*English language program models
with similar names may be completely different.
That can be confusing!*

Program Models for English Learners: What's Happening in Your School?

Scenario: Selecting Appropriate Service Models for English Learners

A first-grade student, Fatima, enrolls in a new school year midyear. Her home language is Arabic. The language screener indicates Fatima is at a beginner level of English proficiency. The English language support model offered at her school is bilingual education in Grades K–3 and a sheltered instruction model in Grades 4 and 5. A daily segment of English language development (ELD) is offered across all grade levels. The dilemma is that the bilingual classes are English and Spanish. There are two options for Fatima. She can be placed into the bilingual English/Spanish first-grade class or a general education first-grade class with a segment of ELD support. As the school leader, which model would you suggest to her parents or guardian? How would you explain the program options to her parents or guardians? What are the expected academic outcomes for Fatima as she completes the reminder of the year at your school?

The preceding scenario is an example of how situations arise daily where decisions must be made in the best interest of the student, but the implications of those decisions can have long-term effects, both positive and negative. Which program model do you think is best for Fatima? In her particular case, the bilingual teacher who completed Fatima's intake forms and administered the English screener placed her into the bilingual English/Spanish class. Why she chose that class, we don't know. Perhaps she thought she could offer Fatima more support in that particular class? Maybe she thought Fatima would not do as well in a general education class with a segment of ELD support? Although the school leader was not directly involved in the registration and class placement process, the school leader is still responsible for the student's academic success; this is why a school leader's full understanding of his or her school's language support program models matter!

This chapter provides descriptions of some of the most common English language program models in K–12 settings along with considerations to assure the best possible outcomes for students.

Adhering to Federal Guidance

Part of the federal guidance around program models for English learners (ELs) as outlined in the "Dear Colleague Letter" (U.S. Department of Justice & U.S. Department of Education, 2015) states the following:

> Language assistance services or programs for EL students must be educationally sound in theory and effective in practice; however, the civil rights laws do not require any particular program or method of instruction for EL students. Students in EL programs must receive appropriate language assistance services until they are proficient in English and can participate meaningfully in the district's educational programs without language assistance services. (p. 12)

The wording can become challenging for educators to interpret, particularly the phrase "any particular program or method." It would be a falsehood to say that all school leaders have the opportunity to design and implement the best English language program models for their students. In many cases, program models may have been implemented for years, and leaders may not be familiar, or even acquainted with, what particular models are in place at their schools. There are those that have always been "done this way," and also those that may be more fluid and innovative. In any case, ideal program models evolve over time in direct response to student needs, meet federal guidelines, and are educationally sound and effective. The federal guidance also cautions educators to "avoid unnecessary segregation of EL students" (U.S. Department of Justice & U.S. Department of Education, 2015, p. 8). Although specialized language courses that are conducted separately from the general education course offerings may be necessary for a particular period of time, these courses must be designed to support overall student success. Schools cannot "retain EL students in EL-only classes for periods longer or shorter than required by each student's level of English proficiency, time and progress in the EL program, and the stated goals of the EL program" (U.S. Department of Justice & U.S. Department of Education, 2015, p. 23). An example of such unnecessary segregation would be if ELs were in English as a second language (ESL) leveled courses for a large part of or their entire educational career. Another example would be if course schedules were designed in a way that kept ELs out of advanced courses and/or extracurricular activities.

Design and intent of English language support programs matter! As affirmed by Sugarman (2018), "critically analyzing the design and implementation of a school's EL instructional model is an important step in school-improvement efforts that aim to boost EL outcomes and ensure an equitable education for all" (p. 14). In order for school leaders to be able to support and monitor the programs in their schools to ensure the programs are indeed adhering to their goals—and to federal guidelines—the leaders need to fully understand what these programs are and how they are being implemented.

Program Models

A number of approved English language program models exist. Some are highly self-functioning while others are in need of support, depending upon their context and implementation. Some schools may be fortunate enough to have more than one model in place. Table 2.1 provides a brief description of some common program models and expected outcomes from those programs. The more responsive the program model(s) are to student needs, the better the expected outcomes are.

