



Bilingual/ESL Programs & Services

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Need / Data

2016 STAAR	State %	Region %	District %	ELLs %	Difference
Reading	73	68	84	66	-18
Math	76	77	90	81	-9
Writing	69	69	88	76	-12
Science	79	78	90	72	-18
Social Studies	77	74	87	59	-28

2015 STAAR	State %	Region %	District %	ELLs %	Difference
Reading	77	73	87	71	-16
Math	81	79	87	63	-24
Writing	72	71	88	76	-12
Science	78	75	88	68	-20
Social Studies	78	72	86	66	-20



Need / Data

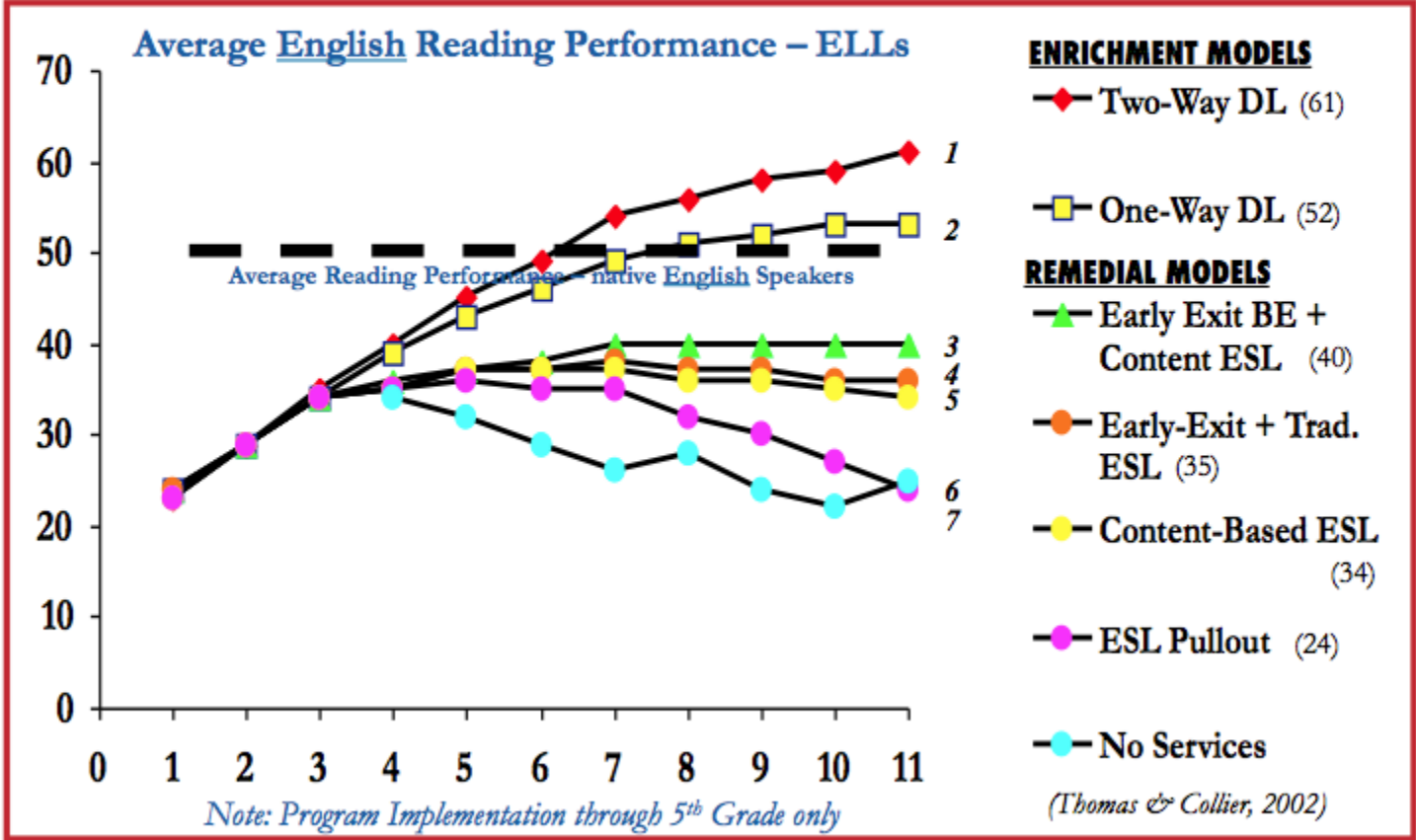
2016 PBMAS	STAAR Cut Point	Bilingual	ESL - STAAR	EOC Cut Point	ESL-EOC
Reading	70-100	72.7↓	↑73.9	65-100	47.1↓
Math	70-100	↑80.5	↑87.1	65-100	↑78.7
Writing	70-100	75.4↓	↑77.7	w/Rdg	w/Rdg
Science	65-100	↑73.5	68.8	70-100	↑90.8
Social Studies	65-100	N/A	51.2↓	70-100	74.4↓

