishes requirements for school districts' provision of services to students in preschool through grade 12 who have been identified as English learners in accordance with Article 14C of the School Code [105 ILCS 5/14C]. The requirements of Article 14C of the School Code and this Part shall apply to every school district in Illinois and each charter school established in accordance with Article 27A of the School Code [105 ILCS 5/Art. 27A], regardless of whether the district or charter school chooses to seek funding pursuant to Section 228.50 of this Part.

(Source: Amended at 39 Ill. Reg. 11125, effective July 23, 2015)



Under [23 Illinois Administrative Code 228](#) public school districts in Illinois must provide a Transitional Bilingual Education program for English learners, except in attendance centers that meet flexibility requirements based on enrollment numbers<sup>2</sup>:

1. A full-time Transitional Bilingual Education (FT TBE) program consists of
  - Home language and English instruction in all core subjects and those required by law or by the district
  - English language development instruction aligned to the English language development standards; and
  - Instruction in the history and culture of the students or of their parents and in the history and culture of the United States.
2. A part-time Transitional Bilingual Education (PT TBE) program is designed for students who may benefit from part-time placement<sup>3</sup> and consists of some of the components of a full-time program based on the student's needs. At a minimum it must include:
  - a. English language development instruction aligned to the English language development standards; and
  - b. Home language instruction/support that is determined by English learners' needs

If a district has 19 or fewer English learners from the same language background, the district *must* offer either a TBE program or a Transitional Program of Instruction (TPI) for this group of English learners under the state flexibility. A Transitional Programs of Instruction includes English language development instruction aligned to the English language development standards and may include home language instruction or support as determined by the English learners needs.

---

<sup>2</sup> Specific required components of these three legally accepted programs can be found in Appendix B, C, & F.

<sup>3</sup> Criteria for part-time TBE placement are found in Appendix D.



Illinois State Board of Education

# FOUNDATIONAL RESEARCH

## FOUNDATIONAL RESEARCH ON EQUITABLE ACCESS FOR ENGLISH LEARNERS

*This section provides the research basis for this toolkit. Literature reviewed includes: the benefits of multilingualism, development of bi/multiliteracies, importance of cross-cultural competency, standards-based instruction and assessment, and the need to value the positives ELs bring.*

Recent research suggests that tapping into diverse students' rich linguistic and cultural resources support their academic success (e.g., Tung, 2013; Horsford & Sampson, 2013; Keaton, 2013). Sylvan (2013) shared a positive case where teachers leveraged diverse experiences of new high school students and their families to develop rigorous projects. Consequently, these newcomers were well supported to achieve academic success and integrate into their new community and society. Adolescent Hispanic English language learners in Ajayi's (2006) study expected school to prepare them for "a multicultural and multilingual life—where their Hispanic heritage and American culture coexisted without one necessarily dominating the other" (p. 477). The study demonstrates the critical link between diverse students' understanding of their own identities and school practices; that is, only when a school's curriculum and instructional activities are aligned with students' needs, interests, and expectations, can they be expected to perform well academically (Ajayi, 2006).

The practice of constructing schooling experiences on the basis of students' different linguistic, social, and cultural perspectives is critical for each and every student. To develop multilingual and multi-literacy competencies, programs in which students simultaneously receive instruction in two languages is beneficial to all students (Nora, 2013). While some native English speakers sometimes struggle to learn the other language, the empathy they receive from their English-learning peers as they learn another language and acclimate to another culture significantly outweighs the challenge (Nora, 2013).

Cross-cultural competence for all students can be achieved, in part, through a multicultural curriculum, culturally responsive pedagogy, and daily activities and interactions in classrooms (Nora, 2013; Richards, Brown, & Forde, 2006).

Today's youth need to be able to learn with and from their diverse peers, work collaboratively, and communicate effectively in groups. They will need to be culturally sophisticated enough to empathize with peers of different ethnic backgrounds and religions and of different linguistic and social origins (Nora, 2013, p. 8).

Teachers need to provide students ample learning opportunities to foster cultural competence; as a result, students will interact positively to people from diverse backgrounds, develop understanding and appreciation of different cultures, think critically, and ultimately become advocates for equity and mutual respect among all human beings (Richards, Brown, & Forde, 2006). Further, research has shed light on how diversity promotes social sensitivity and collaboration, supports students' negotiation of identities, and as a result, contributes to social justice and prosperity (Ajayi, 2006; Nora, 2013; Phillips, Kim-Jun & Shim 2010; Osterling & Fox 2004; Azzi, Chryssochoou, Klandermans, & Simon, 2011). For instance, when students from different cultural and linguistic backgrounds work together, they are more likely to approach and analyze problems from multiple perspectives (Nora, 2013; Finney, 2011). Diverse, heterogeneous groups often outperform homogenous groups in schools and various social organizations to reach responsible decisions (Phillips, Kim-Jun & Shim 2010; Page 2007; Boaler 2008). In the process of collaboratively working with peers from different backgrounds, students develop a better sense of who they are and how they negotiate participation in multiple communities (Ajayi, 2006; Azzi et al., 2011; Voiland-Sanchez & Hainer-Voiland, 2006).

The U.S. Commission on Educational Excellence suggests that "In an increasingly global economy, these young people [culturally and linguistically diverse people] could be our strategic advantage" (USDOE, 2013, p. 13). Thus, the increasing diversity in society should not be viewed as a problem; rather, it offers "an opportunity for state policymakers and education leaders to invest in and reap the benefits of a well-educated, culturally competent workforce" (Horsford & Sampson, 2013, p. 47).

While English learners are acquiring a new language and acculturating into new cultural expectations, they also have funds of knowledge that schools should value and investigate. Bringing such home and community resources to the center of the instruction is the key to

academic success (Moll, Amanti, & Gonzalez, 1992). Additionally, creating a school environment that respects and values their first language(s) and culture(s) is important in order for ELs to succeed (NAEYC, 1995).

Our schools need to adopt pedagogy based on Culturally Responsive Teaching, which acknowledges and integrates students' cultural knowledge in all aspects of learning (Ladson-Billings, 1994) and positions English learners in an asset-based paradigm (Tung, 2013). This paradigm will help schools acknowledge English learners' cultural values and view them as strengths, incorporating them ultimately into the school curriculum (Arias & Morillo-Campbell, 2008). The creation of a positive, collaborative learning environment that goes beyond school and community supports ELs' negotiation for desired identities (Cummins, 1996; Chen, 2010).

The presence of ELs in our schools offers teachers, administrators, and staff the opportunity to learn new instructional methods and strategies that will benefit not only ELs but also the rest of the students in the classrooms. Schools can provide professional development so that teachers would learn and refine the necessary skills to enforce both language acquisition and learning in the content areas.

Educators of English learners not only have to possess pedagogical knowledge and skills, attend to individual and affective factors (e.g., variety of education experiences, socioeconomic status, linguistic backgrounds, attitude, motivation, and level of anxiety), and understand the impact of such factors on learning (Suárez-Orozco & Suárez-Orozco, 2002; Yedlin, 2003), but they also must have the right dispositions. All of these factors will help them see the students' languages and cultures through an asset-based, rather than deficit, perspective. Teachers and administrators need to understand there is nothing wrong with English learners and therefore there is no deficit to address.

Apart from valuing ELs as assets in the classroom and the school, educators must encourage the students to realize their own values and identities. "We have to make sure students see themselves as valuable assets to the school community and we see each child as a unique treasure with great potential," according to the National Education Association (2015, p. 19).

Thus, it is important that schools adopt an asset-based approach to language learning and policies that celebrate and appreciate cultural and linguistic identities.

Because of evolving understandings of language and language acquisition, as well as changing educational contexts, approaches to teaching English learners have historically ranged from, broadly, a focus primarily on the linguistic forms (or grammar) of language to a focus primarily on the functions( or social uses) of language. Educational reforms evoked by the Common Core State Standards (CCSS) include an explicit focus on using all four language modalities within English language arts – listening, speaking, reading, writing – to participate in meaningful activities using complex texts. The emphasis of the CCSS aligns with a current conceptualization of language as a “complex adaptive system” (Beckner et al., 2009), which encompasses a view of language as interconnected systems that emerge through social interaction. Understanding language as a complex adaptive system in practice means that learners develop language through participation in meaningful, standards-aligned activities, highlighting the interdependence of language development and accessibility to content<sup>4</sup>. As learners engage in complex, meaningful activities within content areas, teachers support access to the language by using techniques to make content comprehensible and to promote receptive and productive competence. For example, they teach cognates (Nagy & Garcia, 1993), focus on word analysis (Genesee & Riches, 2006), build on and facilitate transfer of knowledge from learners' first languages (Cummins, 2007), and facilitate preview-view-review (Freeman & Freeman, 1998).

English learners also need opportunities in the classroom to explicitly learn about how the language works (Wong Fillmore and Fillmore, 2012). A key component of language instruction entails raising learners' awareness of linguistic forms as they relate to meaning and function (Larsen-Freeman, 2003; Scarcella, 2003) within specific content domains, e.g., math (Moschkovich, 2007) and science (Carlsen, 2007), etc. A key component of explicitly teaching complex grammatical forms and functions includes raising learners' consciousness of the forms and focusing attention on them through explicit instruction and providing support to understand

---

<sup>4</sup> See later sections of the toolkit for more details about standards-aligned instruction.

and use the forms in the context of meaningful interaction (Larsen-Freeman, 2003). Flexibility is given to districts to achieve these instructional goals through a variety of instructional designs<sup>5</sup> that will also meet legal and pedagogical requirements.

English learners must acquire and develop English language proficiency at the same time as they learn academic content in order to reach grade-level norms in core content areas (Collier & Thomas, 2009). Within this context, language development and content learning are interconnected and equally important, necessitating collaboration among language specialists and content teachers at all grade levels in order to promote shared responsibility (Staehr Fenner, 2013). This means that collaboration involves language specialists sharing knowledge of second language acquisition and language development and content teachers sharing expertise in teaching academic content (Echevarria, 2006; Honigsfeld & Dove, 2010).

Language specialists and content teachers agree that shared responsibility is vital; however, effective collaboration requires intentional efforts to create skills and contexts necessary to create productive collaboration. To promote collaboration and shared responsibility for the education of English learners, Fairbairn and Jones-Vo (2010) suggest that professional development that focuses on differentiated instruction and assessment of English learners for all teachers. Valdés (2004) has pointed out that language specialists and content teachers may have divergent understandings of what constitutes academic language. To address differing perspectives, Santos, Darling-Hammond, and Cheuk (2012) promote sustained learning institutes in which language specialists and content teachers collaborate to build shared understanding about the challenges of acquiring language and content simultaneously. Stegemoller and Bouchard (2015) propose the use of technology for language specialists and content teachers in order to remove the barrier of time, and to provide a framework for combining expertise in planning, and sharing data about language development and content learning.

---

<sup>5</sup> See Instructional Design section for more details.

Furthermore, it is widely understood by educators that the connection of parents and caregivers to schools affects student academic achievement (Echevarria, 2006; Lawson & Alameda-Lawson, 2012). Hong (2011) describes the value of moving from a traditional to an ecological view of parent and community engagement, emphasizing the importance of community-based organizations for creating connections between families and schools.

Assessment instruments must be valid and reliable measures (Bachman, 1990) that capture both the strengths and weaknesses of English learners in terms of content knowledge and language proficiency. As such, they need to be carefully crafted, tailored and field tested, in the case of high-stakes assessments. These tools need to be reviewed for bias and sensitivity to ensure that the students' cultural backgrounds do not interfere with their performance and the results are as valid as possible (Laing & Kamhi, 2003).

