

ILP3 Cohort 30: English Learners for Instructional Leaders

WS# 132053

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Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:
2 devices if possible
5. Paper, pencil, markers...



Content Objective

Today I will analyze the *second language acquisition* process, explain the connection between the *ELPS* and *TELPAS*, and describe the role of the *LPAC*.



Language Objective

Today I will discuss with my peers the second language acquisition process, visually and orally explain the best way to implement the ELPS, and discuss in small groups the impact of the LPAC in the education of EL.



Karina Elizabeth Zuno Cooley



Karina Chapa



My Name My Identity



5:00

1. Go to: <http://bit.do/MyNameMyID>
2. Select a room / slide
3. Write your full name
4. Add visuals of your life/name
5. Be ready to share!





Region One Demographics

Student Group	Region One	State
English Learners	38.05% (166,825) 15%	20.3% (1,113,536)
Students with Disabilities	10.17% (44,564) 7%	10.5% (577,868)
Migrant Students	2.20% (9,656) 51%	0.3% (18,992)
Economically Disadvantaged	85.26% (373,784) 11%	60.2% (3,309,610)
Gifted and Talented	8.42% (37,387) 8%	8.1% (444,196)
	438,396	5,493,940



Region One Demographics

Home Language	# Students	
→ Spanish	236,156	59.5%
English	200,786	40%
Vietnamese	242	>0.5%
Tagalog (Filipino)	196	
Arabic	137	
Korean	75	
Malayalam	63	
Plus 50 more languages!	841	
TOTAL ENROLLMENT	438,396	



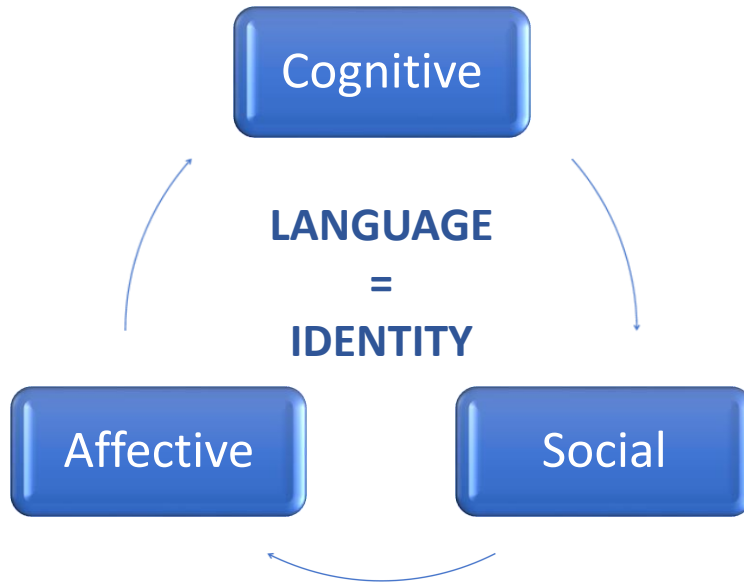
BILINGUALISM IS A GIFT

**WE CAN GIVE TO
ALL OUR KIDS**

John B. King, Jr.



The Power of Language

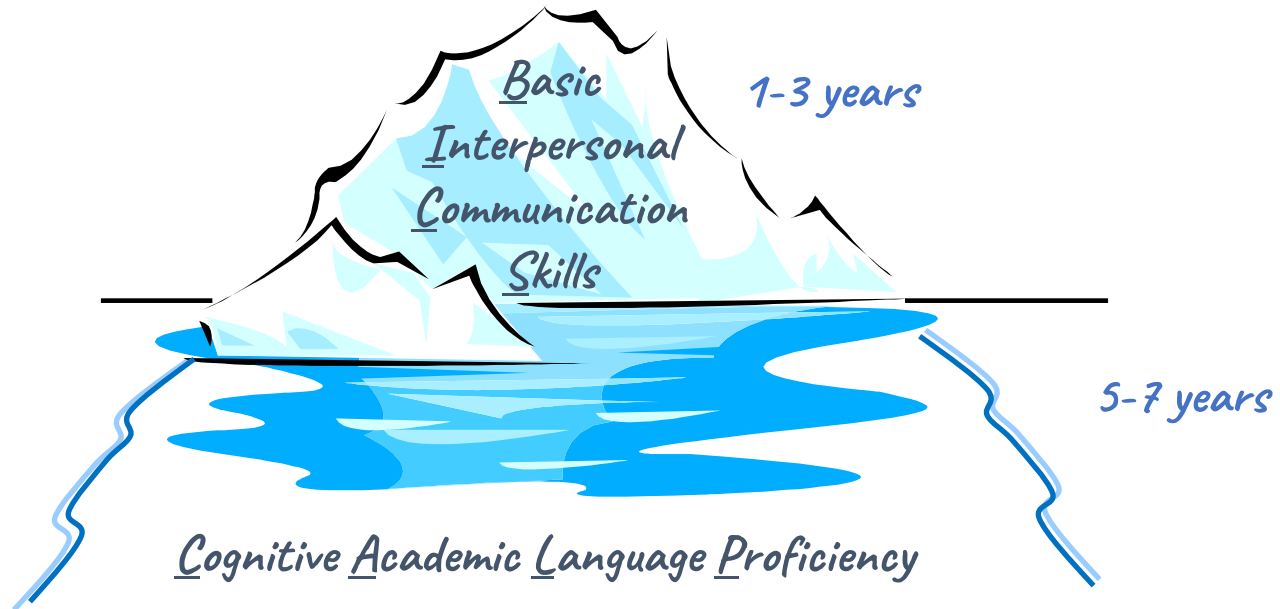


"Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning".

