

ESL TExES Preparation for the **Exam 164** Bilingual Education Supplemental

Region One ESC

Division of Instructional Leadership, School Improvement, & College Readiness Support



Professional Learning Essential Agreements

- ✓ Be **Respectful** of others
- ✓ Be an **Active** participant
- ✓ Take **Care** of your needs
- ✓ Use electronic devices as **Learning Tools**



Purpose: This informative session is designed to help Texas educators prepare for the Bilingual TExES #164

Objectives

➤ **Content Objective:**

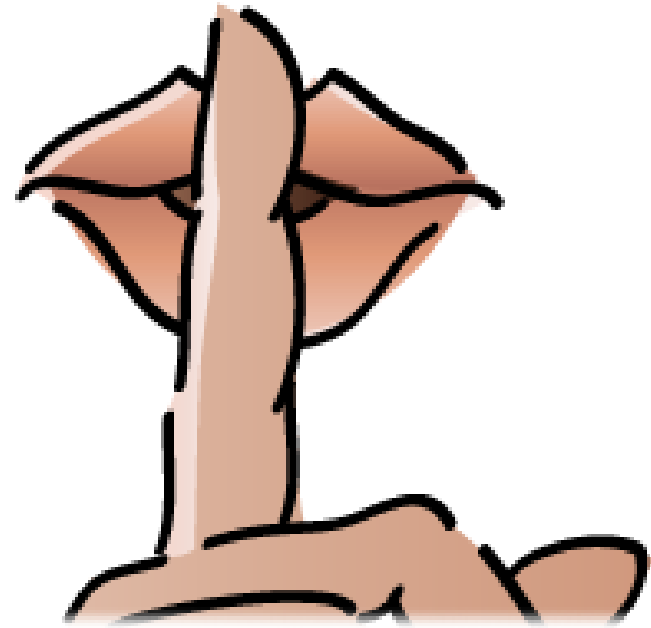
Today I will explore knowledge aligned to the **Bilingual TExES Domains, Competencies, and test design.**

➤ **Language Objective:**

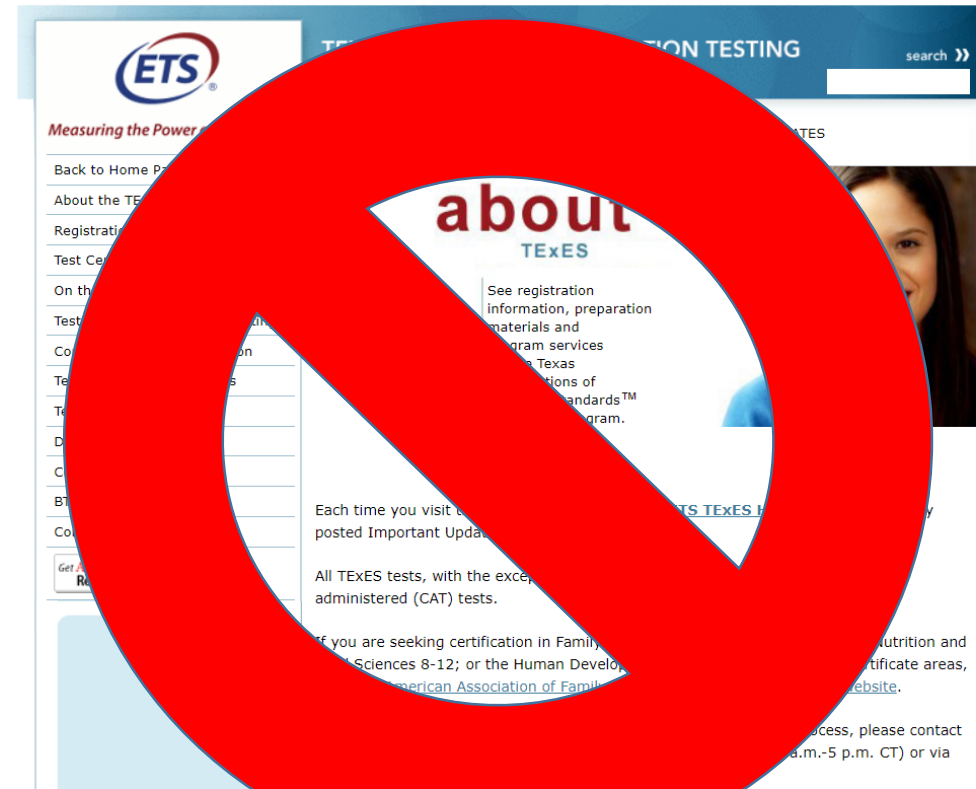
Today I will discuss new knowledge **regarding research based instructional practices for English Language Learners** aligned to the Bilingual TExES.



Quiet Signals



http://www.tx.nesinc.com/
http://bit.do/dretregister



Resources

<http://bit.do/dretbilingualtexas>

The image shows a digital poster on the Smore platform. The background is a blue locker wall. At the top, the Smore logo is on the left, and 'Upgrade', 'Start a newsletter', 'Claudia', and 'Help' are on the right. Below the logo is a social media bar with 'Like', Facebook, Twitter, Pinterest, 'Embed', '0' likes, and '2' views. The main text is on a yellow background: '#164 BILINGUAL SUPPLEMENTAL' in large bold letters, followed by 'SESSION WITH DR. ET' in smaller letters. Below this, on a grey background, are the words 'NOTES AND RESOURCES' and 'ACRONYMS TO KNOW...'. On the right side, there is a profile card for Dr. Edith Trevino, a Bilingual Specialist for Region One Service Center in Edinburg, Texas. The card includes her bio, a 'Follow Dr. Edith Trevino' button, and a 'Contact Dr. Edith Trevino' button.



Study Guide

Bilingual 164 Snapshot

Basic Acronyms

ELL= English Language Learner
 L1= Native language
 L2= Second language
 M1= Monitored year one
 M2= Monitored year two
 LEP= Limited English Proficient
 EP = English Proficient
 SI = Sheltered instruction
 SIOIP = Sheltered Instruction Observation Protocol

1970
Lau v. Nichols

1974
EEOA

1981
Castañeda v. Pickard

Sheltered Instruction

Communicated → Comprehensible Input → Visuals, TPE, LI Support

Sequenced → Supplementary Materials → Differentiated Instruction

Scaffolded → Sentence Frames → Procedural: Tiers

Landmark case: Lack of supplemental language instruction in schools for ELs violated Civil Right Act.

Criteria to ensure districts take actions to meet the needs of ELL students:

- Educational theory
- Resources
- Effectiveness

Theorists	Theory
Cummins	Iceberg theory/CUP and SUP
Krashen	Comprehensible Input, Affective
Piaget	Schema, Assimilation, Constructivism
Vygotsky	ZPD Development
Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward

Culture

Culturally responsive instruction: recognizes the importance of including students' cultural references in all aspects of learning.

Acculturation: process that stems from blending between cultures.

Cultural Assimilation: culture comes to resemble those of a dominant group.

Types of Assessments

Formative Assessment: assesses a student's performance during instruction and occurs regularly.

Summative Assessment: Measures student's achievement at the end of instruction.

Authentic Assessment: measuring knowledge in a significant and meaningful way.

Spanish	English
Begin with the vowels and then consonants to form syllables.	Vowels and Consonants Names and sounds of each letter, taught very systematically.
Sounds first then names of letter.	Alphabet and initial sound Knowing initial letter names and sounds are predictors of reading success.
Phonological awareness occurs through writing.	Rhyming onset and rime are fundamental to be able to decode
Chunk words into syllables is the most important skill	Syllables The role of syllabification is not as strong
There is no real need for sight word	Sight words List of words that cannot be decoded and do not follow regular rules.

Home Language Survey

Language spoken at home and by student = English

EP

19 TAC §89.1225
19 TAC §89.1230

Language spoken at home and by student = English and any other language

TEST

Pre-K - 1st: Oral Language Proficiency Test (OLPT) (to be classified LEP, score indicates limited English proficiency)
 2nd - 12th: OLPT = Norm referenced standardized achievement test (to be classified LEP, norm reference below 40th percentile and OLPT = limited English)

Language spoken at home and by student = other language (not English)

Bilingual Education

Transitional Early Exit
Dual Language Immersion One-Way

English as a Second Language

Transitional Late Exit
Content-based
PI&Out
Dual Language Immersion Two-Way

Bit.do/dretreglater © 2018 REGION ONE EDUCATION SERVICE CENTER



Find the Fib

I have been a school administrator for 8 Years, 4 as a middle school principal.

I have sung in front of hundreds of people.

My brother is a mayor and Superintendent simultaneously.

My favorite object in my office is my heater.

I was the Top Graduate of the College of Arts and graduated with master's by age 21.



Claudia Coronado

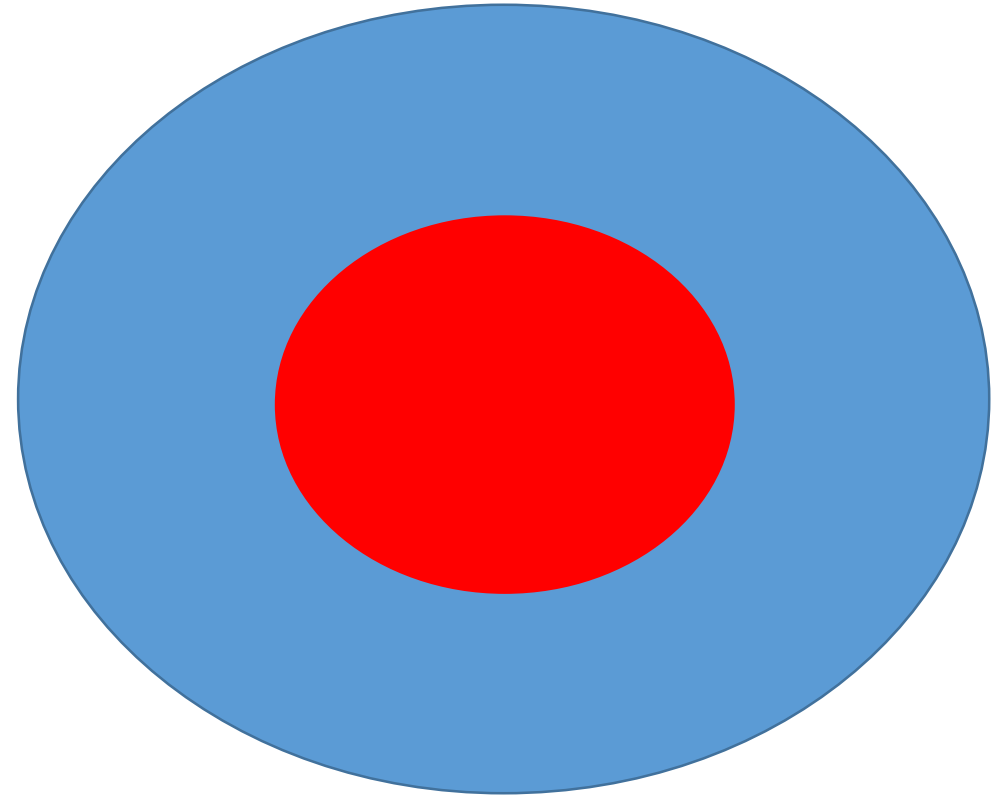
My favorite hobby reading because it allows me to be a self-learner.

During the September 11th attack, I was in high school in emergency procedure mode as people panicked thinking that Houston was next.



Find the Fib

Write three facts and a fib to introduce yourself to a partner.



Introduce yourself

- 1. Student A interviews student B.
- Pairs switch role.
- Form a group of four.
- Student A introduce student B and vice versa.



Bilingual TExES

The test contains:

- **80** multiple-choice questions in **5 Hours**
- **May** contain questions that do not count toward score
 - Single or clustered questions
- **Final scaled score** is based on scored questions



Test Taking Tips and Strategies

You have 5 hours to take the test!

- › Identify and know the key words included in the manual.
- Visualize the scenario.
- › Know the terminology, to answer correctly.
- › “Perfect educational context” (cooperative learning, differentiated instruction, etc.)
- › Do not consider your own experiences.
- › Think of the ELL with other language background as well (Vietnamese is 2nd largest group in TX).



Question Formats

› Multiple-choice

- › **Single:** direct questions or incomplete sentence.
- › **Clustered:** consists of stimulus and questions. Stimulus can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions.

› Unfamiliar question formats

- › May include audio or video stimulus
- › Interactive questions



The Standards

Competency I: The beginning Bilingual Education teacher understands the **foundations of Bilingual Education** and the **concepts of bilingualism and biculturalism** and applies this knowledge to create an effective learning environment for students in the Bilingual Education program

Competency II: The beginning Bilingual Education teacher understands **processes of first- and second-language acquisition** and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).



The Standards

Competency III: The beginning Bilingual Education teacher has **comprehensive knowledge of the development and assessment of literacy in L1** and the development and assessment of biliteracy.

