

# BILINGUAL EDUCATION

## ENGLISH AS A SECOND LANGUAGE PROGRAM MODEL

ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of an ESL program is for emergent bilingual students to attain full proficiency in English in order to participate equitably in school. The information below highlights the process of identifying emergent bilingual students (EBs).

# 1

### STEP 1: IDENTIFICATION

#### Home Language Survey (HLS)

- Administered to all students upon enrollment
- Student assessed if survey shows a language other than English

#### English Language Assessment

- Administered if HLS contains a language other than English
- Assess Listening and Speaking in grades PK-1
- Assess Listening, Speaking, Reading, Writing in grades 2-12

### STEP 2: PLACEMENT

# 2

**Language Proficiency Assessment Committee (LPAC):** The LPAC is comprised of a Campus Administrator, an ESL teacher, and a Parent Representative who meet to determine eligibility and identify a student as emergent bilingual. The LPAC then sends written notification to the parents who may accept or deny services.

#### State-Approved Bilingual Education Programs

- (Reference ESL Program document)

-OR-

#### State-Approved ESL Programs

- ESL Content-Based
- ESL Pull-Out

\*A student with denial of services will still be classified as EB and be annually assessed until reclassification has been met.

# 3

### STEP 3: ANNUAL REVIEW/RECLASSIFICATION

**Data Review:** From multiple sources including:

- Classroom observations and documentation by the teacher
- Texas English Language Proficiency Assessment System (TELPAS)
- State of Texas Assessments of Academic Readiness (STAAR) or other academic achievement assessments

**Student Reclassification:** a decision made by the LPAC that indicates that the student can be as successful as native-English speaking peers. The decision is based on the [Reclassification Chart](#).

**Results:** The student may reclassify as English Proficient (EP) or may continue as an emergent bilingual (EB) student.

### STEP 4: MONITORING AFTER RECLASSIFICATION

# 4

- Written notification sent to parents for approval to exit the ESL program
- Student placed in general education classroom upon parent approval
- Student monitored for two years by LPAC with annual written notice of progress sent to parents

# Emergent Bilingual Services

## What is the purpose of the English as a Second Language (ESL) program?

An ESL program is designed to make grade level academic content accessible to emergent bilingual students. An ESL program targets English language development, including listening, speaking, reading, and writing skills, through content based language instruction (CBLI) that includes culturally and linguistically sustaining practices. This means that the ESL program uses the academic, linguistic, and cultural background of emergent bilingual students as a platform for acquiring grade level content material in English.

## What are the state-approved ESL program models?

In Texas, there are two state-approved ESL program models:

Program Model Type	Goal	Instruction
<b>Content-Based ESL</b>	Emergent bilingual students will attain full proficiency in English in order to participate equitably in school.	Emergent bilingual students receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by ESL certified teachers. Delivery of content includes CBLI practices.
<b>Pull-Out ESL</b>		A pull-out model can be implemented within emergent bilingual students' classrooms, or emergent bilingual students may be provided their English language arts and reading instruction by an ESL certified teacher in another classroom setting. These settings will include CBLI practices.

## What are the benefits of an ESL program?

Academic instruction is provided by ESL certified teachers who

- are trained in effective second language acquisition methods;
- understand the specific language needs of emergent bilingual students and how to address them;
- recognize the benefits of an emergent bilingual student's academic, cultural, and linguistic background; and
- can adapt instruction, pacing, and materials to target an emergent bilingual student's language proficiency level.

Linguistic accommodations on state assessments can be provided as needed.

Meaningful participation in subjects such as art, music, and physical education will be provided alongside grade level peers.

## What instruction will my child receive in an ESL program?

Your child will develop reading, writing, listening, and speaking skills in English through the English Language Proficiency Standards (ELPS) in conjunction with their grade level academic instruction in the Texas Essential Knowledge and Skills (TEKS) of all content areas including English language arts and reading, mathematics, science, and social studies. Content Based Language Instruction will be used to help weave together the TEKS and the ELPS by providing an approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically sustaining.

## How can parents support their child who participates in an ESL program?

Parents can support their child's acquisition of English through opportunities to practice English as well as opportunities to increase their child's skills in their primary language. Research shows the benefits of primary language development on second language development and the positive transfer of skills from one language to another.

Some examples of parent activities to support English acquisition include

- reading to your child in English and/or your primary language;
- engaging in conversations that promote a wide-range of vocabulary in either language; and
- oral storytelling in your primary language and/or English.

Ways to support the ESL program include

- participating as a member of the Language Proficiency Assessment Committee (LPAC);
- volunteering to engage in classroom activities; and
- serving on school and district site-based decision-making or other advisory committees.
- attend family engagement opportunities provided by the school

## Can a child who is also receiving other services participate in an ESL program?

Yes, students who receive services in other programs, such as special education, 504, response to intervention, and gifted/talented or advanced academics, may also participate in the ESL program. The LPAC, in conjunction with other student services committees, meets to discuss and coordinate services based on the educational need of your child.