

BILINGUAL EDUCATION

BILINGUAL PROGRAM MODELS

Bilingual education programs are provided by teachers who are fluent in both the primary/partner language and English. Both languages are used in instruction as students work toward the program goal of bilingualism, biliteracy, and sociocultural competence (Dual Language) or academic English proficiency (Transitional Bilingual Education).

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STEP 1: IDENTIFICATION

Home Language Survey (HLS)

- Administered to all students upon enrollment
- Student assessed if survey shows a language other than English in any of the three questions

English Language Assessment

- Administered if HLS contains a language other than English
- Assess Listening and Speaking in grades PK-1
- Assess Listening, Speaking, Reading, Writing in grades 2-12

STEP 2: PLACEMENT

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Language Proficiency Assessment Committee (LPAC): The LPAC is comprised of a Campus Administrator, a Bilingual Teacher, and a Parent Representative who meet to determine eligibility and identify a student as emergent bilingual. The LPAC then sends written notification to the parents who may accept or deny services.

State-Approved Bilingual Education Programs

- Dual Language Two-Way
- Dual Language One-Way
- Transitional Late Exit
- Transitional Early Exit

-OR-

State-Approved ESL Programs

- (Reference ESL Program document)

*A student with denial of services will still be classified as EB and be annually assessed until reclassification has been met

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STEP 3: ANNUAL REVIEW/RECLASSIFICATION

Data Review: From multiple sources including:

- Classroom observations, documentation, and screeners completed by the teacher
- Texas English Language Proficiency Assessment System (TELPAS)
- State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments

Student Reclassification: a decision made by the LPAC that indicates that the student can be as successful as his native-English speaking peers. The decisions are based on the [Reclassification Chart](#).

Results: The student may reclassify as English Proficient (EP) or may continue as an emergent bilingual (EB) student. EB students may continue participation for the duration of the DLI program after reclassification.

STEP 4: MONITORING AFTER RECLASSIFICATION

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- Written notification sent to parents for approval to exit the bilingual education program
- Student placed in general education classroom upon parent approval
- Student monitored for two years by LPAC with annual written notice of progress sent to parents

Programs Serving Emergent Bilingual (EB) Students

What is the purpose of the bilingual education program?

Bilingual education programs are designed to make grade level academic content accessible to emergent bilingual students through the development of literacy and academic skills in the child's primary/partner and English. The academic, linguistic, and cultural backgrounds of emergent bilingual students are used in a bilingual education program as the platform for acquiring grade-level content and develop academic language in the primary/partner language and in English in all content areas.

What are the four state-approved bilingual education program models?

In Texas, there are four state-approved bilingual education program models:

Program Model Type	Goal	Instruction
Dual Language Two-Way <hr/> Dual Language One-Way	Emergent bilingual students attain bilingualism, biliteracy, and sociocultural competence to reach high levels of literacy and academic achievement in the partner language and English.	Emergent bilingual students receive instruction in literacy and academic content in their partner language as well as English from teachers certified in bilingual/ESL education. At least 50% of the instruction is delivered in the students' primary language for the duration of the program.
Transitional Bilingual Late Exit <hr/> Transitional Bilingual Early Exit	Emergent bilingual students utilize their primary language as a resource while acquiring full proficiency in English to participate equitably in school.	Emergent bilingual students receive instruction in literacy and academic content in their primary language as well as English from teachers certified in bilingual education. As the child acquires English, the amount of instruction provided in the primary language decreases until full proficiency in English is attained.

What are the benefits of bilingual education?

Academic instruction is provided by teachers who

- are proficient in the primary language of your child, as well as English; and provide
- implements culturally and linguistically sustaining practices to leverage student's linguistic and cultural assets.
- are trained in second language acquisition methods and how to adapt instruction to meet the specific language needs of your child.

Research indicates that children who participate in a bilingual education program

- build on a literacy foundation in their primary language to acquire stronger cognitive and academic skills in English;
- are more likely to meet graduation requirements with high academic achievement and college, career, and military ready.
- are more likely to develop a bicultural identity, become biliterate, and have higher self-esteem; and
- may use their bilingual skills to access competitive job opportunities in a global world.

What instruction will my child receive in a bilingual education program?

Your child will develop language and literacy skills in his/her primary language as a resource for acquiring English. He/she will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) for all content areas, including language arts, math, science, and social studies. Your child's teacher will be proficient in your child's primary language and English and is specially trained to meet your child's language needs. Instruction shall be designed to consider your child's unique learning experiences, instill a positive identity, and honor the culture and experiences of your child.

How can parents support their child who participates in a bilingual education program?

Parents can support their child's acquisition of English by providing opportunities at home to practice their primary language and English. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English language acquisition include

- reading and engaging in conversations with your child in your primary language, and English, to support development of your child's oral language and literacy skills in the primary language and in English; and
- encouraging your child to achieve by providing him/her a place to study and showing interest in his/her school work.

Ways to support the bilingual education program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering at your child's school and supporting your child's teacher in classroom activities; and
- serving on school and district-based decision-making or other advisory committees.

Can a child who is also receiving other services participate in a bilingual education program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the bilingual education program. The LPAC, in conjunction with other student service committees, meets to discuss and coordinate services based on the educational need of your child.

For more information please visit <https://www.txel.org/parents-and-families/>