David Corson, 1999



BICS vs CALP



J. Cummins (1981)



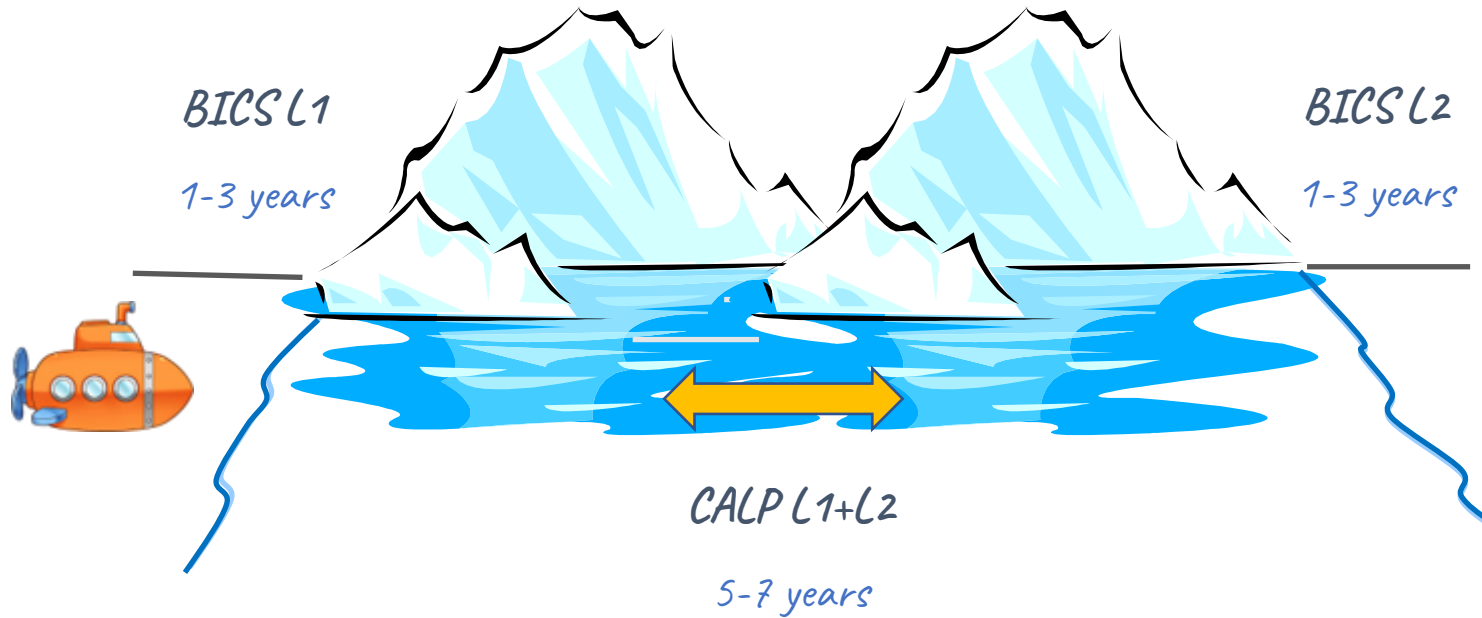
Transfer of Concepts



J. Cummins (1981)



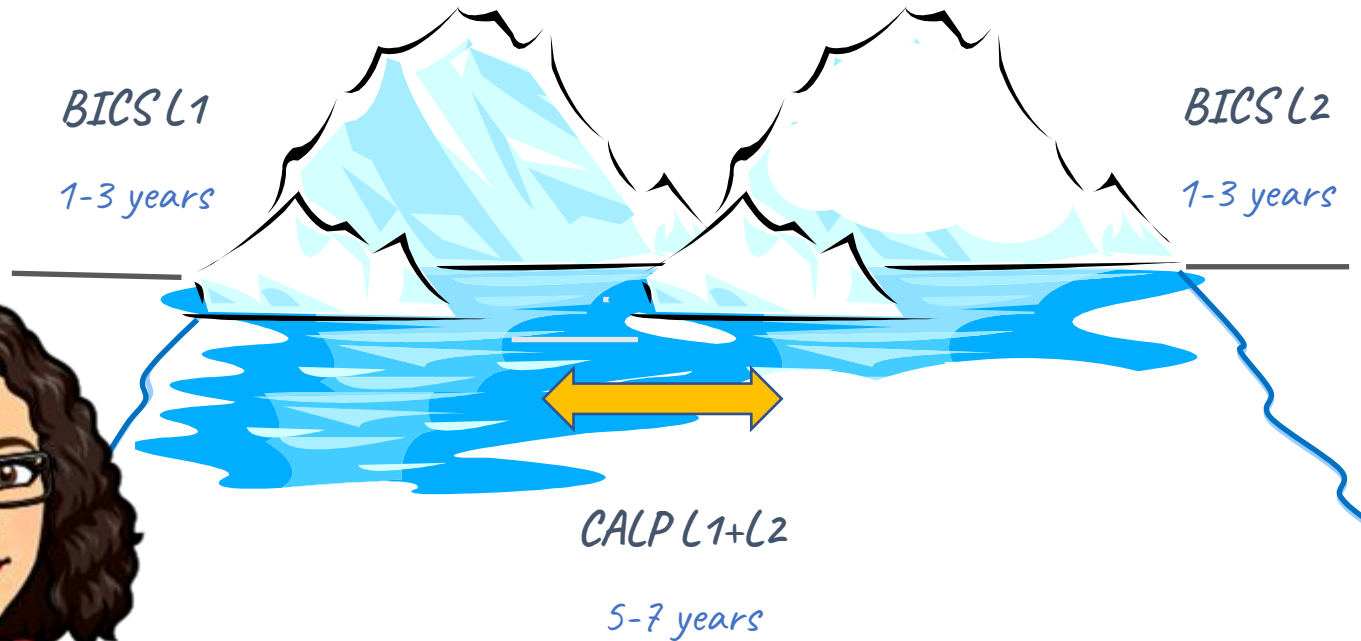
Transfer of Concepts



J. Cummins (1981)



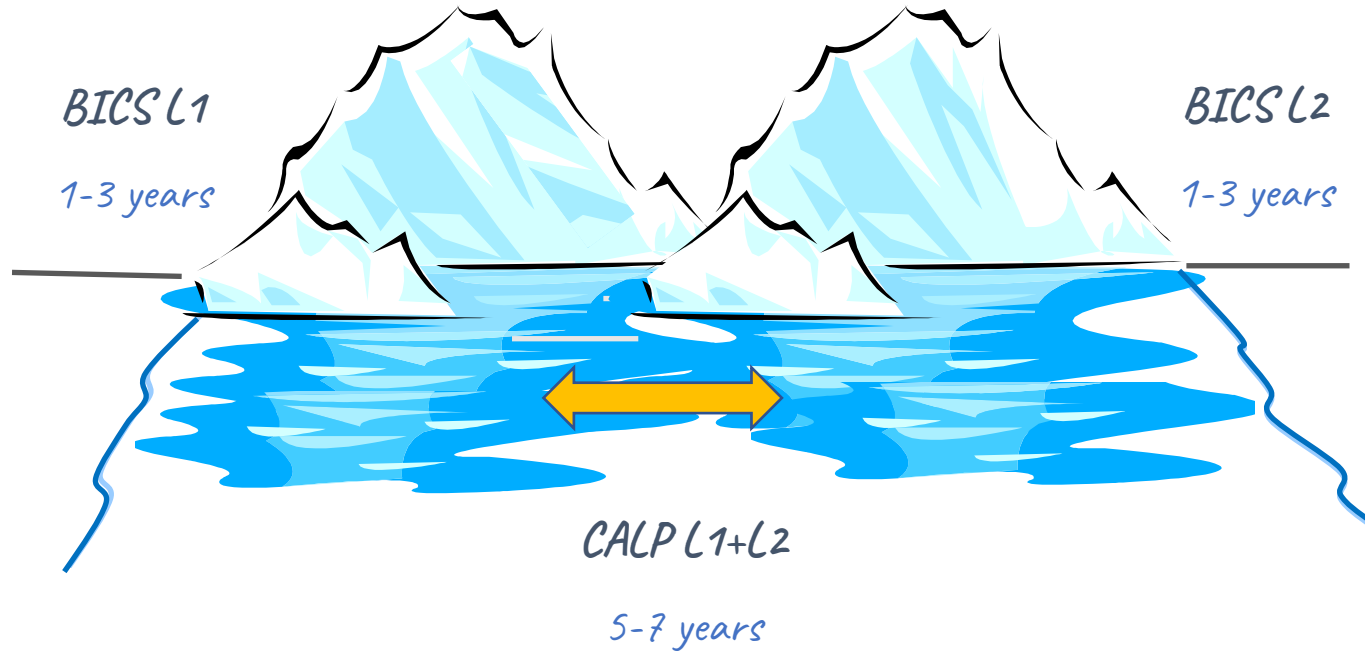
My Language Profile in 1999



J. Cummins (1981)



My Language Profile in 2021



J. Cummins (1981)



Your Language Profile

BICS L1

BICS L2

CALP
L1+L2

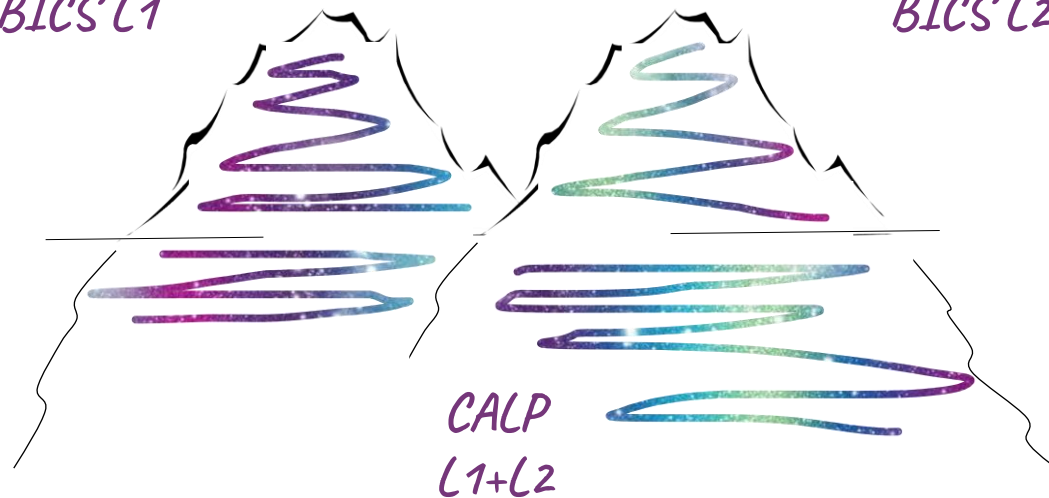
<https://whiteboard.fi>



Your Language Profile

BICS L1

BICS L2



<https://whiteboard.fi>





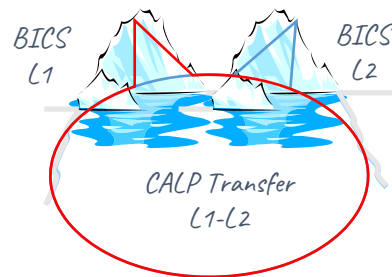
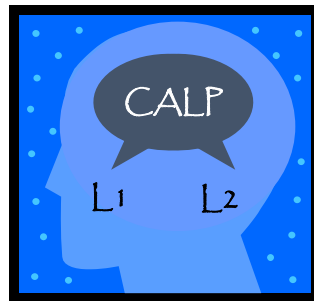
Transfer of Concepts



