



REGION ONE EDUCATION SERVICE CENTER

# UNDERSTANDING BILINGUAL EDUCATION PROGRAM MODELS WS#132563

KARINA E. CHAPA, M. ED

LANGUAGE PROFICIENCY, BILITERACY AND CULTURAL  
DIVERSITY DIRECTOR

[KCHAPA@ESC1.NET](mailto:KCHAPA@ESC1.NET)

[@ESC1BILINGUAL](#) [@BILINGUALPRIDE](#)



# INTELLECTUAL PROPERTY STATEMENT

*All materials, content, and forms contained in this training/presentation are the intellectual property of the Region One Education Service Center and are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification.*

*Materials may not be used for personal benefit or financial gain or for use outside of the school system.*

[www.esc1.net](http://www.esc1.net) | [facebook.com/RegionOneEducationServiceCenter](https://facebook.com/RegionOneEducationServiceCenter) | [twitter.com/RegionOneESC](https://twitter.com/RegionOneESC)



# SESSION OBJECTIVES

## Content Objective

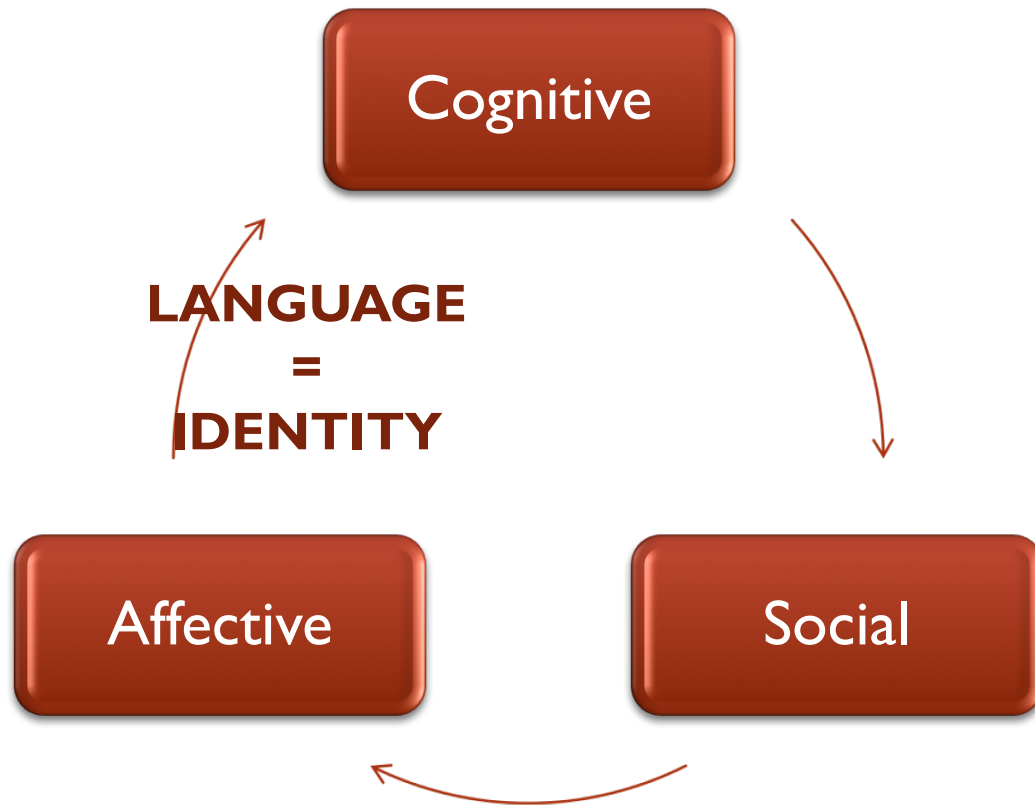
- Today I will analyze the **second language acquisition process** and the impact of different **bilingual program models** in the education of English Learners.

## Language Objective

- Today I will discuss with my peers the **second language acquisition process** and I will share the differences and similarities among different **bilingual program models**.



