

Bilingual/ESL Certification and Sheltered Instruction Training

Presenter: Jose H Rodriguez

SFDR-CISD Bilingual/ESL Department



Professional Learning Essential Agreements

- ✓ Be respectful of others
- ✓ Be an active participant
- ✓ Take care of your needs
- ✓ Be professional



Purpose: This informative training is designed to help teachers **prepare for the Bilingual and ESL TExES certification exams** plus teach researched based sheltered instruction strategies

Agenda

Welcome

- Mr. Jose H Rodriguez, Bilingual/ESL Coordinator

Domain III

- Overview of Domain III

Competency 8

- Competency 8 Core Content
- Historical Framework of ESL Education
- Types of ESL Programs
- From Research to Effective Programs
- Self-Check
- Practice Items for Competency 8

7 Steps to a Language-Rich Interactive Classroom by John Seidlitz and Bill Perryman

- Sheltered Instruction Strategies
 - Step 1: Teach students what to say when they don't know what to say.

Questions, Comments, Concerns

TExES ESL and Bilingual Preparation Overview

This training is presented to teachers who are seeking appropriate English as a second language (**ESL**) or **Bilingual certification** for instructing in an ESL program and/or seeking to better their instructional approaches to better serve our EL population regardless of certification.

The purpose is to provide supplemental information on the TExES English as a Second Language (ESL) and Bilingual certification exams.

Overview continued:

The sequence of domains and competencies will provide **foundational information** on ESL education (Domain III) *prior* to reviewing **language concepts/language acquisition** (Domain I) and **ESL instruction/assessment** (Domain II) as shown below:

Domain	Competencies	<u>Standards Assessed*</u>
III. Foundations of ESL Education, Cultural Awareness, and Community Involvement	8, 9, & 10	English as a Second Language II, VII
I. Language Concepts and Language Acquisition	1 & 2	English as a Second Language I, III
II. ESL Instruction and Assessment	3, 4, 5, 6, & 7	English as a Second Language I, III-VI

Overview continued:

In order to understand ESL education, it is vital to **understand the historical context** of its development, **recognize the transitions of ESL programming** over the past century, and **acknowledge the legislative impact** on ESL education during the 21st century.

Who are English Learners (ELs)?

Title 19 of the Texas Administrative Code (TAC), Chapter 74, Subchapter A, Section §74.4(b)(2).

- An English learner is **any student** who has a primary language or home language other than English, and who is **in the process** of acquiring English language proficiency.
- This includes students at **different stages of English language development that need varying levels of linguistic accommodations** that are communicated, sequenced, and scaffolded to effectively access content in English instruction as they acquire the English language.

Why ESL Education?

The state of Texas strives to serve the state's growing and diverse English learner population by **requiring Local Education Agencies (LEAs) to provide all students identified as English learners the full opportunity to participate in effective bilingual education or ESL programs** (TAC, §89.1201(a))

in accordance with the Texas Education Code (TEC), Chapter 29, Subchapter B. **Participation in effective ESL and bilingual programs will help to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same academic achievement standards expected of all students** (United States Department of Education [USDE], 2012).

Acronyms:

- **ARD:** Admission, Review, and Dismissal
- **BICS:** Basic Interpersonal Communication Skills
- **CALLA:** Cognitive Academic Language Learning Approach
- **CALP:** Cognitive Academic Language Proficiency
- **EL:** English Learner
- **ELPS:** English Language Proficiency Standards
- **ESL:** English as a Second Language
- **ESOL:** English for Speakers of Other Languages
- **ESSA:** Every Student Succeeds Act
- **GLAD** - Guided Language Acquisition Design
- **IEP:** Individualized Education Program
- **HLS:** Home Language Survey
- **LAS Links:** Language Assessment System
- **LEA*:** Local Education Agencies **Note: The term LEA and 'districts' are used interchangeably throughout this training.*
- **L1:** Primary or native language
- **L2:** Second language

