



Illinois State Board of Education

FRAMING SERVICES FOR ENGLISH LEARNERS IN ILLINOIS

Illinois State Board of Education
Division of English Language Learning



Overview

- Purpose
- About this Framework
- Equitable Outcomes
- Student-centered Program and Services Delivery System
- Comprehensive Services for English Learners in Illinois
- Meaningful Access to Content
- Instructional Designs



Purpose

The purpose of this framework is to guide districts in designing comprehensive, research based services for kindergarten through 12th grade English learners that meet the federal Title VI requirements of equitable and meaningful access to education, as well as Illinois state requirements under the Illinois School Code Article 14C.



About this Framework

- The framework presents an overview of the factors that school districts and other public education centers should consider when developing effective educational services for English learners.
- The core of this framework is the service design cycle which encompasses a detailed description of instructional designs, service delivery models and proven effective strategies.
- This framework is meant to be used as a guide for districts in designing their own comprehensive services for English learners.



About this Framework

- This document addresses programs for English learners in kindergarten through 12th 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.
- It is important to know that framework is a working document that will be continuously and periodically updated.

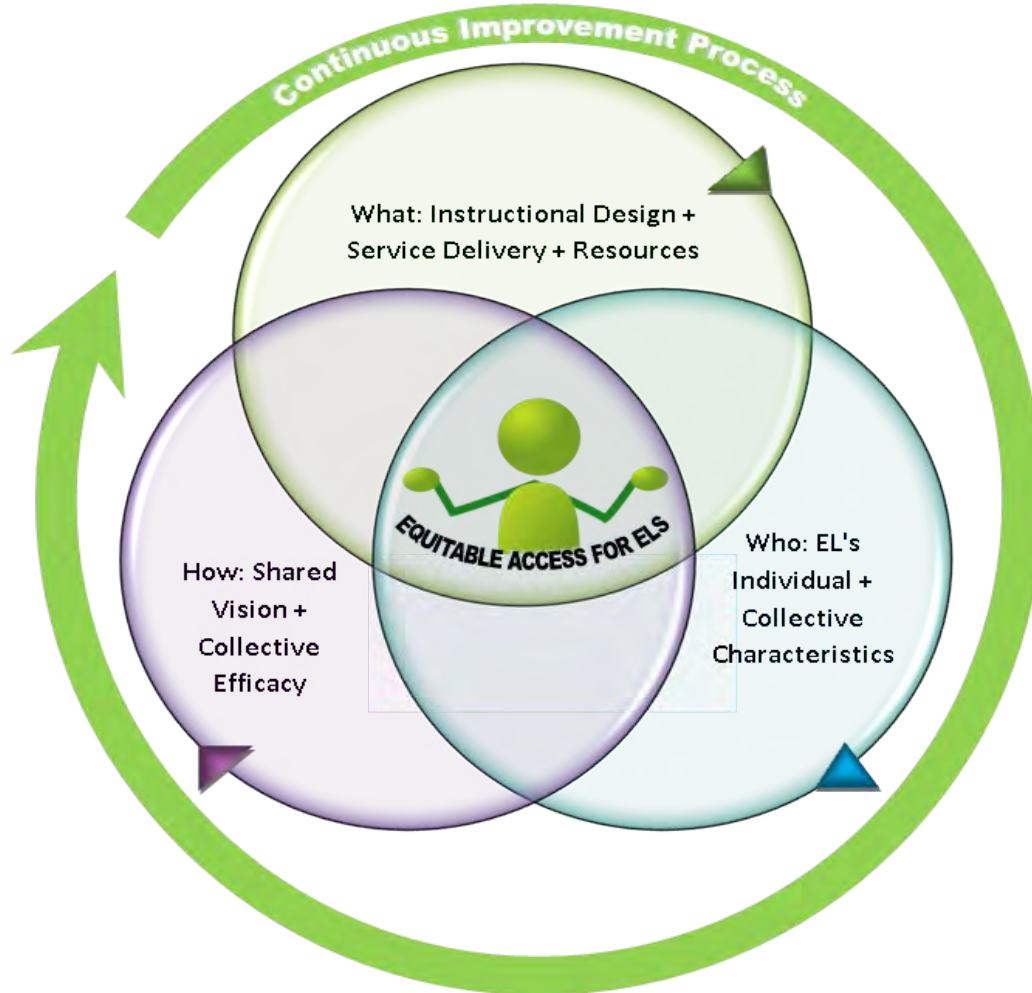


Equitable Outcomes

- Supported by Title VI Civil Rights Act and the Equal Educational Opportunities Act
- Equitable and meaningful access to educational services to all students and mandate districts to establish pathways to ensure said accessibility
- True equity exists when English learners are achieving parity with their English-speaking peers.



STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM





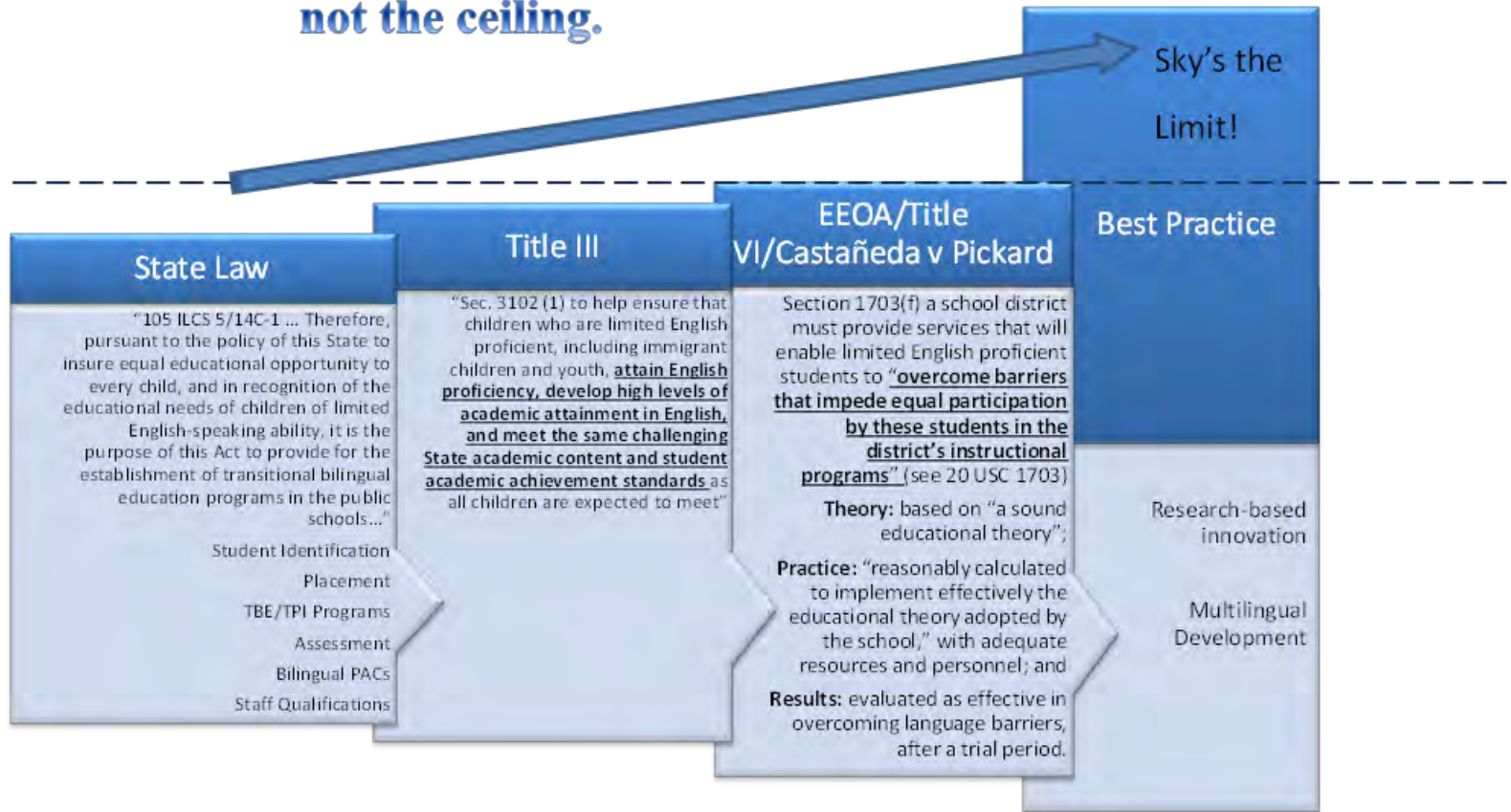
Comprehensive Services for English Learners in Illinois





COMPLIANCE IS THE FLOOR – SKY’S THE LIMIT!