Table 2.1 Descriptions and Outcomes of Common Program Models in the United States

Program Model and Grade Levels Most Associated With Them	Program Description	Expected Outcomes
ESL (K–12)	ESL class may be scheduled as a block class or multiple classes (e.g., ESL I, ESL II). This model is also referred to as "English immersion"	Students are taught in the target language with support provided in their native language as needed. Students are working toward attaining English proficiency.
Cotaught (K–8)	ESL and general education teachers coteach within a general education setting. This model is a form of "English immersion."	Instruction is provided in the target language by two teachers using a variety of coteaching techniques. Support in the students' native language may be provided as students work toward attaining English proficiency.
Small Group Push-In (K–8)	ESL teachers serve students in their general education classes by working with selected ELs individually or in small groups for a specific period of time (e.g., daily or on specified days). This model is a form of "English immersion."	Instruction is provided in the general education classroom by the ESL teacher for a period of time in the target language. Small groups may be composed of ELs with similar levels of proficiency or with mixed levels of proficiency. Support in the students' native language may be provided as students work toward attaining English proficiency.
Small Group Pull-Out (K–8)	ESL teachers serve a small group of students outside of their general education classes for a specific period of time (e.g., daily or on specified days). This model is a form of "English immersion."	Instruction is provided outside of the general education classroom by the ESL teacher for a period of time in the target language. Small groups may be composed of ELs with similar levels of proficiency or with mixed levels of proficiency. Support in the students' native language may be provided as students work toward attaining English proficiency.

(Continued)

Table 2.1 (Continued)

Program Model and Grade Levels Most Associated With Them	Program Description	Expected Outcomes
Bilingual Education (K–8)	Two languages are used to develop proficiency in the target language. This model typically uses each language for a certain percentage of the day. (e.g., an 80/20 model would use English for 80% and the second language for 20% of the day.) This model is also a form of "One-way, two-way, or transitional bilingual education."	Instruction and supports are provided for ELs in two languages with the goal of assisting students in maintaining their native language while students work toward attaining English proficiency. Students typically spend their day in the same class with the same students and are taught by the same teachers.
Dual Language (K–8)	Two languages are being taught to develop proficiency in both languages. This model can include both native English speakers and ELs.	Instruction and supports are provided in two languages with the goal of assisting students in developing proficiency in two languages. Students in this model can be a combination of ELs and native English speakers. Students typically spend their day in the same class with the same students and are taught by the same teachers.
Sheltered Instruction (K–12)	Content courses are taught by teachers who have been trained to differentiate instruction so that ELs have access to content concepts while developing academic language proficiency in English. This model is a form of "English immersion."	Students are taught in the target language with support provided in their native language as needed. Students are working toward attaining English proficiency.

EL = English learner; ESL = English as a second language.

Some state and local education agency-approved English program models may be offered that are considered an alternative to existing programs. For example, alternative models for language support may be in the form of an extended school day, after school tutoring, and summer enrichment. Such models allow for more creativity and flexibility and are just as responsive to student needs as the aforementioned program models when implemented with fidelity *and* as intended.

Program Model Considerations

Regardless of which program model(s) are in place at your school, it is imperative that unnecessary segregatory practices are avoided. Even with the best

intentions, program models that are not well designed, not responsive to student needs, and not fully supported put students at risk for failure through no fault of their own. Educators who design, implement, and evaluate English language programs must keep the needs of the students they serve on the forefront of those initiatives.

Newcomer Programs

Newcomer programs or centers are geared toward supporting ELs who are new arrivals to U.S. public schools. These are more common for ELs in secondary school settings. Newcomer programs or centers encompass a range of possibilities. Classes could be as short as a brief block that students attend daily or as long as a full-day model where students spend a certain amount of time (e.g., 1 month up to 1 year) before being transitioned into another English language service model. This model can be implemented within a traditional school or housed at a separate location where students are transported to receive services.

