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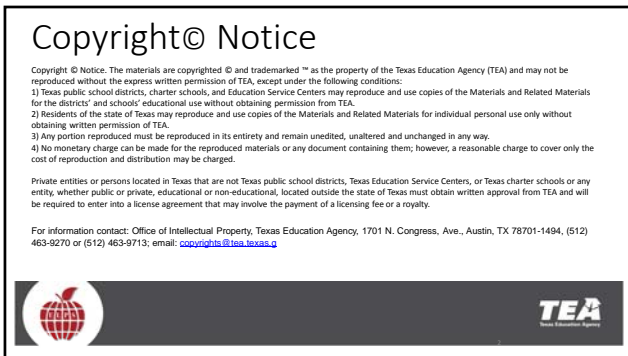
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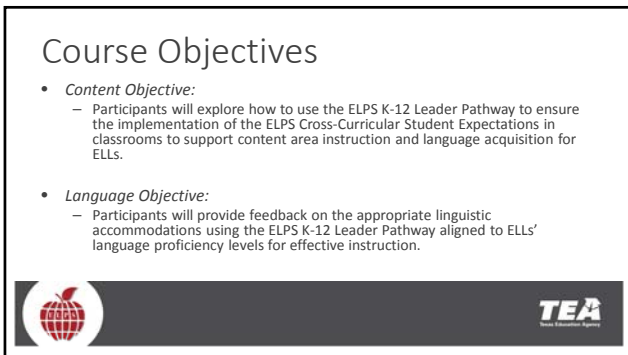
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As an administrator/instructional leader, why is it critical to have an understanding of how to integrate the ELPS into content-area instruction?



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### Rate your Understanding

Rate your current understanding of the ELPS Cross-Curricular Student Expectations as a campus administrator. Take into consideration how the implementation of the ELPS looks like, sounds like, and feels like as you conduct classroom observations.



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### State Requirements



#### Chapter 74.4

Introduction (a)(2)

- In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, interact, and communicate in English academic settings.



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### ELLs in Texas...

- are mostly U.S. born and educated.
- are part of a sizable immigrant population.
- include more than 15% who have been in U.S. schools for less than three years as reported in spring 2010.
- are a diverse group of students with varying degrees of English language proficiency, educational experiences, and sociocultural backgrounds.

Source: TEA – HB 3 Transition Plan, Chapter 5, p. 1-67




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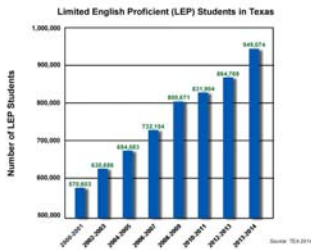
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### Texas ELL Special Language Program Participation

- Total ELLs 949,074
- Bilingual 533,600
- ESL 397,776

There was an increase of 48,598 identified ELLs from 2013 to 2014




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## Implementing the ELPS

**Now**  
Language development standards are now part of **every course** in the required curriculum. They are addressed in **all courses** by **all teachers**. They focus on knowledge and skills **connected to academic language development**.

**Then**  
Historically, the ELPS were part of the ELAR and SLAR TEKS, and ESL and Bilingual teachers maintained the **sole responsibility for supporting and educating ELLs** in their classrooms. Language development was the main focus for ESL and Bilingual teachers. The standards teachers needed to address were correlated and connected to the ELAR and SLAR knowledge and skills.

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## What the Law Says

### Ch.74.4

- In December of 2007, the state recognized the focus of language development for ELLs when they created Chapter 74.4, the English Language Proficiency Standards or ELPS.
- The ELPS require all teachers in the required curriculum to support ELLs' development of content and language as they are an integral part of the required curriculum in each content area.
- Chapter 74.4 integrates and focuses on skills that support academic development. It is the responsibility of all classroom teachers in the required curriculum to be familiar with and supportive of the implementation of the ELPS.

