BILINGUAL/ENGLISH AS A SECOND LANGUAGE (ESL) ANNUAL REPORT

AUGUST 27, 2013

BILINGUAL/ESL ANNUAL REPORT

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DEPARTMENT OVERVIEW

MISSION STATEMENT

The mission of the Bilingual/ESL Department is to support all Denton ISD stakeholders achieve competence and fidelity in the implementation of research-based programs for the purpose of attaining high academic and linguistic performance for English Language Learners.

RATIONALE

The purpose of this report is to provide the Board of Trustees with an overview of Denton ISD's Bilingual/ESL Programs, including staffing, professional development, and program performance.

GOALS

The Bilingual/ESL Department will impact student achievement by:
- Providing research-based professional development and campus support on best teaching practices to meet the affective, linguistic, and cognitive needs of the English Language Learners (ELLs)
- Implementing rigorous academic programs to accelerate the learning of ELLs as well as developing biliteracy, bilingualism, and biculturalism of students in the Dual Language Enrichment Program
- Ensuring all federal and state mandates for the Bilingual/ESL programs are implemented with proper documentation based on best instructional practices for each ELL

BILINGUAL/ESL PROGRAMS

There are two programs offered, Bilingual and ESL. The Bilingual Program serves identified Spanish-speaking ELLs who participate in a Dual Language Enrichment or Transitional Programs. The ESL Program serves students whose native language is predominately one other than Spanish and have been identified as ELL.

BILINGUAL PROGRAMS

Transitional and Dual Language Enrichment Programs are offered in grades PreK-5. There are 10 elementary and two early childhood campuses that implement the bilingual program. These campuses are: Borman, Evers, Ginnings, Hodge, Rivera, Pecan Creek, Newton Rayzor, WS Ryan, Wilson, Lee, Gonzalez, and Ann Windle.

BILINGUAL TRANSITIONAL

The goal of the Bilingual Transitional Program is for students to become proficient in the English language and to move them from Spanish into all English instruction. The amount of instruction in each language is commensurate to the students' proficiency level. During 2013-2014 school year, the Transitional Program will continue in grades 4-5 and will phase out in 2015-2016 with the Dual Language Enrichment Program.

DUAL LANGUAGE ENRICHMENT

In the 2010-2011 school year, the district began implementing the Dual Language Enrichment Program (DLE) for Spanish-speaking students. DLE is an academic program that develops biliteracy, bilingualism, and biculturalism. The One-Way Dual Language serves only Spanish-speaking students identified as ELLs. Two-Way Dual Language integrates students proficient in English and Spanish-speaking students identified as ELLs in one instructional setting. The instructional model for both One-Way and Two-Way DLE is as follows:
- Reading and Language Arts
  - Pre-K through first grade is taught in native language only
  - Grades second thought fifth is taught in both languages
- Mathematics
  - Pre-K through fifth grade is taught in English
- Science and Social Studies
  - Pre-K through fifth grade is taught in Spanish
- Key components throughout the day are implemented in the opposite language of instruction

In 2013-2014 school year, all bilingual schools have implemented the One-Way Dual Language Enrichment Program in grades K-3, with the exception of Pecan Creek and Wilson. Pecan Creek has the Two-Way Dual Language Enrichment Program in grades K-2, One-Way in third grade, and will phase in the Two-Way Program by adding a grade level each year. Wilson has the Two-Way Program in grades K-5.

The district is piloting the Two-Way Dual Language Enrichment Program at Strickland Middle School. The first cohort of Wilson's Two-Way students completed sixth grade during 2012-2013 school year. The first cohort will move up this year to seventh grade while a new Wilson cohort will start sixth grade. These middle school cohorts receive Spanish social studies and Spanish Language Arts as an elective.

ESL PROGRAMS

The goal of the ESL program is for ELLs to become competent in listening, speaking, reading, and writing in the English language. The program integrates English as a second language and subject matter instruction that focuses not only on learning the target language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. ESL is offered in all campuses.

There are two programs for ESL in Denton ISD:
- Content-based ESL
  - Elementary: General education teachers who are ESL-certified provide linguistic accommodations
  - Secondary: The four content teachers are ESL-certified/sheltered instruction trained and provide linguistic accommodations
- Pull-out ESL
  - Elementary: ESL support teacher provide reading instruction for general teacher who is not ESL-certified
  - Middle School: Reading and English classes are provided by an ESL-certified teacher
  - High School: At least one content area teacher is ESL-certified/sheltered instruction trained

Middle schools and high schools offer sheltered instruction in the four content areas. Sheltered instruction scaffolds lessons to aid students' comprehension of content topics and objectives by adjusting their speech and instructional tasks and providing appropriate background information. The goal is accessibility to grade level content standards and concepts while they continue to improve their English language proficiency.

ELL POPULATION OVERVIEW

ELL POPULATION GROWTH

The ELL population has grown significantly. In 1991, there were a total of 10,925 students enrolled of which 552 were ELLs. This past 2012-2013 school year, the total student population was 24,738 of which 3,605 were identified as English Language Learners (See Appendix 1). At the end of the school year, 151 students successfully met the state's exit criteria to be exited from the program.

There are 43 languages represented in the ESL Program (See Appendix 1). In 2012-2013, there were 121 bilingual teachers, 26 secondary ESL content area teachers, 14 ESL elementary support teachers, 23 bilingual aides, and 390 content teachers who are ESL certified, for a total of 511 Bilingual/ESL certified teachers serving ELLs.

ACADEMIC PROGRESS: STAAR PERFORMANCE

ELL performance in STAAR and EOC's is reported by program participation (See Appendix 2).

BILINGUAL STUDENTS

The following is an overview of the bilingual student performance by content area.

Reading:

- The percentage of bilingual students obtaining a Level II-Satisfactory Performance or above in Reading is higher than the state's for 3rd grade English, 4th grade English and Spanish, and 5th grade English.

- The STAAR Reading data shows a range from 55% to 86% of the district's bilingual students performed at a Level II-Satisfactory or above.

Math:

- The percentage of bilingual students obtaining a Level II-Satisfactory Performance or above in Math was higher than the state's performance for 3rd grade Spanish and 5th grade Spanish and English.

- The STAAR Math data shows a range from 45% to 83% of the district's bilingual students performed at a Level II-Satisfactory or above.

Writing:

- The percentage of bilingual students obtaining a Level II-Satisfactory Performance or above in Writing was higher than the state's performance for 4th grade English and Spanish.

Science:

- The percentage of bilingual students obtaining a Level II-Satisfactory Performance or above in Science was higher than the state's performance for 5th grade English.

ESL STUDENTS

The following is an overview of the ESL student performance by content area.

Reading:

- The percentage of ESL students obtaining a Level II-Satisfactory Performance or above in Reading was higher than the state's performance in grades 6-8 and English II EOC.

- The STAAR Reading data shows a range from 42% to 80% of the ESL students performing at a Level II-Satisfactory or above. The percentage of students performing at a Level II- Satisfactory or above in the EOC's Reading and Writing was low for the state's and district's ELLs.

Math:

- The STAAR Math data shows a range from 38% and 88% of the 3rd-5th grade ESL students performing at the Level II-Satisfactory or above, with the lowest being 4th grade and the highest 5th grade. Forty nine percent (48%) of ESL students performed at Level II- Satisfactory or above in Algebra I EOC and 58% in Geometry.

Writing:

- The percentage of ESL students obtaining a Level II-Satisfactory Performance or above in Writing was higher than the state's performance in 7th grade and Writing I EOC and the same as the state's for Writing II EOC.

Science:

- The STAAR Science performance for the district's ESL students was at a range from 28% to 58% in a Level II-Satisfactory or above.

Social Studies:

- The STAAR Social Studies data shows a range from 18% to 40% of the district's ESL students performing at a Level II-Satisfactory or above.

<div align="center">WILSON ELEMENTARY STAAR DATA</div>

Wilson Elementary is the only school in the district that has the Dual Language Two-Way Enrichment Program in all grades.

- The percentage of Wilson's bilingual students obtaining a Level II-Satisfactory Performance or above in Spanish Reading was higher than the state's ELLs and the district's performance in grades 3-5.

- The percentage of Wilson's bilingual students obtaining a Level II-Satisfactory Performance or above in Math English was higher than the state's and the district's in 3rd and 5th grade; however Wilson's performance in 4th grade Math English was lower.

- The percentage of Wilson's bilingual students obtaining a Level II-Satisfactory Performance or above in Science English was higher than the state's and the district's performance.

ENGLISH PROGRESS AND ATTAINMENT AS REFLECTED IN TELPAS

TELPAS measures the English language proficiency of ELLs. The district's goal is for ELLs to progress at least one language proficiency level a year in the TELPAS Composite Rating which includes all four language domains (listening, speaking, reading, and writing) and to reach advanced high rating after three or more years in US schools. The four English language proficiency levels in the TELPAS Composite Ratings are beginning, intermediate, advanced, and advanced high.

For spring 2013, the percentage of ELLs who progressed at least one language proficiency level surpassed the state in grade 4-12. The percentage of students at a beginner or intermediate level after 6 years or more enrolled in US schools ranged from 6 to 11%.

Dual Language Two-Way Enrichment Program will have two DLE student cohorts at Strickland Middle School. The percentage of Wilson's bilingual students who progress at least one proficiency level in TELPAS was higher when compared to the state's and district's ELLs performance in grades 1-5.

PROFFESSIONAL LEARNING

The Bilingual/ESL department offered extensive opportunities for professional development to Bilingual and ESL teachers. Over 500 teachers and 50 administrators attended the sessions. The following are several professional development sessions offered during 2012-2013 school year: Some of the professional development offered includes:

- Dual Language Enrichment (DLE) Institutes: Understanding and implementing the DLE model components
- Dual Language Enrichment for District and Campus Administrators: Describe the benefits and components of the model to promote long-term academic achievement of ELLs and Non-ELLs that Closes Academic Gaps
- Kinder-2nd Grade Spanish Language Arts and Reading Standards (SLARS): Understanding and Implementing the Spanish Language TEKS.
- ESL Connections: Best practices provided for teachers to meet the needs of ELLs
- Sheltered Instruction Observation Protocol (SIOP): Gain an in-depth understanding of the SIOP model to implement effectively to develop student language skills along with academic content
- ELPS: Implementing the English Language Proficiency Standards to provide second language acquisition essential knowledge and skills for the four language domains
- Spanish Reading Comprehension "Leer Mas II" & Enseñando la Lectura: Learning to teach Spanish reading
- ESL TExES Preparation: Classes to prepare generalist teachers to be certified in ESL and acquired strategies to work with ELLs
- LPAC (Language Proficiency Assessment Committee) for Administrators, Parents, and Teachers: Participants trained to identify, review, recommend placement, assessment decision- making, and annual review for ELLs
- TELPAS (Texas English Language Proficiency Assessment System): Participants learn how to assess students using the Observation Protocol to drive instruction
- PUENTE Parent Conference: Parents gained a wealth of information from the experts about different programs available to them in the district, acquire effective and practical parenting skills, learn how to deal with learning or behavior challenges, and network with other parents in the community.

PROJECT NEXUS

Since 2012, the district has been part of a collaborative program targeting science and math teachers servicing ELL students (Project NEXUS). This is a partnership between the University of North Texas, Denton ISD, Lewisville ISD, and the Texas Education Agency's Region 10 Education Service Center. Through this grant, participating secondary teachers and administrators receive customized professional development to acquire the instructional skills and strategies that make content comprehensible for ELLs. The purpose of the grant is

to increase academic achievement, graduation rates, and entry into postsecondary education. This is a 5-year project that will continue until the year 2017.

ACADEMIES

This coming 2013-2014 school year, the Bilingual/ESL Department is committed to providing research-based and culturally relevant professional development academies focusing on best teaching practices to ensure college and career readiness and community success for ELLs. It is our purpose to support campuses in meeting cognitive, affective, and linguistic needs of our students. To accomplish this goal, the Bilingual ESL Department has developed Professional Development Academies (See Appendix 4).

The three professional development academies are tailored to Dual Language/Bilingual, ESL, Sheltered, and Content Area teachers. Each academy is designed for the purpose of building capacity among our dedicated staff and developing instructional leaders in the area of second language acquisition.

- Academy One: Foundation necessary to understand the philosophy of programs implemented in Denton ISD and provide strategies vital to student academic success
- Academy Two: Deeper understanding of second language acquisition focusing on successful implementation of best practices to ensure academic success of our English Language Learners
- Academy Three: Instructional leadership opportunities for teachers to develop into trainer of trainers and coaches to ensure success and continuity of the various program models

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SUMMARY

The Bilingual/ESL Department is committed to supporting administrators and teachers as they guide ELL students into academic excellence. The majority of ELL students demonstrated growth in their English language proficiency as reflected in TELPAS performance. There are areas of STAAR performance that have been identified as needing improvement. The professional development academies will assist teachers to improve and target their instruction in the identified critical areas which will ultimately improve ELLs academic performance. In addition, ELL population will be followed closely at all grade levels in an effort to identify more specific areas of needs at each campus.