Acronyms continued:

- **LEP:** Limited English Proficient (as used in PEIMS*, see *EL**)
- **LPAC:** Language Proficiency Assessment Committee
- **OCR:** Office of Civil Rights
- **OLPT:** Oral Language Proficiency Test
- **PEIMS:** Public Education Information Management System
- **PLDs:** Proficiency Level Descriptors
- **QTEL:** Quality Teaching for English Learners
- **SE:** Student Expectation
- **SDAIE:** Specially Designed Academic Instruction in English
- **SPED:** Special Education
- **STAAR:** State of Texas Assessment of Academic Readiness
- **SIOP:** Sheltered Instruction Observation Protocol
- **TAC:** Texas Administrative Code
- **TEC:** Texas Education Code
- **TEA:** Texas Education Agency
- **TELPAS:** Texas English Language Proficiency Assessment System



Domain III

**Foundations of ESL
Education, Cultural
Awareness, and Family and
Community Involvement**

Overview of Domain III

- Domain III includes three competencies:
 - **Competency 8 Foundations of ESL Education**
 - **Competency 9 Multicultural Environment**
 - **Competency 10 Advocacy**
- addresses ESL issues beyond the immediacy of the classroom.
- enabled us to view ESL education in America from a historical lens that sharpens the exigencies of classroom interactions.
- Completes the full picture of the 10 competencies for English as a Second Language ESL by showing how ESL instruction must reflect the environment beyond the classroom as an integral component of effective learning for EL students.
- According to the English as a Second Language Supplemental Preparation Materials website, **30 percent of the exam items will be based on Domain III.**



Competency 8: Foundations of ESL Education

The ESL teacher **understands the foundations of ESL education and types of ESL programs.**

Competency 8 covers the following topics:

- The historical framework for ESL education
- Policies relevant to ESL education
- Theoretical frameworks that impact ESL education
- Connections between research and classroom ESL instruction

Competency 8 Core Content

The following key terms from Competency 8 are integral to fully understanding the scope of Competency 8:

foundations of ESL education	ESL history	ESL theory
ESL policy	ESL programs	self-contained
pull-out	newcomer	dual language
immersion	research relevant to ESL education	instructional practices based on research

Historical Framework for ESL Education

- The day-to-day teaching we see in Texas ESL classrooms can be traced to a complex history rooted in immigration and civil rights legislation.
- Currently, language support programs in U.S. schools reflect the 2015 Every Student Succeeds Act (ESSA) which is the reauthorization of the 1965 Elementary and Secondary Education Act
- Through the late 19th century into current times, there have been immigration waves into the U.S. triggered by homeland economic, environmental, and political crises.

Historical Framework for ESL Education (continued)

- As these new arrivals to the U.S. integrated into economic and social systems, immigration acts were imposed to control the influx through immigration quotas, a literacy test, cognitive and physical requirements, and moral “standards” for admissions (Gonzalez, Yawkey, & Minaya-Rowe, 2006, pp.12-21).
- Regardless of public and political battles over immigration, one constant has remained: **the need to educate the children of immigrants and to provide appropriate language support.**
- A number of mile stones shape the history of public education of young people whose main language is not English, milestones that clearly link equity in public education to civil and political rights guaranteed by the constitution:

Plessy v. Ferguson (1896)

- This case established the **separate but equal** doctrine that enabled segregation in public settings, including public schools.
- Homer Plessy (African American) argued that segregation of public transportation facilities constituted violation of the Equal Protection Clause in the 14th Amendment.
- The U.S. Supreme Court ruled that separate facilities were not *per se* inferior although they could be perceived as such by individuals.
- The decision sanctioned “**separate but equal**” facilities in interstate commerce, hotels, public buildings, swimming pools, and schools, a circumstance that persisted until the 1950’s and 1960’s when the advent of the civil rights movement brought the policy under scrutiny.