In the case of classroom assessment, teachers need to ensure that their practices include not only summative, but also formative and authentic assessment (Tombari & Borich, 1998). The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Tasks used in authentic assessment are meaningful and valuable and are part of the learning process. Authentic assessment can take place at any point in the learning process and it implies that assessment takes place repeatedly. Patterns of success and failure are observed as learners use knowledge and skills in slightly ambiguous situations that allow the teacher to observe the student applying knowledge and skills in new situations over time.

In today's world, multiliteracies and multilingualism offer both individual and societal advantages. Students' native languages should play an essential role in instruction. Students should be encouraged to use their existing skills in their home language to promote the acquisition of new knowledge. Furthermore, development of pathways to multiliteracies will ultimately contribute to students' college and career readiness (New London Group, 1996).

As George Lakoff (2014) puts it, "Speaking different languages means you get different frames, different metaphors, and also you're learning the culture of the language so you get not only



different words, but different types of words.” Multilinguals, more than monolinguals, have access to a richer and wider variety of words, concepts, metaphors, and frames. An additional language “enhances children’s understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving” (Cummins 1981).

Multilinguals perform better than monolinguals in formal language learning contexts, thanks to more complex linguistic knowledge and higher language awareness. The linguistic advantages of multilingualism are numerous. Meaning interpretation, conceptualization, and language learning, in general, become less challenging.

From a cognitive point of view, studies have consistently shown that the knowledge of a second/additional language enhances intellectual abilities. Multilinguals have a greater faculty for creativity. They also generally possess greater cognitive flexibility, better problem solving and higher-order thinking skills. Marian and Shook (2012) maintained that

The cognitive and neurological benefits of bilingualism extend from early childhood to old age as the brain more efficiently processes information and staves off cognitive decline. ... The enriched cognitive control that comes along with bilingual experience represents just one of the advantages that bilingual people enjoy. ... bilingualism has been associated with improved metalinguistic awareness,... better memory, visual-spatial skills, and even creativity.

Several studies (Baker, 1988; Ricciardelli, 1992; Braun (2007, 241) have confirmed that bilinguals perform better on creativity tests compared to their monolingual peers. They also enjoy higher metalinguistic capacities due to better analytical skills as well as better cognitive control over linguistic operations (Bialystok, 1988, 1991a). Besides, “Being bilingual, it turns out, makes you smarter, says a writer from Science Magazine. It can have a profound effect on your brain, improving cognitive skills not related to language” (The New York Times).

Job opportunities are closely tied to multilingualism. Speaking a second (or third or fourth!) language broadens your horizons, opening many different doors for you, according to the Northwestern University Global Languages Initiative. In addition to the obvious cognitive and intellectual benefits, being multilingual and intercultural increases employment opportunities. Government and national security agencies are in constant search for bilingual workers;

multinational corporations, NGOs, and non-profits prefer multilingual candidates with global experience. Bilingual health professionals are always in high demand. Moreover, graduate study and academic fellowships often require substantial foreign language skills.

Being multilingual is becoming more and more important to employers. They want to know what languages (note the plurality) the job seeker speaks. In a recent article, *The Boston Globe* highlights the importance of speaking more than one language: “For an increasing number of careers, being bilingual puts an employee a step ahead; in many fields, it's essential. Flight attendants, sales representatives, geologists, paralegals, travel agents, bank tellers, and social workers all find a second language helpful or necessary in their jobs.” The business world is aggressively advocating for multilingualism: A Harvard Business Review video recommends making oneself a global asset by learning another language, the BBC business news underlines the need to pay attention to a multilingual web, and the *International Business Times* stresses the fact that foreign language skills provide a sharp edge in the job market.

Socioculturally, the more languages one learns, the greater appreciation of other cultures. Thus, one becomes more tolerant. Cook (2001) asserts that “a person who speaks multiple languages has a stereoscopic vision of the world from two or more perspectives, enabling them to be more flexible in their thinking, and to learn reading more easily. Multilinguals, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching.” In addition, multilingualism and multiliteracies stimulate cultural enrichment through digital media. Lam and Rosario-Ramos (2009) claim, “Within their digital networks, the youths mobilize multiple languages to conduct interpersonal relationships and seek out ideas and information from various sources in their ‘home’ and ‘host’ societies, and sometimes across a larger diaspora.” In a nutshell, the benefits of multilingualism and multiliteracies are well documented. Therefore, any language education program should encourage and promote their development and expansion.



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.

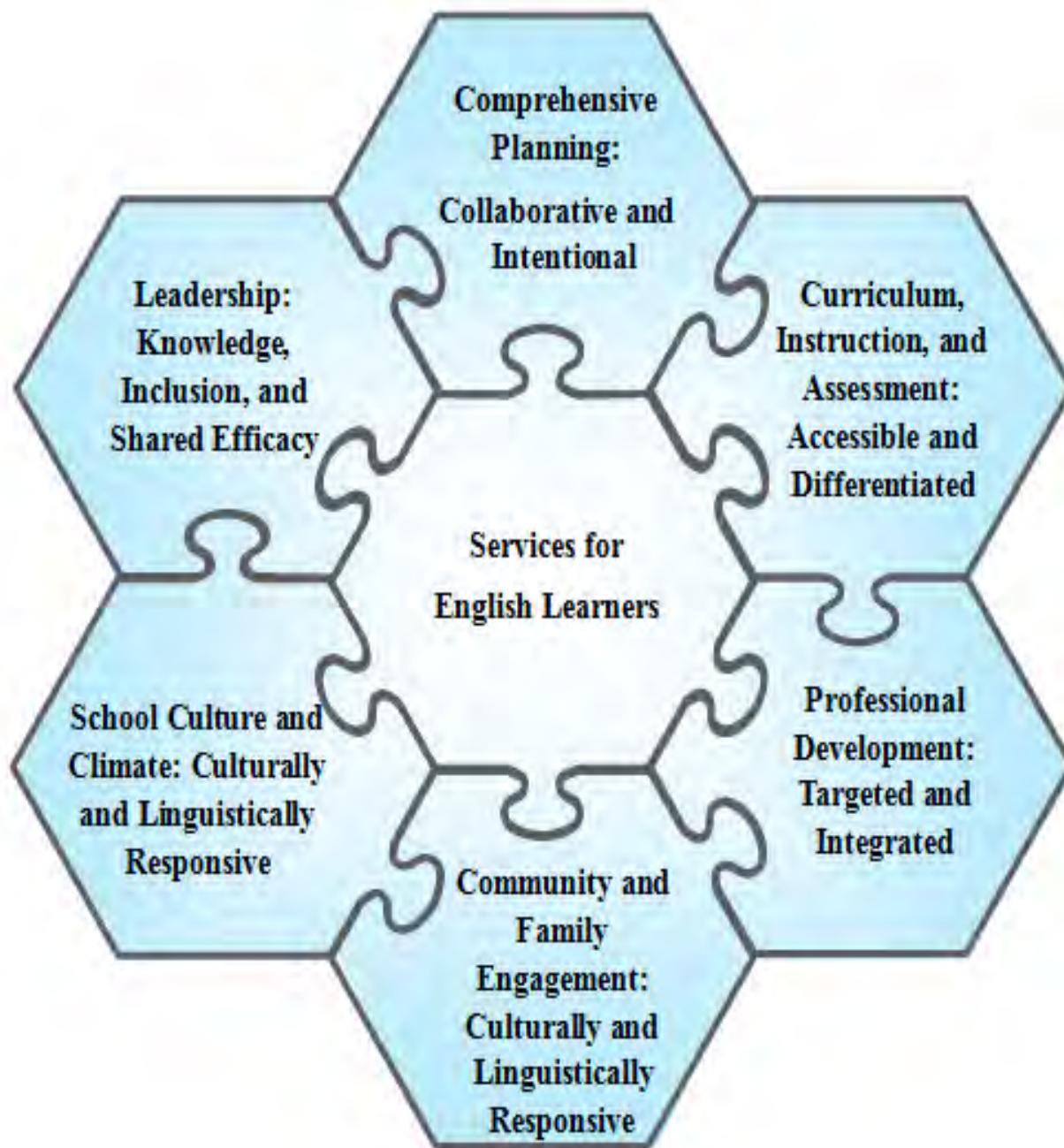
### Data-Informed Instructional Practices

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.



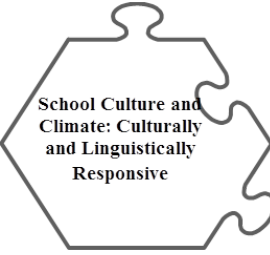
Assessments must be valid measures of English learners' grasp of content knowledge. Where possible and appropriate, English learners' home language should be used as the language of assessment. If English is used, appropriate testing accommodations must be used to further ensure the reliability and validity 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
 <p>Comprehensive Planning: Collaborative and Intentional</p>	<ul style="list-style-type: none"> <li>• Team meetings (Grade level/Content area)</li> <li>• Individualized Education Plan (IEP)</li> <li>• Response To Intervention (RTI)</li> <li>• Multi-Tiered System of Support (MTSS)</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• By having Bilingual and ESL teachers participate and collaborate with content teachers in all meetings that pertain to ELs</li> </ul>
 <p>Leadership: Knowledgeable, Inclusive, and Shared Efficacy</p>	<ul style="list-style-type: none"> <li>• Administrators: knowledgeable, experienced, innovative dynamic leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
 <p>School Culture and Climate: Culturally and Linguistically Responsive</p>	<ul style="list-style-type: none"> <li>• Welcoming environment</li> <li>• Engaging activities for all families</li> <li>• Parent Learning Communities/Committees and Learning Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural and language sensitivity to family members</li> <li>• Specialized staff</li> <li>• District leaders and staff have a sensitivity to the process of assimilation and acculturation</li> </ul>

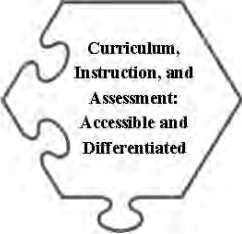


CATEGORY	GUARANTEED TO ALL STUDENTS	HOW TO MAKE IT MEANINGFULLY ACCESSIBLE FOR ENGLISH LEARNERS
	Illinois Learning Standards for Content Instruction	
		<ul style="list-style-type: none"> <li>• Illinois English Language Development Instruction</li> </ul>
		<ul style="list-style-type: none"> <li>• By having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

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





Illinois State Board of Education

# **STANDARDS- BASED INSTRUCTION AND ASSESSMENT**

# **STANDARDS- BASED INSTRUCTION**

## STANDARDS-BASED INSTRUCTION FOR ALL STUDENTS WITH EQUITABLE AND MEANINGFUL ACCESSIBILITY FOR ENGLISH LEARNERS

*This section specifically addresses the instructional needs of English learners. In Illinois, there are legally mandated standards that must be used for instructional delivery. These standards are applicable to all students, not exclusively to English learners. English learners require mandated English language development standards and meaningful access to core content.*

CONTENT INSTRUCTION FOR ALL STUDENTS	Services for English Learners (driven by Legal (TBE/TPI requirements) and Instructional Designs)			
	ACCESSIBILITY TO CORE CURRICULUM FOR ELs	ENGLISH LANGUAGE DEVELOPMENT/ESL		
<i>Rigorous content instruction aligned to Illinois Learning Standards provided to ALL students.</i>	<i>Cohesive, district-wide, collective systemic and structural support to ensure equitable and meaningful access to content instruction for English learners.</i>	<i>Rigorous English Language Development/ English as a Second Language instruction aligned to WIDA ELD standards for English learners.</i>		<b>FAMILY ENGAGEMENT</b>
Language Arts Content and Literacy	Accessibility to Language Arts Content for ELs	Language of Language Arts	Social and Instructional Language	<b>SCHOOL CLIMATE AND CULTURE</b>
Math Content and Literacy	Accessibility to Math Content for ELs	Language of Math		
Science Content and Literacy	Accessibility to Science Content for ELs	Language of Science		
Social Studies Content and Literacy	Accessibility to Social Studies Content for ELs	Language of Social Studies		
Other Content Areas and Literacy <sup>6</sup>	Accessibility to Other Content for ELs	Language of Other Content		
				<b>ELs' NATIVE CULTURES AND HISTORIES</b>