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## ELPS Subsections

- The ELPS are arranged into four subsections: (a) Introduction; (b) District Responsibilities; (c) Cross-Curricular Student Expectations; and (d) Proficiency Level Descriptors (PLDs).

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(a) Introduction and (b) District Responsibilities

- a1:** Part of required curriculum for each subject including **proficiency standards and level descriptors**
- a2:** ELLs need **social and academic English** language proficiency to be successful
- a3:** Instruction must integrate social and academic English in content areas
- a4:** ELLs must read, write, listen, and speak in increasing complexity
- a5:** Student Expectations of ELPS apply to K-12 students
- a6:** Level descriptors are not grade specific and serve as a road map
- b1:** Identify students' proficiency levels using proficiency level descriptors
- b2:** Provide **linguistically accommodated** content instruction (**communicated, sequenced, scaffolded**)
- b3:** Provide linguistically accommodated content-based language instruction
- b4:** Focused, targeted, and systematic language instruction for beginning and intermediate ELLs (Grade 3 or higher)




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(c) Cross-Curricular Student Expectations and (d) Proficiency Level Descriptors (PLDs)




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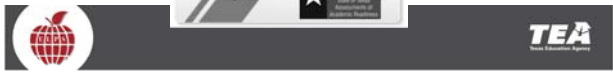
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Connecting ELPS to TELPAS

Title III, Part A of the No Child Left Behind Act of 2001 (NCLB) requires states to annually assess the progress of K-12 ELLs in language domains of listening, speaking, reading, and writing. The State of Texas does this with the Texas English Language Proficiency Assessment System (TELPAS) which is aligned with the ELPS Cross-Curricular Student Expectations.




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## ELPS-TELPAS Proficiency Level Descriptors (PLDs)

- These descriptors define the stages of second language acquisition and are referred to as English language proficiency levels.
- ELPS subsection b) of the ELPS (district responsibilities) as well as the introduction to each language domain's Student Expectations in subsection c) require teachers to use knowledge of the students' English language proficiency levels to guide instruction.
- PLDs are intended for use in ongoing instruction and should not be thought of as information to use just for TELPAS.

[ELPS Linguistic Instructional Alignment Guide Copyright © Texas Education Agency, 2012](#)




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## Second Language Acquisition

- Progression of skills in the four language domains
- Receptive skills are necessary for comprehension and attainment of language
- Expressive skills are needed to express and share ideas
- Instructional tasks must implement a multitude of learning interactions promoting the development of receptive and expressive skills simultaneously




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## ELLs benefit from...

- content area instruction that is accommodated to their need for comprehensible input,
- academic language instruction integrated into content area instruction,
- programs that hold high expectations for students for academic success; and
- language proficiency standards that provide a common framework for integrating language and content instruction for English learners.




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## Linguistically Accommodated Instruction

- Linguistically accommodated instruction includes differentiation of strategies and materials, tasks which are based on the student's current level of language proficiency. Ultimately as ELLs learn English, the linguistic accommodations are adjusted to meet their needs and their ongoing academic language needs.
- School leaders must keep linguistic accommodations in the forefront of staff development in order for school expectations to create a positive environment with academic success as priority.

[ELL Checklist](#)



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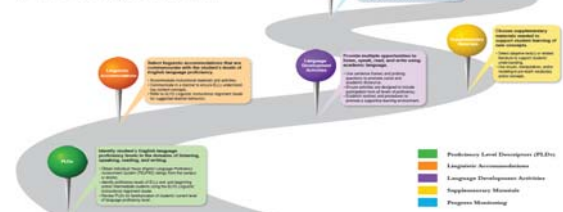
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### Language Development Process

Language development is a process that occurs over time. It is a continuous process that is influenced by many factors, including the student's age, cognitive ability, and the quality of the language environment. The process is not linear and may vary among individuals. The following diagram illustrates the Language Development Process, which is a continuous cycle of learning and growth.



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## Alignment of Components



The integration of these components is critical in lesson planning in order to meet the linguistic needs of ELLs.