Brown v. Board of Education of Topeka (1954)

- This landmark U.S. Supreme Court case **reversed the separate but equal doctrine.**
- Brought on by Oliver Brown whose daughter had been denied access to all white schools in Topeka, Kansas.
- The Supreme Court, in a unanimous decision, found the separate but equal doctrine in schools was a **violation of the 14th Amendment.**
- The immediate result was a court order mandating desegregation in public schools.
- The ruling did not result in immediate desegregation of schools; in fact, it triggered resistance to desegregation efforts, fueling the civil rights movement.

Civil Rights Act of 1964

- Initiated by President John F Kennedy and to completion by President Lyndon B Johnson.
- **Ended segregation in public places, including schools, and prohibited discrimination on the basis of race, color, religion, sex, or national origin.**
- The inclusion of “**national origin**” in the list of banned reasons for discrimination set the stage for cases that saw failure to provide language programs for students who lacked English proficiency as a form of linguistic discrimination.

Elementary and Secondary Education Act (1965)

- Initially passed in 1965, **this act has been amended numerous times**, the latest revision being the 2015 reauthorization as the Every Student Succeeds Act (ESSA).
- The stated purpose of the original act was to **“strengthen and improve educational quality and educational opportunities in the Nations elementary and secondary schools”** (U.S. Congress, 1965).
- Although the initial version of this important legislation did not establish the need for language programs, it recognized that special circumstances for disadvantaged children and other populations of learners had to be factored into efforts to provide educational equality.

Bilingual Education Act of 1968 (BEA)

- This amendment to the original 1965 ESEA can probably be cited as the catalyst for the initiation of formalized language programs in U.S. schools.
- Title VII of the original act was reconstructed as the Bilingual Education Act and established as U.S. policy funding to:
 - Provide financial assistance to local education agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. For the purpose of this title, “children of limited English speaking ability” means children who come from environments where the dominant language is other than English (U.S. Congress, 1968).
- The BEA included provisions for regions with high concentrations of children of limited English speaking ability, funding opportunities for training teachers, establishing educational programs, and partnering with parents.

U.S. v. Texas (1971)

- Originating with a U.S. Department of Health, Education, and Welfare investigating into allegations that several small Texas school districts were in fact segregated, the case ended with a federal court ordering that TEA oversee and report on desegregation in public schools in Texas.
- Extending to transfer of students from one school site to another, busing routes, delineation of school boundaries, hiring of faculty, extracurricular activities, and mandates for language programs, this case is considered one of the most extensive desegregation orders in legal history.
- The original court decision stated that TEA and Texas as a whole was violating the Civil Rights Act of 1964.
- This case has undergone numerous challenges, resulting in a reversal in 2010, but according to the most recent TEA website statement on the case, the details of the reversal decision are still being legally determined.

Lau v. Nichols (1974)

- A class action suit started by a Chinese American student in San Francisco but extended to a whole community who contended that “equal” facilities, curriculum, and materials did not afford equal opportunity to succeed for students who could not speak English.
- The Supreme Court ruled that schools systems were obligated to equalize the educational field by addressing the language needs of non-English speakers to allow them to participate meaningfully and equitably in educational experiences.
- *Lau v. Nichols* is considered a landmark ruling in the history of language support education because it called attention to the ingrained inequities in education.

Lau v. Nichols (1974) ***(continued)***

- At the heart of this case was the plaintiffs' contention that expecting students to meet graduation standards without providing language support for non-native speakers of English constituted discrimination.
- After the ruling, the U.S. Department of Education of Civil Rights (OCR) implemented the "**Lau remedies**" intended to direct school districts in meeting the needs of LEP students; however, those remedies were not universally or readily implemented.

Equal Education Opportunities Act (1974)

- The EEOA primarily addressed the inappropriateness of using busing as a tool toward desegregation.
- One condition of the bill was seen as a mandate for bilingual and other language programs.
- However, subsequent court challenges demonstrated the broad legal interpretation possible for the phrase “**appropriate action,**” essentially giving school districts the flexibility to present almost any program as “appropriate” or, conversely, to read the phrase as a requirement for bilingual education programs.

