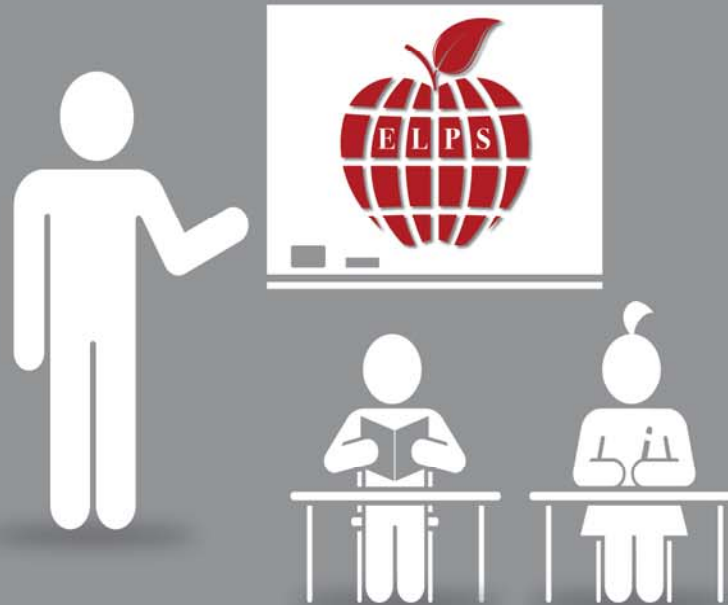


ELPS for Administrators



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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 ELPS K-12 Leader Pathway aligned to ELLs' language proficiency levels for effective instruction.

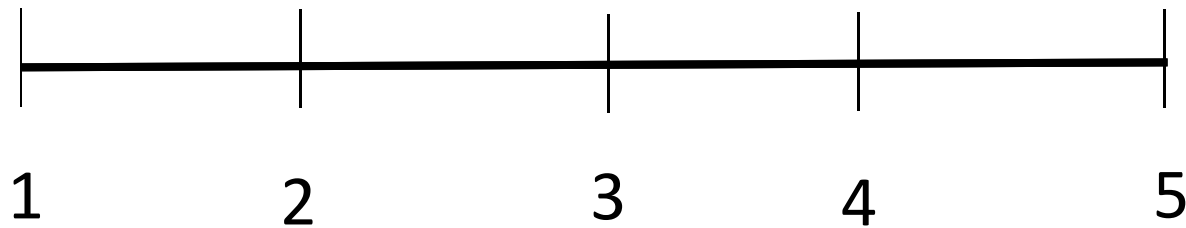


As an administrator/instructional leader, why is it critical to have an understanding of how to integrate the ELPS into content-area instruction?



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.



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.



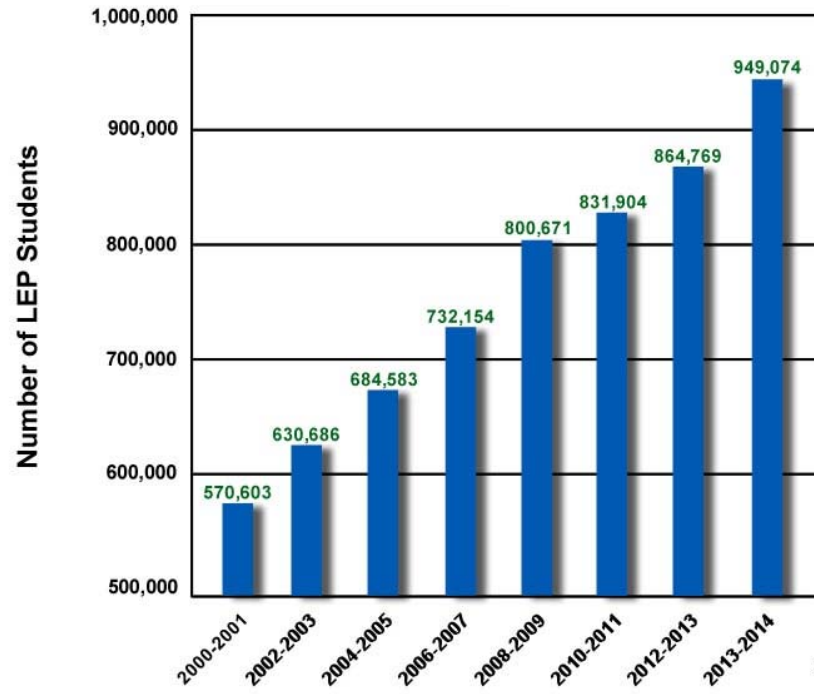
ELLs in Texas...

