Office of Bilingual/ESL Education

Dual Language Enrichment Education Program Manual

It is the policy of the La Joya Independent School District not to discriminate on the basis of sex, age, handicap, religion, race, color, or national origin in its educational programs.
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Chapter 89.
Adaptations for Special Populations
$89.1201.\ Policy$. 

(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall: 

(1) identify English language learners based on criteria established by the state; 

(2) provide bilingual education and ESL programs, as integral parts of the regular program as described in the TEC, §4.002; 

(3) seek certified teaching personnel to ensure that English language learners are afforded full opportunity to master the essential knowledge and skills required by the state; and 

(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 39, to ensure accountability for English language learners and the schools that serve them. 

(b) The goal of bilingual education programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school. 

(c) The goal of ESL programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school. 

(d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of English language learners. The basic curriculum content of the programs shall be based on the essential knowledge and skills required by the state. 

Source: The provisions of this §89.1201 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective May 28, 2012, 37 TexReg 3822. 

$89.1203.\ Definitions$. 

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise. 

(1) English language learner--A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably. 

(2) Dual language immersion--An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. 

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The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional.

(3) School district--For the purposes of this subchapter, the definition of a school district includes an open-enrollment charter school.

Source: The provisions of this §89.1203 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1205. Required Bilingual Education and English as a Second Language Programs.

(a) Each school district that has an enrollment of 20 or more English language learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the English language learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.

(b) A school district shall provide a bilingual education program by offering dual language instruction in prekindergarten through the elementary grades, using one of the four bilingual program models described in §89.1210 of this title (relating to Program Content and Design).

(c) School districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section.

(d) All English language learners for whom a school district is not required to offer a bilingual education program shall be provided an English as a second language program as described in subsection (e) of this section, regardless of the students' grade levels and home language, and regardless of the number of such students.

(e) A school district shall provide English as a second language instruction by offering an English as a second language program using one of the two models described in §89.1210 of this title.

(f) School districts may join with other school districts to provide bilingual education or English as a second language programs.

Source: The provisions of this §89.1205 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1207. Exceptions and Waivers.

(a) Bilingual education program.

(1) Exceptions. A school district that is unable to provide a bilingual education program as required by §89.1205(a) of this title (relating to Required Bilingual Education and English as a Second Language Programs) shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it was granted. A request for a bilingual education program exception must be submitted by November 1 and shall include:

(A) a statement of the reasons the school district is unable to offer the bilingual education program with supporting documentation;

(B) a description of the proposed alternative modified bilingual education or intensive English as a second language programs designed to meet the affective, linguistic, and cognitive needs of the English language learners, including the manner through which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title (relating to Curriculum Requirements);

(C) an acknowledgement that certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels to ensure that the linguistic and academic needs of the

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Language learners with beginning levels of English proficiency are served on a priority basis;
(D) a description of the training program the school district will provide to improve the skills of the certified teachers that are assigned to implement the proposed alternative program and an assurance that at least 10% of the bilingual education allotment shall be used to fund this training program; and

(E) a description of the actions the school district will take to ensure that the program required under §89.1205(a) of this title will be provided the subsequent year, including its plans for recruiting and training an adequate number of certified teachers to eliminate the need for subsequent exceptions and measurable targets for the subsequent year.

(2) Approval of exceptions. Bilingual education program exceptions will be granted by the commissioner if the requesting school district:
(A) meets or exceeds the state average for English language learner performance on the required state assessments;
(B) meets the requirements and measurable targets of the action plan described in paragraph (1)(E) of this subsection submitted the previous year and approved by the Texas Education Agency (TEA); or
(C) reduces by 25% the number of teachers under exception for bilingual Spanish programs when compared to the number of exceptions granted the previous year.

(3) Denial of exceptions. A school district denied a bilingual education program exception must submit to the commissioner a detailed action plan for complying with required regulations for the following school year.

(4) Appeals. A school district denied a bilingual education program exception may appeal to the commissioner or the commissioner's designee. The decision of the commissioner or commissioner's designee is final and may not be appealed further.

(5) Special accreditation investigation. The commissioner may authorize a special accreditation investigation under the Texas Education Code (TEC), §39.057, if a school district:
(A) is denied a bilingual education program exception for more than three consecutive years; or
(B) is granted an exception based on meeting or exceeding the state average for English language learner performance on the required state assessments but has excessive numbers of allowable exemptions from the required state assessments.

(6) Sanctions. Based on the results of a special accreditation investigation, the commissioner may take appropriate action under the TEC, §39.102.

(b) English as a second language program.

(1) Waivers. A school district that is unable to provide an English as a second language program as required by §89.1205(d) of this title because of an insufficient number of certified teachers shall request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in English as a second language for English language learners. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted. A request for an English as a second language program waiver must be submitted by November 1 and shall include:
(A) a statement of the reasons the school district is unable to provide a sufficient number of certified teachers to offer the English as a second language program;
(B) a description of the manner in which the teachers in the English as a second language program will meet the affective, linguistic, and cognitive needs of the English language

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learners, including the manner through which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title;
(C) an assurance that certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels in the elementary school campus and, if needed, secondary campuses, to ensure that the linguistic and academic needs of the English language learners with the lower levels of English proficiency are served on a priority basis;
(D) the name of each teacher not on permit who is assigned to implement the English as a second language program and for each teacher under a waiver, the estimated date for the completion of the English as a second language supplemental certification, which must be completed by the end of the school year for which the waiver was requested;
(E) a description of the training program that the school district will provide to improve the skills of the certified teachers that are assigned to implement the proposed English as a second language program and an assurance that at least 10% of the bilingual education allotment shall be used to fund this training; and
(F) a description of the actions the school district will take to ensure that the program required under §89.1205(d) of this title will be provided the subsequent year, including its plans for recruiting and training an adequate number of certified teachers to eliminate the need for subsequent waivers.

(2) Approval of waivers. English as a second language waivers will be granted by the commissioner if the requesting school district:
(A) meets or exceeds the state average for English language learner performance on the required state assessments; or
(B) meets the requirements and measurable targets of the action plan described in paragraph (1)(F) of this subsection submitted the previous year and approved by the TEA.

(3) Denial of waivers. A school district denied an English as a second language program waiver must submit to the commissioner a detailed action plan for complying with required regulations for the following school year.

(4) Appeals. A school district denied an English as a second language waiver may appeal to the commissioner or the commissioner's designee. The decision of the commissioner or commissioner's designee is final and may not be appealed further.

(5) Special accreditation investigation. The commissioner may authorize a special accreditation investigation under the TEC, §39.057, if a school district:
(A) is denied an English as a second language waiver for more than three consecutive years; or
(B) is granted a waiver based on meeting or exceeding the state average for English language learner performance on the required state assessments but has excessive numbers of allowable exemptions from the required state assessments.

(6) Sanctions. Based on the results of a special accreditation investigation, the commissioner may take appropriate action under the TEC, §39.102.

Source: The provisions of this §89.1207 adopted to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1210. Program Content and Design.

(a) Each school district required to offer a bilingual education or English as a second language program shall provide each English language learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment.

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Committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district shall modify the instruction, pacing, and materials to ensure that English language learners have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.

(b) The bilingual education program shall be a full-time program of instruction in which both the students' home language and English shall be used for instruction. The amount of instruction in each language within the bilingual education program shall be commensurate with the students' level of proficiency in each language and their level of academic achievement. The students' level of language proficiency and academic achievement shall be designated by the language proficiency assessment committee. The Texas Education Agency (TEA) shall develop program guidelines to ensure that the programs are developmentally appropriate, that the instruction in each language is appropriate, and that the students are challenged to perform at a level commensurate with their linguistic proficiency and academic potential.

(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, school districts shall use state-adopted English and Spanish instructional materials and supplementary materials as curriculum tools to enhance the learning process; in addition, school districts may use other curriculum adaptations that have been developed. The bilingual education program shall address the affective, linguistic, and cognitive needs of English language learners as follows.

1. Affective. English language learners 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. English language learners shall be provided instruction in the skills of listening, speaking, reading, and writing 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. English language learners shall be provided instruction in language arts, mathematics, science, 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.

(d) The bilingual education program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models.

1. Transitional bilingual/early exit is a bilingual program model that serves a student identified as limited English proficient in both English and Spanish, or another language, and transfers the student to English-only instruction. This model provides instruction in literacy and academic content areas through the medium of the student's first language, along with instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting of a student to an all-English program of instruction will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title (relating to Testing and Classification of Students) may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

2. Transitional bilingual/late exit is a bilingual program model that serves a student identified as limited English proficient in both English and Spanish, or another language, and transfers the student to English-only instruction. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels...
of academic achievement and full academic language proficiency in the student's first language and English. A student enrolled in a transitional bilingual/late exit program is eligible to exit the program no earlier than six years or later than seven years after the student enrolls in school. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(3) Dual language immersion/two-way is a biliteracy program model that integrates students proficient in English and students identified as limited English proficient. This model provides instruction in both English and Spanish, or another language, and transfers a student identified as limited English proficient to English-only instruction. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur no earlier than six years or later than seven years after the student enrolls in school. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student. The primary goals of a dual language immersion program model are:

(A) the development of fluency and literacy in English and another language for all students, with special attention given to English language learners participating in the program;

(B) the integration of English speakers and English language learners for academic instruction, in accordance with the program design and model selected by the school district board of trustees. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of the other language at the beginning of the program; and

(C) the promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement.

