



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practices Guide*

2024

CHAPTER 2: PROGRAM MODELS AND SERVICES

Program Models

Districts may choose from among these models to provide a language instruction program for multilingual learners within their district. In Washington, the priority model is Dual Language. Programs taught entirely in English are considered “alternative” program models.

Program Type	Description
Dual Language (two-way or one-way):	Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to develop full bilingual and biliterate proficiency.
Transitional Bilingual (early or late exit)	Transitional bilingual programs use the student’s primary language as a foundation to support English language development, with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.
Content-Based/ Sheltered Instruction	Content-Based Instruction (CBI) or “sheltered” instruction is used in classes comprised predominantly of multilingual learners. Explicit English language development (ELD) and grade-level academic content are delivered by specifically trained ELD teachers.
Supportive Mainstream	Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.
Newcomer Programs	Newcomer Programs provide specialized instruction to beginning-level multilingual learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.
Other Special Programs	Alternative learning environments, Open Doors, virtual schools, institutional education programs, and other special programs provide English language development and access to grade-level content through individualized programming based on the student’s needs.

Board Approval

Under [WAC 392-160-027](#), the district’s transitional bilingual instructional program or alternative instruction program shall be approved by formal action of the district’s board of directors. Districts must show evidence of annual board review and approval of the TBIP program during Program Review.

Services for Multilingual Learners

Multilingual learners vary in their needs, their trajectories toward proficiency, and their self-efficacy in acquiring academic English. Program models have an impact on how students make progress, yet all students must experience robust, effective English language development instruction as well as meaningful access to content in all program models.

Designated ELD can be provided in different ways but must include certain critical elements. The criteria for designated ELD instruction include:

- **Planning:** Instruction is designed by or with an ELD specialist or teacher with an ELL or Bilingual endorsement, is specific to the student’s proficiency level, and targets English language development standards (WIDA ELD Standards Framework).
- **Teaching:** Instruction uses resources that are designed or adapted for multilingual learners and addresses all 4 domains of language, based on student needs.
- **Staffing:** Instruction can be provided by an ELD teacher, general education teacher, or paraprofessional as long as they have sufficient expertise in supporting MLs and are directly supervised or supported by an ELL or Bilingual endorsed teacher.

Similarly, multilingual learners need meaningful access to core academic content instruction. The criteria for providing accessible content instruction include:

- **Planning:** Instruction is designed collaboratively by a content teacher with an ELD specialist or teacher with an ELL or Bilingual endorsement. Instructional plans include academic language expectations using content and ELD standards.
- **Teaching:** Instruction addresses the most critical academic language functions and features and utilizes strategies such as GLAD, SIOP, and UDL to make content accessible.
- **Staffing:** Instruction can be provided by a general education content teacher with co-teaching or support from an ELD specialist or paraprofessional.

The following descriptions include the complete state definition of each program model with elaboration on these criteria and examples of how English language development and accessible content are provided in each program.

Dual Language

Dual language education is the most effective instructional model for multilingual learners (MLs), native English speakers, and historically underserved student groups and is the preferred model for MLs in Washington state ([Collier & Thomas, 2020](#); [Lindholm-Leary, 2020](#)).

Dual language education in Washington state is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual learners and/or Native American students. The goals of the program are to:

- become bilingual and biliterate,
- attain high academic achievement in all content areas, and
- develop sociocultural competence.

Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

State Superintendent Reykdal's vision and strategic goals for K-12 education focus on educational equity. One of the goals is for all students in Washington to have access to dual language education and the opportunity to become proficient in two or more languages by 2040. Districts determine the language of instruction other than English and the dual language program model based on the community's demographics.

Dual Language Program Types

There are three main types of dual language programs in Washington, which differ mainly in the student groups they serve.

- **Two-way dual language programs** begin with a balanced number of multilingual learners and English speakers. As multilingual learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual learners' portion of the balance. Programs with at least 30% or more multilingual learners who speak the language of the program, and 30% or more English speakers would be considered two-way.
- **One-way dual language programs** serve only multilingual learners and/or Native American students. One-way dual language is implemented when the district's demographic composition cannot support a two-way dual language model. If over 70% of students are currently eligible or exited multilingual learners, it is a one-way model.
- **World language immersion programs** enroll mostly English-speaking students although some multilingual learners may participate but typically make up less than 30% of the program.