STRENGTHS

The following strengths have been identified:
- One-Way Dual Language Enrichment Program implementation in all bilingual campuses
- Two-Way Dual Language Enrichment Program implementation in Pecan Creek, Wilson, and Strickland Middle School
- Increase of ESL-certified teachers in the four content areas

- Development of Professional Development Academies tailored to DLE, ESL, and generalist teachers
- Awarded $985,000 federal grant to fund the five-year project NEXUS with UNT, Lewisville ISD and Denton ISD to provide customized professional development for math and science teachers to teach academic content and language development

BARRIERS

The following barriers have been identified:
- Assessing ELLs who recently arrive from another country with STAAR due to no exemptions in testing
- Shortage of campus bilingual teachers, counselors, office staff, and instructional specialists
- Increase of immigrant ELLs with gaps in their learning or no prior schooling
- Providing sheltered instruction classes at campuses with small number of ELLs
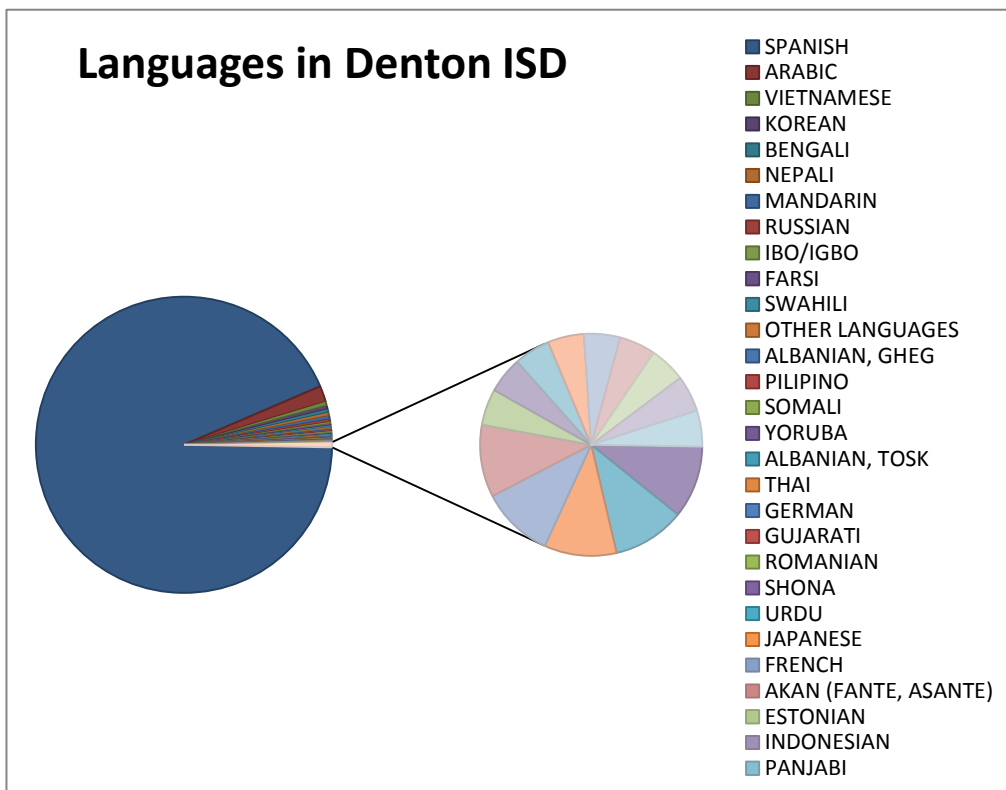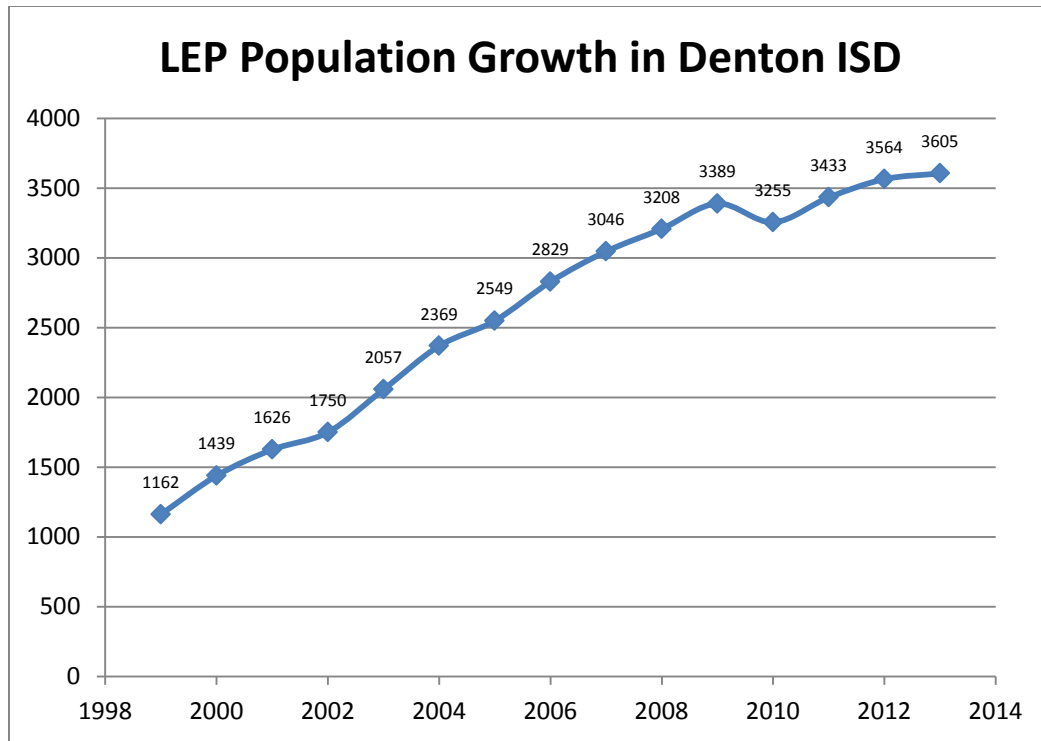- Mobility of ELL population

FUTURE PLANS

Keeping in mind the growing ELL population, the Bilingual ESL Department has the following future plans:

- Expansion of the Two-Way DLE Program in grades 8-12
- DLE cohorts at high school receiving AP Spanish credits
- Increase of elementary Two-Way DLE Programs
- Monitor ELL numbers on 380 corridor and south of Denton for the expansion of the DLE program

APPENDIX 1: ELL POPULATION GROWTH

LEP Population Growth in Denton ISD

Languages in Denton ISD

- SPANISH
- ARABIC
- VIETNAMESE
- KOREAN
- BENGALI
- NEPALI
- MANDARIN
- RUSSIAN
- IBO/IGBO
- FARSI
- SWAHILI
- OTHER LANGUAGES
- ALBANIAN, GHEG
- PILIPINO
- SOMALI
- YORUBA
- ALBANIAN, TOSK
- THAI
- GERMAN
- GUJARATI
- ROMANIAN
- SHONA
- URDU
- JAPANESE
- FRENCH
- AKAN (FANTE, ASANTE)
- ESTONIAN
- INDONESIAN
- PANJABI

Percentage of Bilingual Students Performing Level II-Satisfactory or Above on STAAR Reading
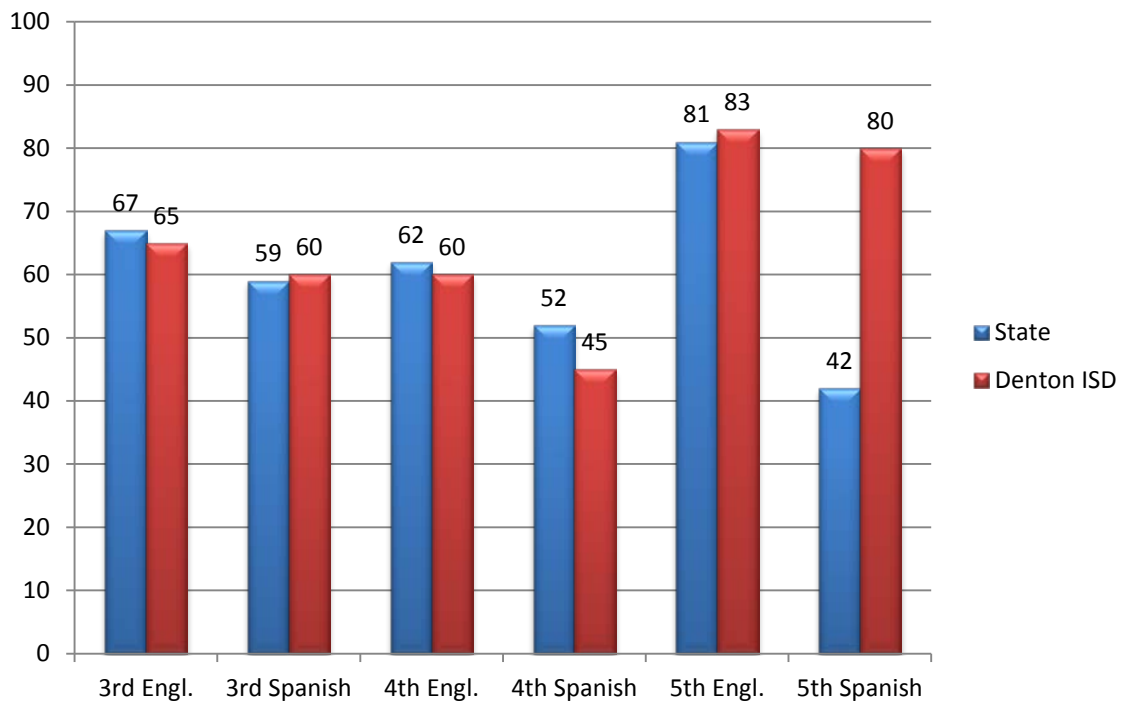
Bar chart comparing State and Denton ISD percentages:
- 3rd Engl.: State 67, Denton ISD 65
- 3rd Spanish: State 59, Denton ISD 60
- 4th Engl.: State 62, Denton ISD 60
- 4th Spanish: State 52, Denton ISD 45
- 5th Engl.: State 81, Denton ISD 83
- 5th Spanish: State 42, Denton ISD 80

Percentage of Bilingual Students Performing Level II-Satisfactory or Above on STAAR Math

Bar chart comparing State and Denton ISD percentages:
- 3rd Engl.: State 67, Denton ISD 65
- 3rd Spanish: State 59, Denton ISD 60
- 4th Engl.: State 62, Denton ISD 60
- 4th Spanish: State 52, Denton ISD 45
- 5th Engl.: State 81, Denton ISD 83
- 5th Spanish: State 42, Denton ISD 80
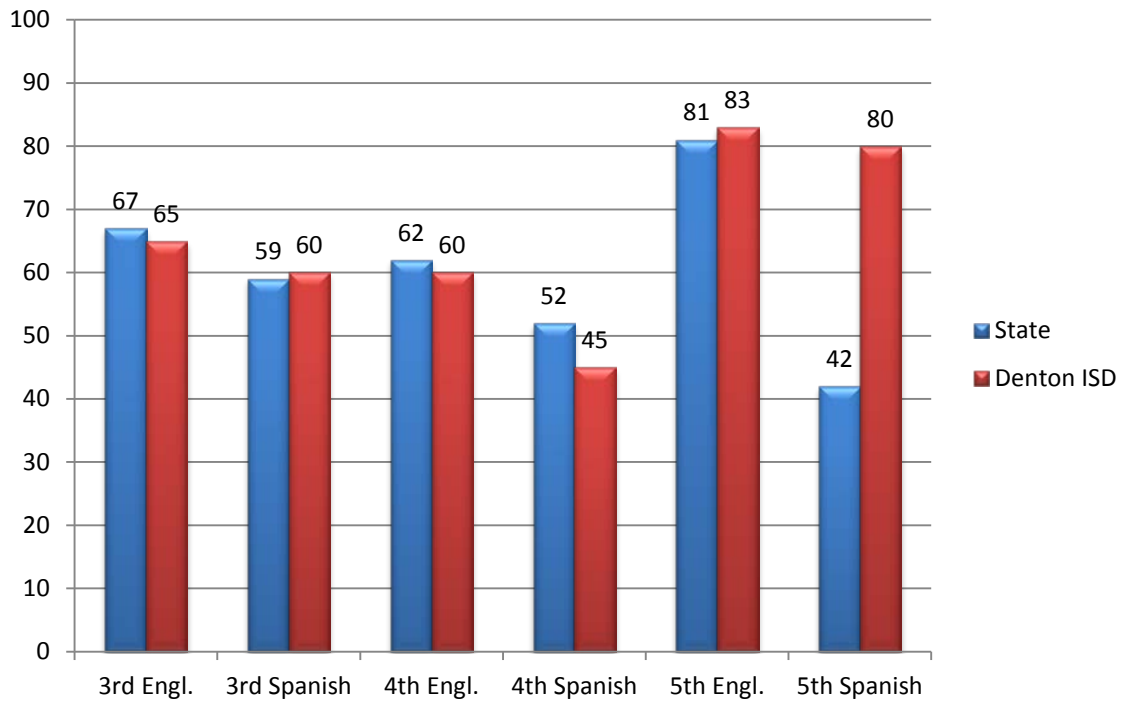
Percentage of Bilingual Students Performing Level II-Satisfactory or Above on STAAR Writing

