



BPAC -

# *What is TBE & TPI?*

What does it mean when my child receives TBE or TPI services?

Based on a presentation provided by Illinois State Board of Education

# *Introductions*

Rocio Mancera - BPAC President

Mariana Bojorquez - BPAC Vice President

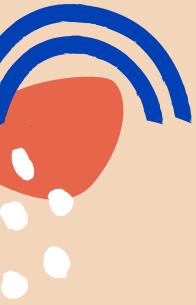
Mr. De La Cruz - BPAC Secretary

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## District Collaborators

Amy Correa - District Director of Multilingual Services

Penny Fransman - Multilingual Coordinator



# Illinois State Requirements

Bilingual  
Education  
for ALL

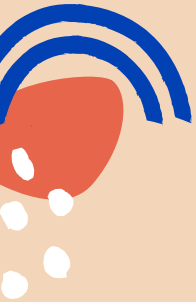
Illinois School  
Code

Article 14C--Transitional Bilingual Education

Illinois  
Administrative  
Code

TITLE 23: EDUCATION AND CULTURAL  
RESOURCES SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER f: INSTRUCTION FOR  
SPECIFIC STUDENT POPULATIONS PART  
228 TRANSITIONAL BILINGUAL  
EDUCATION





# Program Models

## Two Models

### Transitional Bilingual Education (TBE)

- Required when 20 or more students share the same home language in a school building
- May be offered when fewer than 20 students share the same home language

### Transitional Program of Instruction (TPI)

May be offered instead of TBE when 19 or fewer students share the same home language in a school building



# Illinois Law for TBE Classification

Illinois law states that if there are 20 or more students who share the same home language, they must receive support for their English language acquisition.



This means they may be supported by their classroom teacher AND another teacher who specializes in teaching English as an other language



The program name for this is TPI which stands for “Transitional Program of Instruction”



Support may be offered in the students’ home language



Any student who qualifies for this program and has an IEP must receive support for both.



# Illinois Law

Illinois law states that if there are 19 or fewer students who share the same home language, they must receive support for their English language acquisition.



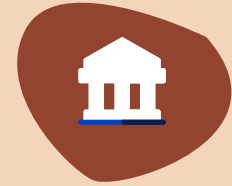
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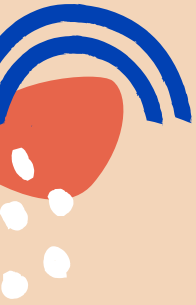


Support may be offered in the students’ home language



Any student who qualifies for this program and has an IEP must receive support for both.





# *Biliteracy Instruction*

## *Purpose*

### *Increasing Biliteracy/Bilingualism*

Specialized instruction to teach two languages while teaching grade level content. The core of dual language instruction is to become biliterate, bicultural, and bilingual.

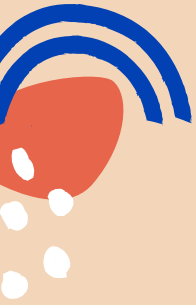
### *High Academic Achievement in BOTH Program Languages*

The expectation is for all students to attain high academic standing in both the partner language and English.

### *Increasing Sociocultural Competence*

Encompasses identity development, cross-cultural competence, and multicultural appreciation for all students.





# Emerging Bilingual Instruction

## Purpose

### Increasing English language proficiency

**ESL**

Specialized instruction to support students whose home language is other than English. Instruction is focused on English language proficiency. Instruction includes skills development in listening, speaking, reading, and writing.

**EB**

### Content Area Learning

If possible, students will receive native language instruction support.

Sheltered instruction provides English instruction while teaching content.



# Poll

**TBE**

Check this item if  
your child is in the  
TWI program.

**TPI**

Check this item if  
your child is in the  
EB program.





# What is Dual Language (TWI) Instruction?



## Definition

Instruction across all content areas in a partner language (Spanish) and English takes place in an increasing amount of time over the course of grades K-5.

