

TEA ESC Update

Bilingual/ESL

September 14, 2010

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ELLs Special Language Programs in Texas

PEIMS Fall 2009

Curriculum Support for Special Populations

English Language Proficiency Standards (ELPS)

- Outline the instruction school districts must provide to ELLs in order for them to have the full opportunity to learn English and to succeed academically
- Are to be implemented as an integral part of the instruction in each foundation and enrichment subject of the TEKS

**[http://www.tea.state.tx.us/rules/tac/chapter074
/ch074a.html](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html)**

ELPS

- Purpose: to provide quality content-area instruction while developing social and academic language skills
- Goals: second language acquisition and quality content-area instruction

ELPS Framework

(a) Introduction

- Make content comprehensible
- Build academic language

(b) District Responsibilities

- Communicated
- Sequenced
- Scaffolded

(c) Student Expectations

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

ELPS Framework

(d) Proficiency Level Descriptors (PLDS)

- Beginning
- Intermediate
- Advanced
- Advanced High

*Training available
through your regional
ESC.*

ELPS Summary

- Implement ELPS while instructing all ELLs
- Integrate ELPS across all content areas
- Include student expectations for learning strategies, speaking, listening, reading, and writing
- Include proficiency-level descriptors that are aligned with the TELPAS
- Provide second-language learning standards that help students attain grade-level success in all content areas as they learn academic English

English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II)

- Students identified as Limited English Proficient (LEP) who are at the beginning or intermediate level of English language proficiency, as defined by 19 TAC §74.4(d) relating to English Language Proficiency Standards, may be enrolled in ESOL I or ESOL II.

ESOL I and II (continued)

- Under the new graduation requirements adopted by the SBOE in March 2010, LEP students that successfully complete ESOL I and ESOL II may satisfy the English I and English II graduation requirement(s).
- Students who take ESOL I and/or ESOL II to satisfy their English I and/or English II requirement(s) are required to take the English I and/or English II EOC exam as part of their graduation requirements.

ESOL I and II (continued)

- Information regarding determination of proficiency level of beginning or intermediate will be available on the TEA website soon.
- A Frequently Asked Questions (FAQ) document about ESOL and serving LEP students at the High School Level is being developed.

Professional Development

Limited English Proficient Student Success Initiative (LEP SSI)

ELPS Portal

www.esc20.net/elps

- ELPS Video
- ELPS Handouts
- ELPS Presentations

ELPS Academies

- Participants examine the ELPS and will practice writing language objectives using the four domains.
- Resources contain specific strategies that will enable teachers to incorporate the ELPS in their classrooms.

Contact your local ESC for further information

Online - Academic Vocabulary Guide for 5th -7th grade English Language Learners in Texas

- High frequency words in the TEKS
- Include Spanish cognates

Booklet Purpose:

Provide a vocabulary resource for classroom teachers in Texas who work with the English language learner (ELL) population.

Identify vocabulary from the TEKS that will help students learn content and skills represented on statewide assessments.

Academic Vocabulary:

Key words and concepts in the TEKS for English Language Arts and Reading (ELAR) and Mathematics that will help English language learners (ELLs) in grades 5-7:

- read and understand text
- develop subject matter literacy
- demonstrate their knowledge and skills

The booklet can be downloaded from:

<http://www.elltx.org/downloads/>

The PDF file is formatted so it can be printed/copied double-sided to conserve paper.

Online Bilingual/ESL Test Prep Courses at Texas A&M

<http://ldn.tamu.edu/>

ESL course – 7 weeks

Bilingual course – 15 weeks

Scholarships are available

Instructional Materials

Proclamations 2010 and 2011

Instructional Materials

Proclamation 2010

<http://ritter.tea.state.tx.us/textbooks/proclamations/proc2010/index.html>

- *English Language Arts & Reading, Grades K-1*
- *Spanish Language Arts & Reading, Grades K-1*
- *Reading, Grades 2-5*
- *Spanish Reading, Grades 2-5*
- *Reading (Elective), Grades 6-8*
- *Literature, Grades 6-12*
- *Spanish Literature, Grade 6*
- *English for Speakers of Other Languages I & II*
- *English Language Proficiency Standards, Grades 9-12 Teacher Editions*
- *AP English Languages, English Literature*
- *IB Language Studies, Standard & Higher Level*

Instructional Materials Proclamation 2011

- State Review Panel applications available - Fall 2009
- State Review Panel meetings conducted - Summer 2010
- SBOE scheduled to consider instructional materials under Proclamation 2011 for adoption - November 2010
- Materials to be in classrooms - Fall 2011