Chart comparing State and Denton ISD:
- 4th Engl.: State 57, Denton ISD 59
- 4th Spanish: State 60, Denton ISD 66
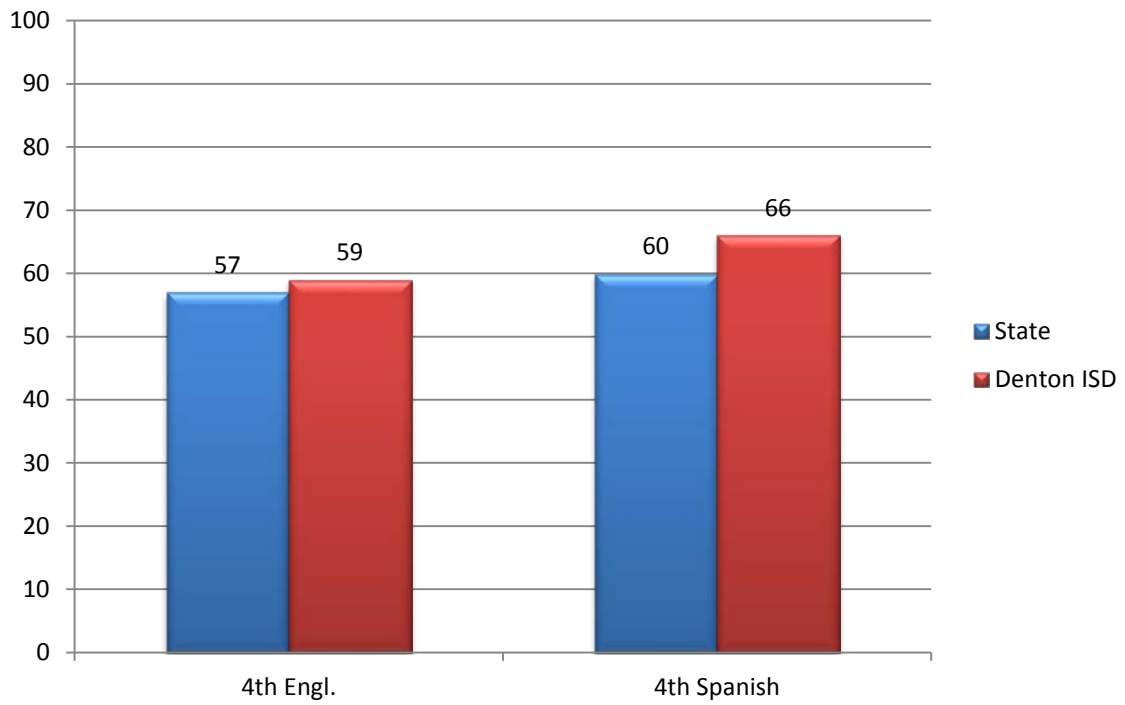
Percentage of Bilingual Students Performing Level II-Satisfactory or Above on STAAR Science

Chart comparing State and Denton ISD:
- 5th Engl.: State 56, Denton ISD 58
- 5th Spanish: State 42, Denton ISD 28
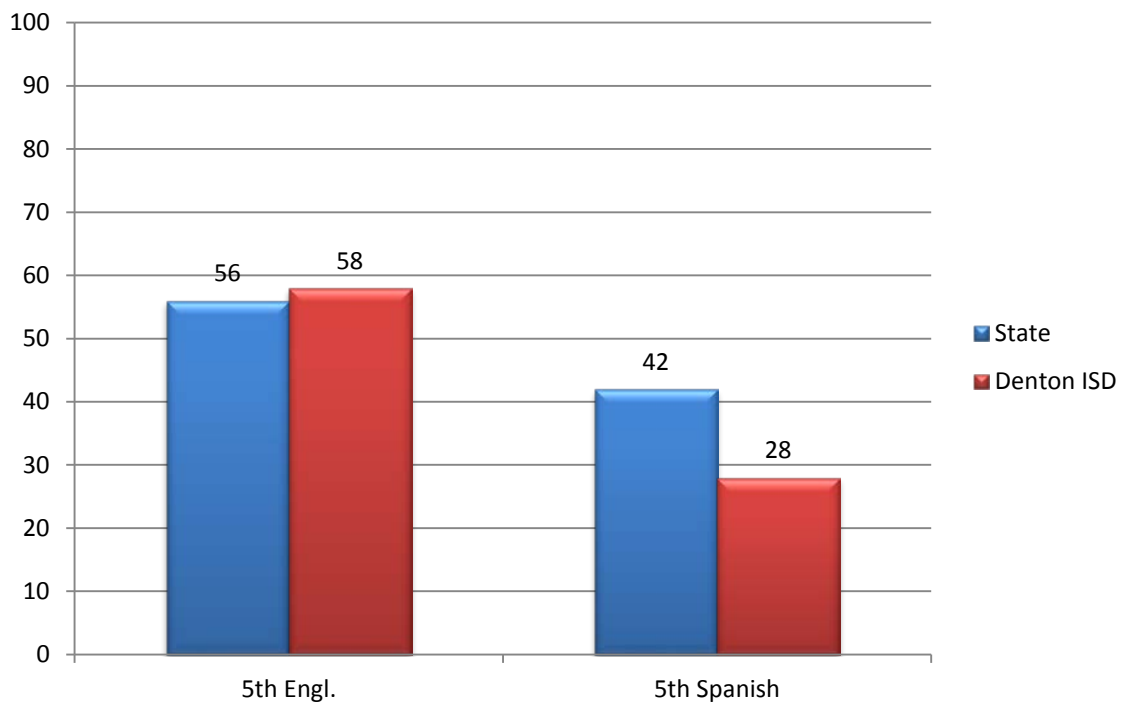
Percentage of ESL Students Performing Level II-Satisfactory or Above on STAAR/EOC Reading
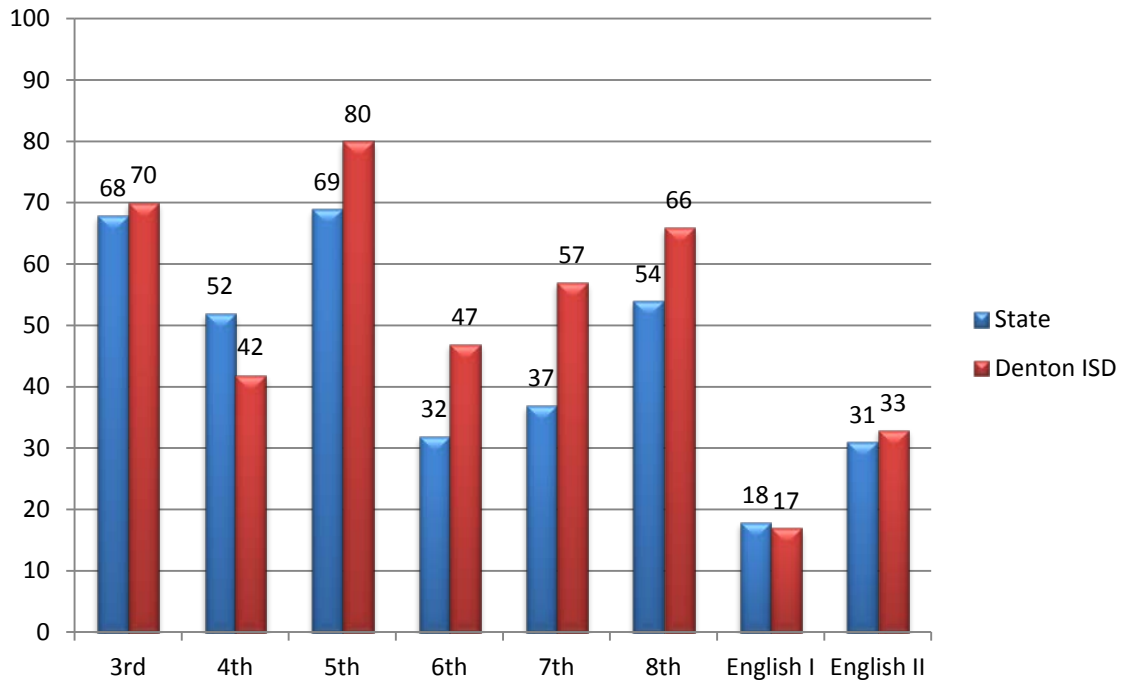
Grade	State	Denton ISD
3rd	68	70
4th	52	42
5th	69	80
6th	32	47
7th	37	57
8th	54	66
English I	18	17
English II	31	33

Percentage of ESL Students Performing Level II-Satisfactory or Above on STAAR/EOC Math

Grade	State	Denton ISD
3rd	66	57
4th	58	38
5th	79	88
6th	51	56
7th	49	62
8th	71	80
Algebra I	51	49
Geometry	65	58
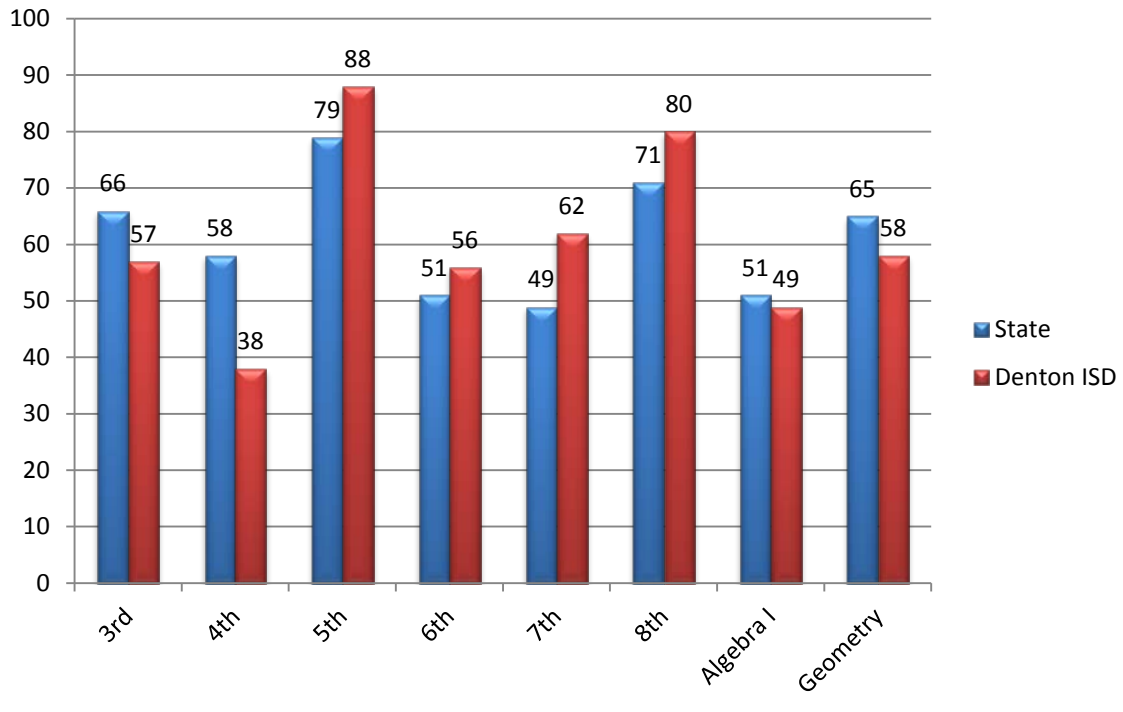
**Percentage of ESL Students Performing
Level II-Satisfactory or Above on STAAR/EOC Writing**

Category	State	Denton ISD
4th ESL	52	48
7th	29	37
Writing I	9	10
Writing II	10	10
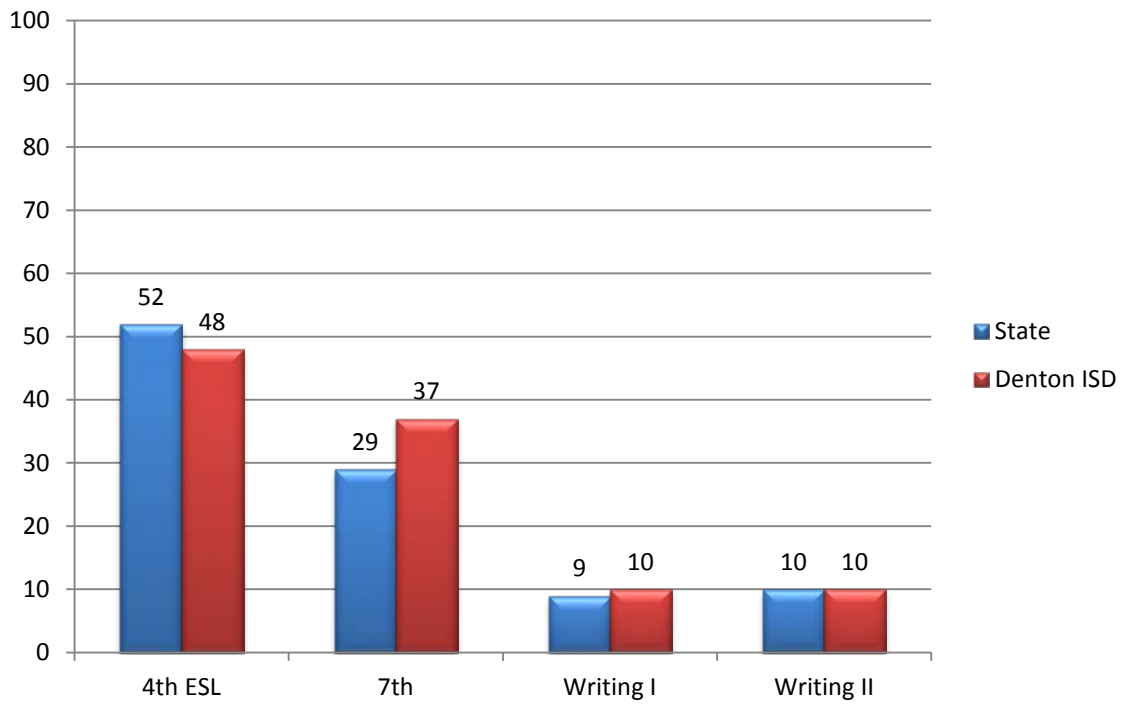
**Percentage of ESL Students Performing
Level II-Satisfactory or Above on STAAR/EOC Science**