What makes newcomer programs or centers distinctly different from other language programs is that they are usually for a select period of time and for older ELs at lower levels of English proficiency upon enrollment. Martin and Suárez-Orozco's (2018) research on newcomer programs in the United States and Sweden found common practices among highly effective newcomer programs. The schools studied were described as

rich with innovations and workarounds within the confines of restrictive district, state, and national policies of standardization and unequal funding formulas. Their approaches were both comprehensive as well as individualized, led by passionate and insightful administrators who used all the resources at their disposal to enact their visions. (p. 83)

For school leaders to create and sustain effective programs for ELs, including newcomer programs, it takes dedication and strong partnerships with community members and policy makers. In addition to having a student population who could benefit from this model, empathy and understanding about the unique needs of the students and the long-term benefits of such program models is imperative.

Scenario: Middle School Bilingual Program

Here is an example of an English language support program and the implications the different program characteristics might have for students. Table 2.2 is the schedule of a middle school EL enrolled in a bilingual program.

This school offers a bilingual model, English/Spanish, for ELs. The majority of the students are Spanish speakers who are enrolled in the program; these students primarily spend their day with each other in classes taught by teachers

Table 2.2 Sample EL Schedule

Block	Program	Courses
0		Homeroom
1	Bilingual	Math
2	Bilingual	Spanish Language Arts
3	ESL	Seventh grade ESL
4	Elective (Foreign Lang.)	Spanish
Lunch		
5	Bilingual	Science
6	Elective	Physical Education
7	Bilingual	Social Studies

who struggle with appropriately balancing both languages. Most of the teachers believe that bilingual education means instruction should be taught in the students' native language, in this case Spanish. The English instruction the students receive is during Block 3 (ESL) and Block 6 (Physical Education). This particular student chose Spanish as their foreign language elective. This course may or may not be different from Spanish Language Arts. Without a clear understanding of each course, the curriculum, and how the curriculum is implemented and assessed, it would be difficult for a principal to articulate to parents and stakeholders that students who are enrolled in this program have a balance of English and Spanish each day across all content area courses.

In addition to the primary language of instruction, there is the question of which language students will be assessed in. The language of test administration may be at the discretion of the teacher for informal assessments, but for state mandated assessments, there is a high probability that they will be administered to students in English.

For a student who is considered a newcomer, this model may provide the most access to content area courses. For students who have been identified as ELs since kindergarten, for example, how is this district's program model aligned to helping them becoming proficient in English? Outside of homeroom, lunch, ESL, and Physical Education, and based upon the teacher's understanding of bilingual education, it could be assumed the students spend the majority of their day in a Spanish-speaking environment. It is not simply a question of a "good" or "bad" program model but rather a question of whether the program model in place truly meets the needs of the students it serves.

Scenario: Elementary School Cluster Model

An elementary school has approximately 450 students with a small population of ELs (see Figure 2.1). This is the first year they have had newcomers in

Figure 2.1 Cluster Model in Elementary School
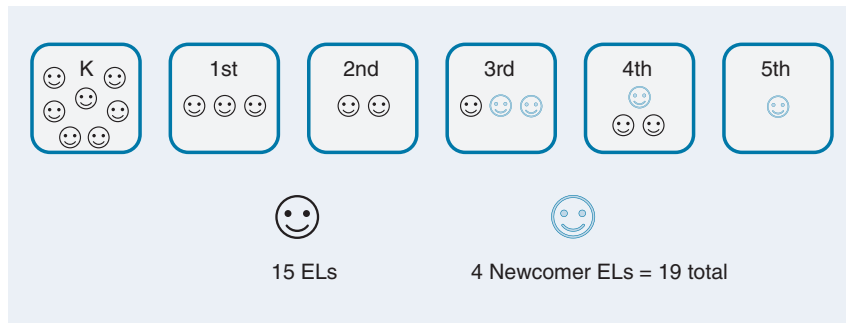
the upper elementary grades. They also have the largest number of enrolled kindergarten ELs they have ever had.

The population in this community is becoming more linguistically diverse. The school has an itinerant ESL teacher who provides one segment of ESL support for 50 minutes per day. The ELs are clustered in the same grade level classes. With the increase of kindergarteners and newcomers this year, pulling 19 ELs all together for language support is not the best approach. The ESL teacher has expressed her concern about her schedule to the principal and the ESL director for the district. If you were the principal at this school, what would you do to support the students, the general education teachers, and the ESL teacher? How might you and the ESL director work together to implement a better language support model?