Dual Language Instruction

Within all dual language programs, English language development and accessible content are required components of the TBIP program.

English Language Development

Multilingual learners in dual language programs must have regular English language development instruction during the English portion of the day. Ideally, all teachers in a dual language program should hold an ELL or Bilingual endorsement and be able to provide specialized supports throughout the day in both languages.

- **Planning:** ELD instruction should be planned specifically to meet the needs of MLs in the dual language program using the WIDA ELD Standards Framework. This can be done by the classroom teacher if they are ELL or Bilingual endorsed or in collaboration with an ML Specialist or Teacher.
- **Teaching:** ELD instruction in dual language is best provided in an inclusive setting with whole group and small group supports integrated into the English portion of the day. Whole group instruction can provide general language development while small groups can address the specific needs of students based on their proficiency levels.
- **Staffing:** ELD supports can be provided by the classroom teacher, an ML Specialist, or a paraeducator who is trained and supervised by an ELL or Bilingual endorsed teacher.

Keep in mind that in a dual language program, similar supports will be needed in the language other than English for students who are still developing that language as well.

Accessible Content

In dual language programs, multilingual learners study some content in their first or home language which supports accessibility. However, strategies should be provided in both languages to ensure accessibility for all students.

- **Planning:** Content instruction should be planned using the WIDA ELD Standards Framework and/or WIDA Marco DALE (Spanish language development standards). Planning for content should also include someone with an ELL or Bilingual endorsement who has expertise in the standards and can suggest appropriate scaffolds and strategies to make content accessible for multilingual learners.
- **Teaching:** Instruction should focus on grade-level appropriate core content with support for accessibility. Keep in mind that content should not be repeated in both languages but can be extended by providing opportunities to review or use skills in the other language to transfer academic vocabulary and reinforce understanding.
- **Staffing:** Content instruction is typically taught by the dual language classroom teacher who should have significant professional learning in language development and strategies to support language learners.

Dual Language Examples

There are many examples of dual language instructional schedules and configurations of language allocation based on the amount of time that instruction is provided in the language other than English (90/10, 80/10, 50/50). More information on these program models and considerations can be found in Step 3 of the OSPI [Dual Language Program Guide](#).

Dual language programs can provide excellent multilingual learner services, especially for newly arrived students who speak the target language. It is important to ensure that the dual language program is set up to allow eligible multilingual learners access to the available classes in their home language while also allowing participation in necessary ELD classes.

Sample Dual Language High School Schedule for Newcomers

9th Grade (1st year)	10th Grade (2nd year)	11th Grade (3rd year)	12th Grade (4th year)
Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish	Spanish Language Arts or AP/IB Spanish
Beginning ELD or 9th Grade ELD/ELA for DL	10th Grade ELA for DL	11th Grade ELA for DL	12th Grade ELA for DL
PE/Health	Spanish World History	Spanish US History	Spanish Government/ Other S.S. Elective
Spanish HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/EL Science	Chemistry	Physics	Adv. Science
Elective (Arts/CTE)	PE or Elective (Arts/CTE)	Elective (Arts/CTE)	Elective (Arts/CTE)

The following are features and considerations of secondary dual language programs:

- **Balance of Languages:** Dual language programs at the middle and high school level should have a course in language arts in both languages each year and at least one core content area taught in the non-English language.
- **Core Content Taught in Languages Other than English:** Any core content courses such as history, science, or math that are taught in the students’ primary language can provide students with an excellent way to build on their prior learning and generate core content credits while also focusing on developing their English proficiency.
- **Electives in the Language Other than English:** Electives that are language-rich, such as Drama, Translation/Interpretation, or Careers in Teaching, can provide multilingual learners with the opportunity to develop strong language skills while also enabling students to earn Arts or CTE credit towards graduation.
- **Students with Disabilities:** Placing students with disabilities in dual language programs provides strong academic and linguistic support when the student has a personal or academic history with the partner language. It is important that goals are set, and

progress is monitored for both languages when communication, reading, or writing goals are part of the student's IEP.