Castaneda v. Pickard (1981)

- This case originated in a small South Texas town (Raymondville) about 50 miles from the U.S.-Mexico border.
- The “**Castaneda test**” has become a measuring stick for determining the viability of language programs.
- This case entered on the de facto segregative outcome of classes based on “**ability grouping**” determined by achievement test scores.
- The plaintiffs argued that test scores skewed grouping such that Hispanic students were segregated into classes based on low scores while white students with higher scores went into the top level classes.

Castaneda v. Pickard (1981)

(continued)

- The suit also contended that the testing system that determined the ability category did not take into account the fact that Spanish-dominant children could not adequately demonstrate **ability** on a test administered in English; thus, the ability grouping was based not on ability but on language proficiency which ultimately demonstrated the district's racial and language-based discriminatory practices.
- And, the suit included, if students were segregated in order to offer language instruction, the grouping would be appropriate; however, the district was not using the ability grouping to support and develop language proficiency.

Castaneda v. Pickard (1981)

(continued)

- The upshot of the 1981 Supreme Court decision, which found in favor of the plaintiffs, was the now famous **three-pronged Castaneda Test**:
 1. Is the program based on sound educational theory?
 2. Are sufficient resources and personnel expended to implement the program?
 3. Are evaluative measures in place to assess efficacy of the program in developing students' proficiency in English?
- While the decision seemed to favor the needs of language minority children, the three prongs have proved to be fluid and easy to negotiate and interpret to meet district propensities in language program initiatives.

Plyler v. Doe (1982)

- The case originated in Texas after the state legislature enacted a policy to deny public schools enrollment to immigrant children who were not “**legally admitted**” to the U.S. and when some school districts set up enrollment restrictions requiring immigrant children to produce documentation that they were legally in the U.S. or in the process of acquiring legal status.
- The Supreme Court decision, based on the 14th Amendment, established that immigrant children could not be denied public school education.
- School districts in many states have enforced the Plyler v. Doe decision by collecting information on immigrant school children which has the effect of absenteeism or complete withdrawal from the school system.
- In response to apparent school district efforts to circumvent the ruling, many state and federal agencies and organizations provide materials and other support to immigrant families to ensure they know their children's educational rights.

No Child Left Behind Act (2002)

- This reauthorization of the 1965 ESEA is notable for requirements that schools offer specific programs to equalize the educational field for students, including immigrant children with linguistic, economic, and/or other special circumstances, that highly qualified teachers be in classrooms, and that districts document average yearly progress toward supporting all students meet required state academic standards.
- Title III of NCLB, Language Instruction for Limited English Proficient and Immigrant Children, was marked by a focus on helping students with linguistic needs meet state academic standards.

Every Student Succeeds Act (2015)

- ESSA is the 50-year reauthorization of the 1965 ESEA.
- Title III, retitled as Language Instruction for English Learners and Immigrant Students, is highly focused on instruction for helping students meet proficiency in English, including identifying proficiency levels.
- TEA documents and presentations on implementation of ESSA focus on the new flexibility that this act provides in enabling states and local districts to integrate statute requirements into the state vision of education for all children and young people.
- TEA's state strategic plan includes four strands that reflect ESSA:
 - Recruit, retain and support teachers and principals
 - Build a foundation of reading and math
 - Connect high school to career and college
 - Improve low performing schools

The History of ESL Education in the U.S.

- ESL education in the U.S. appears to be a series of milestones toward recognition that speaking a first language other than English is not a deficiency or a fault of the learner.
- Many of the early legal cases were triggered by challenges to deeply entrenched English-only or white-dominant policies that marginalized or completely ignored the education needs of L1 learners in an L2 environment.
- Most of the court cases, the arguments hinged on the rights guaranteed by the 14th Amendment and civil rights legislation.