2015 PBMAS	STAAR Cut Point	Bilingual	ESL - STAAR	EOC Cut Point	ESL-EOC
Reading	70-100	76.9	70.8	*Report Only	50.3
Math	70-100	75.7	83.2	60-100	66.7
Writing	70-100	76.5	68.8	w/Rdg	w/Rdg
Science	65-100	61.4	68.8	60-100	79.7
Social Studies	65-100	N/A	56.6	60-100	78.9



Research

PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)



Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.



Need / Data

2016 STAAR 5	District %	ELLs %	Diff.
Reading	87	76	-11
Math	91	82	-9
2016 STAAR 8	District %	ELLs %	Diff.
Reading	90	62	-28
Math	97	90	-7

Spr 2016 EOC	District %	ELLs %	Diff.
English I	75	34	-41
English II	64	20	-44
Algebra I	89	69	-20
Biology	94	78	-16
US History	95	63	-32

Objectives for Today



Content Objective

- Establish a common vocabulary and understanding of Bilingual Education
- Review key legal documents pertaining to ELs
- Distinguish between instruction, remediation, and assessment for language of instruction and planning

Language Objective

- Discuss common misconceptions about Second Language Acquisition and Bilingual Education
- Share ideas/challenges/experiences in providing services for ELs
- Share ideas for implementation of time and treatment model to provide instruction commensurate to student's language proficiency



Why is this important?

To develop language proficiency in English

To improve the achievement of students

To ensure all students have access to grade-level expectations of the general curriculum

To meet state and federal accountability mandates



Key Legal Documents

19 Texas Administrative Code (TAC) Chapter 74. Curriculum Requirements - Subchapter A. Required Curriculum

- §74.4 English Language Proficiency Standards (ELPS)

19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations – Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners

Texas Education Code (TEC) Chapter 29. Educational Programs - Subchapter B. Bilingual Education and Special Language Programs

LPAC Framework Manual (TEA) – Region 20 ESC

English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs) – US Department of Education – ESSA Updates Included



English Language Proficiency Standards (ELPS)

- Are part of Texas Essential Knowledge and Skills (TEKS) state-required curriculum
- Include instruction school districts must provide to give ELLs full opportunity to learn English and succeed academically
- Require content area teachers to teach content area TEKS and help ELLs become English proficient
- Are an integral part of instruction in **each TEKS foundation and enrichment subject**
- Are found at <http://ritter.tea.state.tx.us/rules/tac/chapter074/cho74a.html#74.4>



Why is this important?

Texas Educator Standards

- Standard 1 – Instructional Planning and Delivery
 - B – developmentally appropriate, standards-driven lessons
 - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
 - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
 - C – diverse learners, adapting methods
- Standard 2 – Knowledge of Students and Student Learning
 - A – belief that all students have the potential to achieve
 - A ii – create a community of learners in an inclusive environment
 - B – acquire, analyze, and use background information to engage students in learning
 - B ii – understand the unique qualities of students with exceptional needs...and know how to effectively address these needs through instructional strategies and resources



Why is this important? – T-TESS

- *Dimension 1.1 Standards and Alignment – All activities, materials and assessments that...are appropriate for diverse learners*
- *Dimension 1.2 Data and Assessment – analysis of student data connected to specific instructional strategies*
- *Dimension 1.3 Knowledge of Students – adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students*
- *Dimension 1.4 Activities – activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students*
- *Dimension 2.4 Differentiation – adapts lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught*



