



English Learner Master Plan

Module 2

Instructional Program Options and Services
Multilingual and Multicultural Education Department

Learner Objectives

Understand the following:

- EL Program Options and Progress Expectations
- The importance of English Language Development
- ELD Instructional Grouping
- Use of primary language



Chapter 2-

Instructional Program Options for English Learners

- EL Program Options and Progress Expectations



Instructional Program Options

Elementary K-5/6

- Structured English Immersion
- Mainstream English Instructional program
- Dual Language Two-Way Immersion
- **Transitional Bilingual Education program (K-3)**
- **Maintenance Bilingual Education program**

Secondary 6-12

- Structured English Immersion
- Mainstream English Instructional program
- Dual Language Two-Way Immersion
- Accelerated Learning Program for Long Term ELs (LTELs)
- English Learner Newcomer Program



Elementary Instructional Program Options

Elementary Instructional Program Option (Grades K-5/6)	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	EL(1-3)	EL(4-5)	RFP	IFEP	EO		ELD	SDAIE	L1 Support	L1 Instruction
Structured English Immersion (SEI) Grades K-5,	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Mainstream English Program ² Grades K-5,		X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X	X		
Transitional Bilingual Education (TBE) ³ Grades K-3	X					Acquire English language proficiency and grade-level academic content through a combination of core content instruction via primary language, ELD and differentiated instruction in English	X	X	X	X
Maintenance Bilingual Education Program Grades K-5 ⁴	X	X	X	X		Acquire language proficiency and academic achievement in two languages: English and the students' primary language	X	X	X	X
Dual Language Two-Way Immersion Grades K-5,	X	X	X	X	X	Acquire language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students	X Target Language Dev. for EOs	X	X	X



Scenario

A parent comes to you interested in enrolling his Spanish speaking only (Kindergarten, Sixth grade or Ninth grade) child and asks that you describe the program options available at your school.

QUESTION

How would you proceed in helping the parent understand the available option that best meets the needs of his child?

Please consider in your explanation whether you would describe all program options or just those available at your school. As you prepare your response use Chapter 2 as a reference.



**Minimum Progress Expectations for Structured English Immersion
to Mainstream (Elementary)**

Timeline (Starting Point Based on Initial Level at 1 st Year)	1 st Year →	2 nd Year	3 rd Year	4 th Year	5 th Year
		1 st Year →	2 nd Year	3 rd Year	4 th Year
			1 st Year →	2 nd Year	3 rd Year
				1 st Year →	2 nd Year
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient ¹
ELD Standards-based measures (e.g., revised ELD profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5
English Lang. Arts: CST/CMA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3), Core K-12	FBB	BB	Basic ¹ (low to mid*)	Basic (mid* to high)	Proficient/ Advanced
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced

FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST-ELA.)

¹ELs are expected to meet reclassification criteria within 5 full years. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Elementary p. 26
Secondary p. 42



Turn and Talk

- What would you expect a student to have achieved at the end his/her third full year of instruction in a Structured English Immersion program at your school?
- What will you do for students who do not meet the minimum expectations?
- What will you do for students who far exceed the minimum expectations?



Chapter 3-

Instructional Services for English Learners

- The importance of English Language Development
- ELD Instructional Grouping
- Use of primary language



English Language Development

- Read p. 52 to the top of p. 54
- As a group use the text as the expert to create a twitter message (50 words or less) describing a compelling need for ELD



English Learners with Disabilities

- Not knowing English is not a disability
- EL learners are entitled to the same services as non-ELs
- ELs with IEP are expected to make progress in English Language Content Mastery
- ELD is mandatory for all ELs including those with IEPs



ELEMENTARY



Figure 25. Mandatory Time for English Language Development Instruction

Grade and English Language Proficiency Levels	Required Daily Minutes of Instruction
Elementary ELD Levels 1-3	1 hour minimum per day <i>in addition to</i> grade-level core reading/language arts
Elementary ELD Levels 4-5	45 minutes minimum per day <i>in addition to</i> grade-level core English-language arts
Secondary	<p>1-3 periods minimum per day, depending on the instructional program.</p> <ul style="list-style-type: none"> • For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD 1A or 1B, ELD <i>replaces</i> grade-level core English-language arts. • For all others, ELD is <i>in addition to</i> grade-level core English-language arts.

Instructional Groupings for Elementary students

The purpose of instructional groupings is to better address the language needs of the students by creating homogenous groups by English Language proficiency levels when feasibly possible.

Respond

In your table groups, discuss your reactions to this statement.



Instructional Groupings for Elementary students

“The purpose of instructional groupings is to better address the language needs of the students by creating homogenous groups by English Language proficiency levels when feasibly possible.

Guidelines for instructional groups

- One to two levels per instructional setting
- At one grade level
- At adjacent grade level

Within ELD standard grade span (i.e. K-2, 3-4)

Meeting this requirement may require grade level or cross grade level teaming.



Three year milestone

Every year there should be a review of the underlying causes that are preventing students from meeting the progress expectations however;

if by the third year of instruction, an EL student is not meeting the minimum benchmarks of progress for his/her instructional program, an **in depth** diagnostic assessment must be administered to identify specific needs and provide appropriate interventions to accelerate student's progress. (p. 57)

This in-depth evaluation does not mean special education screening.



SECONDARY



ELD instruction in the Secondary Settings

ESL (English as a Second Language)

is NOW

ELD (English Language Development)



ELD instruction in the secondary setting

Middle school and senior high

1-3 periods minimum day depending on instructional program (p. 64-65)

Up to 8 single-semester courses

- Multiple entry points
- Opportunities for regrouping at end of each semester
- Grouped by English proficiency level
- Provides for differentiation between Long Term English Learners (LTELs) and Newcomers



ELD instruction in the Secondary Setting

- ELD is an elective course (mandated for ELs)
 - ELD courses do not replace Core English Classes; only exception is the Newcomer Program
 - The following classes are under development:
 - *Advanced ELD course for LTELS (formerly PRP students)*
 - *Academic Literacy course for LTELS at third grade level or below*
- ❖ *These two courses will be submitted to the UCOP (University of California Office of the President for English A-G credit approval)*



ELEMENTARY AND SECONDARY



Primary Language Instruction

Turn and Talk

Discuss how you would use primary language instruction to help English Learners provide textual evidence from pages 77-80



Reflection

“We are all language teachers and our teachers in LAUSD hold the keys that unlock the language of academic success, the language of college and careers, and the language of power for all our students.”

Jaime Aquino, Ph.D.
Deputy Superintendent of Instruction
English Learner Master Plan p. iv