The History of ESL Education in the U.S. (continued)

- Unfortunately the language of many of the court decisions reinforced stereotypes about students whose first language is not English, about poverty, about underrepresentation, and about social economic status.
- Additionally, many court decisions and subsequent federal policies were initially interpreted as mandates for *bilingual* programs, with dual attention to literacy in two languages.
- However, periodic reauthorizations of ESEA via NCLB in 2002 and ESSA in 2015 mandate programs to support English proficiency that leads to academic success, but the laws do not stipulate support in the native language.

Types of ESL Programs in Texas Public Schools

- In Texas, ESL teachers have a vast, comprehensive system of researched based language programs for EL students, supported by specific state laws in the TEC and TAC and prolifically operationalized by TEA.
- Requirements for bilingual and ESL education are codified in the Texas Administrative Code and the Texas Education Code, in great detail, and are implemented by TEA. TEA offers abundant support to ensure that all federal and legal requirements are met.
- As mandated by TAC §89.1210. Program Content and Designed by TEC Subchapter B. Bilingual Education and Language Programs Sec. 29.006, Texas schools offer two broad language programs for students identified as English learners:
 1. **Bilingual programs** delivered in **four** distinct models and
 2. **ESL programs** delivered in **two** distinct models

Bilingual Programs

1. Transitional bilingual early exit

- Instruction in both English and another language
- Goal: meet reclassification criteria for English-only instruction no earlier than 2 years or later than 5 after student enrolls
- Teacher is certified in bilingual education instruction in assigned grade level and content area
- Instructional delivery method: students use L1 while acquiring full proficiency in English
- Program provides instruction in literacy and academic content in L1 and targets L2 development through academic content

Bilingual Programs

2. Transitional bilingual/late exit

- Instruction in both English and another program
- Goal: Meet reclassification criteria for English-only instruction no earlier than 6 years or later than 7 years after student enrolls
- Teacher is certified in bilingual education instruction in assigned grade level and content area
- Instructional delivery method: students use L1 while acquiring full proficiency in English
- Program provides instruction in literacy and academic content in L1 and targets L2 development through academic content

Bilingual Programs

3. Dual language immersion/one way

- Bilingual/biliteracy program
- Instruction in both English and a language other than English
- Classes composed only of students identified as LEP
- Goal: Meet reclassification criteria for English-only instruction no earlier than 6 years or later than 7 years after student enrolls
- Instruction in another language is delivered by teacher certified in bilingual education
- Instruction in English is delivered by teacher certified in bilingual education or by a teacher certified in ESL
- Instructional goal: students attain full proficiency in English and another language
- Program provides instruction in literacy and academic content in English and a language other than English
- Non-English/English delivery ratio: at least half of the instruction in the non-English language

Bilingual Programs

4. Dual language immersion/two way

- Bilingual/biliteracy program
- Instruction in both English and another language
- Classes composed of students identified as LEP and students proficient in English
- Goal: LEP students meet reclassification criteria for English-only instruction no earlier than 6 years or later than 7 years after student enrolls
- Instruction in a language other than English is delivered by teacher certified in bilingual education for the assigned grade level and content area
- Instruction in English is delivered by teacher certified in bilingual education or by a teacher certified in ESL for the assigned grade level and content area
- Instructional goal: students attain full proficiency in English and a language other than English
- Program provides instruction in literacy and academic content in English and a language other than English
- Language delivery ratio: at least half of the instruction in non-English program language

ESL Programs

1. ESL/content-based

- English acquisition program for students identified as EL
- Goal: students acquire full proficiency in English
- Teacher is certified in ESL instruction
- Instructional delivery method: linguistically and culturally responsive instruction in English language arts and reading, math, science, and social studies