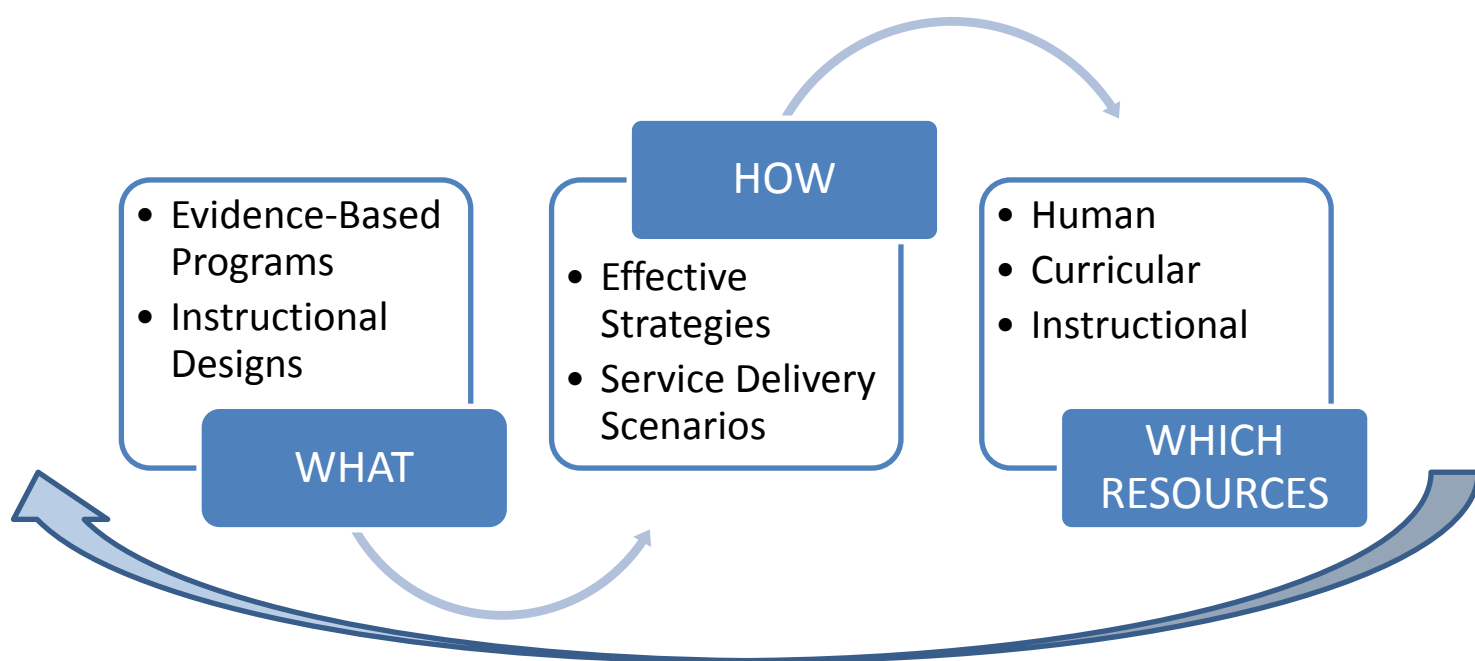
<sup>6</sup> Instruction in subjects that are *either required by law* (see 23 Ill. Adm. Code 1) *or by the student's school district.*

Table 2. The relationship of content instruction and English language development.

## WHAT IS MEANINGFUL ACCESS TO INSTRUCTION FOR ENGLISH LEARNERS?

Meaningful access to instruction for English learners must include these required components:

- Content-driven, standards-based, differentiated English language development instruction to ensure full access to the core curriculum.
- Home language instruction in all content areas and heritage culture and language (for all dual language and transitional bilingual instructional designs to ensure grade-level content learning, access to the core curriculum, and promote bilingualism and biliteracy).
- Home language support as needed to improve comprehension of and meaningful participation of ELs in core instruction in sheltered and English language instructional programs.



## **WHAT IS ACCESSIBILITY TO CORE CURRICULUM THROUGH CONTENT INSTRUCTION FOR ENGLISH LEARNERS?**

Rigorous content instruction aligned to Illinois Learning Standards must be provided to ALL students, including English learners. The Standards focus on critical thinking, problem solving, and analytic skills. The Illinois Learning Standards for Content have established the standards that students are expected to master, however, how educators teach the standards may take on different pathways depending on the students' needs. Differentiation is the key to making the content comprehensible and accessible to all students as it gives students the tools they need so that they can handle whatever comes their way (Wormeli, 2006).

For English learners, access to core content is either through the home language in TBE programs or through ESL and sheltered instruction in TPI programs. Access to core curriculum for English learners requires intentional and deliberate decisions about instructional approaches/strategies, appropriate selection of materials, resources and assessment, aligning content learning with language learning. The collaboration between bilingual education/ESL teachers and general education teachers is essential to optimize students' educational attainment.

## **WHAT IS ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD)?**

Illinois State rules require English Language Development standards as an anchor for teaching English as a Second Language (ESL). Educators sometime refer to ESL as ELD instruction.

ISBE [23 ILLINOIS ADMINISTRATIVE CODE 228.10](#) SUBTITLE A SUBCHAPTER f  
Section 228.10

ESL means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is designed to promote students' English language development; it is not to be confused with English language arts which is designed to promote students' conceptual development).

"English Language Development Standards":

["2012 Amplification of English Language Development Standards Kindergarten-Grade 12"](#) for students in kindergarten through grade 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium.

["Early English Language Development Standards Ages 2.5-5.5 2013 Edition"](#) (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

Both Illinois Learning Standards for Content and Illinois English Language Development Standards must be used in tandem when addressing the needs of ELs.

Illinois English Language Development Standards recognize that English language development occurs over multiple years, is variable, and depends on many factors (e.g. age, maturation, classroom experiences, programming, motivation, and attitudes).

ESL instruction is a required component of all EL programs of instruction. A well-designed ESL program should incorporate both of the following critical components:

- 1. Targeted English Language Development:** This component provides “...dedicated time for focused instruction in how English works, providing [ELs] with an understanding of the basic structures of language — in all four domains — for a variety of registers, especially the academic language register needed to engage in academic discourse across all content areas” (Council of the Great City Schools, 2014). In other words, ELs must have the opportunity to learn what makes English different from their home language, and the rules and structures of the English language. Targeted English language development may be provided as a stand-alone course or block or may be a designated time within the school day for a self-contained ESL or bilingual education teacher. It can be thought of as the learning of the language needed to engage with content-area instruction in English.
- 2. Content-Based English Language Development:** ELs must have opportunities to develop academic English within the content areas. “The language learning that occurs during a student’s experience with the different content areas...is especially valuable for [ELs] because it extends and stretches their language development in new and various directions” (Council of the Great City Schools, 2014). Content-based language development can be thought of as learning language through the content areas.
- 3.** In addition, time for **social-emotional development** are critical components of EL services.



## ENGLISH LANGUAGE DEVELOPMENT (K-12)

English Language Development/ESL (K-12) <sup>7</sup>				
Language Development Standard		WIDA’s Features of Academic Language		
SOCIAL AND INSTRUCTIONAL LANGUAGE	English learners communicate for Social and Instructional purposes within the school setting.	<p>Social language is the everyday register used in interactions outside and inside school.</p> <p>Instructional language is the language that typifies classroom discourse from teacher to teacher across content areas.</p> <p>Academic language is used to communicate ideas, concepts, and information necessary for academic success. It is the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment.</p> <p>The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing register, genre/text type, topic, task/situation, and participants’ identities and social roles.</p>		
LANGUAGE OF LANGUAGE ARTS	English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.			
LANGUAGE OF MATH	English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.			
LANGUAGE OF SCIENCE	English learners communicate information, ideas and concepts necessary for academic success in the content area of Science.		<i>Performance Criteria</i>	<i>Features</i>
		Discourse Level	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"><li>• Amount of speech/written text</li><li>• Structure of speech/written text</li><li>• Density of speech/written text</li><li>• Organization/cohesion of ideas</li><li>• Variety of sentence types</li></ul>
LANGUAGE OF SOCIAL STUDIES	English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"><li>• Types and variety of grammatical structures</li><li>• Conventions, mechanics and fluency</li><li>• Match of language forms to purpose/perspective</li></ul>
		Word/Phrase Dimensions	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"><li>• General, specific, and technical language</li><li>• Multiple meanings of words and phrases</li><li>• Formulaic and idiomatic expressions</li><li>• Nuances and shades of meaning</li><li>• Collocations</li></ul>

<sup>7</sup> WIDA (2012).

## **RELATIONSHIP BETWEEN CONTENT INSTRUCTION AND ENGLISH LANGUAGE DEVELOPMENT**

The Illinois Learning Standards<sup>8</sup> apply to students in general education settings, as well as all students participating in a program for English Learners (ELs). This means that, for the EL population, districts must focus on both the content standards and the specific language needs of all ELs at their individual levels and in all domains of English language proficiency. Districts should have two main goals in mind for ELs:

- Access to standards-based instruction: All students must be able to meaningfully engage with rigorous, grade-level appropriate instruction that aligns with the Illinois Learning Standards for Content.
- Illinois English Language Development Standards: Districts must support ELs with the tools, resources, and program structures necessary to accelerate academic language achievement and ensure that students are fully engaged in rigorous instruction, preparing them for college, career, and life.

---

<sup>8</sup> Illinois Learning Standards includes, but is not limited to, Common Core State Standards, Next Generation Science Standards, Illinois Early Learning and Development Standards, Illinois English Language Development Standards (WIDA), etc.

# ASSESSMENT

## **THE DESIGN OF CONTENT AND LANGUAGE ASSESSMENT FOR ENGLISH LEARNERS**

*This section covers how assessments should be designed to accurately measure the achievement and progress of English learners.*

Comprehensive assessment for English learners (ELs) begins with identifying the characteristics of the student population and matching them to the systematic planning, collection, analysis, and interpretation of data for both language proficiency and academic achievement. These data subsequently offer feedback that impacts instruction and contributes to decisions affecting ELs. Assessment for ELs is standards-referenced and based on the Illinois Learning Standards, including college and career readiness standards and Spanish language arts standards (when applicable), in conjunction with Illinois English Language Development Standards. The languages of assessment reflect the specific instructional designs that are being implemented.

Assessment occurs at the classroom, program, district, and state levels; in turn, each level speaks to specific purposes and audiences. The goal of all assessment is to provide reliable and valid indicators of student performance. To be equitable, assessment for ELs must also be linguistically and culturally responsive. The following bulleted lists address the overall considerations in the selection of EL measures and considerations in the design of measures of academic achievement and language proficiency.

In selecting assessments of academic achievement or language proficiency at the program or district levels, administrators and school leaders are to consider the:

- demographics of the EL population, including their distribution across grade levels, along with their linguistic and cultural backgrounds
- educational experiences of the students inside and outside the United States
- linguistic and cultural experiences of the students
- students' conceptual development
- language(s) of instruction

- need for accommodations for ELs with disabilities
- inclusion of sizeable numbers of ELs in the development of the measure (e.g., piloting, field-testing, standard-setting as reported in the technical manual)
- presence of multiple perspectives in student tasks
- reporting of data by subgroup
- interpretation of data within a linguistic and cultural context

In designing content assessment at the classroom and program levels, teachers and school leaders are to consider the:

- literacy of ELs (in English and/or the home language)
- linguistic, cultural, educational, and instructional experiences of the students
- language(s) of instruction for the particular content areas
- supports used to maximize students' access to content during instruction
- accommodations used for state testing for ELs and ELs with disabilities
- ways to provide standards-referenced student feedback on ELs' academic achievement.