# LANGUAGE POWER

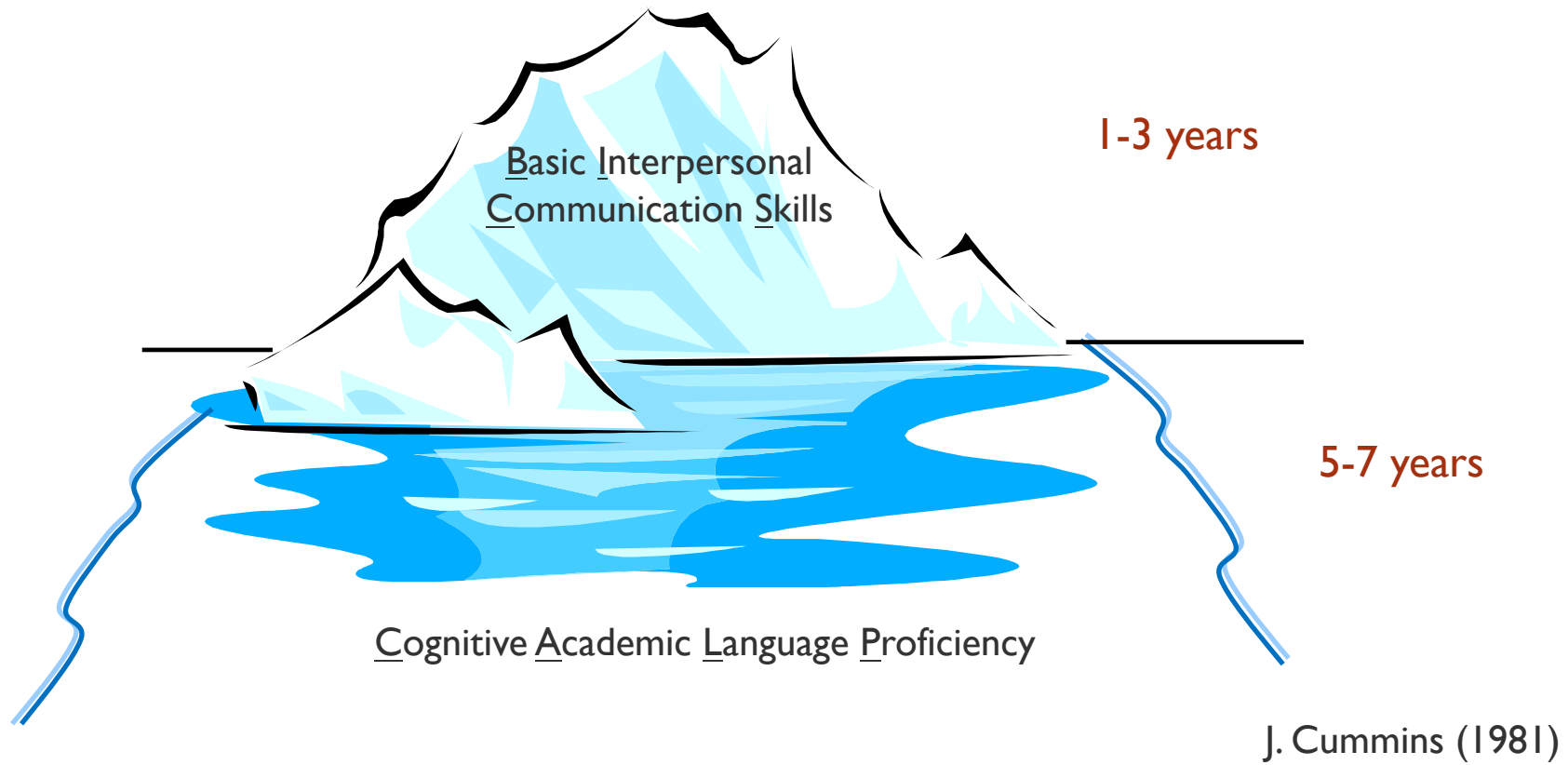


“Language stands at the center of the many interdependent **cognitive, affective, and social** factors that shape learning”.