Common Vocabulary



ESL Strategist Responsibilities



EL Tool Kit

U.S. Department of Education (DOE) – Office for Civil Rights
U.S. Department of Justice (DOJ) – Civil Rights Division



Identifying All English Learners

- Identifying Potential ELs
- Determining which students are ELs
- Placement Test – Checklists & Procedures



Providing ELs with a Language Assistance Program

- EL Services & programs must be educationally sound in theory and effective in practice
- Designed to attain **both** English proficiency **and** participation in the standard instructional program within a reasonable amount of time



Transition

- Time & Treatment Model
- Who?
- When?
- How?

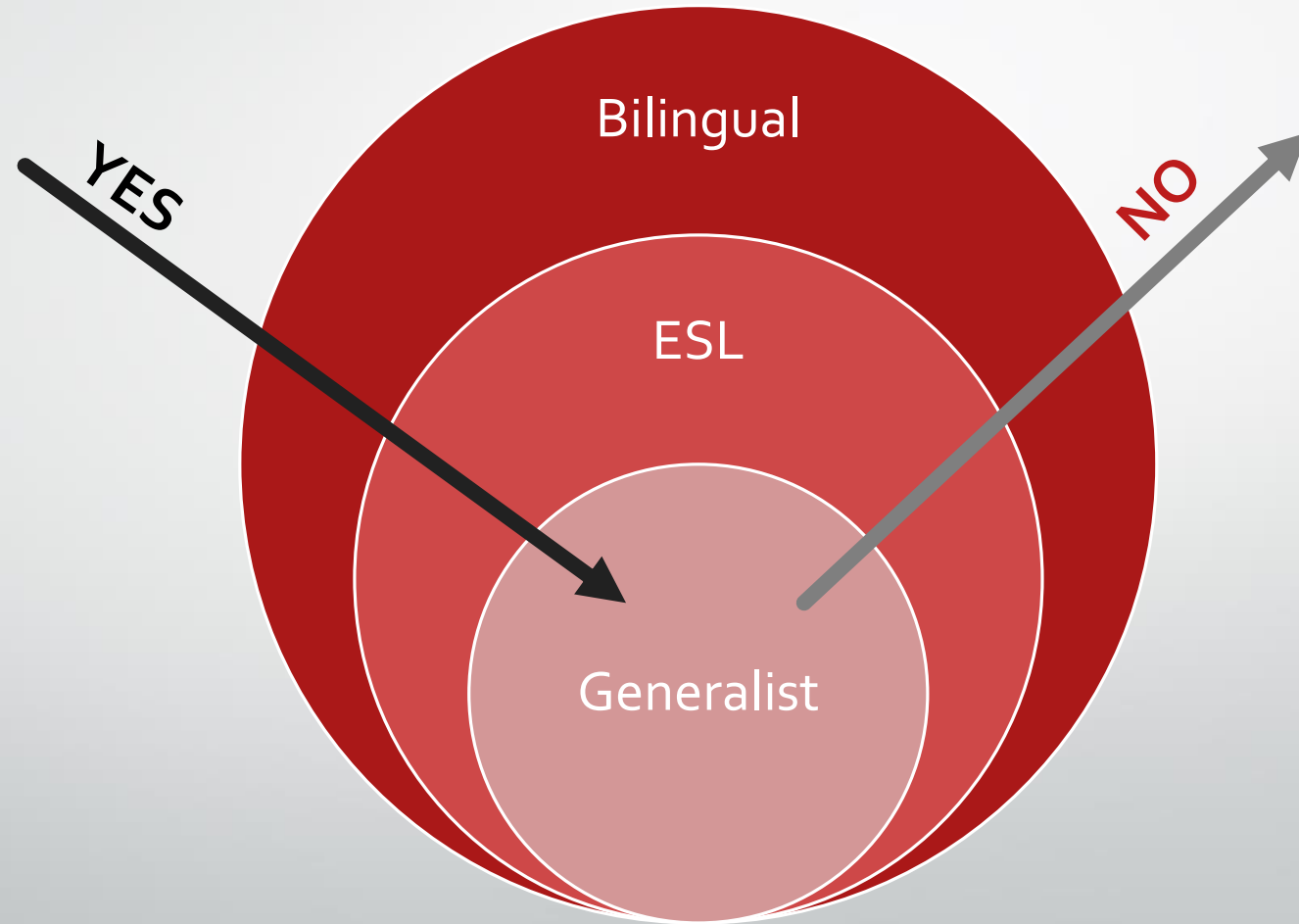


Staffing and Supporting an English Learner Program

- Staffing an EL Program – qualified, professional development, and follow-up training of teachers and administrators
- Supporting an EL Program – necessary resources (adequate and appropriate)



Certified Staff





Providing ELs Equal Access to Curricular and Extracurricular Programs

- English Language Development (ELD)
- Curricular, Co-curricular, and Extracurricular programs – age appropriate and equal rigor
- Advanced courses and G/T Programs

Includes Current- and Former-ELs



Instruction vs. Assessment



Sheltered Instruction



Creating an Inclusive Environment for and Avoiding the Unnecessary Segregation of ELs

- Must limit segregation of ELs
- Not longer or shorter periods than required by each student's level of English proficiency, time and progress in the program
- Rarely justifiable to segregate students from PE, art, music or other activity outside of class instruction



Oral Language Development

- Importance
- Impact on Learning



Addressing ELs with Disabilities

- Identify, locate, and evaluate in a **timely** manner
- Must consider English language **proficiency** to determine appropriate assessments and evaluation materials
- Must evaluate in the **child's native language**
 - Ensure language needs are **distinguished** from disability-related needs
- Provide both language assistance and disability-related services



Struggling English Learners



Serving ELs Who Opt Out of EL Programs (Denials)

- **Parent** decision must be voluntary and based on a full understanding of the child's rights, range of services, and benefits.
 - No one may recommend that the parent opts out for ANY reason
- Child still retains EL status



