Report

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Office of Language and Cultural Education Initiatives

A Framework for Success

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Overview

- Effective from the 1998-99 school year
- Transitional Bilingual Education
  - Expectations and support for proficiency in English
  - Professional development and support
  - Accountability and Linkages
- World language education
  - Opportunities for early language exploration and professional development
- Multicultural education
- Parent education and support

Transitional Bilingual Education: Instruction

- Instruction in English (ESL) from the first day, including preschool classrooms
- Standardized rubrics for instructional categories
- Focus of instruction:
  - 1st & 2nd years - Home language literacy with steady increase of English (ESL)
  - 3rd year - Transition from home language to English

- Students completing 3 years and meeting the exit criteria are mainstreamed with support: extended day/Saturday bilingual/ESL instruction; small group tutoring;team teaching, service by bilingual teacher assistant; and alternative study materials

Transitional Bilingual Education:

Promotion Criteria

- Students more than 3 years in the program, excluding those who received an *extension,* are held to general promotion criteria
- Students in the 3rd year to meet promotion criteria linked to classroom performance primarily in English
- 1st and 2nd year students to meet promotion criteria linked to classroom performance in the home language and English as a Second Language
- High school students must pass all courses

Transitional Bilingual Education:

Student Support

- Extended-day/lighthouse support
- Bilingual summer bridge
    - 1st and 2nd year students: English and home language
    - 3rd year students: emphasis in English & transition
- Preschool summer bilingual programs
- Newcomer centers for new immigrants with significant gaps in their education
- Ongoing support for program implementation
- Standardized processes for extension of transitional bilingual education (TBE/TPI) based on need

Transitional Bilingual Education: Professional Development

- Emphasis on language acquisition and English language arts for bilingual teachers
- Sheltered-English methodologies for 4th -12th grade mainstream teachers
- Standard teaching certificate courses for teachers with Type 29 certificate
- Extended partnerships with Institutions of Higher Education
- Establishment of a resource demonstration center

Transitional Bilingual Education: Type 29 Certificated Teachers

- Assign responsibility for teaching subject area courses to teachers with coursework in the subject
- New teachers must meet all requirements for standard certificate within **five** years and before receiving 'Assigned Teacher' status
- Current teachers to show annual progress toward receiving standard certificate
- Assist teachers meet requirements for obtaining a standard teaching certificate

Accountability and Educational Support Linkages

- Ongoing monitoring of program implementation as specified in the Bilingual Education Policy
  - Annual evaluation of program implementation
  - Identification and promotion of best practices and bilingual education model sites
  - Technical assistance and compliance visits
  - Remediation procedures and sanctions
- Establish and implement formal procedures for linkages among programs/units serving LEP students: bilingual education, early childhood education, specialized education services, vocational/career education, Parents as Teachers First, and accountability

