

Transitional Bilingual Early Exit Program Model

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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 and how to implement the MISD Early Exit Time and Treatment based on this knowledge.



Language Objective

Today I will discuss with my peers the second language acquisition process and I will share ideas on how to best implement the MISD Time and Treatment.



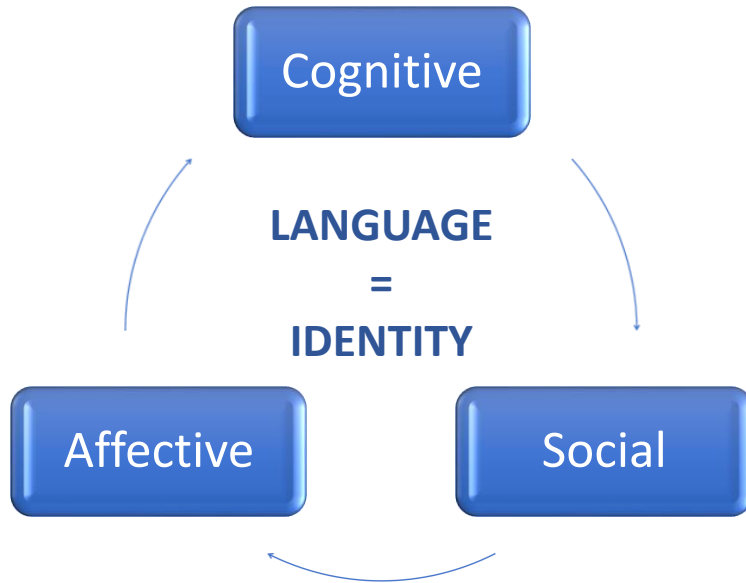
