Office of Language and Cultural Education

Academic Networks: Bilingual Advisory Committee Meeting
October 2016
AGENDA

- OLCE’s vision for language education
  - World Language Programs
  - Dual Language
  - Bilingual Education Services
- Pathways to the Seal of Biliteracy
- Quality and Consistency in Bilingual Education Programs
OLCE Vision

- Providing every student with access to an education that fosters multilingualism, biliteracy, and intercultural flexibility as key contributors to success in school, career, and life
- Ensuring equitable access to a quality education for all language learners
OLCE oversees:

- World Language Programs
- Dual Language Programs
- Bilingual Education Services
CPS World Language Programs

Languages:
- Arabic
- Chinese
- French
- German
- Italian
- Japanese
- Korean
- Latin
- Polish
- Spanish

Various Programs:
- Foreign Language in the Elementary Schools (FLES) Program
- Foreign Language Exploratory or Experience (FLEX) Program in the elementary schools
- Secondary Sequential World Language Program
- Secondary Advanced Placement (AP) Classes
- Secondary IB Programs
- Heritage Language Programs
DUAL LANGUAGE PROGRAMS

2016

• Until now:
  ● 12 district schools
  ● 3 charter schools

• New applicants:
  ● 14 applied
  ● 5 schools selected
  ● Programs will begin in preschool and/or kindergarten

2017

• The 5 newly selected schools:
  ● Program planning and professional development
  ● Will start in preschool and/or Kindergarten in September 2017

• CPS/OLCE will have an application available in March 2017

• 5 more schools will be selected in May 2017
  ● Planning year 2017-2018
  ● Programs will start in September 2018
**Bilingual Education Programs**

<table>
<thead>
<tr>
<th>EL Initiative</th>
<th>Bilingual Advisory Councils</th>
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<tbody>
<tr>
<td>• Schools will select Bilingual Program Profile and receive training on WIDA</td>
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<tr>
<td>• Training will be provided by Webinars and Network Meetings</td>
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<tr>
<td>• Implementation through school visits and coaching</td>
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<tr>
<td>• Cycles for planning and classroom observations</td>
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<tr>
<td>• All schools with TBE programs will establish BAC (elect officers) and conduct quarterly meetings</td>
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<tr>
<td>• CMPC Elections will be April 6, 2017</td>
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What is biliteracy?

- Biliteracy is the ability to understand, speak, read and write in two languages at a proficient level.

What is the State Seal of Biliteracy?

- A recognition of high school students on their high school diploma and transcript that shows that they have demonstrated high levels of proficiency in English and a language other than English.
STATE SEAL OF BILITERACY

- Why do districts participate?
  - The Seal promotes multilingualism, biliteracy, and intercultural flexibility as contributors to students’ success in college, career, and life
  - Recognizes the value of native language and world language instruction
- What are the benefits for students?
  - Helps maintain competitiveness in college applications and in the workplace
SEAL OF BILITERACY 2016

2016

1,500 applied for the Seal of Biliteracy

1,108 graduating seniors earned the Seal of Biliteracy

Students assessed in 11 different languages

More than half of Seal Recipients were former ELs

Why did CPS students apply for the Seal?

“The Seal for me signifies the value of my effort and the value of my first language”

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“Earning the Seal would be a great way to honor my heritage and embrace my proficiency in another language”

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“Nowadays being bilingual is becoming a requirement for most jobs”

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“Being able to speak multiple languages and learning about my parents’ background is truly beautiful”

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“I grew up in a bilingual household and learned throughout high school a more proper, educated way of speaking writing and reading Spanish”

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“Being bilingual is what has helped me embrace my culture and has helped me have strong connections with my family”

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*Answers From CPS Seal of Biliteracy 2016 Student Online Application*
25% of all Graduating CPS seniors will attain the State Seal of Biliteracy by 2020

MEASURE PROGRESS USING:

Vision Goal:
- 5,000 students apply for and earn the State Seal of Biliteracy (including Commendation)