(4) Dual language immersion/one-way is a biliteracy program model that serves only students identified as limited English proficient. This model provides instruction in both English and Spanish, or another language, and transfers a student to English-only instruction. Instruction is provided to English language learners in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Program exit will occur no earlier than six years or later than seven years after the student enrolls in school. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student. The primary goals of a dual language immersion program model are:

(A) the development of fluency and literacy in English and another language for all students, with special attention given to English language learners participating in the program;

(B) the integration of English speakers and English language learners for academic instruction, in accordance with the program design and model selected by the school district board of trustees; and

(C) the promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement.

(e) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods. In high school, the English as a second language program shall be consistent with graduation requirements.
Under Chapter 74 of this title, the language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language courses, additional state elective English courses, and special assistance provided through locally determined programs.

(f) The English as a second language program shall be an integral part of the regular educational program required under Chapter 74 of this title. School districts shall use state-adopted English as a second language instructional materials and supplementary materials as curriculum tools. In addition, school districts may use other curriculum adaptations that have been developed. The school district shall provide for ongoing coordination between the English as a second language program and the regular educational program. The English as a second language program shall address the affective, linguistic, and cognitive needs of English language learners as follows.

(1) Affective. English language learners shall be provided instruction using second language methods in English to introduce basic concepts of the school environment, 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. English language learners shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(3) Cognitive. English language learners shall be provided instruction in English in language arts, mathematics, science, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(g) The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models.

(1) An English as a second language/content-based program model is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that 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 of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(2) An English as a second language/pull-out program model is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the 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 English as a second language teacher in a pull-out or inclusionary delivery model. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

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(h) Except in the courses specified in subsection (i) of this section, English as a second language strategies, which may involve the use of the students' home language, may be provided in any of the courses or electives required for promotion or graduation to assist the English language learners to master the essential knowledge and skills for the required subject(s). The use of English as a second language strategies shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(i) In subjects such as art, music, and physical education, the English language learners shall participate with their English-speaking peers in regular classes provided in the subjects. The school district shall ensure that students enrolled in bilingual education and English as a second language programs have a meaningful opportunity to participate with other students in all extracurricular activities.

(j) The required bilingual education or English as a second language programs shall be provided to every English language learner with parental approval until such time that the student meets exit criteria as described in §89.1225(h) of this title or graduates from high school.

Source: The provisions of this §89.1210 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1215. Home Language Survey.

(a) School districts shall conduct only one home language survey of each student. The home language survey shall be administered to each student new to the school district and to students previously enrolled who were not surveyed in the past. School districts shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8, or by the student in Grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

(b) The home language survey shall be administered in English and Spanish; for students of other language groups, the home language survey shall be translated into the home language whenever possible. The home language survey shall contain the following questions.

(1) "What language is spoken in your home most of the time?"
(2) "What language does your child speak most of the time?"
(c) Additional information may be collected by the school district and recorded on the home language survey.

(d) The home language survey shall be used to establish the student's language classification for determining whether the school district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225 of this title (relating to Testing and Classification of Students).

Source: The provisions of this §89.1215 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1220. Language Proficiency Assessment Committee.

(a) School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

(b) In school districts required to provide a bilingual education program, the language proficiency assessment committee shall be composed of the membership described in the Texas Education Code (TEC), §29.063. If the school district does not have an individual in one or more of the school job classifications required, the school district shall designate another professional staff member to serve on the language proficiency assessment committee. The school district may add other members to the committee in any of the required categories.

(c) In school districts and grade levels not required to provide a bilingual education program, the language proficiency assessment committee shall be composed of one or more professional personnel, a campus

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Administrator, and a parent of an English language learner participating in the program designated by the school district.

(d) No parent serving on the language proficiency assessment committee shall be an employee of the school district.

(e) A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within 20 school days of the enrollment of English language learners.

(f) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English language learners identified in accordance with §89.1225(f) of this title (relating to Testing and Classification of Students), and shall:

1. designate the language proficiency level of each English language learner in accordance with the guidelines issued pursuant to §89.1210(b) and (e) of this title (relating to Program Content and Design);
2. designate the level of academic achievement of each English language learner;
3. designate, subject to parental approval, the initial instructional placement of each English language learner in the required program;
4. facilitate the participation of English language learners in other special programs for which they are eligible provided by the school district with either state or federal funds; and
5. classify students as English proficient in accordance with the criteria described in §89.1225(h) of this title, and recommend their exit from the bilingual education or English as a second language program.

(h) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each English language learner as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

(i) The language proficiency assessment committee shall give written notice to the student's parent advising that the student has been classified as an English language learner and requesting approval to place the student in the required bilingual education or English as a second language program. The notice shall include information about the benefits of the bilingual education or English as a second language program for which the student has been recommended and that it is an integral part of the school program.

(j) Pending parent approval of an English language learner's entry into the bilingual education or English as a second language program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program, but may count only English language learners with parental approval for the bilingual education allotment.

(k) The language proficiency assessment committee shall monitor the academic progress of each student who has exited from a bilingual or English as a second language program during the first two years after exiting in accordance with the TEC, §29.0561.

(l) The student's permanent record shall contain documentation of all actions impacting the English language learner.

1. Documentation shall include:
   (A) the identification of the student as an English language learner;
   (B) the designation of the student's level of language proficiency;

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(C) the recommendation of program placement;
(D) parental approval of entry or placement into the program;
(E) the dates of entry into, and placement within, the program;
(F) assessment information as outlined in Chapter 101, Subchapter AA, of this title;
(G) additional instructional interventions provided to students to ensure adequate yearly progress;
(H) the date of exit from the program and parental approval; and
(I) the results of monitoring for academic success, including students formerly classified as English language learners, as required under the TEC, §29.063(c)(4).

(2) Current documentation as described in paragraph (1) of this subsection shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

(m) A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:
(1) the student is 18 years of age or has had the disabilities of minority removed;
(2) reasonable attempts to inform and obtain permission from a parent or guardian have been made and documented;
(3) approval is obtained from:
(A) an adult who the school district recognizes as standing in parental relation to the student, including a foster parent or employee of a state or local governmental agency with temporary possession or control of the student; or
(B) the student, if no parent, guardian, or other responsible adult is available; or
(4) a parent or guardian has not objected in writing to the proposed entry, exit, or placement.

Source: The provisions of this §89.1220 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1225. Testing and Classification of Students.

(a) For identifying English language learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:
(1) in prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and
(2) in Grades 2-12, a TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced assessment, or another test approved by the TEA, unless the norm-referenced standardized achievement instrument is not valid in accordance with subsection (f)(2)(C) of this section.
(b) School districts that provide a bilingual education program shall administer an oral language proficiency test in the home language of the student who is eligible to be served in the bilingual education program. If the home language of the student is Spanish, the school district shall administer the Spanish version of the TEA-approved oral language proficiency test that was administered in English. If the home language of the student is other than Spanish, the school district shall determine the student's level of proficiency using informal oral language assessment measures.
(c) All the oral language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in language proficiency testing.

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(d) The grade levels and the scores on each test that shall identify a student as an English language learner shall be established by the TEA. The commissioner of education shall review the approved list of tests, grade levels, and scores annually and update the list.

(e) Students with a language other than English shall be administered the required oral language proficiency test in prekindergarten through Grade 12 and norm-referenced standardized achievement instrument in Grades 2-12 within 20 school days of their enrollment.

(f) For entry into a bilingual education or English as a second language program, a student shall be identified as an English language learner using the following criteria.

1. In prekindergarten through Grade 1, the student's score on the English oral language proficiency test is below the level designated for indicating limited English proficiency under subsection (d) of this section.

2. In Grades 2-12:
   (A) the student's score on the English oral language proficiency test is below the level designated for indicating limited English proficiency under subsection (d) of this section;
   (B) the student's score on the English reading and/or English language arts sections of the TEA-approved norm-referenced standardized achievement instrument at his or her grade level is below the 40th percentile; or
   (C) the student's ability in English is so limited that the administration, at his or her grade level, of the reading and language arts sections of a TEA-approved norm-referenced standardized achievement instrument or other test approved by the TEA is not valid.

3. In the absence of data required in paragraph (2)(B) of this subsection, evidence that the student is not academically successful as defined in subsection (j) of this section is required.

4. The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

(g) Within 20 school days of their initial enrollment in the school district, students shall be identified as English language learners and enrolled into the required bilingual education or English as a second language program. Prekindergarten and kindergarten students preregistered in the spring shall be identified as English language learners and enrolled in the required bilingual education or English as a second language program within 20 school days of the start of the school year in the fall.

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

1. TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;

2. Satisfactory performance on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced standardized achievement instrument for a student who is enrolled in Grade 1 or 2; and

3. TEA-approved criterion-referenced written tests when available, or other TEA-approved tests when criterion-referenced tests are not available, and the results of a subjective teacher evaluation.

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(i) A student may not be exited from the bilingual education or English as a second language program in prekindergarten or kindergarten. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.

(j) For determining whether a student who has been exited from a bilingual education or English as a second language program is academically successful, the following criteria shall be used at the end of the school year:
(1) the student meets state performance standards in English on the criterion-referenced assessment instrument required in the TEC, §39.023, for the grade level as applicable; and
(2) the student has passing grades in all subjects and courses taken.

(k) The ARD committee in conjunction with the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

(l) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, exit, and placement of students and approved by the TEA must be re-normed at least every eight years.

Source: The provisions of this §89.1225 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1227. Minimum Requirements for Dual Language Immersion Program Model.

(a) A dual language immersion program model must address all curriculum requirements specified in Chapter 74, Subchapter A, of this title (relating to Required Curriculum) to include foundation and enrichment areas, English language proficiency standards, and college and career readiness standards.