BILINGUALISM IS A GIFT

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



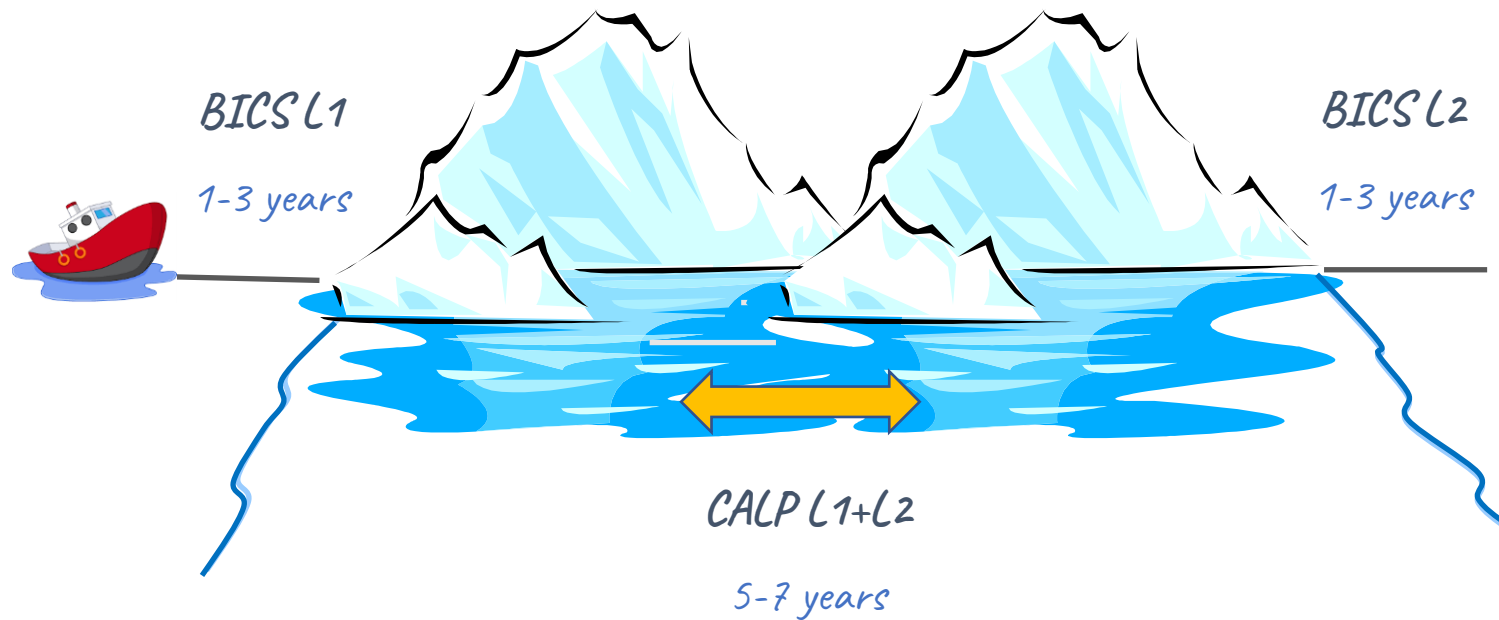
BICS vs CALP



J. Cummins (1981)



Transfer of Concepts



J. Cummins (1981)



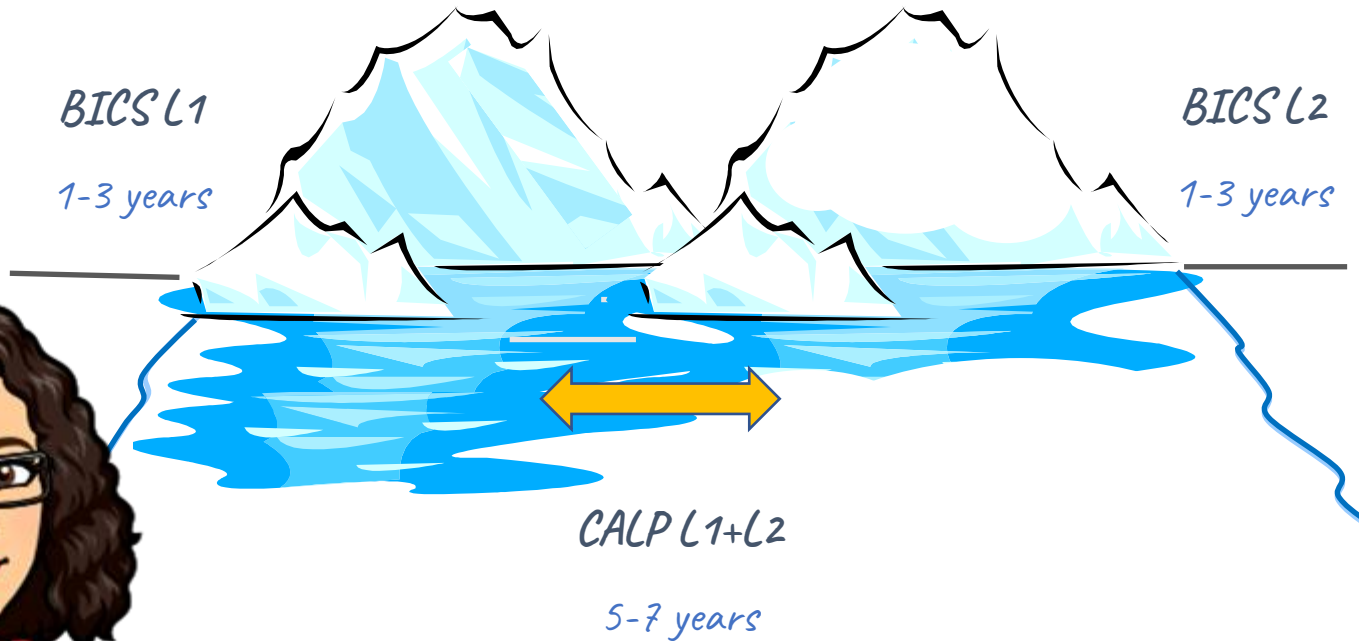
Transfer of Concepts



J. Cummins (1981)



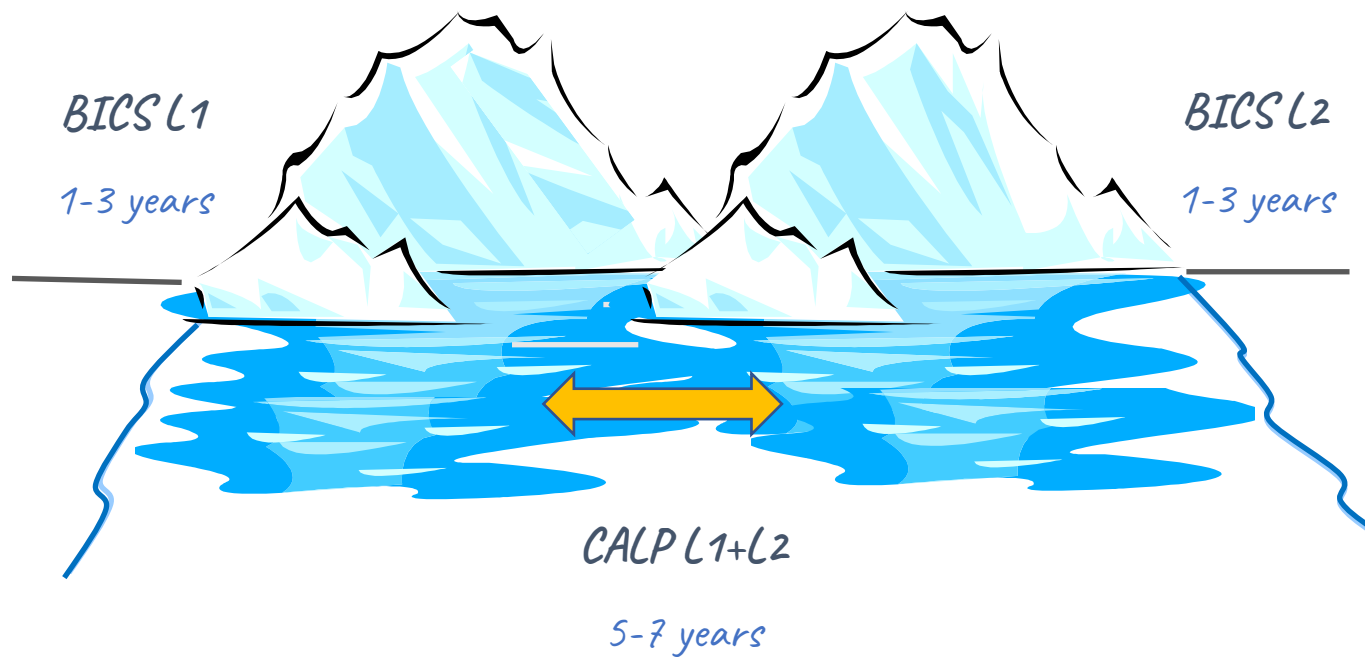
My Language Profile in 1999



J. Cummins (1981)



My Language Profile in 2020



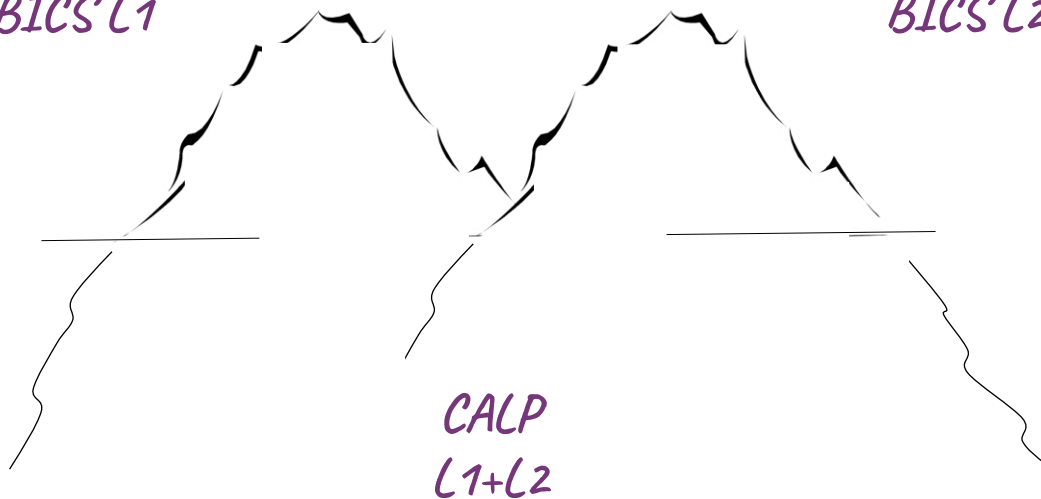
J. Cummins (1981)