Dual Language Support and Resources

Designing dual language programs for success and sustainability requires at least two years of cross-departmental district planning, board support, and extensive collaborations with families, community members, and educators. Districts with dual language grants are also required to establish a Dual Language Advisory Board to guide program development.

Given the complexities and importance of developing a foundation for success, OSPI recommends that districts planning for a dual language program collaborate with OSPI's Multilingual Education team and use the OSPI [Dual Language Program Guide](#), based on the CAL Guiding Principles to plan and implement effective programs. The guide includes eight steps to developing strong dual language programs:

- 1) Build knowledge and advocacy
- 2) Develop a program mission, vision, and goals
- 3) Design or adopt a dual language program model
- 4) Develop enrollment and family outreach plans
- 5) Align curriculum and resources
- 6) Establish a staffing and professional learning plan
- 7) Implement effective instructional practices
- 8) Develop a plan for assessment and program evaluation

OSPI's [Dual Language Education and Resources webpage](#) has information and resources for leaders and educators including:

- OSPI-sponsored professional learning communities and workshops to support PK–12 dual language program planning, implementation, and expansion;
- Biliteracy standards to support Spanish/English dual language programs; and
- Videos, tools, and resources for effective, sustainable dual language programs.

The [Dual Language Education in Washington: What Families Should Know webpage](#) has information for families with frequently asked questions, tips for supporting their children, and a step-by-step guide to the listing of programs in the state.

References

Center for Applied Linguistics, 2018. [Guiding Principles for Dual Language Education, 3rd Edition](#).

Collier, V.P. & Thomas, W.P., 2020. [Why Dual Language Works for Everyone, PK-12](#). Multilingual Educator 2020.

Lindholt-Leary, 2020. [Current Research Findings on Two-Way Bilingual Immersion Education](#). ATDLE.

Transitional Bilingual Education

Transitional Bilingual Education Programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are multilingual learners who speak the target language as their primary language.

Transitional Bilingual Programs typically divide primary language (L1) and English language (L2) instruction by means of content areas, unit of study, or instructional time such as class period or day. There are two main types of Transitional Bilingual Programs: Late-Exit and Early-Exit.

Transitional Bilingual Program Types (Late-Exit and Early-Exit)

Late-Exit Programs

Late-Exit Programs typically begin in kindergarten or first grade, with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 5th or 6th grade. Students then transition into classrooms in which the instruction is all in English.

As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test. However, once the student exits TBIP based on the annual English language proficiency test, they are no longer counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at exit level on the annual English language proficiency test.

Early-Exit Programs

Early-Exit Bilingual programs are similar to Late-Exit programs; however, instruction takes place over 3-4 years before the student transitions into instruction, all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy.

Transitional Bilingual Instruction

As with all other TBIP allowable programs, designated English language development and accessible content instruction is a civil rights obligation and a required program component of transitional bilingual programs.

English Language Development

Multilingual learners in transitional bilingual programs must have regular English language development instruction during the English portion of the day. Ideally, all teachers in a transitional bilingual program should hold an ELL or Bilingual endorsement and be able to provide specialized supports throughout the day in both languages.

- **Planning:** ELD instruction should be planned specifically to meet the needs of MLs in the transitional bilingual program using the WIDA ELD Standards Framework. This can be done by the classroom teacher if they are ELL or Bilingual endorsed or in collaboration with an ML Specialist or Teacher.
- **Teaching:** ELD instruction in transitional bilingual programs is best provided in an inclusive setting with whole group and small group supports integrated into the English portion of the day. Whole group instruction can provide general language development while small groups can address the specific needs of students based on their proficiency levels.
- **Staffing:** ELD supports can be provided by the classroom teacher, an ML Specialist, or a paraeducator who is trained and supervised by an ELL or Bilingual endorsed teacher.