Ultimately, program models need to be responsive to their student populations, regardless of how they were initially implemented. District and school leaders need to work together to assure that the program models in place are what the students need. To do that, programs must be properly evaluated. Evaluation of program models is an essential part of ensuring equity and access for ELs. In the scenario of the school featured in Figure 2.1, the principal was able to secure additional funding for a full-time paraprofessional who spoke Spanish.

The students then had a segment of ESL with their ESL teacher and a paraprofessional, thus lowering the student:teacher ratio. The paraprofessional also provided additional support to certain grade levels throughout the day and was able to work directly with the newcomers.

> Program models need to be responsive to student needs rather than reacting negatively to student enrollment trends

Assessing Program Models for Efficacy

A principal and I were discussing the daily 2-hour transitional bilingual program model in her school. She told me that "general education teachers don't really know what they do in there." This is often the case with language

programs, because English language programs tend to operate in isolation. School-wide programs may or may not include the work of students who receive language services. For example, a school leader shared an upcoming afterschool event highlighting their Science, Technology, Engineering and Mathematics (STEM) initiatives. When asked about if and how the transitional bilingual model incorporated science and other related STEM standards, the school leader did not know. If the model for English language support implemented at the school is a pull-out model, then one must question what content ELs are being pulled from and how the ELs will have access to that content.
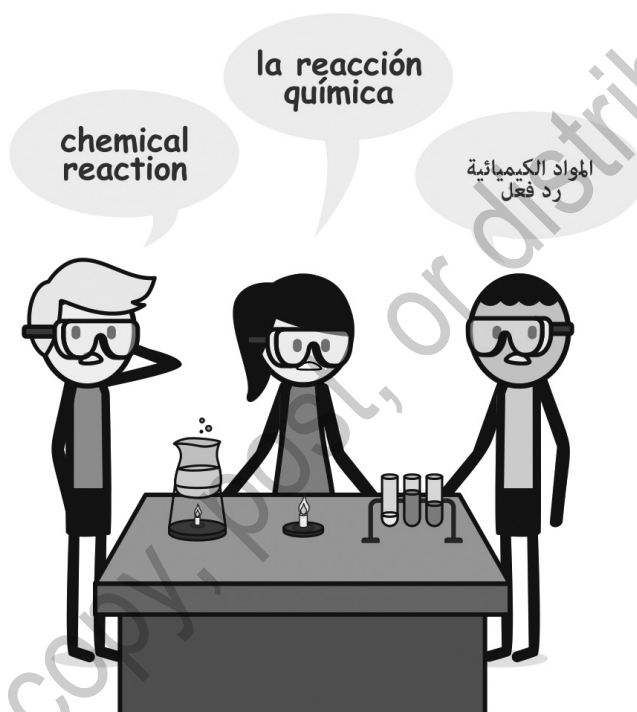
As described by Ward Singer and Staehr Fenner (2020, p. 68), program models must be designed by school leaders who can ask and answer the following questions:

1. Is our program designed in a way that ensures ELs' access to rigorous, grade-appropriate learning?

2. Is our program designed in a way that encourages ELs' integration with fluent speaking peers?

3. Are ELs scheduled in a way that is conducive to them receiving core content instruction and specials classes with peers?

These questions also lend themselves to assessing the efficacy of English language program models. As outlined in the "Dear Colleague Letter"

(U.S. Department of Justice & U.S. Department of Education, 2015), program models must

> evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time. (p. 9)

The guiding questions at the end of this chapter serve as guides to assist school leaders in evaluating their English language programs. To assess to what extent English language programs are meeting the needs of its students, school leaders must use multiple data sets (e.g., English language proficiency data, standardized tests, end of course exams); engage in dialogue around student achievement with teachers, parents, and stakeholders; and be prepared to make adjustments as necessary.