Your Language Profile

BICS L1

BICS L2



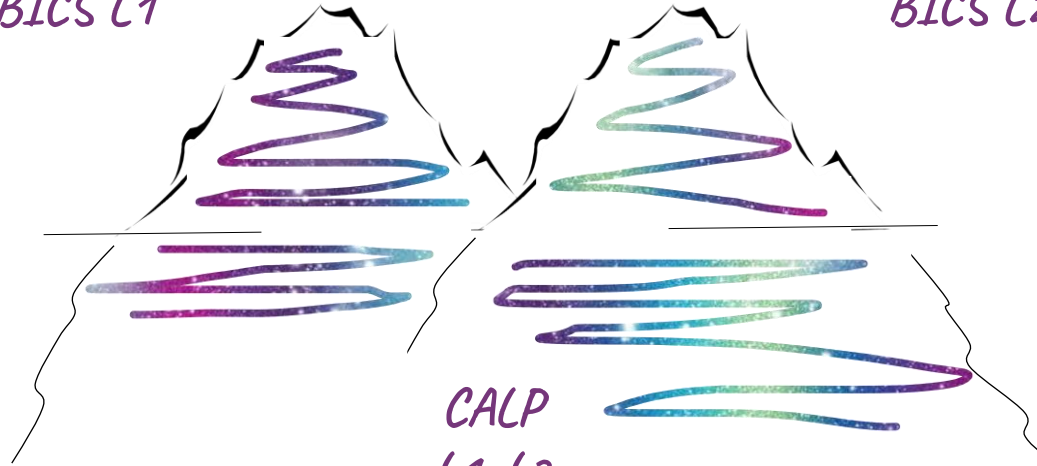
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Your Language Profile

