

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

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<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>			

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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

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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	

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<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	

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<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.

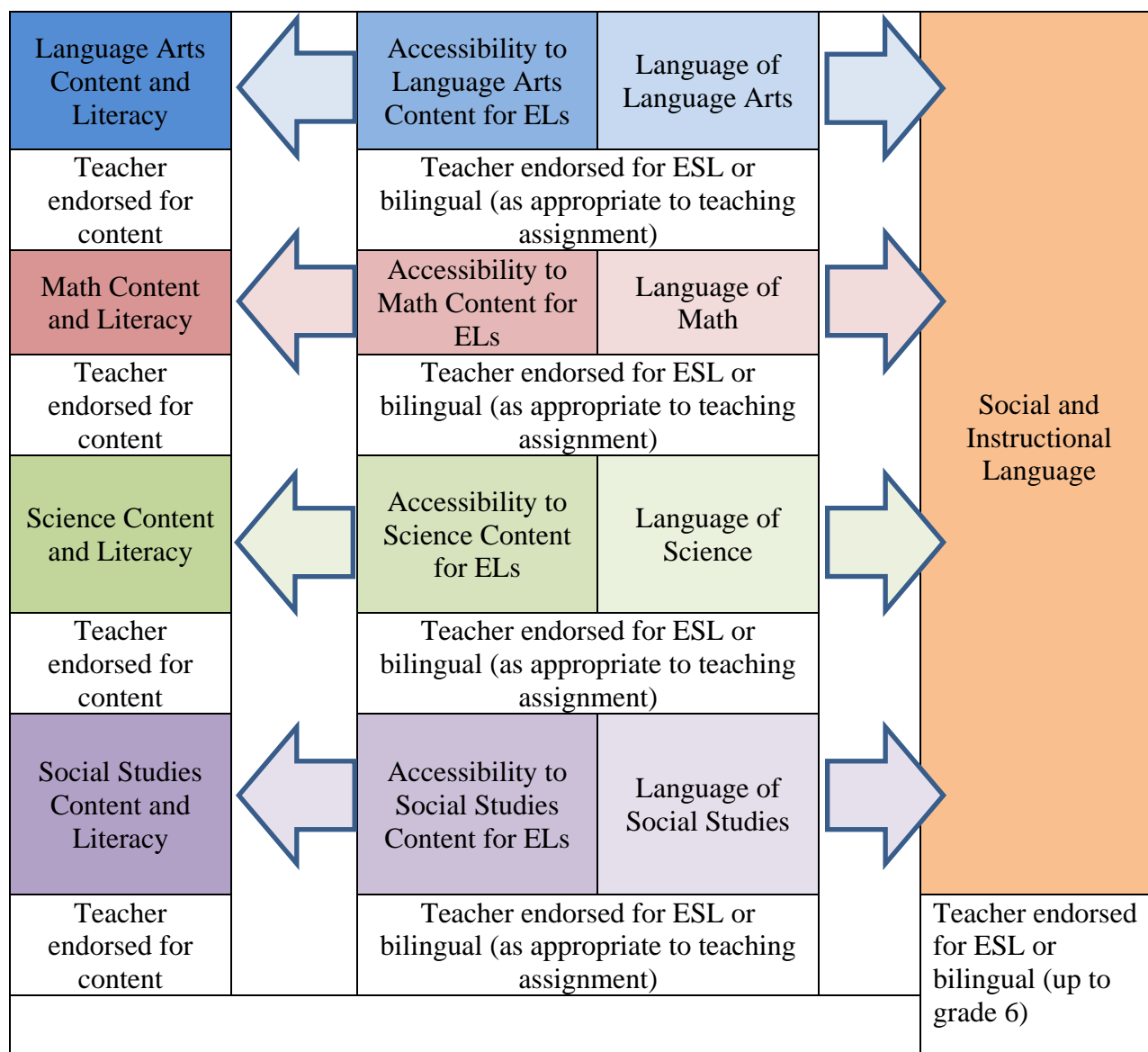


Table 5. Required components for EL service delivery scenarios

*“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>1. 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>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?</i></li> <li><i>3. 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>4. 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		