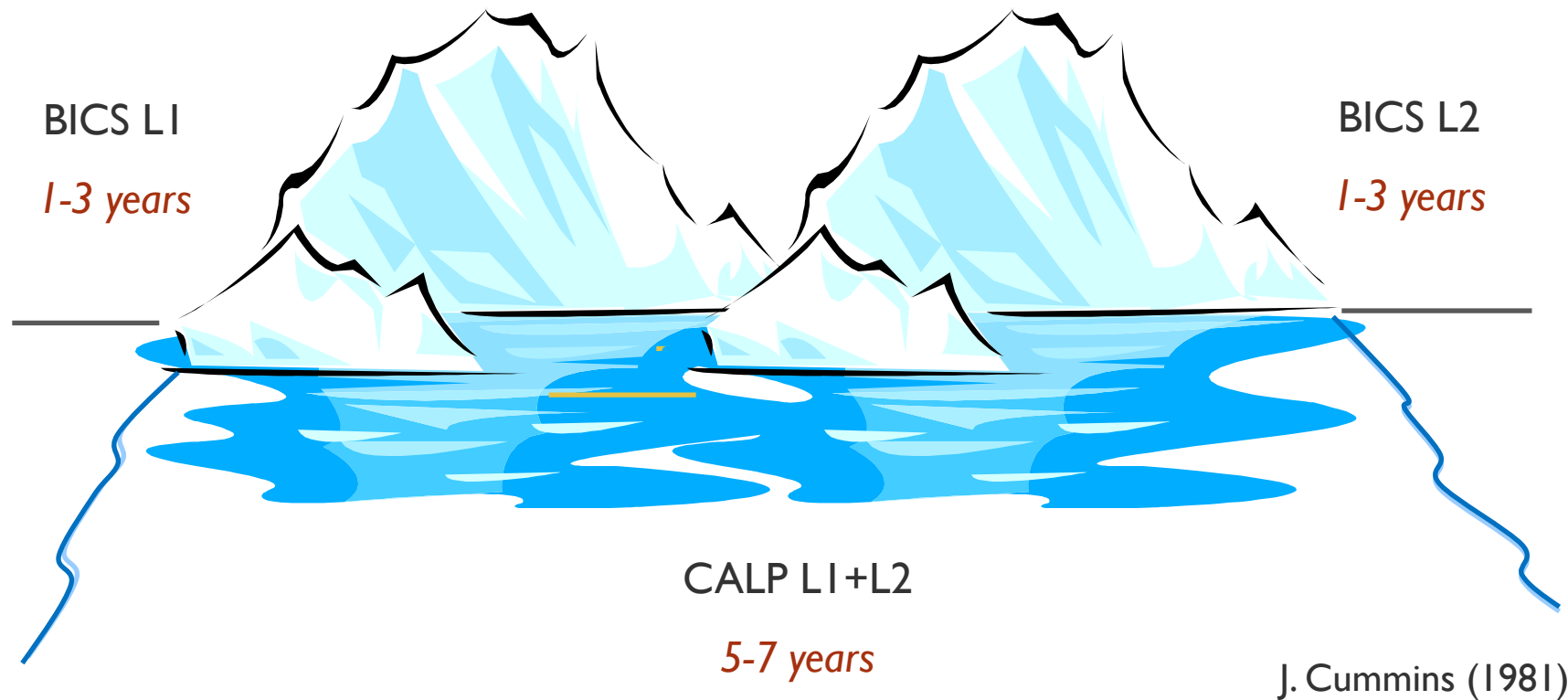
*David Corson, 1999*



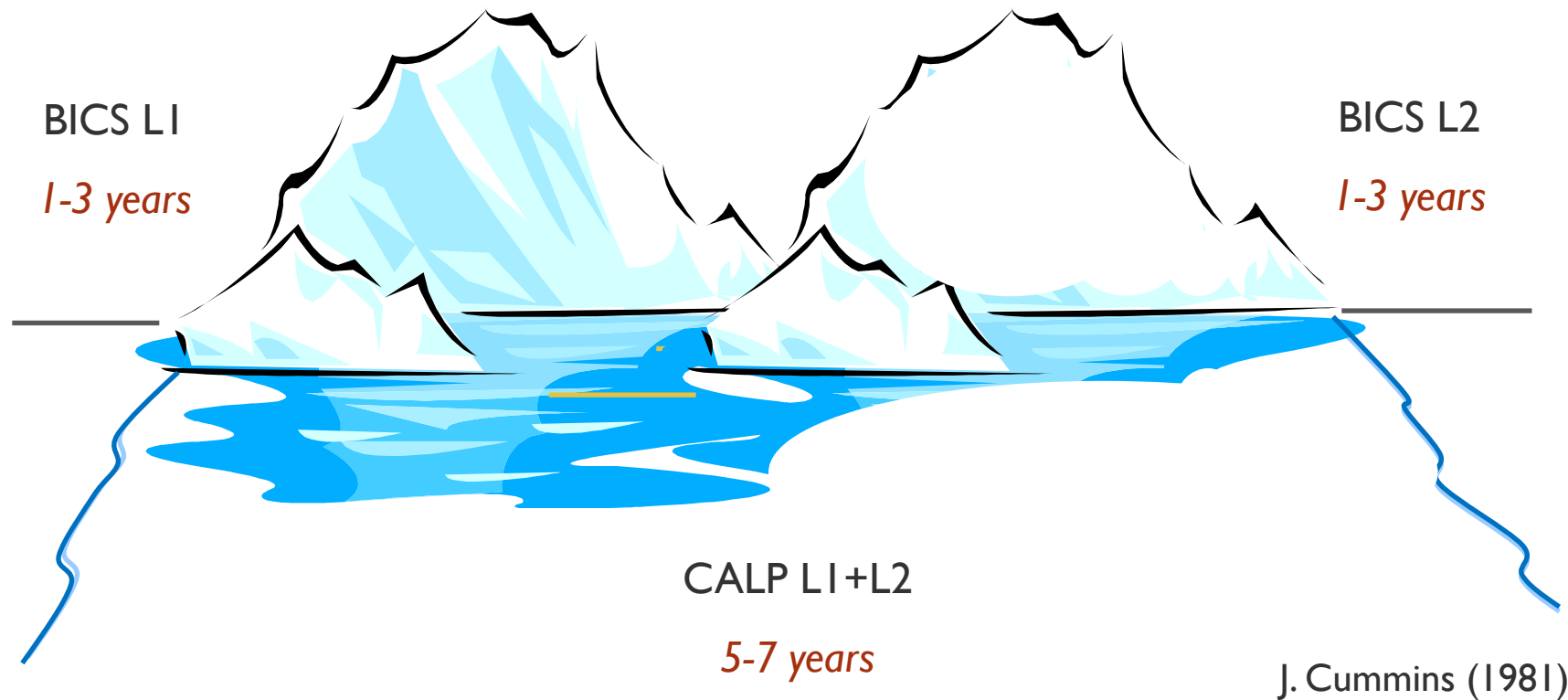
# BICS VS CALP



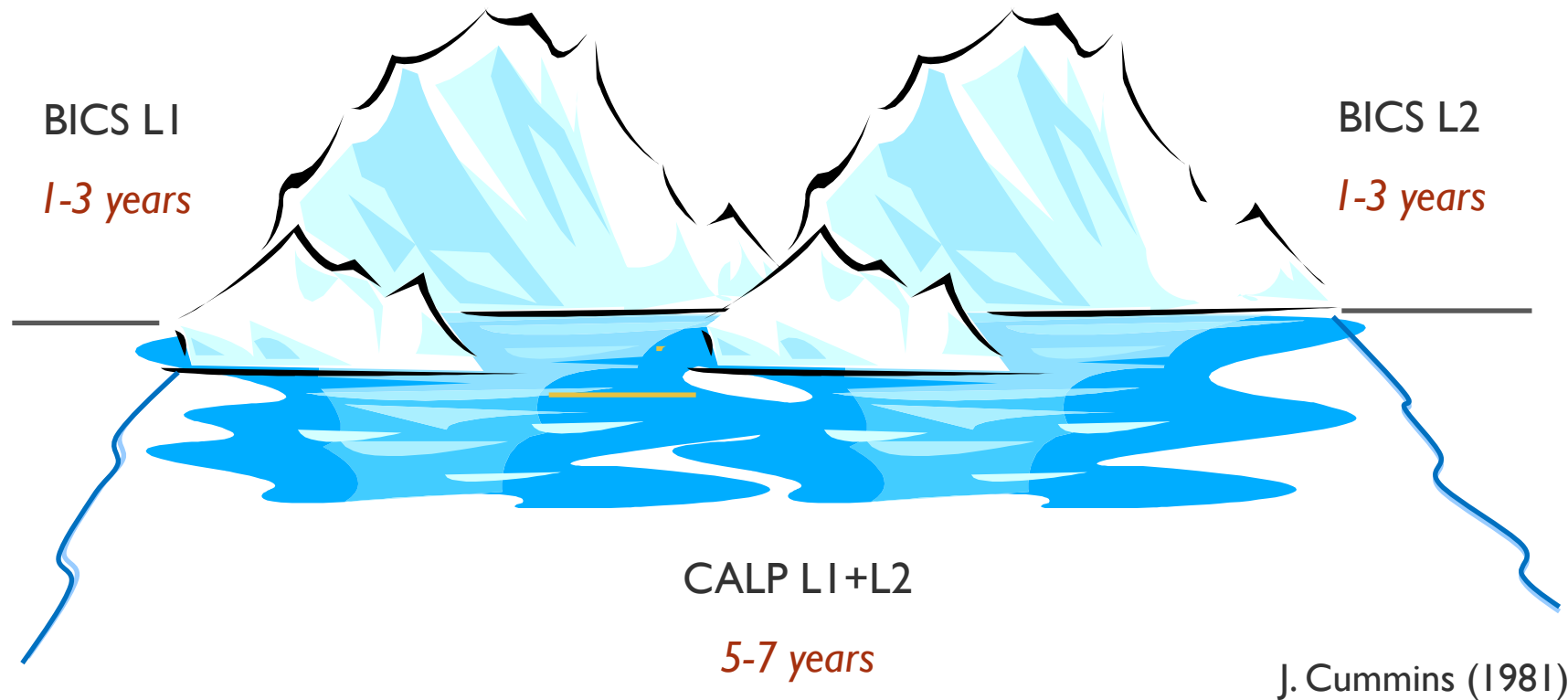