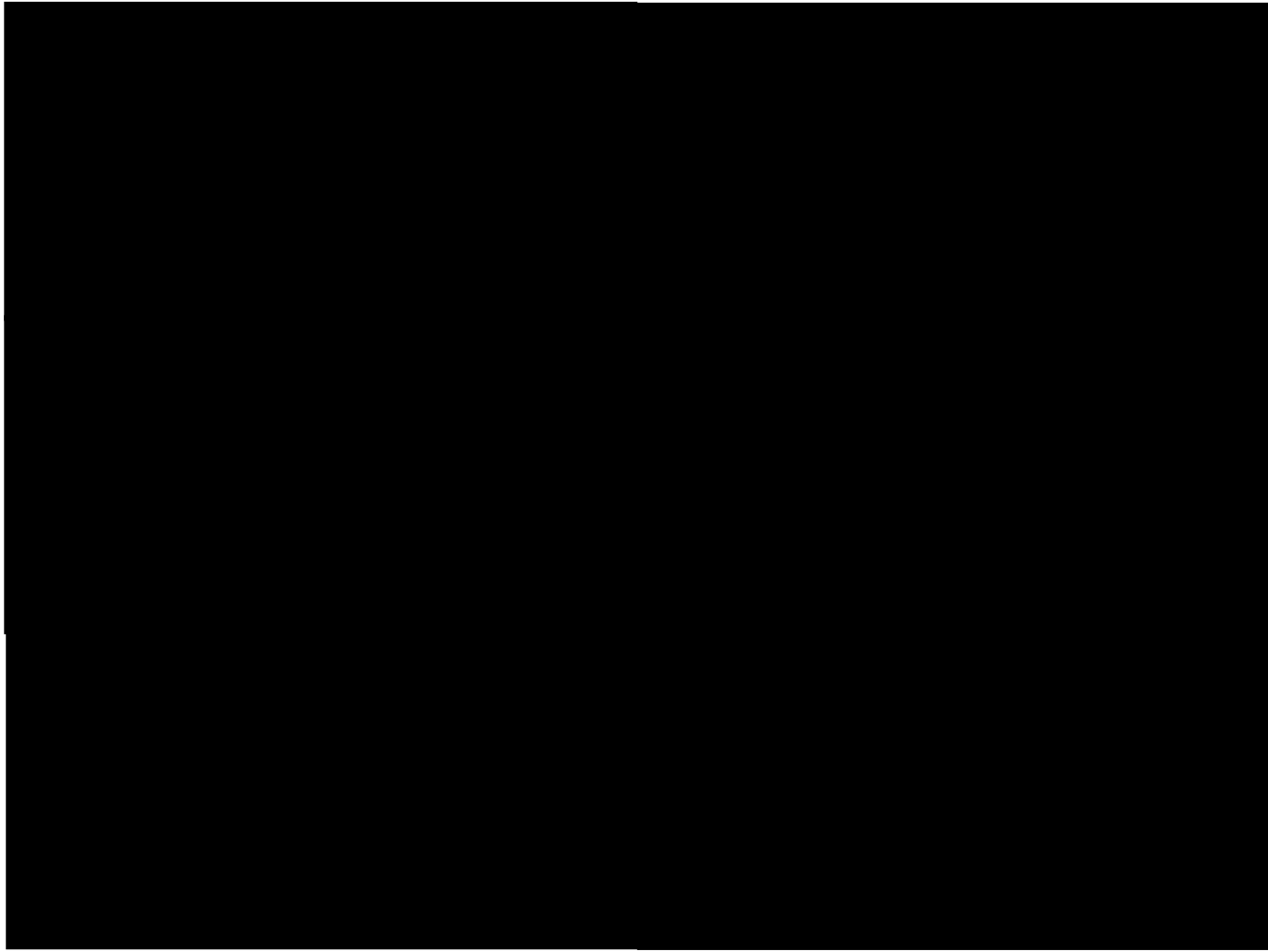
Competency IV: The beginning Bilingual Education teacher has comprehensive knowledge of **content area instruction in L1 and L2** and uses this knowledge to promote bilingual students' academic achievement across the curriculum.



Important Acronyms

- **LEP**= Limited English Proficient
- **ELL**= English Language Learner
- **L1**= native language
- **L2**= second language
- **SI** = Sheltered instruction
- **SIOP** = Sheltered Instruction Observation Protocol





See, Think, Wonder



Competency I: Foundation of Bilingual Education



Language Proficiency Assessment Committee (LPAC) Responsibilities

Identification of ELLs

Assessment and Documentation Review

Placement

Recommend Instructional Methodology/Interventions

Determine assessment and linguistic accommodations

Parent Approval

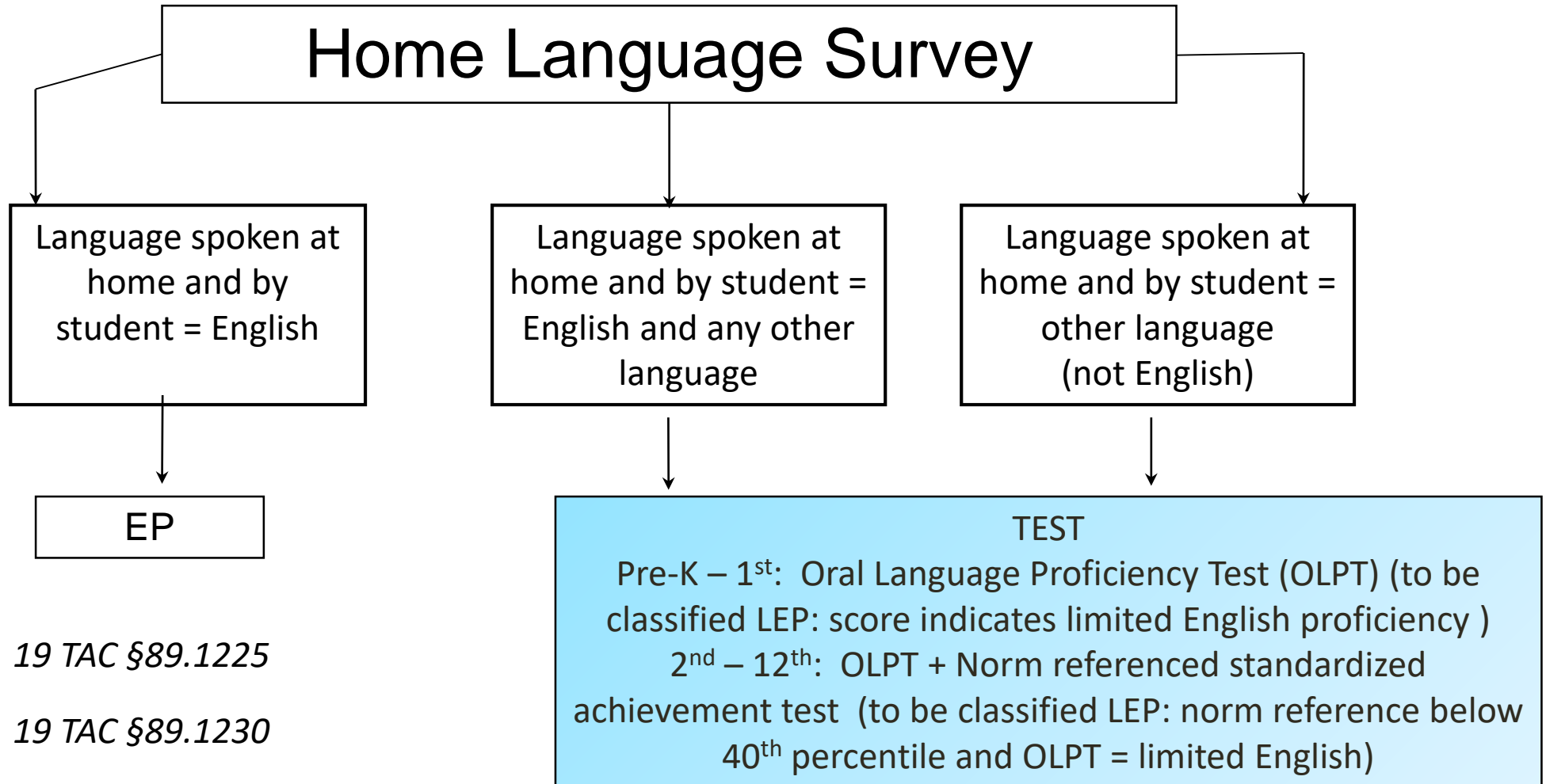
Annual Review of Progress

Exiting/Reclassification

Monitoring M1s & M2s



Entry Assessment



LPAC shall include...

- an appropriately certified bilingual educator (for students served through a bilingual education program), and/or an appropriately certified ESL educator (for students served through an ESL program),
 - a parent of an English learner participating in a bilingual or ESL program, and
 - a campus administrator in accordance with Texas Education Code (TEC), §29.063.
-
- No parent serving on the LPAC shall be an employee of the school district.



§89.1225. Testing and Classification of Students

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient **at the end of the school year** in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:



§89.1225. Testing and Classification of Students

(2)(i) A student **may not be exited** from the bilingual education or English as a second language program **in prekindergarten or kindergarten**. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.



2018–2019 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is the student meeting the passing standard.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR ³	STAAR ³	STAAR ³	STAAR ³	STAAR ³	STAAR ³	STAAR ^{3/4}	STAAR ^{3/4}	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ³	Agency-Approved Writing Test ²			Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric (Coming Soon)										

¹ 19 TAC §89.1225(i)(3)

² In the 2018–2019 *List of Approved Tests for Assessment of English Learners* available on the following web page: <http://tea.texas.gov/bilingual/esl/education/>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1225(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.



When is Bilingual Education Required? 19 TAC 89.1205, 89.1210

(a) The law requires that each school district or charter school which has an enrollment of 20 or more ELLs of the same language classification in the same grade level district wide shall offer a bilingual education program for ELLs in grades Pre-K through 5th; Grade 6 shall be included when clustered with elementary grades.

Texas Education Agency (2014)



When is ESL required?

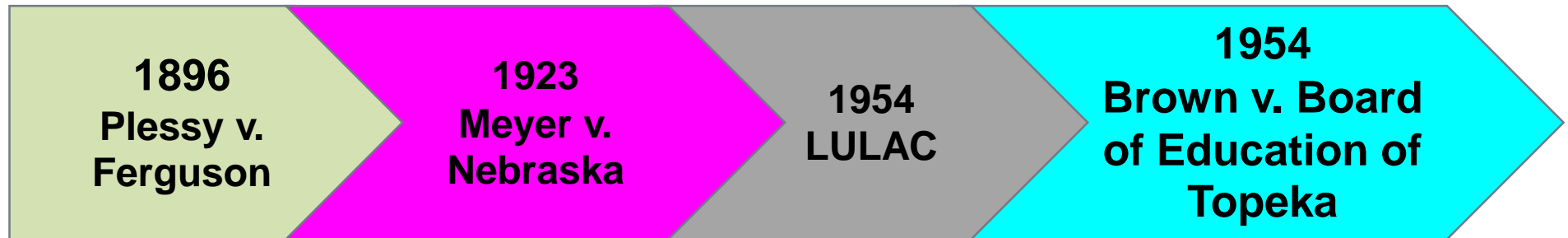
19 TAC 89.1205 (d) & 89.1210

- › The law requires that all ELLs for whom a district is not required to offer a bilingual education program **shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students.**

Texas Education Agency (2014)



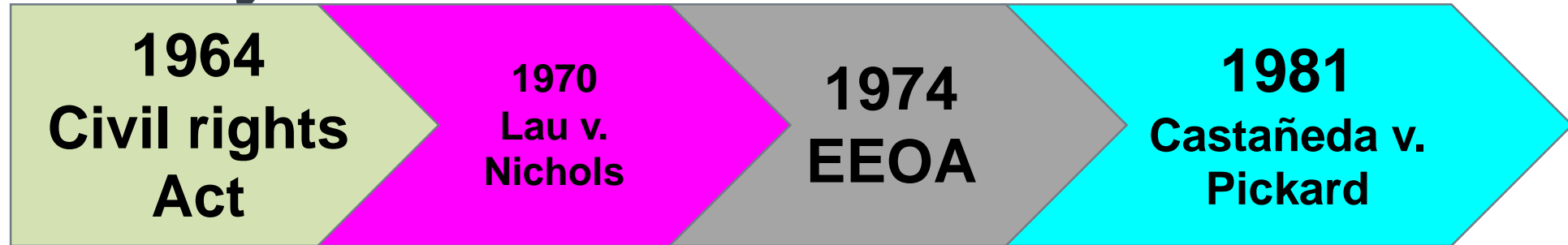
Policy Foundations



<p>Minority students segregated in schools</p>	<p>It became unconstitutional to prohibit teaching a foreign language at school.</p>	<p>A social and political organization</p>	<p>Overruled the “separate but equal” doctrine of Plessy v. Ferguson of 1896</p>
<p>Supreme Court ruled that “separate but equal” public facilities for minorities was constitutional</p>	<p>Supreme Court ruled that teaching in a language other than English was not “injurious to health, morals, or understanding of the ordinary child”</p>	<p>Advocated for the civil and human rights of minorities</p>	



Policy Foundations



Provided equal educational opportunities:

A person shall not be discriminated, on the grounds of race, color, or national origin.

The court decided that the lack of supplemental language instruction in public schools for students with limited English proficiency violated Civil Right Act.

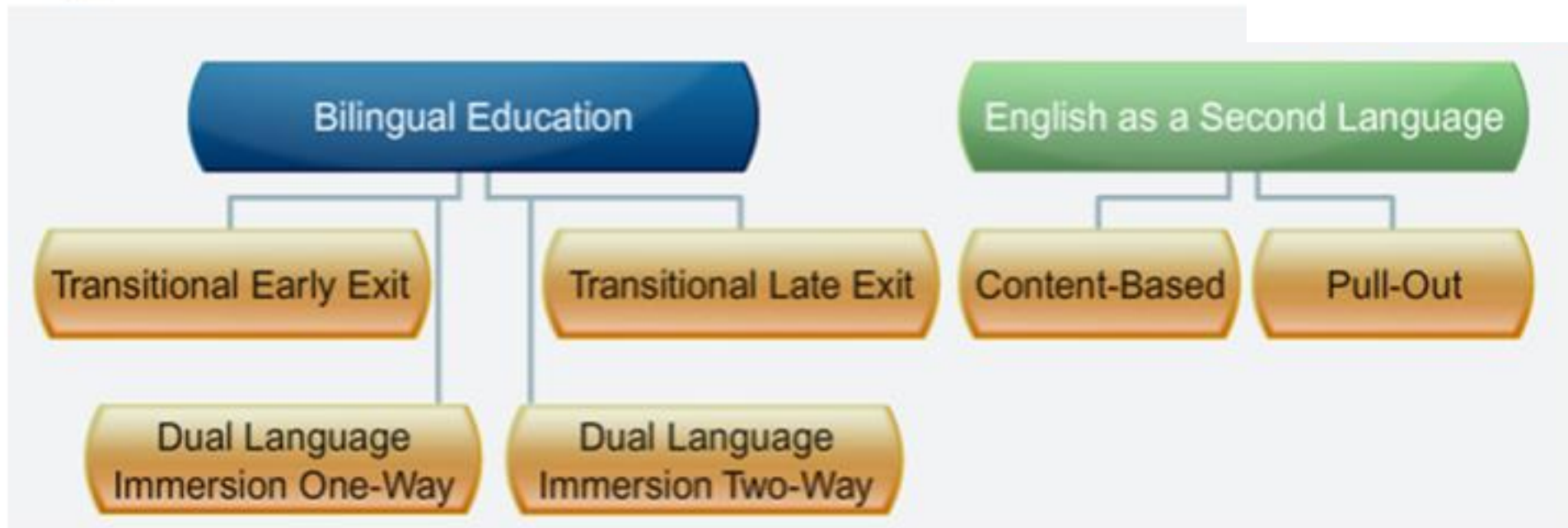
Because of Lau v. Nichols, this federal act was based on the Civil Rights of 1964. It required states and schools to provide equal educational opportunities to minorities.