- 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. I-67



Limited English Proficient (LEP) Students in Texas



Source: TEA 2014



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



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.



What the Law Says



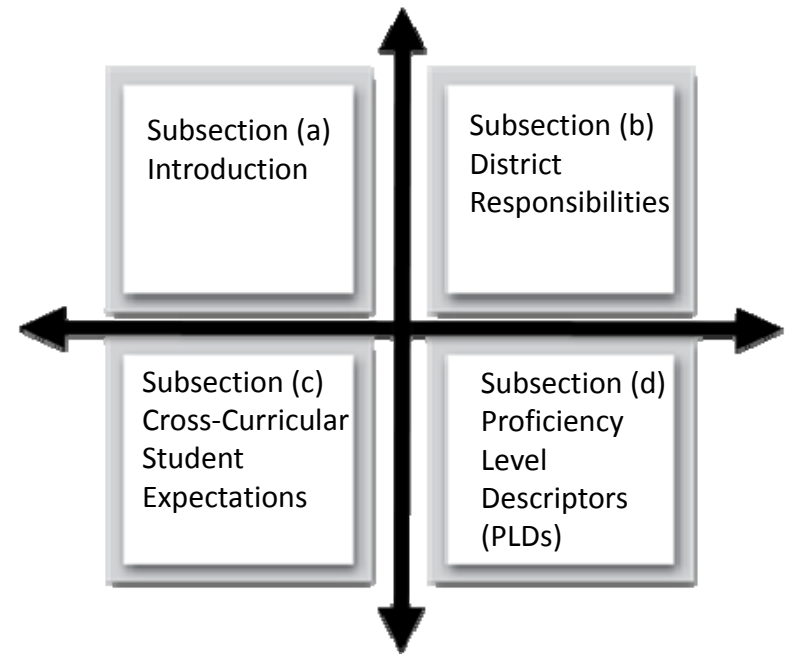
Ch.74.4

- 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.



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).

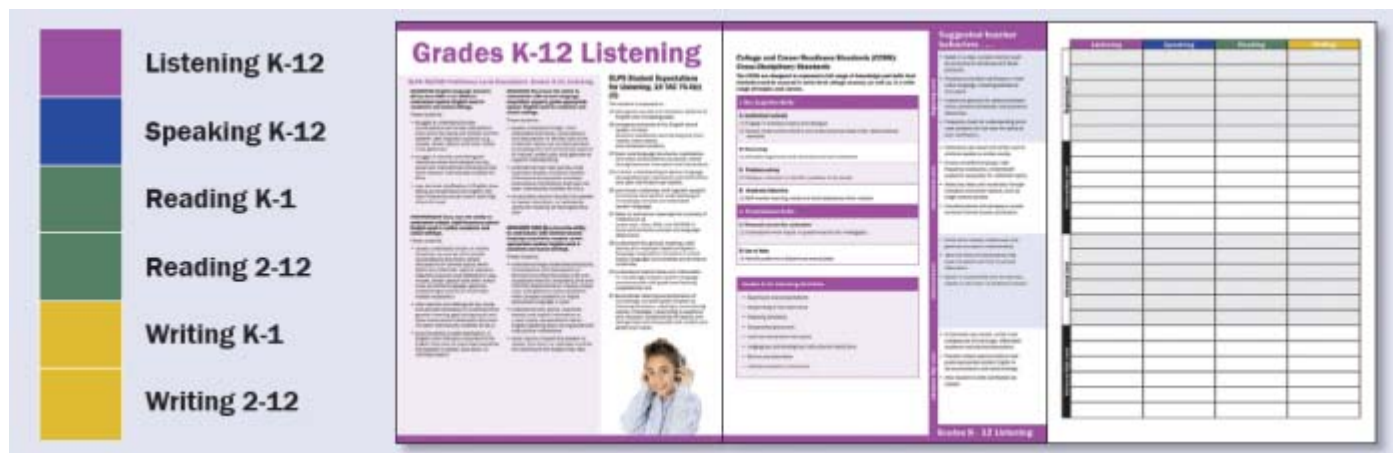


(a) Introduction and (b) District Responsibilities

- 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)



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



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.



