



Serving English Learners: English Language Program Models



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Objectives

By the end of this session, you will:

- Understand **different English learner (EL) program models** that exist
- Understand **why** it is critical to have an effective EL program model
- Understand **similarities and differences** between EL program models
- Understand what does **not** constitute a program model for serving ELs
- Preview the School Readiness Reflection Tool for planning **next steps** for your EL program model

Please note: Today's webinar will not cover instructional strategies.



Key Resources

Updated October 2017



CHAPTER 2

TOOLS AND RESOURCES FOR PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

ESSA UPDATE INCLUDED*

This is the second chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/elresources.html>.

PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.
- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.
- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.



After ELs have been identified using a valid and reliable English language proficiency (ELP) assessment, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." LEAs must also provide special education services to ELs who have been identified as children with disabilities under the *Individuals with Disabilities Education Act* (IDEA) or as qualified students with disabilities under Section 504 of the *Rehabilitation Act of 1973* (Section 504). Meeting the needs of ELs with disabilities will be discussed in depth in Chapter 6 of the EL Tool Kit.

LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population. Appropriate EL services and programs enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable amount of time. LEAs must offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs.

*This chapter has been updated to reflect changes to the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act of 2015* (ESSA). The U.S. Department of Education has released a non-regulatory guidance (NRG) about ELs and Title III of the ESEA that is available at <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguideforenglishlearners92016.pdf>. The text of ESEA, as amended by ESSA, can be found at <http://www2.ed.gov/documents/essa-act-of-2015.pdf>.

You can access [Tools and Resources for Providing ELs with a Language Assistance Program](http://www2.ed.gov/about/offices/list/ocr/english-learner-toolkit/index.html) at <http://www2.ed.gov/about/offices/list/ocr/english-learner-toolkit/index.html>

TOOLS AND RESOURCES FOR PROVIDING ELs WITH A LANGUAGE ASSISTANCE PROGRAM

1

U.S. DEPARTMENT OF EDUCATION

Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature





English Learners Defined

An English learner is an individual:

- Who is age 3 through 21;
- Who is enrolled or preparing to enroll in an elementary school or secondary school;
- Who was not born in the United States **or** whose native language is a language other than English;

Including Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or is migratory and comes from an environment where a language other than English is dominant; and

- Whose difficulties in speaking, reading, writing, or understanding the English language deny the individual:
 - The ability to meet the challenging state academic standards;
 - Achieve in classrooms with English instruction; or
 - The opportunity to fully participate in society.



EL Program Elements and Process

Today's Focus

Page 5 in
OSSE's EL
Policies and
Procedures

STEP 1: Educational Approach

The LEA or school must select a sound educational approach for providing English language development services through a meaningful language assistance program for its ELs.

STEP 2: Identification

The LEA or school must follow the uniform identification procedures for identifying all students potentially eligible for placement in a language assistance program. Identification must happen within 30 school days of stage 5 enrollment if the student is enrolled at the beginning of the school year.

STEP 3: Placement and Services

Students identified as ELs must immediately receive English language development services based on the chosen educational approach.

STEP 4: Staffing and Resources

The LEA or school must provide the necessary resources and qualified staff to implement its educational approach. The LEA or school must also provide language acquisition training to all teachers.

STEP 5: Parent Engagement

Schools should meaningfully engage parents and families of ELs and implement an effective means of outreach to parents of ELs.

STEP 6: Assessment

Students identified as ELs must participate in the annual assessment of English language proficiency.

STEP 7: Exiting, Reclassification, and Monitoring

The LEA or school must use criteria set by OSSE to determine if a student has reached English language proficiency and, if so, exit him or her from the language assistance program and reclassify the student as EL monitored (ELm). The LEA or school must monitor former ELs for four years after exiting to ensure academic progress.

STEP 8: Program Evaluation

The LEA or school must evaluate the success of its language assistance program periodically and, as necessary, make modifications.

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/EL_Policy_Update%202019.pdf



Self-Check: True or False?