J. Cummins, 1981



Transfer of Concepts



J. Cummins, 1981

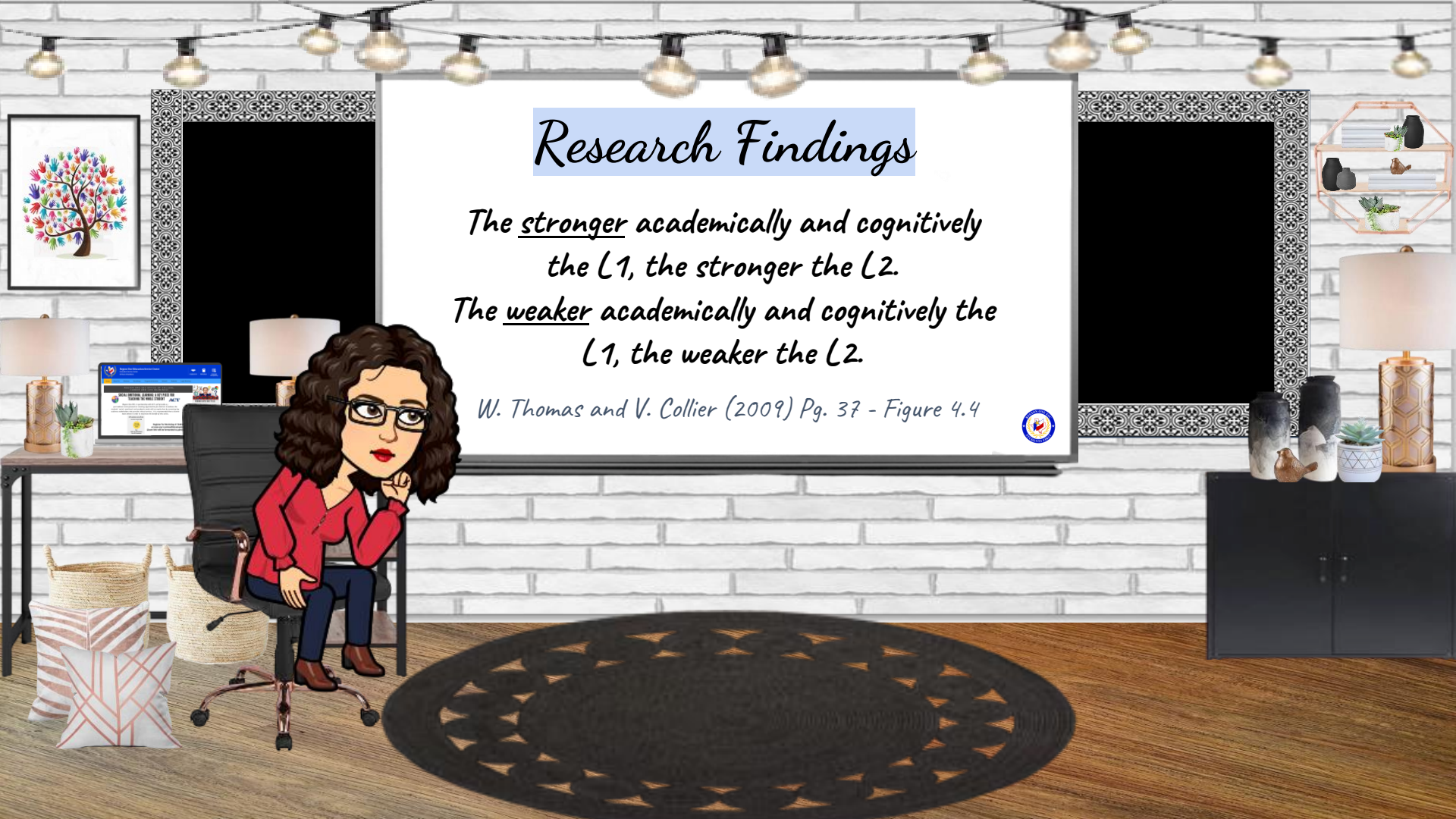


Research Findings

*The stronger academically and cognitively
the L1, the stronger the L2.*

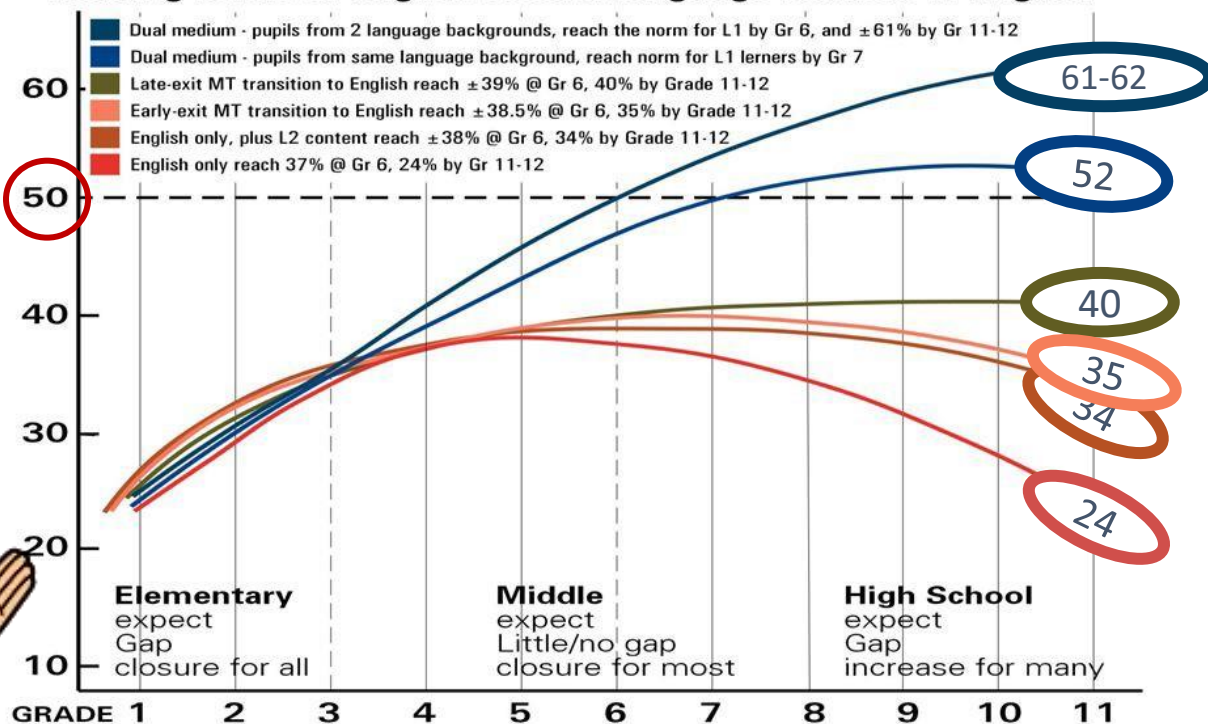
*The weaker academically and cognitively the
L1, the weaker the L2.*

W. Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



The Effectiveness of Bilingual Program Models

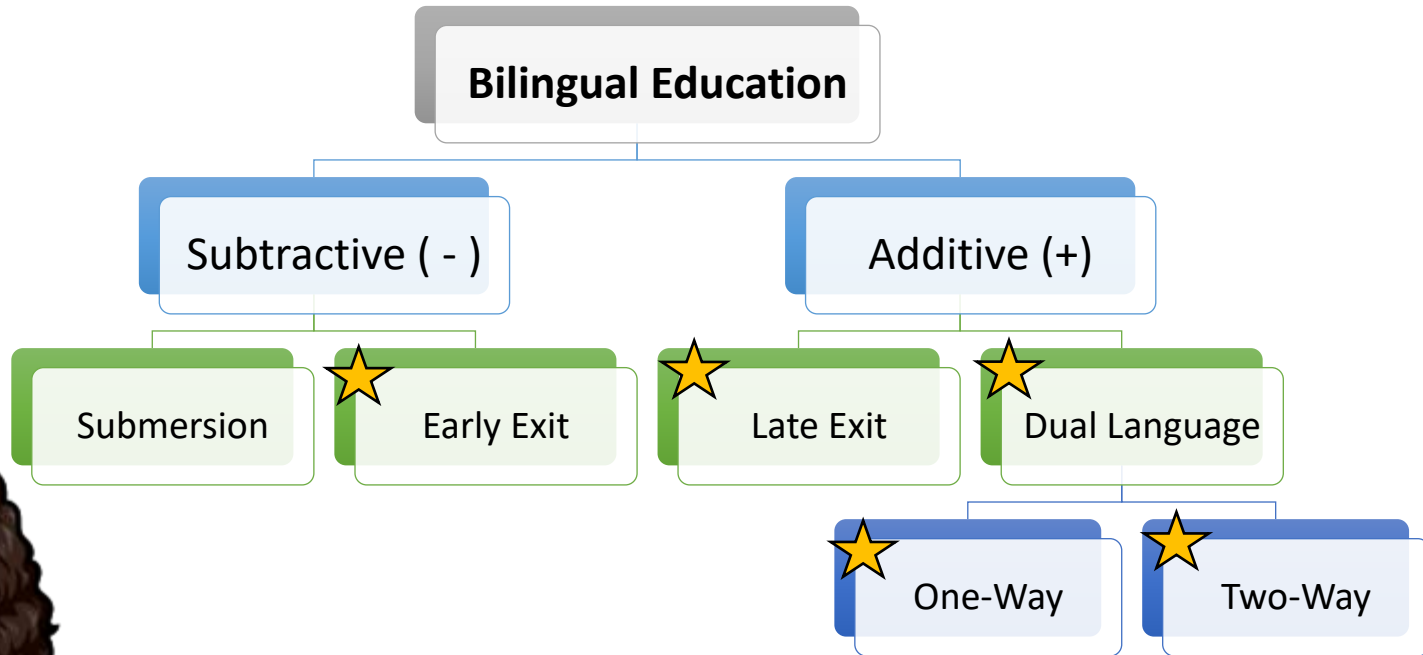
Reading levels of English second language learners in English



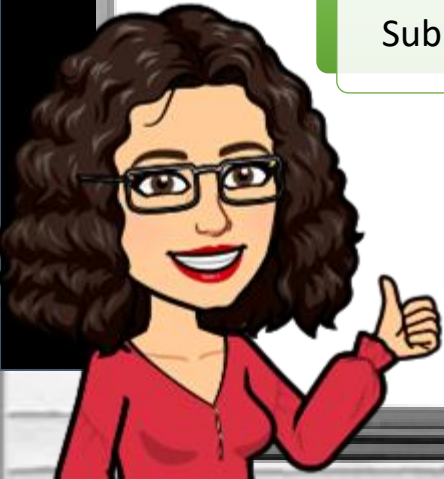
Average performance of native-English speakers



Bilingual Program Models



★ Chapter 89, Jigsaw/Frayer Model



Bilingual Program Models

10% BEA for EL
\$616

Early
Exit

Late
Exit

10% BEA for EL
\$616

15% BEA for EL
\$924

1Way
DL

2Way
DL

15% BEA for EL
\$924
5% for EP
\$308



Bilingual Program Models Jigsaw



1. Go to your breakout room
2. Read your assigned Program Model
3. Go to Padlet:
<https://padlet.com/kchapa/Bilingual>
4. Add a visual and 3 bullets describing your program
5. Be ready to share!





Big Picture

Elementary

Dual Language (PK-5)
LOTE Spanish I Credit at
the end of 5th Grade

or

Early Exit/Late Exit

Middle School

Dual Language (6th-8th)
Spanish II/II
AP Spanish Language
AP Spanish Literature
Spanish Content Area(s)
or
ESL and maybe Spanish I/II

High School

Arts and Humanities
Endorsement
Biliteracy Seal
Spanish Content Area(s) if DL
Other Advanced Courses
Performance
Acknowledgement in
Bilingualism and Biliteracy



English vs Spanish



English vs Spanish Phonology

Spanish

Based on syllables

mamá = ma-má

manzana = man-za-na

sol = sol

Based on phonemes

cat = /k/ /a/ /t/

bat = /b/ /a/ /t/

sat = /s/ /a/ /t/

rat = /r/ /a/ /t/

English



Spanish

5 vowels = 5 sounds

b / v = same sounds

Tú vs usted

Está lloviendo = It is raining



English

5 vowels = 11+ sounds

b / v = different sounds

You

bit / bite * bow / bow / vow * bath / bathe



Spanish Phonology

	FRONT	CENTER	BACK
HIGH	iy (igual)	uw (uva)	
MEDIUM	ɛ(ego)		ow (oso)
LOW		a (al)	



English Phonology

	FRONT	CENTER	BACK
HIGH	iy (meat) I (mitt)	uw (pool)	U' (pull)
MEDIUM	ey (mate) ε (met)	ə (mutt)	ow (coat)
LOW	æ (mat)	a (pot)	o (caught)

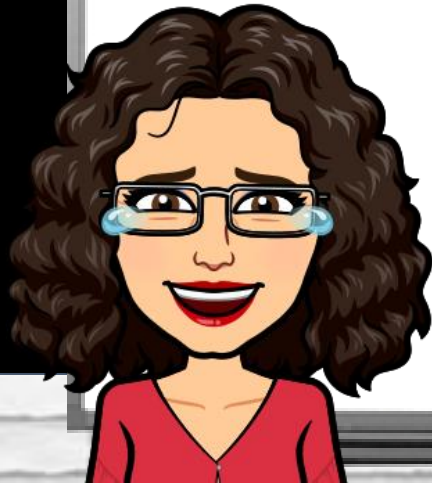


ENGLISH IS HARD

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.



FB David Avocado Wolf



Common Mistakes

Adding an “e” before an “s”

school

escuela

specific

específico

/skUll/

/es kue la/

/spəsi fic/

/es pe si fi co/

th = d

False cognates

exit → *éxito* (salida)

embarrassed → *embarazada* (avergonzada)



Common Mistakes

Today 11:33 AM

U can watch clothes now

I am watching clothes already

They aren't doing anything.



Wash!!!

Ok

Chin, ok new example for this afternoon 🧑



WHY ENGLISH IS SO HARD

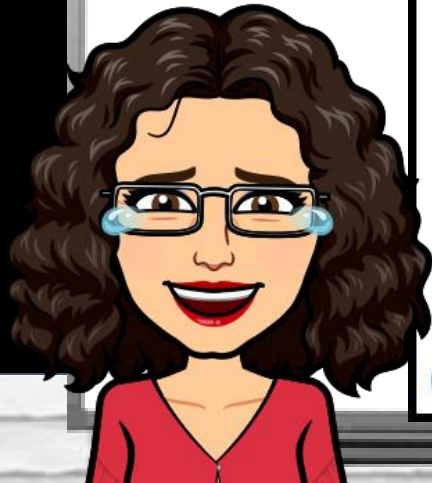
We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

 /grammarly

-ANONYMOUS



The Power of Cognates!



The Power of Cognates

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



The Power of Cognates



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

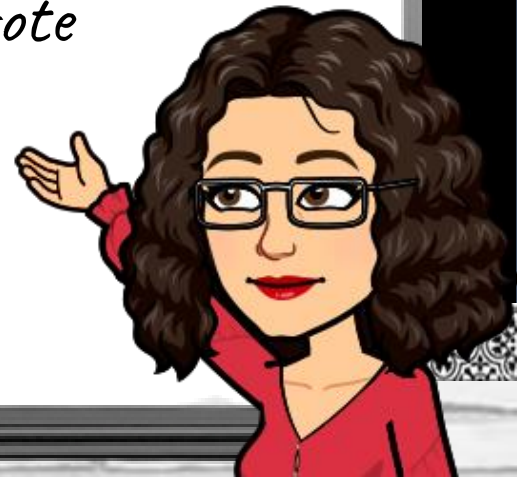


Your Turn!

1. Make a list of **5 academic terms** from any content area
2. Work with a partner to **combine your lists**
3. Write the **Spanish translation** to each word
4. Calculate the **percentage of cognates** you wrote














<http://www.realfastspanish.com/vocabulary/spanish-cognates>





Virtual Accommodations for EL

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools
	Realia	Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtual reality representation of realia.	Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.	Google Meet Zoom Discovery Education Virtual Field Trips Flipgrid Seesaw
	Images	Share a screen/presentation or hold up photos during a virtual meeting.	Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to complete activities or project on a topic.	Google slides Nearpod Book Creator Jamboard Google Earth Mentimeter Ed Puzzle ESL Video Discovery Education Brain Pop Brain Pop ELL Adobe Spark
	Films	Share specific segments during a virtual meeting.	Assign students to independently view the video.	

