

English Learner Education Program Guidelines

PROGRAM MODELS

August 2011



PROGRAM MODELS

Frequently Asked Questions

1. What types of programs can a district/school implement to properly service the needs of English learners (ELs)?

124D.59 Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an **English as a second language** program, **bilingual education** program, or both an English as a second language and a bilingual education program.

Access U.S. Department of Education Office of Civil Rights Programs for English Learners Glossary - http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html.

English as a Seco	English as a Second Language (ESL) Programs	
Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to ELs and to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).	
Structured English Immersion (SEI)	In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. Also SDAIE and SEI.	
Specially Designed Academic Instruction in English (SDAIE)	Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide ELs with access to the curriculum (CCTC, 2001a). See also sheltered English.	
Content-based ESL	This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).	
Pull-out ESL	A program in which ELs are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).	



Bilingual Educa	Bilingual Education Programs	
Dual Language	Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding (Howard, 2001).	
Transitional Bilingual Education	TBE is an instructional program in which subjects are taught through two languages – English and the native language of the ELs – and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate ELs' transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.	
Developmental Bilingual	A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. See also late-exit bilingual education (Baker, 2000).	



2. Which type of program is most effective?

Research has proven that all of the mentioned types are effective. Some are more effective than others. However, a district might not have the right kind of resources or political climate to adopt the models that have been found to be most effective. As a district or school engages in selecting or implementing a program model, please consider the following –

Bilingual Programs	Strengths*	Weaknesses/Challenges*
Dual Language	 Engages all teachers to share the responsibility of educating students Promotes positive integration of students Promotes multi-language acquisition Establishes two teachers to one class ratios Provides academic choice for parents/guardians Is associated with high levels of academic achievement Builds a valuable skills for personal and/or professional use 	 Recruitment and retention of qualified bilingual staff District responsible for the establishment of bilingual staff selection and evaluation process The non-negotiable issue of at least 1/3 -2/3 ratio for either language Integration of language minority and language majority students at least 50% of the time at <i>all</i> grade levels District needs high concentrations of a particular language group Limited availability of bilingual instructional materials
Transitional Bilingual	 Engages all teachers to share the responsibility of educating students Offers schools the opportunity to implement a gradual release model Builds basic language skills for bilingual students Allows flexibility in duration of program participation (late or early exit) Is associated with high levels of academic achievement Builds a valuable skills for personal and/or professional use 	 Recruitment and retention of qualified bilingual staff District responsible for the establishment of bilingual staff selection and evaluation process District needs high concentrations of a particular language group Limited availability of bilingual instructional materials
Developmental Bilingual (see transitional bilingual)	Allows students to remain in program for three or more years (late exit)	



ESL Programs	Strengths*	Weaknesses/Challenges*
Sheltered English instruction	 Engages all teachers to share the responsibility of educating students Relies on the expertise of content teachers Promotes collaboration between ESL and mainstream staff Allows ELs to access core curricula Promotes best practices for all students Allows ELs to interact with native speaking peers Complies with NCLB "Highly Qualified Teacher" provisions Utilizes paraprofessionals in the mainstream Encourages team teaching approaches 	 Limited teacher training/staff development of mainstream teachers Scheduling for collaboration time Does not address newcomer or beginner needs
Specially Designed Academic Instruction in English (SDAIE) or Structured English Immersion	 Engages all teachers to share the responsibility of educating students Relies on the expertise of content teachers Promotes collaboration between ESL and mainstream staff Allows ELs to access core curricula Complies with NCLB "Highly Qualified Teacher" provisions Encourages team teaching approaches Promotes alignment of ELP standards and content standards 	 Limited teacher training/staff development of mainstream teachers in differentiating and modifying curriculum Scheduling for collaboration time Separates ELs from native speaking peers Multiple sections require more staffing Multi-level, multi-grade creates instructional challenges Limited availability of leveled reading material
Content-based ESL	 Promotes collaboration between ESL and mainstream staff Promotes language acquisition Offers ability to group ELs by proficiency levels Provides additional support and exposure to content 	 Limited of teacher training/staff development of ESL teachers in content area Scheduling for collaboration time Separates ELs from native speaking peers Multi-level, multi-grade sections



		 require more staffing May not address NCLB provisions for "Highly Qualified Teachers" Limited availability of leveled reading material Limited availability of leveled content instructional materials
Pull-out ESL	 Promotes language acquisition Offers ability to group ELL by proficiency levels Provides personalized learning situations Allows additional exposure to content Facilitates smaller learning groups 	 Separates ELs from native speaking peers Loss of instruction time during transition May result in learning disconnect

^{*} Please note that each school/district is unique. Program variations may exist. Look for potential partnerships or collaborative opportunities with existing programs and structures. For any model to be successful, the school/district as a community must take on the responsibility of program implementation and support. Program design must be thorough and responsive to district cultures, practices, procedures, and policies.