Category	State	Denton ISD
5th	53	53
8th	42	38
Biology	55	62
Chemistry	56	45
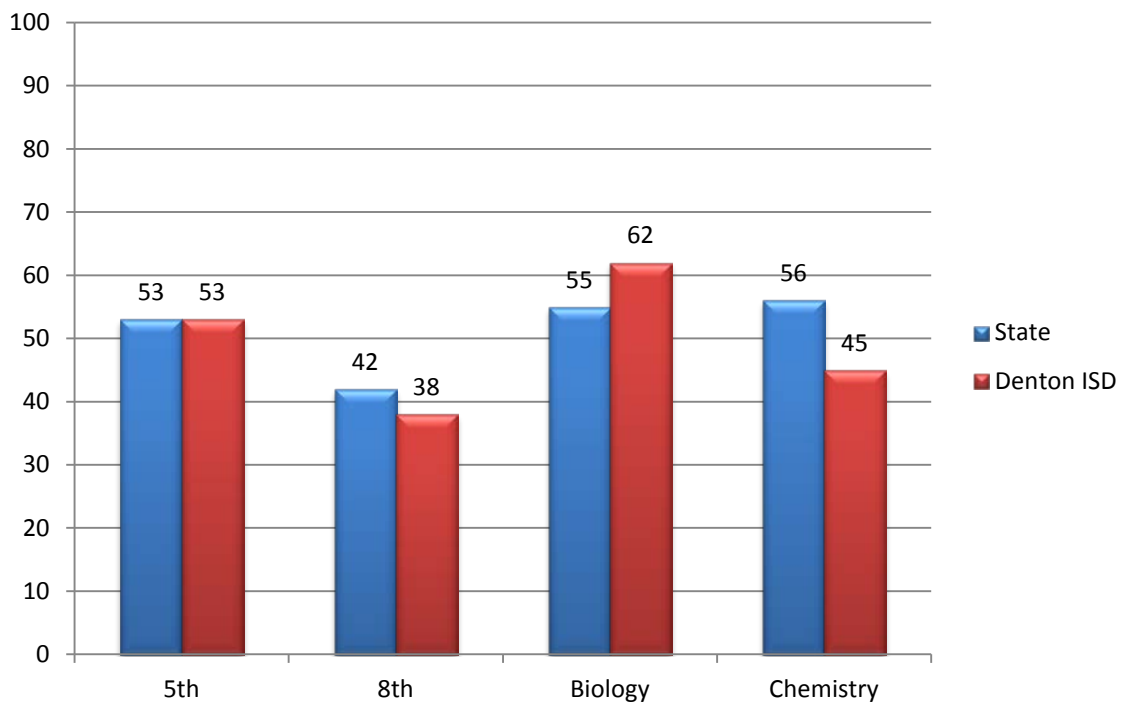
**Percentage of ESL Students Performing
Level II-Satisfactory or Above on STAAR/EOC Social
Studies**

Legend: State (blue), Denton ISD (red)

Category	State	Denton ISD
8th	28	23
World Geography	38	40
World History	32	18
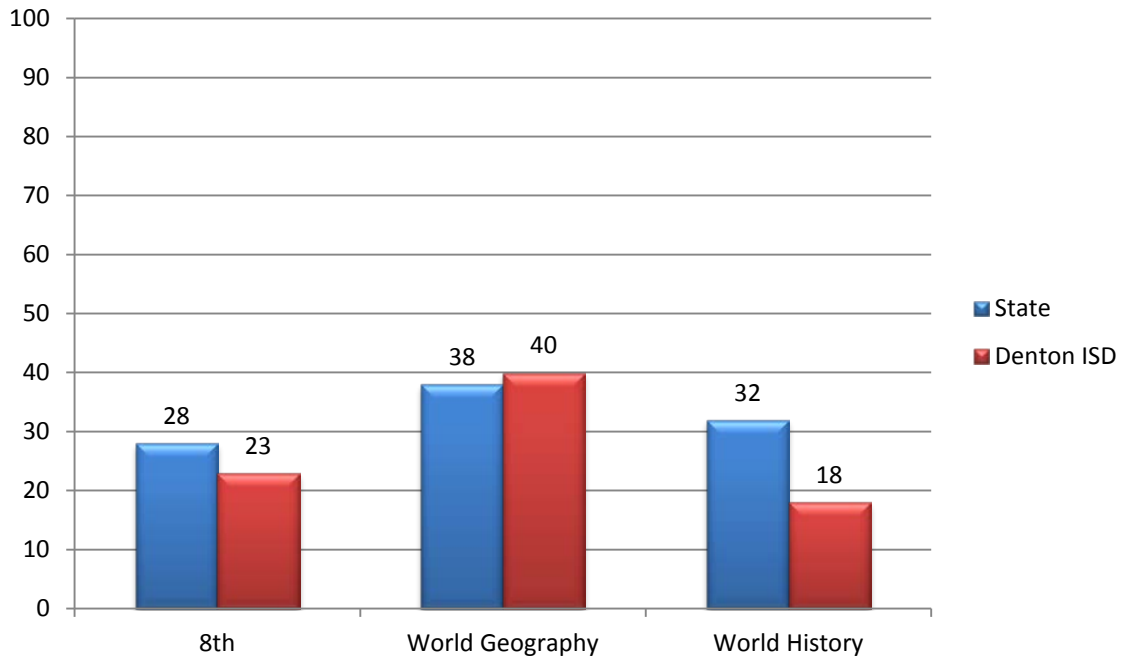
**Percentage of DLE Bilingual Students Performing
Level II or Above in STAAR Spanish Reading**

Legend: STATE (blue), District (red), Wilson (green)

Grade	STATE	District	Wilson
3	68	65	93
4	58	60	91
5	64	55	88
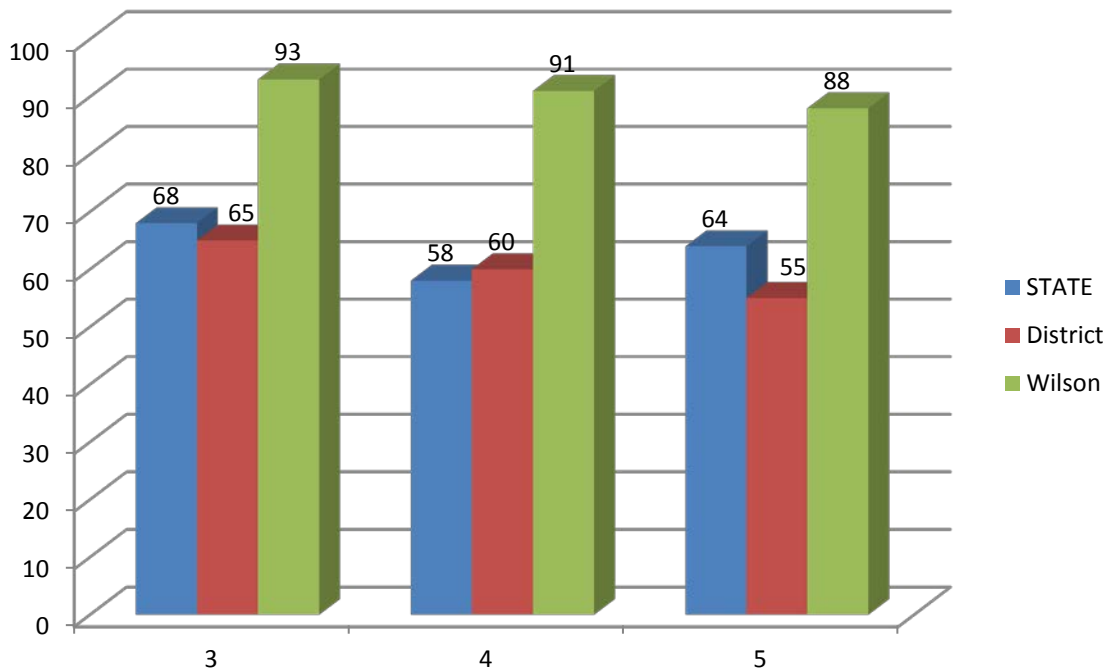
Percentage of DLE Bilingual Students Performing Level II or Above in STAAR English Math

Grade 3: STATE 67, District 65, School 85
Grade 4: STATE 62, District 60, School 45
Grade 5: STATE 81, District 83, School 100

Legend: STATE, District, School
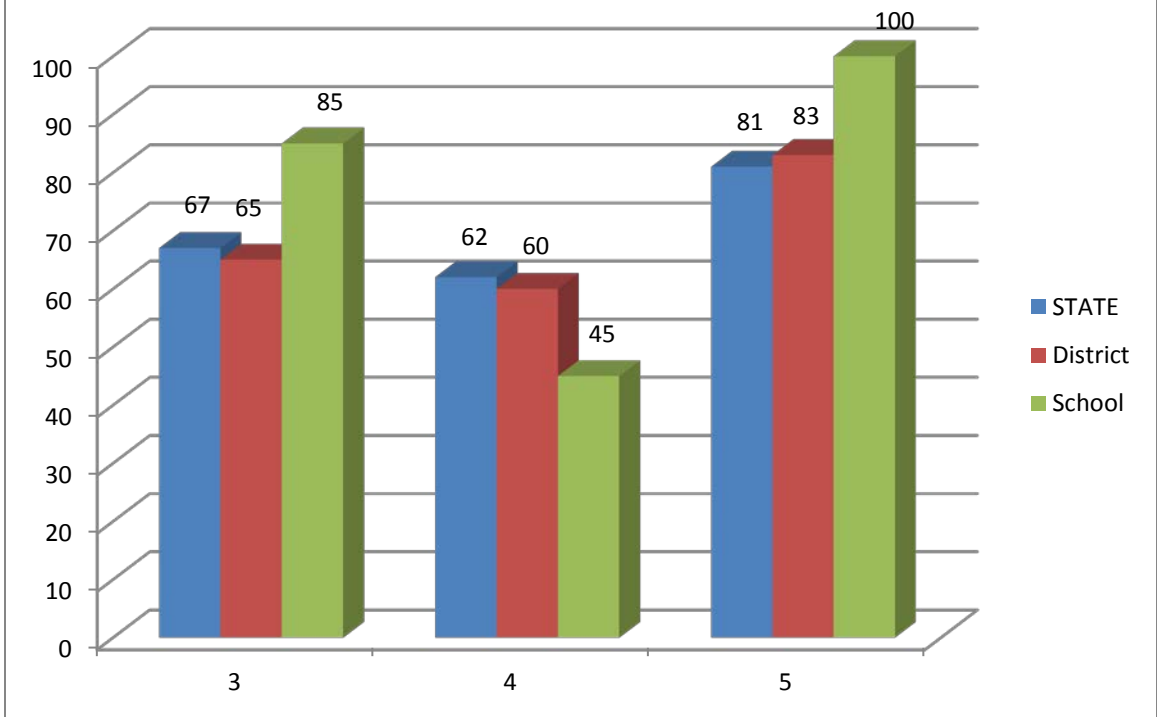
Percentage of DLE Bilingual Students Performing Level II or Above in 5th Grade STAAR English Science

STATE 56, District 80, Wilson 83

Legend: STATE, District, Wilson
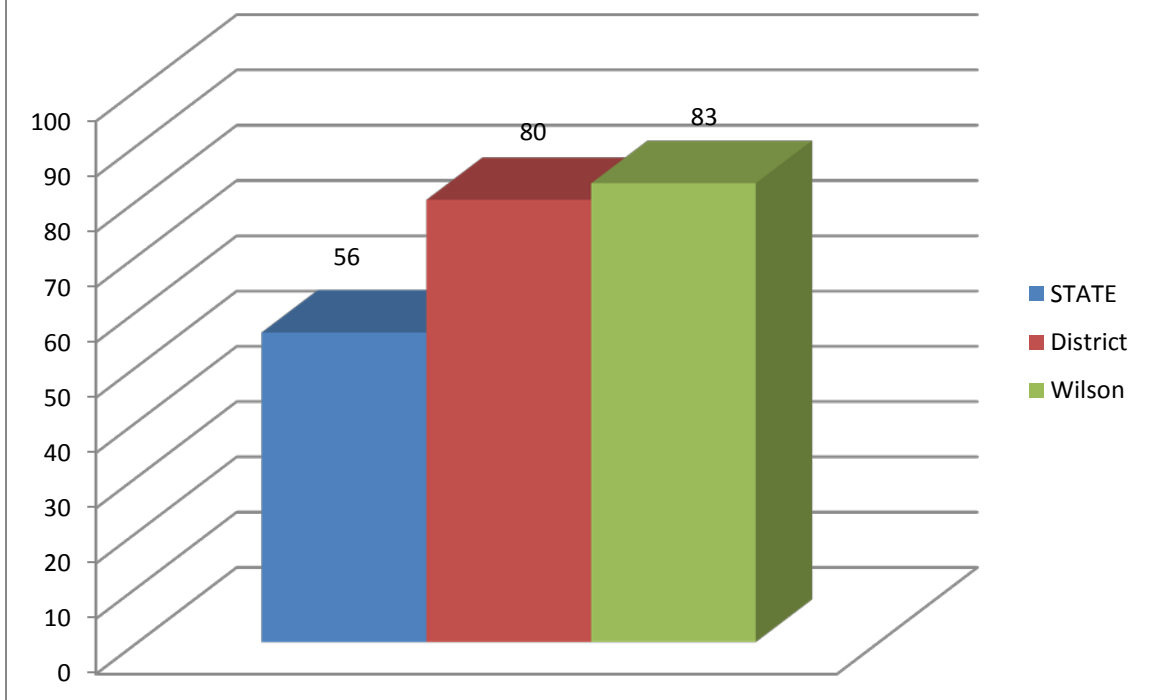
APPENDIX 3: TELPAS RESULTS

2013 TELPAS Students Who Progressed at Least One Proficiency Level

	1	2	3	4	5	6	7	8	9	10	11	12
State	55	66	65	62	79	60	70	69	67	60	64	59
District	50	62	62	62	88	66	71	75	81	65	75	79