(b) A dual language immersion program model shall be a full-time program of academic instruction in English and another language.

(c) A minimum of 50% of instructional time must be provided in the language other than English.

(d) Implementation should:
(1) begin at prekindergarten, kindergarten, or Grade 1, as applicable;
(2) continue without interruption incrementally through the elementary grades whenever possible; and
(3) consider expansion to middle school and high school whenever possible.

(e) A dual language immersion program model shall be developmentally appropriate and based on current best practices research.

Source: The provisions of this §89.1227 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1228. Dual Language Immersion Program Model Implementation.

(a) Student enrollment in a dual language immersion program model is optional.

(b) A dual language immersion program model must fully disclose candidate selection criteria and ensure that access to the program is not based on race, creed, color, religious affiliation, age, or disability.

(c) A school district must obtain written parental approval for student participation in the program sequence and model established by the school district.
(d) A school district implementing a dual language immersion program model must develop a policy on enrollment and continuation for students in this program model. The policy must address:
(1) eligibility criteria;
(2) program purpose;
(3) grade levels in which the program will be implemented;
(4) support of program goals as stated in §89.1210 of this title (relating to Program Content and Design); and
(5) expectations for students and parents.

Source: The provisions of this §89.1228 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1230. Eligible Students with Disabilities.

(a) School districts shall implement assessment procedures that differentiate between language proficiency and handicapping conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.
(b) Admission, review, and dismissal committee members shall meet in conjunction with language proficiency assessment committee members to review the educational needs of each English language learner who qualifies for services in the special education program.

Source: The provisions of this §89.1230 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1233. Participation of English Proficient Students.

School districts may enroll students who are not English language learners in the bilingual education program in accordance with the Texas Education Code, §29.058.

Source: The provisions of this §89.1233 adopted to be effective March 5, 1999, 24 TexReg 1383 amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1235. Facilities.

Bilingual education and English as a second language programs shall be located in the regular public schools of the school district rather than in separate facilities. In order to provide the required bilingual education or English as a second language programs, school districts may concentrate the programs at a limited number of facilities within the school district provided that the enrollment in those facilities shall not exceed 60% English language learners. Recent immigrant English language learners enrolled in newcomer centers shall return to home campuses no later than two years after initial enrollment in a newcomer program.

Source: The provisions of this §89.1235 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1240. Parental Authority and Responsibility.

(a) The parents shall be notified that their child has been classified as an English language learner and recommended for placement in the required bilingual education or English as a second language program. They shall be provided information describing the bilingual education or English as a second language program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parents understand the purposes and content of the program. The entry or placement of a student in the bilingual education or English as a second language program must be approved in writing by the student's parent. The parent's approval shall be considered valid for the student's continued participation in the required bilingual education or English as a second language program until the student meets the exit requirements.
criteria described in §89.1225(h) of this title (relating to Testing and Classification of Students), graduates from high
school, or the parent requests a change in program placement.
(b) The school district shall notify the student's parent of the student's reclassification as English proficient and his or her
exit from the bilingual education or English as a second language program and acquire approval as required under the
Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or English
as a second language program with parental approval but are not eligible for inclusion in the school district bilingual
education allotment.
(c) The parent of a student enrolled in a school district that is required to offer bilingual education or English as a second
language programs may appeal to the commissioner of education if the school district fails to comply with the law or the
rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).

Source: The provisions of this §89.1240 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be
effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1245. Staffing and Staff Development.

(a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required
bilingual education and English as a second language programs in accordance with the Texas Education Code (TEC),
§29.061, concerning bilingual education and special language program teachers. School districts that are unable to secure
a sufficient number of certified bilingual education and English as a second language teachers to provide the required
programs, shall request emergency teaching permits or special assignment permits, as appropriate, in accordance with
Chapter 230 of this title (relating to Professional Educator Preparation and Certification).

(b) School districts that are unable to employ a sufficient number of teachers, including part-time teachers, who meet the
requirements of subsection (a) of this section for the bilingual education and English as a second language programs shall
apply on or before November 1 for an exception to the bilingual education program as provided in §89.1207(a) of this title
(relating to Exceptions and Waivers) or a waiver of the certification requirements in the English as a second language
program as provided in §89.1207(b) of this title as needed.

(c) Teachers assigned to the bilingual education program and/or English as a second language program may receive salary
supplements as authorized by the TEC, §42.153.

(d) School districts may compensate teachers and aides assigned to bilingual education and English as a second language
programs for participation in continuing education programs designed to increase their skills or lead to bilingual education
or English as a second language certification.

(e) School districts that are unable to staff their bilingual education and English as a second language programs with fully
certified teachers shall use at least 10% of their bilingual education allotment for preservice and inservice training to
improve the skills of the teachers who provide instruction in the alternative bilingual education program, instruction in
English as a second language, and/or content area instruction in special classes for English language learners.

(f) The commissioner of education shall encourage school districts to cooperate with colleges and universities to provide
training for teachers assigned to the bilingual education and/or English as a second language programs.

(g) The Texas Education Agency (TEA) shall develop, in collaboration with education service centers (ESCs), bilingual
education training guides for implementing bilingual education and English as a second language training programs. The
materials shall provide a framework for:
(1) developmentally appropriate bilingual education programs for early childhood through the elementary grades;
(2) affectively appropriate instruction in bilingual education and English as a second language programs in accordance
with §89.1210(c)(1) and (f)(1) of this title (relating to Program Content and Design);

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(3) linguistically appropriate bilingual education and English as a second language programs in accordance with §89.1210(c)(2) and (f)(2) of this title;
(4) cognitively appropriate programs for English language learners in accordance with §89.1210(c)(3) and (f)(3) of this title; and
(5) developmentally appropriate programs for English language learners identified as gifted and talented and English language learners with disabilities.

Source: The provisions of this §89.1245 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective March 5, 1999, 24 TexReg 1383; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code (TEC), §29.060, for English language learners who will be eligible for admission to kindergarten or Grade 1 at the beginning of the next school year shall be implemented in accordance with this section.

(1) Purpose of summer school programs.
(A) English language learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and Grade 1.
(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
(C) The program shall address the affective, linguistic, and cognitive needs of the English language learners in accordance with §89.1210(c) and (f) of this title (relating to Program Content and Design).

(2) Establishment of, and eligibility for, the program.
(A) Each school district required to offer a bilingual or English as a second language (ESL) program in accordance with the TEC, §29.053, shall offer the summer program.
(B) To be eligible for enrollment:
(i) a student must be eligible for admission to kindergarten or to Grade 1 at the beginning of the next school year and must be an English language learner; and
(ii) a parent or guardian must have approved placement of the English language learner in the required bilingual or ESL program following the procedures described in §89.1220(g) of this title (relating to Language Proficiency Assessment Committee) and §89.1225(a)-(f) of this title (relating to Testing and Classification of Students).
(C) Limited English proficiency shall be determined by evaluating students using an oral language proficiency test approved by the Texas Education Agency.

(3) Operation of the program.
(A) Enrollment is optional.
(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.
(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.
(D) A school district is not required to provide transportation for the summer program.
(E) Teachers shall possess certification or endorsement as required in the TEC, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).
(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A school district may join with other school districts in cooperative efforts to plan and implement programs.

(H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the TEC, §29.153.

(4) Funding and records for programs.

(A) A school district shall use state and local funds for program purposes. School districts may use federal funds, consistent with requirements for the expenditure of federal funds, for the program.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the TEC, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner. The allotment per unit shall be determined by the commissioner based on funds available.

(iii) Any school district required to offer the program under paragraph (2)(A) of this subsection that has less than ten students district-wide desiring to participate is not required to operate the program. However, those school districts must demonstrate that they have aggressively attempted to encourage student participation.

(iv) Payment to school districts for summer school programs shall be based on units employed. This information must be submitted in a manner and according to a schedule established by the commissioner in order for a school district to be eligible for funding.

(B) A school district shall maintain records of eligibility, attendance, and progress of students.

Source: The provisions of this §89.1250 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective February 17, 2005, 30 TexReg 709; amended to be effective September 17, 2007, 32 TexReg 6311; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1265. Evaluation.

(a) All school districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment in the languages of instruction to determine program impact and student outcomes in all subject areas.

(b) Annual reports of educational performance shall reflect the academic progress in either language of the English language learners, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level.

(c) School districts shall report to parents the progress of their child as a result of participation in the program offered to English language learners in English and the home language at least annually.
(d) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, §11.253, for the purpose of improving student performance for English language learners.

Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107; amended to be effective May 28, 2012, 37 TexReg 3822.

§89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

(a) A school district implementing a dual language immersion program must conduct annual formative and summative evaluations collecting a full range of data to determine program impact on student academic success.

(b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.

Source: The provisions of this §89.1267 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1269. General Standards for Recognition of Dual Language Immersion Program Models.

(a) School district recognition. An exceptional dual language immersion program model may be recognized by the local school district board of trustees using the following criteria.

(1) A school district must exceed the minimum requirements stated in §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model).

(2) A school district must not receive the lowest performance rating in the state accountability system.

(3) A school district must not be identified for any stage of intervention for the district's bilingual and/or English as a second language program under the performance-based monitoring system.

(4) A school district must meet the adequate yearly progress participation and performance criteria in reading and mathematics for the English language learner student group under Elementary and Secondary Education Act (ESEA) regulations.

(b) Student recognition. A student participating in a dual language immersion program model may be recognized by the program and its local school district board of trustees using the following criteria.

(1) The student must meet or exceed statewide student assessment passing standards, as required by the Texas Education Code, §39.024, in all subject areas at the appropriate grade level.

