



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

English Learners in Charter Schools

A Learning Experience Focused on English Learner Instruction

2020

charterschoolcenter.ed.gov

About the NCSRC

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education (ED) and managed by Manhattan Strategy Group (MSG) in partnership with WestEd.



Language Instruction for Educating English Learners

Learning Module #2



Overview of Your Learning Experience



EL Instruction in Practice:



Learning Objective:

Provide an overview of different program models for providing English learners (ELs) with integrated content and language instruction



At the end of this learning module, you should understand:

- The different program models used to educate EL students
- What charter schools need to integrate EL instruction into curriculum to ensure student success

Educating English learners requires attention to both language development AND content learning.

Conversations about EL instruction should NEVER be limited to just thinking about how students will acquire English.



A photograph of several young children sitting on the floor in a library, reading books. The children are of diverse backgrounds and are focused on their reading. Bookshelves filled with books are visible in the background. The text 'Programs for English Learner Instruction' is overlaid in the center of the image.

Programs for English Learner Instruction

EL Services and Programs Should...



Be educationally sound in theory and effective practice



Be designed to enable ELs to attain both English proficiency and parity of participation in a school's curriculum and programming



Be offered until the EL is proficient in English and can participate in curriculum and other activities in a meaningful way



Provide appropriate Special Education services when necessary

Source and Additional Reading: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf>

Emerging Trend in EL Instruction



What Charter Schools Need to Excel in Educating EL Students



Asset-based Approaches
and Pedagogy



Effective Staffing



Organizational
Commitment

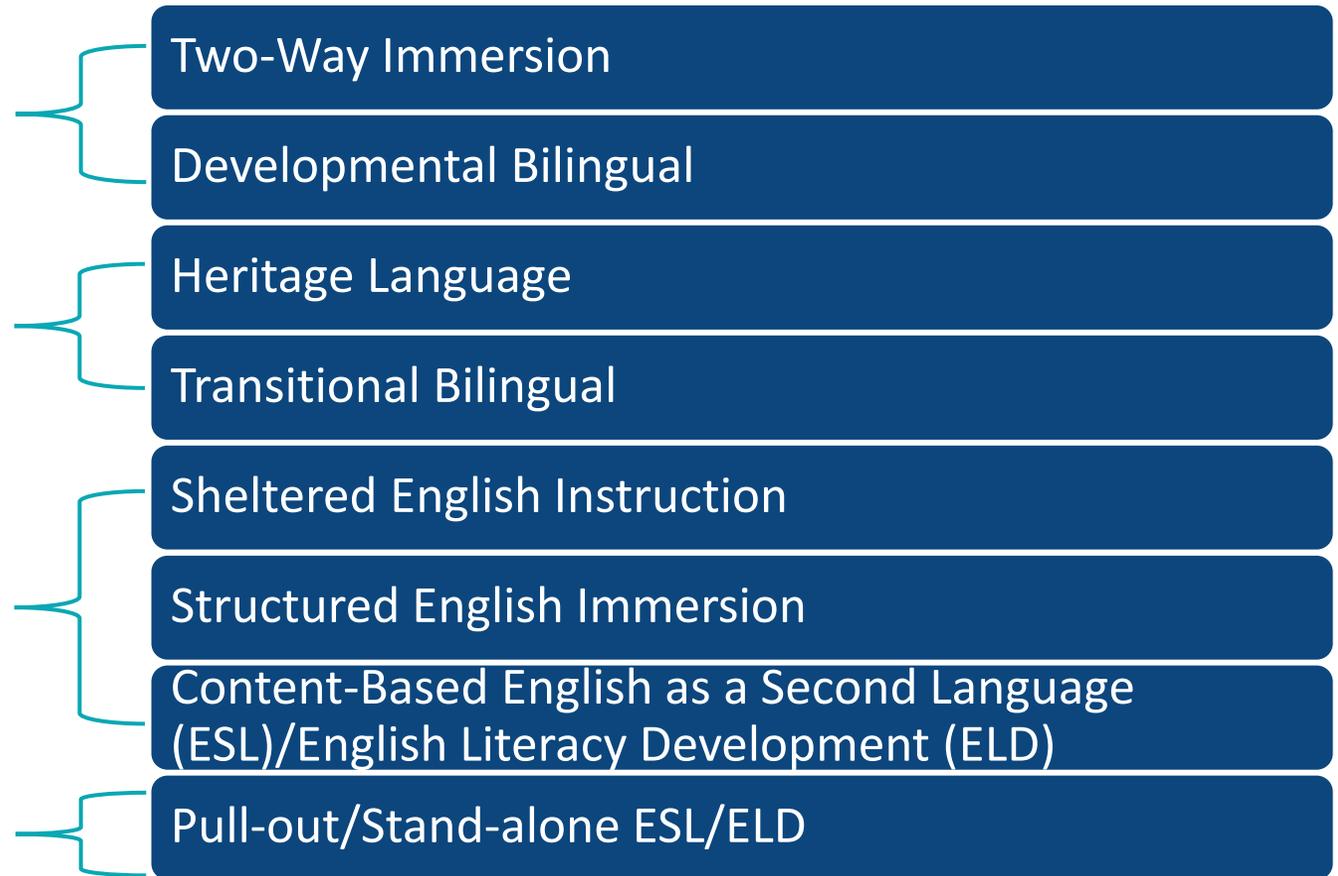
Approaches to English Learner Instruction