- 1. High standards and challenging content are good for ELs.*
- 2. Having a language instruction educational program (LIEP) is important.*
- 3. No one approach or model is appropriate for all ELs.*
- 4. Instructional practices are important variables in LIEP design and implementation.*
- 5. Literacy and oral language development in English are critical instructional components for any LIEP.*
- 6. Academic language seems to be important in EL instruction.*
- 7. ELs need instruction that is specifically cognizant of their needs as second-language learners.*
- 8. Teachers need to be prepared to teach ELs.*





EL Program Model Requirements

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.
- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.
- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.

https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf



Definitions

Approach: “a broad, conceptual framework”

Bilingual Approach

ESL Approach

- Main difference is in use or non-use of student’s native language (L1) during instruction

Model: “a specific set of instructional services or a fully developed curriculum designed to help ELs acquire English proficiency and meet high academic standards”

- Characteristics, principles and practices that have been developed based on theory and research
- Serves as a rough blueprint that classrooms, schools and districts may follow as an implementation guide



Approach versus Model

Approaches

English as a Second
Language (ESL)

Bilingual

Models

- Inclusion/collaborative teaching
- Content-based EL
- Sheltered Instruction
- Newcomer

- Transitional Bilingual Education
- Developmental bilingual education
- Two-way immersion
- Newcomer



ESL Approach

- Instruction primarily in English
- L1 used in a very basic way and only as a means to support the students' use of English.
- Many different models use the ESL approach
 - “may include both **language instruction**, wherein English language is the instructional content itself, or **content-based instruction**, in which academic content is the object of instruction, but it is delivered in such a way as to support ELs' acquisition of English as well.”



Bilingual Approach

Rationale

- Research shows that L1 skills aid in students' acquisition of a second language (L2)
- L1 instruction does appear to promote gains in English achievement (Thomas and Collier 2002; August and Shanahan 2008; Genesee et al. 2006; Goldenberg 2008; Ramirez, Yuen, and Ramey 1991)

Many different models use the bilingual approach.

- These models have different goals for L1 development:
 - L1 development as a model's goal
 - L1 as a scaffold or stepping-stone to English fluency



Why an Effective EL Program Model is Critical

- **“Special instruction and tailored services provided to ELs, regardless of the type of LIEP, can offer academic benefits.”**
(p.xvi)
- ELs fare worst on academic measures (compared to ELs in other instructional scenarios) when they receive no special instruction of any kind and are simply placed into mainstream classrooms.
(Lindholm-Leary & Borsato 2006; Thomas & Collier 2002)
- Analysis of around 100 research articles showed providing English Language Development (ELD) instruction was better than no ELD instruction (Saunders & Goldenberg, 2010)



Program Models



Overview

We will review the following five EL program models:

1. Two-Way Immersion (TWI)/Dual-Language Bilingual
2. Inclusion/Collaborative Teaching
3. Content-Based EL
4. Newcomer
5. Sheltered Content

Page 6 in
OSSE's EL
Policies and
Procedures

For each model you will learn about:

- Key Features
- What it is not
- Benefits for ELs
- Staffing and Scheduling Considerations



Common Features of Bilingual Models

A Venn diagram with two overlapping circles. The left circle is light purple and the right circle is light blue. The intersection of the two circles is shaded a darker blue and contains text describing common features of bilingual models.

Use L1 Use L1
instruction,
meaning it uses the
students' home
language in its
design

Tend to start at the
beginning of formal
schooling, e.g., Pre-
k or K



50-50 and 90-10 Two-Way Immersion

50-50 TWI

50% of instruction in non-English, 50% in English

90-10 TWI

90% of instruction is in non-English starting in K

Then English is phased in gradually, usually starting in grade 2 or 3

Use L1 Use L1 instruction, meaning it uses the students' home language in its design
Tend to start at the beginning of formal schooling, e.g., PreK or K
Include enrolling equal populations of ELs and non-ELs
Allow all students to learn to become bilingual, biliterate, and bicultural in both languages

Not covered here: Early-exit and late-exit transitional bilingual education, one-way dual language program