(2) The student must meet or exceed expected levels of language proficiency on a recognized language proficiency test from the list of tests approved by the commissioner of education.

Source: The provisions of this §89.1269 adopted to be effective May 28, 2012, 37 TexReg 3822.

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Dual Language Enrichment Program
Background

“In the past decade, there have been five salient research studies on the effectiveness of bilingual education.” These studies (Ramirez, Rossell and Baker, Green, Thomas and Collier, and Salazar) were conducted to “inform and guide the development of educational policies for ELLs.” The most significant points made in the research were that the two-way and late-exit bilingual programs resulted in the best results for English language learners (Guerrero, 2004, p.170).

“Dual language or two-way bilingual education in the United States typically occurs when approximately equal numbers of language minority and language majority students are in the same classroom” (Baker, 2001, p. 212). When equal numbers of language minority and language majority students are not present, a One-Way Dual Language program can easily be adopted as the bilingual program serving ELLs. Dual language programs aim to accomplish the following goals: students develop high levels of proficiency in their native language and in their second language, academic performance in both languages should be at or above grade level, students demonstrate positive cross-cultural attitudes and behaviors, students show high levels of personal and social competence, and programs of academic excellence be established in schools in both languages (Baker, 2001, p.214).

Dual language models of bilingual education are described as additive models because they focus on enrichment, challenging curriculum and set high expectations for students. They also provide students the opportunity to develop one or more languages at Cognitive Academic Language Proficiency level (Gomez & Gomez, 2004).

The Dual Language Program differs from all other types of bilingual education in that their goal is to develop and maintain bilingualism and biliteracy for both language groups. Our program model proposes 50/50 balanced use of both languages through the duration of PK-5th grade instructional program.
Long-Term Achievement for ALL English Language Learners through Dual Language Enrichment Education

Bilingual Education Models can be divided into two major categories “additive” and “subtractive” models. Subtractive models are characterized by using the student’s native language in the early years with the main goal of mainstreaming all bilingual learners into all-English instruction. They are denominated as “subtractive” because it takes away the student’s native language and replaces it with English; because the students are not fully literate in either language they tend to receive a water-down English curriculum and remedial instruction. Models like Transitional Early-Exit, ESL through academic content, and ESL pullout amongst others are considered to be “subtractive” and do not produce biliterate students that reach the highest cognitive levels. The students educated in such models suffer academically in the secondary grades (Cummins, 1981; Lambert, 1987; Baker, 2001; Thomas and Collier, 2001; Collier and Thomas, 2004).

National Data - National Data - Remedial v. Enrichment Models

Note: Program Implementation through 5th Grade only (Thomas & Collier, 2002)
Additive models allow students the opportunity to add one or more languages while fully developing their native language. Additive bilingual education is associated with fully developed biliterate students, positive self-esteem and positive cross-cultural attitudes. Additive models have a long positive academic and language achievement for all bilingual learners. Dual Language Enrichment Model is a prime example of an additive bilingual education model because it uses native language instruction all throughout elementary grades keeping the curriculum at the highest cognitive level and develops the second language using the best educational second language acquisition strategies (Thomas and Collier, 1997; 2001; Collier and Thomas, 2004).

DLE programs are the only educational models that close the academic achievement gap between bilingual learners and native English speakers; however according to researchers Thomas and Collier (1997) in order to accomplish this much sought goal the following elements must be present: content instruction must be provided in both the L1 and L2, all instructional approaches used in bilingual classrooms shall be challenging, authentic and interactive, and there exists changes in the socio-cultural context of schooling.

All DLE programs must follow common characteristics regarding program structure and instructional strategies in order to enhance program success and maximize long term achievement for all English language learners:

- Strong administration/ parent support with commitment to implement the program 4-6 years;
- Heterogeneous instructional grouping;
- Consistent separation of languages for instruction;
- Highly qualified teaching staff;
- High expectations, challenging instruction for student achievement;
- Equal opportunities for use and validation of the both languages being instructed in;
- Sufficient use of the first language (no less than 50%);
- Constructivist instructional approaches;
- Collaboration of parents and teachers;

(Thomas & Collier, 1997a; Brauer, 1997; Gomez, 2000; Lindholm, 2001; Baker, 2001)

La Joya ISD is committed to offer the best educational programs for our entire student population. All programs and instructional approaches are research-based and are always followed by continuous professional development for all teachers and administrators. Student achievement Pre-K – 12th grades is our primary goal and Dual Language Enrichment model ensures long-term achievement for all bilingual learners. La Joya ISD is proud to graduate biliterate students ready to actively participate in a global economy.
Bilingual Education is an integral part of the total school program at La Joya ISD. Such programs use instructional approaches designed to meet the special needs of all identified English Language Learners. La Joya ISD offers ELLs in PK-5th grade bilingual education through the One-Way Dual Language Enrichment Program (Refer to Program Manual).

- **One-Way Dual Language Enrichment Program** is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. The program differs from all other types of bilingual education in that their goal is to develop high linguistic proficiency, high academic proficiency in two languages and develop positive cross-cultural attitudes; biculturalism.

- Our program model proposes 50/50 balanced use of both languages through the duration of PK-5th grade instructional program. The model calls for separation of languages for content instruction, student-centered learning, and engagement in meaningful tasks.

- **Critical Model Components**
  - **Bilingual Learning Centers (PK – 2nd grade)**
    - Centers conducted daily; minimum of 30 minutes in bilingual pairs
    - Center activities (tasks) are bilingual
  - **Language of the Day Activities (PK – 5th grade)**
    - Promotes bilingualism across the campus
    - Develops vocabulary in both languages
  - **Conceptual Refinement (PK – 5th grade)**
    - L2 content-area learning support conducted after lesson for L2 learner in that content-area
    - Conducted immediately following lesson for a minimum of 15 minutes in the same language of instruction
  - **Research Centers (3rd – 5th grade)**
    - Content-area instructional materials, literature grouped together to serve as a resource in four different areas: language arts, math, science, social studies
    - Research centers used during content-area instruction promoting cooperative, discovery, inquiry, project-based learning
  - **Specialized Vocabulary Enrichment Activities (3rd – 5th grade)**
    - All students exposed to previously learned specialized vocabulary in Math, Science and Social Studies in other language
    - Target vocabulary is vocabulary learned during previous week
    - Math specialized vocabulary enrichment activities in Spanish
    - Science/Social Studies specialized vocabulary enrichment activities in English
    - Conducted a minimum of 20-30 minutes weekly in each content area
To help our schools with the implementation of programs and monitoring of the academic success of our ELL population, the following personnel is available at each campus:

- Bilingual certified and ESL certified teaching professionals
- 1 PK instructional assistant per 2 Bilingual teachers
- 1- Recent immigrant instructional assistant
- 1- LPAC Clerk- assists campus with required LPAC documentation/data entry (Data Quality)
Program Goals

Students participating in the Dual Language Enrichment Program will:

- Develop high linguistic proficiency in two languages
- Attain high academic proficiency in two languages
- Develop positive cross-cultural attitudes; biculturalism
Common Principles of Dual Language Enrichment Education

- Minimally, program must be implemented K-5
- Extensive exposure and use of the two languages through interactive settings: students learn in bilingual pairs/groups
- Language development through academic subjects (learns specific content-areas in English or Spanish)
- Integration of content areas with language arts
- Separation of languages for instruction
- Equal consistency in the use of each language
- Total school climate should reflect a bilingual/biliterate atmosphere
- Classrooms balanced based on language skills not LEP and non-LEP (L1 &L2)
- Instruction should challenge and empower students
- High expectations-enrichment/gifted program
Program Content & Design
La Joya ISD  
Office of Bilingual/ESL Education  

ELL Students participating in One-Way Dual Language  

Pre-Kinder, Kindergarten, & 1st grade  

Language of Instruction (LOI) by subject area  
- Language Arts: Spanish Only  
- Mathematics: English Only  
- Science & Social Studies: Spanish Only  
  
Conceptual Refinement for ALL content Areas  
- Bilingual Learning Centers for ALL content Areas  

Language of the Day (LOD)  
- Non Content: School Language / Social Language  
- Music & Physical Education  
  

Instructional Staff: Bilingual Certified Teachers
Language of Instruction (LOI) by subject area
- Spanish Language Arts
- English Language Arts
- Science & Social Studies
- Conceptual Refinement for ALL content Areas & Bilingual Learning Centers

Language of the Day (LOD)
M-W-F: Spanish / T-TH: English
- Non Content
  - School Language / Social Language
- Music & Physical Education

Instructional Staff: Bilingual Certified Teachers

* Time outside the instructional/content area (Example: Transition from subject to subject, and Reading Renaissance.)
3rd-5th Grade

Language of Instruction (LOI)
- Spanish Language Arts
- Science & Social Studies
- Mathematics
- Conceptual Refinement for **ALL** content Areas & Bilingual Research Centers

Language of the Day (LOD)
- English Language Arts
- Non Content School Language / Social
- Music & Physical Education

Instructional Staff: Bilingual Certified Teachers
**Key Features of the Gómez & Gómez Dual Language Enrichment Model**

The model is divided into six major components across seven grade levels. The model is followed by a thorough explanation of each component. Although these components are not presented in any particular order of importance, each component is described relative to its unique importance and contribution to the overall effectiveness of the model. Collectively, the components described below contribute to the overall success of the model.