In designing language proficiency assessment at the classroom and program levels, teachers and school leaders are to consider the:

- language proficiencies of the EL population within and across language domains
- complexity of academic language use
- linguistic, cultural, educational, and instructional experiences of the students
- supports used for instruction to extend into assessment
- accessibility for all ELs and accommodations for ELs with disabilities
- ways to provide ELs standards-referenced feedback on their language development.

The purpose for assessment must match the design of the assessment and the use of the data. If there is a mismatch between the purpose and the measure, then the assessment is not valid and there is no confidence in the usability of the data. Additionally, the purpose of assessment tends to be associated with a specific level of implementation; for example, monitoring daily progress of individual students occurs at a classroom level while monitoring overall student progress on a quarterly basis, let's say, may occur at a grade level, department level, or program level. Table 3 outlines the primary purposes for assessment at each level of implementation along with suggested measures.

<i><b>Purpose for Assessment in K-12 Settings</b></i>	<i><b>Measures at the Classroom Level</b></i>	<i><b>Measures at the Grade/Department and Program Levels</b></i>	<i><b>Measures at the State Level</b></i>
1. Screening students to determine eligibility for language support services			<ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• WIDA Screener</li> </ul>
2. Monitoring progress of students' language development and academic achievement	<ul style="list-style-type: none"> <li>• Instructionally embedded assessment</li> <li>• Student self- and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Common district or school assessment of academic achievement (with accommodations)</li> <li>• Common language assessment with supports</li> </ul>	
3. Fulfilling federal accountability requirements			<ul style="list-style-type: none"> <li>• PARCC (with EL accommodations)</li> <li>• Additional non-academic variable</li> <li>• ACCESS for ELLs 2.0</li> </ul>
4. Reclassifying students within or transition from language support services		<ul style="list-style-type: none"> <li>• Teacher recommendations based on classroom assessment data (e.g., student portfolios)</li> </ul>	<ul style="list-style-type: none"> <li>• ACCESS for ELLs 2.0</li> </ul>
5. Evaluating instructional support services	<ul style="list-style-type: none"> <li>• Teacher surveys &amp; focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Common district or school assessment of academic achievement (with accommodations)</li> <li>• Common language assessment with supports</li> <li>• School leader interviews</li> </ul>	<ul style="list-style-type: none"> <li>• PARCC (with accommodations for all ELs)</li> <li>• ACCESS for ELLs 2.0 (with accommodations for ELs with disabilities)</li> <li>• Alternate ACCESS for ELLs (for ELs with significant cognitive disabilities)</li> </ul>

Table 3. Purposes for Assessing ELs and Suggested Measures at the Classroom, Grade/Department/Program, and State Levels

(Gottlieb, 2016).

The features of Illinois' instructional designs for ELs by their very nature dictate the languages of assessment. It is important to maintain a one-to-one correspondence between the language(s) of instruction and the language(s) of assessment at the classroom, program, and district levels. For instance, if literacy instruction is exclusively in the students' home language for ELs in a Transitional Bilingual Education (TBE) setting, then it is premature to assess the students' literacy in English. Likewise, the language allocation in dual language designs mirrors the amount of assessment in the home language in relation to that in English; for example, in 90/10 programs, 90 percent of assessment is to be in ELs' home language and 10 percent in English; in 50/50 programs, the languages of assessment (as instruction) are shared. Table 4 provides a guide for the languages of assessment by instructional design.

<b><i>Instructional Design</i></b>	<b><i>Differentiated English Language Proficiency Assessment at the Classroom and Program Levels</i></b>	<b><i>Accommodated Assessment of Academic Achievement in English at the Classroom and Program Levels</i></b>	<b><i>Assessment of Academic Achievement in the Home Language at the Classroom and Program Levels</i></b>
Dual Language—Two Way	X	All content areas taught in English with home language support	Core courses in home language
Dual Language—One Way	X		Core courses in home language
Transitional Bilingual Program: Self-Contained	X	All content areas taught in English with home language support	Core courses in home language
Transitional Bilingual Program: Collaboration	X	All content areas taught in English with home language support	Core courses in home language
Transitional Program in English: Self-Contained	X	X (with home language support as provided during instruction)	
Transitional Program in English: Collaboration	X	X (with home language support as provided during instruction)	

Table 4. Illinois' Instructional Designs for ELs and Their Corresponding Languages of Assessment



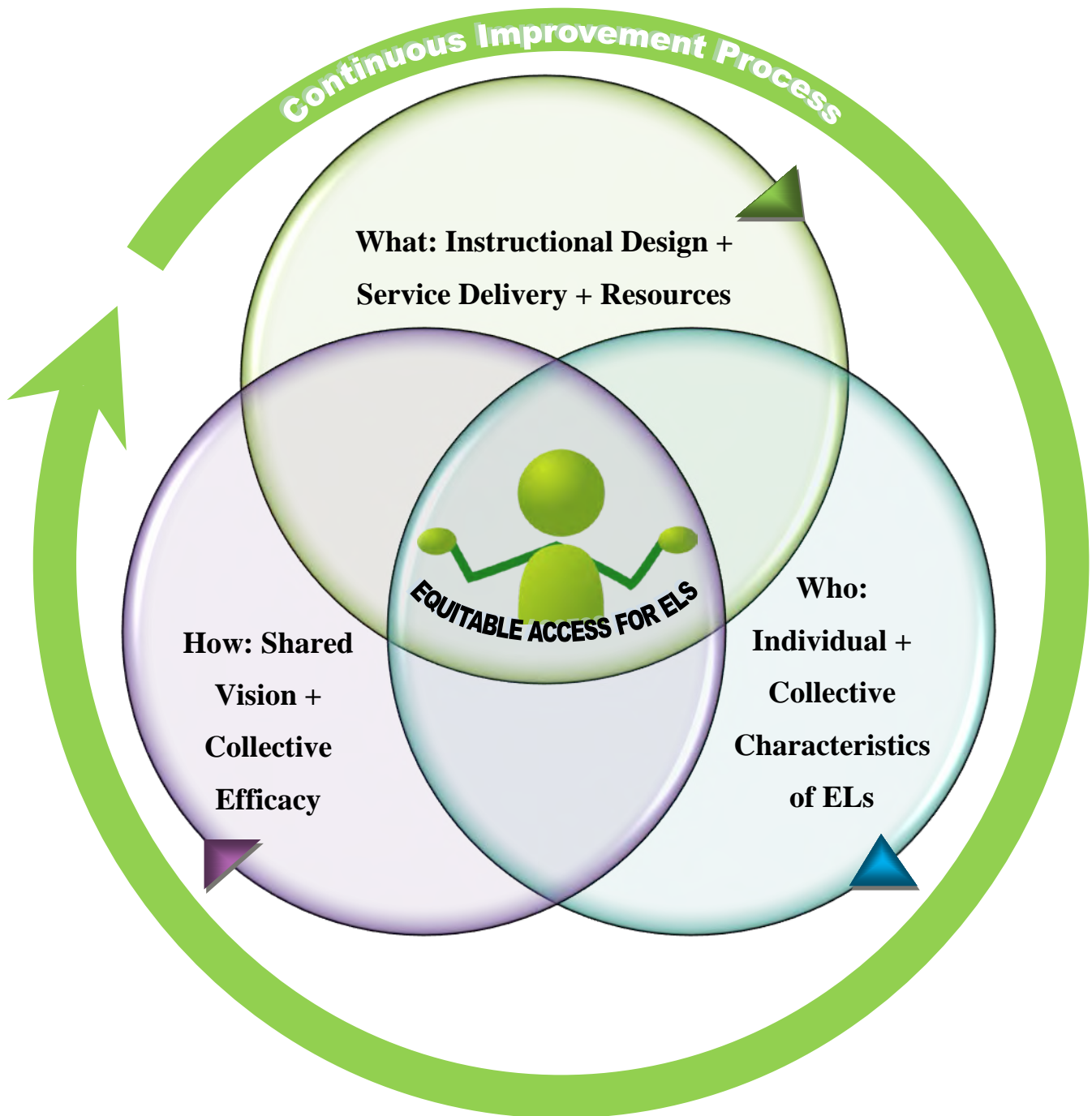


Illinois State Board of Education

# **A FRAMEWORK OF ILLINOIS ENGLISH LEARNER SERVICES**

*This section begins to describe the process districts should engage when designing comprehensive services for English learners. As is the case with all processes, it is critical to build in a continuous cycle that uses appropriate data to evaluate the services delivered and the results obtained. English learners are at the center of the services design process; districts must first consider the individual English learners' learning needs, then aggregate this individual data to capture the learning characteristics of the district's English learner population. Legally, the number of English learners from the same language background will determine the TBE or TPI identification. Instructionally, combining these learning characteristics with district and family goals will determine which one of the six instructional designs will best fit the English learners' educational needs. It is imperative to keep in mind that English learners are the collective responsibility of all district's stakeholders; therefore, shared vision and collective efficacy are integral to the success of the program. Once the instructional design(s) are finalized, the district can then use the Resources worksheet to build the program with regard to what endorsements/licenses the teacher(s) should possess and what instructional/supplemental materials to purchase.*

## A STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM



## **CONTINUOUS IMPROVEMENT PROCESS: USING DATA-DRIVEN DECISIONS TO IMPROVE SERVICES FOR ENGLISH LEARNERS**

It is a district-wide/school-wide/classroom-wide responsibility to make data informed decisions to guide English learner programming and instruction. School districts are accountable to instruct English learners to meet/exceed grade level academic standards and be college and/or career ready.

This figure below lists some factors districts should consider when using data to drive decisions:

<b>Individual</b>	<b>Classroom</b>	<b>School</b>	<b>District</b>	<b>State</b>
English language proficiency	School and academic performance	Classroom composition and culture	Bilingual/ESL student population and demographics of community	Policies for identification and placement based on language(s) proficiencies
Native language proficiency	Standards-aligned curriculum	Collaboration between teachers	District-wide curricula and instructional design(s)	Criteria for reclassification
ACCESS and other language proficiency data along with achievement data	Appropriate, linguistic and culturally relevant, and sufficient instructional materials	Integration of all students	Collective efficacy and shared responsibility for EL population	
Other educational factors (special education, gifted, etc.)	Meaningful, sustained professional development	Shared efficacy among all staff and administrators		

Table 3. Characteristics for district consideration in making data driven instructional and programmatic decisions.

# **ENGLISH LEARNERS' INDIVIDUAL AND COLLECTIVE CHARACTERISTICS**

## EDUCATING ENGLISH LEARNERS

### Characteristics of Individual English Learners



English learners are a diverse group of students. To design linguistic and culturally relevant programs and implement instructional approaches that provide ELs meaningful access to the curriculum, districts should review the following student characteristics:

1. English language proficiency level;
2. Native language proficiency level and level of literacy in the home language;
3. Schooling and academic performance:
  - a. Previous level and continuity of schooling (also whether student has interrupted education);
  - b. Academic performance including honors or areas in which the student excels;
4. Language use at home:
  - a. Exposure to literacy (either home language(s) and/or English);
  - b. Language(s) child and family use;
5. Cultural background(s);
6. Number of years living in the U.S.;
7. Experiences of traumatic events that impact learning; and,
8. Special education needs.