Staffing

There is no question that program models for ELs must be fully staffed with highly qualified teachers. The best planned English language programs cannot exist without teachers prepared to teach in them, principals prepared to evaluate the teachers who teach in them, and adequate teaching materials. Teacher shortages for ESL and bilingual programs are a nationwide concern. To combat this shortage, some teacher preparation programs are now embedding licensure to teach ELs within their degree programs. Some districts have programs to support bilingual paraprofessionals in becoming licensed teachers. Some districts recruit teachers from countries where the language is spoken by the majority of their EL population. These are just three examples of addressing the teacher shortage.

An analogy of these solutions to the teacher shortage problem would be if you had to decide to save a pool full of teachers who couldn't swim. Would you throw as many buoys as you could into the pool or would you quickly drain the pool? Draining the pool would be the best option. After draining the pool you'd teach them all how to swim and then fill the pool up again. An example of the *drain the pool* and *teach to swim* approach would be the 2015 statewide professional learning initiative educators in Massachusetts implemented in response to a U.S. Department of Justice finding that the state had not done enough to address the needs of its ELs. The Rethinking Equity and Teaching for English Language Learners initiative mandates a 45-hour structured English instruction course for general education teachers and a 15-hour course for school leaders (Espino Calderón & Slakk, 2020, p. 26). These courses are designed to help all educators be prepared for the linguistic and content needs of ELs in their schools. This statewide professional learning initiative also included policy

changes because it affected teacher and administrator licensure. Now, state-wide, both preservice and in-service educators are better prepared to meet the needs of their students.

Professional Learning

Professional learning must encourage practitioner reflection and be ongoing and job-embedded in order to be effective. "Drive by" professional learning initiatives (solitary sessions with no follow up or follow through) and the like, as discussed in Chapter 4, may help districts meet certain requirements but rarely shift teacher practice enough to positively impact student out-comes. English language programs must be in direct alignment, as depicted in Figure 2.2, with core content area courses (standards based), while pro-fessional learning initiatives must be in direct support of curriculum and instruction *including* English language programs. Questions related to profes-sional learning initiatives and EL achievement goals would require answers to *who*, *when*, and *how* the goals for each are strongly aligned.

If there is little to no alignment, then school leaders would need to reevaluate their current professional learning plans in order to be inclusive and proactive about the needs of ELs in their schools. More about profes-sional learning, with a focus on ELs, is discussed in Chapter 4.

Figure 2.2 Unaligned School goals vs Aligned School Goals
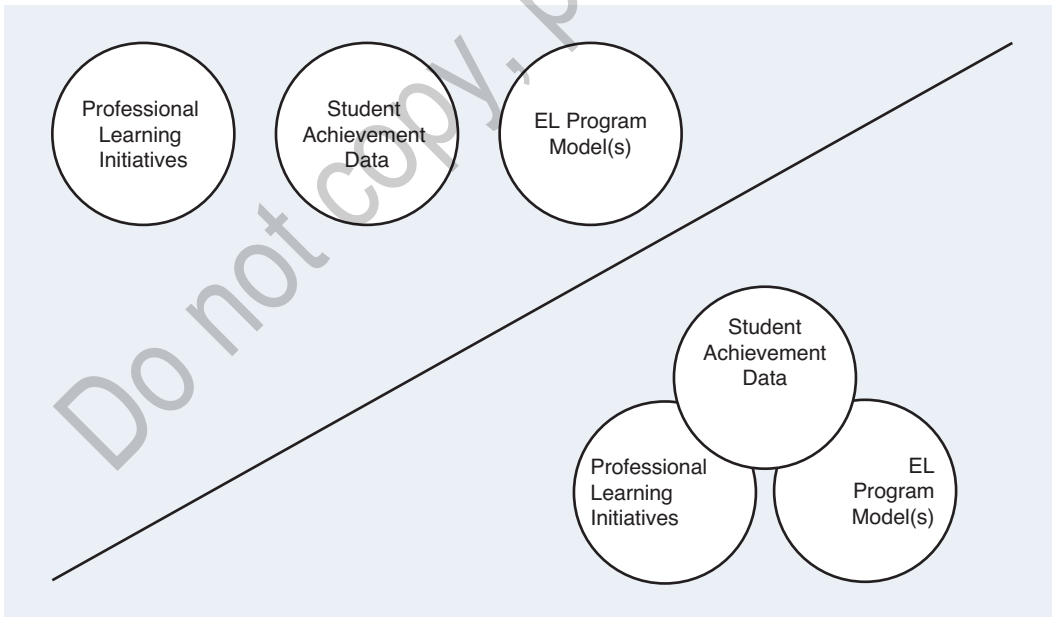
Communicating With Parents