BICS L1

BICS L2



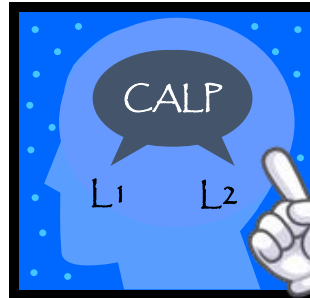
CALP
L1+L2

<https://whiteboard.fi>





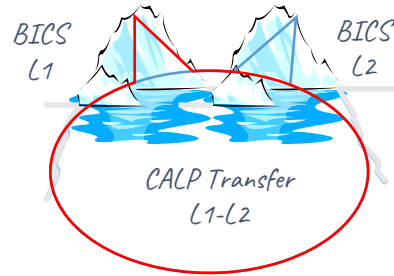
Transfer of Concepts



J. Cummins, 1981



Transfer of Concepts



J. Cummins, 1981

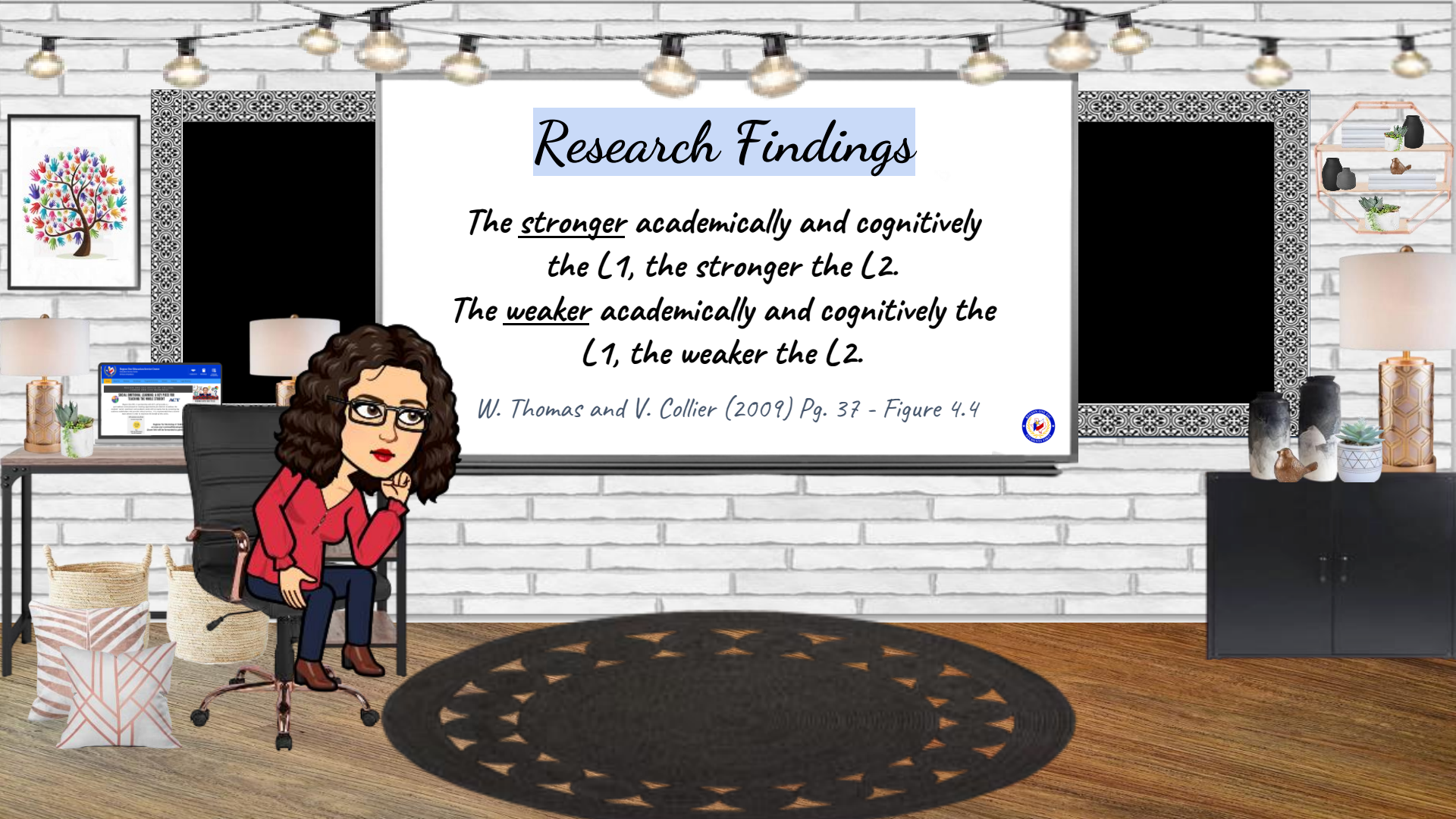


Research Findings

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

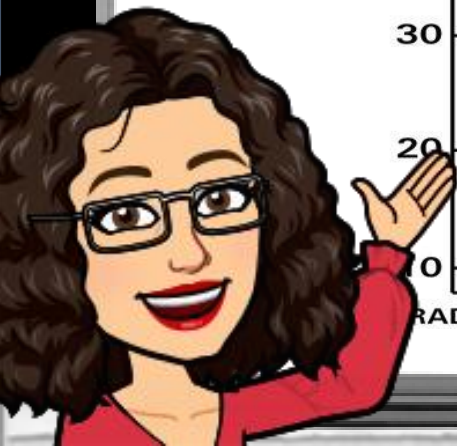
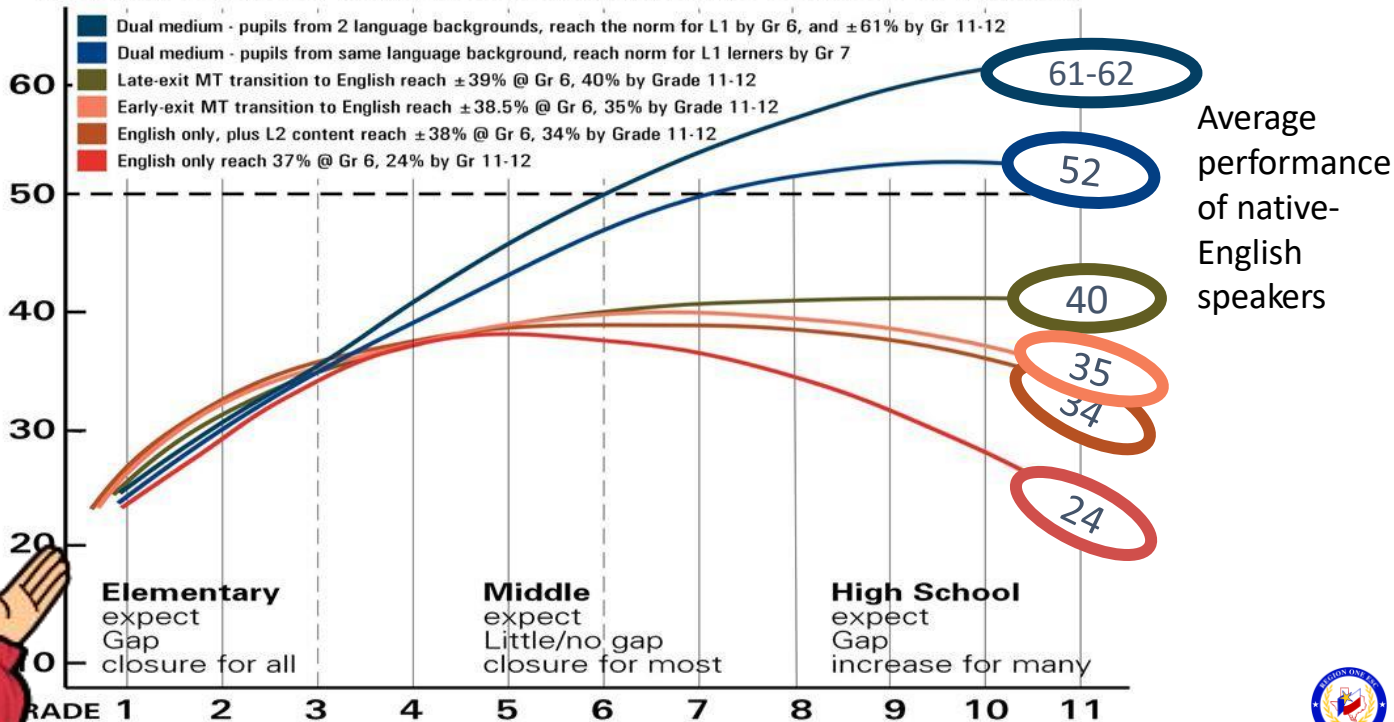
The weaker academically and cognitively the
L1, the weaker the L2.