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools	 Tutorial Videos
	In a whole group	Incorporate structured dialogue (GSSSA).	Students respond after watching a teacher-created lesson and comment through different modalities.	Google Meet Zoom Pear Deck Flipgrid Padlet	
Speaking B, I, A, AH	In pairs, partners, triads, or small groups	Structured dialogue in virtual breakout rooms	Students share videos on a topic and respond to one another's video using sentence frames.	Dice Talk Flipgrid Padlet	Google Meet Zoom Pear Deck Flipgrid Padlet Google Docs Google Slides
	Cooperative Group Structures	Students work in assigned breakout rooms with specific roles to complete the speaking task in a jigsaw.	Students use different platforms to contribute a response to a task. Group members can use Google docs to organize their thoughts/ideas and add audio to present their section in Google slides.	Google Meet Zoom Google Docs Google Slides Pear Deck Flipgrid Padlet	

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Recommendations for Virtual Implementation of Accommodations



Whole New World... with Endless Possibilities

Recommendations for Virtual Implementation of Accommodations

Accommodation	Recommendations for Virtual Implementation							
Print Disability	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
	Google/Chrome	Microsoft/Edge	PC/Laptop	Chromebook	Android	iPhone	Learning Ally	Book Share
Oral Presentation	Speech-to-Text		Screen Recording			Closed Captioning		
	Google/Chrome	Microsoft	Screencastify	Microsoft PowerPoint	Flipgrid	Google Slides	PowerPoint	Youtube
Visual Supports	Graphic Organizers		Checklists		Timelines		Visual Cues	
	Google/Chrome	Microsoft	Google Keeps	Lists	Google Charts	Microsoft Templates Video Demonstration	Google Docs	Microsoft
Visual Tracking	Immersive Reader		Google Extensions				Liner	
	Line Focus		Super Simple Highlighter				Video on How to use Liner	
Magnification	Accessibility Features in device student is using			Google Extensions				
	PC/Laptop	Chromebook	Mobile Device	Zoom for Google Chrome	Magnifying Glass	Hover Zoom		
Clarifying Directions	Develop Videos with Quality Examples							
	Screencastify		Microsoft PowerPoint				Flipgrid	

Accommodation	Recommendation for Virtual Implementation							
Preview Vocabulary & Key Points	Quizlet	SMMY	Quizizz	Rewordify www.rewordify.com	Kahoot	Create Informational Video Screencastify Microsoft PowerPoint Flipgrid		
Peer Notetaker	Utilize same person, if possible		Google Drive	Microsoft	iPhone	Microsoft Translator How to access		
Additional (Extra) Time	Check for any timing settings		Review Scheduling Demands			Strive for Mastery		
Manipulatives	Digital Manipulatives							
	The Math Learning Center				National Learning Library of Virtual Manipulatives			
Calculator	Online Graphing Calculator www.desmos.com				Build into student devices PC/Laptop iPhone Android			
Dictionaries & Thesaurus (Elem)	Word Supports		Online Dictionaries					
	Google/chrome	Microsoft	A Maths Dictionary for Kids		Little Explorers from Enchanted Learning		Merriam Webster-Word Central	
Dictionaries & Thesaurus (Secondary)	Word Supports		Visual Dictionary Online					
	Google/chrome	Microsoft	Visuwords		Merriam-Webster Visual Dictionary Online		Visual Thesaurus	
Verbal Encouragement	Provide Positive Feedback							
	Email		Text		Voice Note		Video	
Behavior Supports	Clear Rules		Alternative Activities & Choice Design Your Own Digital Choice Board				Opportunity for Movement	
Additional Teacher Resources								
Streamable Learning	Classroomscreen https://www.classroomscreen.com/">https://www.classroomscreen.com/		Flipity	Newsela		Pear Deck Pear Deck Remedy		Text Compactor

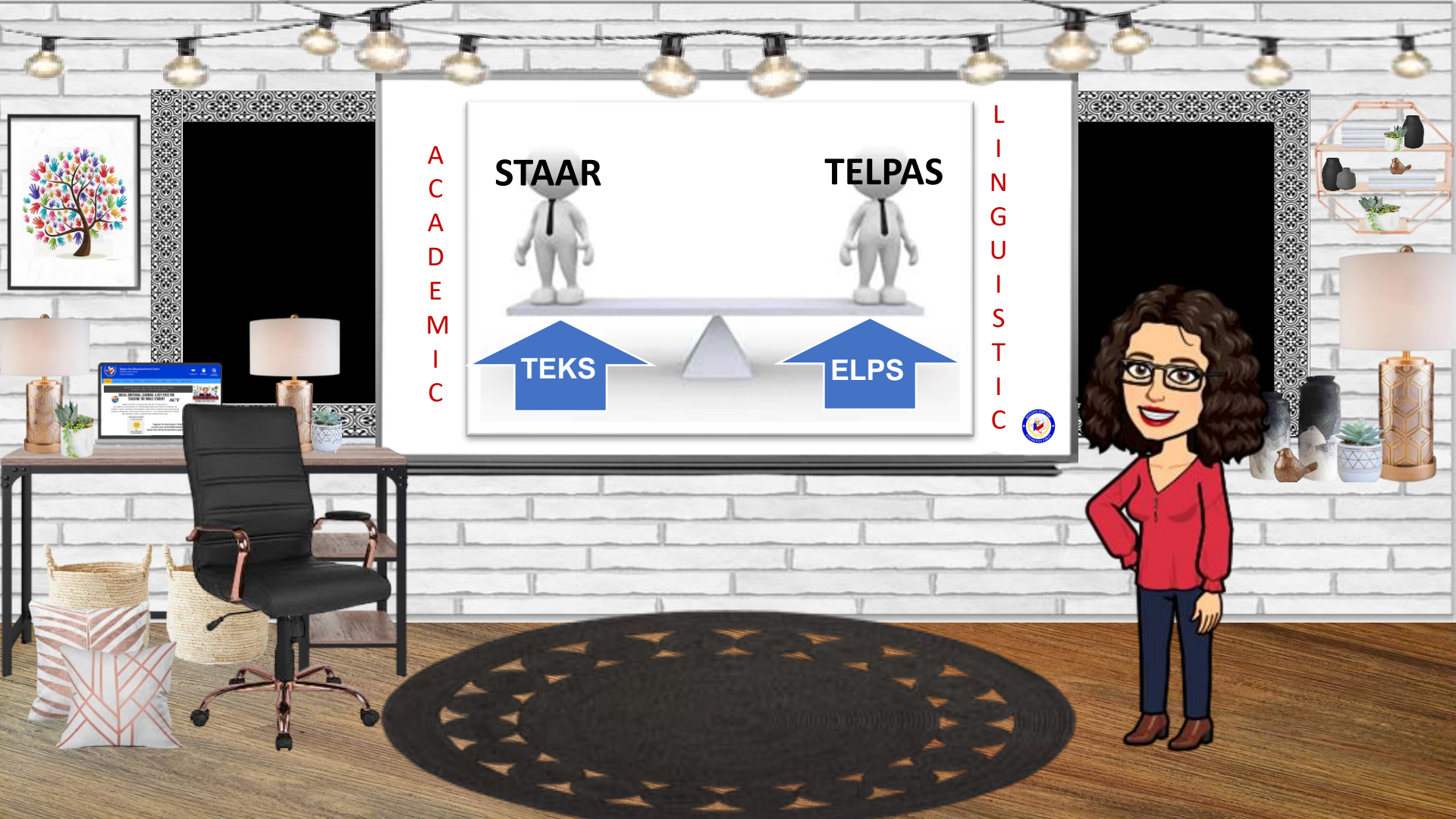
Best Practices in the Virtual Learning Environment: Be consistent, set clear expectations, be purposeful and provide constant feedback