Accessible Content

In transitional bilingual programs, multilingual learners initially learn content in their first or home language which supports accessibility. As students transition to increased content instruction in English, additional supports should be provided to make content accessible.

- **Planning:** Content instruction should be planned using the WIDA ELD Standards Framework and/or WIDA Marco DALE (Spanish language development standards). Planning for content should also include someone with an ELL or Bilingual endorsement who has expertise in the standards and can suggest appropriate scaffolds and strategies to make content accessible for multilingual learners.
- **Teaching:** Instruction should focus on grade-level appropriate core content with support for accessibility. As instruction in English is increased, additional strategies such as GLAD, SIOP, and UDL should be used to make content accessible and focus on developing academic language in English.
- **Staffing:** Content instruction is typically taught by the transitional bilingual classroom teacher who should have significant professional learning in language development and strategies to support language learners.

Transitional Bilingual Examples

Transitional Bilingual Programs have a variety of schedules depending on local contexts. However, all programs should begin with the majority of instructional time in students' home language with English instruction increasing gradually over time. The following schedules are examples of how content may be allocated in each language in early and late exit models.

Sample Early-Exit Transitional Bilingual Schedule

Language	K 80% Spanish 20% English	1st 70% Spanish 30% English	2nd 50% Spanish 50% English	3rd 100% English	4th 100% English	5th 100% English
Spanish	Spanish Language Arts Math Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science	N/A	N/A	N/A
English	ELD Specials	ELD Math Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Science Social Studies Specials	ELA/ELD Math Science Social Studies Specials	ELA/ELD Math Science Social Studies Specials

Sample Late-Exit Transitional Bilingual Schedule

Language	K 80% Spanish 20% English	1st 70% Spanish 30% English	2nd 60% Spanish 40% English	3rd 50% Spanish 50% English	4th 50% Spanish 50% English	5th 50% Spanish 50% English
Spanish	Spanish Language Arts Math Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science Social Studies	Spanish Language Arts Science	Spanish Language Arts Science	Spanish Language Arts Science
English	ELD Specials	ELD Math Specials	ELA/ELD Math Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Social Studies Specials	ELA/ELD Math Social Studies Specials

Supportive Mainstream

Supportive Mainstream is considered an “Alternative” program model that can only be used if the district is unable to provide dual language or transitional bilingual instruction. Students in this model access grade-level academic content and English language development through participation in their general education (mainstream) classrooms.

Designated English language development: Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Meaningful access to rigorous, grade-level content: In this model, English language instruction is delivered throughout the day to ensure access to core content in English. It is, therefore, imperative that districts implementing this model ensure that sufficient time and resources are allocated for ongoing professional development of classroom teachers who are responsible for providing access to grade-level curriculum for the multilingual learners in their classrooms.

Supportive Mainstream Program Types

There are many different configurations within Supportive Mainstream programs. Here are a few of the most common program types based on the population of the district and school:

- **Inclusion Model** – In these programs, MLs are included in a general education classroom and services are provided by a classroom teacher with support through co-planning and/or co-teaching from an ML teacher or paraeducator. Individual or small group supports may be offered within the classroom for designated ELD.
- **Small Group Supports** – If students are scattered across many classrooms, students may be supported in a small group during an intervention time, after school, or at a time that will not remove them from core content instruction. Pull-out should be avoided whenever possible and academic interventions such as literacy groups should not take the place of specific language development services.
- **ELD Support Class** – At the secondary level, students may receive ELD services during a specific support class that takes the place of an elective. This is most effective for students in their first few years of U.S. schooling when they need this sheltered setting. Language taught within the ELD Support Class should align to the language needed for the student to access and be successful in one or more content courses.

Supportive Mainstream Instruction

While students served within the Supportive Mainstream model receive their designated ELD services through participation in their mainstream classrooms, that instruction must be planned by a teacher with appropriate expertise, typically an endorsement in ELL or Bilingual Education or extensive training and experience teaching MLs. This approach requires time built into the master schedule for the ELD teacher and the general education teacher or content teacher to collaborate and co-plan units of content instruction.