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



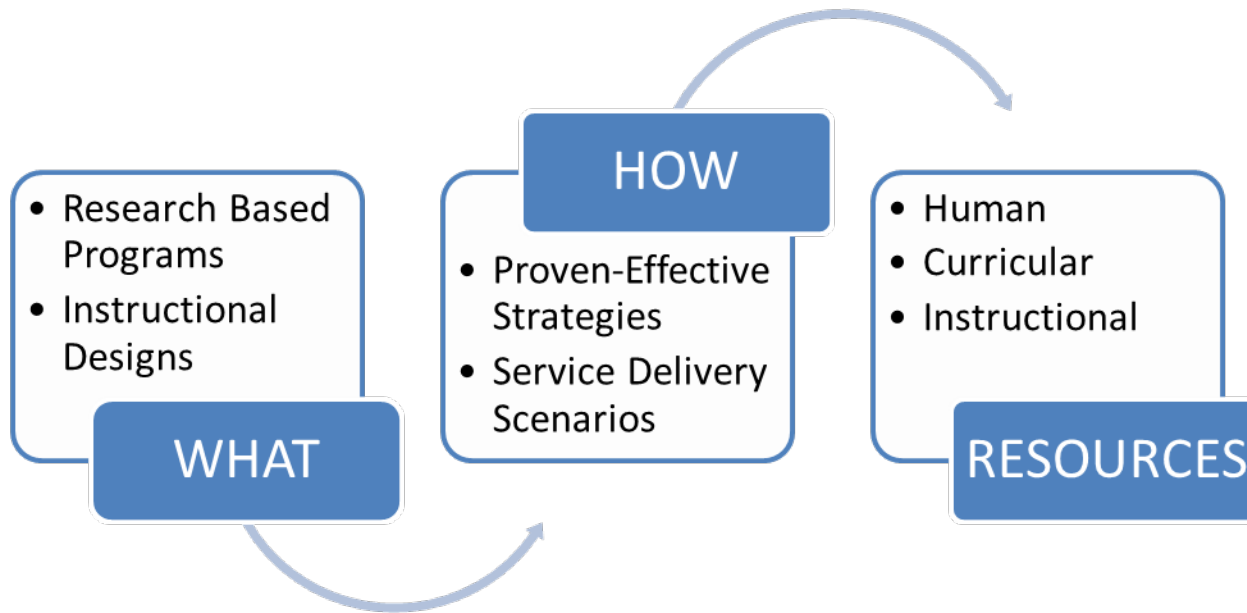


Meaningful Access to Content

MEANINGFUL ACCESS TO INSTRUCTION AS MANDATED BY TITLE VI				
CONTENT INSTRUCTION FOR ALL STUDENTS	Services for English Learners (driven by Legal (TBE/TPI requirements) and Instructional Designs)			FAMILY ENGAGEMENT SCHOOL CLIMATE AND CULTURE ELs' NATIVE CULTURE AND HISTORY
	ACCESSIBILITY TO CORE CURRICULUM FOR ELs	ENGLISH LANGUAGE DEVELOPMENT/ESL		
<i>This is rigorous content instruction aligned to Illinois Learning Standards provided to ALL students</i>	<i>This is the cohesive, district-wide, collective systemic and structural support to ensure equitable and meaningful access to content instruction for English learners.</i>	<i>This is rigorous English Language Development/ English as a Second Language instruction aligned to WIDA standards provided to English learners.</i>		
Language Arts Content and Literacy	Accessibility to Language Arts Content for ELs	Language of Language Arts	Social and Instructional Language	
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	Accessibility to Other Content for ELs	Language of Other Content		



Meaningful Access to Content





Instructional Designs

- 6 Instructional Designs; this aligns with WIDA's new release of Program Models
- Instructional Designs will replace the formerly named Program Models
- With few exceptions, ALL English learners will fall into one of the 6 Instructional Designs



Instructional Design 1 – *Two-Way Dual Language*

- Dual language, Two-Way serves both English proficient students and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.
- In a departmentalized setting, the same description applies.
- ESL instruction is provided.



Instructional Design 2 – *One-Way Dual Language*

- Dual language, One-Way serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.
- In a departmentalized setting, the same description applies.
- ESL instruction is provided.



Instructional Design 3 – *Transitional Bilingual Program: Self-Contained*

- Transitional Bilingual Program: Self-Contained serves only English learners from the same language background in a self-contained classroom with the goal of English proficiency. Core academic subjects are initially taught in the home language of the English learners and in English with a gradual shift to instruction in English only.
- In a departmentalized setting, core courses are offered in English and in the home language of the English learners.
- ESL instruction is provided.



Instructional Design 4 – *Transitional Bilingual Program: Collaboration*

- Transitional Bilingual Program: Collaboration serves English learners from the same language background placed in mainstream classrooms. Core academic subjects are initially taught in the home language of the English learner and in English through a co-teaching or pull-out model with a gradual shift to instruction in English only. Intentional and meaningful collaboration between teachers serving the English learners is required.
- In a departmentalized setting, home language instruction is offered through co-teaching or during a separate instructional period.
- ESL instruction is provided.



Instructional Design 5 – *Transitional Program in English: Self-Contained*

- Transitional Program in English: Self-Contained serves English learners from the same or various language backgrounds in a self-contained classroom. Core academic subjects are taught in English with home language instruction and/or support as determined by the needs of the English learners.
- In a departmentalized setting, home language instruction and/or support is offered through co-teaching or during a separate instructional period, as determined by the needs of the English learners.
- ESL instruction is provided.



Instructional Design 6 – *Transitional Program in English: Collaboration*

- Transitional Program in English: Collaboration serves English learners from the same or various language backgrounds placed in mainstream classrooms. Core academic subjects are taught in English through a co-teaching or pull-out model. Intentional and meaningful collaboration between teachers serving the English learners is required.
- In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the classroom teacher to differentiate, or additional services offered through co-teaching or as a separate instructional period.
- ESL instruction is provided.