### Characteristics of the District's English Learner Population



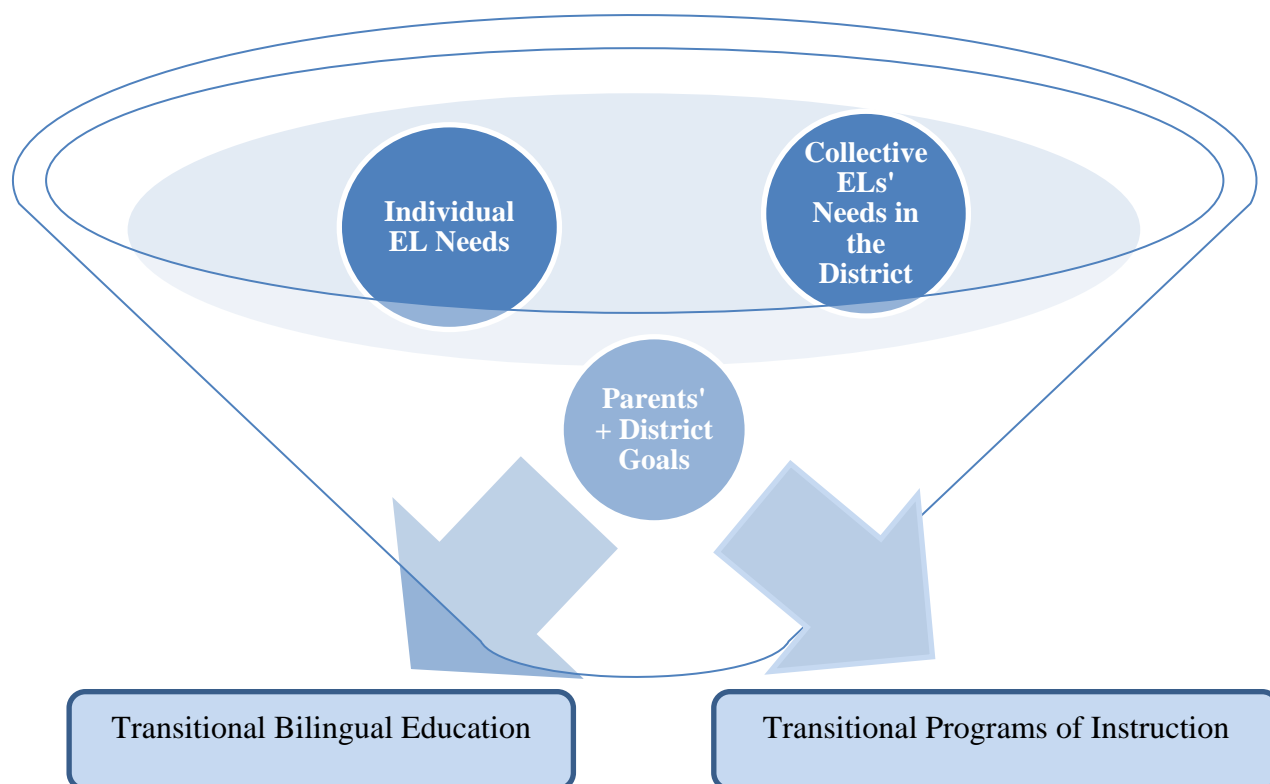
The number of English learners enrolled in the district influences the choice of instructional designs and groupings.

#### Number of ELs

- By grade level and attendance center
- Who have the same home language
- Who have the same cultural background
- Who share characteristics such interrupted schooling, recent arrivals, or who are long-term ELs
- Who have a similar range of language proficiencies

## LEGAL REQUIREMENTS: TRANSITIONAL BILINGUAL EDUCATION (TBE) OR TRANSITIONAL PROGRAM OF INSTRUCTION (TPI)?

After considering English learners' characteristics both individually and collectively, districts categorize all ELs as either receiving TBE or TPI services per guidelines set forth in [23 Illinois Administrative Code 228](#). The following pages outline the program designs districts may choose from that fulfill the legal requirements of TBE or TPI services.



The School Code mandates TBE for ELs but the type of program(s) offered in an attendance center may vary based on characteristics of the ELs and the number of ELs by language group. Schools may offer full-time TBE or full-time TBE combined with part-time TBE placement for students who meet state criteria for part-time placement. When 19 or fewer ELs from the same language group are enrolled in a school, the school has the flexibility to offer TBE (FT/PT) or a TPI for this language group. As a result, a school may have a TBE program for some ELs and TPI for others enrolled in the same school.

# **INFORMED LEADERSHIP, SHARED VISION, AND COLLECTIVE EFFICACY**



## **SHARED AND INFORMED LEADERSHIP; SEEDS FOR CAPACITY BUILDING**

### *Shared and Informed Leadership*

Effective leadership is a key part of the district's overall success. It is important that partnerships between stakeholders be formed in every district. Effective partnerships are created when district and school leadership set the tone and expectations for meaningful partnerships with families and support is provided through both policy and practice (Blank et al., 2006; Bryk et al., 2010; and Fege, 2006). Administrators could demonstrate this by:

- allocating and reallocating resources for family engagement efforts;
- ensuring that family engagement policies are updated;
- embedding family engagement efforts into the district/school improvement process;
- finding ways to integrate family engagement efforts into existing systems, policies and practices;
- modeling positive interactions with families; and
- ensuring that programming is in place to build the capacity of staff and families to effectively partner with each other for the improvement of student outcomes.

### *Capacity Building*

A jointly developed vision and mission for English learners must be shared with all district stakeholders and drive policies and practices in order to be coordinated into the district continuous improvement process. District and school leadership must model positive interactions and understand the important role families play in the educational process, as well as support and promote the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family socio-cultural, linguistic, and educational needs. It is necessary to recognize the significance of native language and culture to support student learning and strive to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.

District and school personnel must strategically collect, analyze, and have access to necessary family engagement data to monitor, evaluate, and answer key questions that will drive improvements in family engagement efforts. School personnel and parents must be trained to increase their capacity to work together, especially given circumstances where parents may speak a language other than English and who may not be accustomed to the U.S culture and school system. It is imperative that administrators have the knowledge and sensitivity of the community they serve. School leaders must possess a cultural awareness in order for them to be able to understand the process of second language acquisition and what factors are necessary for the successful education of ELs. Administrators must have specialized staff to assist them in supporting the education of ELs and empower those staff members to make suggestions and decisions with regard to the education of ELs. Data must be utilized to determine professional development needs pertaining to family engagement and the development of strategies to build the capacity of district personnel and the capacity of families to meaningfully engage in activities that support student learning at school and at home, as well as for parents to understand and interpret rules, laws, and policies. Partnering with community organizations to enhance family engagement efforts is also a valuable asset.

## SHARED VISION AND COLLECTIVE EFFICACY: CONSIDERATION OF ENGLISH LEARNERS', FAMILIES', AND DISTRICT GOALS

Once the English learners' individual and collective characteristics are matched to legal requirements, the goals of the district, families and students must also be considered before selecting the most appropriate instructional design. It is important to engage all stakeholders in this decision making process so that the services provided are representative of everyone's shared vision for student outcomes. Furthermore, including all voices during the design process would ensure a sense of collective efficacy. English learners are a critical group of the district, and together, everyone must work towards providing equitable and meaningful access to education to all students.

The table below lists some of the factors that districts may use as a starting point.

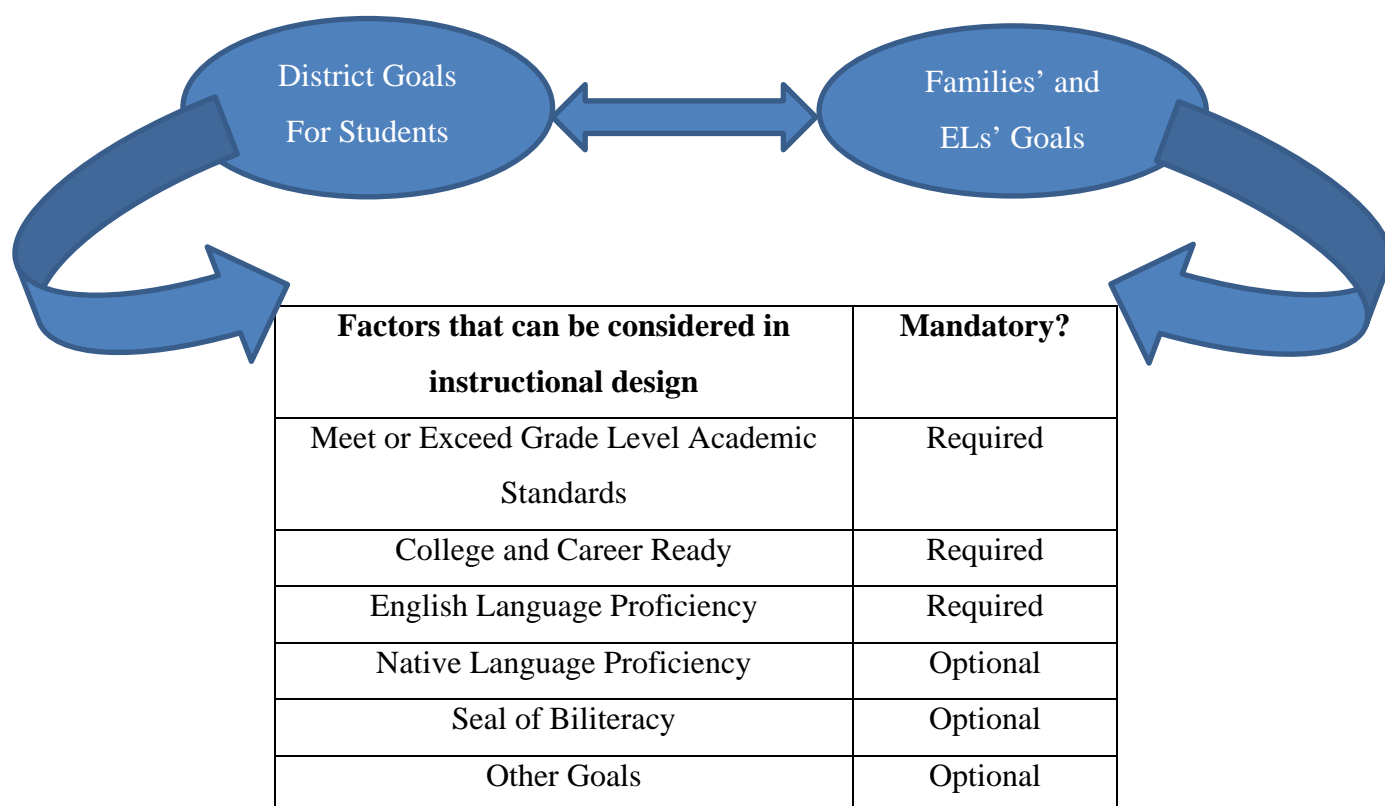


Table 4. A sample list of factors for districts to consider when selecting the most appropriate instruction design for the English learners.

# **INSTRUCTIONAL DESIGNS<sup>9</sup>, SERVICE DELIVERY, AND RESOURCES**

---

<sup>9</sup> Formerly more commonly known as “Program Models.”