- **a) Grade Level**
- **b) Heterogeneous Instructional Grouping**
- **c) Separation of Languages for Content-Area Instruction**
- **d) Computer Support**
- **e) Vocabulary Enrichment**
- **f) Conceptual Refinement & Academic Rigor**

The Gómez & Gómez DLE Model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. For English dominant learners, language arts and mathematics supports their native language development PK-5th, while science and social studies is learned in the L2. Similarly, for Spanish dominant learners, science and social studies supports their native language development, while mathematics is learned in the L2. Note that there is a major change in the model as students move from first grade to second grade (indicated with dark black line) based on the need for addressing the greater academic demands of the upper grades and the ongoing biliteracy development of all learners. This line symbolizes that student’s level of bilingualism has matured and the need for second language instructional support is less critical. Of course, this does not imply that instruction should not continue to be meaningful and contextually supported, but rather that students are now bilingual, more confident and more readily follow directions and content area instruction in the L2. At this point, the model suggests that greater emphasis be placed on challenging students to use their second language, because they now have the capacity to do so. The model contains several key components designed to support the full development of content-area biliteracy.

The model is unique in that: 1) it provides instruction of subject areas in only one of the two languages with ongoing “vocabulary enrichment” in the opposite language of instruction, 2) it calls for conceptual refinement activities that supports the learning of content in the L2 in respective subject area and promotes academic rigor PK-5th grade, 3) it promotes the development of content-area biliteracy by the end of 5th grade, 4) it uses the concept of bilingual pairs for increased student engagement in all classroom learning activities, 5) it uses bilingual learning centers PK-2nd grade, and bilingual research centers beginning 3rd grade, and 6) it requires the use of the language of the day for all non-instructional school language used throughout the day by all students, parents and school staff, and for focused vocabulary development activities (LOD Activities).

**Subjects Learned in One Language**

Unlike most 50/50 and 90/10 DLE models, this model does not call for instruction in all subjects areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in the minority language, while others are learned only in the majority language. The model’s philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate...
Instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area. Note that PK-5th grade mathematics is learned in English by all participants, while science and social studies is learned in Spanish. Language arts is provided in the child’s native language PK-1st grade and in both languages 2nd-5th grade (Note: Two-Way programs with strong L1 learners may opt to begin the two language arts beginning 1st grade). The underlying premise for subject area instruction in only one language is the need for consistency of vocabulary and conceptual development of that subject in the same language. The rationale is that by providing mathematics instruction in English only and science or social studies in Spanish only, developmental, conceptual and linguistic connections will facilitate student schema. This supports both the L1 and L2 learner, assuming the subject matter is made comprehensible through sheltered instruction strategies. There are additional reinforcement activities following each lesson learned in the L2, and the use of bilingual pairs or bilingual groups. This area also stresses that there is no translation or clarification in the L1 for all subject area instruction.

Mathematics was selected to be delivered in English only for the following reasons: 1) Mathematics is less language dependent than science or social studies and therefore supports the minority child, traditionally the most disadvantaged of the two, 2) Mathematics is generally a more hands-on subject with numerous manipulatives available, 3) Mathematics is more universal and its content cuts across both languages, and 4) Generally speaking, Spanish speaking parents can usually better assist their children in mathematics than in other subject areas due to the strong math education traditionally found in Latin countries. Similarly, science and social studies being more language dependent were selected to be delivered in Spanish only in order to ensure a strong minority language curriculum that would support both learners and help compensate for the strong dominance of the English language. The model is designed to increase the chance of learners achieving full literacy in both languages by the end of 5th grade. Although this model separates language of instruction for content areas by subject rather than time, students receive approximately 50% of their instruction in each language. Language arts is taught in both languages beginning 2nd grade. The time usually allotted for mathematics is equal to the time for science and social studies combined, along with the language for all other activities alternates daily. As a result, the model is 50/50 in both content area and time beginning 2nd grade.

**Conceptual Refinement Supports L2 Learner & Academic Rigor**

Conceptual Refinement (CR) is a strategy used by PK-5th grade teachers at the end of each lesson cycle to support L2 learners of respective content while at the same time support consistent academic rigor. In this model, the central goal of a subject area lesson is the learning of the concept, while the secondary goal is the development of the language of that subject. For instance, a lesson in science not only seeks for the learner to acquire the concept, but to also develop language (in this case Spanish) in the process of learning that concept. Both goals can be more readily achieved by a learner learning a concept in his/her native language. Therefore, learners learning subject matter in their L2 require additional support for at least the first three-four years (PK-2nd). The activity that supports the comprehension of subject matter by L2 learners is described as conceptual refinement. During conceptual refinement, L2 learners of math, science or social studies that need additional concept review are homogeneously grouped and provided L2 reinforcement immediately following the end of each lesson for about 15-20 minutes. Conceptual refinement is conducted in the **same language of instruction**, using different examples and working with the L2 learner on a closer one-on-one basis. For instance, first grade English dominant students learning science in a second language are homogeneously grouped for conceptual refinement immediately following the science lesson in order to clarify or reinforce the lesson or concept just taught. Using CR allows teachers to “raise the academic expectations (rigor) teaching to the top 25% of the class, and consistently using bilingual pairs while supporting concept learning of L2 learners. In summary, this activity provides additional opportunities for L2 learners to understand subject area concepts learned in the L2 while they develop the L2, but at a high academic level.
**Specialized Content-Area Vocabulary Enrichment Activities**

Since mathematics, science and social studies is learned in only *one* language, this activity that begins in 3rd grade is designed to develop vocabulary enrichment or biliteracy in those subject areas learned in one language through the end of 5th grade. As indicated with the dark line, beginning third grade, both English and Spanish dominant learners have developed sufficient fluency in both languages to understand directions and subject area instruction in either language. At this point, the emphasis is not only on linguistic biliteracy through language arts, but facilitating vocabulary biliteracy in mathematics, science and social studies. To facilitate this, all learners participate in *Specialized Vocabulary Enrichment (SVE) activities* designed to expose learners to previously learned vocabulary in mathematics, science and social studies in the *opposite* language of instruction in that subject area. For instance, 3rd grade specialized science content vocabulary that was taught in Spanish this week is introduced in English to students as a vocabulary enrichment activity the following week. **SVE activities are conducted once a week for approximately 20-30 minutes.**

They are vocabulary games and fun activities, not simply lists of vocabulary items. SVE activities are designed to help students transfer/learn vocabulary knowledge already learned in one language to the other. Target vocabulary to be reviewed should be prioritized as follows: 1. non-cognates, 2. false cognates, 3. cognates.

**Learning in Bilingual Pairs or Bilingual Groups**

A central component of the model is bilingual instructional grouping. Learners are grouped in *bilingual pairs* or *bilingual groups* for all subject area instruction and for participation in bilingual learning centers, resource centers and other enrichment activities. The pairing changes regularly, usually on a weekly basis. Throughout the instructional day, learners dominant in English are paired or grouped with learners dominant in the non English language. In all the schools in which the model has been implemented the second language is Spanish, so we will refer to Spanish in the description of the model. Freeman and Freeman (2001) describe a supportive L2 environment as one in which students are motivated and encouraged to collaborate and use different modes of learning. Bilingual grouping facilitates comprehension of subject area by the L2 learner, who receives linguistic and academic support from his or her native speaking partner. For instance, during mathematics instruction, English dominant learners support Spanish dominant learners since mathematics is learned in English. During science and social studies, Spanish dominant learners support English dominant learners since science and social studies is taught in Spanish. Similarly, during other instructional activities, such as bilingual learning centers and enrichment activities, students work together in bilingual pairs.

In the Gómez & Gómez DLE Model, it is imperative that students *learn content together* (cooperative learning) using what we call bilingual pairs (2 students) or bilingual groups (4 or 6 students). Pairs of students should receive one assignment to complete together so that they engage in language and content talk. They can complete the assignment independently once they have learned it *together*. The DLE lesson plan cycle we share calls for all lessons to go from whole group (direct teach) to two (2) small group activities (pairs/groups). There is a deliberate pairing of students that should be based on language abilities and content abilities. For instance, One-Way DLE settings students should be paired up (mixed) based on high & low
proficiency in English/Spanish for language arts and center time. Teachers should be pairing up a student with strong English skills, with another student who has weaker English skills (or in two-way settings, pairing up a native English speaker with a native Spanish speaker). However, in math, science & SS, the pairing or grouping of students for the small group activities should also consider the content abilities of the students (e.g. pairing up stronger math students with weaker math students). Bilingual pairs are not stagnant, but fluid. We recommend using a pocket chart identifying the list of students identified by color as stronger English or stronger Spanish and paired up side-by-side on the chart. The pocket chart allows for shifting the pairs around and pairing up students with different students depending on their language and content-area abilities based on the content area being taught. Therefore, the pair or group (2 pairs) learning in a group activity in math may not be the same pair or group during science or social studies or language arts.

**Bilingual Learning Centers and Bilingual Research Centers**

*Bilingual Learning Centers* and *Bilingual Research Centers* are interactive subject-based learning activities that support L1 and L2 learners. *Bilingual Learning Centers* are employed PK-2nd grade, while *Bilingual Research Centers* are used 3rd-5th grade. Both Bilingual Learning Centers and Bilingual Research Centers contain activities and materials in both English and Spanish.

The goal of *Bilingual Learning Centers* is to engage learners in *bilingual pairs* in self-directed learning activities for a minimum of 30 minutes per day. Bilingual Learning Centers at the PK-2nd grade level play an important role in the Gómez & Gómez DLE Model. The use of learning centers accomplishes three major objectives: (1) facilitates opportunities for students to use their first and second language in natural, meaningful contexts, (2) allows for *negotiation of subject area meaning* between learners, and (3) provides students an opportunity to engage in self-paced independent learning with minimal guidance from the teacher. Bilingual Learning Centers are bilingual, that is, content activities and materials in the Centers are available in both languages. This does not imply that all activities should be available or translated in both languages, but simply that students working together in bilingual pairs will have opportunity to select an activity to complete together in either language. Bilingual Learning Center activities should be meaningful and task oriented giving the pair an opportunity to complete a task. Bilingual Learning Centers are established in all classrooms and clearly labeled in both languages. They are aligned to the theme the class is studying and usually serve as previews or extensions of the content objectives related to the theme. Bilingual pairs select their centers on a weekly basis and travel (rotate) through them throughout each week.