TELPAS=ELPS Connection





A
C
A
D
E
M
I
C

STAAR



TEKS

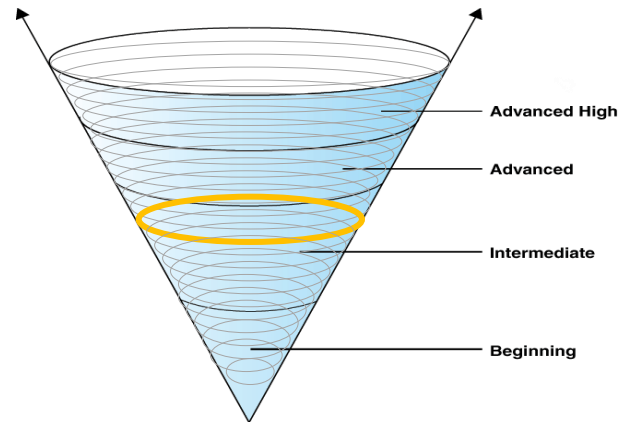
TELPAS

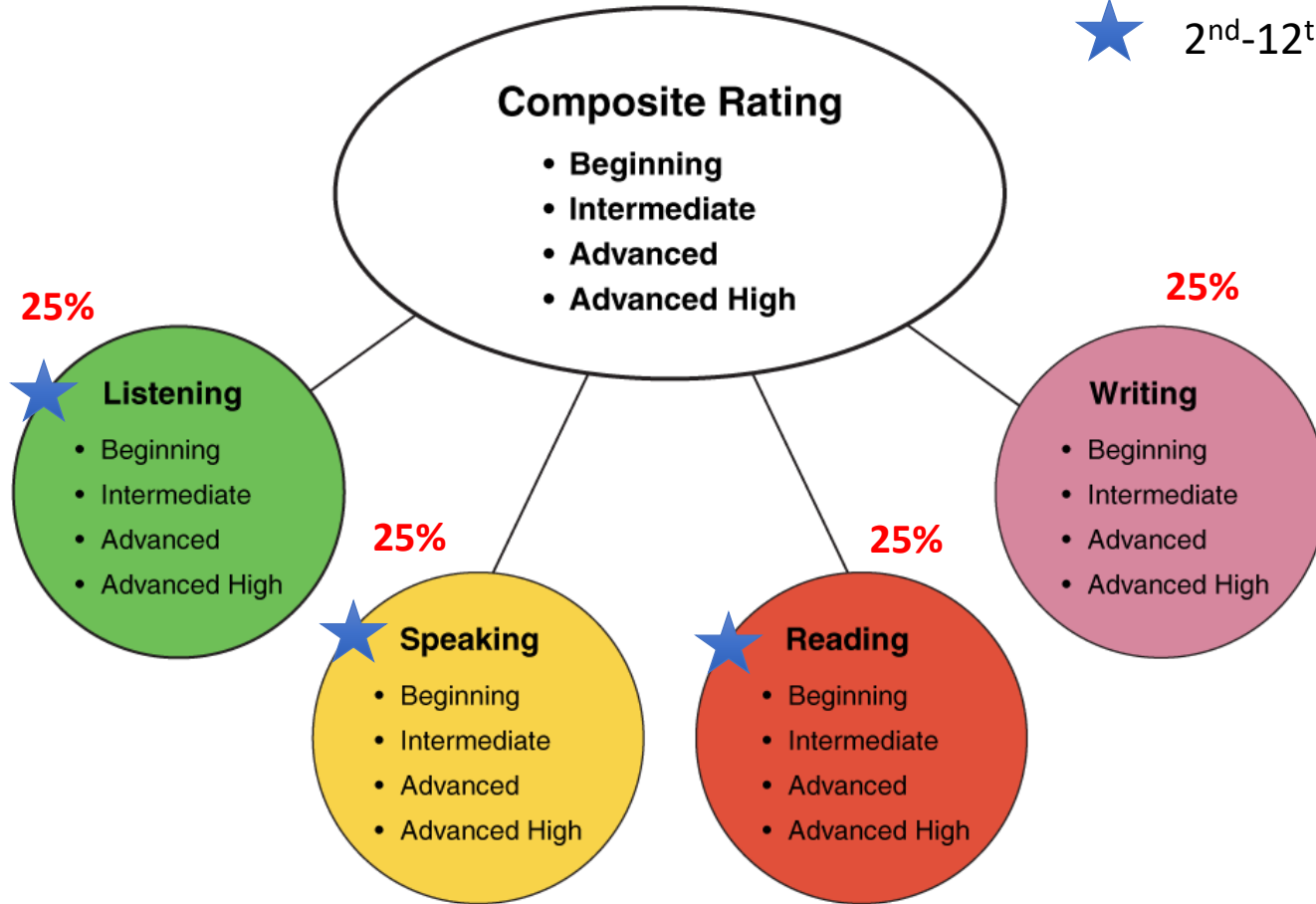


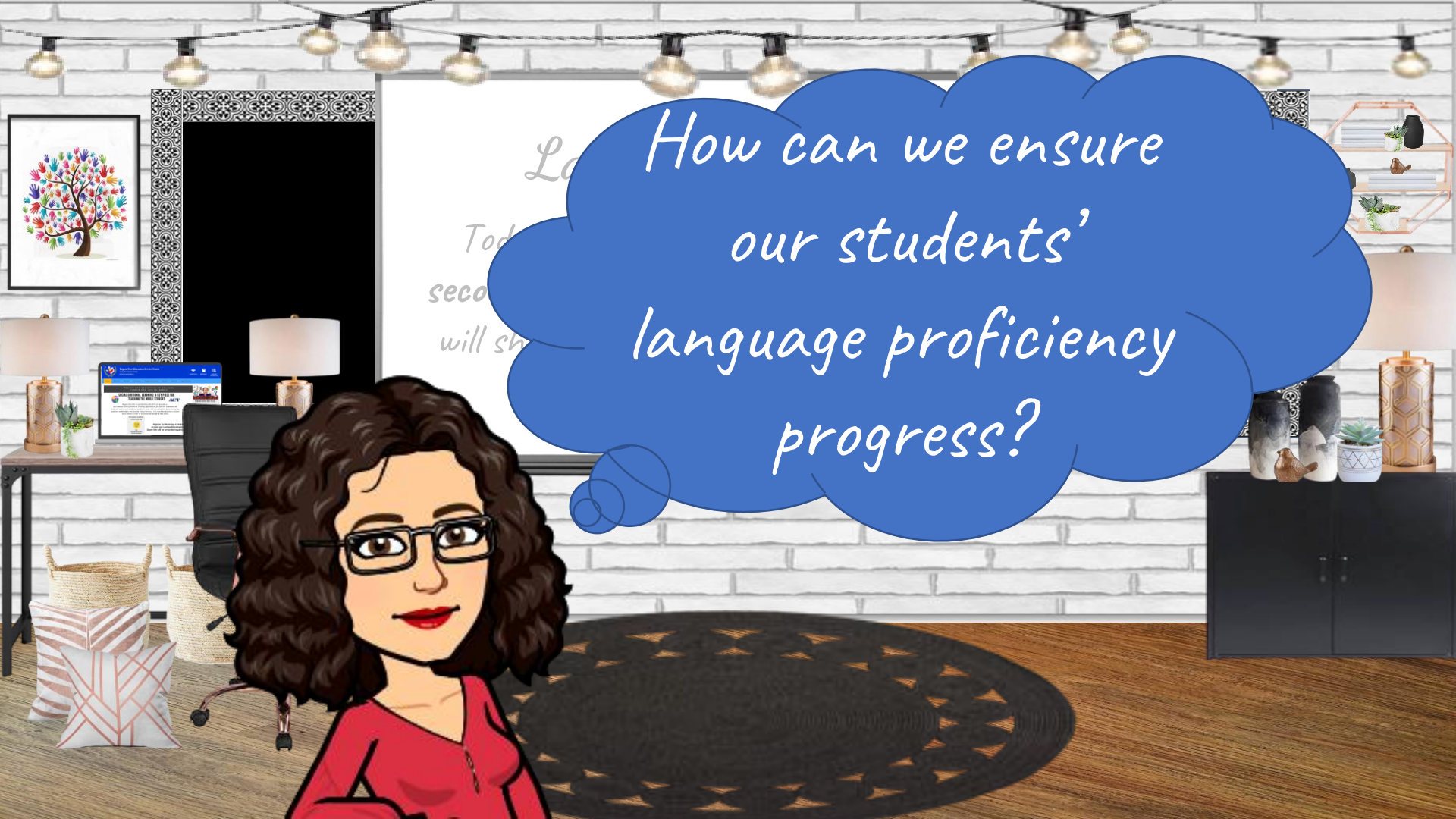
ELPS

L
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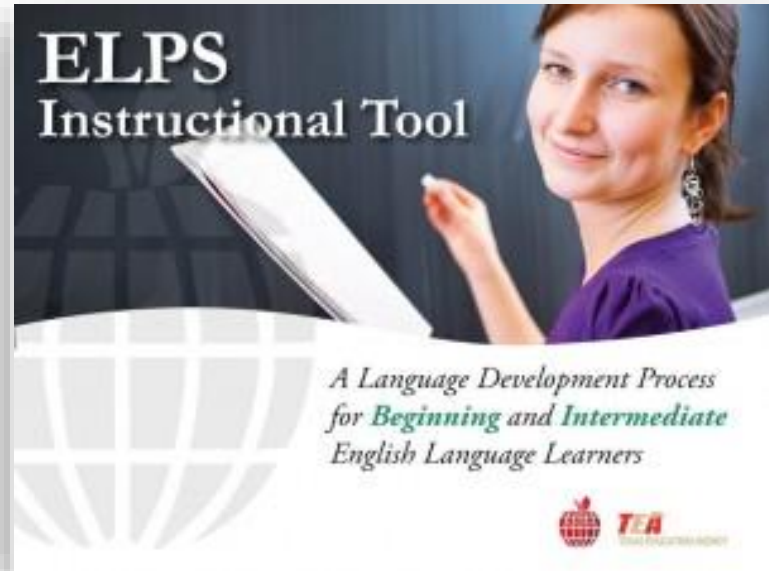
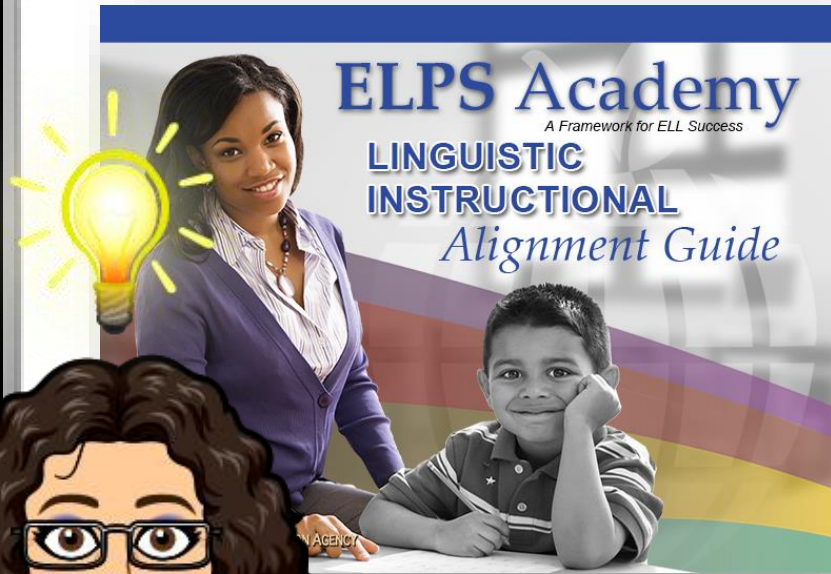






How can we ensure
our students'
language proficiency
progress?

ELPS Tools



ELPS

Big Ideas

1. Make Content Comprehensible
2. Develop Academic Language

Big Responsibilities

1. Communicated
2. Sequenced
3. Scaffolded

Student Expectations

1. Listening
2. Speaking
3. Reading
4. Writing
5. Learning Strategies

PLDs (L, S, R, W)

1. Beginning
2. Intermediate
3. Advanced
4. Advanced High



Let's Explore!



1. Go to your breakout room
2. Read your assigned section
3. Go to Padlet:

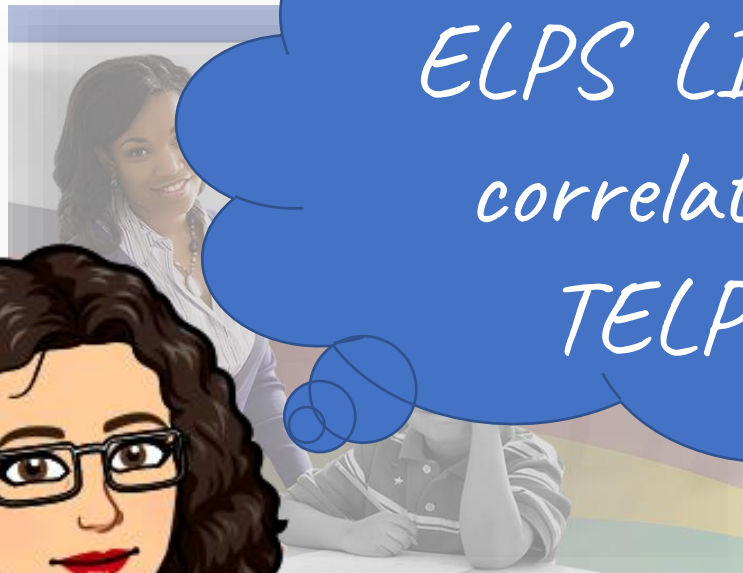
<https://padlet.com/kchapa/ELPS>