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

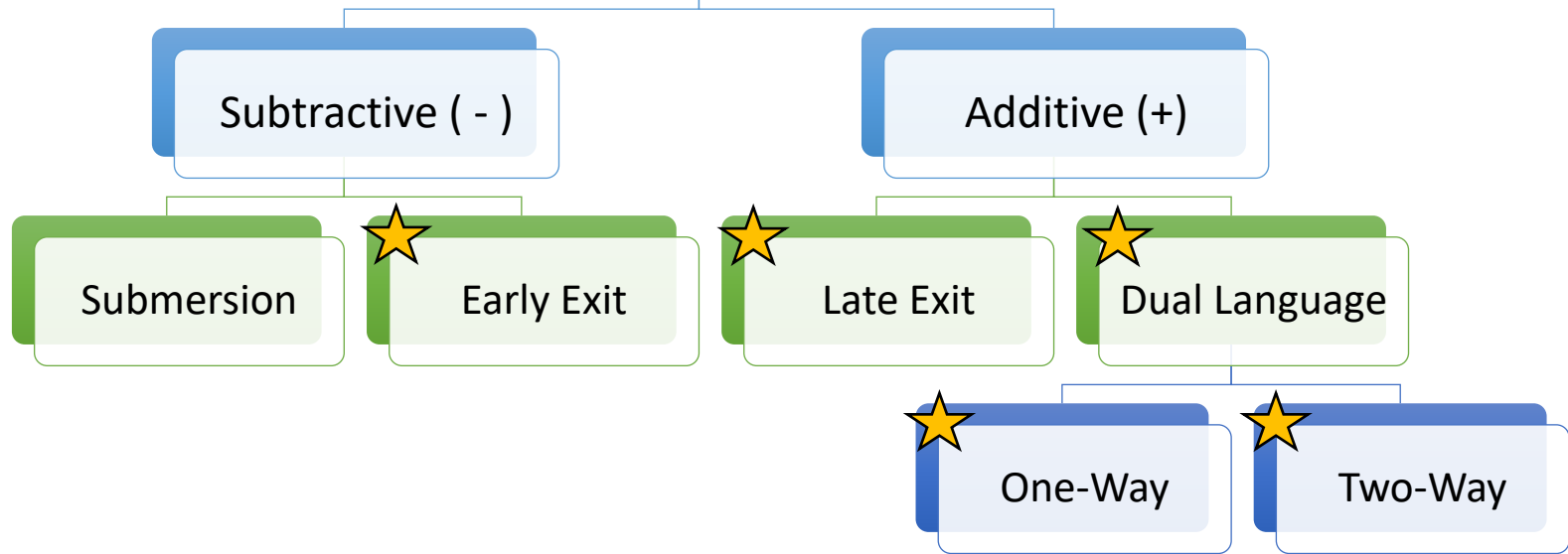


The Effectiveness of Bilingual Program Models

Reading levels of English second language learners in English



Bilingual Program Models



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



Early Exit Program Model (§89.1210c)

Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area.



Transitional bilingual / Early Exit Program Model

Goal

- Primary language used as a resource
- Full proficiency in English is acquired to participate equitably in school

Instruction

- Literacy and academic content in primary language and English
- Teacher(s) certified in grade level/content area and in bilingual education
- Primary language instruction decreases as English is acquired



Transitional bilingual / Early Exit Program Model

Departmentalization

Local decision to use more than one content-area teacher to deliver core content instruction

All teachers must be certified in bilingual education

Paired Teaching

Local decision to use two content-area teachers to deliver core content instruction

Both teachers must be certified in bilingual education

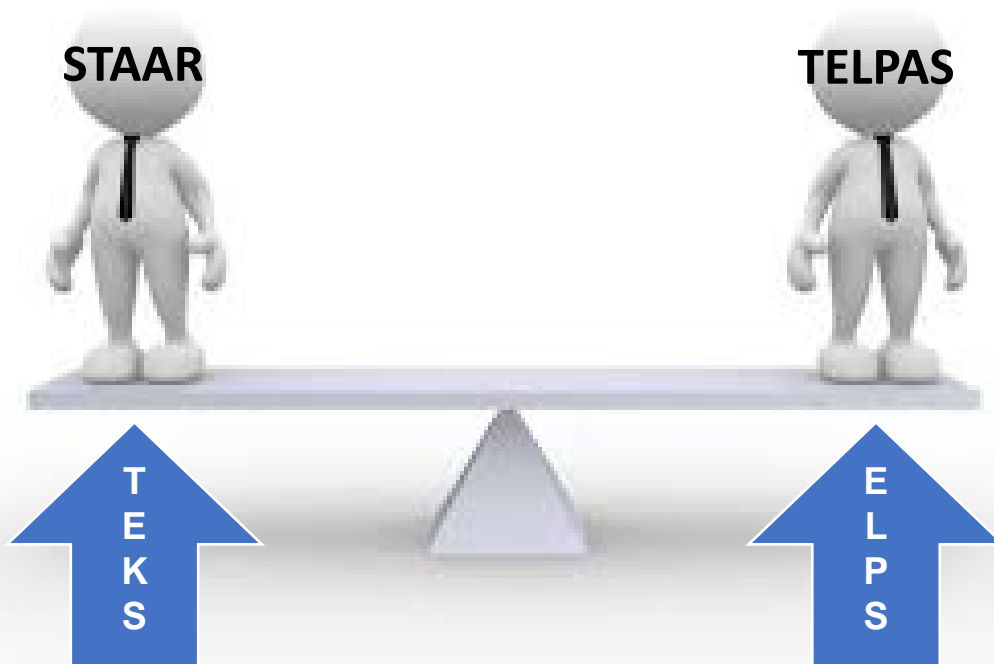


Early Exit Time and Treatment


PreK			Kinder			First			Second			Third			Fourth			Fifth			
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 = Non-LEP	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



STAAR – TELPAS Relationship



DMAC TELPAS Reports





Karina Chapa
Region User at Region 01 10 Sign Out

State Assessment	Student Plans	School Plans
STAAR	Student Portfolio	PlanWorks
TELPAS	LPAC	Tools
Local Assessment	RtI	Utilities
TEKScore	PGP Intervention	FormWorks
TAG	PGP HS	Data Export
TPRI	SSI	lead4ward
TejasLEE	Appraisals	Resources
Curriculum	T-TESS	User Manuals
CIA Alignment	T-PSS	News & Updates
	PDAS	DMAC-Live!

State Assessment

TELPAS Search Reports

-  TELPAS Instructional Reports
-  TELPAS Demographic Reports
-  TELPAS Trend Reports
-  TELPAS Summary Reports

TELPAS Instructional Reports

Teacher

Region: 01 District: LYFORD CISD Campus: LYFORD

Source: Current Test: 2020 Grade: 05 Test Date: Mar 2020 04-05 S

Demographics: Race: Reporting

- All Students
- White
- African American
- Hispanic
- Asian

Teacher: ANALA, ENRIQUE

- ANALA, ENRIQUE
- BLUMENTHAL, LAURA
- OLIVAREZ, MARIA
- ALIOS, JOSE
- RUBALCABA, YESENIA

Format: HTML PDF generate

TELPAS options

- Reading Item Analysis
- Reading Reporting Category Performance (Before 2018)
- Reporting Category Performance
- Service Denial Report
- Student Reading Responses
- Student Proficiency Mastery
- Student Reading Reporting Category Mastery (Before 2018)
- Student Reporting Category Performance
- Student Reporting Category Performance ALT
- Student Language Proficiency Rating
- Student Progress Report
- Student ELL Progress Report (Before 2018)
- Student Service Denial Report



DMAC TELPAS Reports

Reports

1 of 1

HTML PDF CSV

TELPAS Student Language Proficiency Rating LYFORD EL

Grade: 05 Date: 3/2020
Demographic Group(s): All Students
Student Count: 13 Source: Current