8 Criteria for a Successful TWI Program

1. Provide at least **4 to 6 years of bilingual instruction** to students
2. Provide the **same core academic curriculum** as for other programs
3. Provide **comprehensible input and opportunities for output**, including quality language arts instruction in both languages
4. Provide **non-English language instruction at least 50 percent of the time**



8 Criteria for a Successful TWI Program

5. Provide an **additive bilingual environment** where all students have the opportunity to learn an L2 while continuing L1 development
6. Include a **balance of students from the target language and English backgrounds** participating in classroom instructional activities together
7. Facilitate positive student interactions via strategies such as **cooperative learning**
8. Include characteristics of effective schools into programs, such as qualified personnel and home-school collaboration. (Howard and Christian 2002, p. 4)



TWI/Dual-Language Bilingual: What It Is Not

A program that uses the non-English language for less than 50 percent of the time **is not** considered a two-way/dual language bilingual program.

Examples include:

- After-school language programs
- World language classes
- Programs that intend to use the two-way model but in practice provide instruction and interaction in English more than 50 percent of the time

Free, downloadable resource for examining dual language program structure and quality: <http://www.cal.org/resource-center/publications-products/guiding-principles-3>



TWI/Dual-Language Bilingual: Benefits for ELs

- Bilingualism, i.e., proficiency and biliteracy in two languages, is a benefit in and of itself.
- Oral proficiency and literacy in a student's first language facilitates English literacy development (August & Shanahan, 2006; Moughamian, Rivera, & Francis, 2009; Wu, 2005).
- Rumbaut's (2014) study found that bilingualism was associated with a lower likelihood of dropping out of school among adult children of immigrants.
- Cognitive benefits such as increased flexibility in thinking.

Source: U.S. Department of Education, Office of English Language Acquisition, *Dual Language Education Programs: Current State Policies and Practices*, Washington, DC, 2015.



TWI/Dual-Language Bilingual Programs: Staffing and Scheduling Considerations

- Require teachers who are fluent in one or both languages of instruction AND who are prepared in content pedagogy
- Need clear definitions of teacher qualifications and recruitment
- Need a teacher retention strategy
- Need to consider how to schedule instruction in each language according to the 90-10 or 50-50 model
 - Switch days in each language?
 - Switch language of instruction within a day?
 - Co-teaching or single teacher for a single language?
- Consider strategies to avoid English creeping in as dominant language



Inclusion/Collaborative Teaching: Key Features

The bilingual/EL teacher and the general education teacher collaboratively co-plan, co-deliver instruction and co-assess based on students' strengths and needs.

Coteaching can take a variety of forms:

- One teaching while one assists
- Station teaching
- Parallel teaching
- Preteaching a small group as extra support for the upcoming lesson
- Team teaching
- Reteaching
- One leading while one circulates and assesses

Cook & Friend, 1995; Honigsfeld & Dove, 2010).



Inclusion/Collaborative Teaching: What It Is Not

Inclusion/collaborative teaching models do not:

- Place ELs in general education classrooms without supports
- Use an EL teacher as an assistant or an aide in the general education classroom

To place an EL student in the general education classroom without supports is sometimes referred to as “submersion” (Collier and Thomas 1997).

Researchers have found that doing so is ineffective for students (Lindholm-Leary and Borsato 2006; Thomas and Collier 2002).

Furthermore, it does not conform with federal civil rights requirements or federal education legislation (Forte and Faulkner-Bond 2010).



Inclusion/Collaborative Teaching: Benefits for ELs

- ELs gain meaningful opportunities to access rigorous academic content with appropriate supports, rather than missing academic content by being pulled out for separate instruction.
- ELs may experience a greater sense of belonging by participating in general education classes with support, rather than feeling stigmatized by receiving separate pull-out instruction.
- ELs will experience more interactions with English-speaking peers.



Inclusion/Collaborative Teaching: Staffing and Scheduling Considerations

- Coordinate across departments to ensure consistent messaging and joint training on co-teaching implementation.
- Provide joint professional development for co-teaching pairs that includes:
 - content on teaching academic content and on teaching ELLs,
 - observing effective co-teaching, and
 - being observed and receiving feedback.
- Create manageable co-teaching schedules and common planning time.
- Co-teaching should not be used to stretch ESL teachers to serve larger “caseloads.”
- Limiting the number of co-teaching partners per person can facilitate substantive co-planning, co-teaching, and reflection on students’ learning and how to tailor instruction to their needs.