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](#)



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



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.



Linguistically Accommodated Instruction

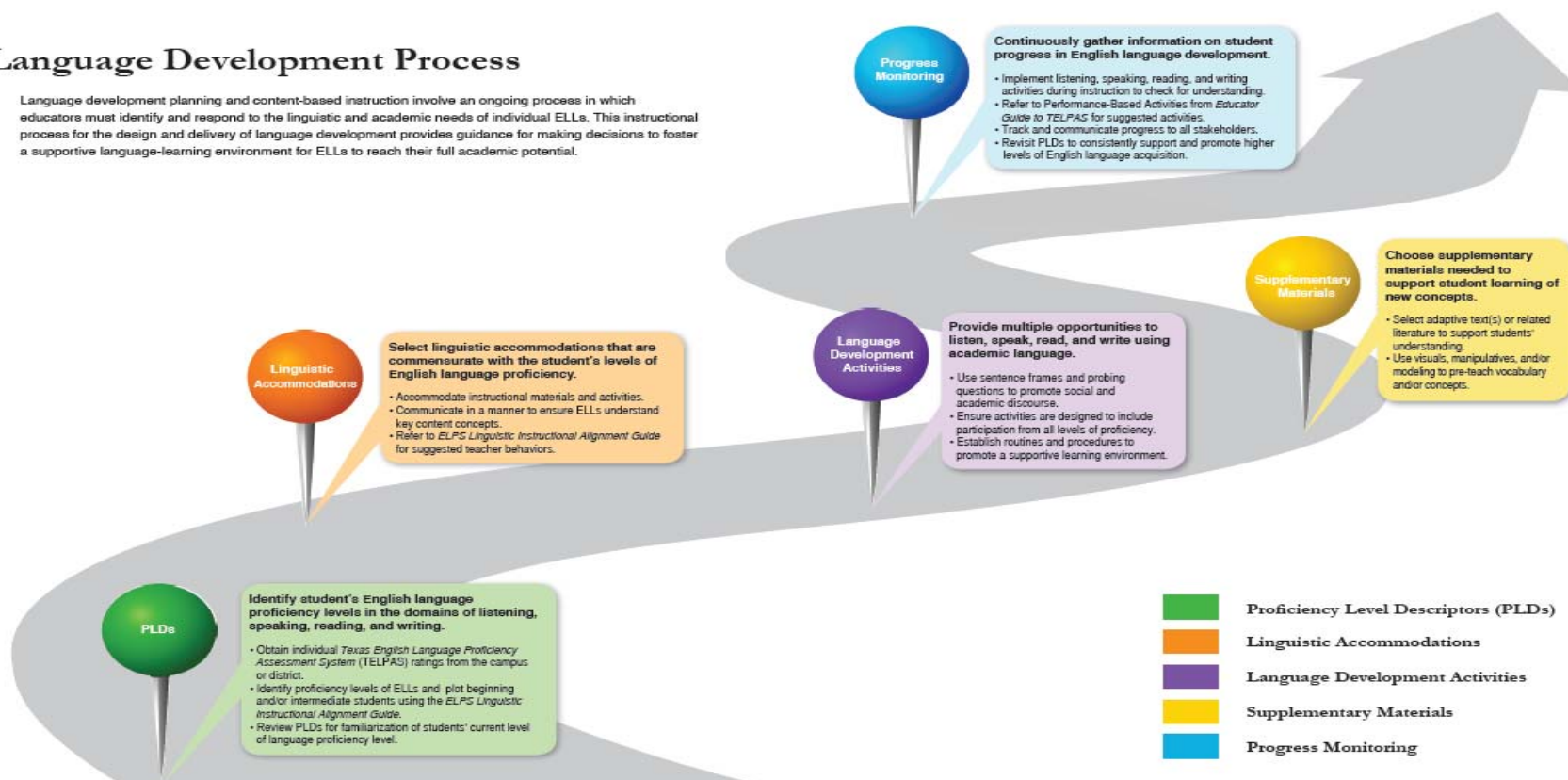
- Linguistically accommodated instruction includes differentiation of strategies and materials, tasks which are based on the student's current level of language proficiency. Ultimately as ELLs learn English, the linguistic accommodations are adjusted to meet their needs and their ongoing academic language 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](#)

