

# Building Bilingual and English as a Second Language (ESL) Programs as a Local Education Agency (LEA)

How do we build language programs to best serve English Learners (ELs) and to eliminate the need for bilingual education exceptions and/or ESL waivers?

## Bilingual Program Planning



Select a **bilingual program model** that fits the needs of your students, families, and community and aligns to research on effective programming<sup>1</sup>.



Plan for

- all bilingual program models to last through all **elementary grade levels**
- an **ESL certified teacher only to be utilized** in partnership with a bilingual certified teacher within Dual Language Immersion program models.



Target

- a **select number of campuses** to maximize resources and staff, as needed
- **specific teachers** for pursuing bilingual education certification who demonstrate interest and skill in serving ELs



Build

- **one grade level at a time**, beginning with your earliest grade level
- an **alternative language program** in upper grade levels as the bilingual program builds from earliest grade levels, providing support such as ESL certified teachers.

## ESL Program Planning



Select **English Language Arts and Reading (ELAR) instruction** as a focus for providing ESL certified teachers, fulfilling minimum compliance for an ESL Pull-Out model<sup>2</sup>.



Plan for ESL Pull-Out to be delivered in **one of three ways**:

- the ELAR teacher is ESL certified
- an ESL certified teacher co-teaches with the ELAR teacher
- an additional ESL/ELAR course provided by an ESL teacher



Target

- **specific teachers** for pursuing ESL certification who demonstrate interest and skill in serving ELs
- **strategic scheduling efforts** to cluster and place ELs with teachers who are already ESL certified



Build

- **ESL Content-Based program model** (with all content instruction for ELs provided by ESL certified teachers) by prioritizing ELs at beginning and intermediate levels of English proficiency and then by strategic grade levels or content areas
- the strength of the ESL program by **continuing sheltered instruction training** for all content area teachers.

## **ESL Program Overview**

**Emergent Bilinguals – 154 2.8% of students**

**Teachers with ESL Certification – 146**

**Teachers with ESL Certification who are instructing EB Students – 89**

**Teachers without ESL Certification who are instructing EB students – 4**

### **Identifying & Assess EB Students**

- **Home Language Survey**
- **Administer a Language Proficiency Test**
- **Language Proficiency Assessment Committee (LPAC) determines if student qualifies for the ESL Program**

### **Meaningful Communication with EB Parents**

- **Use of translated materials or interpreter if needed.**
- **Host Annual Parent Night where EB parents can attend and receive information about our school programs and opportunities.**

### **Providing Language Assistance to EB students**

- **Provide Content – Based Sheltered Instruction for our EB students.**
- **Teachers teach using the English Language and academic content.**
- **Strategies include the use of visual aids, vocabulary support, learning stations, and simplified vocabulary.**
- **Google Classroom is used to communicate with parents.**
- **Google Translator**

## **Staffing and Support**

- The goal is to place EB students in a classroom with a highly qualified, ESL certified teacher.

## **Evaluating EB students for Special Education and Providing Dual Services**

- EB students with disabilities are provided both language assistance and disability related services.
- The committee making an IEP for Special Education or disability related services addresses the language related needs.

## **Opting Out of Program**

- All EB students are entitled to services. Parents may opt out against our recommendation.
- We document if parent makes a voluntary informed decision.
- We continue to monitor the progress of EB Student and recommend services again if needed.

## **Monitoring and Exiting EB Students from Programs and Services**

- EB student progress is monitored to ensure that they achieve English Language Proficiency.
- Texas English Language Proficiency Assessment (TELPAS) is administered annually to all EB students. The assessment monitors reading, writing, listening, and speaking skills.
- EB students are not exited from the ESL program until he or she meets reclassification criteria.

## **Monitoring After Reclassification**

- The academic progress of EB students is monitored for at least two years after they have exited the program.