It set in place a criterion to ensure school districts take appropriate actions to meet the needs of ELL students.



Types of Bilingual Programs

Bilingual Education Models



Texas Education Agency (2014)





Factors that Impact Second Language Acquisition

Motivation and attitude

Cultural background

Peers and role models

First language development

Quality of instruction

Access to the language

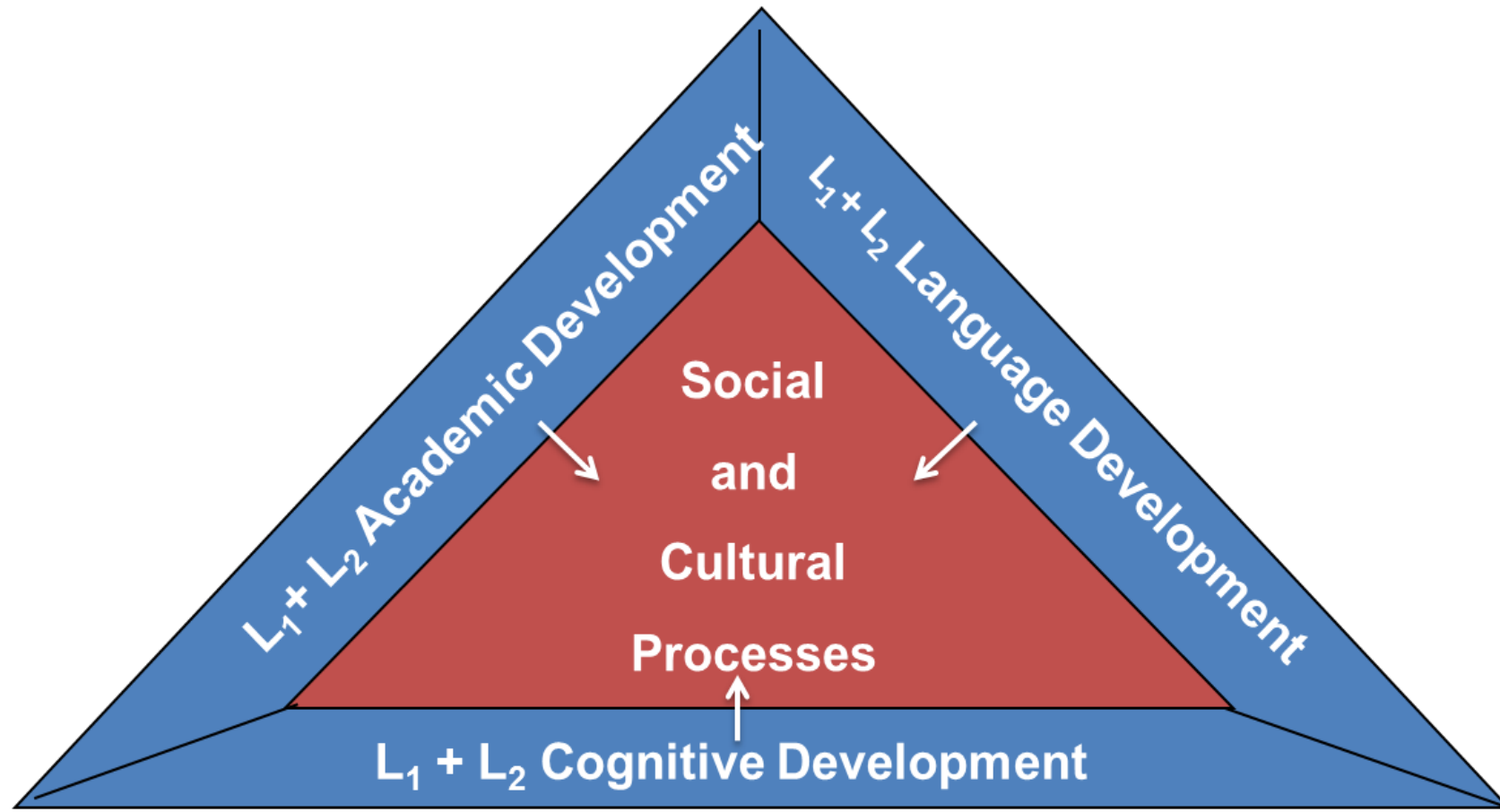
Age

Personality

Language distance



The Prism Model: Thomas & Collier, 1995



Culture and Its Impact on Academic Achievement

Culture is the glue that enables an individual to make sense of the world. It is the frame of reference for our intentions, behaviors and impact and influence on others.



Culturally Responsive Teaching



“Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them, it teaches *to and through the strengths* of students.”

Gay (2000)



Culturally Responsive Teaching

- Builds on what students already know.
- Helps students understand there is more than one way of knowing.
- Encourages students to embrace their culture and develop a love of learning.
- Highlights students' strengths, and gives them confidence to confront their weaknesses.



Culturally Responsive Teaching

- Benefits of using culturally responsive teaching methods when compared to classrooms without these practices:
 - A more positive classroom learning environment
 - More efficient use of class time and human resources
 - Higher quality instruction
 - Higher percentage of on-task students
 - Greater student engagement

Burns, et al., 2005



Culturally Responsive Teaching

- Integrating cultural content that enhances achievement for all
- “Students are more likely to master essential reading writing and computational skills when the teacher uses content that deals with significant diverse, human history and cultural events, especially the history and contemporary contributions of their ethnic group.” (Banks, 2007,p. 28) (Howard, 2006 p.2)



Culturally Responsive Teaching does not focus on stereotypes of the culture, such as food and art. It is based on ways of communicating and learning that are familiar to the student, along with themes that are empowering to them. (Banks, 2007)

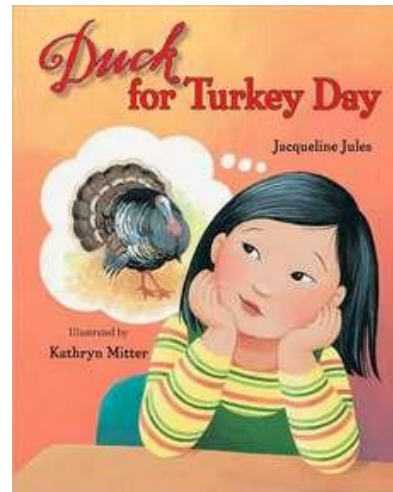


Culturally Responsive Teaching



Validating Spanish Speaking ELLs by hooking students with culturally responsive text

- › *Chato's Kitchen*, Gary Soto
- › *Cantora*, Sylvia Lopez-Medina



**Culturally
Irrelevant**

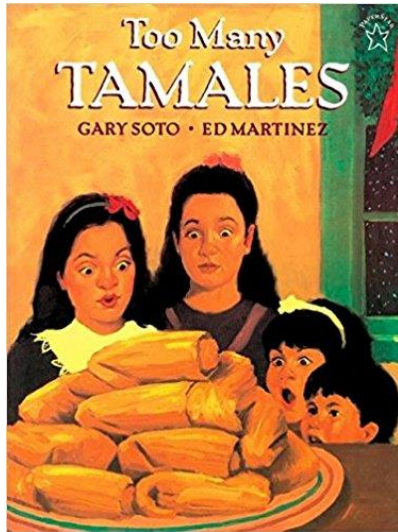


Factors Contributing to Cultural Bias

- **Stereotyping:** overgeneralization or oversimplification of beliefs about a particular group based on hearsay or limited personal experience
- **Prejudice:** Unfair and unreasonable opinion formed without adequate knowledge or thought
- **Ethnocentrism:** belief by an individual or group that their beliefs, values, and customs are the only right way. Inability to see value in difference.



Culturally responsive



Culturally Responsive

AS



Stereotyping

Examples of

Relating Factor



Stages of Acculturation (4 stages)

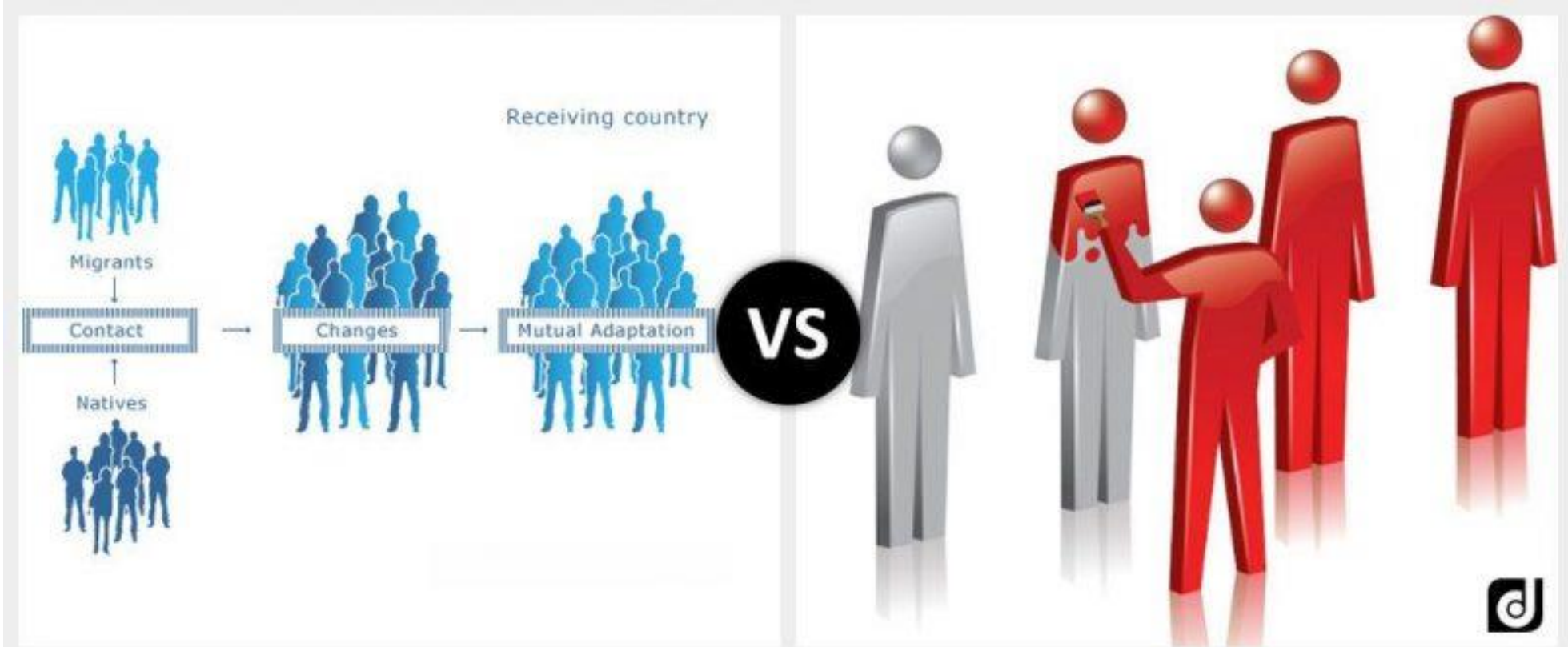
- **Acculturation:** A general term for the process of becoming adjusted to another culture.
- **STAGE 1: Euphoria** – excitement and happiness with new place and new experiences
- **STAGE 2: Culture Shock** – realization of the depth of difference between home culture and the new culture; may cause frustration, anger, depression
- **STAGE 3: Tentative Recovery** – finding ways to cope with the new culture; forming friendships and support systems



- **STAGE 4: Assimilation or Adaptation – a choice**

- **Assimilation**—deciding to become like members of the new culture, to accept their surface and deep culture; giving up the original culture
- **Adaptation**—finding ways to adapt to and become part of the new culture while maintaining important values and customs of the original culture.





Acculturation vs. Assimilation



KAHOOT IT!