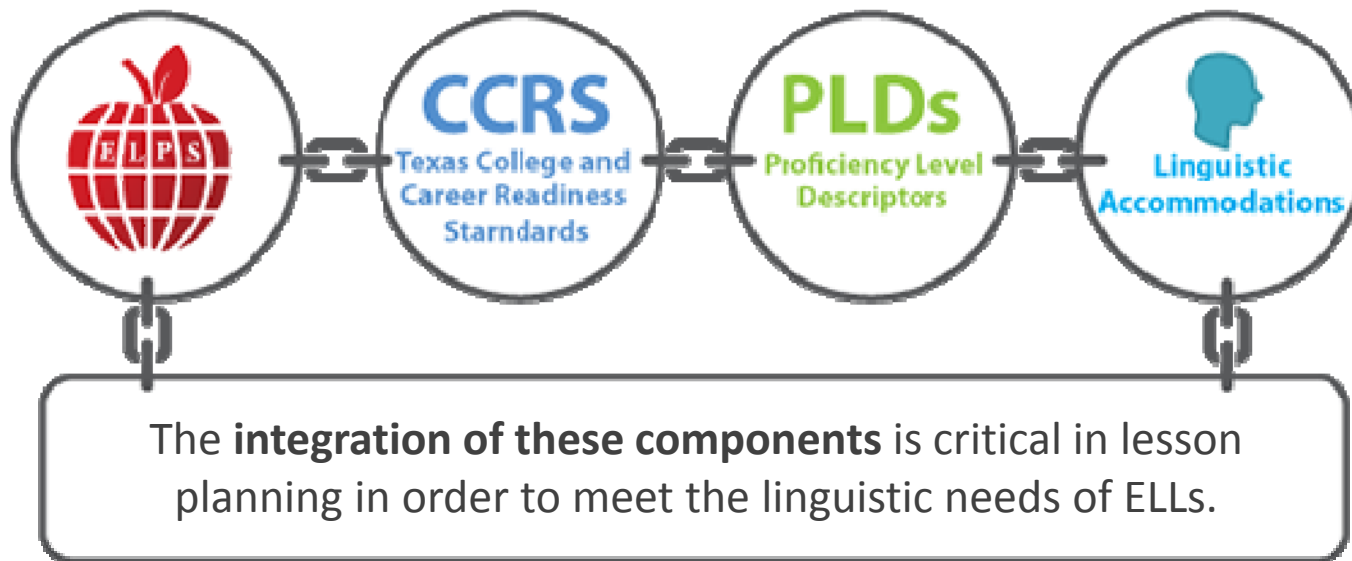


Language Development Process

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. This instructional process for the design and delivery of language development provides guidance for making decisions to foster a supportive language-learning environment for ELLs to reach their full academic potential.

