

Bilingual Education- **Transitional model**

6.32.2.12.D.(5) Transitional: designed to transfer students from home language instruction with gradual transition to an all-English curriculum.

RISD is following the Late exit model transitional model. Ideally, a Bilingual endorsed teacher would be at every grade level to service the students in their home language.

The transitional model is designed specifically for ELs. It is an appropriate placement for students who speak a language other than English and who are not yet proficient in English (i.e., students who have not yet achieved a 5.0 composite score or greater on ACCESS for ELs 2.0). The program provided instruction to ELs in their home language and in English. The transitional model is designed to prepare ELs to transition to the district's all-English general education program. Thus, an effective transitional model ensures that ELs develop the academic language necessary to achieve English language proficiency. Additionally, ELs must be provided grade-level access to content with appropriate sheltered instruction that includes scaffolding and a suitable level of linguistic support that prepares them to meet the state's academic standard. When students exit the transitional BMEP, all subject matter is taught entirely in English.

By design, an EL program that does not provide any instruction in the student's home language is not a BMEP; it is therefore not supported with BMEP funding. Since the transitional model is a BMEP, RISD provides at least one hour of language arts instruction in the student's home language and one hour of ELD/ESL instruction above and beyond core English Language Arts instruction.

Late exit model- Late exit transitional model function more like a maintenance BMEP, since both models require daily language arts instruction in the home language as well as ELD/ESL instruction. With a sufficient amount of time and effective instruction, ELs can achieve English language proficiency and be transitioned to the district's general education program after four to six years.

Identification of English Language students

Instruments used for Identification of Primary or Home/Heritage Language Other Than English

A. Language Usage Survey (LUS)

B. The Teacher Language Observation Form- The Teacher Language Observation Form. The form may be also utilized after enrollment for a student who is not succeeding academically, and the teacher believes that the student's lack of English proficiency could be influencing his/her academic performance.

English Learner Program

Once the student has been identified as an EL student and is not participating in a bilingual program, services must be designed to ensure that the English learner

*develops academic English, such that English language proficiency is achieved within a reasonable length of time and;

* meet the state's academic standards in all areas.

Example models and/or approaches for a district's standard EL program/services may be implemented.

*Structured English Immersion- An approach characterized by extensive use of English, as well as the use of English as a Second Language (ESL) methodology.

* Content-Based English as a Second Language- An approach that integrates ESL instruction with subject matter instruction. The technique focuses, not only on learning a second language, but on using that language as a medium to learn a core content subject or other academic subjects.

* English as a Second Language (ESL) English Language Development (ELD)- An approach in which EL students are provided explicit instruction in the use of the English Language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL/ELD instruction is designed specifically to further develop listening, speaking, reading, and writing skills to achieve English language proficiency by addressing the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in school.

* Sheltered Instruction- This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.

An EL program or service must align to the state grade-level content standards and correspond with the WiDA's Amplification of the ELD standards K-12, which are the ELD standards adopted by NM since 2014. (6.29.5 NMAC).

Additional EL program or service considerations include whether ELs, who are the least proficient, are receiving the most intensive instruction and whether ELs, who are nearing English language proficiency, continue to receive services until they achieve English language proficiency necessary to exit EL status to be reclassified as an RFEP student.

English Learner Intervention program:

Empower English language learners to build language proficiency with this highly differentiated and rich instructional resource. Each Language Power kit is anchored by a dynamic, level-appropriate text set and provides rigorous instruction in the four language domains. Provide rigorous instruction with high-interest texts that are leveled and organized around common themes. Includes audio of all texts.

✓ Listening

✓ Speaking

✓ Reading

✓ Writing

ACCESS scores will be used to place the students in groups for instruction. This piece will be different for elementary schools as they have been use to pulling the students by grade level. The students will

be grouped according to their proficiency level. Progress monitoring is also part of this program to guide instruction.