

## **Special Education Service Models for ELLs**

The Individualized Education Program (IEP) of an ELL is expected to include specifications for providing bilingual and/or English as a Second Language (ESL) services most appropriate to the student. This specification includes the bilingual instruction/staffing model to be used for the student. Students with a bilingual instruction/staffing model will remain in the TBE/TPI or the bilingual special education program as long as the IEP Team continues to designate the student to be in any one of the instructional categories for ELLs.

Since the addition/deletion of the model designation is part of the IEP process, and since this process is implemented annually, or sooner if needed, student progress and any changes in bilingual services will be modified when found necessary. While student progress is monitored as part of special education, questions relevant to program accountability shall be addressed jointly under special education and bilingual education.

### ***MODEL 1 - BILINGUAL SPECIAL EDUCATION***

#### **Instructional Setting**

The bilingual special education teacher can provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (student is in general education program with special education services for less than 50 percent of the school day).

#### **Language of Instruction**

Instruction provided in the appropriate native language and in English as a second language, as specified in the student's Individualized Education Program (IEP), shall be adapted and tailored to meet the linguistic needs of the ELL.

### ***MODEL 2 - TEAM TEACHING BETWEEN A BILINGUAL TEACHER AND AN ENGLISH MONOLINGUAL SPECIAL EDUCATION TEACHER***

#### **Instructional Setting**

This team teaching model serves students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education program with special education services for less than 50 percent of the school day). The team teaching model often requires teachers to be in the same classroom when they provide instruction cooperatively. This model can be implemented in inclusion programs in which the English monolingual special education teacher goes to bilingual education classrooms to service ELLs who are special education students.

Crucial to the implementation of Model 2 is the consistent scheduling of joint planning time in which both teachers cooperate to evaluate and instruct a group of ELLs with diverse educational needs. Both the special education and the bilingual teachers must have access to the IEP that they will implement cooperatively. Teachers involved in this cooperative team teaching model, provide each other with ongoing technical assistance, consultation and support.

#### **Language of Instruction**

Instruction for ELLs is provided in the appropriate native language and in English as a Second Language.

### ***MODEL 3 - ENGLISH AS A SECOND LANGUAGE (ESL) SPECIAL EDUCATION***

#### **Instructional Setting**

The ESL special education teacher can provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education with special education services for less than 50 percent of the school day).

## **Special Education Service Models for ELLs**

### **Language of Instruction**

Instruction is provided in English using English as a Second Language (ESL) strategies.

### ***MODEL 4 - TEAM TEACHING - GENERAL EDUCATION TEACHER WITH AN ESL APPROVAL AND AN ENGLISH MONOLINGUAL SPECIAL EDUCATION TEACHER***

#### **Instructional Setting**

This team teaching approach can be arranged to provide services to students recommended for an instructional special education program (more than 50 percent of the school day) or a resource program (general education class with special education services for less than 50 percent of the school day). This team teaching model often requires teachers to be in the same classroom when they provide instruction cooperatively.

### ***MODEL 5 - BILINGUAL TEACHER ASSISTANT***

#### **Instructional Setting**

The bilingual teacher assistant model requires a collaborative approach in which the special education teacher and the bilingual assistant consult and collaborate on an ongoing basis. The bilingual teacher assistant works under the supervision of the special education teacher. A bilingual teacher in the building shall also provide instructional recommendations to both the special education teacher and the bilingual teacher assistant regarding how to address the language needs of ELLs in the special education program.

#### **Language of Instruction**

The monolingual English special education teacher provides instruction following recommendations on ESL techniques provided by a bilingual/ESL teacher. Assistance in the native language is provided by the bilingual teacher assistant. The native language is used to support and clarify concepts when students have difficulty understanding instruction provided in English.

### ***MODEL 6 - CONSULTATION BETWEEN AN ENGLISH MONOLINGUAL SPECIAL EDUCATION TEACHER AND A BILINGUAL OR ESL TEACHER***

#### **Instructional Setting**

These two teachers should consult on an ongoing basis regarding the instructional needs of the ELL with disabilities in different subject areas. They meet to discuss how they can provide and coordinate services for the student considering his/her linguistic and disability needs. The bilingual teacher participates in IEP meetings by providing information about the student's current levels of language proficiency and contributing suggestions about appropriate teaching methods for ELLs.

#### **Language of Instruction**

The language used to provide special education services in this model is English. The special education teacher should use English as a second language (ESL) instructional techniques recommended by the bilingual/ESL teacher.