COMPETENCY 001

1. The process in which members of different cultural groups within the same society reciprocally adopt and appreciate the attitudes, values and language patterns of each other is known a
 - A. assimilation.
 - B. acculturation.
 - C. transculturation.
 - D. ethnoconvergence



COMPETENCY 001

2. The bilingual education director for a school district meets with all the bilingual teachers and suggests that instruction should be interactive, student-centered and anchored on the language and culture of the students' home. Which of the following is the best rationale for the type of instruction described?
- A. Relating instruction to the students' cultural backgrounds promotes academic success
 - B. Cooperative learning improves students' cognitive, academic, social and affective growth
 - C. Instruction that promotes multicultural awareness develops students' cross-cultural competency
 - D. Creating opportunities for students to receive instruction from fluent speakers of both students' native language and English is directly related to student success



3. Given that English-language learners (ELLs) often differ in their culture and degree of English-language proficiency, which of the following types of program models would best ensure their academic success?
- A. Programs that concentrate on English as a second language (ESL) instruction with an emphasis on the ELLs' quick assimilation into the school culture
 - B. Programs that mainstream ELLs fully into grade-level classrooms in which the curricular standards are modified to their achievement level
 - C. Programs that address the ELLs' needs by using a standards-based program in which content is taught in a comprehensible manner
 - D. Programs that are individualized to each ELL's needs



COMPETENCY 001

4. In which of the following court cases did the United States Supreme Court rule that limited-English-proficient students should receive equal access to education under the Civil Rights Act?
- A. *Castañeda v. Pickard*
 - B. *Meyer v. Nebraska*
 - C. *Lau v. Nichols*
 - D. *Plyler v. Doe*



COMPETENCY 001

9. Ms. Liang's lesson plans for her third-grade classroom include native language (L1) support for academic concepts, including vocabulary development and a basic interaction with new ideas. She wants to ensure that the English-language learners (ELLs) understand the lessons they will be studying in the upcoming week, particularly since most of the instruction is in English (L2). She continues to emphasize L2 language development throughout the day, but uses L1 to ensure that the ELLs do not fall behind in subject matter studies as they become more competent in L2. Ms. Liang's planning indicates that she is working in which of the following special language programs?
- A. Self-contained English as a Second Language (ESL)
 - B. Shared-teaching bilingual
 - C. Transitional or early-exit bilingual
 - D. Two-way bilingual or dual immersion



Use the information below to answer the questions that follow.

When selecting English-language reading materials for English-language learners (ELLs) who are beginning- or intermediate-level readers of English, a bilingual teacher makes sure to include English-language versions of stories, folktales and other narratives from the ELLs' home cultures.

The materials described most likely contribute to an effective learning environment by

- A. providing the ELLs challenging content, the materials will motivate them to learn correct English grammar and use it in their communications with peers.
- B. validating and affirming the ELLs' home cultures, the materials will promote their development of a bicultural identity.
- C. introducing the ELLs to key aspects of their home cultures, the materials will prompt them to examine the values and beliefs of the majority culture.
- D. exposing the ELLs to new literary genres, the materials will enhance their understanding of language diversity and variation.

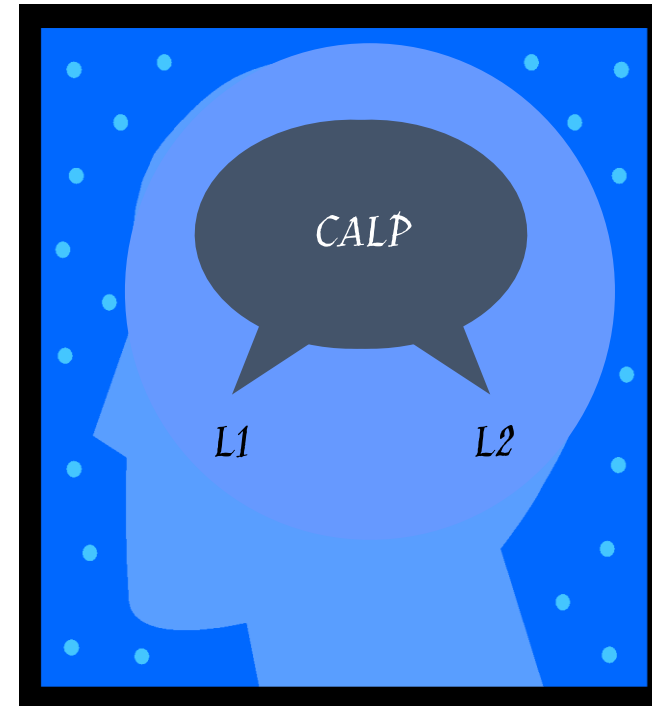
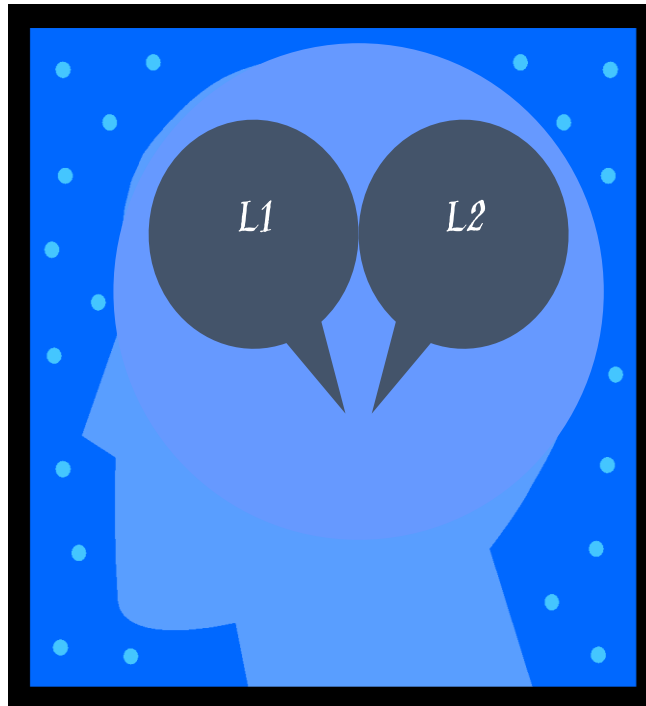


Competency II: Processes first and second language acquisition



Social Language vs. Academic Language

- Separate Underlying Proficiency (SUP)
- Common Underlying Proficiency (CUP)
- Cognitive Academic Language Proficiency



J. Cummins, 1981



The Iceberg Theory

J. Cummins, 1981

BICS

Basic Interpersonal
Communication Skills

1-3 years

CALP

Cognitive Academic Language Proficiency

5-7 years

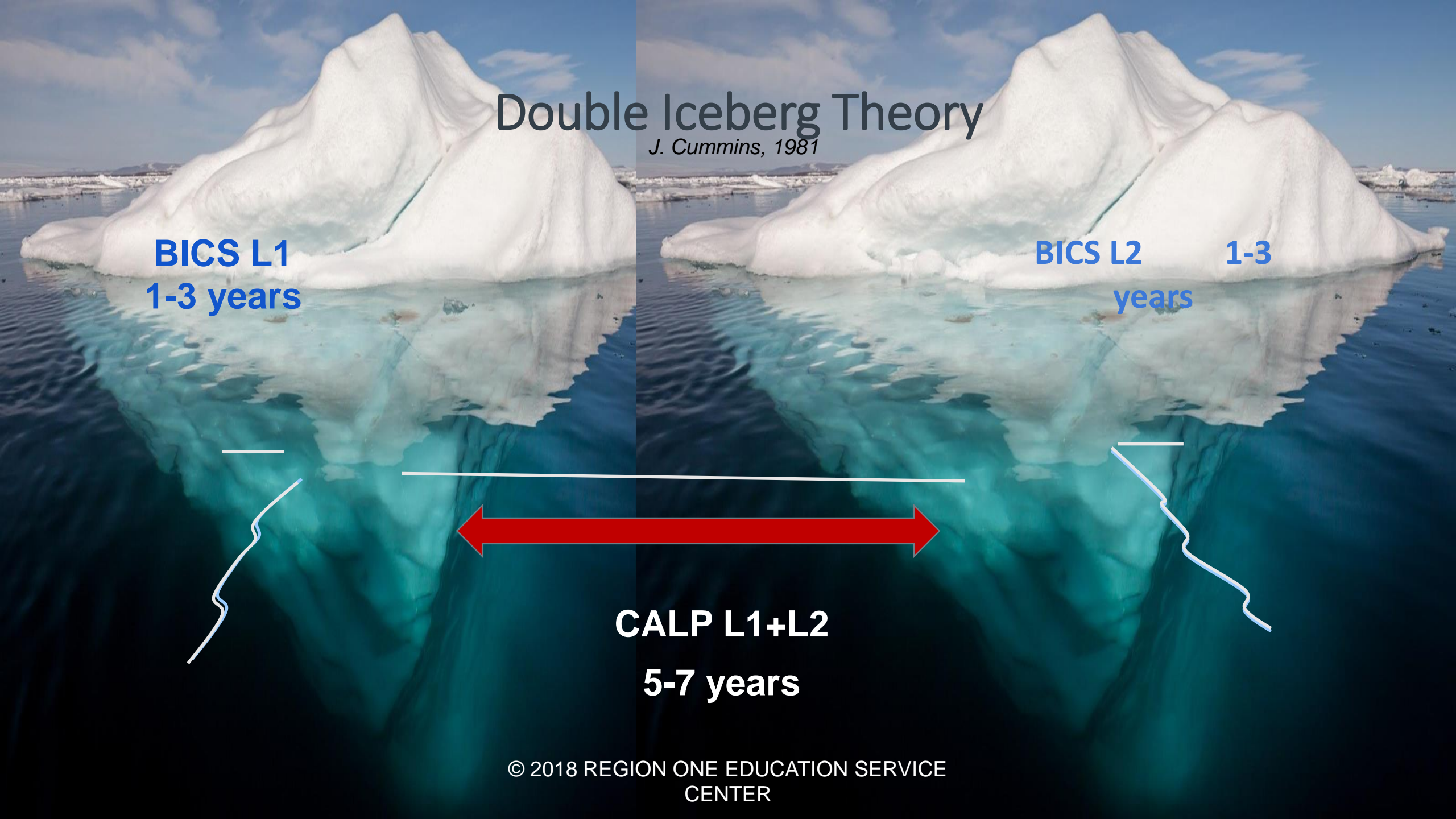
Double Iceberg Theory

J. Cummins, 1981

BICS L1
1-3 years

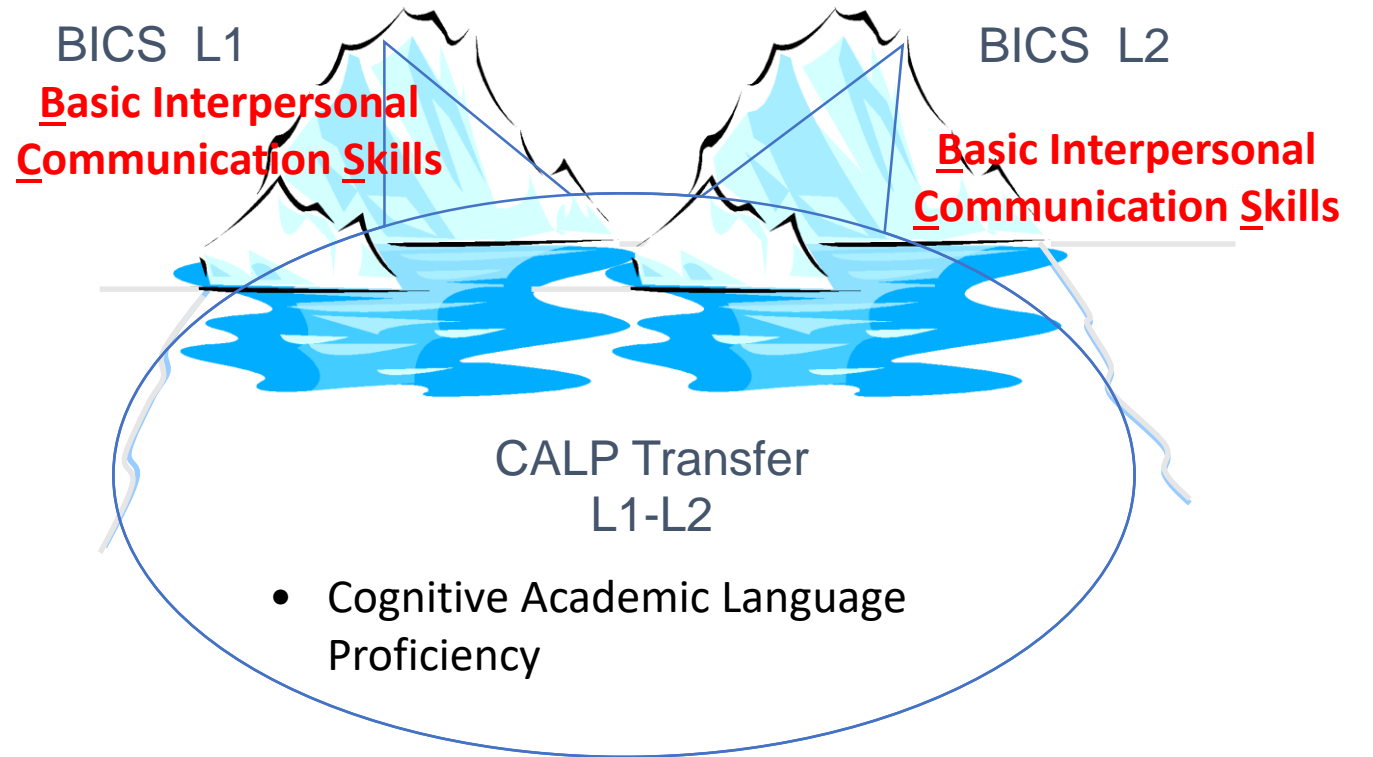
BICS L2 1-3
years

CALP L1+L2
5-7 years



In other words...