English Language Development

Designated ELD within a Supportive Mainstream model should include the following:

- **Planning:** Classroom teachers should be regularly co-planning with an ELD teacher or specialist and using the WIDA ELD Standards Framework to integrate language development in instruction.
- **Teaching:** Instruction is given using general education classroom materials that focus on the key language use and language expectations identified for the content unit of instruction. These materials are adapted or modified to support the development of all 4 language domains for MLs.
- **Staffing:** Instruction can be provided by the classroom teacher or in collaboration with an ELD teacher or paraeducator. Classroom teachers and paraeducators should have significant professional development on ML strategies and use of WIDA ELD standards.

Accessible Content

Within a Supportive Mainstream model, academic content must be made accessible by incorporating strategies to support MLs. It isn't a "supportive" model if there are no supports! This accessible content should include:

- **Planning:** Content instruction is designed collaboratively with a content teacher and an ELD specialist or teacher with an ELL or Bilingual endorsement. Lesson plans include academic language expectations using ELD standards.
- **Teaching:** Instruction uses strategies such as GLAD, SIOP, and UDL to make the instruction given to all students more accessible for MLs and all learners. WIDA ELD standards are used to support content learning.
- **Staffing:** Instruction is provided by general education content teachers with co-teaching or support from an ELD specialist or paraprofessional. Content teachers should have significant professional development on ML strategies and use of WIDA ELD standards.

Supportive Mainstream Example for Newcomers

For schools that have small numbers of newcomer students at the high school level, newly arrived students may need to be served in the Supportive Mainstream model. If possible, an ELD class which may serve one level or various levels together can provide an environment that eases students' transitions and provides academic language support for students who are in general education classes for most of their day.

In a mixed-level ELD class, the EL teacher can engage in individual or small group activities to differentiate instruction to meet student needs. Working closely with core content teachers to preview or review academic language from other content classes can also be helpful. If it is not possible to enroll students in an ELD class, the ELD teacher or paraeducator can provide support within ELA or other content classes.

Sample Supportive Mainstream Model for Newcomer Students

9th Grade (1st year)	10th grade (2nd year)	11th grade (3rd year)	12th Grade (4th year)
Beginning ELD (or mixed ELD class)	Intermediate ELD (or mixed ELD class)	Advanced ELD (or mixed ELD class)	Elective (Arts/CTE/WL)
9th Grade ELA (with support)	10th Grade ELA (with support)	11th Grade ELA	12th Grade ELA
EL HS Math (as determined by placement test or first course in the series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
Biology (or other Science)	Chemistry (or other Science)	Physics (or other Science)	Advanced Science (or Elective)
PE/Health	World History	US History	Government/Other S.S. Elective
Elective (Arts/CTE/WL)	PE or Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

Considerations for newcomers in Supportive Mainstream programs:

- **ELA with Support** – Students who do not have access to a specialized ELD course or are simultaneously enrolled in an ELA course may need modified assignments. Using a less complex text to address the same standards, using a text in the student’s home language, or providing other ways to access text (multimedia, shorter versions, etc.) can allow students to participate fully while making the class more accessible and supportive.
- **Content Courses** – Core content classes for newcomers may use a “toggle” course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards due to limited language skills and/or limited academic experience. These courses can be repeated to generate content credit the following year.
- **Credit for Previous Coursework** – Students with previous coursework in their home country may skip courses they have already taken or earn mastery-based credits.
- **Clustering** – When possible, clustering newcomer students within the same classroom can allow schools to provide extra support. Similarly, pairing students with a classmate who speaks their language can be supportive as they continue to develop English skills.
- **Students with Disabilities** – Multilingual students who receive both newcomer ELD and specially designed instruction may have difficulty fitting in all the classes and supports they are entitled to in a Supportive Mainstream program. Regular collaboration between the ELD and Special Education teachers can support proactive decision-making and coordinated services to meet the needs of dual qualified students.

Content-Based (Sheltered) Instruction (CBI)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual learners and is considered an “alternative” program model to bilingual programs.