*Bilingual Research Centers* serve as "subject specific reference areas" for bilingual pairs or groups to use in cooperative learning project-based activities. Bilingual Research Centers at the 3rd through 5th grade level play a very different role than Bilingual Learning Centers in that they are to be used exclusively with lessons during subject area instruction for paired and project-based activities. Beginning 3rd grade, the DLE model calls for a greater emphasis on *project-based learning*, also referred to as discovery learning, for all content-based instruction. The Bilingual Research Centers serve as content resources for students working in their bilingual groups to access for completing their group project. Bilingual Resource Centers is simply a grouping of instructional resources available to the teacher in the different subject areas. Bilingual Research Centers are established in mathematics, science, social studies and language arts. As the DLE teacher plans content-
area instruction, she/he considers the use of Bilingual Resource Centers as students begin to work in their groups. For instance, a social studies teacher planning a project-based lesson on cultural differences between groups of Native Americans would assign specific groups of Native Americans to bilingual pairs or groups and direct them to use resources from the Social Studies Research Center to complete their group assignment.

**Language of the Day**

All school and classroom activities not specifically designated a specific language of instruction adhere to what is called the *Language of the Day (LOD)*, which alternates daily (MWF: Spanish / T-TH: English). The central purpose of the LOD is to: 1) promote bilingualism across the campus and in all uses of language by all school staff, and 2) develop *vocabulary* in both languages, but primarily vocabulary development in all learner’s L2. The LOD should be followed PK - 5th Grade and is a vital component for intensive vocabulary development "in addition to content learning."

**Use the LOD daily to review:**
1. Routines: calendar (days of the week, months), hallway talk, specials, etc.
2. Read the Room: vocabulary from labels, word walls, and student generated alphabets

**Use the LOD daily to engage students in following academic activities:**
1. LOD journal writing (have students use a red notebook for Spanish and blue notebook for English)
2. LOD read-aloud (not during reading instruction)
3. LOD DEAR time (Drop Everything And Read...students need to select books in English & Spanish)

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3. LOD DEAR time (Drop Everything And Read...students need to select books in English & Spanish)

The LOD also applies to other non-content-area language used in school by all students and staff. Activities such as morning announcements, pledge of allegiance, daily news, physical education, storytelling, library time, sustained silent reading, music, lunch breaks, water breaks, and end-of-day clean-up, birthday celebrations, and other activities are all conducted in the LOD. The language of the day is used campus-wide, validates the equal importance of both languages and develops vocabulary in both English and Spanish dominant learners. The DLE model calls for classrooms to post a sign outside their classroom door announcing the LOD. Visitors adhere to the language of the day as much as possible. Naturally, if a teacher, parent or community member who comes to the school is not proficient in LOD (Spanish or English), the known language should be used to communicate. The LOD is implemented as consistent as possible by all school staff to the extent possible. Under no circumstances should an adult or child be forced to use the LOD.
These are the key elements of the Gómez & Gómez 50/50 DLE Model PK-5th grade for both One-Way & Two-Way DLE Classrooms. A commitment to enriched education for all requires **fidelity of implementation** that includes **challenging, interactive and authentic** instruction for all participating students. To support short and long-term academic success of all students, the goal is to achieve grade-level bilingualism & biliteracy by the end of 5th grade.

1. **Language of Instruction (LOI):**

<table>
<thead>
<tr>
<th></th>
<th>PK-1</th>
<th>2nd -5th</th>
<th>Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td><strong>Native Language</strong> (only time students are separated by L1)</td>
<td><strong>Spanish and English</strong>*</td>
<td>90-120 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>Spanish</td>
<td>Spanish</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Spanish</td>
<td>Spanish</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Math</td>
<td>English</td>
<td>English</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

*recommended minutes; minutes will vary by district but must result in no less than 50% instruction in Spanish

1. **Key Components of DLE Model for Language Development, Content Learning and Enrichment:**

2. **Student assessment (PK-5th) will follow the language of instruction per content area. Reading/Language Arts:**

In L1 PK-4 since it’s the language of initial literacy...in L2 in 5th grade:

<table>
<thead>
<tr>
<th></th>
<th>3rd-5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of the Day (LOD): Monday, Wednesday, and Friday: <strong>Spanish</strong> // Tuesday and Thursday: <strong>English</strong></td>
<td>Validates both languages; followed throughout campus during specials, lunch, recess, etc.; Consistent review of vocabulary in LOD from classroom labels, student-generated alphabets, &amp; WW’s Morning activities, Read-Alouds; Expressive Journal Writing; DEAR conducted <strong>daily</strong> in LOD</td>
</tr>
<tr>
<td>Bilingual Pairs or Bilingual Groups (2-3 pairs):</td>
<td>Students are paired up all day based on language and content ability (hi-med; med-low) to support each other’s language and content learning (pairs change throughout the day). Bilingual Pairs should engage with <strong>one</strong> assignment together to maximize language and content talk...leading to independent learning</td>
</tr>
<tr>
<td>Bilingual Learning Centers (BLC):</td>
<td>Min. 4 core areas: Reading, Math, Science, Social Studies; Academic activities in <strong>English</strong> and <strong>Spanish</strong>; students travel in bilingual pairs <strong>30 minutes per day</strong> throughout the week; pairs engage in <strong>one</strong> activity</td>
</tr>
<tr>
<td>Conceptual Refinement (CR):</td>
<td>10-15 minutes <strong>at the end of the lesson</strong> for math, science and social studies to assist students (mainly L2 learners) that need refinement on the concept(s) learned (inclusive of content block; conducted in the LOI)</td>
</tr>
<tr>
<td>Student-Generated Alphabets (SGA):</td>
<td>Student created alphabets with grade appropriate vocabulary in both <strong>English</strong> and <strong>Spanish</strong> SGA vocabulary reviewed in Language of the Day (LOD)</td>
</tr>
<tr>
<td>Interactive Word Walls (WW):</td>
<td>Teacher and student initiated Word Walls in <strong>English</strong> and <strong>Spanish</strong> in each DLE classroom Vocabulary comes from various activities conducted in LOI &amp; LOD WW vocabulary reviewed in Language of the Day (LOD)</td>
</tr>
<tr>
<td>Project Based Learning (PBL):</td>
<td>Inquiry-based approach for learning content through discovery, projects and research (in the language of instruction during content time)</td>
</tr>
<tr>
<td>Bilingual Research Centers (BRC):</td>
<td>Provides a focus on research, inquiry, project-based learning and utilized <strong>during instruction</strong> as students’ complete projects/assignments</td>
</tr>
<tr>
<td>Specialized Content-Area Vocabulary Enrichment Activities (SVE):</td>
<td>15-20 minutes per week to develop key academic vocabulary in the <strong>opposite</strong> LOI (ex: Science in <strong>English</strong>)</td>
</tr>
</tbody>
</table>

PK -2nd Grade Level Benchmarks/Annual Language Assessments (Logramos, Aprenda, ITBS, etc.): Reading/Lang. Arts: **Native Language** Math: English or Spanish Social Studies: **Spanish**

3rd -4th Grade STAAR

5th Grade STAAR

Reading/Writing/Lang. Arts: **Native Language** Math: **English**

*3rd grade may elect Spanish based on English reading ability of Spanish students...recommend pre-assessment to determine

Reading/Lang. Arts: **English** or **Spanish** Math: **English** or **Spanish** Science: **English** or **Spanish**

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Fundamental Tenets of a One-Way Dual Language Program

One-Way/Dual Language Classroom & Teacher

- Items in classroom labeled in both languages
- Student generated alphabets in both languages in all classrooms (PK-5th)
- Student work displayed in classrooms and/or halls both languages
- No ability grouping (linguistically or content-area)
- All lessons must be challenging, interactive, and authentic (CIA)
- All lessons must integrate the four language domains: speaking, listening, reading, and writing
- Teachers uses ESL instructional strategies in all content-area instruction
- Teacher does not translate; adheres to language of instruction (LOI)
- Follow the Language of the Day; Use LOD Helper of the Week
- Teacher must adhere to “Language of the Day” (LOD)
- Teacher does not repeat content in other languages (content taught in one language only)
- Teacher conducts student lessons in bilingual pairs or bilingual groups
- Math and Science/Social Studies must be equal in instructional time
- Language Arts in native language only PK-1st Grade
  - Language Arts in both languages 2nd-5th Grade
    - Learner accountable for language arts taught in native language (2nd-4th)
    - Learner accountable for both language arts (5th)
- Bilingual Learning Centers employed 30 minutes daily (PK-2nd)
- Bilingual Research Centers employed with content-areas (3rd-5th)
- PK-5th grade teacher provides Conceptual Refinement in Math (still in English-ESL) and Science Social Studies (Still in Spanish-SSL)
  - (Clarify/reinforce math and science/social studies concepts after each lesson)
- 3rd-5th teachers provides “Specialized Content Area Vocabulary Enrichment Activities” Math: Spanish and Science/Social Studies: English
- Teacher encourages students to use language of instruction
- Teachers assesses individually and in groups for accountability

One-Way/Dual Language Campus Principal

- Monitors consistent implementation of the DLE model both campus-wide and classroom level
- Each year, balance all DLE classrooms across each grade level based on students’ linguistic and academic abilities.
- Values & promotes both languages throughout campus following the Language of Day (LOD)
- Secures classroom instructional materials in both languages
- Establishes a Dual Language Campus Committee
- Plans for professional development (instruction, Spanish literacy)
- Assists in DLE schedule (e.g. model components, team-teaching, triads)
- Oversees the development of a Dual Language Library
- Disseminates parent information in both languages
• Maintains parents informed through regular parent meetings
• All school staff follow the *Language of the Day* (LOD) across the campus
• Signage in both languages across the campus
Nine Vocabulary Enrichment Strategies in the Gómez & Gómez DLE Model

(Developing Specialized Vocabulary in Opposite Language of Instruction in Science, Social Studies, & Mathematics)

There are 9 different strategies in grades PK-5th, to develop vocabulary in the opposite LOI for core areas taught in one language (math, science, social studies).