- Cognitive Academic Language Proficiency



J. Cummins, 1981

Cummins' Quadrants: The Dimensions of Language

Cognitively Undemanding Language

BICS Basic Interpersonal Communication Skills

Social conversation
(with gestures)
Storytelling with props

Social phone call
Note left on the refrigerator

Math lesson (with manipulatives)
Geography lesson with maps

Social studies lecture
Multiple choice test

CALP Cognitive Academic Language Proficiency

Cognitively Demanding Language

Context-embedded language

Context-reduced language



Krashen

Input Hypothesis

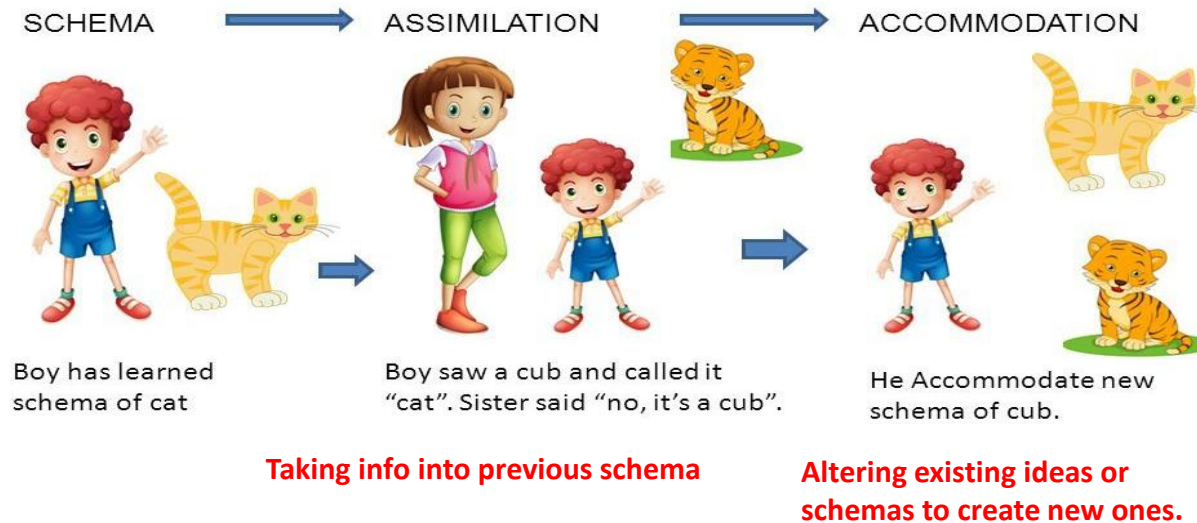
- Krashen hypothesized on the primary importance on the comprehensible input (CI) that language learners are exposed to.
- Understanding spoken and written language input is seen as the only mechanism that results in the increase of underlying linguistic competence.
- Learning is seen to be heavily dependent on the mood of the learner, with learning being impaired if the learner is under stress or does not want to learn the language, known as the affective filter.



Cognitivist Theory

Piaget

- › Piaget often spoke about the **relationship between cognitive development and language skills.**
- Piaget defined schemas as the basic building blocks of cognitive models to enable us to form a mental representation of the world. The student must be exposed primarily to input that can be handled without difficulty. The input must be at the student's actual level of development.

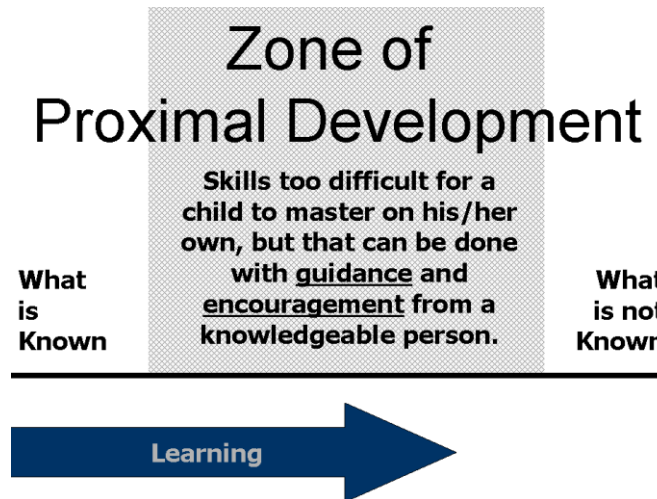


Source: Thompson, S. (2015). Jean Piaget's theory on child language development. Retrieved from <http://everydaylife.globalpost.com/jean-piagets-theorychild-language-development-9170.html>

Social Interactionist Theory

Lev Vygotsky's

- › Explains language development emphasizing:
 - The role of **social interactions** in the construction of knowledge.
 - He developed the concept Zone of Proximal Development to define the difference between what a learner can **do** without help and what he or she can **do** with help.



Nativist Theory

Noam Chomsky

- Language acquisition depends upon an innate biological brain mechanism called **Language Acquisition Device (LAD)**
- Assumes that **children are born with the ability to acquire a language**, and it is easy for them to make sense of the words because they were exposed to speech at birth.
- Developed the theory of **Universal Grammar**, which states that there are basic principles that are shared by all languages.



Skinner's Behaviorist Theory

- › It suggests that language is acquired through **external stimuli** (conditioning, association, imitation, and reinforcement), eliciting an internal response, that leads to external responses.



- › Learning a **second language depends on reinforcement** based on imitation of input from the environment that forms response by the learner, shaping a habit of repetition through rewards.



Language Acquisition Theories

Group Activity

Theorists	Theory
Jim Cummins	Iceberg theory/CUP and SUP
Stephen Krashen	Comprehensible Input, Affective Filter
Piaget	Schema, Assimilation, Accommodation
Lev Vygotsky	Zone of Proximal Development
Noam Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward



Conga Line!!



How do the theories apply to the following illustration?



Language Acquisition Theories

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How do the theories apply to the following illustration?



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How do the theories apply to the following illustration?



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Piaget	Schema, Assimilation, Accommodation
Lev Vygotsky	Zone of Proximal Development
Noam Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward



How do the theories apply to the following illustration?



Language Acquisition Theories

Group Activity

Theorists	Theory
Jim Cummins	Iceberg theory/CUP and SUP
Stephen Krashen	Comprehensible Input, Affective Filter
Piaget	Schema, Assimilation, Accommodation
Lev Vygotsky	Zone of Proximal Development
Noam Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward



La **chimica** è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.

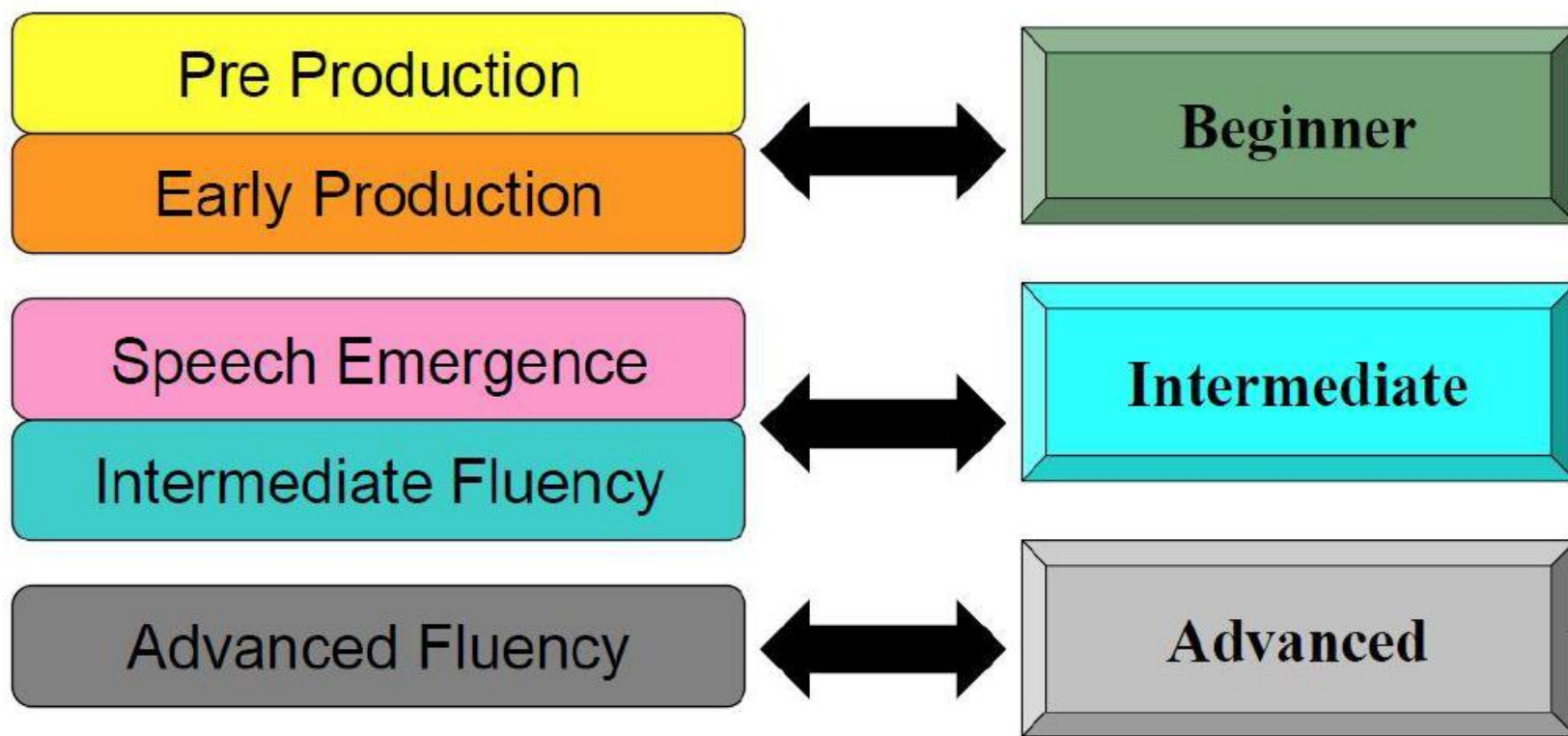


La **chimica** è la **scienza** che **studia**
la **composizione** della **materia** ed il
suo **comportamento** **in base** a tale
composizione.

The Power of Cognates



Stages of Second Language Acquisition and Texas Proficiency Level Descriptors (PLDs)



Advanced High – Minimal Support, almost native-like



	PREPRODUCTION	EARLY PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
TEACHER ACTIVITIES	<ul style="list-style-type: none"> *Seeks to develop listening comprehension *Uses gestures *Uses visual aids *Emphasizes and repeats key words *Speaks more slowly *Acts out scenes *Does not force oral participation 	<ul style="list-style-type: none"> *Asks questions that require single word responses: yes/no; either/or *Seeks to maintain an accepting, low-stress classroom climate *Allows for mistakes in pronunciation, form, grammar and usage *Models correct responses 	<ul style="list-style-type: none"> *Focuses on key concepts *Uses extended vocabulary *Asks open-ended questions that encourage language production *Seeks to develop high level thinking skills *Uses performance-based assessment 	<ul style="list-style-type: none"> *Seeks to encourage concept development and literacy through content-rich curriculum *Continues to use active learning strategies *Teaches thinking and study skills
STUDENT ACTIVITIES	<ul style="list-style-type: none"> *Performs an action *Points to item in picture *Nods *Says yes or no *Manipulates items to show understanding 	<ul style="list-style-type: none"> *Gives yes or no answers *Gives list of words *Uses two-word strings *Categorizes *Listens and recalls 	<ul style="list-style-type: none"> *Uses longer phrases *Explains concepts with greater detail *Compares and contrasts *Defines new vocabulary *Greater fact recall *Gives descriptions 	<ul style="list-style-type: none"> *Contributes to discussion *Write stories *Retells stories *States and supports opinions with persuasive language *Reports on events
QUESTIONING TECHNIQUES	<ul style="list-style-type: none"> *Point to ... *Find the ... *Put ___ next to ___ *Do you have ___? *Is this a ___? *Who has the ___? 	<ul style="list-style-type: none"> *Yes/no *Is this a ___ or a ___? *One word response *Questions that encourage a list (What do you see in this picture?) 	<ul style="list-style-type: none"> *Why? *How? *How is this like that? *Tell me about ... *Describe *How would you change this? *Describe/compare 	<ul style="list-style-type: none"> *What would you recommend? *What will happen next? *What is your opinion about this? *What would happen if ...? *Why? *Create.





Focused
 Targeted
 Building Background
 Collaborative Learning
 Practice in all Domains
 Comprehensible Input
 Native Language Support
 Whole Language Approach
 Meaningful Linguistic Contexts (visuals)
 Modified Language
 Graphic Organizers
 Sentence Stems
 Scaffolding

Sheltered Instruction

KAHOOT IT!



COMPETENCY 002

10. A third-grade bilingual teacher, Mr. Rivas, reads aloud a procedure for a student science investigation. After reading aloud the procedure, he notices that the students are confused about how to begin their investigation. Mr. Rivas then decides to repeat the procedure step-by-step, modifying the language used in the written instructions so that it is more comprehensible to the students. Which of the following does Mr. Rivas best demonstrate by modifying the lesson?
- A. Scaffolding instructional technique
 - B. Reciprocal teaching instructional technique
 - C. Sheltered English instructional strategy
 - D. Concept attainment instructional strategy



COMPETENCY 002

11. Which of the following tasks would require the greatest use of basic interpersonal communication skills (BICS)?
- A. Completing an individual science fair project
 - B. Asking for directions to a location
 - C. Using a computer to construct a bar graph
 - D. Listening to a recorded class lecture



COMPETENCY 002

14. After Ms. Pua, a fifth-grade bilingual teacher, distributes an informative article in English to her class, one student says, “Teacher, the word ‘coast’ sounds like the Spanish word costa.” Before the class reads the article, Ms. Pua arranges the students in small groups and asks them to find and discuss the meaning of words that sound alike in English (L2) and Spanish (L1). Then she creates a chart to record each group’s findings. The activity best illustrates Ms. Pua’s understanding that
- A. analyzing word parts such as root words and affixes facilitates acquisition and application of content knowledge.
 - B. providing high-interest reading selections motivates students to feel comfortable reading in L2.
 - C. making connections between the students’ L1 and L2 helps build vocabulary knowledge and supports reading comprehension.
 - D. modeling metacognitive strategies for students helps students apply the strategies in L1 and L2 activities.