Content-Based EL: Key Features

- ESL-certified teacher provides language instruction that uses content as a medium for building language skills.
- Content is used as a means of instruction and is still focused primarily on learning English.
- Language and content goals and objectives are integrated.
- Goals:
 - Preparation to meet academic achievement standards
 - Proficiency in English
- Students may have a dedicated “ESL class” in the school day.
OR
- Students may receive pull-out ESL instruction to work with a specialist for short periods during other classes.



Content-Based EL: What It Is Not

Content-based EL programs do not:

- Teach English for social interaction only
- Segregate EL students from the general education classroom for long periods of the day
- Focus only on oral or written English



Content-Based EL: Benefits for ELs

EL students can learn academic content while also learning language, including academic language.



Content-Based EL Instruction: Staffing and Scheduling Considerations

- Schedules need to align ESL classes and/or pull-out EL instruction with other classes to ensure students do not miss out on enrichment or other academic classes.
- Be careful to not segregate ELs from their non-EL peers.



Newcomer Programs: Key Features

- Target population—A specific EL subpopulation of very recent immigrant students with interrupted formal education, often older than elementary.
- Purpose: To provide specialized schooling designed to acclimate EL students to the American school setting and prepare them to participate in mainstream classes.
- May include instruction designed to familiarize newcomers with American culture and educational settings.
- May last anywhere from a semester to four years and may range from a half-day, in-school program to a full-time, self-contained school.



Newcomer Programs: What They Are Not

Newcomer programs are not:

- For EL students with intermediate levels of proficiency in English
- For EL students with uninterrupted schooling



Newcomer Programs: Benefits for ELs

- Prepare ELs to participate in EL and academic programs that are not specifically for newcomers
- Allow students to build foundational skills in literacy, math concepts
- Help with acclimatizing to the US



Newcomer Programs: Staffing and Scheduling Considerations

- Teachers must be prepared to teach English as well as basic skills and to support students in their transition to the US
- Programs should prepare to have social workers and counselors to support students and families
- Programs may find additional services for families such as adult ESL, GED, counseling, etc., can be very beneficial



Sheltered Content: 6 Key Features

- 1) Simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs.
- 2) Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.
- 3) May be used for EL-only classrooms or for mixed classrooms with ELs and non-ELs.



Sheltered Content: 6 Key Features

- 4) Instructor—Instruction is likely to be delivered by a general education teacher but may be delivered by an ESL-certified teacher.
- 5) The Sheltered Instruction Observation Protocol (SIOP) is a specific version of the SI model with a considerable research base and specific strategies associated with it.
- 6) Teacher-oriented central framework is a recursive cycle of planning, instruction, and review or evaluation.



Sheltered Content: What It Is Not

Sheltered Content EL instruction does not:

- Teach English for social interaction only
- Segregate EL students from the general education classroom for long periods of the day
- Focus only on oral or written English



Sheltered Content: Benefits for ELs

Modified content instruction helps:

- Remove language barriers
- ELs overcome those barriers through intentional instruction



Sheltered Content: Staffing and Scheduling Considerations

- Requires very specific training for the general education teacher, if delivered within the general education classroom
- If using SIOP, it is a teacher-oriented central framework that involves a recursive cycle of planning, instruction, and review/evaluation
- Be careful to not segregate ELs from their non-EL peers



Critical factors for ALL EL Program Models

Provide specialized instruction that:

- Recognizes ELs' unique needs as second-language learners, regardless of whether it is content-based or language-focused
- Includes a specific focus on literacy development
- Includes a specific focus on oral language development

Staff programs with teachers who are prepared to:

- Understand ELs' unique needs as individuals, as language learners and as a population
- Use specific LIEP instructional techniques

Create a school culture that is accepting, respectful.