The CBI model pairs English language development with academic grade-level content using English as the language of instruction. Explicit English language development instruction and rigorous, grade-level academic content are delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Districts must follow [State Certification Requirements](#) for both English language development and content qualifications when assigning teachers to provide Content-Based Instruction. CBI courses may be team taught or co-taught by an appropriately endorsed (ELL/Bilingual) teacher and a content teacher.

Content-Based Instruction Program Models

Content-Based/Sheltered Instruction (CBI) courses are “replacement” content, meaning that if a student is in a CBI ELA, Math, Science, or Social Studies course, this is the only place where they receive that content instruction. The students within the course are currently eligible MLs. For this reason, CBI is not a model utilized at the elementary level except in rare situations where there is a very high percentage of a school’s population that are identified MLs.

Courses offered in the sheltered setting vary based on the population of students in a school who may benefit from these classes. Here are a few considerations for CBI courses:

- **Sheltered English Language Arts** – ELA courses are the most frequently sheltered CBI courses offered. Students in their first few years of U.S. schooling may benefit from sheltered literacy instruction that integrates language development and allows them to meet grade-level appropriate standards using shorter or simpler texts and more scaffolded approaches. These may be offered as integrated ELA/ELD courses.
- **Sheltered Social Studies** – Social studies courses are also frequently provided in CBI programs to allow students to access instruction through simpler texts, multi-media, and instructional materials with more visual supports or scaffolds. Some sheltered ELA courses also use social studies materials to meet graduation requirements such as Pacific Northwest History or Civics that students are likely to be missing if they entered U.S. schools later or took World History or other social studies courses in their home country.
- **Sheltered Math or Science** – In some programs, math or science teachers may offer a sheltered CBI class that provides additional support, scaffolding, and a reduced class size to make content accessible even in students’ first years in U.S. schools. These classes may be co-taught, provide paraeducator support, or be supported in other ways.

Content-Based Instruction

Content-Based Instruction should focus primarily on grade-level appropriate core content standards and integrate academic language development to support and scaffold students towards being able to move into general education classes as soon as possible. For students with limited or interrupted formal education (SLIFE), sheltered classes can help fill gaps in schooling or prior knowledge and rapidly move students towards grade-level content mastery.

English Language Development

In Content-Based Instruction programs, designated ELD is provided within the CBI classroom in conjunction with the content standards.

- **Planning:** Instruction for sheltered CBI courses should be designed by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement using the WIDA ELD Standards Framework to target the academic language needed for the content.
- **Teaching:** Instruction should use general education classroom materials that may be modified or adapted for the language proficiency level of the students but scaffold towards grade-level appropriate learning and integrate all four language domains.
- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching with an ELD and content teacher working together. Paraeducator support may also be provided under the supervisor of the teacher, particularly for newcomer students.

Accessible Content

The main purpose of Content-Based Instruction is to make content accessible to multilingual learners through additional scaffolding and support.

- **Planning:** As with ELD, accessible content instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement with a focus on meeting grade-level appropriate content standards.
- **Teaching:** Instruction should address the academic language functions and features needed for that content area and utilizes strategies such as GLAD, SIOP, and UDL to make grade-level appropriate material accessible to MLs.
- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Content-Based Instruction Examples

Schools that regularly receive newcomer students at the middle or high school level may benefit from implementing content-based or sheltered instruction courses that are specially designed for newly arrived students to develop English language skills and earn core content credits immediately. These classes can ease students' transitions into their new environment and make content more accessible. Following is an example of a content-based instruction program for high school newcomers.

Sample Content-Based Instruction High School Schedule for Newcomers

9th Grade (1st year)	10th Grade (2nd year)	11th Grade (3rd year)	12th Grade (4th year)
Beginning ELD	Intermediate ELD	Advanced ELD (may generate ELA credit)	Elective (Arts/CTE/WL)
EL Reading & Writing*	10th Grade ELA	11th Grade ELA	12th Grade ELA
EL HS Math (as determined by placement test or first course in series)	Next math course in series	Next math course in series/ Advanced Math	Advanced Math
EL Biology/ EL Science	Chemistry (or Biology)	Physics	Advanced Science (or Elective)
EL World History (or PE/Health)	PE (or World History)	US History	Government/Other S.S. Elective
Elective (or PE) (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)	Elective (Arts/CTE/WL)