COMPETENCY 002

16. During a guided reading lesson, Lisbeth, a second-grade English-language learner whose native language is Spanish, stumbles over the word “restaurant.” Her teacher reminds her to think about what is happening in the story and suggests that she think of the word in Spanish, which is a cognate. Afterwards, Lisbeth successfully reads the word in English and continues reading the remainder of the text. In the scenario, the teacher encouraged Lisbeth to use her knowledge of her native language primarily to
- A. facilitate comprehension.
 - B. increase student confidence.
 - C. develop structural analysis.
 - D. focus on context clues.



COMPETENCY 002

Use the chart to answer the question that follows.

The chart depicts the stages of language acquisition for English-language learners (ELLs).



17. A teacher is facilitating a reading-comprehension activity to elicit information about a story the students just read. Which of the following would be the most appropriate question for the teacher to ask ELLs in the early production stage?
- A. "Why did the character evolve?"
 - B. "Where did you find the answer?"
 - C. "Was it a whale or a dolphin?"
 - D. "What do you think will happen next?"



18. After four months in the United States, Sal, a fifth grader, still rarely speaks in English (L2) in his bilingual class. In fact, he rarely speaks at all except in short sentences in his first language (L1) during one-on-one interactions with his teacher. The teacher has discussed the situation with Sal's parents, who seem unconcerned and assure that Sal is also very quiet at home. Which of the following is the most appropriate step the teacher should take next regarding Sal?
- A. Calling on Sal periodically during class discussions to provide him with an authentic context for speaking in front of his peers in L1 or English (L2)
 - B. Continuing to monitor Sal's progress and acknowledging that there may be personal factors influencing his language performance in L1 and L2
 - C. Initiating L2 instruction with Sal that includes activities that require the use of L2 oral language
 - D. Regularly placing Sal in situations in which he must speak L1 and L2 in order to take part in activities he enjoys



Competency III: Development of Literacy and assessment



Spanish	Literacy Development	English
	Vowels and Consonants	
	Alphabet and initial sound	
	Rhyming	
	Syllables	
	Sight words	



Building Words

Develop student's phonemic awareness, letter sound associations, common English phonograms, phonetically irregular words, high frequency words:

- › beginning sounds.
- › Ending sounds.
- › Medial vowel sounds.
- › Beginning blends.
- › Vowel diagraphs
 - ex: **toad**, **fleet**.



Sight Word Activity


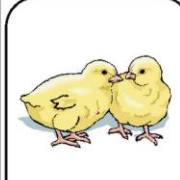

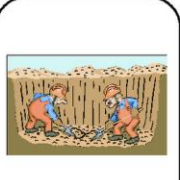






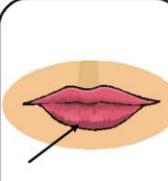
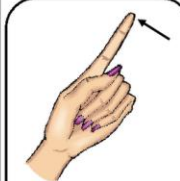



- Use hands on to introduce and or reinforce concepts.
- Pre-teach vocabulary and teach them to use words in sentences.
- Incorporate writing.



Minimal Pairs

- Utilize pairs of words to target phonology awareness.

One-Syllable Initial /l/ Minimal Pairs

 leap	 peep	 beep	 deep	 sheep
 lead	 bed	 head	 fed	 shed
 lip	 tip	 dip	 hip	 sip

One-Syllable Initial /l/ - Minimal Pairs Page 1 Created by Dala M.A. CCC-SLP ©2012 www.testyetttrying.blogspot.com Images ©2012 Jupiterimages Corporation

Rhyming Word Activity

1. Use word families.
2. Hands on games.
3. Using words in context.
4. Write words with a rhyming pattern.





Word Wall

- › Opportunities to use in writing.
- › Chants for interactive learning.
- › Instant recognition in context.



Silabas

	
va	ca
pa	ta
lla	ma
sa	la
ra	na

© Mrs.G.

va	ca
pa	ta
lla	ma
sa	la
ra	na



Phonemes

Words	Number of Phonemes
cat	3
colonel	<input type="text"/>
love	<input type="text"/>

Teach the relationship between sounds and letters through phonics: Say the word out loud to focus on the sounds rather than looking at the printed letters. Example: Son - /C/ /a/ /t/. Counting phonemes is difficult for an EL because many of the sounds in English do not exist in Spanish.



Practice test question

- › If a student can not hear/learn initial sounds in some words because those sounds do not exist in his/native language, what do we need to teach him?



Paired Verbal Fluency

- Find a partner. Low heel shares first while High heel listens.



Language Experience Approach

- Language Experience Approach interrelates the Language Arts and uses the children's experiences as basis for reading.
- A teacher using LEA will typically provide an experience so that every student has something from which to draw. Therefore, the students' experiences become the lesson.



Language Experience Approach

- Materials are learner-generated.
- All communication skills--reading, writing, listening, and speaking--are integrated.
- Difficulty of vocabulary and grammar are determined by the learners own language use.
- Learning and teaching are personalized, communicative, creative.

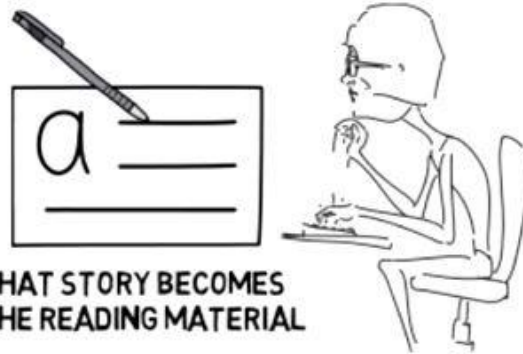


LANGUAGE EXPERIENCE APPROACH PROCESS

THE STUDENT TALKS ABOUT ONE OF THEIR LIFE EXPERIENCES



TEACHER WRITES AS THE STUDENT TELLS STORY



THE STORY MUST BE COPIED WORD FOR WORD

STORY IS READ TO STUDENT BY THE TEACHER



Language Experience Approach

In the classroom	In the community
Preparing food (sandwich, popcorn)	Taking Fieldtrips
Making cards (thank you notes)	Mapping the school or neighborhood
Class projects	



What are ELPS?

ELPS are federally required instructional standards designed to ensure that EL acquire English proficiency.

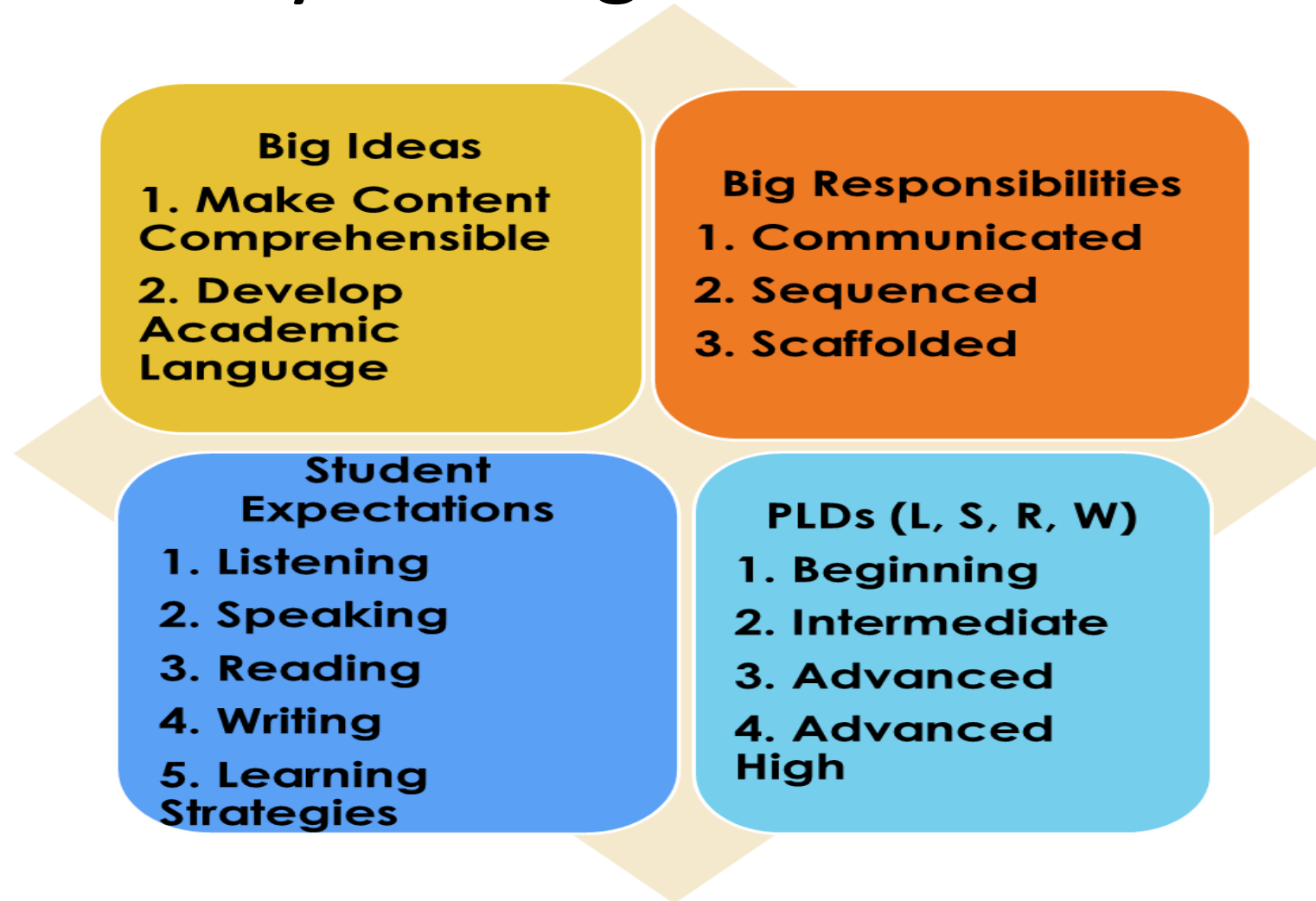
19 Texas Administrative Code

Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum 74.4 English Language Proficiency Standards (**ELPS**)