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### Alignment of Components

- The ELPS Linguistic Instructional Alignment Guide is a resource for lesson planning. Providing this tool to teachers of ELLs and guiding them through the practice of designing instruction, is necessary for instruction that is commensurate to linguistic need.



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### ELPS-TELPAS Proficiency Profile

This ELPS-TELPAS Proficiency Profile allows teachers to gain a bird's eye view of the proficiency levels of their students in each language domain. Please make note that a student may exhibit different proficiency levels of language proficiency in *Listening, Speaking, Reading, or Writing*. Plotting the proficiency levels of students drives instructional decisions to accommodate for language proficiency.



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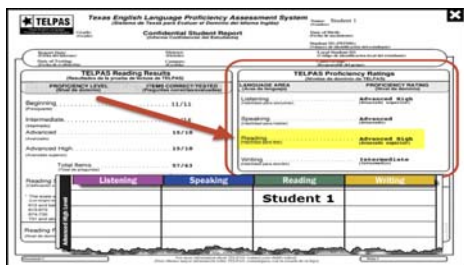
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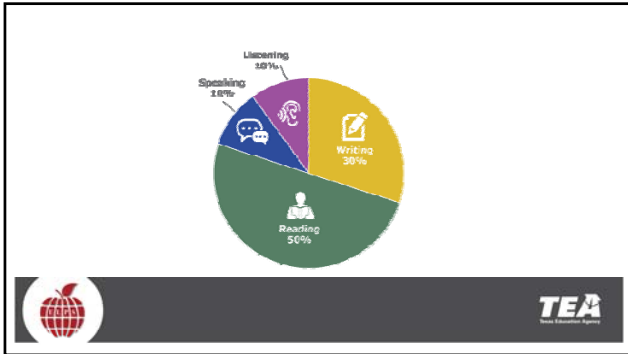
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Two ELPS 2.12 Leader Pathway tables are shown. The top table is for 'English' and the bottom for 'Intermediate'. Both tables have columns for 'Listening', 'Speaking', 'Reading', 'Writing', and 'Feedback'. Red arrows point to the 'Feedback' column in both tables.

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### Language Development Process

- How do/does \_\_\_\_\_ move ELLs toward the attainment of English language proficiency?
- What is the effect on ELLs' progress if \_\_\_\_\_ is/are not addressed?
- What is the relationship between the performance of ELLs and \_\_\_\_\_?
- How is the English language proficiency of ELLs affected when \_\_\_\_\_ is/are not addressed?

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### Things to consider...

- Language development planning and content-based instruction involve an ongoing process in which educators must identify and respond to the linguistic and academic needs of individual ELLs.
- As a campus administrator, observing and supporting teachers, is essential in the instructional process for the design and delivery of language development.
- This language development process provides guidance for making decisions to foster a supportive language-learning environment for ELLs to reach their full academic potential.




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### Things to consider...

- **Beginning of the school year:** Use the prior spring's TELPAS proficiency level ratings as a starting place to guide and determine appropriate ELPS linguistically accommodated instruction.
- **During the school year:** Use ELPS Cross-Curricular Student Expectations and PLDs to monitor progress and adjust linguistic accommodations accordingly.




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### Course Objectives

- **Content Objective:**  
Participants will explore how to use the ELPS K-12 Leader Pathway to ensure the implementation of the ELPS Cross-Curricular Student Expectations in classrooms to support content area instruction and language acquisition for ELLs.
- **Language Objective:**  
Participants will provide feedback on the appropriate linguistic accommodations using the ELPSK-12 Leader Pathway aligned to ELLs' language proficiency levels for effective instruction.




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## Available Training for Educators

The Texas Education Agency has created many tools to aid local education agencies for the implementation of the ELPS throughout grade levels and content areas. Educators that work with ELLs can access additional professional development and instructional resources through their respective education service center.



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## TEA ELPS Support Center

[www.esc20.net/elps](http://www.esc20.net/elps)

[elpstx@esc20.info](mailto:elpstx@esc20.info)

Twitter: @ELPSTX



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