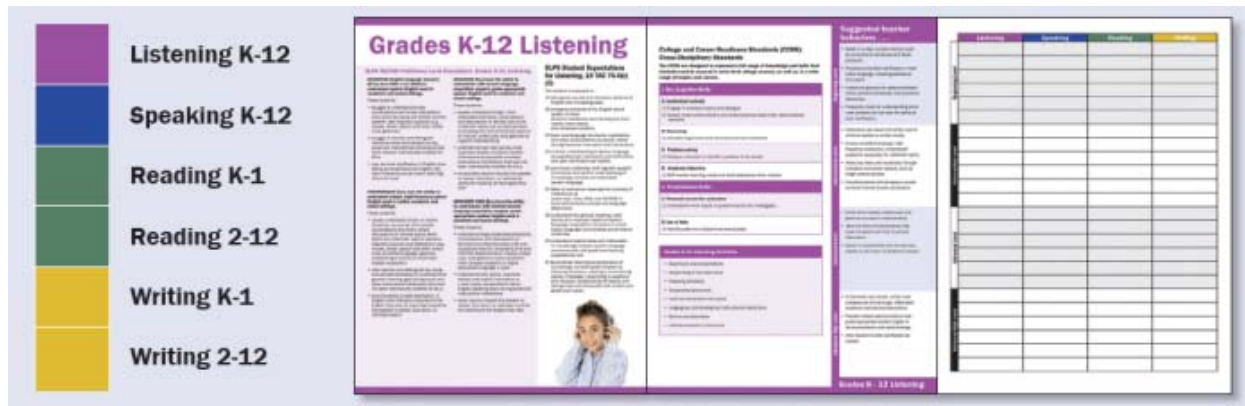


Alignment of Components



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.



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.





Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Grade:
(Grado)

Confidential Student Report
(Informe Confidencial del Estudiante)

Name: Student 1
(Nombre)

Date of Birth:
(Fecha de nacimiento)

Student ID (PEIMS):
(Número de identificación del estudiante)

Local Student ID:
(Código de identificación local del estudiante)

Classroom:
(Responsable del grupo)

Report Date:
(Fecha del informe)

District:
(Distrito)

Campus:
(Escuela)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	11/11
Intermediate (Intermedio)	15/16
Advanced (Avanzado)	15/18
Advanced High (Avanzado superior)	15/18
Total Items (Total de preguntas)	57/63

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
Speaking (Habilidad para hablar)	Advanced (Avanzado)
Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Reading S
(Calificación a)

Listening

Speaking

Reading

Writing

* The scale is
(Los rangos de
612 and below
613-673
674-730
731 and above)

Reading P
(Nivel de domi

Advanced High Level

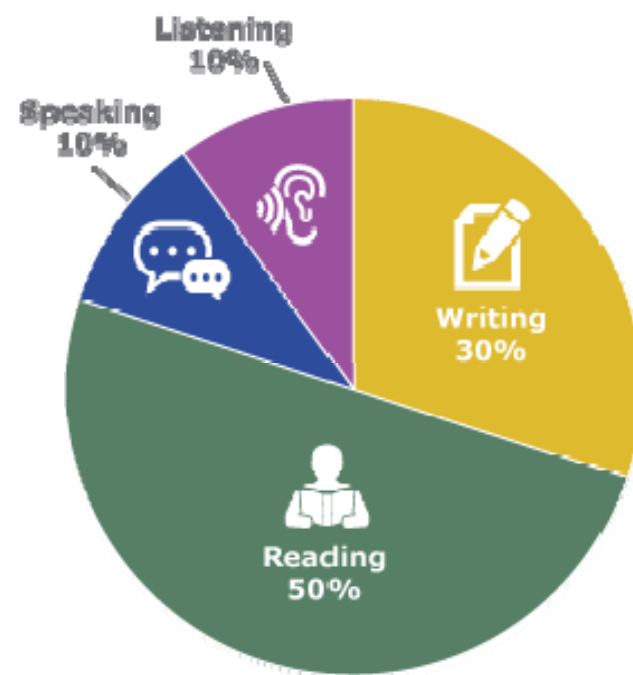
Student 1

Document #

For more information about TELPAS, contact your child's school.
(Para obtener mayor información sobre TELPAS, comuníquese con la escuela de su hijo).

