

TBE Full-time and Part-Time Program Description and Placement Criteria

TBE programs are located at schools where there are 20 or more EL students of the same language background.

Each full-time TBE program consists of the following components:

- Instruction in subjects such as math, science and social studies in the student's home language
- Instruction in language arts in both the student's home language and in ESL
- Instruction in the history and culture of the student's country and the United States

Each part-time TBE program consists of components of a full-time program that are determined for each individual student based on an assessment of the student's educational needs.

Students may be placed or moved from a full-time into a part-time placement according to the [ISBE criteria](#).

EL Program Instruction

EL Teacher and Classroom Teacher - Shared Ownership and Responsibility

The general education classroom teacher and EL Teacher are instructional partners that collaborate and plan instruction through the PLC model. Laser-like planning ensures the success of English learners both academically and in acquiring high levels of English language proficiency. Shared ownership and responsibility for all staff working with the EL student is a key predictor of student success. Instructional goals must be targeted and aligned to standards both in the classroom and in small group instructional settings.

Grade level PLC teams meet regularly to plan instruction and to review the progress of EL students. EL teachers are proactive members of grade level teams, advocating for EL student needs and collaboratively developing materials and supports for EL students that accelerate instruction throughout the school day. The EL teacher [WIDA Can-Do Descriptor template](#) will serve as a vehicle to inform the PLC team as to how the EL students are progressing in attaining language and content objectives.

Academic content instruction in the native language and in English along with content-based ESL instruction, accelerate academic and social language growth in reading, writing, listening and speaking.

Preschool

TPI students receive instructional support through either the ESL endorsed classroom teacher or an EL teacher. Literacy-based instruction aligns with classroom content with a focus on developing English language proficiency.

TBE students receive instructional support through a bilingual-endorsed classroom teacher or EL teacher.

- Pre-IPT data: A or B score in English the student is enrolled in the FT TBE program

TBE

Daily instruction is in English and in the TBE language. Grade level curricular units target instruction in both languages throughout the school day gradually building English language proficiency through the support and use of the native language. Bridging and cross-linguistic connections are authentically embedded into curriculum units. Building on the strengths of two languages supports students' gradual and successful acquisition of English language proficiency.

- ELP 1 to 3.4 Full Time
- ELP 3.5 to 4.7 Part Time

TPI

Students are placed in general education classrooms with push-in support from the EL specialist teacher. The amount of support is based on the ELP level of the student and their individual needs.

- ELP 1 to 3.4 – co-teaching support from the EL teacher for guided literacy
- ELP 3.5 to 4.7 – co-teaching support from the EL teacher for guided literacy*

*Note: TPI students with ELP levels 3.5 to 4.7 will not receive additional support through the EL Specialist teacher if the classroom teacher has either ESL or Bilingual endorsement.

EL Specialist Support Model

Balanced Literacy Instruction for EL students

EL students, especially the newcomers, receive core literacy instruction in English in the ESL classroom as directed by the ELA curriculum units. In addition, EL students receive instruction in the general education classrooms where the general education and EL teachers work under a shared responsibility mindset. The classroom and EL teachers co-plan guided literacy instruction for EL students and co-teach as much as possible. The EL teacher and classroom teacher may be working in small groups with both EL and non-EL students that share common instructional needs and reading/math levels. The classroom and EL teachers share both responsibility and contact time for the flexible guided groups. EL literacy instruction aligns and targets the standards, skills and/or strategies from grade level units. Instruction is sheltered and scaffolded to increase comprehension. Specific English language objectives must be planned to correlate with the content objectives for each lesson. Pre-planned language and content objectives are to be shared with students at the beginning of the lesson and reviewed at the end of the lesson to ensure that the lesson objectives have been met. Instruction that includes both language and content objectives ensures both English language development as well as content learning for the EL student.