Serving ELs Who Opt Out of EL Programs (Denials)

- Must continue to monitor the English language proficiency and academic progress of the student
 - Not demonstrating appropriate growth in proficiency or academic levels – must inform parents in a language they understand and offer EL services



Monitoring and Exiting ELs from EL Programs and Services

- Monitor progress of **all** ELs – English proficiency **and** acquiring content knowledge
- Include **benchmarks** for expected growth
 - Take appropriate steps to **assist students** who are not adequately progressing
- Provide ELs meaningful access to **grade-level** core content instruction **and remedying** any academic deficits in a timely manner



Evaluating the Effectiveness of a District's EL Program

- Program enables ELs to attain English proficiency and participation in the standard instructional program within a reasonable period of time
- Longitudinal data-beyond what ESSA requires
 - Current ELs
 - Former ELs
 - Never ELs



Ensuring Meaningful Communication with LEP Parents

- Must communicate meaningfully with LEP Parents and notify them adequately of information about any program, service, or activity
- Provide free and effective language assistance
- Appropriate and competent translators



Instructional Supports



Sensory Supports

Manipulatives

Pictures & Photographs

Illustrations, diagrams & drawings

Magazines & Newspapers

Physical activities

Videos & Films

Broadcasts

Models & Figures

Real-life objects (realia)



Visual Supports

Graphic Organizers

Maps

Tables

Graphs

Charts

Timelines

Diagrams

Number lines



Group Supports

Pairs / Partners

Triads, Quads, small group

Whole Group

Cooperative Group Structures

With internet (websites) or software

In the native language (L1)

With Mentors

Heterogeneous / Homogeneous by
proficiency in academics or language



Supports Summary

Sensory Supports	Visual Supports	Group Supports
Manipulatives	Graphic Organizers	Pairs / Partners
Pictures & Photographs		Triads, Quads, small group
Illustrations, diagrams & drawings	Maps	Whole Group
Magazines & Newspapers	Tables	Cooperative Group Structures
Physical activities	Graphs	With internet (websites) or software
Videos & Films	Charts	In the native language (L1)
Broadcasts	Timelines	With Mentors
Models & Figures	Diagrams	Heterogeneous / Homogeneous by proficiency in academics or language
Real-life objects (realia)	Number lines	



How does this fit with Sheltered Instruction?

