**Texas English Language Proficiency Standards (ELPS)** Carlene Thomas, English Learner Support Division Tuesday, February 2, 2021

TEM

# **True North Statement**



"Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations."



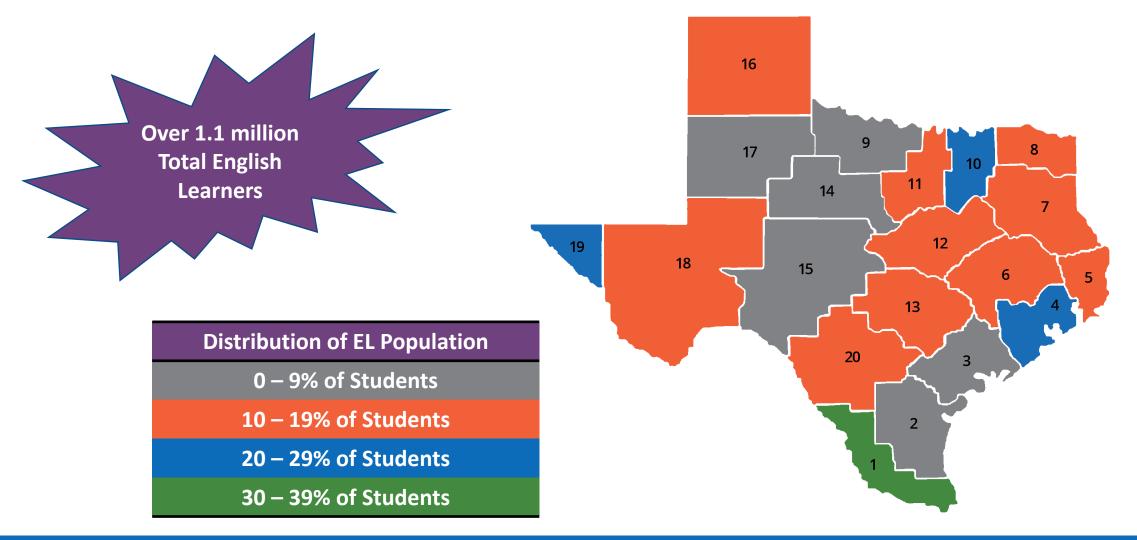


## Goals

To convey an asset-based mindset regarding English learner linguistic progress that promotes an additive bilingualism approach.

 To integrate English Language Proficiency Standards (ELPS) as foundational components of bilingual education and English as a second language (ESL) programs.

## **Distribution of English Learners Across Texas**



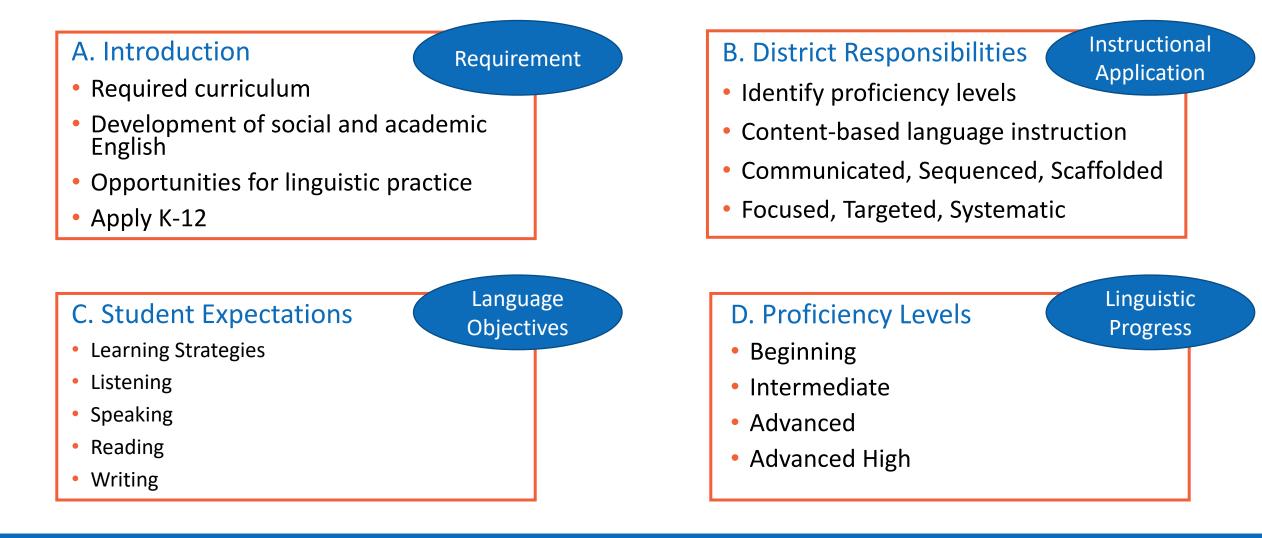


## **English Language Proficiency Standards**

- Approved by State Board of Education in 2007–2008
- Currently under revision by Texas educators
- Integral part of Texas Essential Knowledge and Skills (TEKS) staterequired foundation curriculum and enrichment subjects
- Located in Texas Administrative Code (TAC) <u>Chapter 74.4</u>
- Assessed through the Texas English Language Proficiency Assessment System (TELPAS)



## **ELPS Framework**



# **Proficiency Level Descriptors (PLDs)**

- TELPAS PLDs
- Listening (K-12)
- Speaking (K-12)
- Reading (K-1; 2-12)
- Writing (K-1; 2-12)

### TELPAS Alternate PLDs (2-12)

- Awareness
- Imitation
- Early Independence
- Developing Independence
- Basic Fluency



