



Illinois State Board of Education

Gery J. Chico, Chairman

Dr. Christopher Koch, State Superintendent

Early Childhood Services for English Learners Rules and Licensure Updates

Division of Early
Childhood
Administrator's Forum
November, 2014





Education for English Learners in Illinois

- Illinois School Code
(Article 14C Transitional Bilingual Education)
- Administrative Code
(Part 228 Transitional Bilingual Education)

www.isbe.net/bilingual/htmls/legislation_rules.htm



Which preschool programs are included?

Any preschool program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility





How are ELL students identified?

HLS

- Survey for child new to district
- Find out about languages spoken

ELP

- English language proficiency test
- Find child's fluency in English

TBE/TPI

- Program placement
- Offer language support services



How does the school know who is an EL?

Home Language Survey (HLS) administered in English **and in the home language** to **all** preschool students entering the district for the first time, by the first day the student commences participation in the program:

1. Is a language other than English spoken in your home?
2. Does your child speak a language other than English?

Yes


No

District must screen the student's English language proficiency within 30 days after the student commences participation in the preschool program





English proficiency screening

Grade	Screeners
Preschool	<ul style="list-style-type: none">• Pre-IPT recommended• District determined procedure that meets specifications in 228.10:
	<ul style="list-style-type: none">• Be age and developmentally appropriate• Be culturally and linguistically appropriate for the children being screened• Include one or more observations• Use multiple measures and methods• Involve family• Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition



Cut-score for English Language proficiency

Screener		Listening	Speaking	Cut-score for English Language Proficiency
Pre-IPT Oral®	Preschool-Age 3	✓	✓	Score at Level D or E on a scale of level A-E)
Pre-IPT Oral®	Preschool - Age 4 and Age 5	✓	✓	Score at Level E (on a scale of level A-E)
District-defined screening procedure				District defined





Notification of Placement

Notice of enrollment sent to parents within 30 days after beginning of school year (14 days after enrollment during the school year)

- In English and home language
- Examples available on the DELL website (include both “parent letter” and “Program Description”)—should be adapted to fit your program

http://www.isbe.net/bilingual/TPETPILetters/parent_notification.htm

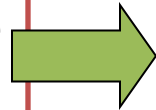
- Parents have a right to withdraw student from program or choose different EL services if offered by the district



Program offered at school

To decide what type of program should be offered, enrollment for K-12 is handled separately from enrollment for Preschool.

20 or more K-12 ELLs of one language group



K-12 TBE

20 or more Preschool ELLs of one language group



Preschool TBE



Types of programs offered

Type of Program	Attendance Center Enrollment Includes:	Instruction
Transitional Bilingual Education (TBE)	20 or more preschool ELs who speak the same language	Instruction in home language and English as well as ESL
Transitional Program of Instruction (TPI)	19 or fewer preschool ELs who speak the same language*	A locally determined TPI program, including ESL and home language support, as needed

*May include students from multiple language groups, and total # of preschool ELs may exceed 19

Note: One attendance center may have both TBE and TPI students.



TBE and TPI Programs

Required components vs. “minutes”

The only issue about “time” is related to grant allocation: state funding for students who receive at least 5 periods of services per week

**a period is equal to however a district defines “a period” (e.g. if distinct periods used, or a block schedule where each block consists of 2 or 3 periods) or at least 30 minutes if not defined by district*



Early English Language Development Standards (E-ELD)

- The purpose of the E-ELD standards is to provide a developmentally sound framework for supporting, instructing, and assessing English learners (Dual Language learners: DLLs), ages 2.5-5.5 years.
- The E-ELD Standards correspond with WIDA's English Language Development (ELD) Standards framework for Kindergarten through Grade 12 and correspond to states' Early Learning Standards and Head Start's Early Learning and Child Outcomes.
- Each component has been critically examined and adapted to incorporate the unique characteristics of young children, ages 2.5-5.5 years. Specific consideration has been given to the nature of early language and cognitive development, family and community-based socio-cultural contexts for language learning, and the psycholinguistic nature of second language acquisition in preschoolers who are still developing the foundational structures and rules of language.



Early English Language Development Standards (E-ELD): Six Standards

- The language of Social-Emotional Development
- The language of Early Language and Literacy
- The language of Mathematics
- The language of Science
- The language of Social Studies
- The language of Physical Development



Early English Language Development Standards (E-ELD): Age Clusters & Language Levels

- Three different age clusters:
 - 2.5-3.5 years (30-42 mos.),
 - 3.5-4.5 years (43-54 mos.),
 - 4.5-5.5 years (55-66 mos.)
- Language Levels: these levels correspond to WIDA's five language levels for Kindergarten through Grade 12 grade but pertain uniquely to the stages of dual language development in young children, ages 2.5-5.5 years.
 - *Entering*
 - *Developing*
 - *Bridging.*



Early English Language Development Standards (E-ELD): Resources

- WIDA website:

<http://www.wida.us/standards/EarlyYears.aspx>

Standards:

- E-ELD Standards: Abbreviated Resource Guide, 2013 Edition [PDF](#)
- Webinars on the WIDA website:
 - Language in Play: Introduction to the E-ELD Standards
 - Understanding Language Growth: The E-ELD Performance Definitions
 - Playing with Language: Understanding and Using the Model Performance Indicator (MPI) Strands



Licensure

Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm.

