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 / Bilingualism and Biliteracy	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	- Self-contained cohort program (generally at least K-5), starting at the earliest grades possible; students typically do not join the cohort in later grades. - Core academic content taught in English and the language other than English. - A group of ELs from the same language background who may have varying levels of English language proficiency (language other than English) and a group of non-ELs at the onset of the program. - ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria. - ESL instruction is provided. - Language allocation varies: i. e. 90%-10%/80%-20% to 50%-50% at upper grades or 50%-50% throughout all grade levels (language other than English to English).	- 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.	y	y	y
Dual Language—One Way (WIDA: Self-contained Bilingual)				- Self-contained cohort program (generally at least K-5), starting at the earliest grades possible; students typically do not join the cohort in later grades. - Core academic content taught in English and the language other than English. - A group of ELs from the same language background who may have varying levels of English language proficiency and varying levels of proficiency in the language other than English. - ELs stay in the program for the duration, even after meeting the state-mandated English language proficiency criteria. - ESL instruction is provided. - Language allocation varies: i. e. 90%-10%/80%-20% to 50%-50% at upper grades or 50%-50% throughout all grade levels (language other than English to English).	- 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.	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 Bilingual Program: Self-Contained (WIDA: Self-Contained Transitional)	Grade Level Content English language proficiency	Illinois Learning Standards, as applicable + Spanish Language Arts Standards (if Spanish is one of the target languages)	ESL: English Language Development using 5 WIDA standards	- Self-contained classroom for English learners of the same language background. - Core academic content taught in English and the language other than English - Initial language allocation varies with gradual shift to instruction mainly in English as student's English proficiency increases - ESL instruction is provided.	- Bilingual courses for English learners of the same language background. - In a departmentalized setting, courses across the core academic areas are offered in the home language. - ESL instruction is provided.	y	y	y
Transitional Bilingual Program: Collaboration (WIDA: Mainstream Instruction with Home Language Support)				- 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 - Initial language allocation varies with gradual shift to instruction mainly in English as student's English proficiency increases - Intentional and meaningful collaboration between teachers serving the English learners is required. - ESL instruction is provided.	- 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 - 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.	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	Illinois Learning Standards, as applicable	ESL: English Language Development using 5 WIDA standards	- Self-contained classroom for English learners of various language backgrounds. - Core academic content taught in English but using differentiated language instruction adapted for ELs, sheltered English strategies, etc. - Home language support provided to the extent practicable. - ESL instruction is provided.	- 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. - Home language support provided to the extent practicable. - ESL instruction is provided.	n	y[10]	y
Transitional Program in English: Collaboration (WIDA: Mainstream Instruction with Support in English)	English language proficiency			- 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. - Intentional and meaningful collaboration between teachers serving the English learners is required. - Home language support provided to the extent practicable. - ESL instruction is provided.	- 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. - Home language support provided to the extent practicable. - ESL instruction is provided.	n	y[11]	y

[10] 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.
[11] 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
Content area instruction: • Instruction in both English and native language for core academic subjects at school (language arts, math, science, and social studies) • 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 English as a Second Language (ESL)	• Dual Language—Two Way • Dual Language—One Way • Transitional Bilingual Program (Self-contained) • Transitional Bilingual Program (Collaboration)
Staffing: must have bilingual and ESL teachers	

PART-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM COMPONENTS

Part-time TBE	Examples of Acceptable Instructional Designs
Content area instruction: • Components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. • Parts of the full-time program are provided to the ELs that the student would benefit from. • Daily instruction in English and in the home language as determined by student's needs. English as a Second Language (ESL)	• Dual Language—Two Way • Dual Language—One Way • Transitional Bilingual Program (Self-contained) • Transitional Bilingual Program (Collaboration) • Transitional Program in English (Self-contained)[12] • Transitional Program in English (Differentiation/Collaboration)[13] • ESL only[14]
Staffing: must have bilingual and ESL teachers	

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[12] These instructional designs may only be used if native language support is available.

[13] These instructional designs may only be used if native language support is available.

[14] 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
Content area instruction: • Components of TBE services, as needed English as a Second Language (ESL)	Dual Language—Two Way Dual Language—One Way • Transitional Bilingual Program (Self-contained) • Transitional Bilingual Program (Collaboration) • Transitional Program in English (Self-contained)[15] • Transitional Program in English (Differentiation/Collaboration)[16] • ESL only[17]
Staffing: must have ESL teachers and may have bilingual teachers	

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[15] Native language support may be provided, as determined by the needs of English learners.
[16] Native language support may be provided, as determined by the needs of English learners.
[17] Native language support may be provided, as determined by the needs of English learners.