Print #





Teacher _____
Grade Level _____

ELPS K-1 Leader Pathway
Suggested Teacher Behaviors

Observation Dates: BOY: _____ MOY: _____ EOY: _____

Number of ELLs/TELPAS Proficiency Levels
Beginning _____ Intermediate _____ Advanced _____ Advanced High _____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	<input type="checkbox"/> Extensively uses gestures and checks for understanding <input type="checkbox"/> Speaks in a clear, concise manner, uses shorter sentences and fewer pronouns <input type="checkbox"/> Provides clarification in native language, including assistance from peers	<input type="checkbox"/> Respects silent period <input type="checkbox"/> Accepts single word responses or phrases from memorized vocabulary <input type="checkbox"/> Frequently models intonation and pronunciation of words and accepts errors	<input type="checkbox"/> Provides multiple opportunities for shared reading, read-along, sing-along, chants, and poems <input type="checkbox"/> Students use big books, charts with extensive visuals, illustrations, gestures, pantomime, and objects <input type="checkbox"/> Reads in chunks, adjusts enunciation, uses slower speech to stress sound-symbol relationships	<input type="checkbox"/> Implement activities to awareness print conventions <input type="checkbox"/> Models point word when <input type="checkbox"/> Allows student letter-like scribbles or students' re	
Intermediate	<input type="checkbox"/> Frequently uses visual cues, verbal cues and gestures <input type="checkbox"/> Employs simplified language, high-frequency vocabulary, and pre-teaches academic vocabulary <input type="checkbox"/> Provides students with phrases or simple sentence frames	<input type="checkbox"/> Allows for wait time <input type="checkbox"/> Provides simple sentence frames, answer choices, or graphic organizers <input type="checkbox"/> Focuses on content of students' responses, not pronunciation or grammatical errors <input type="checkbox"/> Respects use of simple, present tense sentences and minimal details	<input type="checkbox"/> Reads predictable patterned books that include rhyming words and repetition of key words <input type="checkbox"/> Displays environmental print; word walls, labeled pictures/items and logos <input type="checkbox"/> Allows students to retell orally, using pictures, in short simple sentences, and/or phrases in their journals <input type="checkbox"/> Accepts L1 inference with some sound-symbol relationships in English	<input type="checkbox"/> Assists with publishing, whole-class examples of <input type="checkbox"/> Accepts L1 primary language patterns, translating	
Advanced	<input type="checkbox"/> Moderately uses visual cues, verbal cues and gestures <input type="checkbox"/> Accepts students' wait time to process information <input type="checkbox"/> Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request	<input type="checkbox"/> Provides opportunities for oral presentations <input type="checkbox"/> Provides students with practice using content-based terms and common abstract vocabulary <input type="checkbox"/> Uses graphic organizers for use of present, past and future tense <input type="checkbox"/> Facilitates cooperative group work to support peer interaction	<input type="checkbox"/> Reads and thinks aloud to focus on main points and details to provide visual and linguistic support, cooperative groups, small groups, and whole-class shared reading <input type="checkbox"/> Utilizes guided reading with leveled readers to check students' comprehension, recognition of basic vocabulary, and to reinforce sound-symbol relationships	<input type="checkbox"/> Reads and thinks aloud to focus on main points and details to provide visual and linguistic support, cooperative groups, small groups, and whole-class shared reading <input type="checkbox"/> Models content-based vocabulary	
Advanced High	<input type="checkbox"/> Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification <input type="checkbox"/> Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings	<input type="checkbox"/> Students narrate and describe problem-solving strategies using complex sentences <input type="checkbox"/> Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts	<input type="checkbox"/> Models reading and think alouds using subject-area texts and related materials <input type="checkbox"/> Checks for students' comprehension of explicit and implicit ideas in stories read in English <input type="checkbox"/> Assigns independent reading of grade-appropriate English text	<input type="checkbox"/> Students pre-write their written <input type="checkbox"/> Allows use of introduce-a-drafts <input type="checkbox"/> Provides sentence starters to manipulate concepts <input type="checkbox"/> Assigns independent personal reflection whole-class	

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Teacher _____
Content _____
Grade Level _____