Communicating and partnering with EL families are strongly connected to EL program models; parents and guardians must be well informed and part of the entire program process (identification, offering of support services, and eventually exiting). Language differences between school officials and linguistically diverse families bring additional challenges in regards to communication. These challenges are not impossible to address but take a commitment to inclusion and an effort to assure that supports are in place so that communication does not become or remain a barrier.

Schools have a responsibility to provide translation and interpretation services for all families who need it. The guidance is clear:

> SEAs [state education agencies] and LEAs [local education agencies] must provide language assistance to LEP [limited English proficient] parents effectively with appropriate, competent staff or appropriate and competent outside resources. To provide these services, LEAs may canvas staff to see if they are trained and qualified to provide effective language assistance, or obtain qualified interpreters and translators if staff is unqualified or if it would minimize the degree to which trained bilingual staff is called away from instruction and other duties to translate or interpret. Schools or LEAs may also use a language phone line to provide oral translation and interpretation services. Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual. All interpreters and translators, including staff acting in this capacity, should be proficient in the target languages; have knowledge of specialized terms or concepts in both languages; and be trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality. (U.S. Department of Education, 2016, p. 2)

It is not uncommon for school leaders to be unaware of these guidelines or to attempt to skirt them. The email requesting Spanish speakers in Figure 2.3 directly violates the preceding federal mandate in a number of ways.

The call for translators is informal and vague. People who respond, though they may have the best intentions, may not fit the federal criteria in the following ways:

- **Language proficiency:** Is their ability in the target language and English proficient? Do they know the specialized terms necessary in both languages?

- **Training:** Are they professionally trained to conduct interpretations? Did that training include ethics and issues of confidentiality?

- **Conflicts of interest:** Are they siblings or friends of students?

Figure 2.3 Email Requesting Spanish Speakers

Subject: Elementary School - Still Needs Your Help!!!

Date: October 7, 2019 at 11:47:58 AM EDT

Parent teacher conferences are fast approaching in ABC County. They will be next week on, **October 16-17.** XYZ Elementary school has a large percentage of families whose first language is Spanish. It is vital that teachers are able to communicate with parents about their children's academic progress. We need a good number of interpreters that can help us. **Please consider sharing your bilingual skills with us and/or feel free to share this message with your bilingual friends.**

These are the dates and times when XYZ Elementary needs interpreters:

Wednesday, October 16 - 12:30 - 7:30 PM

Thursday, October 17 - 8:00 AM - 7:30 PM

School leaders should be leery of practices such as this. Consult with district-level representatives to inquire about translation and interpretation services to assure laws are not inadvertently being broken.

Aside from the legal ramifications of the call for interpreters (Figure 2.3), there are ideological concerns as well. For example, asking for interpreters who can help make sure that "teachers are able to communicate with parents about their children's academic progress" is worded in a way that denotes

What Would You Do?

A high school has a population of ELs and offers a segment of Spanish Language Arts and Levels I and II ESL courses. Student achievement data show the cohort of ELs performing poorly in general education courses, especially in Math and Science. The teachers have also expressed concern about being able to effectively support ELs. The principal is working on a new professional learning plan for the next school year but had not thought much about the EL program model.

If you were the principal, how might you go about aligning professional learning goals with the current EL program model? How would you use results of EL student achievement data to support the professional learning initiatives, and how would you include that data? Who might you include in the planning and execution of the new professional learning plan?

online resources Available for download from **resources.corwin.com/justiceforels**

a one-way approach to parent communication. Parents should not attend parent–teacher conferences solely to receive information but rather to engage in receiving, sharing, and discussing information about their child's academic progress. Principals must also be aware of all languages represented in their schools in order to prepare for interpretation needs. Sometimes, resources are allocated to students speaking the most common second language: If a school has a significant population of Spanish speakers, then Spanish interpreters recruited. Smaller populations of other language speakers must be supported as well. If a school has families that speak Arabic, Vietnamese, and Portuguese, then interpreters for those languages may be needed as well. What is important to remember is that *all* languages matter!