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World Language Education

Expansion of world language programs at the elementary school level

International Language and Career Academies

Citywide network of community-based programs

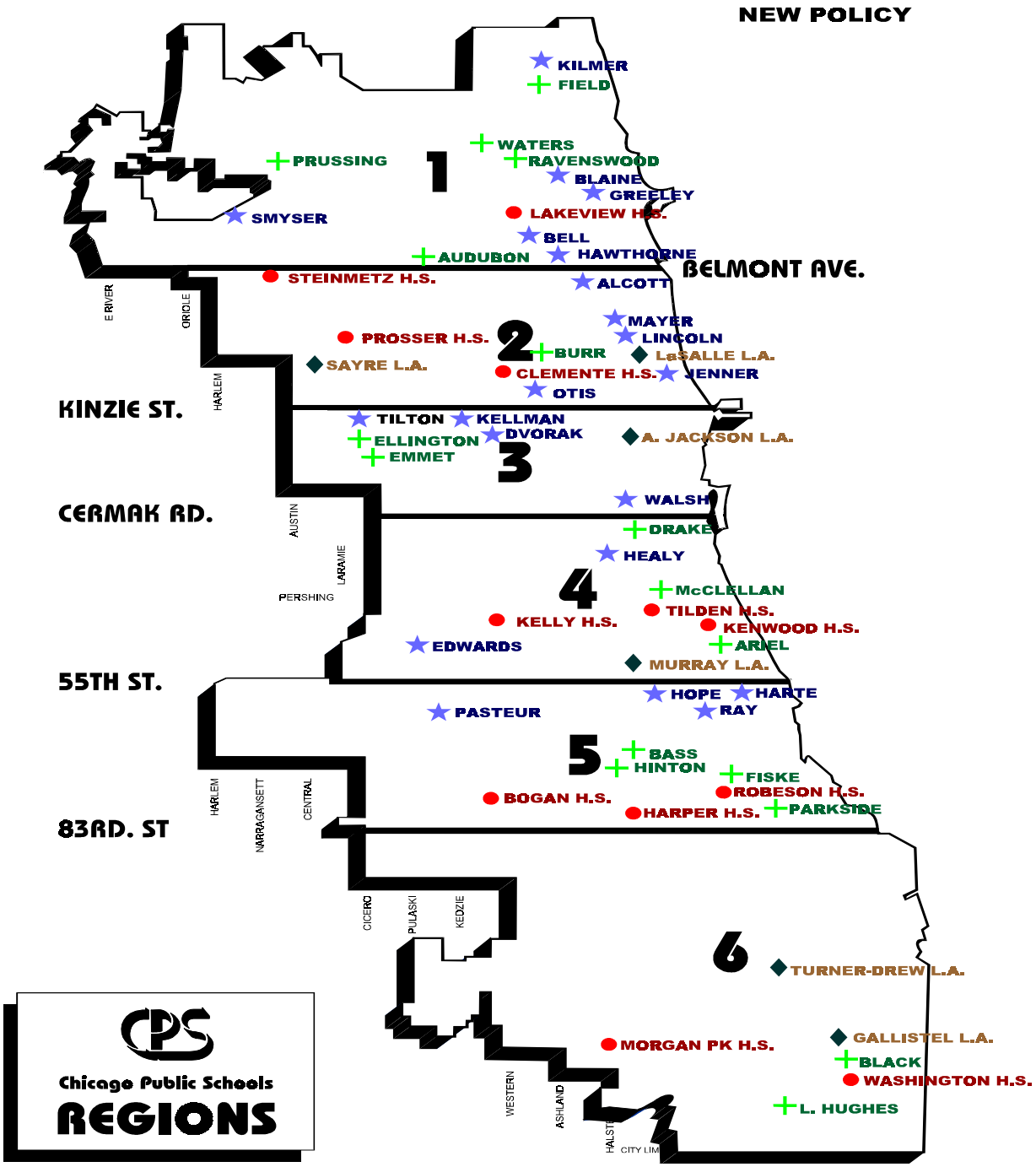
- Saturday/summer programs in elementary schools without world language education
- High school credit through proficiency
- Bi-national professional development initiatives with Canada, China, Japan, Mexico, Poland, Puerto Rico, and Spain

Chicago Public Schools

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WORLD LANGUAGE SITES



LEGEND

- EXISTING WORLD LANGUAGE SPECIALTY ELEMENTARY SCHOOLS (18)
- EXISTING ELEMENTARY LANGUAGE ACADEMIES (6)
- INTERNATIONAL LANGUAGE AND CAREER ACADEMIES IN HIGH SCHOOLS 1999-00 (12)
- WORLD LANGUAGE SPECIALTY ELEMENTARY SCHOOLS 1999-00 (17)

Preschool Bilingual Education

Bilingual education services in classrooms with 50% or more students from one non-English language background

English as a second language instruction in classrooms with 50% or more students from multiple language backgrounds

Preschool dual language programs in more schools

Summer bilingual preschool programs in selected schools according to availability of funds

Take actions necessary for providing qualified bilingual staff

Specialized Education Services

Identify students needing bilingual specialized education services

Ensure that Individualized Education Program (IEP) of such students include bilingual education services

Continue providing bilingual education services as long as the student's IEP indicates the need

Take actions necessary for providing qualified bilingual staff

Multicultural Education: Curriculum Initiatives

- Prepare and disseminate materials celebrating cultural diversity
- Initiate competitions in languages other than English as part of the citywide Academic Olympics
- Include world language (and cultures) in Academic Decathlon
- Maintain a multicultural resource library

Parent Education and Support

- Parent education focused on improving student performance and awareness of systemic initiatives
- Opportunities offered close to schools - in the region
- Instructional support focus for the Chicago Multilingual Parent Council (CMPC)