235.20(c)(Application Procedure and Content for New or Expanding Programs)



Licensure

Bilingual Teacher Qualifications for Preschool

23 Ill. Adm. Code 228.35(c)

www.isbe.net/rules

By July 1, 2016:

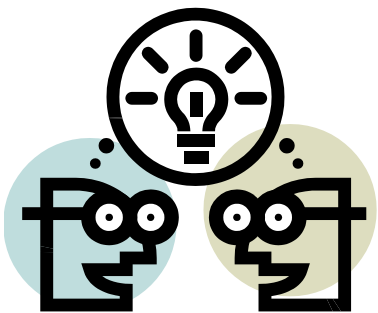
a) Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable.

b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.



2014-2015 and 2015-2016: Submit Plan to ISBE

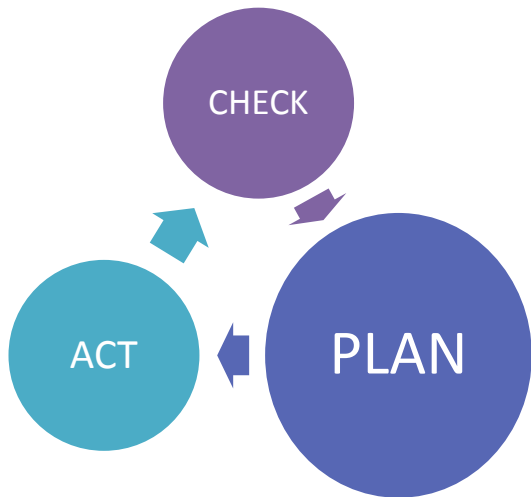
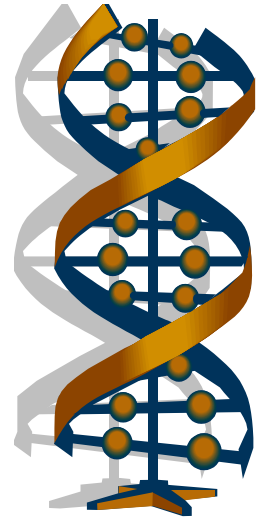
- Any school district unable to meet the requirements will have to submit a plan to the State Superintendent of Education by September 15 of each year
- Plan has to demonstrate how the program is actively working toward recruiting and hiring fully qualified staff and serves preschool-age English learners.



» The plan has to be developed and monitored jointly by school administrators responsible for the preschool program and the bilingual education program.



2014-2015 and 2015-2016: Components of Plan



- **Needs Assessment**
- **Program & Service Design**
- **Staffing**

Template will be available from the DELL website



Components of Plan

- **Needs Assessment**

- Availability of preschool services
full day and half day
- Student enrollments with language demographics
of Preschool ELs, languages, TBE/TPI
- EL model and service delivery in k-2
 - transitional, dual language, sheltered English
 - Self-contained, co-teaching, push-in



Components of Plan

- **Program & Service Design** – current and fully implemented
 - Description of what fully implemented program will look like at each attendance center, including program model and service delivery
 - transitional, dual language, sheltered English
 - Self-contained, co-teaching, push-in
 - Description of how the educational program for English learners will meet the needs of those students without fully qualified staff, including:
 - How the program will specifically help the students learn English and meet Early Learning and Development Standards;
 - How sufficient resources, including equipment and instructional materials, shall be made available to support the program.



Components of Plan

- **Staffing** – current and recruitment
 - Existing credentials, role of teachers, model and services delivered
 - Recruitment and Development Efforts
 - Past and current efforts undertaken by district to recruit and hire fully qualified staff (early childhood, bilingual or special education)
 - Explanation of why individuals meeting the requirements of Section 228.35 subsections (a) and (b) were not hired
 - Past and current efforts undertaken by the district to Support current preschool teachers in their efforts to obtain the early childhood education or bilingual education endorsement and/or to retain fully qualified staff
 - Professional development activities focused on the needs of preschool-age English learners. Include the following information:



Questions?



Preschool EL FAQ and Resources

http://www.isbe.net/earlychi/preschool/preschool_ell.htm

ISBE Division of English Language Learning

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ISBE Division of Early Childhood

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