ESL Programs

2. ESL/Pull-out

- English acquisition program for students identified as EL
- Students participate in mainstream content-area classes
- Goal: students acquire full proficiency in English
- Teacher is certified in ESL instruction
- Instructional delivery method: linguistically and culturally responsive instruction in English language arts and reading in pull-out or inclusionary delivery

Language Program Points to Remember

- **The home language survey** is the starting point in channeling a student into the appropriate language program. When parents indicate that the primary language spoken at home and used by the child is a language other than English , the language program identification protocol is activated by the learner.
- **Students identified as LEP** on the basis of the state approved English language proficiency test administered within four weeks of entry into a Texas school are evaluated by the LPAC to determine the appropriate bilingual or ESL program for the students individual language learning needs.
- **Bilingual programs** are dual language programs, meaning that instruction is delivered in L1 and L2 with the goal of biliteracy and proficiency in both languages upon exit from the program and reclassification as non-EL.

Language Program Points to Remember (continued)

- **ESL programs** are aimed at developing students' English proficiency to a point where they can exit the language program and be mainstreamed into content-area classes. In Texas, exit from the ESL program depends on being assessed at the advanced high ELPS level via the TELPAS and other assessments measures overseen by the LPAC.
- **In ESL programs**, whether content-based or pull-out, **English is the language of instructional delivery**. ESL programs rely on L1 for linguistic accommodations when appropriate.
- **Newcomers programs** allow teachers to factor into instruction the special needs of recently arrived immigrant school-aged children with acculturation as a pivotal goal of the program. Newcomers are subdivided into categories that include English learners, asylees, students with interrupted formal education, unaccompanied youth, and foreign born.

From Research to Effective ESL Programs

- A consistent point in the court decisions and federal laws regarding programs for students of limited English ability is the requirement that education programs be researched based.
- The instructional strategies that will be covered in Domain II competencies which focus on content-area teaching, communicative and literacy development, and assessment all reflect researched-based teaching.

From Research to Effective ESL Programs (continued)

- Research-based teaching of EL students reflect some pillars of ESL teaching:
 - **Transfer:** in second language acquisition (SLA), refers to the learners ability to use L1 linguistic and cognitive abilities to construct new learning in L2. **Research** shows that learners who have a strong L1 academic background learn L2 academic content more readily. **Research** also shows that strategies that integrate L1 vocabulary, translations, or texts are robust, prolific linguistic accommodations.
 - **Interlanguage:** learners construct idiosyncratic forms of “mid” or “bridge” language systems as they acquire more and more L2 proficiency. Interlanguage is learner specific and constantly changing as new knowledge is acquired. The **researchers** (Selinker and Corder) associated with this concept, saw interlanguages as approximations that clearly point to the learners competence as new L2 forms are acquired.

Sheltered Instruction

- To guide EL students toward comprehension and achievement in content areas, classroom instruction must be constructed adeptly around activities that support the learners needs.
- EL students learn content-area material while also acquiring increased proficiency in L2.
- Strategies used are generically strong instructional practices which are seen in all classrooms, ESL or regular.
- The holistic model of instruction for ELs is known as the **Sheltered Instruction Observation Protocol (SIOP)**, a framework that includes 8 components:
 - lesson preparation,
 - building background,
 - comprehensible input,
 - strategies,
 - interaction,
 - practice and application,
 - delivery, and
 - assessment.

Sheltered Instruction Examples

Using sheltered instruction as an approach to ESL learning enables EL students to have meaningful, inclusive, comprehensible learning experiences in content-area classrooms.