4. Add a visual and 3 bullets describing your program
5. Be ready to share!





How can we use the
ELPS LIAG and
correlate it to
TELPAS?



*A Language Development Process
for **Beginning** and **Intermediate**
English Language Learners*



TELPAS Reports on DMAC

1. Go to Home Page
2. Go to State Assessment
3. Select TELPAS
4. Select Instructional Reports
5. Select Student Language Proficiency Rating
6. Generate Report



Sample DMAC Report



TELPAS Student Language Proficiency Rating for [REDACTED]

Grade: 05 Administration: 3 2016

Demographic Group(s): All Students

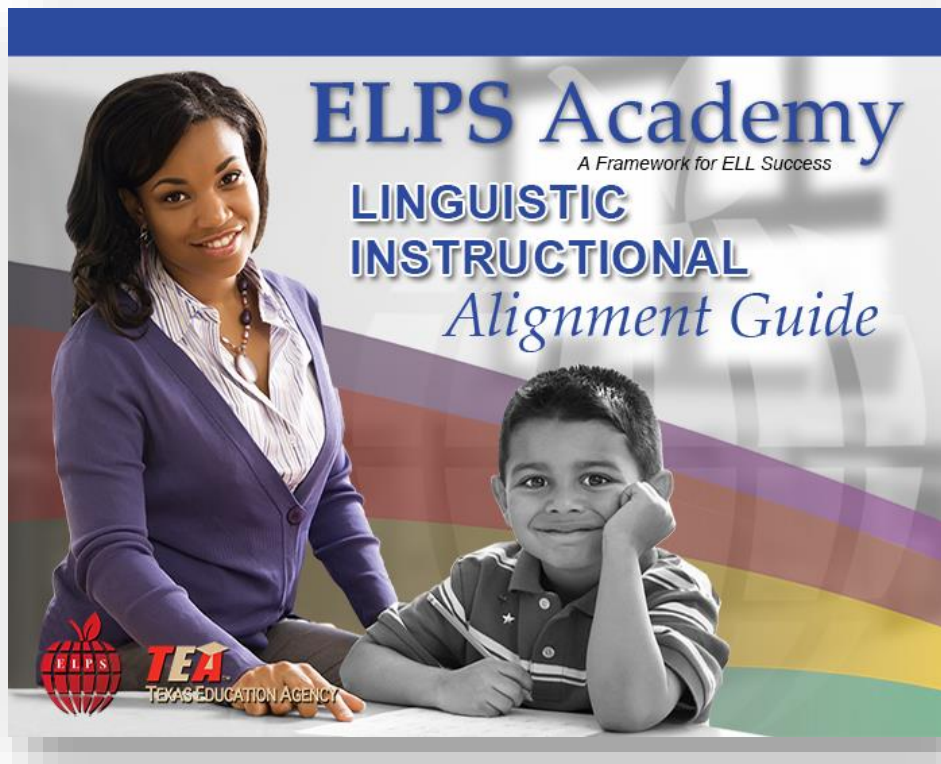
Student Count: 3 Source: Current Flag: 70%

Student	Reading	Listening	Speaking	Writing	Comprehension	Composite	Composite
Name					Score	Score	Rating
	1	3	2	3	2.0	1.9	Intermediate
	1	3	4	1	2.0	1.5	Intermediate
	1	3	2		0.0	0.0	NA

* Proficiency Rating - 1=Beginning, 2=Intermediate, 3=Advanced, 4=Advanced High.



