

Texas Education Agency EL Support Team Updates

TETN MEETING
OCTOBER 26, 2017

Exciting Times at the Texas Education Agency!

- A shift and expansion of focus
 - Building on the team's hard work over the past few years, we now have the opportunity to enhance the supports the TEA provides to school districts to ensure that the most effective research-based programming is provided for the state's English learners
- Dr. Barbara Kennedy, Director of English Learner Support
- Susie Coultriss, Director of Bilingual/ESL/Title III
- Roberto Manzo, Coordinator
- Rickey Santellana, Title III Coordinator
- Elizet Rodríguez, Dual Language Specialist
- TBD, Sheltered Instruction/Content-based ESL Specialist



Improve Supports for English Learners with Disabilities

Phases:

1. This initiative will seek to improve the processes by which English learners with disabilities are identified and served through the revision of existing policies. The field will be better equipped to appropriately identify and serve students with disabilities who are also English learners.
2. Create a system of technical support/resources for LEAs.



Enhancement of Web-based Resources for English learner Programs

- This initiative will build new resources and strengthen the current resources available through the ELL web portal to enhance program implementation and better serve families and practitioners.



Dual Language Implementation Initiative

- **Goal:** Increase both the footprint and the effective implementation of dual language programs across the state, one-way and two-way, based on current research
 - “footprint” – The number of programs, and the scope of program (K-12)
 - “effective” – Identified key features of implementation, directly linked to the research
- **How?** Provide districts the information, guidance, tools, resources, and professional development they need to implement the most additive language programming possible for each English learner they serve
 - Information – a review of the current literature in the field
 - Guidance – alignment of state requirements (TEC 29, TAC 89) and state resources
 - Tools, resources, and PD – on-line portal to house implementation rubrics, technical assistance tools, and other program implementation supports and professional development products



Dual Language Implementation Initiative

- **Phases:**
 1. Current dual language programs (K-12, emphasis on elementary level)
 2. Prospective dual language programs (planning year, first year of program implementation)
 3. Dual language at the secondary level (middle school, high school)
- **Focus: Based on current research base ...**
 - K-12 implementation, leading to Performance Acknowledgement
 - One-way, two-way
 - 90/10, 80/20, 50/50 (a small menu of language allocation plans)
 - Guidance in
 - specific program plan selection (new programs)
 - program plan adjustment/enhancement (existing programs)
 - program evaluation and action planning



Sheltered Instruction/Content-based ESL Implementation Initiative

- **Goal:** Increase both the footprint and the effective implementation of sheltered instruction and content-based ESL programs across the state, based on current research
- **How?** Provide districts the information, guidance, tools, resources, and professional development they need to implement the most additive language programming possible for each English learner they serve
 - Information – a review of the current literature in the field
 - Guidance – alignment of state requirements (TEC 29, TAC 89) and state resources
 - Tools, resources, and PD – on-line portal to house implementation rubrics, technical assistance tools, and other program implementation supports and professional development products
- **Phases:** In development (pending hire of Specialist)



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