Features and considerations of this model:

- **ELD Courses** – Newcomer students will generally need an ELD course to support their English language development for the first 3 years they are enrolled unless they enter with prior English skills. ELD courses can only generate ELA credit if they meet grade-level ELA standards and typically only one section of ELD can be used to meet most college entry ELA requirements. Higher-level ELD courses may be designed to meet ELA standards, especially speaking, listening, and language standards.
- **Sheltered Content Courses** – Sheltered core content classes are especially beneficial in students’ first year or two of attendance. Content courses can be set up with a “toggle” course code that allows students to generate elective credit if they are not yet able to meet grade-level content standards because of limited language skills or limited academic experience. These courses can be repeated for core credit the following year.
- **Credit for Previous Coursework** – When building a sheltered program, consider that students with previous coursework in their home country may have different course progressions based on the courses they have taken previously.
- **Core Content in the 2nd Year and Beyond** – As students move into general education courses in their 2nd year and beyond, they may continue to need support to access content and continue to develop their English skills in content areas. ELD classes in the 2nd year and beyond may be designed to provide academic language support. It is also recommended that core content teachers receive professional development on strategies to support intermediate and advanced MLs. Students also may be scheduled into clustered, reduced-size classes to provide extra support.

- **Students with Disabilities** – Multilingual students with disabilities benefit from placement in a content-based instructional program. Instructional methods and supports that meet their language needs frequently provide opportunities for support as dictated by the student's IEP and facilitate coordination of services between content, language, and special education teachers.

Newcomer Program

Newcomer Programs provide specialized instruction to beginning level multilingual learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education (SLIFE). Newcomer programs provide a foundation in basic English language skills and basic content instruction to facilitate students' transfer into a district's regular TBIP program while familiarizing newcomers with the U.S. education system. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Newcomer Program Models

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the student's individual needs, with a typical length of one semester to one year for most students. Districts must establish clear criteria for students to move out of the Newcomer Program and into the regular TBIP program. Criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Newcomer Programs should never constitute the district's entire English language development program but should serve only as a foundation for students to move into the regular district TBIP program.

Newcomer programs are explicitly designed for students facing challenging transitions as they adjust to new environments and into their new schools. These programs provide safe environments that help orient students to the US school system and assist with the development of basic English communication skills during their first 6 to 18 months in the country. These programs may offer classes that are similar to Content-Based (Sheltered) Instruction models for half or more of the school day. Transportation may be provided to the program. Districts able to offer a newcomer program model must carefully consider how to address the possible impacts of segregation. For this reason, full-day newcomer models are not recommended.

Newcomer Program Instruction

Newcomer programs are also required to include designated English language development and accessible content although some adjustments may be made to support SLIFE students with off-grade level content to fill gaps and rapidly help students prepare for grade-level content.

English Language Development

In newcomer programs, designated ELD is provided within the classroom in conjunction with the content standards. The most effective ELD instruction for newcomer students begins with assessment of students' language proficiency. In addition to a student's WIDA Screener, teachers can use formative assessments to get a clearer picture of a student's current language skills in order to align instruction to their specific needs.

- **Planning:** Instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement using the WIDA ELD Standards Framework to provide scaffolds such as visuals, sentence frames, and graphic organizers which will help students understand and use academic language.
- **Teaching:** Instruction should incorporate picture dictionaries, visual aids, culturally relevant books, technology and digital resources, hands-on and manipulative materials, adapted texts, real life and functional materials that can be purchased or be teacher-created to meet the specific language needs of students in all four domains.
- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Accessible Content

Similarly, newcomer multilingual learners need meaningful access to core academic content instruction through additional scaffolding and support. The criteria for providing accessible content instruction include the following:

- **Planning:** As with ELD, accessible content instruction should be planned by or in conjunction with an ELD specialist or teacher with an ELL or Bilingual endorsement with a focus on meeting grade-level appropriate content standards aligned to the WIDA ELD Standards Framework to support students' English language development.
- **Teaching:** Instruction should address the academic language functions and features needed for that content area and utilize strategies such as GLAD, SIOP, and UDL to make grade-level appropriate material accessible to students. Use of students' first languages is encouraged to build on students' background knowledge and skills.
- **Staffing:** Instruction can be provided by an ELD teacher with content knowledge, a general education teacher who has sufficient expertise in supporting MLs, or through co-teaching and/or additional paraeducator support.