Approaches focused on developing students' proficiency in two languages

Approaches that leverage students' home language

Approaches focused on developing English proficiency and content knowledge

Approaches focused on developing proficiency in English



Source: https://ncela.ed.gov/files/fast_facts/19-0353_Del4.4_InstructionalPrograms_122319_508.pdf

Programs Focused on Developing Students' Proficiency in Two Languages

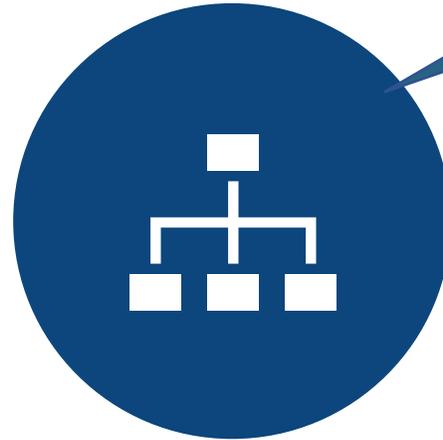
**Two-Way
Immersion**

**Developmental
Bilingual**

Characteristics of all Dual Language Programs



Instructs students in English and partner language



Vary in structure and implementation, but share common goals



Such as, developing bilingualism and cross-cultural understanding

At least 50% of instruction takes place in partner language

Two-Way Immersion

Enrolls equal populations of ELs and Non-ELs



Instructs both groups in English and the non-English partner language



Goals of the program are academic achievement, bilingualism, biliteracy, and biculturalism

Developmental Bilingual

Students from the same first language background learn English and continue to develop proficiency in their first language



Program teaches content through two languages and students develop both languages



Goal is bilingualism and biliteracy

Programs that Leverage Students' Home Language

**Heritage
Language**

**Transitional
Bilingual**



Transitional Bilingual Programs

Subjects are taught through English and the native language of ELs



Goal is to facilitate the EL's transition to an all-English instructional environment



As English proficiency increases, instruction through the partner language decreases

Heritage Language

Designed specifically for students with a family background or cultural connection to the partner language

Covers indigenous languages and immigrant languages

Program goal is to support students' use and maintenance of their heritage language

In K-12 settings, the program is sometimes delivered through singular courses such as Spanish for Native Speakers

See:

<http://www.cal.org/heritage/research/faqs.html#3>



Programs focused on developing English proficiency and content knowledge

Sheltered English Instruction

Structured English Immersion

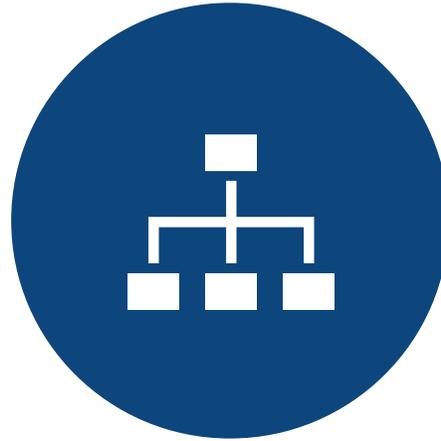
Content-Based ESL/ELD



Characteristics of all English-only Programs



Instruction is in English only



Include connections to academic content, even if English language is the focus of instruction



Several may be used in combination with one another, or used alongside dual language instruction

Foundations of English Only Approaches

Used to make academic instruction in English understandable to ELs to help them acquire proficiency in English and develop grade-level content knowledge and skills



When partnered with English language development and, when possible, native language instruction, sheltered instruction allows ELs to progress academically while developing proficiency in English



Since its rise in the early 1980s, the most prominent models that have been used in schools include:

Cognitive Academic Language Learning Approach (CALLA)

Specially Designed Academic Instruction in English (SDAIE)

Sheltered Instruction Observation Protocol (SIOP) Model

Guided Language Acquisition and Design (GLAD)

Source: <http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

English Only Approaches Today

Content Based ESL/ELD



Uses instructional materials, learning tasks, and classroom techniques from academic content areas to develop language, content, and study skills

Structured English Immersion

Sheltered English Instruction



English is used as the medium of instruction

Programs Focused on Developing Students' Proficiency in English

**Pull-Out/
Stand-alone
ESL/ELD**



Pull-Out/Stand-alone ESL

An approach in which EL students are “pulled out” of regular, mainstream classrooms for special instruction in ESL

Usually a component of another language program model

EXAMPLE: An EL at a beginning proficiency level may receive targeted English language development in small instructional settings or one-on-one with an ESL teacher or trained paraprofessional

EXAMPLE: A newly arrived EL may receive intense English language support in a pull out setting in their first months of U.S. schooling to provide them with the skills necessary to participate in everyday instruction

Considerations Across All Program Models

Comprehensive instruction for EL students typically requires more than one approach:

A program/approach for ensuring EL students learn academic content

A program/approach for specifically supporting EL students' English language development

If desired/feasible, a program/approach to support EL students' development and maintenance of their home language



Schools typically need **multiple programs** from the list above to serve all EL students comprehensively and successfully

Additional Recommended Reading

A Matter of Design: English Learner Program Models in K-12 Education

<https://www.migrationpolicy.org/research/english-learner-program-models-k-12-education>

English Learner Toolkit

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Reflection Questions



What program model does our school currently implement?
Is it the most appropriate model for our learners?



What program models would I like to learn more about?

Next Learning Module...

Selecting the right instructional approach based on the needs of students