# TRANSFER OF CONCEPTS



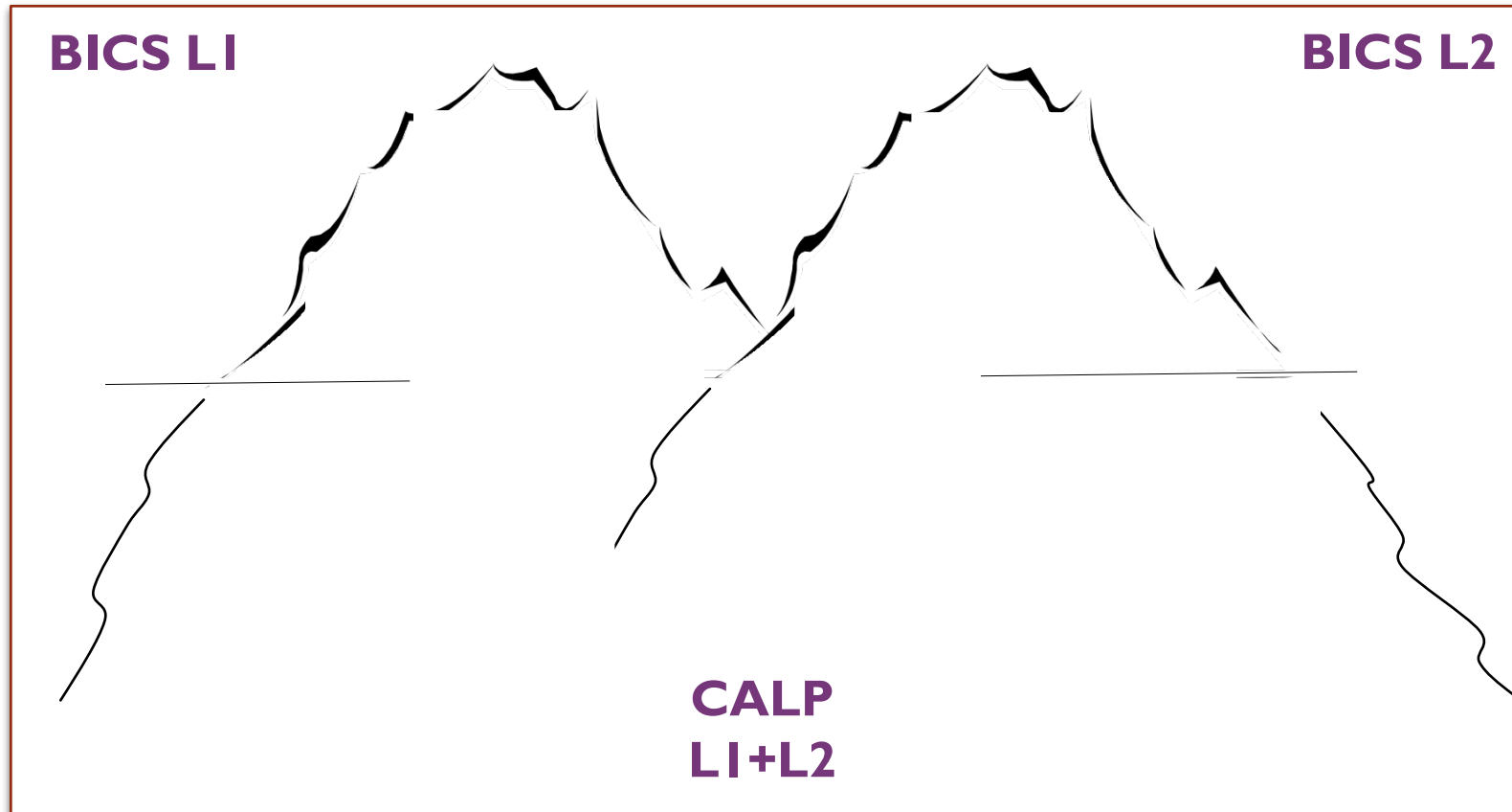
# MY LANGUAGE PROFILE IN 1999



# MY LANGUAGE PROFILE IN 2019



# YOUR TURN!