Sheltered Instruction Components

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interaction

Practice & Application

Lesson Delivery

Review and Assessment



How does this fit with Collaborative Strategic Reading (CSR)?

CSR Components

Preview

Read; Brainstorm;
Predict

Click & Clunk

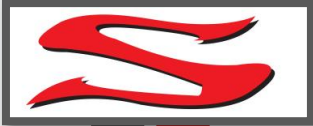
Clunks & Fix-Up
Strategies

Get the Gist

Main Idea

Wrap Up

Question & Review



How does this fit with Writing Across the Curriculum (WAC)?

WAC Components

Read

Think

Write

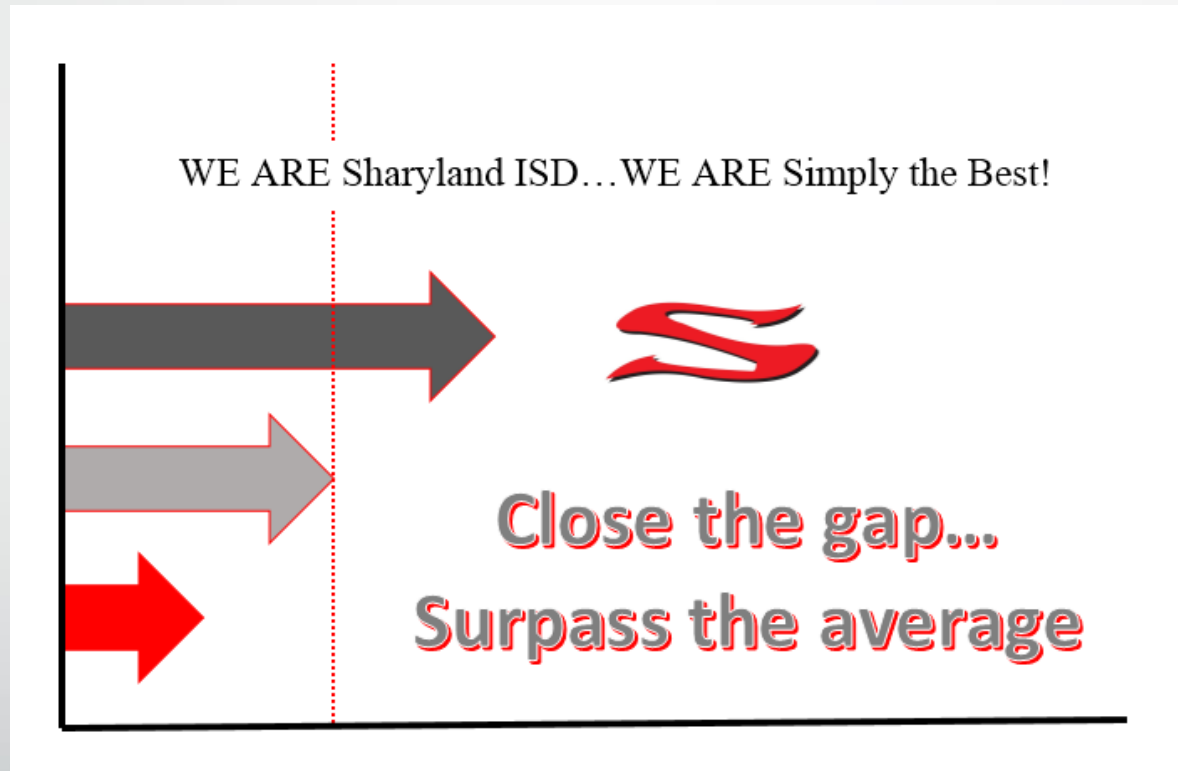


Curriculum Documents

- Know your content TEKS
- Plan according to your students' proficiency level(s) and academic level(s)
- Incorporate opportunities for students to develop English language skills in each of the 4 domains



Comments / Questions





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