Dually-identified Students

- ELs with disabilities are also known as dually identified students.
- The student's individualized education program (IEP) must address their language development needs.
- The IEP team for a dually identified student should include staff with specialized knowledge of language acquisition.
- Dually identified students must receive services through **both** the EL program and specialized education program.



Remember

- The purpose of an EL program is to develop a student's mastery of the English language in listening, speaking, reading and writing. Remedial academic instruction may not serve the same purpose.
- Placing an EL in a special education class or group lead by staff who are not trained in language acquisition and English as a Second Language methodology may not address the student's English language development needs.
- EL status must not be a barrier to participating in extra-curricular activities, a gifted and talented program, or advanced coursework.



Next Steps: Self Evaluation and Program Planning



Quality Programs for ELs: School Readiness Reflection Tool

- This self evaluation tool is to be used by LEAs/schools only for informational and planning purposes.
- It is recommended that school-based leadership, EL program coordinators, and other relevant school-based staff work together to complete the self-assessment.

Pages 32-42 in
OSSE's EL
Policies and
Procedures

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/EL_Policies_Procedures_2018.pdf

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Appendix E.

Quality Programs for English Learners: A School Readiness Reflection Tool

Introduction

The purpose of the School Readiness Reflection tool is to provide local education agencies (LEAs) and schools with insight into current strengths and gaps in program support services for English learners (ELs) in their school setting.

As LEAs and schools begin this process it is recommended that all stakeholders, as part of their mission to serve all students, have a defined commitment to the increased academic performance of ELs. This could include a published and disseminated statement of expectations for the school community of a vision and set of goals that define the achievement levels of all students, including ELs. Staff, parents, and all students, including language minority parents and students, should have access to information regarding the vision and goals for ELs in a language they can understand.

In using the rating system below, it is recommended that school-based leadership, EL program coordinators, and other relevant school-based staff work together to complete the self-assessment. This tool is to be used by LEAs/schools for informational and planning purposes only.

Directions: Read each indicator below. Rate the school's readiness in each focus area by using the rating system outlined for each indicator (3- Yes, 2 - In Progress, 1 - No). Once complete, fill out the summary chart at the end of the tool by adding totals for each area and summarize results.

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
1. Enrollment Procedures/Protocols						
Reception staff is trained to welcome all parents in a culturally responsive way and assist them in completing registration forms.						
Registration forms are available in all languages spoken in the school community.						
Registration forms and enrollment						



School Readiness Reflection Tool: Section 5

Starting on page 32:

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/EL_Policies_Procedures_2018.pdf

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
5. Language Assistance Program						
The school implements an educationally sound instructional model. Model used: _____						
The school has and/or uses enough financial and programmatic resources to effectively implement the program.						
The chosen language assistance program includes instruction aligned to World-class Instructional Design and Assessment (WIDA) English language proficiency standards and grade level content standards.						
The language assistance program is offered until student reaches language proficiency as described under exiting procedures.						



School Readiness Reflection Tool: Section 5

Areas	Yes (3)	In Progress (2)	No (1)	Actions Required	Timeline	Staff Responsible
5. Language Assistance Program						
The school creates individualized English language development goals in the four language domains for each EL at least annually.						
The individualized English language development goals are shared with each teacher (and related service provider, if applicable) who works with the EL student.						
The school periodically reviews individualized English language development goals during the school year and amends the goals as needed.						



References

- U.S. Department of Education; Office of Planning, Evaluation and Policy Development; Policy and Program Studies Service; *Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature*, Washington, DC, 2012. Retrieved from <http://www.ed.gov/about/offices/list/oepd/ppss/reports.html>.
- U.S. Department of Education; Office of English Language Acquisition; *Tools and Resources for Providing English Learners With a Language Assistance Program*, Washington, DC, 2017. Retrieved from https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf



Resources

The updated publication [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#) is now available for download.

The School Readiness Reflection Tool is found in Appendix E of OSSE's publication [Delivering Education Services to English Learners](#).

OSSE's EL website is www.osse.dc.org/page/english-learners-els.

On-site technical assistance and EL program support is available! Contact Anika.Harris@dc.gov or Jennifer.Norton@dc.gov.



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| Thank you!