## Standards

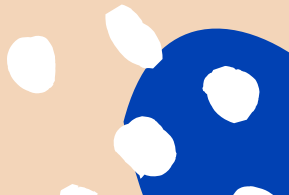
It must be aligned to WIDA standards and Illinois Learning Standards (including Spanish Language Arts)

## Research

Dual Language students, who are learning in two languages, exceed the achievement scores of their monolingual peers by the time they are proficient in both languages. (5-7 years)

## ESL/ELA/SLA

When teaching a student to acquire English as a language, it is targeted and deliberate language instruction that is at grade level.



# What is ESL/EB Instruction?



## WIDA

It must be aligned to WIDA standards and cover all standards.



## Definition

There is no single definition of this type of instruction, it is individualized.



## Programs

This must be a component of all types of programs that contain students who are multilingual and are reaching English proficiency.



## ESL/ELA

When teaching a student to acquire English as a language, it is targeted and deliberate language instruction that is at grade level.

# TBE Programs



## Self-contained

A classroom of students who stay together for core content instruction (Math, Language Arts, Science, and Social Studies)



# TPI Programs

## Co-teaching

Students are taught using strategies that benefit EBs by two teachers while in the classroom



## Pull out

Students are pulled out in small groups of similarly-aged students for English language instruction



# Required Components of the TBE Program



## Curriculum

Aligned to the [Illinois Learning Standards: Spanish Language Arts, WIDA English language Development Standards](#)



## Classroom

90% of general education teacher to student ratio in self-contained classrooms as of Sept 30th.



## Access

In a Dual Language or TWI program, students are in classes with both Spanish and English language peers.



## Instruction

Instruction is provided in both the native language and English for core academic subjects at school. Instruction in history and culture of their native land or their parents AND English history and culture.



## Differentiation

Based on students needs, grouped by similar ages. Support must be given to both language groups.



## Extracurriculars

- Parents must receive communication in their home language if requested, and students must have access to extracurricular activities.
- TBE Families need to have parent involvement through Bilingual Parent Advisory Committee (BPAC)

# Required Components of the EB Program



## *Curriculum*

Aligned to the WIDA English Language Development Standards, ESL courses are given credit in middle and high school



## *Access*

When language is not a barrier, students are in classes with their monolingual peers



## *Differentiation*

The program is based on student needs, and they are in similar age groups



## *Classroom*

90% of general education teacher to student ratio in self-contained classrooms (by September 30)



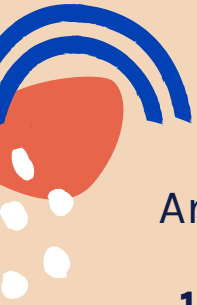
## *Facilities*

Must be comparable to general education facilities



## *Extracurriculars*

Parents must receive communication in their home language if requested, and students must have access to extracurricular activities.



# Quiz!

Answer the following questions in the chat:

1. True/False: The TWI program has a new Spanish language arts curriculum that was created to support the needs of dual language students.
2. True/False: Language learners are discouraged from learning with their monolingual peers.
3. True/False: Differentiating instruction is based on student needs.
4. True/False: Self-contained classrooms must be under 15 students.
5. True/False: All students must have access to extra-curricular activities.
6. True/False: EB students must be taught in a classroom that is comparable to their monolingual peers.

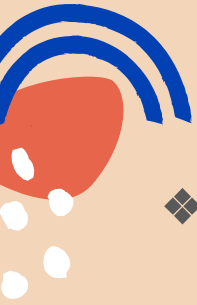




# Meeting the Needs of ALL Students

- ❖ All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. The student will be required to take the ACCESS test annually until they receive a composite score of 4.8.
- ❖ School districts may not recommend that parents opt out of the program for any reason. Parents are entitled to receive guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- ❖ A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.





# *Monitoring Exited EB Students*

- ❖ School districts must monitor the academic progress of former EB students for at least two years to make that students have not been exited from the support early
- ❖ Any academic deficits they incurred resulting from the EB program have been remedied
- ❖ And they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students



“Do you know what a foreign accent is? A sign  
of bravery.

—*Amy Chua*





Questions?

Raise your hand, unmute your microphone, or write in the chat, to ask a question.

Please give us your feedback here!

<https://forms.gle/n1PcVKPNPBEJ9Z3M6>