# *INSTRUCTIONAL DESIGNS*

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 ?
Dual Language—Two Way  (WIDA: Two-Way Immersion)	Grade Level Content in Two Languages	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"> <li>- 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.</li> <li>- Core academic content taught in English and the language other than English.</li> <li>- 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.</li> <li>- ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria.</li> <li>- ESL instruction is provided.</li> </ul>		y	y	y
				<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- Bilingual core content courses provided with instruction in both languages are provided; or about 50% of courses are offered in English and about 50% are offered in the language other than English.</li> </ul>			
Dual Language—One Way  (WIDA: Self-contained Bilingual)	Bilingualism and Biliteracy			<ul style="list-style-type: none"> <li>- 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.</li> <li>- Core academic content taught in English and the language other than English.</li> <li>- 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.</li> <li>- ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria.</li> <li>- ESL instruction is provided.</li> </ul>		y	y	y
				<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- Bilingual core content courses provided with instruction in both languages are provided; or about 50% of courses are offered in English and about 50% are offered in the language other than English.</li> </ul>			

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	Illinois Learning Standards, as applicable	ESL: English Language Development using 5 WIDA standards	<ul style="list-style-type: none"> <li>- Self-contained classroom for English learners of the same language background.</li> <li>- Core academic content taught in English and the language other than English</li> <li>- Initial language allocation varies with gradual shift to instruction mainly in English as student's English proficiency increases</li> <li>- ESL instruction is provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Bilingual courses for English learners of the same language background.</li> <li>- In a departmentalized setting, courses across the core academic areas are offered in the home language.</li> <li>- ESL instruction is provided.</li> </ul>	y	y	y
Transitional Bilingual Program: Collaboration  (WIDA: Mainstream Instruction with Home Language Support)	English language proficiency	+ Spanish Language Arts Standards (if Spanish is one of the target languages)		<ul style="list-style-type: none"> <li>- ELs placed in classes with non-ELs and/or ELs from various language backgrounds either receive pull-out/co-teaching instruction in the home language in core academic subjects; or when the mainstream classroom (ELs and non-ELs) teacher has a bilingual endorsement, that teacher differentiates language instruction and provides some small group instruction in the native language for part of the day to TBE students</li> <li>- Initial language allocation varies with gradual shift to instruction mainly in English as student's English proficiency increases</li> <li>- Intentional and meaningful collaboration between teachers serving the English learners is required.</li> <li>- ESL instruction is provided.</li> </ul>	<ul style="list-style-type: none"> <li>- In a departmentalized setting, bilingual core courses are not offered for all core content areas, but home language can be provided by a bilingual endorsed content teacher in small groups or through co-teaching</li> <li>- For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided. ESL instruction is provided.</li> </ul>	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  English language proficiency	Illinois Learning Standards, as applicable	ESL: English Language Development using 5 WIDA standards	<ul style="list-style-type: none"> <li>- Self-contained classroom for English learners of various language backgrounds.</li> <li>- Core academic content taught in English but using differentiated language instruction adapted for ELs, sheltered English strategies, etc.</li> <li>- Home language support provided to the extent practicable.</li> <li>- ESL instruction is provided.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Home language support provided to the extent practicable.</li> <li>- ESL instruction is provided.</li> </ul>	n	y <sup>10</sup>	y
Transitional Program in English: Collaboration  (WIDA: Mainstream Instruction with Support in English)				<ul style="list-style-type: none"> <li>- ELs from various language backgrounds are placed in classes with non-ELs and 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.</li> <li>- Intentional and meaningful collaboration between teachers serving the English learners is required.</li> <li>- Home language support provided to the extent practicable.</li> <li>- ESL instruction is provided.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Home language support provided to the extent practicable.</li> <li>- ESL instruction is provided.</li> </ul>	n	y <sup>11</sup>	y

<sup>10</sup> 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.

<sup>11</sup> 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.



## FULL-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM COMPONENTS

*Required; flexibility is available in attendance centers with 19 or fewer ELs from the same language background.*

Full-time TBE	Examples of Acceptable Instructional Designs
<p>Content area instruction:</p> <ul style="list-style-type: none"><li>• Instruction in both English and native language for core academic subjects at school (language arts, math, science, and social studies)</li><li>• Instruction in the history and culture of the country, territory, or a geographic area that is the native land of the students or of their parents and in the history and culture of the United States</li></ul> <p>English as a Second Language (ESL)</p>	<ul style="list-style-type: none"><li>• Dual Language—Two Way</li><li>• Dual Language—One Way</li><li>• Transitional Bilingual Program (Self-contained)</li><li>• Transitional Bilingual Program (Collaboration)</li></ul>
Staffing: must have bilingual and ESL teachers	

## PART-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM COMPONENTS

Part-time TBE	Examples of Acceptable Instructional Designs
<p>Content area instruction:</p> <ul style="list-style-type: none"> <li>• Components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs.</li> <li>• Parts of the full-time program are provided to the ELs that the student would benefit from.</li> <li>• Daily instruction in English and in the home language as determined by student's needs.</li> </ul> <p>English as a Second Language (ESL)</p>	<ul style="list-style-type: none"> <li>• Dual Language—Two Way</li> <li>• Dual Language—One Way</li> <li>• Transitional Bilingual Program (Self-contained)</li> <li>• Transitional Bilingual Program (Collaboration)</li> <li>• Transitional Program in English (Self-contained)<sup>12</sup></li> <li>• Transitional Program in English (Differentiation/Collaboration)<sup>13</sup></li> <li>• ESL only<sup>14</sup></li> </ul>
Staffing: must have bilingual and ESL teachers	

---

<sup>12</sup> These instructional designs may only be used if native language support is available.

<sup>13</sup> These instructional designs may only be used if native language support is available.

<sup>14</sup> These instructional designs may only be used if native language support is available.

## TRANSITIONAL PROGRAM OF INSTRUCTION COMPONENTS

*The attendance center has the flexibility to offer these services instead of TBE when there are 19 or fewer ELs from the same language background at school*

TPI	Examples of Acceptable Instructional Designs
<p>Content area instruction:</p> <ul style="list-style-type: none"> <li>• Components of TBE services, as needed</li> </ul> <p>English as a Second Language (ESL)</p>	<p>Dual Language—Two Way Dual Language—One Way</p> <ul style="list-style-type: none"> <li>• Transitional Bilingual Program (Self-contained)</li> <li>• Transitional Bilingual Program (Collaboration)</li> <li>• Transitional Program in English (Self-contained)<sup>15</sup></li> <li>• Transitional Program in English (Differentiation/Collaboration)<sup>16</sup></li> <li>• ESL only<sup>17</sup></li> </ul>
Staffing: must have ESL teachers and may have bilingual teachers	

---

<sup>15</sup> Native language support may be provided, as determined by the needs of English learners.

<sup>16</sup> Native language support may be provided, as determined by the needs of English learners.

<sup>17</sup> Native language support may be provided, as determined by the needs of English learners.

# *SERVICE DELIVERY*

## 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.

## REQUIRED COMPONENTS FOR EL SERVICE DELIVERY

The graphic in Table 5 represents a tangram – using the Instructional Design before and the guiding questions following, districts have some flexibility in manipulating the pieces below in accordance to the law but also considering available resources. The graphic is meant to represent an accordion, where all pieces can be consolidated together to represent a self-contained classroom (for example, elementary setting) or all pulled apart where a variety of instructional personnel is responsibility for each of the pieces (for example, departmentalized settings). Sample service delivery scenarios will be released as they are developed and finalized.

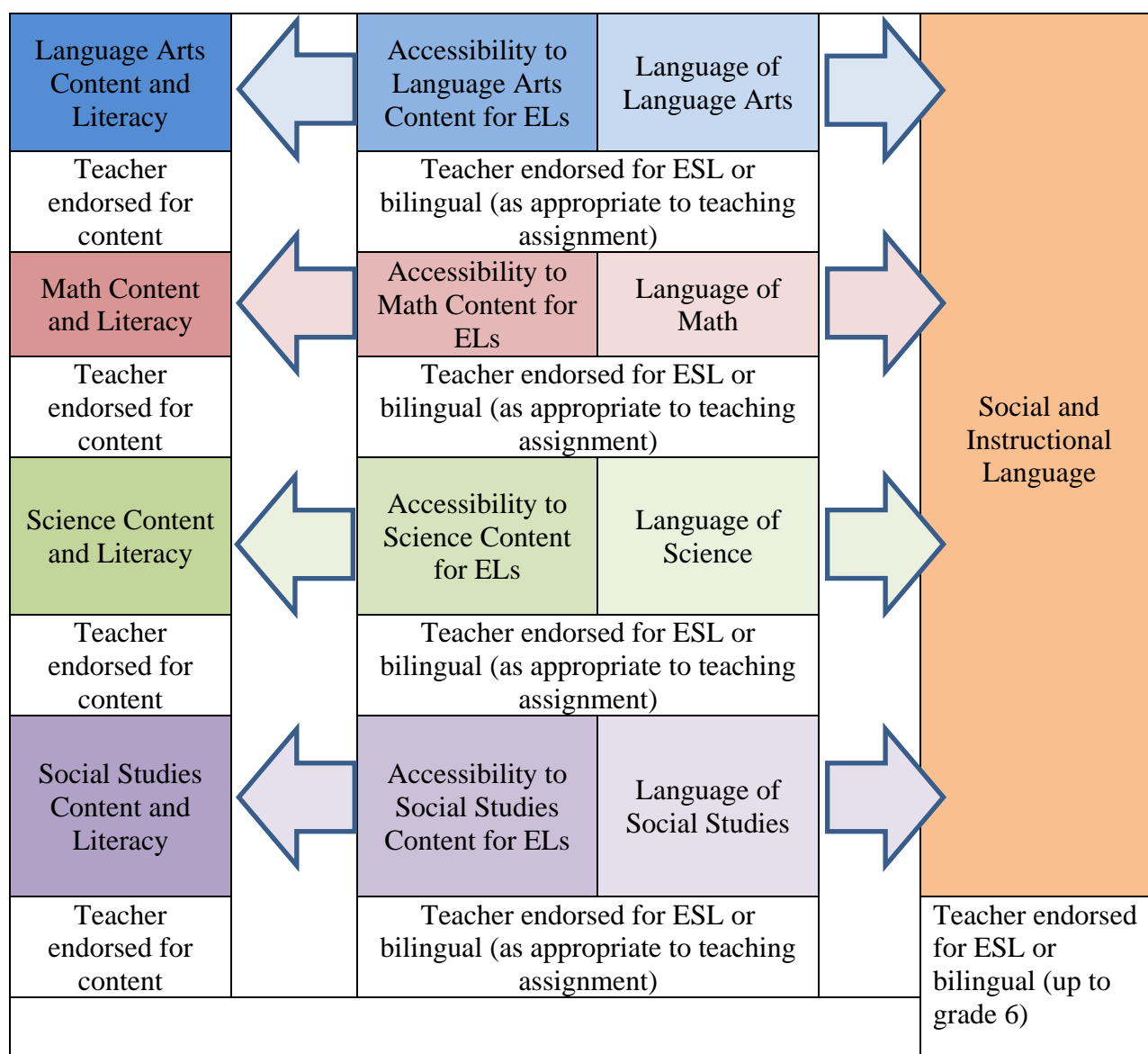


Table 5. Required components for EL service delivery scenarios

*“RESOURCES – HUMAN,  
CURRICULAR, AND  
INSTRUCTIONAL” BY  
INSTRUCTIONAL DESIGN*



## RESOURCES – HUMAN, CURRICULAR, INSTRUCTIONAL- BY INSTRUCTIONAL DESIGN

The worksheet below contains guiding questions for districts to consider when planning for available resources. The questions are grouped by instructional design, as each set of questions should be answered for each type of instructional design.