Newcomer Resources

The [Office of English Language Acquisition's Newcomer Toolkit](#) provides additional information and resources for staff who work directly with newcomers, immigrants, refugees, and their families. See *Policies and Practices Guide Chapter 3: MTSS, Progress Monitoring, and Tiered Supports* for information on providing supports for newcomers and *Appendix A: High School Newcomer Enrollment* for a guide to intake, assessment, transcript review, and placement for newly arrived students ages 14 to 21.

Alternative Learning Environments

Multilingual learners in Open Doors programs, non-traditional school settings, and online/virtual learning environments must be provided with the same required English language development services and accessible content as MLs in all other programs. These programs must meet the same requirements for identification, screening, notifications, and annual testing. See *Chapter 1 of this Policies and Practices Guide* for more information on those procedures.

Alternative Learning Environment Program Models

There are many different types of alternative learning environments and services for multilingual learners may be provided in different ways in each. Here are a few of the more typical program models for alternative learning environments.

- **Access to ELD Classes and On-campus Services:** Students in ALE programs may be co-enrolled in ELD classes or be provided supports by an ELD teacher at another local school.
- **Online Individual or Small Group Supports:** Students may receive additional individual or small group support through a regular virtual meeting with an ELD teacher.
- **Individual Check-ins and Support Plans:** Students may be assigned an ELD teacher who regularly monitors their progress, develops an [individualized learning plan](#), and checks in regularly with the student and the family to ensure their needs are being met.

Alternative Learning Environment Instruction

Alternative Learning Environment (ALE) programs vary by nature. Instruction can be provided in a variety of formats, but there is often an expectation that students will complete their coursework independently. Therefore, instruction must be planned by a teacher with appropriate expertise, typically an endorsement in ELL or Bilingual Education or extensive training and experience teaching MLs. This approach requires strategic planning and use of resources to ensure that English Language Development and access to grade-level content are embedded in all ALE instruction.

It may be beneficial to utilize an [individualized learning plan](#) to target students' specific and unique needs, which can guide all teachers and support collaboration among teachers and with the student to reach the student's goals.

English Language Development

Designated ELD within ALE programs should include the following:

- **Planning:** Classroom or virtual teachers should be regularly co-planning with an ELD teacher or specialist and using the WIDA ELD Standards Framework to integrate language development in instruction.
- **Teaching:** Instruction is given using general education classroom materials that are adapted or modified to support the development of all 4 language domains for MLs. Additional supports and scaffolds are provided.

- **Staffing:** Instruction can be provided by a general education teacher, ELD teacher, or paraprofessional as long as they have sufficient expertise in supporting MLs and are directly supervised or supported by an ELL or Bilingual endorsed teacher.

Accessible Content

Similarly, academic content in ALE programs must be made accessible by incorporating strategies to support MLs. This accessible content should include:

- **Planning:** Instruction is designed collaboratively by a content teacher with an ELD specialist or teacher with an ELL or Bilingual endorsement. Instructional plans include academic language expectations using content and ELD standards.
- **Teaching:** Instruction addresses the most critical academic language functions and features and utilizes strategies such as GLAD, SIOP, and UDL to make content accessible. WIDA ELD standards are used to support content learning.
- **Staffing:** Instruction is provided by general education content teachers with support from an ELD specialist or paraprofessional. Content teachers should have significant professional development on ML strategies and use of WIDA ELD standards.

Alternative Learning Environment Support and Resources

See *Appendix B: Multilingual Learners in Alternative Learning Environments* for more information on requirements and processes for serving students in these settings.

Resources

For more information on providing multilingual learners with English language development services, see the [U.S. Department of Education's EL Toolkit Chapter 2](#).