Percentage of DLE Bilingual Students who Progressed at Least One Level in TELPAS
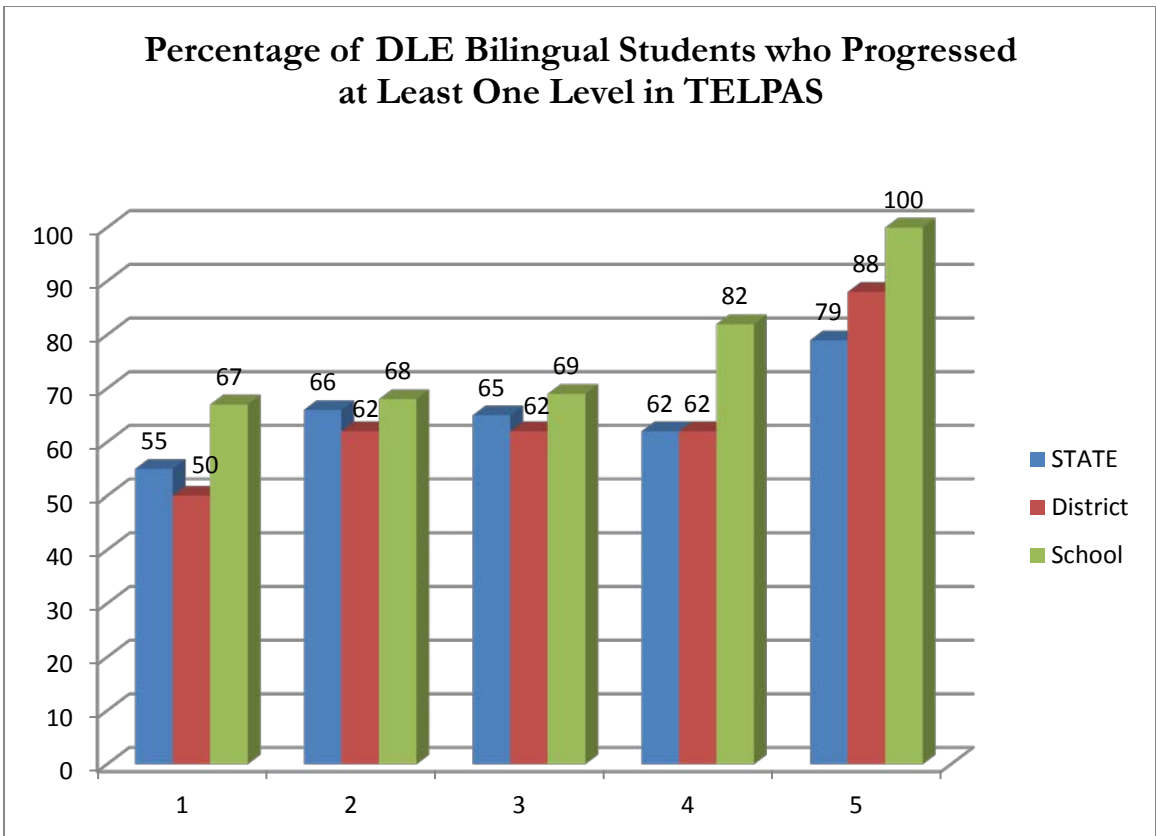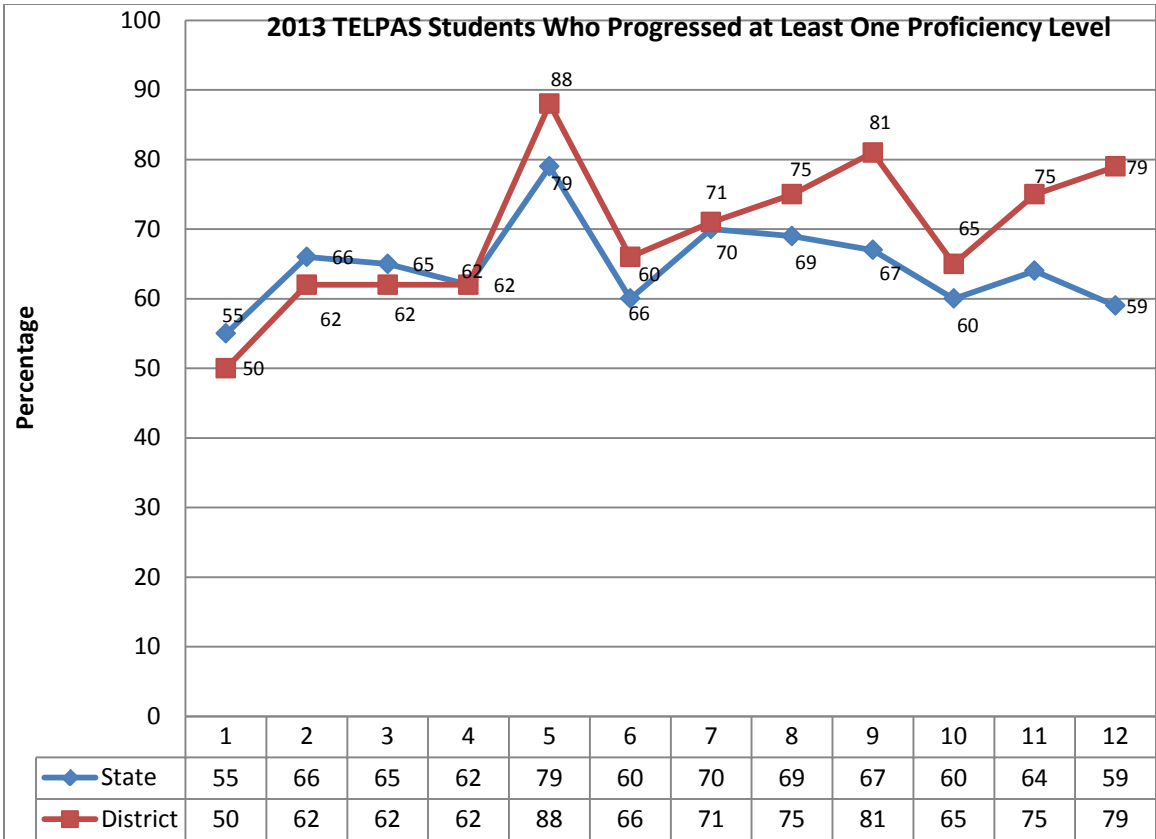
APPENDIX 4: PROFESSIONAL DEVELOPMENT CATALOGS

Denton Independent School District

PROFESSIONAL DEVELOPMENT ACADEMIES

ELEMENTARY

2013-2014

Bilingual/ESL Department Mission

The mission of the Bilingual/ESL Department is to support all Denton ISD stakeholders achieve competence and fidelity in the implementation of research-based programs for the purpose of attaining high academic and linguistic performance for English Language Learners.

August 2013

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Bilingual/ESL Department

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Purpose of
Professional Development Academies

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The Bilingual/ESL Department is committed to providing research-based and culturally relevant professional development academies focusing on best teaching practices to ensure college and career readiness and community success for English Language Learners (ELLs). It is our purpose to support campuses in meeting cognitive, affective, and linguistic needs of our students.

The three professional development academies are tailored to Dual Language/Bilingual, ESL, Sheltered, and Content Area teachers. Each academy is designed for the purpose of building capacity among our dedicated staff and developing instructional leaders in the area of second language acquisition.

> **Academy One:** Foundation necessary to understand the philosophy of programs implemented in Denton ISD and provide strategies vital to student academic success
>
> **Academy Two:** Deeper understanding of second language acquisition focusing on successful implementation of best practices to ensure academic success of our English Language Learners
>
> **Academy Three:** Instructional leadership opportunities for teachers to develop into trainer of trainers and coaches to ensure success and continuity of the various program models

Each participant will enroll in the academies according to his/her professional development documented history. Participants who have previously attended sessions will receive credit upon proof of documentation submitted to the department. It is the goal for teachers and administrators who work with ELLs to complete the three academies.

The following pages contain a list of sessions, descriptions, and schedules for each academy.

Elementary Educator Academies
Bilingual Teacher

Academy 1

Course Name	Date Attended	Presenter
BE/ESL Compliance: What You Need to Know (Compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hour requirement)		
Sheltered Instruction for ELLs (3 hours requirement)		
ESC 11 ELPS Academy v1.02 Online Course		
Gómez and Gómez Dual Language Enrichment: Initial 3 Day Training		
Spanish Language Arts and Reading (SLAR) TEKS Scavenger Hunt (This course will be provided in Spanish)		
Denton ISD Philosophy and Programs for ELLs		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
DLE Implementation by Component - 2 to 3 Components (1.5 hours requirement for each)		
Beyond Compliance: Accountability for ELLs (Compliance 201)		
Bilingual Learning Centers in the DLE Model (PK-2)		
Bilingual Research Centers/Specialized Vocabulary Enrichment Activities in the DLE Model (3rd-5th)		
Bilingual Pairs and LOD Journal Writing as used in the DLE Model		
LOD and Conceptual Refinement as used in the DLE Model		
Project-Based Learning as used in the DLE Model		
Developing DLE Lessons that are Challenging, Interactive and Authentic as used in the DLE Model		
Spanish Literacy, Science and Social Studies Vocabulary Development through Inquiry Based Learning as used in the DLE Model		

Academy 3

Course Name	Date Attended	Presenter
Strategies for SIOP Coaches		
DLE Coaches		
Thinking Maps Path to Proficiency for English Language Learners Trainer of Trainer		
ESL TExES #154 Preparation Course Trainer of Trainer		

Elementary Educator Academies
ESL Teacher

Academy 1

Course Name	Date Attended	Presenters
BE/ESL Compliance: What You Need to Know (Compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hour requirement)		
Sheltered Instruction for ELLs (3 hour requirement)		
ESC 11 ELPS Academy v1.02 Online Course		
Thinking Maps Path to Proficiency for English Language Learners		
Denton ISD Philosophy and Programs for ELLs		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
Language-Rich Interactive Classroom		
Beyond Compliance: Accountability for ELLs (Compliance 201)		

Academy 3

Course Name	Date Attended	Presenter
Strategies for SIOP Coaches		
Thinking Maps Path to Proficiency for English Language Learners Trainer of Trainer		
ESL TExES #154 Preparation Course Trainer of Trainer		

Elementary Educator Academies
Generalist Teacher

Academy 1

Course Name	Date Attended	Presenter
BE/ESL Compliance: What You Need to Know (Compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hour requirement)		
Sheltered Instruction for ELLs (3 hour requirement)		
ESC 11 ELPS Academy v1.02 Online Course		
ESL TExES #154 Preparation Course (12 hour requirement)		
Denton ISD Philosophy and Programs for ELLs		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
Thinking Maps Path to Proficiency for English Language Learners		
Beyond Compliance: Accountability for ELLs (Compliance 201)		

Academy 3

Course Name	Date Attended	Presenter
Strategies for SIOP Coaches		
Thinking Maps Path to Proficiency for English Language Learners Trainer of Trainer		
ESL TExES #154 Preparation Courses Trainer of Trainers		

Elementary Educator Academies
Elective Courses

Course Name	Date Attended	Presenter
Foldables for ELLs		
Vocabulary Development for ELLs		
Desarrollando del Español para Maestros en Programas de Educación Bilingüe (Book Study)		

Professional Development Sessions, Descriptions and Schedules

Assessment Differentiation for ELLs

English Language Learners are allowed certain linguistic accommodations for state-assessments. These linguistic accommodations vary from subject to subject and depend on the assessment taken. This course will help participants learn about the different linguistic accommodations so that the accommodations can be in practice in the classroom, allowing the student to be proficient on them before testing.

Fall 2013
September 3, 2013
November 5, 2013
November 19, 2013
Spring 2014
January 14, 2014
February 4, 2014
February 18, 2014

BE/ESL Compliance: What You Need to Know (Compliance 101)

This course will give participants an overview of Chapter 89, where all the state regulations for Bilingual and ESL programs are outlined, as well as the LPAC process. After completing this course participants will understand why bilingual and ESL programs are required by law and have an understanding of the events that precipitated the establishment of programs for English Language Learners.

Fall 2013
September 17, 2013
October 22, 2013
December 3, 2013
Spring 2014
April 15, 2014

Beyond Compliance: Accountability for ELLs (Compliance 102)

This course will allow participants to put in perspective the accountability part of compliance. Participants will learn how English Language Learners' academic growth is measured for accountability and which state assessments are used to evaluate progress for state and federal accountability systems.

Fall/Spring
Refer to Eduphoria for dates and location

Denton ISD Philosophy and Programs for ELLs

This course gives participants an overview of the programs offered in Denton ISD for English Language Learners. You will learn the difference between traditional bilingual programs, and dual language as well as the two types of dual language offered in the district. You will also learn about the different ESL programs and how is it determined which programs to offer.

Fall 2013
September 3, 2013

Desarrollando del Español para Maestros en Programas de Educación Bilingüe (Book Study)

During this books study, participants will use their knowledge of the Spanish language to develop the linguistic foundation necessary to teach in the Dual Language classroom. This session will be conducted in Spanish and a book will be provided.