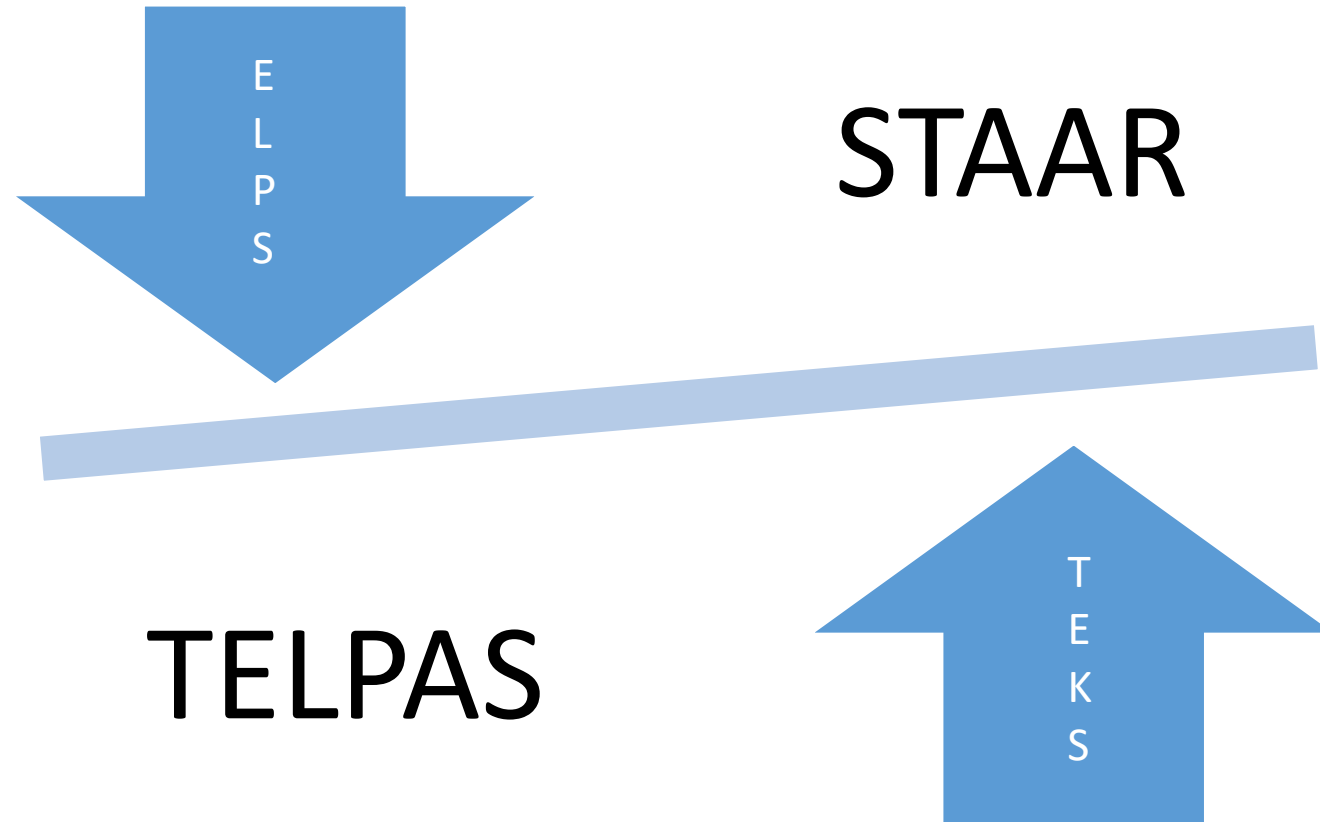
Adopted December 2007



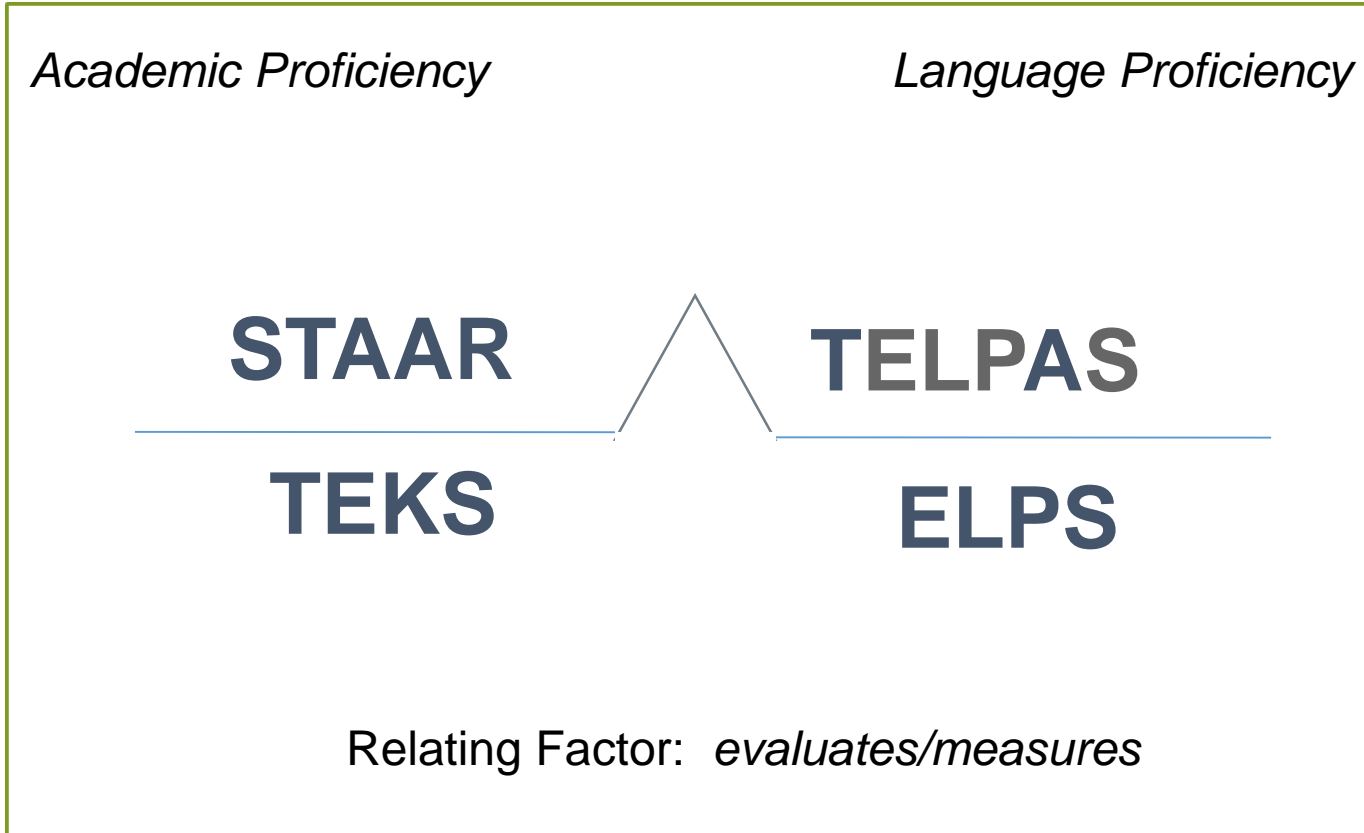
ELPS: How they are organized.....

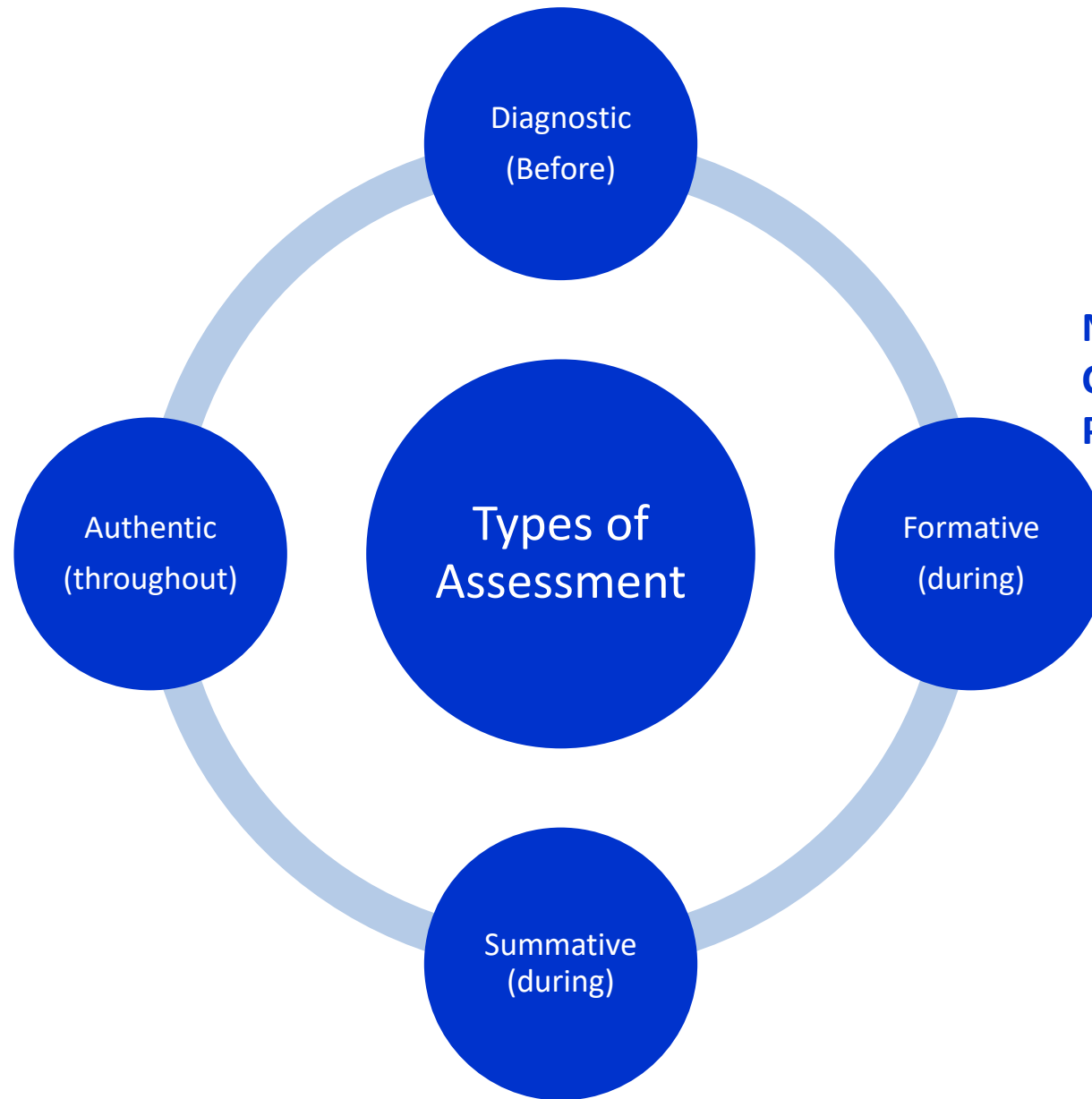


Developing Visual Literacy



TEKS vs. ELPS *continued....*





Norm-Referenced: percentile
Criterion Referenced: % mastery
Performance Based: task oriented



Authentic Assessments

- Developed within the context of the classroom
- Provides direct measure of student's ability
- Shows how student learns, the strategies used
- Reveals higher-order thinking skills: synthesis, inference, etc.
- Informal – ongoing, performance and content based
- Authentic – contextualized or “real world” tasks



Authentic Assessments

- Oral interview – teacher asks student questions and makes note of responses
- Story or text retelling
- Writing samples
- Projects/Demonstration – individual or group
- Constructed response items – written response to open-ended questions
- Teacher observation of student attention, response to instructional activity, interaction with other students
- Portfolios – collection of student work to show progress over time



KAHOOT IT!



COMPETENCY 003

19. Which of the following would best help English-language learners in a bilingual class improve their decoding of words with long and short/i/ vowel sounds in English (L2)?
- A. Reviewing how the letter/i/ sounds in the students' first language (L1), then teaching the sounds of the letter /i/ in L2
 - B. Having the students study the rules of how the long and short vowels can be spelled in L2
 - C. Comparing the rules of how the long and short vowels can be spelled in the students' L1 and L2
 - D. Developing visual cues that show students when words have the long or short/i/ sound in L2



COMPETENCY 003

20. Mr. Ramirez uses portfolio assessments with a high school science class that includes English-language learners (ELLs). Portfolios are particularly appropriate for ELLs because they are used to
- A. guide teacher instruction based on standards not covered.
 - B. evaluate students and determine whether reteaching of content is necessary.
 - C. show the students their weaknesses in their English-language proficiency development.
 - D. demonstrate student growth over time through the use of multiple indicators.

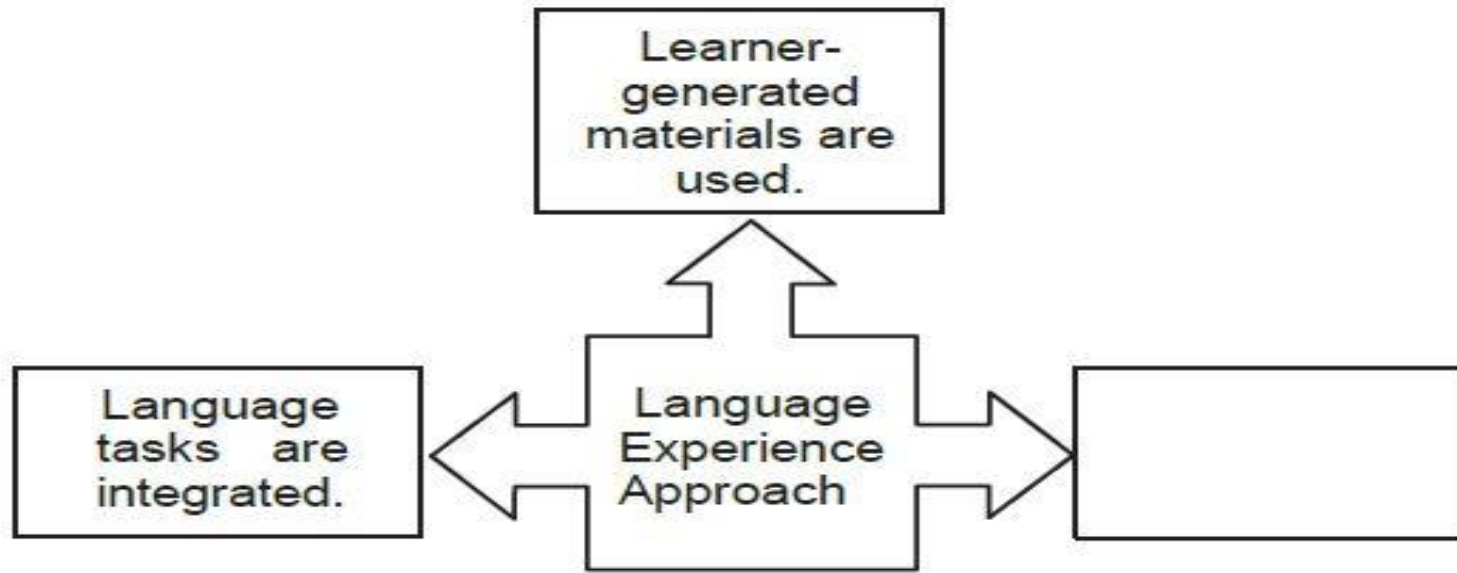


COMPETENCY 003

24. A primary difference between English and Spanish literacy skill development is that Spanish literacy involves
- A. the manipulation of individual phonemes within words.
 - B. several sounds associated with one vowel.
 - C. an emphasis on using individual syllables.
 - D. the production of onsets and rimes.



Use the graphic below to answer the question that follows.



25. Which of the following is an aspect of the language experience approach that correctly completes the graphic?

- A. Lessons are most suitable for use with advanced-level language learners
- B. Learners determine the difficulty level of the vocabulary and grammar
- C. Lessons progress from unknown contexts to familiar contexts
- D. Learners facilitate whole-group discussions

COMPETENCY 003

26. Which of the following is true according to Cummins' common underlying proficiency (CUP) section of the "dual-iceberg" model in relation to English-language learners' (ELLs) first (L1) and second language (L2)?
- A. ELLs have difficulty transferring content knowledge from L1 to L2
 - B. ELLs have cognitive academic skills that are readily used in both L1 and L2
 - C. ELLs' previous schooling in L1 has little to no effect on academic performance in L2
 - D. ELLs show success in L2 academic tasks only when they have mastered basic interpersonal communication skills in L1



COMPETENCY 003

27. The Texas Education Agency has adopted language-level descriptors and expectations for English-language learners to replace the English as a Second Language (ESL) standards. School districts are required to implement these expectations as an integral part of the curriculum across all content areas and content teachers should use the standards to guide instruction. The expectations are known as the
- A. Texas Essential Knowledge and Skills (TEKS).
 - B. English Language Proficiency Standards (ELPS).
 - C. Texas English Language Proficiency Assessment System (TELPAS).
 - D. Specially Designed Academic Instruction in English (SDAIE).



Competency IV: Development of Literacy and assessment



Sheltered Instruction

- A means for **making grade-level academic content** (e.g. science, social studies, math) **more accessible** for English language learners **while** at the same time **promoting their English language development.**



Sheltered Instruction

**Content and
Language
Objective**

**Academic
Language
Opportunities**

**Background
Knowledge**

**Checking for
Understanding**

**Meaningful
Activities**

**Comprehensible
Input**

Scaffolding



The What and the How

Content and
Language
Objectives

- Content Objectives come from the TEKS

What am I going to learn?