Chapter 5, Partnering With Parents of ELs, goes deeper into the issues and importance of communicating and partnering with EL families.

When Parents Opt Out of Language Support Services

Parents or guardians have the right to opt out or waive their child's participation in a language support program. This may be a full or partial opt out. Often, decisions to opt out of language support can inadvertently cause educators to ignore the needs of ELs who are not directly receiving services. ELs may not be aware that, even if they've opted out of services, they are (still) identified as an EL—but their educators *must* be aware of this designation, because they are required to provide support to all students who are identified as EL, regardless of their participation in a language support program.

Why Parents Might Opt Out

Some reasons parents or guardians may opt out of services include the following:

- A staff member or another parent provides inaccurate information about the program models

- Scheduling conflicts with other classes

- Concern about the amount and quality of the work being assigned or missed if their child(ren) were to be pulled out for a segment of English language support

- A staff member explains to parents that certain classes (e.g., Bilingual Education) are full, encouraging opting out

- Concerns about programs offered are not fully explained or addressed

- Confusion between English language support and special education services

- Low confidence in the quality of the program models being offered

- Disagreement with school officials that their child(ren) need language support

- Disagreement with the philosophy of the program model being offered

- A decision to opt out for one school year is not revisited, and parents/guardians are not offered a chance to change their decision in subsequent school years

- Belief that once they decline services, they cannot request participation in the future

School leaders must be especially diligent in assuring that there is up-to-date documentation of parents or guardians who opt out of language support services for their child(ren). The decision must be voluntary, with the understanding that (1) their child will still participate in annual language assessment requirements and (2) their child's academic progress will still be monitored as required by federal law.

The federal mandate states, "school districts must provide guidance in a language parents can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services before voluntarily waiving them" (U.S. Department of Justice & U.S. Department of Education, 2015, p. 30). If parents or guardians do not fully understand what they are opting their child out of, this can be especially problematic.

Assuring parent understanding may require a number of intentional practices, such as having meetings with parents prior to program placement and having professional interpreters available. Program descriptions and related documents need to be provided to parents in a language they can understand. Professionally translated materials are imperative to ensuring parents understand what is being explained to them and the decisions they may be making.

Being Proactive for ELs Who Opt Out

School leaders should also be aware of the exact number of ELs who have opted out of services. If more students opt out of language support than opt in, there may be an underlying issue. For example, one middle school principal expressed her concern about the number of ELs who opted out of services in her school because of scheduling. Students wanted to participate in special courses and electives, such as band, orchestra, chorus, and technology. At this school, ESL block classes were scheduled for the same time as the majority of those special courses.

This is problematic for several reasons. First, students should not have to choose between a support they need to be academically successful and other courses they are interested in participating in. Second, this model is in

direct violation of students' rights to not be unnecessarily segregated; they had to decide to take one necessary course over another optional course instead of being afforded the opportunity to participate in both.

Knowing how many ELs opt out of your support services is the first step in assessing what, if any, issues you might have with your programs. As stated in my blog, "Committed to Serve in 2020: Supporting ELs Who Opted Out" (Cooper, 2020):

> All decisions have implications. When a student opts out, what might it mean for their immediate language development, and what might it mean for their language acquisition down the line? When we understand the choices EL families have about what types of English programs being offered, we are in better positions to inform and support their decisions. (para. 10)

The next step would be acting upon the findings to assure no opportunities for improvement are inadvertently missed.