Priority Goals:
- 100% of schools rated Established or Exemplary by 2020
- Expand Dual Language Schools to 30 by 2020
- % of students who meet AP/IB/APPL scores to earn State Seal of Biliteracy

Initiative Goals:
- % of EL programs receiving PD and coaching
- % of active BAC’s
- Select Common Assessments for Dual Language Schools by 2017-2018
- % increase of AP/IB WL enrollment
- % increase of schools offering WL Program
# Pathways to Earning the State Seal of Biliteracy

<table>
<thead>
<tr>
<th>K-5</th>
<th>6-8</th>
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</thead>
<tbody>
<tr>
<td><em>Elementary School Biliteracy Attainment Award</em></td>
<td><em>Middle School Biliteracy Attainment Award</em></td>
</tr>
<tr>
<td><strong>English Learners:</strong> Native language instruction for TBE</td>
<td><strong>English Learners:</strong> ELs transitioned from TBE World Language (FLES)</td>
</tr>
<tr>
<td><strong>Dual Language:</strong> ELs and non-ELs receive instruction in English and another language</td>
<td><strong>Dual Language:</strong> ELs and non-ELs receive instruction in English and another language</td>
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<tr>
<td><strong>World Language (FLEX):</strong> ELs in TPI and non-ELs</td>
<td><strong>World Language (FLES):</strong> ELs transitioned from TPI and non-ELs</td>
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## State Seal of Biliteracy (incl. Commendation)

- **World Language Proficiency**
  - AP
  - IB
  - AAPPL

- **English Proficiency**
  - ACT Score $\geq 18$ English, ACCESS Composite Score of 5.0 and Reading & Writing Score $\geq 4.2$

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All students must demonstrate mastery of core subject areas by acquiring knowledge and skills presented through either ELD or ELA Common Core-aligned instruction.
QUALITY AND CONSISTENCY IN BILINGUAL PROGRAMS

• In 2016, ISBE released Guidance: *Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois*

• Document describes how TBE and TPI can be provided in a variety of settings and contexts

• Instructional Designs were updated in CPS to provide clarity and consistency about how TBE and TPI is provided across schools
TBE/TPI PROGRAMS

TBE: Transitional Bilingual Education
Required when there are 20 or more ELs from the same language background in a school (preschool is counted separately)

TPI: Transitional Program of Instruction
The school has an option to offer these services instead of TBE when there are 19 or fewer ELs from the same language background in a school (preschool is counted separately)
TBE Components

**Full-Time TBE**
- English as a Second Language (ESL)
- Instruction in both English and the native language for core academic subjects at school (language arts, math, science, and social science)
- Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States

**Part-Time TBE**
- English as a Second Language (ESL)
- Components of a full-time program that are selected for a particular student based upon an assessment of the student’s educational needs; daily instruction in English and in the native language as determined by the student’s needs.
**Part-Time TBE Placement Criteria**

- **Yes**
  - Student Scored above 3.5 literacy composite (4.0 Oral composite for 1st semester K students)
  - Eligible for Part-time TBE

- **No**
  - Student met state-determined criteria for P-T placement, including academic performance in subjects taught in English, IEP having identified P-T as the least restrictive environment, documented minimal/no proficiency in the home language, etc. (see Part-time TBE Placement in 228.30(c)(3))
  - Eligible for Part-time TBE

- **Eligible for Part-time TBE**

- **Not Eligible**
• English as a Second Language (ESL)

• Components of TBE services, as needed
ISBE: Instructional Designs

- In 2016, ISBE released *Equitable Access to Educational Excellence: Framing Services for English Learners in Illinois*
- Document describes how TBE and TPI can be provided in a variety of settings and contexts
- Instructional Designs were updated to provide clarity and consistency across districts
- Aligned to WIDA’s Program Models reported on ACCESS
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 to ELs.
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.
# TBE: Self-Contained