## RESEARCH FINDINGS

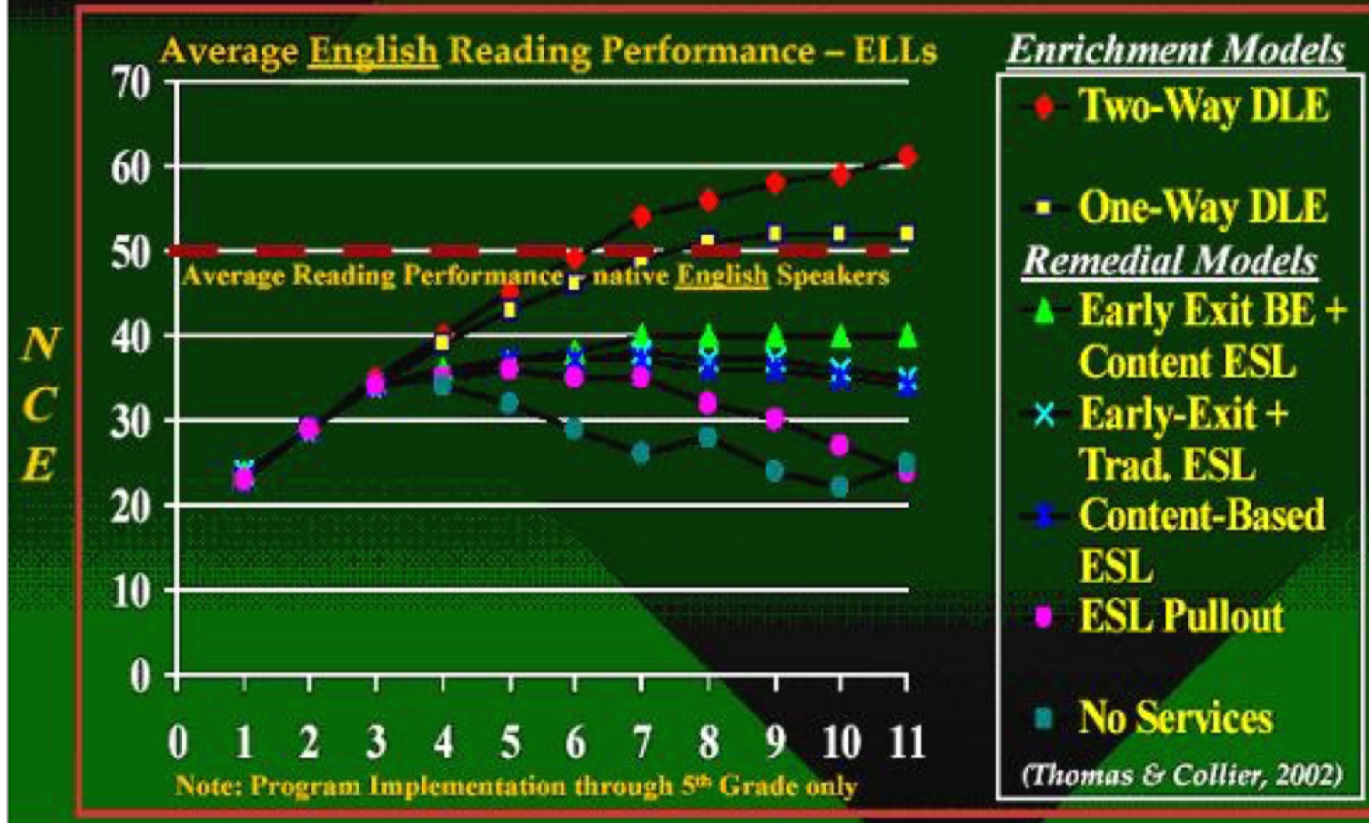
The stronger *academically and cognitively* the L1, the stronger the L2.