3. Where can I find resources and research about the different bilingual and ESL programs?

The following list is not exhaustive, but should provide plenty of resources to get started.

- National Clearinghouse for English Language Acquisition http://www.ncela.gwu.edu/
- Office of English Language Acquisition -http://www2.ed.gov/about/offices/list/oela/index.html
- U.S. Department of Education, Office of Civil Rights, Developing Programs for English language Learners http://www2.ed.gov/about/offices/list/oela/index.html
- Center for Applied Linguistics http://www.cal.org/resources/digest/rennie01.html
- Center for Advanced Research on Language Acquisition (CARLA) http://www.carla.umn.edu/

Bilingual Programs	Key Points	
Dual Language	The Ground Rules:	
 National Dual Language 	When designing and implementing a Dual Language program,	
Consortium - http://dual-	there are three non-negotiable issues. All Dual Language models	
language.org/	must include:	
	Literacy instruction in both the Minority Language (non-	
Center for Applied The Way		
Lingustics, Two-Way	English Lang.) and Majority Language (English).	
Immersion -	Content instruction in both Minority and Majority	



http://www.cal.org/twi/ Directory of Two-Way Bilingual Immersion Programs http://www.cal.org/twi/di rectory/	 Languages. Instruction in Minority Language at least 50% of the time at all grade levels; instruction in English (Majority Language) at least 10% of the time at all grade levels. Two-way Immersion emphasizes the need to have language models of both the Minority and Majority Languages, learning side-by-side in the classroom for the majority of the day. 	
Developmental Bilingual or Transitional Bilingual	Early-Exit Bilingual Education: A form of transitional bilingual education (TBE) in which children move from bilingual education programs to Englishonly classes in the first or second year of schooling (Baker, 2000).	
	Late-Exit Bilingual Education: Late-exit programs provide bilingual instruction for three or more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program (Baker, 2000). See developmental bilingual education and transitional bilingual education.	

ECI D	V D 4
ESL Programs	Key Points
Sheltered English instruction	Steps to Developing a Sheltered English Lesson
• http://www.prel.org/products/paced/oct04/re_shelt	 Review the curriculum and/or textbook for the content area. Talk with subject area teachers or resource teachers to find
ered.htm	out what they think are the most important vocabulary, skills,
	and concepts.
SIOP resources	• Identify the key concepts and vocabulary needed to teach the
Center for Applied	lesson. Introduce vocabulary ELs are unfamiliar with at the
Linguistics, SIOP -	beginning of the lesson. Be prepared to use gestures,
http://www.cal.org/siop/r	objects, or other visual aids to ensure students learn
esources/index.html	important vocabulary before the main lesson.
	 Develop activities and resource materials that demonstrate
More information	the vocabulary and concepts to be taught. This may include
ERIC Digest -	bringing in objects and pictures, using a simplified
http://www.ericdigests.or	vocabulary, and preparing different ways of describing or
g/pre-9210/english.htm	explaining the topic.
	• Early in the lesson, tap into students' prior knowledge of the
California Teachers of	concept or vocabulary by constructing a semantic map (word
English to Speakers of	web). This will help students identify, organize, and build
Other Languages	on what they know about the topic. This can be extended as
(CATESOL) -	the lesson progresses and students add to their knowledge of
http://www.catesol.org/sh	the topic.
<u>elter.html</u>	



Specially Designed Academic Instruction in English (SDAIE) or Structured English Immersion

- (http://www.rohac.com/s daieinfo.htm
- http://www.kiddyhouse.c
 om/Teachers/sdaie.html
- http://www.nvo.com/ecn
 ewletter/sdaielessonsstrat
 egies1/