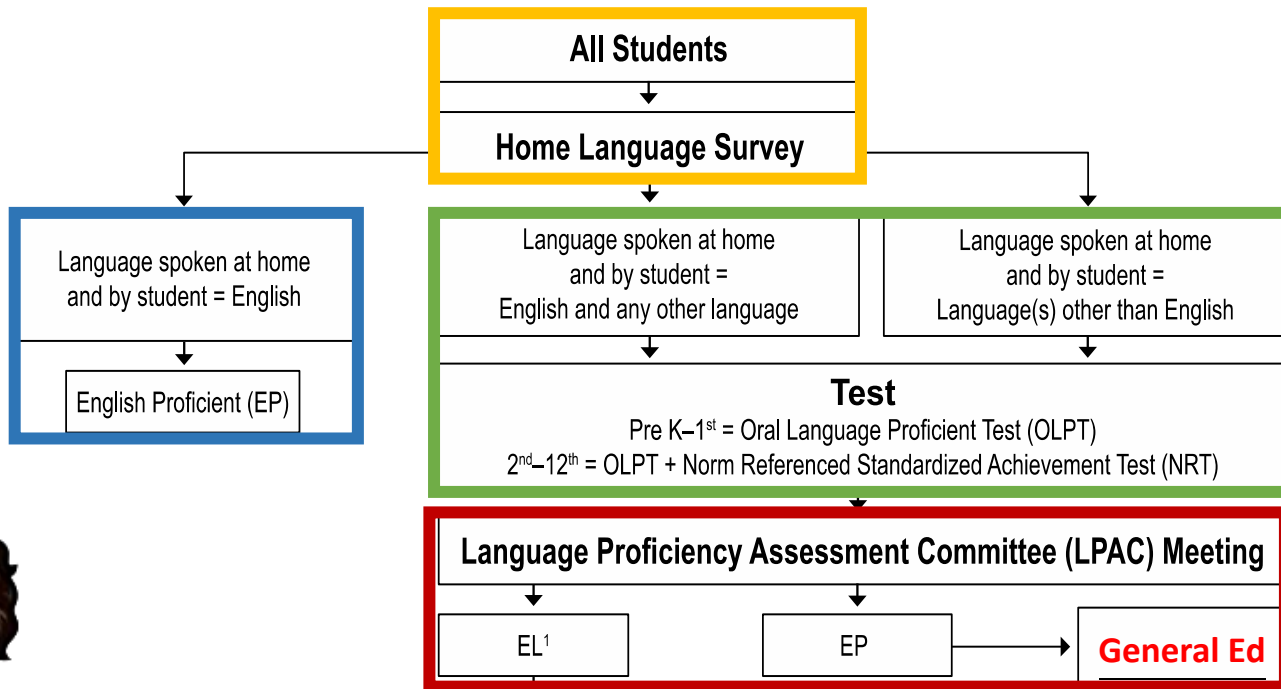
ELPS Tools

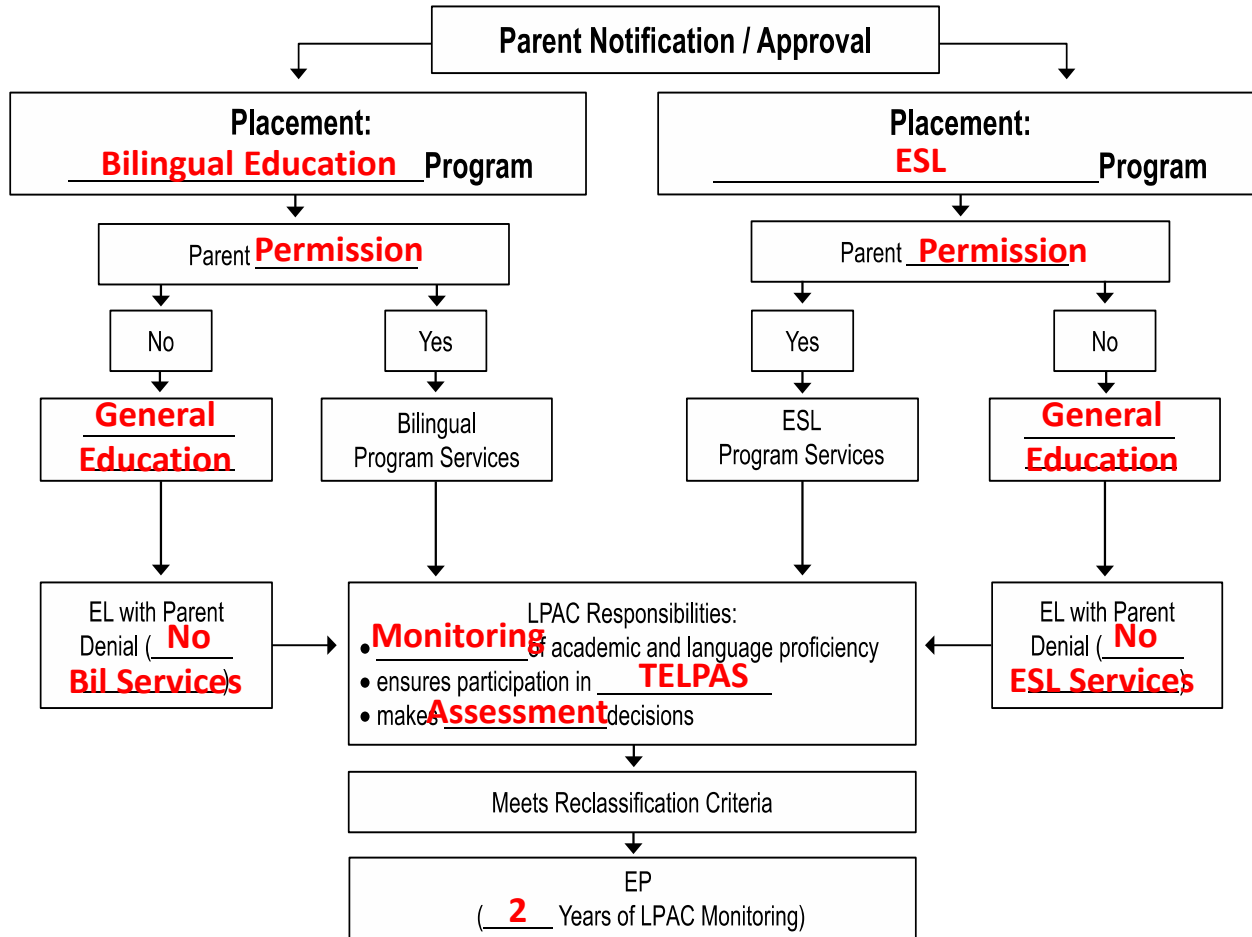


The Role of the LPAC



EL Identification and Reclassification





2020–2021 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(i).

	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes *Approaches, Meets, and Masters Grade Level* performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).



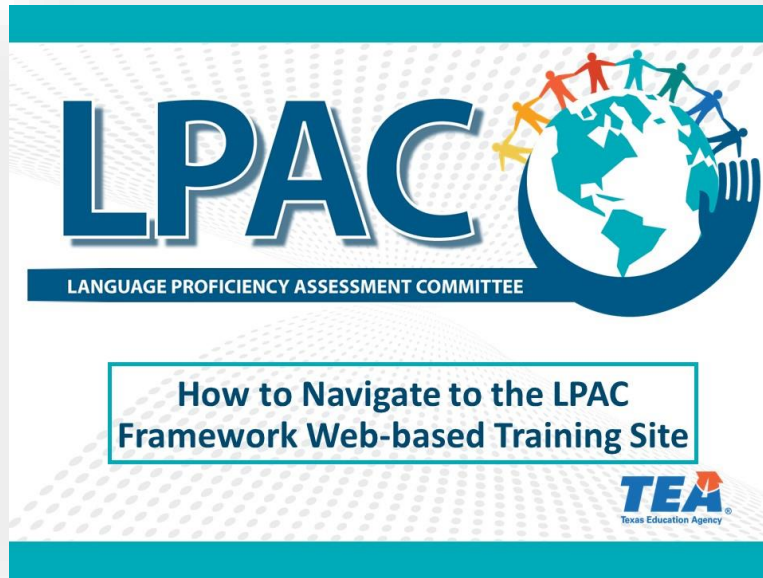
EL Reclassification for Students with Severe Cognitive Disabilities

2020-2021 Individualized Reclassification Criteria for an EL with a Significant Cognitive Disability			
Grade Level(s)	English Language Proficiency Assessment*	Academic Content Assessment	Subjective Teacher Evaluation
Grade 1	TELPAS (Holistic)	(not required)	English Learner Reclassification Rubric - ALTERNATE
Grade 2	TELPAS Alternate	(not required)	
Grade 3-8		STAAR Alternate 2 Reading	
Grades 9-10		STAAR Alternate 2 English I/II EOC	
Grade 11-12		(not required)	

**Due to the nature of the TELPAS Alternate assessment design for grades 2-12 and the TELPAS holistic ratings for Grade 1 that can be scored remotely, no additional flexibilities are needed to the English Language Proficiency (ELP) component of the [Individualized Reclassification Process](#) for a student with a significant cognitive disability for the 2020-2021 school year.*



LPAC Framework Web-Based Training



**MORE
INFORMATION
AVAILABLE AT:**
txel.org/lpac



English Learners



Cognitive



Affective



Linguistic

Texas Administrative Code, Chapter 89



Exit Tickets



I used to think...
But now I know...



T H A N K Y O U

¡Mil gracias!



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