Fall/Spring
Refer to Eduphoria for dates and location

Dual Language Implementation Components

Bilingual Learning Center Implementation
Designing, managing, and creating quality Bilingual Learning Centers in the Gómez & Gómez DLE Model that are aligned to state standards.
Spring 2014
March 25, 2014

Bilingual Research Centers Implementation
Understanding and Maximizing use of Bilingual Research Centers (BRC) to promote Project-Based Learning (PBL) and vocabulary development in both languages at 3rd-5th grade levels.
Fall 2013
September 24, 2013

Specialized Vocabulary Enrichment Implementation
Effective and Consistent use of Specialized Vocabulary Enrichment Activities (SVE) to support "vocabulary development" in opposite language of instruction for math, science & SS at 3rd-5th grade levels.
Fall 2013
November 12, 2013

Dual Language Enrichment Coaches
Exemplary teachers will receive the knowledge necessary to become campus coaches and leaders. An in-depth analysis will be done of each Dual Language Enrichment component that will enable the coach to provide guidance and support.
Fall/Spring
Refer to Eduphoria for dates and location

Elements of Effective Instruction-The SIOP Model
Based on years of research, the Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of English learners. This framework has been adopted by Denton ISD for the instruction of English learners from PK-12. Participants who attend this session will gain an in-depth understanding of the SIOP model and how to implement effectively in the content-area classroom to develop students language skills along with academic content.
Summer 2013
June 18 and 19, 2013
Summer 2014
Refer to Eduphoria for dates and location

ELPS Implementation
This session is designed to assist participants in implementing how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing and their practice in the classroom. (2 sessions of 1.5 hours each)
Pre-requisite: ELPS Academy, SIOP
Fall 2013
December 10, 2013
Spring 2014
April 8, 2014

ESC 11 ELPS Academy v1.02 (Online Course)

The ELPS Academy is designed to assist participants in understanding how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing. Participants will also examine a common framework to follow when working with English language learners in content area classrooms. CPE credit is 4.

ESL TExES Supplement #164 Preparation Course

This course is designed to prepare teachers to take the ESL certification exam TExES #154 and develop a core set of competencies needed to teach ESL students. The following topics will be covered: language concepts and language acquisition; ESL instruction and assessment; cultural awareness and family and community involvement; preview and practice for TExES questions.

Fall 2014

Refer to Eduphoria for dates and location

Foldables for ELLs

This hands-on session will offer each participants many action-based multi-disciplinary manipulatives that can be used immediately with their students.

Spring 2014

January 14, 2014

LPAC Processes and Procedures

Get an overview of LPAC responsibilities and procedures. After completing this course, you will have an understanding on what is the LPAC committee and what it does and why including the required paperwork.

Spring 2014

May 16, 2014
May 20, 2014

Sheltered Instruction for ELLs

Working successfully with English Language Learners requires an understanding of how a second language is acquired. This workshop will provide the opportunity for participants to learn and/or review "must-know" research regarding language acquisition and apply effective sheltered instruction practices.

Fall 2013

Refer to Eduphoria for dates and location

SIOP Implementation by Component

Participants will learn about each SIOP component and implementation strategies will be provided. The sessions will be followed-up by in class observations to support the implementation of the components and ensure fidelity of implementation. (4 sessions of 1.5 hrs each)

Fall 2014

Refer to Eduphoria for dates and location

SIOP for Coaches

This workshop is designed for school leaders who are responsible for SIOP implementation, you will learn about various models of professional development and implementation, coaching techniques, classroom differentiation, and the research that supports this implementation philosophy.

Fall/Spring

Refer to Eduphoria for dates and location

Spanish Language Arts and Reading (SLAR) TEKS Scavenger Hunt

In this session participants will analyze the Spanish Language Arts and Reading TEKS in depth and discuss available resources to assist in the instruction of Spanish literacy. Each participants will receive a bound copy of the SLAR TEKS and a copy of the ELAR-SLAR Comparison Chart developed by the state. This course will be conducted in Spanish.

Fall 2013
September 10, 2013

Language-Rich Interactive Classroom

In this session participants will learn how to create an amazing language-rich interactive classroom environment in which all students can thrive. Topics include differentiating instruction for students at a variety of language proficiencies, keeping all students absolutely engaged, and creating powerful learning supports.

Fall/Spring 2014
Refer to Eduphoria for dates and location

Thinking Maps®: Path to Proficiency for English Language Learners

For educators who desire an extended implementation of Thinking Maps, focused specifically on the needs of English Language Learners, K-12. It is designed for educators who have been trained in Thinking Maps and have some prior knowledge about teaching English Language Learners. The purpose is to provide information and guidance in how to adapt and extend the use of Thinking Maps to meet more effectively the needs of English Language Learners through the use of quality instruction. Path to Proficiency provides teachers with practical applications for guiding students from the lowest to the highest level of language proficiency.

Fall/Spring
Refer to Eduphoria for dates and location

Vocabulary Development for English Language Learners (ELLs)

In this session, participants will acquire strategies for vocabulary development based on research by Robert Marzano and other specialist in the field of second language acquisition and vocabulary development. Come ready to learn and have fun in doing so!

Spring 2014
February 11, 2014

Gómez and Gómez Dual Language Enrichment Model: 3 day "Initial" Training

Day 1– Understanding Dual Language Education (purpose, research, philosophy), Principles of a Dual Language Education, Instructional Model (components), Language of the Day, Elements of Gómez & Gómez Dual Language Classroom, the Dual Language Classroom Schedule (PK-5), Bilingual Pairs

Day 2– Challenging Interactive and Authentic (CIA) Dual Language Classrooms, An Effective Dual Language Lesson Plan (lesson cycle), Second Language Acquisition (ESL/SSL), Cooperative Learning, Dual Language Grading Policy, Student/Program Assessment (report cards, testing)

Day 3– Critical Dual Language Model Components: Conceptual Refinement (supporting L2 content Learners, PK-2 & academic rigor), Specialized Vocabulary Enrichment Activities (facilitating biliteracy in all learners, 3-5), Bilingual Learning Centers and Research Centers, Fundamental Tenets of Dual Language Programs

Summer 2013

June 27-29, 2013
Everman ISD

July 11-13, 2013
Region 10 ESC

August 5-7, 2013
Denton ISD

Fall 2013/Spring 2014
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Bilingual Learning Centers (Conducted by the Dual Language Training Institute)
Participants will be guided on how to design, manage, and create quality Bilingual Learning Centers in the Gómez and Gómez DLE Model that are aligned to state standards.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Bilingual Research Centers/Specialized Vocabulary Enrichment (Conducted by the Dual Language Training Institute)
Participants will gain an understanding of Bilingual Research Centers to promote Project-Based Learning and vocabulary development in both languages at 3rd-5th grade levels.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Language of the Day and Conceptual Refinement (Conducted by the Dual Language Training Institute)
Participants will gain an understanding to be able to maximize the use of Language of the Day through a variety of strategies, as well as, how to effectively conduct Conceptual Refinement to support content being learned in the second language (math, science, & social studies).

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Bilingual Pairs and Language of the Day Journal Writing (Conducted by the Dual Language Training Institute)
Participants will understand the use of Bilingual Pairs in the dual language classroom. Practice will be provided on how to design lessons that incorporate cooperative learning and journal writing daily.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Project-Based Learning (Conducted by the Dual Language Training Institute)

Participants will plan and create lessons for Project-Based Learning designed to engage learners in higher order thinking, research and problem-solving through applied experiential learning.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Developing DLE Lessons that are Challenging, Interactive, and Authentic (Conducted by the Dual Language Training Institute)

Participants will plan and create lessons for Project-Based Learning designed to engage learners in   higher order thinking, research and problem-solving through applied experiential learning.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Spanish Literacy, Science and Social Studies Vocabulary Development (Conducted by the Dual Language Training Institute)

Participants will develop their knowledge of how to develop Spanish literacy through inquiry-based learning in social studies, Bi-cultural studies, Language Arts, and Science.

Fall/Spring
Refer to Eduphoria for dates and location

DENTON

INDEPENDENT SCHOOL DISTRICT

1212 Bolivar St.
Denton, TX 76201

Phone: 940-369-0150
Fax: 940-382-4908
Web page: www.dentonisd.org/page/912

Denton Independent School District

PROFESSIONAL DEVELOPMENT ACADEMIES

MIDDLE SCHOOL

2013-2014

DENTON
INDEPENDENT SCHOOL DISTRICT

Bilingual/ESL Department Mission

The mission of the Bilingual/ESL Department is to support all Denton ISD stakeholders achieve competence and fidelity in the implementation of research-based programs for the purpose of attaining high academic and linguistic performance for English Language Learners.

August 2013

Table of Contents

Bilingual/ESL Department

2013-2014

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Purpose of
Professional Development Academies

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The Bilingual/ESL Department is committed to providing research-based and culturally relevant professional development academies focusing on best teaching practices ensuring college and career readiness and community success for English Language Learners (ELLs). It is our purpose to support campuses in meeting cognitive, affective, and linguistic needs of our students.

The three professional development academies are tailored to Dual Language/Bilingual, ESL, Sheltered, and Content Area teachers. Each academy is designed for the purpose of building capacity among our dedicated staff and developing instructional leaders in the area of second language acquisition.

> **Academy One:** Foundation necessary to understand the philosophy of programs implemented in Denton ISD and provide strategies vital to student academic success

> **Academy Two:** Deeper understanding of second language acquisition focusing on successful implementation of best practices to ensure academic success of our English Language Learners

> **Academy Three:** Instructional leadership opportunities for teachers to develop in to trainer of trainers and coaches to ensure success and continuity of the various program models

Each participant will enroll in the academies according to his/her professional development documented history. Participants who have previously attended sessions will receive credit upon proof of documentation submitted to the department. It is the goal for teachers and administrators who work with ELLs to complete the three academies.

The following pages contain a list of sessions, descriptions, and schedule for each academy.

Middle School Educator Academies
ESL and Sheltered Teacher

Academy 1

Course Name	Date Attended	Presenters
BE/ESL Compliance: What you need to know (compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hour requirement)		
Sheltered Instruction Strategies (3 hour requirement)		
ESC 11 ELPS Academy v1.02 Online Course		
Thinking Maps Path to Proficiency for English Language Learners		
Denton ISD Philosophy and Programs for ELLs		

Academy 3

Course Name	Date Attended	Presenter
Strategies for SIOP Coaches		
DLE Coaches		
Thinking Maps Path to Proficiency for English Language Learners Trainer of Trainer		
ESL TExES #154Preparation Course Trainer of Trainer		
RTI for the LEP		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
Beyond Compliance: Accountability for ELLs (compliance 201)		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn Calhoun Middle School Library **(Specialized Trg 8/21/13—6 hrs)**		
FOR SCIENCE SHELTERED TEACHERS (Online Project Share - Epsilen acct. must be created)		
ESC 11 TELLIT: **Science** Linguistic Learning Environment		
ESC11 TELLIT: **Science** Cognitive Learning Environment		
ESC 11 TELLIT: **Science** Affective Learning Environment		
FOR MATH SHELTERED TEACHERS (Online Project Share - Epsilen)acct. must be created)		
ESC11 TELLIT: **Math** Cognitive Learning Environment		
ESC 11 TELLIT: **Math** Affective Learning Environment		
ESC 17 TELLIT: **Math** Linguistic Learning Environment		
FOR SOCIAL STUDIES SHELTERED TEACHERS (Online Project Share - Epsilen acct. must be created))		
ESC 10 TELLIT: **Social Studies** Linguistic Environment		
ESC 11 TELLIT: **Social Studies** Cognitive Environment		
ESC 10 TELLIT: **Social Studies** Affective Environment		

Middle School Educator Academies
Dual Language Teacher

Academy 1

Course Name	Date Attended	Presenter
BE/ESL Compliance: What you need to know (compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hour requirement)		
Sheltered Instruction Strategies (3 hours requirement)		
ESC 11 ELPS Academy v1.02 Online Course		
Gómez and Gómez Dual Language Enrichment: Initial 3 Day Training		
Spanish Language Arts and Reading (SLAR) TEKS Scavenger Hunt (This course will be provided in Spanish)		
Denton ISD Philosophy and Programs for ELLs		
Thinking Maps Path to Proficiency for English Language Learners		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
DLE Implementation by Component - 2 to 3 Components (1.5 hours requirement for each)		
Beyond Compliance: Accountability for ELLs (compliance 201)		
Bilingual Research Centers/Specialized Vocabulary Enrichment Activities in the DLE Model (3rd-5th)		
Bilingual Pairs and LOD Journal Writing as used in the DLE Model		
LOD and Conceptual Refinement as used in the DLE Model		
Project-Based Learning as used in the DLE Model		
Developing DLE Lessons that are Challenging, Interactive and Authentic as used in the DLE Model		
Spanish Literacy, Science and Social Studies Vocabulary Development through Inquiry Based Learning as used in the DLE Model		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn Calhoun Middle School Library		

Academy 3

Course Name	Date Attended	Presenter
Strategies for SIOP Coaches		
DLE Coaches		
Thinking Maps Path to Proficiency for English Language Learners Trainer of Trainer		
ESL TExES #154Preparation Course Trainer of Trainer		
RTI for LEP		

Middle School Educator Academies
Generalist Teacher

Academy 1

Course Name	Date Attended	Presenter
BE/ESL Compliance: What You Need to know (Compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hours in two days)		
Sheltered Instruction Strategies (3 hrs)		
ESC 11 ELPS Academy v1.02 (4 hrs)		
Denton ISD Philosophy and Programs for ELLs		

Academy 2

Course Name	Date Attended	Presenter
LPAC Processes and Procedures		
ELPS Implementation (2 sessions of 1.5 hours each)		
SIOP Implementation by Component (4 sessions of 1.5 hours each)		
Beyond Compliance: Accountability for ELLs (compliance 201)		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn		

Academy 3

Course Name	Date Attended	Credit Hours	Presenter
Strategies for SIOP Coaches			

Project Nexus Participants

Course Name	Date Attended	Presenter
Project NEXUS Two-Day ®Workshop (Fall) 9/17 & 9/18, 2013 PDC Redbud		
Project NEXUS Two Day SIOP® Lesson Writing Workshop (Fall) Lewisville Student Svcs Admin Bldg October 22 & 23, 2013		
Project NEXUS Strategies for SIOP® Coaches (Spring)		
Data Decision Making for ELLs Central Svcs Board Room August 8, 2013		

Professional Development Sessions, Descriptions and Schedules

Science 2 hrs—Project Share Epsilen

ESC11 TELLIT: Science Cognitive Learning Environment
his course addresses the cognitive needs of ELL students. Participants will view video segments of science teachers using effective strategies that demonstrate culturally responsive learning and physical
environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 11 TELLIT: Science Affective Learning Environment
This course addresses the affective needs of ELL students. Participants will view video segments of
science teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 17 TELLIT: Science Linguistic Learning Environment
his course addresses the linguistic needs of ELL students. Participants will view video segments of
science teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

Math 2hr s—Project Share Epsilen

ESC11 TELLIT: Math Cognitive Learning Environment
his course addresses the cognitive needs of ELL students. Participants will view video segments of math teachers using effective strategies that demonstrate culturally responsive learning and physical
environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 11 TELLIT: Math Affective Learning Environment
his course will show how to address the affective needs of ELL students. Participants will view video
segments of math teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will build a repertoire of instructional skills and resources as they examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 17 TELLIT: Math Linguistic Learning Environment
This course will help you learn how to address the linguistic needs of English Language Learners (ELL
students). The Linguistic Learning Environment is one that relates to language differences and language development of students in an instructional setting, such as a classroom. During this course, you will view video segments of mathematics teachers using effective strategies that enhance mathematics instruction and promote academic language development for ELL students. You will have an opportunity to build a repertoire of instructional skills and resources that will have a positive impact on the progress and performance of your students.