The key is for teachers to recognize that since these 3 core areas are taught in one language only, we must provide students throughout the program with extensive opportunities to learn the “specialized vocabulary” in the opposite language of instruction. In other words, we want to be sure to expose students consistently to: math, in Spanish and science & social studies in English. Students do not need to learn the concept again, simply the vocabulary term in the other language. This will facilitate the ultimate goal of “biliteracy” across subjects.

Note: Does not apply to language arts because students receive both SLA & ELA 2nd – 5th grade.

These are 9 strategies to make sure this happens throughout the Gómez & Gómez DLE Model.

1. **Content Integration (PK-5th):** By integrating science into Math or Social Studies into English Language Arts, the vocabulary appears in the “alternate language.”

2. **Thematic Units/Planning (PK-5th):** By planning around themes (e.g. animals, families) across core areas, the theme’s vocabulary repeats itself in the other language.

3. **Language of the Day (PK-5th):** Read-alouds (e.g. Math-related story in Spanish on MWF; Science-related story in English on TTh), calendar, daily news, etc.

4. **Bilingual Pairs or Bilingual Groups (PK-5th):** The more students learn and work together in bilingual pairs, the more they learn key vocabulary in both languages from one another.

5. **Bilingual Learning Centers (3rd-2nd):** Since BLCs have academic activities in both languages, it exposes students to vocabulary in both (e.g. Science BLC Center would have science activities available in both languages.

6. **Bilingual Research Centers (3rd-5th):** BRCs are mini libraries of materials & other resources accessible in both languages for each core area that the teacher teaches for students to access during group assignments (may be during activity 2) and project-based learning. Teacher adds more materials in both languages based on the topic of assignment throughout the year. By students accessing information from an English science book in BRC (but completing final assignments in Spanish, in LOI) the process exposes students to vocabulary of science in English.

7. **Specialized Vocabulary Enrichment Activities (3rd-5th):** Beginning 3rd-5th grade, teachers conduct 20-30 minute “weekly” activities in opposite LOI. (Science & SS in English, Math in Spanish) reviewing
previous week’s “key” specialized vocabulary. Should prioritize which vocabulary to review in the following order:
   a. Non-cognates
   b. False cognates (e.g., embarrassed-embarazada)
   c. Cognates

8. **Computer Instruction/Science Labs (3rd-5th):** 3rd-5th grade, computer software in labs and classrooms for math, science and social studies should be in the **opposite LOI.** (math in Spanish, science & social studies in English). In addition, if school offers **Science Labs, these labs would be conducted in English (no more than 2 days per week).** *Our website has several web links to consider.*

9. **Cognates (PK-5th):** As an ongoing strategy, teachers are encouraged to engage students in “cognate activities” where students are exposed to the vocabulary that are cognates or to point them out during instruction and other LOD activities. *(See DLTI website for 25 page list of cognates that DISD shared with us for a free download)*
Recommended Guidelines for Effective Implementation of the
Gómez & Gómez 50/50 Dual Language Enrichment Model
(Texas DLE Programs)

1. Whole School Environment/Climate

- **Campus establishes and follows Language of the Day**
  - P. E., computer lab, music, library, announcements
  - Signage – hallways, cafeteria, etc. naturally in both languages
  - All campus staff (PE, Librarian, etc.) should follow the LOD (to the extent possible)
- **Dual Language Library – increase Spanish volume**
- **Dual Language Balance**
  - Classroom should be balance based on *linguistic ability* in English and Spanish of students, not just based on Spanish Dominant versus English Dominant
  - Although a Spanish Dominant Student may be considered an “English speaker” for classroom balancing purposes due to having some English skills, his/her dominant language is still Spanish and therefore receives Spanish language arts
- **Establish a Dual Language Campus Committee** (one teacher from each grade level, one administrator)
- **Special Education Student Participation**
  - Special Education students participate in DL classroom (inclusion)
  - Special Education students’ resource/assistance in language of instruction
    - Language resource in native language
    - Content-Area resource in language of instruction

2. Initial Entry

- **Initial Entry** *(This applies to NEW students to our district and transfer students only)*
  - All English Language learners that are Spanish Dominant students (are eligible and are served through Dual Language Enrichment Program).

- **ELL students are considered Spanish dominant when:**
  - Home Language Survey shows a language other than English (initiates process only).
  - Language assessment results demonstrate English proficiency at 1-4 for Pre-LAS or 1-3 LAS Links.

Note: It is important that the dominant language of the child be correctly identified upon INITIAL ENTRY into the school district (decision is based on the first and second language assessment(s) administered at PK or K at any U. S. School) for this will be the Target Literacy Language (will learn to read first in this language) and child will be assessed in this language on the Reading/Writing STAAR in 3rd & 4th Grade.
3. Language of Instruction

- **Language Arts**
  - PK – 1st grade in child’s first language **only**
  - 2nd - 5th grade in child’s first and second language (L2 enrichment only)
    - 2nd Grade L2 LA Curriculum in One-Way DL Classrooms
      - L2 - LA curriculum is as an extension of objectives (additional enrichment activities) learned in L1 LA
    - 2nd Grade L2 LA Curriculum in Two-Way DL Classrooms
      - L2 - LA curriculum is taught at the level of the L1 learner and the L2 learner keeps up as much as possible (enrichment)

- **Mathematics**
  - PK - 5th grade in English **only (no translation)**

- **Science and Social Studies**
  - PK - 5th grade in Spanish **only**

4. Critical Model Components

- **Bilingual Learning Centers (PK – 2nd grade)**
  - Centers conducted daily; minimum of 30 minutes in bilingual pairs
  - Center activities (tasks) are bilingual
  - Center Management: Teacher uses language of the day
  - Center instructional assistance: Teacher uses language of instruction

- **Conceptual Refinement (PK – 2nd grade)**
  - L2 content-area learning support conducted after math, science and social studies lesson for L2 learner in that content-area
  - Conducted immediately following lesson for a minimum of 15 minutes in the same language of instruction
  - Second language instructional strategies used during conceptual refinement time

- **Research Centers (3rd – 5th grade)**
  - Content-area instructional materials, literature grouped together to serve as a resource in four different areas: language arts, math, science, social studies
  - Resource centers used during content-area instruction promoting cooperative, discovery, inquiry, project-based learning

- **Specialized Vocabulary Enrichment Activities (3rd – 5th grade)**
  - All students exposed to previously learned specialized vocabulary in math, science and social studies in other language
  - Target vocabulary is vocabulary learned during previous week
  - Math specialized vocabulary enrichment activities in Spanish
  - Science/social studies specialized vocabulary enrichment activities in English
  - Conducted a minimum of 30-45 minutes per week in each content area
5. Classroom Setting/Instruction

- **Classroom Environment**
  - Alphabet in both languages
  - Classroom labels in both languages (includes shelves, supplies, etc.)
  - Student’s work displayed in both languages
  - Materials, literature available in both languages
  - Cooperative grouping classroom setting

- **Classroom Instruction**
  - **No translation or clarification in L1; code-switching avoided during formal instruction**
  - Constructivist/learner-centered Strategies
  - Challenging, authentic, interactive lessons
  - Hands-on activities; manipulatives
  - High academic standards; expectations; challenging instruction
  - Use of bilingual pairs and bilingual groups for instruction (minimal whole group instruction)
  - Language of the Day (morning activities, transitions, daily news, journal writing, storytelling, etc.)
Program Monitoring

Dual Language Enrichment Program

- English and Spanish language instruction will be provided through content area instruction. Data will be reviewed at beginning and end of the year to monitor student’s English and Spanish proficiency.

- Students will receive appropriate differentiated instruction, needed instructional support services, and timely interventions based on their individual Linguistic Plan

- Various data sources will be utilized to monitor and accelerate instruction for ELLs

- (Refer to Testing Guidelines)
  - Pre-LAS (Listening and Speaking)
  - LAS Links (Listening, Speaking, Reading and Writing)
  - Texas English Language Proficiency Assessment System (TELPAS) Results
  - Tejas Lee Results
  - Classroom Observations
  - STAR Reading Enterprise
  - Lesson Plan Review
Testing Guidelines

Elementary

§89.1267. Standards for Evaluation of Dual Language Immersion Program Models

(a) A school district implementing a dual language immersion program must conduct annual formative and summative evaluations collecting a full range of data to determine program impact on student academic success.