Student		Reading	Listening	Speaking	Writing	Comprehension	Composite	Composite
Name	Local ID	25%	25%	25%	25%	Score	Score	Rating
Karina Chapa		4	4	3	3		3.5	Advanced High
		2	4	3	2		2.8	Advanced
		4	4	3	4		3.8	Advanced High
		4	3	3	3		3.3	Advanced
		4	4	3	4		3.8	Advanced High
		4	4	3	4		3.8	Advanced High
		4	4	3	4		3.8	Advanced High
		4	4	3	4		3.8	Advanced High
		4	3	3	3		3.3	Advanced
		4	3	3	3		3.3	Advanced
		3	3	2	3		2.8	Advanced
		3	3	2	2		2.5	Advanced
		4	4	2	3		3.3	Advanced



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



Early Exit Time and Treatment

<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 = Non-LEP	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

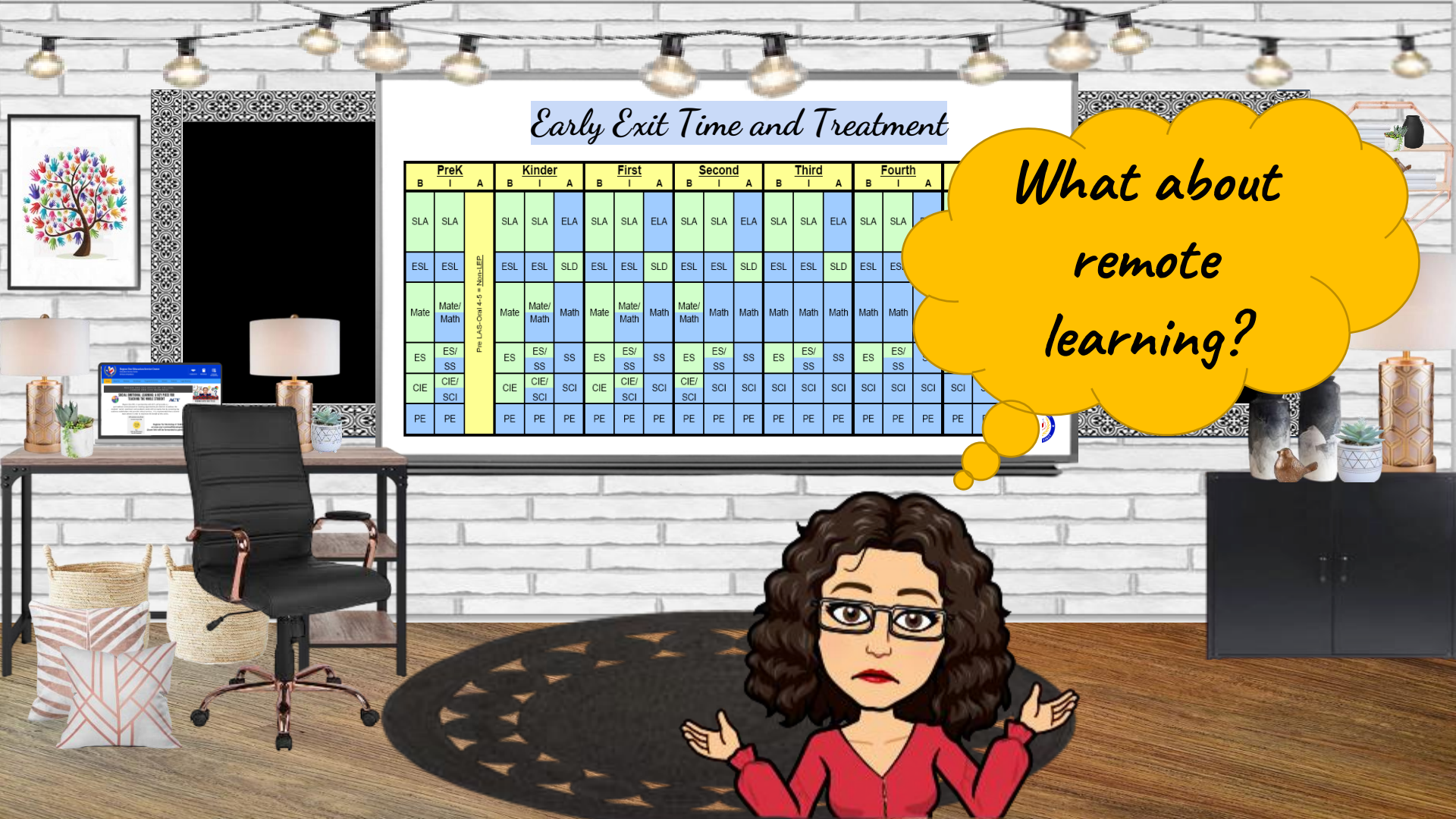


Early Exit Time and Treatment

PreK			Kinder			First			Second			Third			Fourth		
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A
SLA	SLA		SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	
ESL	ESL		ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	
Mate	Mate/ Math		Mate	Mate/ Math	Math	Mate	Mate/ Math	Math	Mate/ 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	
CIE	CIE/ SCI		CIE	CIE/ SCI	SCI	CIE	CIE/ SCI	SCI	CIE/ SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	
PE	PE		PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	

Pre K-5 - Oral 4-5 = Non-LEP

What about remote learning?



Early Exit during Remote Learning

Transitional bilingual education (TBE) early-exit and late-exit:
Consider where students are in the transition from their primary language to English. For remote learning environments, mirror the roles of language usage and access as implemented in the classroom.

Ensure partner language expectations are maintained and not phased out early due to remote learning environment.

Primary language levels may have stagnated; prioritize routines for primary language literacy development.

Source: [Strong Start 2020-2021 English Learner Program Implementation Guidance \(TEA\)](#)





Strong Start 2020-2021

English Learner Program Implementation Guidance



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ROOM 1

Staffing and PD

- Personal Growth
- Collaboration
- Follow Through

ROOM 2

Instructional Design: Lesson Planning and Curriculum

- Progress Monitoring
- Collaboration
- Targeted Planning

ROOM 3

Instructional Design: Methods and Resources

- Resources
- Instructional Practices

ROOM 4

Sheltered Instruction Methods

- Choice and Engagement
- Interaction
- Accessibility, etc.