ELPS 2-12 Leader Pathway
Suggested Teacher Behaviors

Observation Dates: BOY: _____ MOY: _____ EOY: _____

Number of ELLs/TELPAS Proficiency Levels
Beginning _____ Intermediate _____ Advanced _____ Advanced High _____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	<input type="checkbox"/> Extensively uses gestures and checks for understanding <input type="checkbox"/> Speaks in a clear, concise manner, uses shorter sentences <input type="checkbox"/> Provides clarification in native language, including assistance from peers	<input type="checkbox"/> Respects silent period <input type="checkbox"/> Accepts single word responses or phrases from memorized vocabulary <input type="checkbox"/> Frequently models intonation and pronunciation of words and accepts errors	<input type="checkbox"/> Reads aloud to model enunciation and use of English language structure <input type="checkbox"/> Displays examples of environmental print including but not limited to labels, signs, and logos <input type="checkbox"/> Uses simplified, decodable texts with visuals and highly-familiar English words students have learned	<input type="checkbox"/> Presents, publishes, and displays whole-class writing projects as examples of print conventions of high-frequency concrete words and simple sentences <input type="checkbox"/> Utilizes various graphic organizers for vocabulary development, word wall, and personal vocabulary notebooks/journals <input type="checkbox"/> Implements shared writing activities	
Intermediate	<input type="checkbox"/> Frequently uses visual cues, verbal cues, and gestures <input type="checkbox"/> Employs simplified language, high-frequency vocabulary and pre-teaches academic vocabulary <input type="checkbox"/> Provides students with phrases or simple sentence frames	<input type="checkbox"/> Allows for wait time <input type="checkbox"/> Provides simple sentence frames, answer choices, or graphic organizers <input type="checkbox"/> Focuses on content of students' responses, not pronunciation or grammatical errors <input type="checkbox"/> Respects use of simple, present tense sentences and minimal details	<input type="checkbox"/> Allows students to read independently and provides additional time to read slowly and reread <input type="checkbox"/> Provides high-interest texts with common vocabulary used routinely in everyday oral and academic language <input type="checkbox"/> Provides visuals, peer support, pre-taught topic-related vocabulary, and predictable stories for comprehension	<input type="checkbox"/> Creates interactive word wall for students' use during independent or group writing <input type="checkbox"/> Assigns independent reflective writing for personal connections using present and past tense <input type="checkbox"/> Anticipates students' writing samples may have L1 interference	
Advanced	<input type="checkbox"/> Moderately uses visual cues, verbal cues, and gestures <input type="checkbox"/> Accepts students' wait time to process information <input type="checkbox"/> Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request	<input type="checkbox"/> Provides opportunities for oral presentations <input type="checkbox"/> Provides students with practice using content-based terms and common abstract vocabulary used in present, past, and future tense <input type="checkbox"/> Facilitates cooperative group work to support peer interaction	<input type="checkbox"/> Reads and thinks aloud to focus on main points, details, context clues, and abstract vocabulary <input type="checkbox"/> Pre-teaches low frequency and multiple meaning vocabulary used in social and academic contexts <input type="checkbox"/> Uses cooperative grouping to encourage and provide students with oral reading opportunities	<input type="checkbox"/> Uses concept mapping to develop students' ability to write more detailed and narrative writing samples <input type="checkbox"/> Assigns personal narratives requiring the use of a graphic organizer to compose a first draft	
Advanced High	<input type="checkbox"/> Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification <input type="checkbox"/> Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings	<input type="checkbox"/> Students narrate and describe problem-solving strategies using complex sentences <input type="checkbox"/> Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts	<input type="checkbox"/> Uses grade-appropriate text to promote vocabulary development of low-frequency words <input type="checkbox"/> Assigns research projects that are grade and/or content specific <input type="checkbox"/> Students read texts that require higher-order comprehension skills such as understanding expository text and drawing conclusions	<input type="checkbox"/> Assigns independent or group research projects to support or contradict findings to present and publish <input type="checkbox"/> Provides multiple examples of texts that were written for a variety of purposes and audiences	

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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?



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.



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.



Course Objectives

- ***Content Objective:***

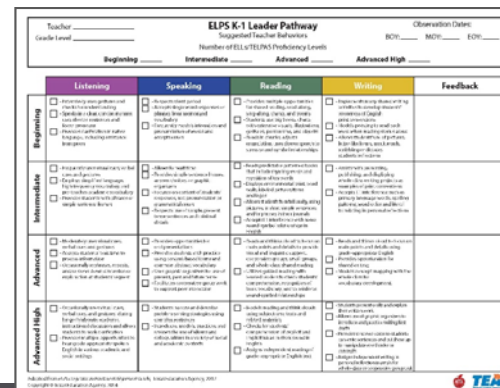
Participants will explore how to use the ELPS K-12 Leader Pathway to ensure the implementation of the ELPS Cross-Curricular Student Expectations in classrooms to support content area instruction and language acquisition for ELLs.

- ***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.



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.



TEA ELPS Support Center

www.esc20.net/elps

elpstx@esc20.info

 Twitter: @ELPSTX