<u>Instructional Designs (What)</u>	<u>Effective Strategies (How)</u>	<u>Resources - Human, Curricular, Instructional (Who)</u>
Dual Language— Two Way	<p><i>Some questions to guide districts:</i></p> <ol style="list-style-type: none"> <li><i>Who is teaching the core content areas? Do these teacher(s) have the appropriate content endorsements? Are the lesson plans aligned to the relevant and appropriate content standards?</i></li> <li><i>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?</i></li> <li><i>How do English learners have access to content instruction? Who are the person(s) responsible? What are the language(s) of instruction? Accessibility to content instruction can be in the form of home language instruction, home language support, sheltered instruction, or other methods.</i></li> <li><i>Has the district considered the overall needs of ELs – family engagement, welcoming school climate/culture, and meaningful incorporation of ELs’ native culture and history into the larger school community?</i></li> </ol>	<p><i>Some questions to guide districts:</i></p> <ul style="list-style-type: none"> <li><i>Do you have resources that specifically address the needs of newcomer students (if applicable), e.g., newcomer kit, survival language materials, etc.?</i></li> <li><i>Are the program resources standards-based and aligned?</i></li> <li><i>Do resources appropriately scaffold content based on the English language proficiency of the student(s)?</i></li> <li><i>Do the materials mirror the content areas of the general education core curriculum?</i></li> <li><i>Do they align to the language needs of the students?</i></li> <li><i>Are there home language materials for the TBE sites?</i></li> <li><i>Are there home language materials that help scaffold the content for students during English instruction, i.e. informational text in Spanish to support the student when learning the same content in English.</i></li> <li><i>Do the home language materials address the needs of the target language proficient students as well as the target language learner?</i></li> </ul>
Dual Language— One Way		
Transitional Bilingual Program: Self- Contained		
Transitional Bilingual Program: Collaboration		
Transitional Program in English: Self- Contained		
Transitional Program in English: Collaboration		

# **GLOSSARY**

For the purposes of this document, the following terminology is used in these ways:

<u>Terminology</u>	<u>How it is Used in This Toolkit?</u>
Academic Content Standards	The skills and knowledge expected of students in the core content areas for each grade level.
Academic Language	The oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment. Academic language revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level within the particular context in which communication occurs.
Collective Efficacy	Social cohesion among neighbors combined with their willingness to intervene on behalf of the common good.
Cultural Competency	A key factor in enabling educators to be effective with students and families from cultures other than their own. Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make individuals unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands educational practices in culturally competent school buildings and districts.
English learners	Students who come from a myriad of linguistic, ethnic, cultural, and social backgrounds and are an integral member of the school community.  Any student in preschool, kindergarten, or any of grades 1 through 12 whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with the ability to meet the state's proficiency level of achievement on state assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in the school setting.
English as a Second Language (ESL)	Specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)
English Language Development (ELD)	English language expectations for English language learners represented within progressive levels of language proficiency.

<u>Terminology</u>	<u>How it is Used in This Toolkit?</u>
Family Engagement	<p>Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process that is embraced throughout the school.</p> <p>It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies, and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.</p>
Full-Time Transitional Bilingual Education (TBE)	<p>Services provided to English learners that shall consist of at least the following components: A) Instruction in core subjects (math, science, and social studies) to be given in the student's home language and in English; B) Instruction in the language arts in the student's home language; C) Instruction in English as a Second Language, which must align to the applicable English language development standards; and D) Instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States.</p>
Genre	Socially defined ways in which language (oral and written) is used to participate in particular contexts to serve specific purposes.
Home Language	Language normally used in the home by the student and/or by the student's parents or legal guardians.
Illinois Learning Standards for Content	<p>Rigorous content instruction aligned to Illinois Learning Standards provided to ALL students.</p> <ul style="list-style-type: none"> <li>• Language Arts Content and Literacy</li> <li>• Math Content and Literacy</li> <li>• Science Content and Literacy</li> <li>• Social Studies Content and Literacy</li> <li>• Other Content Areas and Literacy <ul style="list-style-type: none"> <li>• Instruction in subjects that are <i>either required by law</i> (see 23 Ill. Adm. Code 1) <i>or by the student's school district.</i></li> </ul> </li> </ul>
Illinois English Language Development Standards	<p>The Illinois Learning Standards that apply to the general education settings include all students participating in a program for English learners (ELs). Both Illinois Learning Standards for Content and Illinois English Language Development must be used for ELs.</p> <p>Districts must support ELs with the tools, resources, and program structures necessary to close the academic language achievement gap and ensure that students are fully engaged in rigorous</p>

<i>Terminology</i>	<i>How it is Used in This Toolkit?</i>
	<p>instruction, preparing them for college, career, and life.</p> <p>Illinois English Language Development recognizes that English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes).</p> <p>*Illinois Learning Standards include, but are not limited to, Common Core State Standards, Next Generation Science Standards, Illinois Early Learning and Development Standards. Illinois Language Development Standards (WIDA’s English Language Development Standards) and WIDA’s Early-English Language Development Standards.</p>
Language Background other than English	The home language of a student in preschool, kindergarten, or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student, or by his or her parents or legal guardians, or by anyone who resides in the student's household.
Part-Time Transitional Bilingual Education (TBE)	Services provided to English learners that shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.
Register	Features of language that vary according to the context, the groups of users and purpose of the communication (e.g., the speech used when students talk to their peers versus their principal).
Sociocultural Context	The association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning.
Text Types	Categories of text that employ particular language features for specific purposes.
Transitional Bilingual Education (TBE)	The use of the students’ home language in instruction to maintain and develop skills in the home language and culture while introducing, maintaining, and developing skills in English as a means of facilitating the ELs’ transition into an all-English instructional program.
Transitional Programs of Instruction (TPI)	Home language and English instruction in all core subjects and those required by law or by the district. It contains English language development instruction aligned with the English language development standards and instruction in the history and culture of the students or of their parents and in the history and culture of the United States.

# REFERENCES

- Ajayi, L. J. (2006). Multiple voices, multiple realities: Self-defined images of self among adolescent Hispanic English language learners. *Education*, 126, 468-480.
- Arias, M. B. & Morillo-Campbell, M. (2008). *Promoting ELL Parental Involvement: Challenges in Contested Times*. East Lansing, MI: The Great Lakes Center for Education Research & Practice.
- Azzi, A. E., Chryssochoou, X., Klandermans, B., & Simon, B. (2011). *Identity and participation in culturally diverse societies: A multidisciplinary perspective* (Eds.). Chichester, UK: Wiley-Blackwell.
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Beckner, C., Blythe, R., Bybee, J., Christiansen, M. H., Croft, W., Ellis, N. C....Schoenemann, T. (2009). Language is a complex adaptive system: Position paper. *Language Learning*, 59, 1-26.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. New York: Cambridge University Press.
- Bialystok, E. (1987). Influences of Bilingualism on Metalinguistic Development, in *Second Language Research*, 3, 154-166.
- Bialystok, E. (2010). Global-local and trail-making tasks by monolingual and bilingual children: Beyond inhibition. *Developmental Psychology*, 46, 93-105.
- Bialystok E, Craik FI, Luk G. Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences*. 2012;16(4):240-250.
- Bialystok, E., & Feng, X. (2009). Language proficiency and executive control in proactive interference. *Brain and Language*, 109, 93-100.
- Bialystok, E., & Viswanathan, M. (2009). Components of executive control with advantages for bilingual children in two cultures. *Cognition*, 112, 494-500.
- Boaler, J. (2008). Promoting "relational equity" and high mathematics achievement through an innovative mixed ability approach, *British Educational Research Journal*, 34(2), 167-194.
- Carlsen, W. S. (2007). Language and science learning. In S. K. Abell & N. G. Lederman (Eds.), *Handbook of research on science education* (pp. 57-74). Mahwah, NJ: Erlbaum.
- Cawthon, S. W. (2010). Assessment Accommodations for English Language Learners: The Case of Former-LEPs . *Practical Assessment, Research & Evaluation*, 15(13). Retrieved November 2, 2015, from <http://pareonline.net/getvn.asp?v=15&n=13>.
- Chen, X. N. (2010). Identity construction and negotiation within and across school communities: The case of one English-As-A-New-Language (ENL) student. *Journal of Language, Identity, and Education*, 9, 163-179.
- Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Fuente Press.
- Cook, Vivian J. (2001). Requirements for a multilingual model of language production. Retrieved from [homepage.ntlworld.com/vivian.c/Writings/Papers/RequirementsForMultilingualModel.htm](http://homepage.ntlworld.com/vivian.c/Writings/Papers/RequirementsForMultilingualModel.htm).
- Cummins, James P. (1981) The Role of Primary Language Development in Promoting Educational Success for Language Minority Students. In Leyba, F. C. (Ed.) *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, California State University, 3-4.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 221-240.
- Echevarria, J. (2006). Helping English language learners succeed. *Principal Leadership*, 6(5), 16-21.
- Fairbairn, S., & Jones-Vo, S. (2010). *Differentiating instruction and assessment for English language learners: A guide for K-12 teachers*. Philadelphia, PA: Caslon.
- Finney, (2011). The power of diversity and collaborative learning. In *Teacher voices: Immigration, language and culture* (pp. 8-11). Report conceptualized and written by the College Board, the National Writing Project and Phi Delta Kappa International.
- Freeman, Y. S., & Freeman, D. E. (1998). *ESL/EFL teaching: Principals for success* (pp. 76-78). Portsmouth, NH: Heinemann.

- Genesee, F., & Riches, C. (2006). Literacy: Instructional issues. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, and D. Christian (Eds.), *Educating English learners: A synthesis of research evidence* (pp. 109-176). New York, NY: Cambridge University Press.
- Gottlieb, M. (2016). *Assessing English language learners: Bridges to equity, Connecting academic language proficiency to student achievement*. Thousand Oaks, CA: Corwin.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London, England: Longman.
- Hong, S. (2011). *A cord of three strands: A new approach to parent engagement in schools*. Cambridge, MA: Harvard Education Press.
- Horsford, S. D. & Sampson, C. (2013). High-ELL-Growth States: Expanding Funding Equity and Opportunity for English Language Learners. In *English language learners: Shifting to an asset-based paradigm* (pp. 47-54). Providence, RI: Voices in Urban Education; Anneberg Institute for School Reform, Brown University.
- Hyland, K. (2009). *Academic discourse: English in a global context*. New York, NY: Continuum.
- Kaushanskaya M, Marian V. The bilingual advantage in novel word learning. *Psychonomic Bulletin and Review*. 2009;16(4):705–710.
- Keaton, L. (2013). Early literacy, family engagement, and cultural competence: District priorities in Clark County, Nevada. In *English language learners: Shifting to an asset-based paradigm* (pp. 31-37). Providence, RI: Voices in Urban Education; Anneberg Institute for School Reform, Brown University.
- Kovacs, A. M., 81 Mehler, J. (2009b). Flexible learning of multiple speech structures in bilingual infants. *Science*, 325, 611-612.
- Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.
- Laing, S. P. & Kamhi, A. (2003). Alternative Assessment of Language and Literacy in Culturally and Linguistically Diverse Populations. *Language, Speech, and Hearing Services in Schools*, 34, 44-55.
- Lam, Wan Shun Eva and Rosario-Ramos, Enid (2009). Multilingual literacies in transnational digitally mediated contexts: an exploratory study of immigrant teens in the United States. *Language and Education* Vol. 23, No. 2, March 2009, 171–190.
- Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Heinle & Heinle.
- Lawson, M. A., & Alameda-Lawson, T. (2012). A case study of school-linked, collective parent engagement. *American Educational Research Journal*, 49, 651-684.
- Marian, Viorica and Shook, Anthony. 2012. The Cognitive Benefits of Being Bilingual Cerebrum. 2012 Sep-Oct; 2012: 13. Published online 2012 Oct 31.
- Moll, L. C., Amanti, C., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31, 132–141.
- Moschkovich, J. N. (2007). Examining mathematical discourse practices. *Learning Mathematics*, 27, 24-30.
- Nagy, W. G., Garcia, G. E., Durgunoglu, A., & Hancin-Bhatt, B. (1993). Spanish-English bilingual students' use of cognates in English reading. *Journal of Reading Behavior*, 25, 241-249.
- National Association for the Education of Young Children (NAEYC) (1995). Responding to Linguistic and Cultural Diversity, Recommendations for Effective Early Childhood Education: *A position statement of the National Association for the Education of Young Children*. National Association for the Education of Young Children, Washington D. C., 1-8.
- National Education Association (2015). *How Educators can Advocate for English Language Learners. ALL IN!* Washington, DC: National Education Association.
- The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. In Cope, B. & Kalantzis, M. (Eds.), *Multiliteracies: Literacy learning and the design of social futures*. London, UK: Routledge.
- Nora, J. (2013). Language as the lever for elementary-level English language learners. In *English language learners: Shifting to an asset-based paradigm* (pp. 6-13). Providence, RI: Voices in Urban Education; Anneberg Institute for School Reform, Brown University.
- Page, S. E. (2007). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton, NJ: Princeton University Press.