Teacher activity/Plan	Impact on EL Learner
Content and language objective for each lesson	Learner knows specific behavioral objectives for the lesson
Supplementary materials such as models, graphs, technology support	Learner receives scaffolded instruction
Teacher talk is reduced to allow greater interaction with learners	Learners are able to demonstrate understanding, to ask questions, to interact with teacher and classmates
Teachers speech reflects simpler vocabulary, simpler syntax, reiteration of content specific concepts, slower delivery pace, gestures, movement, and reinforcement with visuals	Learner is able to follow a content area lecture
Teacher uses interactive techniques such as modeling, hands on applications, visuals	Learner participates actively in constructing new knowledge
Teacher presents and defines key vocabulary and uses overhead or board to reinforce vocabulary and definitions in writing	Learner acquires terminology foundational to the content area
Teacher uses appropriate wait time during discussions	Learner anxiety about "right" answers is reduced and learner is given adequate time to process a response
Teacher paces the lesson through learner appropriate segmenting, guided practice, application, group activities, and independent work	Learner has time to process new learning while working actively with classmates
Teacher introduces new content using visual supports, prior knowledge	Learner enters the realm of new content with accommodations to support acquisition of new knowledge
Teachers makes appropriate linguistic accommodations such as providing sentence frames , models, relevant supporting details, realia, and manipulatives	Learners participate actively in constructing content knowledge as they acquire higher levels of English proficiency

Self Check

- Think about constructing a timeline of the history of ESL in the U.S. Try doing this using your general understanding of the dates when the ESL milestones happened. Then, go back and fill in the details that you need to remember. Keep in mind that the dates and cases and federal laws matter in charting the route of where things started and where we are now in ESL education.
- Can you explain the significance of key court cases such as Lau, Castaneda, Plyler, cases and decisions which have significantly influenced language programs in the U.S.?
- What ESL programs are in place in Texas as stipulated by the Texas Administrative Code (TAC) and the Texas Education Code (TEC)?
- Can you explain the difference between bilingual and ESL instruction?
- Explain why research matters in devising sound instructional approaches and strategies for ESL Instruction?
- How is TEA involved in Implementing federal regulations relevant to language programs in Texas public schools?

Practice Items for Competency 8

Which of the following statements correctly represents a key aspect of ESSA?

- A. ESSA gives Local Education Agencies (LEA's) significant autonomy in implementing the bills requirements for language instruction.
- B. ESSA is a complete revision of the Bilingual Education Act of 1968.
- C. ESSA Requires that bilingual education be taught in at least 10% of the school districts in every state.
- D. ESSA requires that states implement language programs to help language learners prepare for high levels of achievement in academic programs.

Which of the following statements correctly represents a key aspect of ESSA?

- **The correct response is D.** ESSA places responsibility for implementing language programs in the hands of state agencies; furthermore, ESSA, unlike NCLB, focuses on high levels of achievement in academic programs. NCLB was geared toward meeting state standards and providing documentation for average yearly progress. **Response A is incorrect** because ESSA places responsibility for implementing the act with state educational agencies. In Texas, that means that TEA has responsibilities for guiding districts to appropriately and fully implement ESSA. **Response B is incorrect** because ESSA is a reauthorization of the full Elementary and Secondary Education Act of 1965; the Bilingual Education Act refers to a limited segment of ESEA. **Response C is incorrect** because ESSA does not mandate bilingual education.

Practice Items for Competency 8 (continued)

Which of the following correctly explains the English-L1 instructional ratio in ESL programs?

- A. In ESL classes, there is no set ratio for English-L1 instruction; instead, state documents refer to linguistically and culturally responsive intervention.
- B. In ESL classes, where English is the language of instructional delivery, teachers are not allowed to use L1 instruction.
- C. In ESL classes, Teachers devote at least 50% of instructional delivery to L1 instruction and practice.
- D. In ESL classes, teachers start with 90% instruction in L1 and gradually move to 100% instruction in English.

Which of the following correctly explains the English-L1 instructional ratio in ESL programs?

