



Bilingual/ESL Services

Tyler Independent School District

Office of the Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

Date: October 12, 2008

To: Principals/Assistant Principals/Lead Teachers

From: H.T. Sanchez, Ed.D., Director of BE/ESL on Behalf of TEA BE/ESL Director

Subject: Program Description and Clarification

Good afternoon subscribers,

- Below you will find the updated ESL program definition clarifications which are to be used from PK-12 grade.** Certification requirements based on current SBEC rules need to be followed. Those rules are found at: http://info.sos.state.tx.us/fids/19_0230_0601-3.pdf

English as a second language/content-based:

Is an English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction and sheltered instructional strategies with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting to an all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program; students that have met state requirements for exit criteria in accordance with §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment - TEC §42.153;

English as a second language/pull-out:

Is an English program that serves students identified as students of limited English proficiency in English only by providing a certified teacher under TEC §29.061(c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas; instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model; exiting to all English program of instruction will occur not earlier than the end of first grade, or if the student enrolls in school during or after first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program; students that have met state requirements for exit criteria in accordance with §89.1225 may continue receiving services but the school district will not be allocated the bilingual allotment TEC §42.153. If a program does not meet the definition of either a content-based or pull-out program, the student should be reported as in a pull-out program.



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2. Definition of team teaching in bilingual education:

The certified bilingual education teacher must provide the primary language instruction in the foundation areas as stated and highlighted in 19 Title Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students §89.1210. *Program Content and Design.*

(c) The bilingual education program shall be an integral part of the regular educational program required under Chapter 74 of this title (relating to Curriculum Requirements). In bilingual education programs using Spanish and English as languages of instruction, districts shall use state-adopted English and Spanish instructional materials and supplementary materials as curriculum tools to enhance the learning process; in addition, districts may use other curriculum adaptations which have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows.

(1) Affective. Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment, and instruction both in their home language and in English which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) Linguistic. Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading, and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

(3) Cognitive. Limited English proficient students shall be provided instruction in mathematics, science, health, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills in all subjects.

While the bilingual teacher will provide the instruction in the primary language in the content areas the English as a second language certified teacher would be providing the second language acquisition for the same content areas and furthering the academic instruction in English.

3. The following Performance-Based Monitoring (PBM) template for the BE-ESL program area has been reposted to the TEA, Program Monitoring and Interventions website.

Optional Program Effectiveness Review Template:

http://www.tea.state.tx.us/pmi/bemon/2009/resources/pertemplate_BE_09.doc.

This document was revised to address issues identified by ESC staff during the PBMI October 2nd TETN.



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4. TEA has added announcements to the Texas Essential Knowledge and Skills (TEKS) website with links to different aspects of the TEKS revision process.

Proposed revisions to middle school and high school **mathematics** TEKS:

<http://www.tea.state.tx.us/teks/mathTEKS.html>

First draft of proposed revisions to **science** TEKS:

<http://www.tea.state.tx.us/teks/scienceTEKS.html>

English language arts and reading TEKS to be implemented beginning with school year 2009-2010: <http://www.tea.state.tx.us/teks/elarTEKS.html>

Proposed Revisions to TEKS for **Spanish language arts and reading** and **English as a second language**: <http://www.tea.state.tx.us/teks/SLATEKS.html>

Application to serve on **social studies** TEKS review committee:

<http://www.tea.state.tx.us/curriculum/SSTEKSapplication.pdf> **DUE Oct 31, 2008**

Please visit the TEKS website on a regular basis for updated information:

<http://www.tea.state.tx.us/teks/index.html>

Thank you,

Susie Coultriss and Georgina K. Gonzalez

Bilingual/ESL Program
Curriculum Division
William B. Travis Building # 3-121H
1701 North Congress Avenue
Austin, TX 78701
PHONE: (512) 463-9581
FAX: (512)463-8057

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