- Language Objectives come from the ELPS

*How will I demonstrate my learning through **listening, speaking, reading and/or writing**?*



- **Science TEKS:** Differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondria, chloroplast and vacuole.

STUDENT FRIENDLY CONTENT OBJECTIVE

Today I will compare and contrast the **cell structures and functions** of plants and animals.

Content Objective - Sample



Content Objective:

Today I will compare and contrast the cell structures and functions of plants and animals.

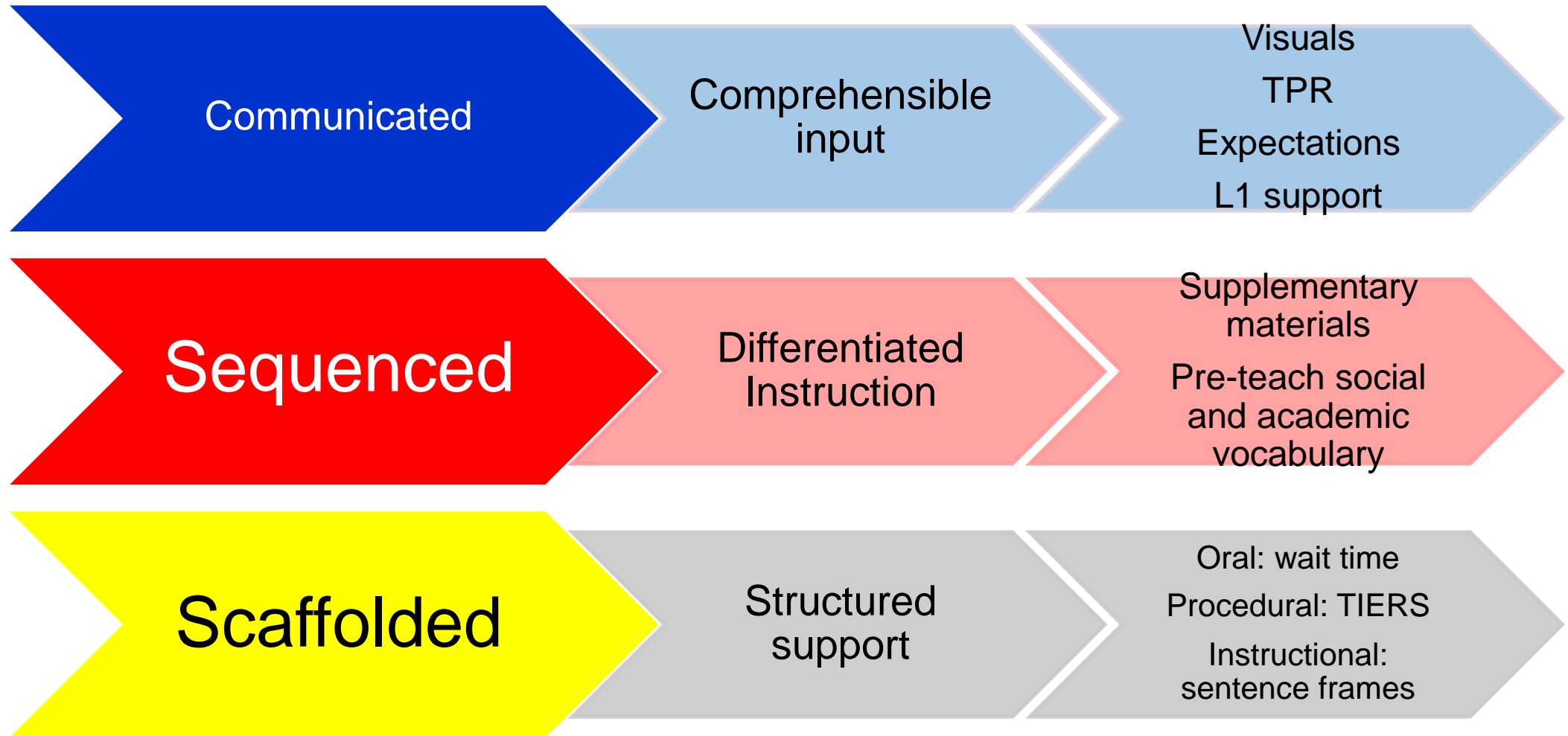
Language Objective:

Today I will write an essay comparing and contrasting plant and animal cells utilizing transitional phrases

Language Objective - Sample

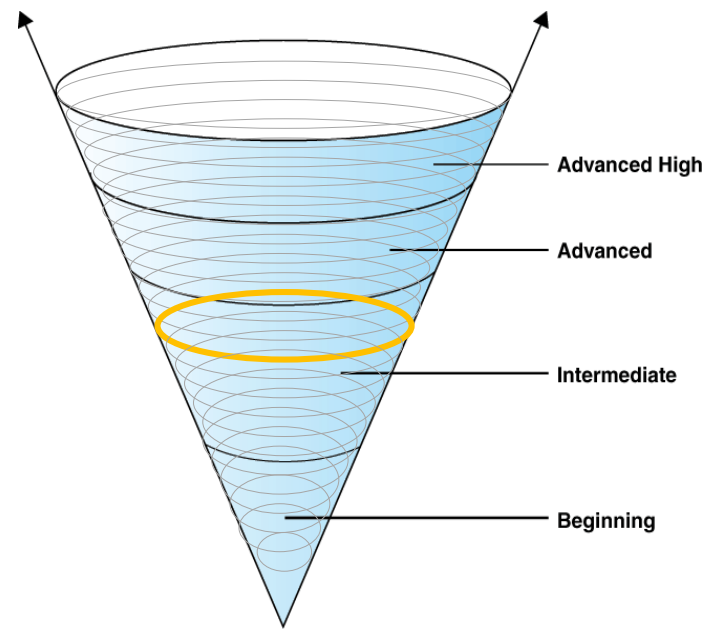


Sheltered Instruction



ELPS-TELPAS Proficiency Level Descriptors

- The PLD's describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.



Global Definitions of the Proficiency Levels	Key Features
<p>Beginning</p> <p>Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</p>	<p>Beginning</p> <p>Little or no English ability</p>
<p>Intermediate</p> <p>Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</p>	<p>Intermediate</p> <p>Limited ability, simple language structures, high-frequency vocabulary, routine contexts</p>
<p>Advanced</p> <p>Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.</p>	<p>Advanced</p> <p>Ability to engage in grade-appropriate academic instruction with second language acquisition support</p>
<p>Advanced High</p> <p>Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p>Advanced High</p> <p>Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</p>



Differentiated Supports

Beginner	Advanced High
Provide sentence starters to complete sentences.	Create their own original sentences by utilizing proper syntax and grammar.

Same
Both receive instruction on grade level.



*What ELLs are able to do based on language proficiency level

ELPS Proficiency Level Descriptors *2nd-12th

Level	Listening (d1) These students	Speaking (d2) These students	Reading (d4)*2nd-12th These students	Writing (d6)*2nd-12th These students
Beginning (A)	<ul style="list-style-type: none"> Have little or no ability to <ol style="list-style-type: none"> Understand simple conversations Identify words and phrases that have not been intentionally modified for ELLs May not seek clarification in English 	<ul style="list-style-type: none"> Have little or no ability to speak English <ol style="list-style-type: none"> Use single words/phrases; may be hesitant to speak Use limited communication skills Lack knowledge of English grammar Exhibit second language errors that hinder communication Pronunciation inhibits communication 	<ul style="list-style-type: none"> Have little or no ability to <ol style="list-style-type: none"> Understand limited vocabulary Read slowly, word by word understanding of limited language structures Comprehend familiar words and phrases in context Highly depend on visuals and prior knowledge Use reading comprehension skills 	<ul style="list-style-type: none"> Have little to no ability to use English to <ol style="list-style-type: none"> Write grade-appropriate content area assignments Develop focused, coherent, organized writing Write lists, labels, copy simple and practiced sentences; and First language errors prevent understanding
Intermediate (B)	<ul style="list-style-type: none"> Have the ability to <ol style="list-style-type: none"> Usually understand simple conversations Often identify words and phrases to understand general meanings Have the ability to seek clarification in English 	<ul style="list-style-type: none"> Have the ability to speak simple English <ol style="list-style-type: none"> Use simple sentences and hesitate frequently to think Rarely have vocabulary to do this in detail Use simple sentences and present tense Exhibit second language errors that hinder communication Pronunciation is usually understood 	<ul style="list-style-type: none"> Have the ability to read and understand simple English <ol style="list-style-type: none"> Routine words, literal meaning, abstract vocabulary Short phrases read slowly Routine and basic language Sentences with support Struggle to read independently Apply basic and higher order comprehension skills if text is linguistically simplified 	<ul style="list-style-type: none"> Have limited ability to <ol style="list-style-type: none"> Write content area assignments Develop grade appropriate writing Exhibit grade appropriate writing elements: simple sentences, present tense, simple and past tenses, repetition and writing that is hard to understand
Advanced (C)	<ul style="list-style-type: none"> Have the ability to understand <ol style="list-style-type: none"> Usually more elaborate conversations Occasionally need processing time to understand Occasionally require/request the speaker to repeat 	<ul style="list-style-type: none"> Have the ability to speak in English <ol style="list-style-type: none"> Participate in most conversations with support Can usually speak in detail Have a grasp of basic grammar Make errors that interfere somewhat with communication Mispronounce words but these are understood 	<ul style="list-style-type: none"> Have the ability to read and understand with support <ol style="list-style-type: none"> Most grade appropriate main points Simple sentences with appropriate rate and speed Develop basic comprehension skills Apply basic skills 	<ul style="list-style-type: none"> Have the ability to write with second language support <ol style="list-style-type: none"> Use grade appropriate writing Know enough English to write on grade level Exhibit writing features including: grasp of basic verbs, grammar features and first language errors
Advanced High (D)	<ul style="list-style-type: none"> Have the ability to understand <ol style="list-style-type: none"> Understand longer, elaborated conversations Main points at a level comparable to native speakers Rarely require/request the speaker to repeat 	<ul style="list-style-type: none"> Have the ability to speak with minimal support <ol style="list-style-type: none"> Participate in extended discussions Use abstract, content based vocabulary Use grammar structures and complex sentences Communicate with few errors Mispronounce words, but communicates effectively 	<ul style="list-style-type: none"> Have the ability to read on grade level with minimal support <ol style="list-style-type: none"> Struggle to understand specialized vocabulary Use appropriate rate, speed, intonation, expression Comprehend text Apply basic and higher order skills 	<ul style="list-style-type: none"> Write with minimal support <ol style="list-style-type: none"> Use ideas meaningfully in writing Know enough English to develop elements of writing Exhibit writing features typical at this level, including difficulty with phrasing and minor errors



Silent birthday lineup



Cognitive Processes

- **Memorization:** Vocabulary and structural patterns have to be acquired by memory (3x more than a native speaker).
- **Categorization:** Students must develop an organizational pattern for the new language (use of cognates).
- **Generalization:** Students have to be able to apply a concept to a new language context (if car/cars, then dog/dogs).
- **Metacognition:** Students think about their own thinking and learning activities.



KAHOOT IT!



COMPETENCY 004

28. Mr. Lopez teaches at a dual-language immersion school in which science classes are taught in English. An English-language learner in the class, Raisha, currently functions at a beginning level of English proficiency. To best assist Raisha's comprehension during instruction, Mr. Lopez should
- A. provide her with graphic organizers to use when taking notes or communicating ideas.
 - B. assign her a peer tutor to simultaneously translate the class lectures.
 - C. direct her to express ideas in her native language until she masters the unit concepts.
 - D. instruct her to write a summary of critical concepts at the end of each lesson.



29. The following daily instructional objective is posted on the board of a science class.

Content Objective: Students will interpret data relative to moving objects and produce a motion graph.

Which of the following additional pieces of information would the teacher need to post alongside the content objective in order to meet the criteria of sheltered instruction?

- A. A description of the cooperative learning activity students will engage in as part of the content objective
- B. A list of vocabulary words that students will learn or review during the lesson
- C. A language objective that will be used to focus on developing student vocabulary
- D. A description in the lesson plan of how the teacher will modify language to increase student comprehension



COMPETENCY 004

35. Students can most effectively reinforce their acquisition of a new vocabulary word by doing which of the following?
- A. Studying the etymology of the new word
 - B. Identifying the part of speech of the new word
 - C. Using various forms of the new word in sentences
 - D. Locating several synonyms of the new word in a thesaurus



COMPETENCY 004

36. English-language learners (ELLs) will be working in cooperative-learning groups to complete an end of a unit content-area project in English. Before the ELLs meet for the first time with their group, the teacher asks them to jot down in English everything they know about the project's topic. Afterward, they meet with their group with their paper in hand to use as a reference. The note-taking activity helps the ELLs work more effectively with the content primarily because it
- A. prepares them to discuss the content in English.
 - B. allows them to lower their affective filter.
 - C. provides a preview of the content vocabulary in English.
 - D. incorporates authentic language use.



COMPETENCY 004

32. Which of the following social studies activities would be most appropriate for English-language learners who are reading and speaking at the intermediate language proficiency level in English?
- A. Drawing individual family portraits and naming the people in them
 - B. Participating in a guided discussion about community helpers and reading a passage about them
 - C. Creating a model of a neighborhood out of small cardboard boxes with labels identifying a school, a town hall and other community buildings
 - D. Making a collage from magazine pictures of various forms of transportation and reading passages about them



Exit Ticket

Go to [menti.com](https://www.menti.com)

I used to think I knew what helped students learn a language, but now I know and understand the background to the strategies provided. I know the landmark cases that influenced what we use in the classroom, and how the strategies help students.

I used to think we had to be bilingual to assist ESL students, but I now know we can help ESL by using different learning strategies based on their proficiency level and clarify in their native language.

I used to think that differentiated instruction involved instruction centered around TEKS and learning in classroom, now I know that differentiated instruction also involves spiraling in language needs for other students aside from LEP



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Thank you for your participation!

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