## **ELPS Resources**



# English Learner Web Portal ELPS <u>Resources</u>

#### TELPAS Resources

#### <u>TELPAS Alternate Resources</u>



## **ELPS Integration in Program Implementation**

The FSI Proc

associated ES district level. administrator Organization The ESL Progr

> Program Program Instruct

Use In each comp level builds u

References Throughout th research refer

### **Available Resources**

- Literature Reviews (Bilingual and ESL)
- Getting Started Guide
- Program Implementation Rubrics (DLI, TBE, ESL)
- Fillable Scoring Tools
- Stakeholder Checklists:
  - Teacher
  - Campus Administrator
  - District Administrator

### txel.org/programimplementation

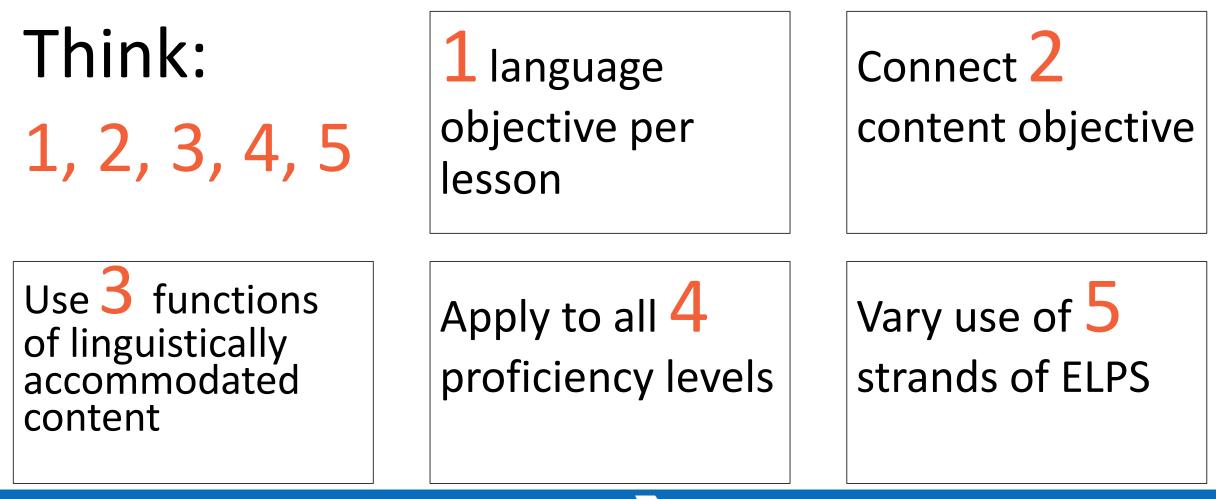
	Dual Language Immersion (DLI) Program Implementation Rubric.
Program Scoring Tool are int	ston Rubric provides Local Education Agencies (LEAs) with a tool for self-evaluation of their DLI program effectiveness. This rubric rad a macrited DLU needed for internal use for determining next steps for development and improvement Of DLI program st the campus and district level. Additionally, ovided to detail the specific leven ad action levels for the order to technic radius parts and instructive additionally.
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	Education (TBE) Program Implementation Rubric Culture and Climate
BE Program Implementation Rubric provides Local Education Agencies ( am Scoring Tool are intended for internal use for determining next step:	EAN) with a tool for self-evaluation of their TBE program effectiveness. This rubric and associated TBE for development and improvement of TBE programs at the campus and district level. Additionally, s for the roles of teacher, campus administrator, and district administrator.
BE Program Implementation Rubric has five categories with related com	Activities
Teacher certification Recruitment	Curriculum Standards Culturally Response Curriculum Standards Togething Communication
Second Language (ESL) Program Implementation Rubric	Klaznd Klaznd Culture and Climate y Implementation. Each level builds fon Ivvels. Likewise, Exemplary
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	n: Family and Community Engagement Ces Family and Community Engagement Engagement Rebods:
Curriculum Standards Culturally Respon Teaching	
Lesson Objectives Content-Base Instruction	to Exemplary Implementation. Each level builds nced Implementation levels. Likewise, Exemplary
Language Usage	Parent Engagement Activities on Implementation Rubric category to mark each fattion, as well as possible considerations for
& Data Analysis Communicate	ad Activities im goals.  Community Engagement and footrotes, Furthermore, research references and
State Assessments & Sheltered Meth	ods:
mplementation encompasses the descriptions from Basic Implement ments described in Basic Implementation, Enhanced Implementa et the ESL Program Scoring Tool for the associated ESL Program Im tool provides space to list evidence as rationale for rated levels	entation and Enhanced Implementation tion, and Exemplary Implementation. plementation Rubric category to mark // implementation, as well as possible
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# **ELPS Deep Dive**

## **Planning for ELPS Integration**





## **Defining Sheltered Instruction in Texas**

# **TAC 74.4 (ELPS)**

(b) School district responsibilities.

(2) Provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.



## **Theory of Sheltered Instruction Components**

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Communicated

- Communicative language teaching
- Comprehensible input
- Speech commensurate with ELs' language levels
- Context embedded
- Explicitly expressed instructions

Explicit academic language equenc instruction

- Connections to prior knowledge
  - Primary language
  - resources without over-use of direct
  - tran<u>slation</u>
- Alternative assessments

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- Structured oral language development
- Authentic cooperative learning
- Instructional modeling
  - Amplified texts  $\bullet$
- Task-based or inquiry approach



## **Overarching Mindset Priorities**

#### What supports English learner success?

- Asset-based perspective on English learners
- Honor and integration of primary/home language and culture
- Meaningful engagement in content-based language instruction with targeted language development
- Systematic support by all stakeholders



## Contact

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#### **Take-Aways**

How will information from this session impact your LEA/SEA's implementation of English language proficiency standards?

What new ideas have you generated today that will support teachers of English learners?