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

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



## National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs

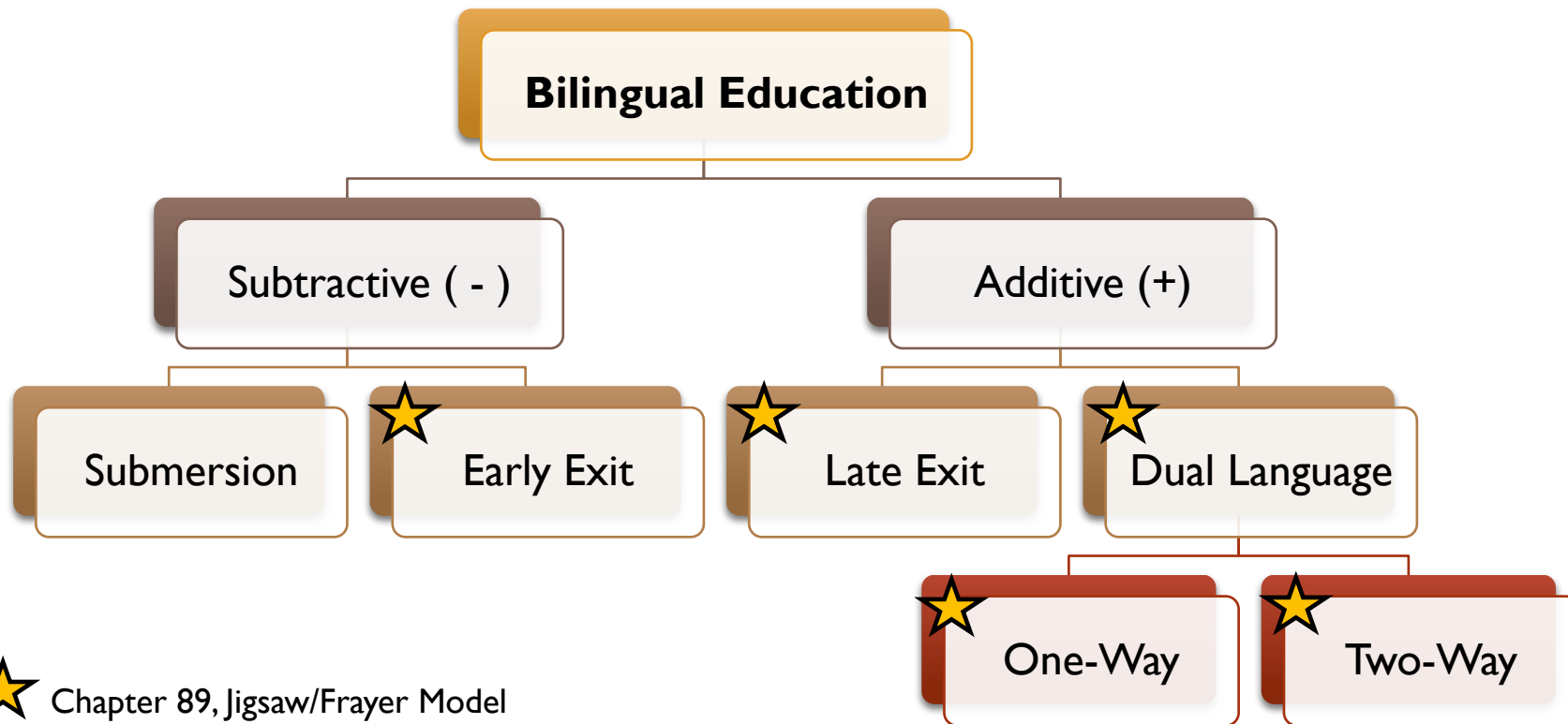


THE EFFECTIVENESS OF  
BILINGUAL PROGRAM  
MODELS:

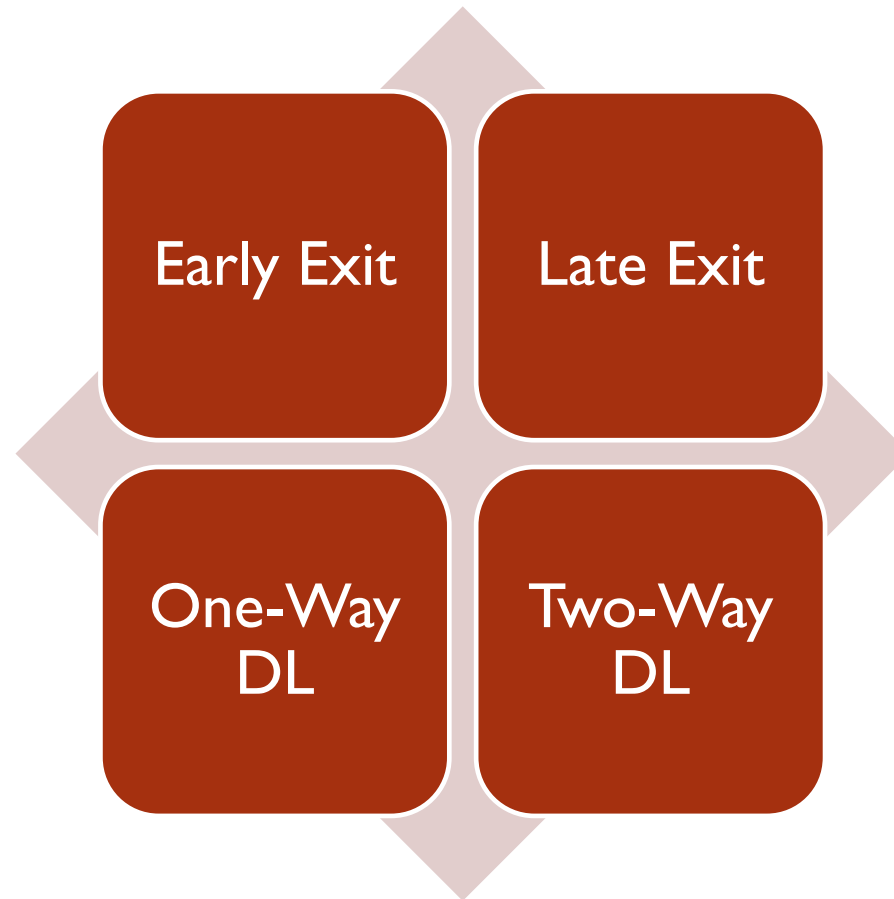
LONGITUDINAL STUDY  
BY THOMAS AND  
COLLIER



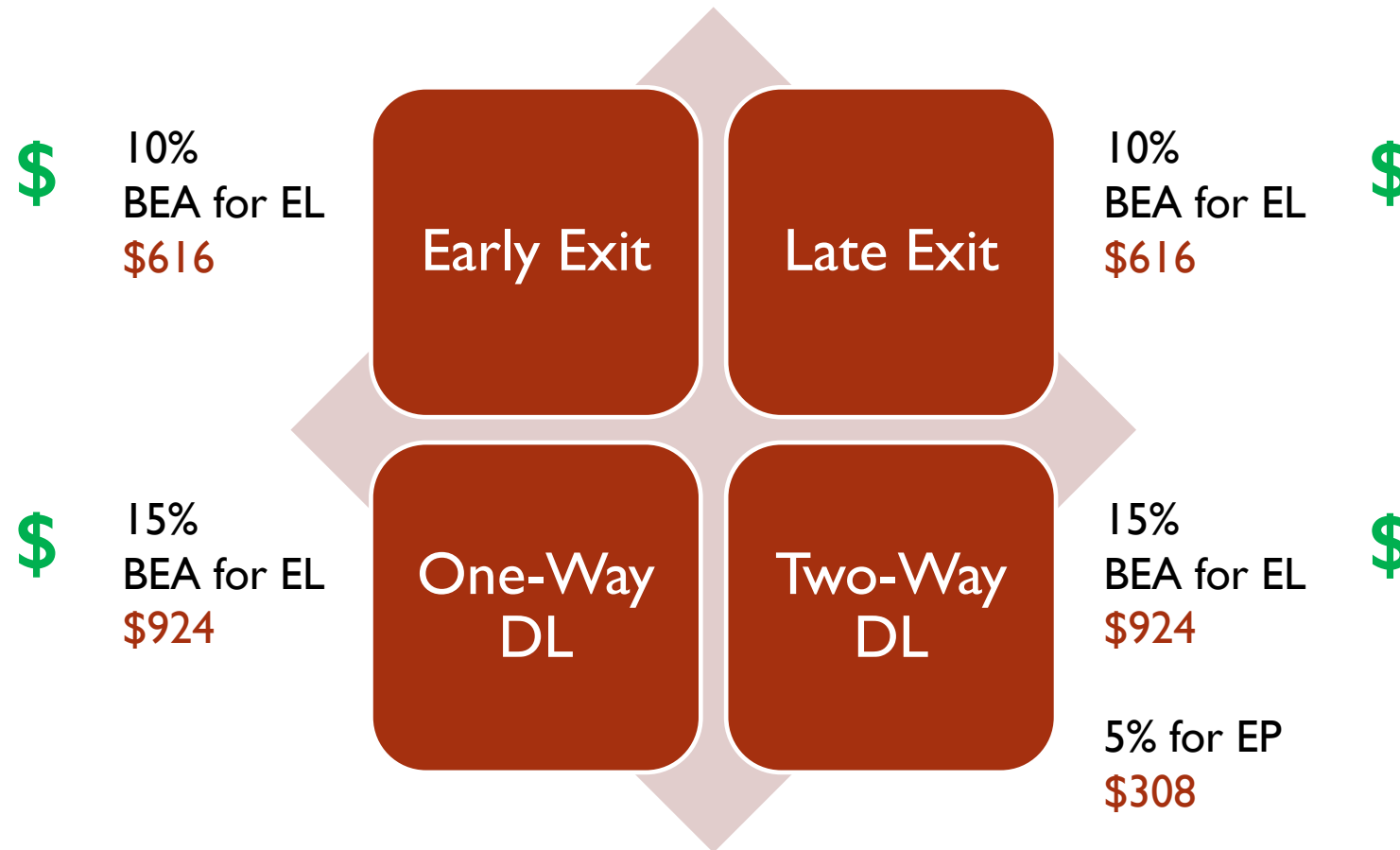
# BILINGUAL PROGRAM MODELS



# FRAYER MODEL



# BILINGUAL EDUCATION ALLOTMENT: STATE BILINGUAL FUNDS



# BIG PICTURE

## Elementary

Dual Language (PK-5)

LOTE Spanish I Credit at the end of 5<sup>th</sup> Grade

or

Early Exit/Late Exit

## Middle School

Dual Language (6<sup>th</sup>-8<sup>th</sup>)