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School/High School</th>
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<tbody>
<tr>
<td>• English Learners (ELs) from the same language background in a self-contained classroom</td>
<td>• Core courses are offered in the home language of the ELs</td>
</tr>
<tr>
<td>• Core academic subjects are taught in the home language of the ELs and in English</td>
<td>• ESL instruction is provided</td>
</tr>
<tr>
<td>• Gradual shift to instruction in English</td>
<td></td>
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<tr>
<td>• ESL instruction is provided</td>
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</tbody>
</table>
TBE: Self-Contained

Classroom 1: TBE Self-Contained

Classroom teacher: bilingual and ESL endorsed

Core Instruction in English and Spanish
Targeted ESL Instruction

24 TBE Spanish Students
## TBE: Collaboration

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School/High School</th>
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</table>
| • ELs placed in mainstream classes  
• Core academic subjects taught in the home language of the ELs and English through a co-teaching or pull-out model; OR, when the mainstream classroom (ELs and non-ELs) teacher has a bilingual endorsement, that teacher differentiates language instruction and provides small group instruction in the native language for part of the day to TBE students  
• Intentional and meaningful collaboration between teachers serving ELs is required  
• Gradual shift to instruction in English only  
• ESL instruction is provided | • In a departmentalized setting, home language instruction is offered through a co-teaching method by a content teacher with a bilingual endorsement who provides home language instruction in small groups  
• For content areas where home language instruction is not available, a separate instructional period offering home language instruction is provided  
• ESL instruction is provided |

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TBE: Collaboration

Classroom 2: TBE Collaboration
Classroom teacher: bilingual and ESL endorsed

- 8 TBE Spanish Students
- 16 non-EL Students

Small group: Core instruction in Spanish + Targeted ESL instruction
Whole group: Core instruction in English

Classroom 3: TBE Collaboration
Classroom teacher: ESL endorsed or non-endorsed

- 8 TBE Spanish Students
- 16 non-EL Students

Push-in/pull-out: Core instruction in Spanish + Targeted ESL instruction
Whole group: Core instruction in English

Teacher B: bilingual and ESL endorsed
### TPI: Self-Contained

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School/High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-contained classrooms for ELs of various language backgrounds</td>
<td>• In a departmentalized setting, there are specific EL/sheltered core academic courses</td>
</tr>
<tr>
<td>• Core academic content taught in English but using differentiated</td>
<td>offered across the core content areas</td>
</tr>
<tr>
<td>language instruction adapted for ELs, sheltered English strategies,</td>
<td>• Home language instruction and/or support as determined by the needs of the ELs</td>
</tr>
<tr>
<td>etc.</td>
<td>• ESL instruction is provided</td>
</tr>
<tr>
<td>• Home language instruction and/or support as determined by the needs of</td>
<td></td>
</tr>
<tr>
<td>the ELs</td>
<td></td>
</tr>
<tr>
<td>• ESL instruction is provided</td>
<td></td>
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</table>
# TPI: Collaboration

<table>
<thead>
<tr>
<th><strong>Elementary</strong></th>
<th><strong>Middle School/High School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELs from various language backgrounds placed in mainstream classrooms</td>
<td>• In a departmentalized setting, specific core academic courses for ELs are not offered, but ESL instructional strategies are used by ESL-endorsed classroom teachers to differentiate, or additional services are offered through co-teaching or as a separate instructional period</td>
</tr>
<tr>
<td>• Core academic subjects are taught in English using specific strategies for ELs through a co-teaching or pull-out model; OR, the mainstream classroom teacher (who has an ESL endorsement) differentiates language instruction and uses specific strategies for ELs</td>
<td>• Home language support provided to the extent practicable</td>
</tr>
<tr>
<td>• Intentional and meaningful collaboration between teachers serving ELs is required</td>
<td>• ESL instruction is provided</td>
</tr>
<tr>
<td>• Home language support provided to the extent practicable</td>
<td></td>
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</table>
TPI: COLLABORATION

Classroom 4: TPI Collaboration

Classroom teacher (A): not ESL endorsed

EL Resource teacher (B): ESL endorsed

- Push-in/Pull-out: Targeted ESL instruction + Core support in English
- Whole group: Core instruction in English (using EL strategies where appropriate)

8 TPI Students

16 non-EL Students
Thank you