Social Studies 2hrs—Project Share Epsilen

ESC11 TELLIT: Social Studies Cognitive Learning Environment
This course addresses the cognitive needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 10 TELLIT: Social Studies Affective Environment
his course addresses the affective needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 10 TELLIT: Social Studies Linguistic Environment
This course addresses the linguistic needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

Professional Development Sessions, Descriptions and Schedules

Assessment Differentiation for ELLs

English Language Learners are allowed certain linguistic accommodations for state-assessments. These linguistic accommodations vary from subject to subject and depend on the assessment taken. This course will help participants learn about the different linguistic accommodations so that the accommodations can be in practice in the classroom, allowing the student to be proficient on them before testing.

Fall 2013
September 3, 2013
November 5, 2013
November 19, 2013
Spring 2014
January 14, 2014
February 4, 2014
February 18, 2014

BE/ESL Compliance: What You Need to Know (Compliance 101)

This course will give participants an overview of Chapter 89, where all the state regulations for Bilingual and ESL programs are outlined, as well as the LPAC process. After completing this course participants will understand why bilingual and ESL programs are required by law and have an understanding of the events that precipitated the establishment of programs for English Language Learners.

Fall 2013
September 17, 2013
October 22, 2013
December 3, 2013
Spring 2014
April 15, 2014

Beyond Compliance: Accountability for ELLs (Compliance 102)

This course will allow participants to put in perspective the accountability part of compliance. Participants will learn how English Language Learners' academic growth is measured for accountability and which state assessments are used to evaluate progress for state and federal accountability systems.

Fall/Spring
Refer to Eduphoria for dates and location

Denton ISD Philosophy and Programs for ELLs

This course gives participants an overview of the programs offered in Denton ISD for English Language Learners. You will learn the difference between traditional bilingual programs, and dual language as well as the two types of dual language offered in the district. You will also learn about the different ESL programs and how is it determined which programs to offer.

Fall 2013
September 3, 2013

Dual Language Implementation Components

Bilingual Learning Centers Implementation
Designing, managing, and creating quality Bilingual Learning Centers in the Gómez & Gómez DLE Model that are aligned to state standards.

Spring 2014
March 25, 2014

Bilingual Research Centers Implementation
Understanding and Maximizing use of Bilingual Research Centers (BRC) to promote Project-Based Learning (PBL) and vocabulary development in both languages at 3rd-5th grade levels.

Fall 2013
September 24, 2013

Specialized Vocabulary Enrichment Implementation
Effective and Consistent use of Specialized Vocabulary Enrichment Activities (SVE) to support "vocabulary development" in opposite language of instruction for math, science & SS at 3rd-5th grade levels.

Fall 2013
November 12, 2013

Dual Language Enrichment Coaches
Exemplary teachers will receive the knowledge necessary to become campus coaches and leaders. An in-depth analysis will be done of each Dual Language Enrichment component that will enable the coach to provide guidance and support.

Fall/Spring
Refer to Eduphoria for dates and location

Elements of Effective Instruction-The SIOP Model
Based on years of research, the Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of English learners. This framework has been adopted by Denton ISD for the instruction of English learners from PK-12. Participants who attend this session will gain an in-depth understanding of the SIOP model and how to implement effectively in the content-area classroom to develop students language skills along with academic content.

Summer 2013
June 18 and 19, 2013
Fall 2013/Spring 2014
December 10, 2013 & January 14, 2014

ELPS Implementation
This session is designed to assist participants in implementing how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing and their practice in the classroom.

Pre-requisite: ELPS Academy, SIOP
Fall 2013
December 10, 2013
Spring 2014
April 8, 2014

ESC 11 ELPS Academy v1.02 (Online Course)
>The ELPS Academy is designed to assist participants in understanding how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing. Participants will also examine a common framework to follow when working with English language learners in content area classrooms. CPE credit is 4.

ESL TExES Supplement #164 Preparation Course
>This course is designed to prepare teachers to take the ESL certification exam TExES #154 and develop a core set of competencies needed to teach ESL students. The following topics will be covered: language concepts and language acquisition; ESL instruction and assessment; cultural awareness and family and community involvement; preview and practice for TExES questions.
>>**Fall 2013**
>>September 10, 11, 24 and 25, 2013
>>**Spring 2014**
>>February 11, 12, 25, and 26, 2014

LPAC Processes and Procedures
>Get an overview of LPAC responsibilities and procedures. After completing this course, you will have an understanding on what is the LPAC committee and what it does and why including the required paperwork.
>>**Spring 2014**
>>May 16, 2014
>>May 20, 2014

Metacognitive Strategies for the ELL (6-12):
>Current research indicates that developing students' self-regulated abilities improves their overall performance. This interactive, fast paced workshop will help teachers better clarify the current thinking of their students, consider appropriate expectations for students, and explore ways to ensure high   level, critical thinking second language learners.
>>**Summer 2013 - August 21 Specialized Training**

RTI for the LEP
>This session is designed for classroom teachers, special education staff, counselors, principals, curriculum specialists. The focus of the course will be on researched-proven strategies effective with ELLs and at risk students.
>>**Spring**
>>Refer to Eduphoria for dates and location

Sheltered Instruction Strategies
>Working successfully with English Language Learners requires an understanding of how a second language is acquired. This workshop will provide the opportunity for participants to learn and/or review "must-know" research regarding language acquisition and apply effective sheltered instruction practices.
>>**Fall 2013**
>>September 10, 2013
>>**Spring 2014**
>>January 28, 2014

SIOP Implementation by Component

Participants will learn about each SIOP component and implementation strategies will be provided. The sessions will be followed-up by in class observations to support the implementation of the components and ensure fidelity of implementation. (4 sessions of 1.5 hrs each)

Fall 2013
November 12, 2013
Spring 2014
April 22, 2014

SIOP for Coaches

This workshop is designed for school leaders who are responsible for SIOP implementation, you will learn about various models of professional development and implementation, coaching techniques, classroom differentiation, and the research that supports this implementation philosophy.

Fall/Spring
Refer to Eduphoria for dates and location

Spanish Language Arts and Reading (SLAR) TEKS Scavenger Hunt

In this session participants will analyze the Spanish Language Arts and Reading TEKS in depth and discuss available resources to assist in the instruction of Spanish literacy. Each participants will receive a bound copy of the SLAR TEKS and a copy of the ELAR-SLAR Comparison Chart developed by the state. This course will be conducted in Spanish.

Fall 2013
September 10, 2013

Thinking Maps®: Path to Proficiency for English Language Learners

For educators who desire an extended implementation of Thinking Maps, focused specifically on the needs of English Language Learners, K-12. It is designed for educators who have been trained in Thinking Maps and have some prior knowledge about teaching English Language Learners. The purpose is to provide information and guidance in how to adapt and extend the use of Thinking Maps to meet more effectively the needs of English Language Learners through the use of quality instruction. Path to Proficiency provides teachers with practical applications for guiding students from the lowest to the highest level of language proficiency.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: 3 day "Initial" Training

Day 1– Understanding Dual Language Education (purpose, research, philosophy), Principles of a Dual Language Education, Instructional Model (components), Language of the Day, Elements of Gómez & Gómez Dual Language Classroom, the Dual Language Classroom Schedule (PK-5), Bilingual Pairs
Day 2– Challenging Interactive and Authentic (CIA) Dual Language Classrooms, An Effective Dual Language Lesson Plan (lesson cycle), Second Language Acquisition (ESL/SSL), Cooperative Learning, Dual Language Grading Policy, Student/Program Assessment (report cards, testing)
Day 3– Critical Dual Language Model Components: Conceptual Refinement (supporting L2 content Learners, PK-2 & academic rigor), Specialized Vocabulary Enrichment Activities (facilitating biliteracy in all learners, 3-5), Bilingual Learning Centers and Research Centers, Fundamental Tenets of Dual Language Programs

Summer 2013

June 27-29, 2013
Everman ISD

July 11-13, 2013
Region 10 ESC

August 5-7, 2013
Denton ISD

September 9-6, 2013 (Make-up Session)
Denton ISD

Gómez and Gómez Dual Language Enrichment Model: Bilingual Learning Centers (Conducted by the Dual Language Training Institute)
Participants will be guided on how to design, manage, and create quality Bilingual Learning Centers in the Gómez and Gómez DLE Model that are aligned to state standards.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Bilingual Research Centers/Specialized Vocabulary Enrichment (Conducted by the Dual Language Training Institute)
Participants will gain an understanding of Bilingual Research Centers to promote Project-Based Learning and vocabulary development in both languages at 3rd-5th grade levels.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Language of the Day and Conceptual Refinement (Conducted by the Dual Language Training Institute)
Participants will gain an understanding to be able to maximize the use of Language of the Day through a variety of strategies, as well as, how to effectively conduct Conceptual Refinement to support content being learned in the second language (math, science, & social studies).

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Bilingual Pairs and Language of the Day Journal Writing (Conducted by the Dual Language Training Institute)
Participants will understand the use of Bilingual Pairs in the dual language classroom. Practice will be provided on how to design lessons that incorporate cooperative learning and journal writing daily.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Project-Based Learning (Conducted by the Dual Language Training Institute)

Participants will plan and create lessons for Project-Based Learning designed to engage learners in higher order thinking, research and problem-solving through applied experiential learning.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Developing DLE Lessons that are Challenging, Interactive, and Authentic (Conducted by the Dual Language Training Institute)

Participants will plan and create lessons for Project-Based Learning designed to engage learners in   higher order thinking, research and problem-solving through applied experiential learning.

Fall/Spring
Refer to Eduphoria for dates and location

Gómez and Gómez Dual Language Enrichment Model: Spanish Literacy, Science and Social Studies Vocabulary Development (Conducted by the Dual Language Training Institute)

Participants will develop their knowledge of how to develop Spanish literacy through inquiry-based learning in social studies, Bi-cultural studies, Language Arts, and Science.

Fall/Spring
Refer to Eduphoria for dates and location

DENTON

INDEPENDENT SCHOOL DISTRICT

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Fax: 940-382-4908
Web page: www.dentonisd.org/page/912

Denton Independent School District

PROFESSIONAL DEVELOPMENT ACADEMIES

HIGH SCHOOL

2013-2014

DENTON
INDEPENDENT SCHOOL DISTRICT

Bilingual/ESL Department Mission

The mission of the Bilingual/ESL Department is to support all Denton ISD stakeholders achieve competence and fidelity in the implementation of research-based programs for the purpose of attaining high academic and linguistic performance for English Language Learners.

August 2013

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Bilingual & ESL Department
2013-2014

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Purpose of
Professional Development Academies

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The Bilingual/ESL Department is committed to providing research-based and culturally relevant professional development academies focusing on best teaching practices to ensure college and career readiness and community success for English Language Learners (ELLs). It is our purpose to support campuses in meeting cognitive, affective, and linguistic needs of our students.

The three professional development academies are tailored to Dual Language/Bilingual, ESL, Sheltered, and Content Area teachers. Each academy is designed for the purpose of building capacity among our dedicated staff and developing instructional leaders in the area of second language acquisition.

> **Academy One:** Foundation necessary to understand the philosophy of programs implemented in Denton ISD and provide strategies vital to student academic success
>
> **Academy Two:** Deeper understanding of second language acquisition focusing on successful implementation of best practices to ensure academic success of our English Language Learners
>
> **Academy Three:** Instructional leadership opportunities for teachers to develop into trainer of trainers and coaches to ensure success and continuity of the various program models

Each participant will enroll in the academies according to his/her professional development documented history. Participants who have previously attended sessions will receive credit upon proof of documentation submitted to the department. It is the goal for teachers and administrators who work with ELLs to complete the three academies.

The following pages contain a list of sessions, descriptions, and schedules for each academy.