Transitional Bilingual Education: Successful Results

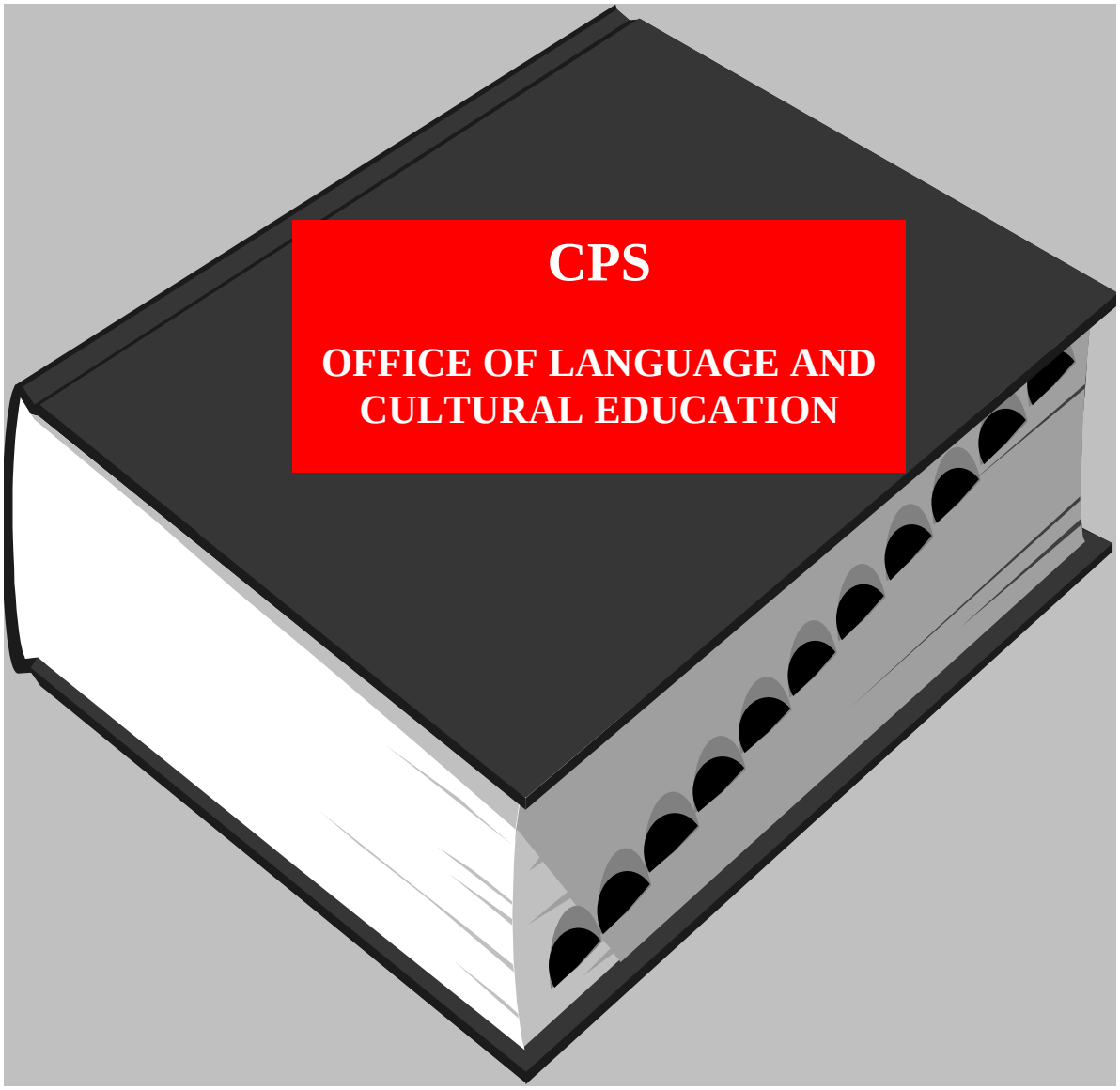
- Established ESL Goals and Standards - Pre K – 12
- Aligned bilingual programs with the Illinois School Code
- Strengthened and standardized bilingual programs by instituting measures of accountability
- Developed and implemented student support programs

The Initiatives aligned the bilingual program exit criteria with that of the CPS Promotion Policy. This has lead to the successful results-

- Exit rate increased from 7% in 1996-97 to 46% in 1998-99 for 3rd year elementary school students.
- Exit rate increased from 15% in 1996-97 to 33% in 1998-99 for 3rd year high school students.
- Exit rate increased from 8% in 1996-97 to 43% in 1998-99 for 4th year elementary school students.
- Exit rate increased from 16% in 1996-97 to 33% in 1998-99 for 4th year high school students.

Summary

- Accountability with support
- Professional development
- Expansion of world language opportunities
- Celebration and recognition of cultural diversity
- Parent education and support
- Successful Results


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