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.
Over 1.1 million Total English Learners

Distribution of EL Population

<table>
<thead>
<tr>
<th>Distribution of EL Population</th>
<th>0 – 9% of Students</th>
<th>10 – 19% of Students</th>
<th>20 – 29% of Students</th>
<th>30 – 39% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across Texas</td>
<td>19</td>
<td>18</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>0 – 9% of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – 19% of Students</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 29% of Students</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 – 39% of Students</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEA
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) state-required foundation curriculum and enrichment subjects
- Located in Texas Administrative Code (TAC) Chapter 74.4
- Assessed through the Texas English Language Proficiency Assessment System (TELPAS)
ELPS Framework

A. Introduction
- Required curriculum
- Development of social and academic English
- Opportunities for linguistic practice
- Apply K-12

B. District Responsibilities
- Identify proficiency levels
- Content-based language instruction
- Communicated, Sequenced, Scaffolded
- Focused, Targeted, Systematic

C. Student Expectations
- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

D. Proficiency Levels
- Beginning
- Intermediate
- Advanced
- Advanced High
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 Resources
- TELPAS Resources
- TELPAS Alternate Resources
ELPS Integration in Program Implementation

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
ELPS Deep Dive
Planning for ELPS Integration

Think:
1, 2, 3, 4, 5

1. Use 3 functions of linguistically accommodated content

Apply to all 4 proficiency levels

Connect 2 content objective

Vary use of 5 strands of ELPS
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.

[TEA Program Implementation Resources](#)
Theory of Sheltered Instruction Components

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

Sequenced
- Explicit academic language instruction
- Connections to prior knowledge
- Primary language resources without over-use of direct translation
- Alternative assessments

Scaffolded
- Structured oral language development
- Authentic cooperative learning
- Instructional modeling
- Amplified texts
- 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

Carlene Thomas
ESL Program Coordinator
carlene.thomas@tea.texas.gov

EL SUPPORT TEAM E-MAIL:
ENGLISHLEARNERSUPPORT@TEA.TEXAS.GOV

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?