SDAIE or Sheltered English as it is often still referred to in various parts of the United States was originally established as an accepted transitional step for students learning English as their second language. It allows them to move forward with academic courses such as mathematics and science while at the same time learning English through the contextual clues provided by the course of study. The pedagogy surrounding the logic of this practice was based upon linguistic theories laid out by a number of researchers including Dr. Steven Krashen and Dr. James Cummins. Their development of the "Contextual Interaction Theory" and the hypotheses therein provides the cornerstones for SDAIE methodology and program design. At the heart of the theory are two major components that impact the SDAIE classroom. These are "comprehensible second language" input" and a "supportive affective environment". Teacher training in SDAIE methodology should revolve around those two statements since successful lesson design and course development hinge upon the teacher's ability to provide these two key elements.

What SDAIE is not

- SDAIE is not submersion into English, nor a substitute for primary language instruction, nor the most appropriate program option for emergent ELs.
- SDAIE is not a stand-alone program, a replacement for primary language and literacy development, nor the same as content-based ESL instruction.
- SDAIE is not a watered down curriculum.
- SDAIE is not a substitute for English language development.

Content-based ESL

• http://www.ericdigests.org/pre-929/esl.htm

Lessons/resources

http://www.carla.umn.ed
 u/cobaltt/lessonplans/sear
 ch.php

Content-ESL instruction takes as its starting point the need to help LEP students survive and thrive in U.S. public schools by putting them into English-medium classes as soon as possible buy does not endorse mere sink-or-swim survival. Rather, content-ESL favors material that is calibrated to the linguistic needs of students, classes that are sensitive to the previously acquired knowledge they bring to the process, recourse to their native language when necessary, activities that promote active learning, and assessment that accurately measures their levels of accomplishment. Like language acquisition itself, content-ESL is an intricate interweaving – of language and subject matter, of learning theory and learning strategies, of conventional practice and innovation.

Pull-out ESL

• http://www.ericdigests.or

ESL pull-out is generally used in elementary school settings. Students spend part of the school day in a mainstream



g/pre-927/types.htm
 http://www.cal.org/resources/digest/rennie01.html

classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.

The ESL resource center is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

Minnesota Department of Education English Learner Education Contacts

Questions may be directed to:

Leigh Schleicher	English Learner Education Supervisor	651-582-8326 leigh.schleicher@state.mn.us
Anh Tran	English Learner Education Specialist	651-582-8508 anh.tran@state.mn.us
Ruslana Westerlund	English Learner Education Specialist	651-582-8574 ruslana.westerlund@state.mn.us

Related State and Federal Laws

Minnesota Law

Statute 123B.30 Improper Classification of Pupils -

https://www.revisor.leg.state.mn.us/statutes/?id=123B.30

No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils, or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all apportioned school funds for any apportionment period in which such classification, separation, or exclusion shall occur or continue.

Statute 124D.58 to 124D.64 – Education for Limited English Proficient Students Act - https://www.revisor.leg.state.mn.us/statutes/?topic=764224

Statute 124D.59 Definitions - https://www.revisor.leg.state.mn.us/statutes/?id=124D.59



The following terms are defined: Pupil of limited English proficiency, Essential instructional personnel, English as a second language program, Bilingual education program, Primary language, Parent, and Educational program for pupils of limited English proficiency.

Statute 124D.60 Rights of Parents - https://www.revisor.leg.state.mn.us/statutes/?id=124D.60 Rights of Parents with regard to notice, withdrawal from program, and parent involvement.

Statute 124D.61 General Requirements for Programs -

https://www.revisor.leg.state.mn.us/statutes/?id=124D.61

Minimum program requirements for a district that enrolls one or more children of limited English proficiency.

Federal Law

Castañeda v. Pickard

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

Equal Education Opportunities Act of 1974

This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to limited English proficient students by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C. §1203(f)]

Lau v. Nichols - http://www2.ed.gov/about/offices/list/ocr/ell/lau.html

A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

The May 25 Memorandum - http://www2.ed.gov/about/offices/list/ocr/ell/may25.html

To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."



Title VI of the Civil Rights Act of 1964 -

http://www.access.gpo.gov/nara/cfr/waisidx_99/34cfr100_99.html

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

Title III: Language Instruction for Limited English Proficient Students and Immigrant Students - http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html

Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. The focus of the title is on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students