Long-Term ELs

An important reason school leaders should know why students are opting out of support programs is that the decision to opt out of language support services early leads to many students ending up as "long-term" ELs (LTELs), which can result in dire long-term implications for student achievement. Several definitions of LTELs exist, but scholars agree that, essentially, they are students

- in middle or high school,

- still identified as EL after several years (6+ years) of U.S. schooling, and

- unable to meet state-mandated exit criteria. (Menken & Kleyn, 2010; Olsen, 2010; Short, 2015; Thompson, 2015)

Short (2015) goes on to list additional characteristics of LTELs, including that they have strong oral language skills but difficulty in literacy. They may also have repeated grades (i.e., been retained), have interrupted schooling, be unmotivated to learn, and be at risk for dropping out of school. Keep in mind that no "profile" of LTELs exists and that various circumstances may be contributing to a student's status of LTEL. In Brooks's (2019) research on a mother's advocacy for her son who was identified as an LTEL, the mother explains all of the bureaucracy she experienced when trying to find answers to why her son, in middle school, was still taking an annual language assessment. He had initially been identified as an EL in kindergarten and was considered an LTEL by middle school. Imagine this mother's frustration: Her son's progress in attaining English was not clearly articulated regularly to

her, from the time he was first identified until he reached middle school, and she wanted answers. There may be a number of variables associated with a student's status as an EL, LTEL, or dually identified EL—what is most important here is that systems and structures are in place with the best possible outcome for students and that their parents and guardians are a valuable part of what is happening in schools.

Bringing It All Together

The issues, examples described, and questions posed in this chapter affirm the importance that all school leaders be aware, knowledgeable, and supportive of the English language program models in their schools. School leaders must also work in tandem with school and district initiatives that are inclusive of culturally and linguistically diverse learners and their families. In order to do so, school leaders must commit to being *proactive* versus *reactive* to the ELs they serve and the educational experiences their schools are providing.

FOLLOW-UP QUESTIONS

1. What language programs are currently in place in your school?

2. Are all of the eligible students being served by this model? If not, why?

3. Are students that may have waived participation in the language support program being supported?

4. To what extent do the models avoid unnecessary segregation of ELs?

5. What evidence do you have that those programs are supporting positive student outcomes?

6. Considering your population of EL students, what, if any, language programs or revisions to language programs do you think are necessary in your school?

7. Is your language program fully staffed? If not, what steps might you take to fill those positions with highly qualified teachers?

8. Do your teachers have what they need in order for the language program model(s) to be successful?

9. How and how often are the goals and expected student outcomes of the language program in your school communicated with students, parents, and stakeholders (e.g., online, brochure, parent meeting/orientation)?

10. Once students reach proficiency in English, how are they being monitored?

FURTHER GUIDANCE AND
SUPPORT RESOURCES ....

Bilingual Glossaries

- Bilingual Glossaries

  (research.steinhardt.nyu.edu/metrocenter/resources/glossaries)

- English/Spanish Education and Assessment Glossary

  (translationsunit.com/PDFS/2013_engspanglossary.pdf)

Blogs

- Committed to Serve in 2020: Supporting ELs Who Opt Out (blog.tesol.org /committed-to-serve-in-2020-supporting-els-who-opt-out/)

- Diversity ≠ Inclusion: Avoiding Segregative Practices With ELs (blog.tesol.org /diversity-%e2%89%a0-inclusion-avoiding-segregative-practices-with-els)

- Evaluation of Program Models for ELs: Let's Check and Reflect (blog.tesol .org/evaluation-of-program-models-for-els-lets-check-and-reflect)

- Instructional Program Models for Teaching English (www.empoweringells .com/instructional-program-models)

Program Evaluation Resources

- AIR English Language Learner District Curriculum Audit (www.air.org /project/curriculum-audits-districts-and-schools-english-language-learners)

- Challenges and Supports for English Language Learners in Bilingual Programs (ell.stanford.edu/sites/default/files/pdf/academic-papers/11-Brisk %20Bilingual%20Programs%20FINAL_0.pdf)

- U.S. Department of Civil Rights Developing Programs for English Language Learners (www2.ed.gov/about/offices/list/ocr/ell/programeval.html)

U.S. Program Model Statistics

- U.S. Department of Education Office of English Language Acquisition: English Learners and Instructional Programs (ncela.ed.gov/files/fast_facts /19-0353_Del4.4_InstructionalPrograms_122319_508.pdf)

- U.S. Department of Education Office of English Language Acquisition: Dual Language Learning Programs and English Learners (ncela.ed.gov/files/fast _facts/19-0389_Del4.4_DualLanguagePrograms_122319_508.pdf)

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