Response A is correct. While state descriptions of dual language programs state that at least 50% of instruction must be in the non-English language, ESL programs do not include ratios for integrating L1 support. Instead, the TAC §89.1210 states that ESL instruction should be “linguistically and culturally responsive,” indicating that the individual teacher has significant direction in using L1 support. **Response B is not supported** in any aspect of state documents relevant to content and design for language programs. Additionally, B contradicts a principle of linguistic accommodation: that L1 support can be used productively to make L2 input comprehensible for learners. **Response C is incorrect** because at least 50% instruction in L1 is a requirement for the dual language bilingual programs not for the ESL programs. **Response D is incorrect** because in ESL programs in Texas public schools, the integration of L1 support in the context of L2 teaching is modulated by the instructors responsive teaching, not by a ratio.



This Concludes
Competency 8: The ESL teacher understands the foundation of ESL education and types of ESL programs.

Thank you!!!

7 Steps to a Language – Rich Interactive Classroom by John Seidlitz and Bill Perryman

- Focuses on **student interaction** with academic literacy
- Teaches students learning strategies that will help them find **success in the real world**
- **Based on four key ideas, or TIPS**, that lay the groundwork for a successful language-rich interactive classroom
 - **Total** Participation
 - **Incorporate** Academic Vocabulary
 - **Promote** Literacy and Language Development
 - **Support** for Struggling Learners

Step 1: Teach students what to say when they don't know what to say.

As teachers, we have all been frustrated by calling on **students who maintain a high silence** as they stare at the floor, shrug their shoulders, and say "I don't know", "huh", "what", etc.

One solution that works is to **teach students to respond differently** when they are unsure about an answer to a question.

Provide a poster for students that lists alternatives to saying “I Don’t Know.”

What to Say

Instead of I Don’t Know

- May I please have some **more information**?
- May I please have some **time to think**?
- Would you please **repeat the question**?
- Where could I find **more information about that**?
- May I **ask a friend** for help?

Here's how it works:

At the beginning of the school year, or as needed, **demonstrate/model** how to use the responses and explain the procedures and your expectations.

- Whenever a teacher asks a question, students have two choices:
 - Either respond to the teacher or
 - Request assistance, then respond
- **Students must always respond.** Opting out of the conversation is not an option.
- The idea is to **give students specific sentences and questions to use in different situations**, so they can **independently seek help** when they need it.

What research says about teaching students what to say when they don't know what to say.

- It's a **metacognitive strategy** that has an impact on student performance.
- Teaches students to **monitor their own thinking/understanding** purposely and then to choose a way to access help.
- Teachers need to **teach metacognitive strategies** to students, **model** the strategy, and **explain** when and why the strategy should be used.
 - Teachers first show students what to say instead of "I don't know."
 - Teachers show students how to use various responses.
 - Teachers demonstrate when and why students use the responses.

Frequently asked questions

1. How much information should I give when students ask for help?

- The goal is for students to participate as independent learners, so **give only the information required** to accomplish the goal.
- We want to **support** students **not enable** them.
 - **Scaffolding** is support that leads to **independence**.
 - **Enabling** is support that leads to **dependence**.

2. How much time should I give students when they ask for help?

- Its easiest to have **students let us know when they have had enough time** by using a specific signal
 - Thumbs up
 - Close book when ready to respond, etc.

Frequently asked questions continued:

3. Will this strategy become a crutch for students who overuse it?

- It could if we don't remain focused on **accountability and independent learning** as the goal. **Gradually withdrawing** the support we provide when students use the strategy is key.

4. What do you do with a student who absolutely refuses to respond?

- If the student is shy or is an EL, we can have them **repeat after us or speak softly** at first so only the teacher can hear them.
- **Model** the strategy and ask again.
- When students realize that **everyone is expected to use these strategies**, it becomes easier for them to participate.

Frequently asked questions continued:

5. **Won't some students always ask a friend for help and then become too dependent on others?**
 - **It depends on the student and situation.** Sometimes when working with EL's or student with specials needs, it can be helpful to depend on a peer for extended support while learning a new language and subject matter.
6. **Will these strategies slow down my instruction as I provide assistance for struggling learners?**
 - Yes, especially when students are just getting used to the procedure, but **our focus is to give students tools to answer questions without help.**