ROOM 5

Family and Community Engagement

- Communication
- Engagement

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



Your Turn!



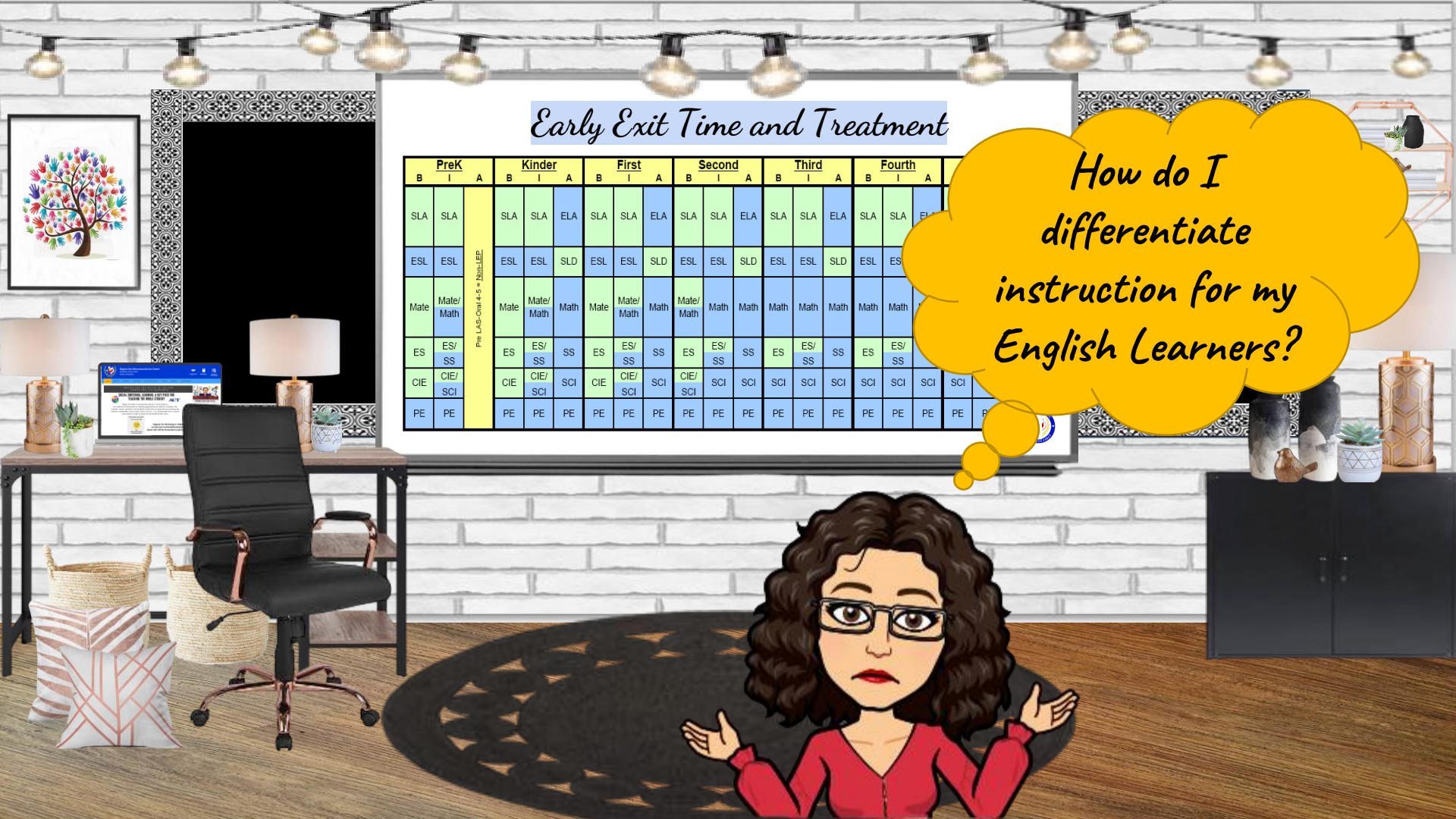
1. Go to your **breakout rooms**.
2. Read your **assigned section**.
3. Find a **visual** that represents the information you read.
4. Write **3 bullets** to summarize what you read.
5. Enter your information on this **Padlet**:
<https://padlet.com/kchapa/ELstrong>



Early Exit Time and Treatment






PreK			Kinder			First			Second			Third			Fourth		
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A
SLA	SLA		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
Mate	Mate/ Math		Mate	Mate/ Math	Math	Mate	Mate/ Math	Math	Mate/ 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
CIE	CIE/ SCI		CIE	CIE/ SCI	SCI	CIE	CIE/ SCI	SCI	CIE/ 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







How do I differentiate instruction for my English Learners?





Virtual Accommodations for EL

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools
	<p>Realia</p>	<p>Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtual reality representation of realia.</p>	<p>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.</p>	<p>Google Meet</p> <p>Zoom</p> <p>Discovery Education</p> <p>Virtual Field Trips</p> <p>Flipgrid</p> <p>Seesaw</p>
	<p>Images</p>	<p>Share a screen/presentation or hold up photos during a virtual meeting.</p>	<p>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.</p>	<p>Google slides</p> <p>Nearpod</p> <p>Book Creator</p> <p>Jamboard</p> <p>Google Earth</p> <p>Mentimeter</p> <p>Ed Puzle</p> <p>ESL Video</p> <p>Discovery Education</p>
	<p>Games</p>	<p>Share specific segments during a virtual meeting.</p>	<p>Assign students to independently view the video.</p>	<p>Brain Pop</p> <p>Brain Pop ELL</p> <p>Adobe Spark</p>

 Domain	 Scaffold	 Synchronous	 Asynchronous	 Online Tools	 Tutorial Videos
Speaking B, I, A, AH	In a whole group	Incorporate structured dialogue (GSSSA).	Students respond after watching a teacher-created lesson and comment through different modalities.	<p>Google Meet</p> <p>Zoom</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p>	<p>Google Meet</p> <p>Zoom</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p> <p>Google Docs</p> <p>Google Slides</p>
	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.	<p>Dice Talk</p> <p>Flipgrid</p> <p>Padlet</p>	
	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.	<p>Google Meet</p> <p>Zoom</p> <p>Google Docs</p> <p>Google Slides</p> <p>Pear Deck</p> <p>Flipgrid</p> <p>Padlet</p>	