- Pawan, E. & Ward, B. (2007). Integrated curriculum: Integrated curriculum development through interdisciplinary collaboration. In E. Pawan, and G. B. Sietman (Eds.), *Helping English language learners succeed in middle and high schools* (pp. 5-30). Alexandria, VA: TESOL.
- Phillips, K. W., S. Y. Kim-Jun, and S.-H. Shim. (2010). The value of diversity in organizations: A social psychological perspective. In R. van Dick & K. Murnighan (Eds.), *Social psychology and organizations* (pp. 253-272). New York: Routledge Press.
- Osterling, J. P. & Fox, R. K. (2004). The power of perspectives: Building a cross-cultural community of learners. *Bilingual Education and Bilingualism*, 7, 489-505.
- Ricciardelli, L.A. (1992). Creativity and Bilingualism, in *Journal of Creative Behaviour*, 26/4, 242-254.
- Richards, H. V., Brown, A. F., & Forde, T. B. (2006). *Addressing diversity in schools: Culturally responsive pedagogy*. National Center for Culturally Responsive Educational Systems: Education for All. Tempe, AZ: Arizona State University.
- Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of Common Core State Standards. In K. Hakuta, & M. Santos (Eds.). *Understanding language* (pp. 104-114). Proceedings from the Understanding Language Conference. Stanford, CA: Stanford University.
- Scarcella, R. (2003). *Academic English: A conceptual framework*. Santa Barbara, CA: The University of California Linguistic Minority Research Institute.
- Schleppegrell, M. J. (2002). Challenges of the science register for ESL students: Errors and meaning making. In M. J. Schleppegrell and M. C. Colombi (Eds.), *Developing advanced literacy in first and second languages: Meaning with power* (pp. 119-142). Mahwah, NJ, Lawrence Erlbaum.
- Sierra, J. (2008). Assessment of Bilingual Education in the Basque Country, in Cenoz, J. (ed.) *Teaching Through Basque: Achievements and Challenges*, Clevedon, Multilingual Matters, 39-47.
- Staehr Fenner (2013). *Advocating for English learners: A guide for educators*. Thousand Oaks, CA: Corwin.
- Stansfield, C. W. (1996). Content assessment in the native language. *Practical Assessment, Research & Evaluation*, 5(9). Retrieved November 6, 2015 from <http://PAREonline.net/getvn.asp?v=5&n=9>.
- Stegemoller, W. J., & Bouchard, M. (February, 2015). *Designing a systemic professional development program for bilingual para-educators: Maximizing potential in a diverse school*. Presentation at the annual meeting of the National Association for Bilingual Education, Las Vegas, NV.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2002). *Children of immigration: The developing child*. Cambridge, MA: Harvard University Press.
- Sylvan, C. (2013). Newcomer high school students as an asset: The internationals approach. In *English language learners: Shifting to an asset-based paradigm* (pp. 19-30). Providence, RI: Voices in Urban Education; Anneberg Institute for School Reform, Brown University.
- Tombari, M. L. & Borich, G. D. (1998). *Authentic Assessment in the Classroom. Applications and Practice*. Upper Saddle River, NJ: Merrill.
- Tung, R. (2013). Innovations in educational equity for English language learners. In *English language learners: Shifting to an asset-based paradigm* (pp. 2-5). Providence, RI: Voices in Urban Education; Anneberg Institute for School Reform, Brown University.
- U.S. Department of Education. (2013). *For each and every child: A strategy for education equity and excellence*. Retrieved October 9, 2015 from [www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf](http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf).
- Valdés, G. (2004). The teaching of academic language to minority second language learners." In S. Freedman and A. Ball, eds. *New Literacies for New Times: Bakhtinian Perspectives on Language, Literacy, and Learning for the 21st Century*, pp. 66-98. Cambridge University Press.
- Voiland-Sanchez, E. & Hainer-Voiland, J. (2006). The power of positive identify. *Educational Leadership*, 64(1), 36-40.
- Wong Fillmore, L., & Fillmore, C. (2012, January). What does text complexity mean for English learners and language minority students? In K. Hakuta, & M. Santos (Eds.). *Understanding language* (pp. 64-74). Proceedings from the Understanding Language Conference. Stanford, CA: Stanford University. Retrieved from <http://ell.stanford.edu>.

- Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse Publishers.
- Yedlin, J. (2003). Teacher talk and writing development in an urban, English-as-a-second-language, first-grade classroom. Unpublished doctoral dissertation Harvard Graduate School of Education.

# APPENDICES

## APPENDIX A: CERTIFICATION MATRIX

**Bilingual Instruction:** The teaching of grade level academic content (for example, language arts, math, science, and social studies) in the students' home language. *Teaching content classes in departmentalized programs in middle school and high school also requires the specific content area endorsements.*

**ESL Instruction:** "English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)

*PEL Professional Educator License*

*ELS TBE Educator License with Stipulations: Transitional Bilingual Educator (formerly Type 29). Expires in 5 years from date issued; not renewable.*

		PreK		K		1		2		3		4		5		6		7		8		9		10		11		12	
License+ grade level endorsement	ESL/Bilingual Endorsement or additional license	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, Early Childhood (0 to 3 <sup>rd</sup> grade)	ESL Early Childhood (K-3)	N	Y	N	Y	N	Y	N	Y	N	Y																		
	Bilingual Early Childhood	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y																		
	ELS—TBE*	Y	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
PEL, Elementary (K-9 <sup>th</sup> grade)	ESL Primary (K-4 <sup>th</sup> grade)			N	Y	N	Y	N	Y	N	Y	N	Y																
	ESL Middle (5-8 <sup>th</sup> grade)													N	Y	N	Y	N	Y	N	Y								
	Bilingual Primary (K-4 <sup>th</sup> grade)			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y																
	Bilingual Middle (5-8 <sup>th</sup> grade)													Y	Y	Y	Y	Y	N	Y	N								

		PreK		K		1		2		3		4		5		6		7		8		9		10		11		12	
License+ grade level endorsement	ESL/Bilingual Endorsement or additional license	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
	ELS—TBE*			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
PEL, Secondary (6-12 grade)	ESL Middle (6-8 <sup>th</sup> grade)															N	Y	N	Y	N	Y								
	ESL High School (9-12 <sup>th</sup> grade)																					N	Y	N	Y	N	Y	N	Y
	Bilingual Middle (6-8 <sup>th</sup> grade)															Y	Y	Y	N	Y	N								
	Bilingual High School (9-12 <sup>th</sup> 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	N	Y	N	Y	N	Y	N	Y	N	Y	N
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
ELS— Transitional Bilingual Educator*				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](http://www.isbe.net/licensure/requirements/endsmt_struct.pdf).
- Target Language Proficiency testing is found at [www.icts.nesinc.com](http://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 <sup>st</sup> 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 <sup>th</sup> 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 <a href="http://www.isbe.net/bilingual">state English proficiency definition</a> (available at <a href="http://www.isbe.net/bilingual">www.isbe.net/bilingual</a> ) 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**

<u>Instructional Designs (What)</u>	<u>Proven Effective Strategies (How)</u>	<u>Resources - Human, Curricular, Instructional (Resources)</u> <sup>18</sup>
DUAL LANGUAGE INSTRUCTIONAL DESIGNS		
Dual Language— Two Way	<ul style="list-style-type: none"><li>Standards-aligned content</li><li>Biliteracy</li><li>Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li><li>SIOP, GLAD, or other research-based ESL approaches</li><li>High-rigor instruction coupled with high expectations</li><li>Shared: responsibility, planning, decision making, and collaboration across all responsible for EL instruction</li></ul>	<p><b>Preschool/Elementary</b> – 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><b>Junior High/High School</b> - 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"><li>Standards-aligned content</li><li>Biliteracy</li><li>Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li></ul>	<p><b>Preschool/Elementary</b> – 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><b>Junior High/High School</b> - Certified staff must</p>
Transitional Bilingual Program: Collaboration		

<sup>18</sup> See Appendix A: Certification Matrix for specific certification requirements.



	<ul style="list-style-type: none"> <li>• SIOP, GLAD, or other research-based ESL approaches</li> <li>• High-rigor instruction coupled with high expectations,</li> <li>• Shared: responsibility, planning, decision making, and collaboration across all responsible for EL instruction</li> </ul>	<p>have a bilingual endorsement to provide 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 model<sup>19</sup>.</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>
<b>SHELTERED INSTRUCTION/ESL INSTRUCTIONAL DESIGNS</b>		
Transitional Program in English: Self-Contained	<ul style="list-style-type: none"> <li>• Standards-aligned content</li> <li>• Sheltered-instruction to the extent necessary and appropriate based on English language proficiency levels</li> </ul>	<p><b>Preschool, Elementary, Junior High, High School</b></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>
Transitional Program in English: Collaboration	<ul style="list-style-type: none"> <li>• SIOP, GLAD, or other research-based ESL approaches</li> <li>• High-rigor instruction coupled with high expectations,</li> <li>• Shared: responsibility, planning, decision making, and collaboration across</li> </ul>	

<sup>19</sup> 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.

	all responsible for instruction	
--	------------------------------------	--

## APPENDIX D: STUDENT INFORMATION SYSTEM (SIS) ENTRY FOR INSTRUCTIONAL DESIGN AND WIDA CORRELATION TABLE

<b><u>SIS</u></b>	<b><u>WIDA ACCESS</u></b>	<b><u>Other Terminolog y Used</u></b>	<b><u>SIS Description</u></b>
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. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.</p> <p>In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English.</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 who are placed in classes with non-ELs and/or ELs from various language</p>

<b><u>SIS</u></b>	<b><u>WIDA ACCESS</u></b>	<b><u>Other Terminolog y Used</u></b>	<b><u>SIS Description</u></b>
Collaboration	Language Support		<p>backgrounds. Home language instruction occurs through a co-teaching or pull-out model; or when the classroom teacher has a bilingual endorsement, that teacher differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs.</p> <p>Core academic content taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.</p> <p>In a departmentalized setting bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided.</p> <p>ESL instruction is provided.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</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 various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher.</p> <p>Core academic subjects are taught in English using differentiated language instruction adapted for ELs.</p> <p>In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>ESL instruction is provided.</p>
Transitional	Mainstream	ESL	Transitional Program in English: Collaboration

<b><u>SIS</u></b>	<b><u>WIDA ACCESS</u></b>	<b><u>Other Terminolog y Used</u></b>	<b><u>SIS Description</u></b>
Program in English: Collaboration	Instruction with English-only Support		<p>serves English learners are placed in classes with non-ELs.</p> <p>Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects using specific strategies for ELs is provided, or the ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs.</p> <p>In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate, or additional services offered through co-teaching or as a separate instructional period.</p> <p>ESL instruction is provided.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</p>