High School Educator Academies
ESOL Teacher

Academy 1

Course Name	Date Attended	Presenter
BE/ESL Compliance: What You Need to know (Compliance 101)		
Assessment Differentiation for ELLs		
Elements of Effective ELL Instruction: The SIOP Model (12 hours in two days)		
Sheltered Instruction Strategies (3 hrs)		
ESC 11 ELPS Academy v1.02 (4 hrs)		
Denton ISD Philosophy and Programs for ELLs		

Academy 2

Course Name	Date Attended	Presenter
Thinking Maps®: Path to Proficiency for English Language Learners (3 days of 6 hrs each)		
SIOP® by Components (4 sessions of 1.5 hrs each)		
ELPS Implementation (2 sessions of 1.5 hrs each)		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn Calhoun Middle School Library **(Specialized Trg 8/21/13—6 hrs)**		
LPAC Processes and Procedures		

Academy 3

Course Name	Date Attended	Presenter
STRATEGIES FOR SIOP ® COACHES Spring		
Beyond Compliance: Accountability for ELLs (Compliance 201)		
RTI for the LEP		

Electives

Course Name	Date Attended	Presenter
How to Raise the Academic Achievement of ELLs (WORKSHOP FOR CAMPUS ADMINISTRATORS/ LEADERS) Fall 2013		
Seidlitz©: 7 Steps to a Language Rich Interactive Classroom, June 17, 2014		

High School Educator Academies
Sheltered Content Area Teacher

Academy 1

Course Name	Date Attended	Presenter
Elements of Effective ELL Instruction: The SIOP Model (12 hrs in two days)		
Sheltered Instruction Strategies (3 hrs)		
ESC 11 ELPS Academy v1.02		
BE/ESL Compliance: What You Need to Know (Compliance 101)		
Denton ISD Philosophy and Programs for ELLs		
Assessment Differentiation for ELLs		

Academy 2

Course Name	Date Attended	Presenter
SIOP® by Components (4 sessions of 1.5 hrs each)		
Beyond Compliance: Accountability for ELLs (Compliance 201)		
FOR SCIENCE SHELTERED TEACHERS (Online Project Share - Epsilen acct. must be created)		
ESC 11 TELLIT: Science Linguistic Learning Environment		
ESC11 TELLIT: Science Cognitive Learning Environment		
ESC 11 TELLIT: Science Affective Learning Environment		
FOR MATH SHELTERED TEACHERS (Online Project Share - Epsilen)acct. must be created)		
ESC11 TELLIT: Math Cognitive Learning Environment		
ESC 11 TELLIT: Math Affective Learning Environment		
ESC 17 TELLIT: Math Linguistic Learning Environment		
FOR SOCIAL STUDIES SHELTERED TEACHERS (Online Project Share - Epsilen acct. must be created))		
ESC 10 TELLIT: Social Studies Linguistic Environment		
ESC 11 TELLIT: Social Studies Cognitive Environment		
ESC 10 TELLIT: Social Studies Affective Environment		

Academy 3

Course Name	Date Attended	Presenter
STRATEGIES FOR SIOP ® COACHES		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn Calhoun Middle School Library **(Specialized Trg 8/21/13—6 hrs)**		
Thinking Maps®: Path to Proficiency for English Language Learners		

Electives

Course Name	Date Attended	Presenter
How to Raise the Academic Achievement of ELLs (WORKSHOP FOR CAMPUS ADMINISTRATORS/LEADERS) Fall 2013		
Seidlitz©: 7 Steps to a Language Rich Interactive Classroom, June 17, 2014		
RTI for the LEP		

High School Educator Academies
Generalist Teacher

Academy 1

Course Name	Date Attended	Presenter
Elements of Effective ELL Instruction: The SIOP Model		
ESC 11 ELPS Academy v1.02		
BE/ESL Compliance: What You Need to Know (Compliance 101)		
Denton ISD Philosophy and Programs for ELLs		
Assessment Differentiation for ELLs		

Academy 2

Course Name	Date Attended	Presenter
Thinking Maps®: Path to Proficiency for English Language Learners		
Metacognitive Strategies for the ELL (6-12): Improving Your Student's Capacity to Learn Calhoun Middle School Library **(Specialized Trg 8/21/13—6 hrs)**		

Academy 3

Course Name	Date Attended	Presenter
ELPS Math and Science Academy		
ELPS Math and Science Academy		

Electives

Course Name	Date Attended	Presenter
How to Raise the Academic Achievement of ELLs (WORKSHOP FOR CAMPUS ADMINISTRATORS/LEADERS)		
Seidlitz©: 7 Steps to a Language Rich Interactive Classroom, June 17, 2014		
Beyond Compliance: Accountability for ELLs (Compliance 201)		
LPAC Processes and Procedures		

Project Nexus Participants

Course Name	Date Attended	Presenter
Project NEXUS Two-Day ®Workshop (Fall) 9/17 & 9/18, 2013 PDC Redbud		
Project NEXUS Two Day SIOP® Lesson Writing Workshop (Fall) Lewisville Student Svcs Admin Bldg October 22 & 23, 2013		
Project NEXUS Strategies for SIOP® Coaches (Spring)		
Data Decision Making for ELLs Central Svcs Board Room August 8, 2013		

Professional Development Sessions, Descriptions and Schedules

Elements of Effective Instruction-The SIOP ® Model

Based on years of research, the Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically -validated framework for improving the academic achievement of English learners. This framework has been adopted by Denton ISD for the instruction of English learners from PK-12. Participants who attend this session will gain an in-depth understanding of the SIOP model and how to implement effectively in the content-area classroom to develop students language skills along with academic content.

Fall/Spring
Refer to Eduphoria for dates and location
June 19 & 20, 2013, PDC, Redbuds A & B

Project NEXUS Two-Day SIOP ® Workshop

This session provides Project Nexus teacher participants with an overview of the Sheltered Instruction Observation Protocol. The purpose of the session is to acquaint teachers with research-based instruction to enable them to implement a systematic approach to improve the academic performance for English language learners.

Fall 2013-2017
September 17 & 18, 2013, PDC, Redbud

Project NEXUS Two-Day SIOP ® Lesson Writing Workshop

Day 1: Participants will review main components of the SIOP® Model and see a demonstration of effective informal formative assessments of content objectives using the SIOP® Model . Participants will also write a lesson plan(s) targeting specific mathematics/science critical TEKS for ELLs.

Day 2: Curriculum coaches collaborate with teachers in small groups by content to develop and refine content lesson plan(s) based on identified critical TEKS for ELLs.

Fall 2013-2017
October 22 & 23, 2013, Lewisville ISD, Students Services Building, 400 Main Street, Lewisville

Project NEXUS SIOP ® Strategies for Coaches

This workshop is designed for campus instructional leaders responsible for the SIOP® Model implementation. Participants will learn about various models of professional development and implementation and coaching techniques, and the research that supports the implementation philosophy.

Spring 2013, 2014, 2015, 2016 & 2017

Project NEXUS Decision Making Using ELL Data

Administrators will be given the opportunity to review annual ELL data/results to help guide mathematics and science teachers to improve the academic achievement of ELLs. The data will also help administrators make informed and strategic decisions about professional development offerings specific to areas of difficulty for ELL students.

Summer 2013-2017
August 8, 2013 , Central Services Board Room

ELPS Implementation

This session is designed to assist participants in implementing how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing and their practice in the classroom. (2 sessions of 1.5 hours each)

Pre-requisite: ELPS Academy, SIOP

Fall 2013
December 10, 2013
Spring 2014
April 8, 2014

Metacognitive Strategies for the ELL (6-12):
>Current research indicates that developing students' self-regulated abilities improves their overall performance. This interactive, fast paced workshop will help teachers better clarify the current thinking of their students, consider appropriate expectations for students, and explore ways to ensure high level, critical thinking second language learners.
>
>>**Summer 2013 - August 21 Specialized Training**

SIOP® by Components (4 sessions of 2 hrs each)
- Lesson modeling using SIOP® Model focusing on critical areas for ELLs
- Demonstration of effective assessment of lesson objectives
- Teachers work in small groups by content area to address specific instructional concerns; Instructional coaches work with teachers in small groups to develop content area lesson plans based on problem areas for ELLs
- Content area teacher groups demonstrate/share lesson with group
- Coaches summarizes and synthesizes lessons and offer feedback
>>**Fall/Spring**
>>Refer to Euphoria for dates and location

SIOP ® Strategies for Coaches
>This workshop is designed for school leaders who are responsible for SIOP implementation, you will learn about various models of professional development and implementation, coaching techniques, classroom differentiation, and the research that supports this implementation philosophy.
>>**Spring**
>>Refer to Euphoria for dates and location

Thinking Maps®: Path to Proficiency for English Language Learners
>This three-day workshop is for educators who desire an extended implementation of Thinking Maps, focused specifically on the needs of English Language Learners. The course is designed for educators who have been previously participated in the original Thinking Maps workshop and have some prior knowledge about teaching English Language Learners.
>>**Fall—October 14, 17 & 24 (3 day training-days are not consecutive)**
>>Refer to Euphoria for dates and location

RTI for the LEP
>This session is designed for classroom teachers, special education staff, counselors, principals, curriculum specialists. The focus of the course will be on researched-proven strategies effective with ELLs and at risk students.
>>**Spring**
>>Refer to Euphoria for dates and location

7 Steps to a Language Rich Interactive Classroom—Seidlitz© Education
>This session provides a seven-step process that creates an amazing language-rich interactive classroom environment in which all students can thrive. Topics include differentiating instruction for students at a variety of language proficiencies, keeping all students absolutely engaged, and creating powerful learning supports.
>>**June 17, 2014, PDC, Redbud**
>>Refer to Euphoria for dates and location

How to Raise the Academic Achievement of ELLs
>This session is geared toward campus administrators and leaders. The focus of this workshop will be to help campus leaders develop a clearer vision for ELLs based on the biggest challenges shown on data to fulfill their campus vision.   Participants will learn the importance of a systems-wide use and implementation of the ELPS for linguistically accommodating instruction by every content teacher and how to align standards based instruction for effective ELL instruction (standards/ELPS/TELPAS). Campus leaders will also be provided with time to develop an individual campus plan to ensure teacher accountability and student ownership.
>>**Fall**
>>Refer to Euphoria for dates and location

Assessment Differentiation for ELLs

English Language Learners are allowed certain linguistic accommodations for state-assessments. These linguistic accommodations vary from subject to subject and depend on the assessment taken. This course will help participants learn about the different linguistic accommodations so that the accommodations can be in practice in the classroom, allowing the student to be proficient on them before testing.

Fall 2013
September 3, 2013
November 5, 2013
November 19, 2013
Spring 2014
January 14, 2014
February 4, 2014
February 18, 2014

BE/ESL Compliance: What You Need to Know (Compliance 101)

This course will give participants an overview of Chapter 89, where all the state regulations for Bilingual and ESL programs are outlined, as well as the LPAC process. After completing this course participants will understand why bilingual and ESL programs are required by law and have an understanding of the events that precipitated the establishment of programs for English Language Learners.

Fall 2013
September 17, 2013
October 22, 2013
December 3, 2013
Spring 2014
April 15, 2014

Beyond Compliance: Accountability for ELLs (Compliance 102)

This course will allow participants to put in perspective the accountability part of compliance. Participants will learn how English Language Learners' academic growth is measured for accountability and which state assessments are used to evaluate progress for state and federal accountability systems.

Fall/Spring
Refer to Eduphoria for dates and location

Denton ISD Philosophy and Programs for ELLs

This course gives participants an overview of the programs offered in Denton ISD for English Language Learners. You will learn the difference between traditional bilingual programs, and dual language as well as the two types of dual language offered in the district. You will also learn about the different ESL programs and how is it determined which programs to offer.

Fall 2013
September 3, 2013

Sheltered Instruction Strategies

This workshop will provide the opportunity for participants to learn and/or review "must-know" research regarding language acquisition and apply effective sheltered instruction practices including how to linguistically accommodate for the different language proficiency levels.

Fall 2013
Spring 2014
January 28, 2014

LPAC Processes and Procedures

Get an overview of LPAC responsibilities and procedures. After completing this course, you will have an understanding on what is the LPAC committee and what it does and why including the required paperwork.

Spring 2014
May 16, 2014
May 20, 2014

Science 2 hrs—Project Share Epsilen

ESC11 TELLIT: Science Cognitive Learning Environment

This course addresses the cognitive needs of ELL students. Participants will view video segments of science teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 11 TELLIT: Science Affective Learning Environment

This course addresses the affective needs of ELL students. Participants will view video segments of science teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 17 TELLIT: Science Linguistic Learning Environment

This course addresses the linguistic needs of ELL students. Participants will view video segments of science teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

Math 2hr s—Project Share Epsilen

ESC11 TELLIT: Math Cognitive Learning Environment

This course addresses the cognitive needs of ELL students. Participants will view video segments of math teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 11 TELLIT: Math Affective Learning Environment

This course will show how to address the affective needs of ELL students. Participants will view video segments of math teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will build a repertoire of instructional skills and resources as they examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 17 TELLIT: Math Linguistic Learning Environment

This course will help you learn how to address the linguistic needs of English Language Learners (ELL students). The Linguistic Learning Environment is one that relates to language differences and language development of students in an instructional setting, such as a classroom. During this course, you will view video segments of mathematics teachers using effective strategies that enhance mathematics instruction and promote academic language development for ELL students. You will have an opportunity to build a repertoire of instructional skills and resources that will have a positive impact on the progress and performance of your students.

Social Studies 2hrs—Project Share Epsilen

ESC11 TELLIT: Social Studies Cognitive Learning Environment
This course addresses the cognitive needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 10 TELLIT: Social Studies Affective Environment
This course addresses the affective needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 10 TELLIT: Social Studies Linguistic Environment
This course addresses the linguistic needs of ELL students. Participants will view video segments of social studies teachers using effective strategies that demonstrate culturally responsive learning and physical environments. Participants will examine key components of classroom communities designed to have a positive impact on students' cultural, social, and emotional needs.

ESC 11 ELPS Academy v1.02 (Online Course)
The ELPS Academy is designed to assist participants in understanding how the English Language Proficiency Standards (ELPS) provide cross-curricular second language acquisition essential knowledge and skills for listening, speaking, reading, and writing. Participants will also examine a common frame work to follow when working with English language learners in content area classrooms. CPE credit is 4.

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