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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							
	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
Print Disability	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	Google Docs	Microsoft
					Video Demonstration			
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	www.rewordify.com	Kahoot	Create Informational Video Screencastify Microsoft PowerPoint Flipgrid		
Peer Notetaker	Utilize same person, if possible		Google Drive	Microsoft	iPhone	Provide Advanced Notes		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				Build into student devices			
	www.desmos.com				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				Opportunity for Movement
				Design Your Own Digital Choice Board				
Additional Teacher Resources								
Streamable Learning	Classroomscreen	http://www.classroomscreen.com/	Flipity	Newsela	Pear Deck	How Deck Remedy	Text Compactor	

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





Teacher Checklist TBE Program Implementation



Transitional Bilingual Education (TBE) Program Model Design

- Obtain or actively pursue bilingual certification.
- Adhere to the language transition plan daily, providing differentiation (including use of the primary language) for program participants at varied levels of English proficiency.
- Provide a strong foundation of primary language literacy and strategic lessons to facilitate transition to English literacy.
- Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally responsive.

Staffing and Professional Development

- If not already bilingual certified, clearly communicate path to certification with campus administration, including any support needed.
- Communicate interest in teaching the required summer school program (for ELs entering K or grade 1), with campus administration, if applicable.
- Advocate for TBE teacher involvement in instructional leadership and curriculum development.
- Advocate through the Language Proficiency Assessment Committee (LPAC) for ELs to participate equitably in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Set goals for, seek, and apply training on
 - o primary language literacy and strategies for making cross-language connections,
 - o linguistically and culturally responsive teaching,
 - o content-based instruction / sheltered instruction, and
 - o the Texas English Language Proficiency Standards (ELPS).

Instructional Design: Lesson Planning and Curriculum

- Locate most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner and use data to inform English language instructional practices.
- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction to the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency, targeted vocabulary instruction) that support the language objective.
- Prepare to linguistically accommodate the instruction, pacing, and materials for ELs, based on their English proficiency levels.

ROOM 1

Staffing and PD

- Personal Growth
- Collaboration
- Follow Through

ROOM 2

Instructional Design: Lesson Planning and Curriculum

- Progress Monitoring
- Collaboration
- Targeted Planning

ROOM 3

Instructional Design: Methods and Resources

- Resources
- Instructional Practices

ROOM 4

Sheltered Instruction Methods

- Choice and Engagement
- Interaction
- Accessibility, etc.

ROOM 5

Family and Community Engagement

- Communication
- Engagement

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



Program Implementation Checklists



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Campus Administrator Checklist TBE Program Implementation



Transitional Bilingual Education (TBE) Program Model Design

- Strategically match teachers to grade level/content assignments, considering not only certification and language proficiency, but relationship to the grade level as a whole.
- Allot additional collaborative planning time for TBE teachers to ensure use of coordinated and explicit cross-language strategies.
- Monitor implementation of the language transition plan based on the district's TBE program model.

Staffing and Professional Development

- Assign bilingual certified teachers to the bilingual program, prioritizing the earliest grade levels.
- Collaborate with district administration to recruit bilingual teachers.
- Include bilingual teachers/specialists in instructional leadership and curriculum development.
- Coordinate with district administration to provide required summer school (for ELs entering K or grade 1), if applicable.
- Plan for regular training for all school staff on of TBE program and expectations.
- Facilitate the coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Based on a comprehensive professional development plan, seek training for self and instructional staff and monitor implementation of training outcomes on
 - biliteracy or authentic primary language literacy development and strategies for making cross-language connections,
 - linguistically and culturally responsive teaching,
 - content-based instruction / sheltered instruction, and
 - the Texas English Language Proficiency Standards (ELPS).
- Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.

Instructional Design: Lesson Planning and Curriculum

- Ensure all teachers have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner.
- Communicate expectations for and monitor implementation of ELPS integration through language objectives in conjunction with content objectives (Texas Essential Knowledge and Skills – TEKS) in all content areas. Provide and coordinate a time to discuss data of language learners that is relevant to classroom practices.
- Recognize and integrate supports for TBE teachers to make cross-linguistic connections within campus-wide instructional initiatives.



District Administrator Checklist TBE Program Implementation



Transitional Bilingual Education (TBE) Program Model Design

- Create district guidelines for TBE program implementation to include
 - expectations for program participation and language transition plan;
 - LPAC procedures for identification, placement, reclassification of English learners;
 - district policies for equitable access to resources, assessments, student services;
 - expectations for integration of biliteracy/authentic primary language literacy instruction, culturally responsive teaching practices and linguistic accommodations into district curriculum materials;
 - systems for providing ongoing support for and monitoring linguistic growth and content performance of ELs, and
 - systems in place for periodic review of TBE program, including language transition plan.
- Provide resources and training opportunities for teachers working toward bilingual certification.
- If a bilingual exception is needed, submit application on or before November 1st.
- Conduct an annual program evaluation and report findings to the district's school board.

Staffing and Professional Development

- Create a recruitment and retention plan to incentivize bilingual certification and join in district efforts to actively recruit bilingual teachers.
- Monitor enrollment of English learners whose home language matches the TBE program language to ensure consistent program access.
- Include TBE teachers/specialists in instructional leadership and curriculum development.
- Organize and coordinate with campus administration to provide the required summer school program (for ELs entering K or grade 1).
- Develop and monitor systems for coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Based on a comprehensive professional development plan that is responsive to the district's annual program evaluation, seek training for self and curriculum leaders and monitor integration within curriculum materials on
 - biliteracy or second language literacy development and strategies for making cross-language connections,
 - linguistically and culturally responsive teaching,
 - content-based instruction / sheltered instruction, and
 - the Texas ELPS.
- Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.



<https://tea.texas.gov/academics/special-student-populations/english-learner-support/english-learner-program-implementation-resources>





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!



Transitional Bilingual Early Exit Program Model

WS# 159317 Remote Check-In Code: 159317

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