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

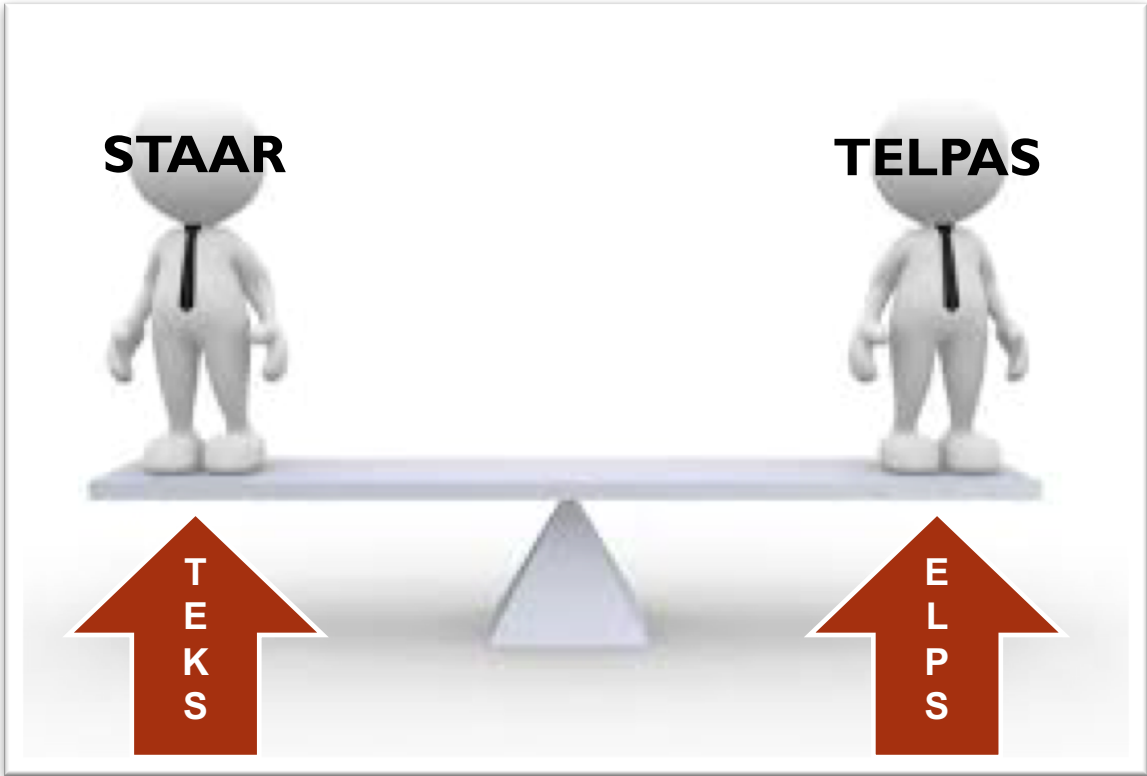
Performance

Acknowledgement in

Bilingualism and Biliteracy

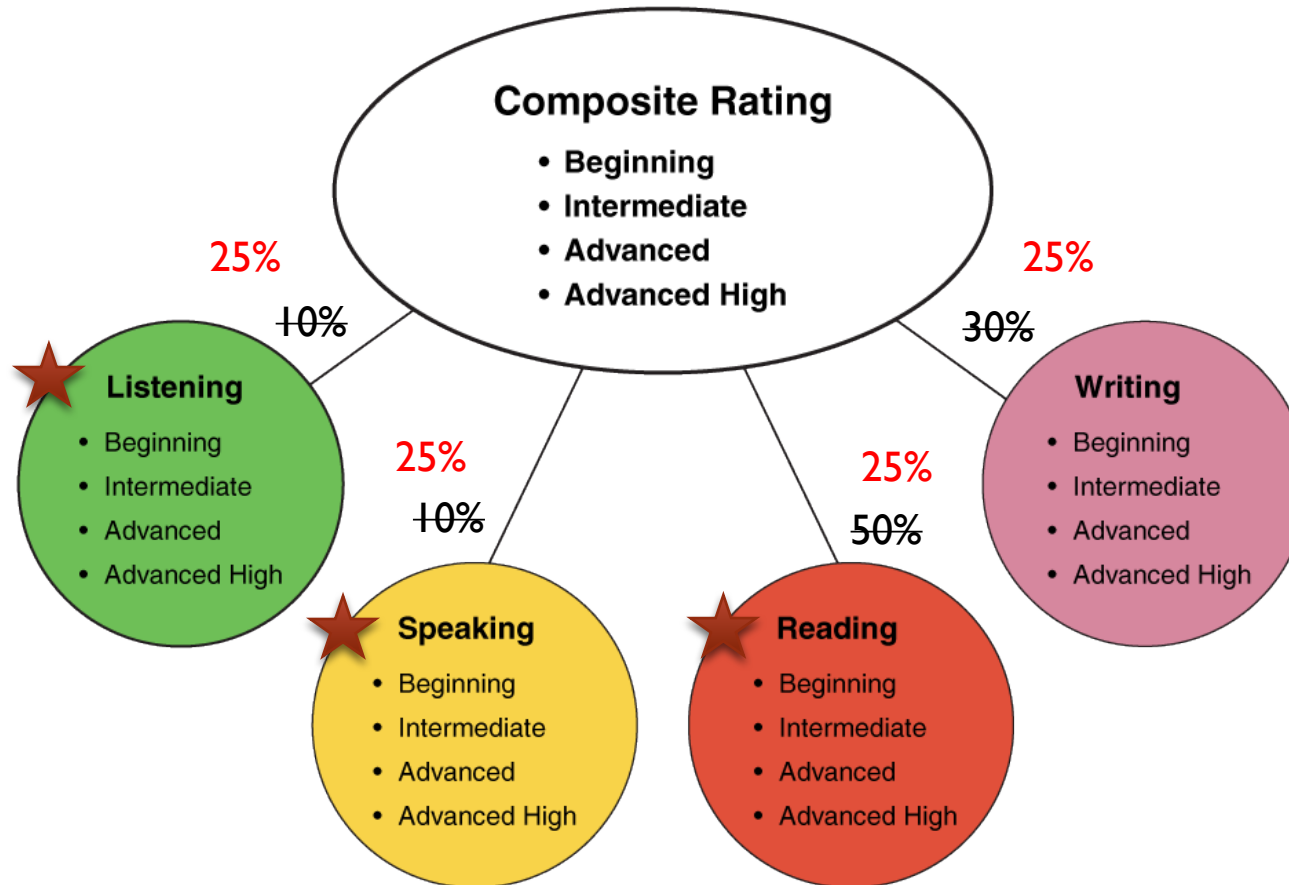


# STAAR – TELPAS RELATIONSHIP



# TELPAS DOMAINS

★ 2<sup>nd</sup>-12<sup>th</sup> Online



# TRANSITIONAL BILINGUAL MODEL SAMPLE

<u>PreK</u>			<u>Kinder</u>			<u>First</u>			<u>Second</u>			<u>Third</u>			<u>Fourth</u>			<u>Fifth</u>			
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	
SLA	SLA	Pre LAS-Oral 4-5 = <u>Non-LEP</u>	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	
ESL	ESL		ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	
Mate	Mate/ Math		Mate	Mate/ Math	Math	Mate	Mate/ Math	Math	Mate/ Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
ES	ES/ SS		ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	ES	ES/ SS	SS	SS
CIE	CIE/ SCI		CIE	CIE/ SCI	SCI	CIE	CIE/ SCI	SCI	CIE/ SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI
PE	PE		PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE



## Progreso I.S.D. Bilingual/ESL Program

**GOAL:** The objective of Progreso I.S.D.'s Early Exit Program (PK-5<sup>th</sup>) is for English language learners to be proficient in listening, speaking, reading, and writing in English through the development in academic skills in both English and their primary language. Students enrolled in the program are expected to exit the program between two to five years. In this model, English language learners build academic skills and literacy in their first language. With the integration of the ELPS, teachers help develop English oral and academic language. At the secondary level (6<sup>th</sup>-12<sup>th</sup>), our English language learners are serviced through our ESL Content-Based program.

### Program Initiatives:

- All ELL students are monitored every six weeks including first and second year exits.
- ALL students that are identified as Beginner and Intermediate on TELPAS, Pre-LAS, and LAS LINKS are required to receive first (PK-5<sup>th</sup>) and second language support through Rosetta Stone, RTI, and tutorials.
- Mini LPACs are held to monitor student progress for all students designated as Beginner and Intermediate on TELPAS
- Students are not allowed to be exited from the program until the end of 1<sup>st</sup> grade.
- Time and Treatment Plan is based on language level proficiency (Pre-LAS, LAS LINKS, TELPAS) and LPAC.

### Language Level Proficiency

Grades	Beginner (B)	Intermediate (I)	Advanced (A)	Advanced High (AH)
Pre-K	Pre-LAS 1-2	Pre-LAS 3	Pre-LAS 4	Pre-LAS 5
Kindergarten-1st	LAS LINKS 1-2	LAS LINKS 3	LAS LINKS 4	LAS LINKS 5
2 <sup>nd</sup> - 5 <sup>th</sup>	TELPAS Composite	TELPAS Composite	TELPAS Composite	TELPAS Composite

# ¡Mil Gracias!

Karina E. Chapa, M.Ed.

Language Proficiency, Biliteracy  
and Cultural Diversity Director

Region One ESC

[kchapa@esc1.net](mailto:kchapa@esc1.net)

Twitter @esc1bilingual @bilingualpride