Instructional Materials

Proclamation 2011

<http://ritter.tea.state.tx.us/textbooks/proclamations/proc2011/index.html>

- *Prekindergarten Systems*
- *English Language Arts, Grades 2-8*
- *Spanish Language Arts, Grades 2-6*
- *English as a Second Language, Grades K-8, Student Material*
- *English as a Second Language, Grades K-8, Teacher Material*
- *Spelling, Grades 1-2 (consumable)*
- *Spelling, Grades 3-6 (nonconsumable)*
- *Handwriting, Grades 1-3 (consumable)*
- *Speech, Grades 6-8*
- *English, Levels I-IV*

Other Agency Resources



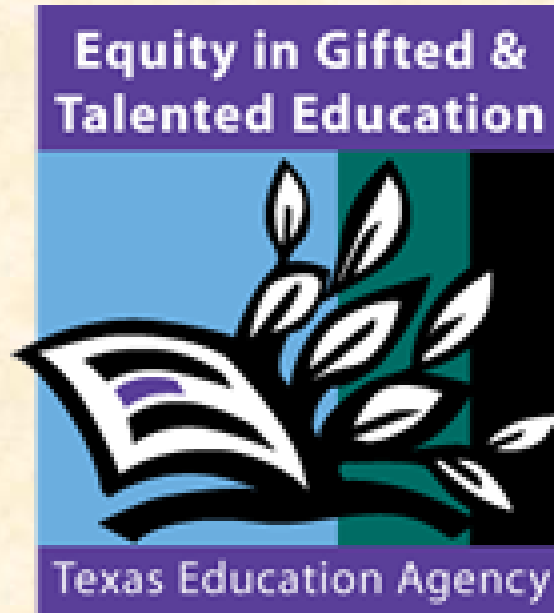
TEA Best Practices Clearinghouse (BPC)

- Contains examples/summaries collected from high-performing campuses, districts, and charter schools
- Provides access to Texas-specific and general best practice research reports and resources
- Provides a convenient means for schools to share successful practices
- Provides a one-stop shopping website for Texas-focused educational best practices

BPC Listserv and Online Survey

- Visit BPC at <http://www.tea.state.tx.us/bestprac/>.
- Join the Clearinghouse listserv to receive updates at <http://miller.tea.state.tx.us/list/>.
- Provide feedback via the BPC Online Survey at <http://www.tea.state.tx.us/bestprac/>.
- Contact Ertha Patrick for questions or to submit a best practice at ertha.patrick@tea.state.tx.us or (512) 463-6235.

<http://www.gtequity.org/>





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Identifying Bilingual G/T Students

Assessment Instruments

The sample instruments and processes outlined in this toolkit are adapted from the *Bilingual/Gifted & Talented Education Model Assessment Instruments* developed by Region One Education Service Center (Region One) in Edinburg, Texas, and distributed in September 2001. Region One received funding from the U.S. Department of Education, Office of Educational Research and Improvement, Jacob K. Javits Program to develop the Jacob K. Javits Bilingual/Gifted and Talented Education Model. A major component of the project was to collaborate with participating districts in the region to review and evaluate the use of traditional and nontraditional assessment and identification processes with potentially G/T students from non-English speaking or bilingual households.

Over years, terminology and practice change as we learn more and more about gifted/talented students and their needs. This product, created in 2001, is being offered not as researched best practice or even as a model to be copied, but as an example and a starting point that may be useful to districts as they develop their own equitable identification procedures. Districts are encouraged to modify all or part of the assessment instruments, processes, or forms. If modified, please add the following line of credit, "Adapted from Region One Education Service Center, Jacob K. Javits Grant Materials."

[Download Assessment Instruments \(Microsoft Word\)](#)



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ESTUDIOS Program Models

Enabling Students to Understand and Demonstrate the Importance of Outstanding Scholarship (ESTUDIOS) is a project funded by a Jacob K. Javits grant that is designed to merge the International Baccalaureate (IB) Primary Years Programme (PYP) with existing dual language programs in Texas. The primary goals of the program are to

- increase identification of economically disadvantaged students for G/T services;
- increase identification of Hispanic students for G/T services;
- raise self-expectations for participating students;
- provide opportunities for personal growth and academic achievement for students and teachers; and
- create exciting educational environments in schools.

Participating schools include Graciela Garcia Elementary in Pharr-San Juan-Alamo ISD, Northline Elementary in Houston ISD, and Jose Damian Elementary in Canutillo ISD. To learn more about the ESTUDIOS programs in these schools, please download and view the following PowerPoint® Presentation, [ESTUDIOS Demonstration Schools: Lessons Learned](#)

For further information about each school, follow the links below to view each school's Web site:

- [Graciela Garcia Elementary](#)
- [Northline Elementary](#)
- [Jose Damian Elementary](#)

Additionally, sample PYP planners are available to download for Texas schools that have applied to become PYP schools or

Join All Agency LISTSERV Groups at

<http://miller.tea.state.tx.us/list/>

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