(b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Pretest</th>
<th>English Posttest</th>
<th>Spanish Pretest</th>
<th>Spanish Posttest</th>
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<tr>
<td>PK</td>
<td>Pre-LAS</td>
<td>Pre-LAS</td>
<td>Pre-LAS</td>
<td>Pre-LAS</td>
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<tr>
<td>Kinder</td>
<td>LAS Links</td>
<td>LAS Links</td>
<td>Tejas Lee (BOY)</td>
<td>Tejas Lee (EOY)</td>
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<tr>
<td>1st</td>
<td>TELPAS Composite (previous year)</td>
<td>TELPAS Composite</td>
<td>Tejas Lee (BOY)</td>
<td>Tejas Lee (EOY)</td>
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<td>2nd</td>
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<td>TELPAS Composite</td>
<td>Tejas Lee (BOY)</td>
<td>Tejas Lee (EOY)</td>
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<tr>
<td>3rd</td>
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<td>TELPAS Composite</td>
<td>Tejas Lee (BOY)</td>
<td>Tejas Lee (EOY)</td>
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<td>4th</td>
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<td>TELPAS Composite</td>
<td>(BOY) Spanish STAR Reading</td>
<td>(EOY) Spanish STAR Reading</td>
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<td>5th</td>
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<td>TELPAS Composite</td>
<td>(BOY) Spanish STAR Reading</td>
<td>(EOY) Spanish STAR Reading</td>
</tr>
</tbody>
</table>

Note: We will continue to utilize the Pre-LAS/LAS-Links/IOWA assessments for identification and placement of English Language Learners.
Instructional Resources & Staff Development
Pre-Kinder

Objective:
To provide opportunities for students to become biliterate by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

- a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
- on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

- Pre-Kinder students who have been identified by LPAC as English Language Learners (Pre-LAS 2000-English Levels 1,2,3,4)

Curriculum:

- The curriculum is based on the Pre-Kindergarten Guidelines including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).

Instruction:

- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the district’s daily schedules. Grouping of students as needed for direct instruction to develop reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.

- **Oral Language Development Activities Resource Guide**
  - Office of Bilingual/ESL Education has created a teacher resource that contains activities that teachers can utilize to properly address this critical components of DLE Model. This resource must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.

Staffing:

- Bilingual teacher with early childhood/kindergarten and bilingual education certification/endorsement
- An instructional assistant who is proficient in both languages
Assessments:

Testing for this level will be for:

<table>
<thead>
<tr>
<th>Initial Entry/Placement</th>
<th>Pre-LAS 2000 English Form C</th>
<th>Pre-LAS 2000 Spanish Form C</th>
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<tr>
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<td>End of year Pre-LAS 2000 English Form D</td>
<td>End of year Pre-LAS 2000 Spanish Form C</td>
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<tr>
<td>Academic Achievement &amp; Progress</td>
<td>MClass Assessment (Beginning, Middle, and End of the year)</td>
<td></td>
</tr>
</tbody>
</table>

Staff Development:

- Dual Language Enrichment Three-Day Training Institute
- Dual Language Committee Trainings
- Bilingual Centers for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training

Core Material:

- State Adopted
- Pre-K Guidelines

Language and Literacy

- Big Day
- Fonología del language

Science/Social Studies

- Pre-K State Adoption

Phonics/ Readiness Skills

- Alfarrimas
- Vocabuláminas
- Neighborhood Readers
- Alpha sound tubs

Literacy Centers/ Bilingual Centers

- Dual Language Collection
Kindergarten

Objective:

To provide opportunities for students to become bilingual by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

- a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
- on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

- Students who have been identified by LPAC as Limited English Proficient (Pre-LAS 2000-English Levels 1,2,3,4)

Curriculum:

- The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).

  Language Arts
  - Spanish language development
  - Formal reading in Spanish
  - Formal writing process instruction in Spanish

  Content Areas
  - Math- English
  - Social Studies and Science- Spanish

Instruction:

- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the district’s daily schedules. Grouping of students as needed for direct instruction to develop reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.

- Oral Language Development Activities Resource Guide
  - Office of Bilingual/ESL Education has created a teacher resource that contains activities that teachers can utilize to properly address this critical components of DLE Model. This resource must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.
**Staffing:**

- Bilingual teacher with early childhood/kindergarten and bilingual education certification/endorsement

**Assessments:**

Testing for this level will be for:

<table>
<thead>
<tr>
<th>Initial Entry/Placement</th>
<th>LAS Links English</th>
<th>LAS Links Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Acquisition</td>
<td>LAS Links English</td>
<td>Tejas Lee (End of year)</td>
</tr>
<tr>
<td>Academic Achievement &amp; Progress</td>
<td>Texas English Language Proficiency Assessment System (TELPAS)</td>
<td>Six Weeks Assessments Tejas Lee (Beginning, Middle, and End of year)</td>
</tr>
</tbody>
</table>

**Staff Development:**

- Online Professional Development
- Dual Language Enrichment Three-Day Training Institute
- Bilingual Centers for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training
- Dual Language Committee Trainings

**Core Material:**

- TEKS
- State Adopted
- District Timelines

**Language and Literacy**

- Treasures/ Tesoros
- TEJAS LEE Intervention Guide
- Aprendamos a Leer

**Mathematics**

- EnVision 2.0

**Phonics/ Readiness Skills**

- TEJAS LEE Intervention Guide
- Alfarrimas
- Vocabuláminas
- CIRCLE Manual
- Neighborhood Readers

**Science/Social Studies**

- La Joya ISD Science Scope and Sequence
- Social Studies- Pearson Adoption

**Literacy Centers/Bilingual Centers**

- Dual Language Collection
1st grade

Objective:
To provide opportunities for students to become bilingual by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

- a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
- on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

- Students who have been identified by LPAC as Limited English Proficient (Pre-LAS 2000-English Levels 1,2,3,4)

Curriculum:

- The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).
  
  Language Arts
  - Spanish language development
  - Formal reading in Spanish
  - Formal writing process instruction in Spanish

  Content Areas
  - Math- English
  - Social Studies and Science- Spanish

Instruction:

- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained classrooms. Content area instruction will be taught in Spanish and English as outlined in the district’s daily schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.

- Oral Language Development Activities Resource Guide
  - Office of Bilingual/ESL Education has created a teacher resource that contains activities that teachers can utilize to properly address this critical components of DLE Model. This resource must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.

Staffing:

- Bilingual teacher with early childhood/kindergarten and bilingual education certification/endorsement
Assessments:

Testing for this level will be for:

<table>
<thead>
<tr>
<th>Initial Entry/Placement</th>
<th>LAS Links English</th>
<th>LAS Links Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Acquisition</td>
<td>TELPAS Composite</td>
<td>Tejas Lee (End of year)</td>
</tr>
<tr>
<td>Academic Achievement &amp; Progress</td>
<td>Texas English Language Proficiency Assessment System (TELPAS)</td>
<td>Six Weeks Assessments Tejas Lee (Beginning, Middle, and End of year)</td>
</tr>
</tbody>
</table>

Staff Development:

- Online Professional Development
- Dual Language Enrichment Three-Day Training Institute
- Dual Language Committee Trainings
- Bilingual Centers for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training

Core Material:

**Language and Literacy**

- Treasures/ Tesoros
- TEJAS LEE Intervention Guide
- Aprendamos a Leer

**Mathematics**

- EnVision 2.0

**Science/Social Studies**

- Science –Pearson Adoption
- Social Studies- Pearson Adoption

**Phonics/ Readiness Skills**

- TEJAS LEE Intervention Guide

**Literacy Centers/Bilingual Centers**

- Dual Language Collection
2nd grade

Objective:
To provide opportunities for students to become bilingual by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

- a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
- on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

- Students who have been identified by LPAC as English Language Learners (LAS Links 1,2,3/IOWA)

Curriculum:

- The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).

  Language Arts
  - Spanish language development
    - Formal Reading in Spanish
    - Formal writing process instruction in Spanish
  - English Language Arts
    - Formal Reading in English
    - Formal writing process instruction in English

  Content Areas
  - Math- English
  - Social Studies and Science- Spanish

Oral Language Development Activities Resource Guide

- Office of Bilingual/ESL Education has created a teacher resource that contains activities that teachers can utilize to properly address this critical components of DLE Model. This resource must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.

Instruction:

- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained or team-teaching classrooms. Content area instruction will be taught in Spanish and English as outlined in the district’s daily schedules. Grouping of students as needed for direct instruction to develop reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.
Staffing:

- Bilingual teacher with early childhood and bilingual education certification/endorsement

Assessments:

Testing for this level will be for:

<table>
<thead>
<tr>
<th>Initial Entry/Placement</th>
<th>LAS Links English</th>
<th>LAS Links Spanish</th>
</tr>
</thead>
<tbody>
<tr>
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<td>IOWA Test</td>
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</table>

<table>
<thead>
<tr>
<th>Language Acquisition</th>
<th>TELPAS Composite</th>
<th>Tejas Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(End of Year)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Achievement &amp; Progress</th>
<th>Texas English Language Proficiency Assessment System (TELPAS)</th>
<th>District Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tejas Lee (Beginning, Middle, and End of year)</td>
</tr>
</tbody>
</table>

Staff Development:

- Online Professional Development
- Dual Language Enrichment Three-Day Training Institute
- Dual Language Committee Trainings
- Bilingual Learning Centers for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training

Core Material:

- TEKS
- State Adopted
- District Timelines

Language and Literacy

- Tesoros/ Treasures
- District Scope and Sequence
- TEJAS LEE Intervention Guide

Mathematics

- EnVision 2.0

Science/Social Studies

- Science –Pearson Adoption
- Social Studies- Pearson Adoption

Literacy Centers/Bilingual Centers

- Dual Language Collection

Phonics/ Readiness Skills

- TEJAS LEE Intervention Guide
3rd grade

Objective:

To provide opportunities for students to become bilingual by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

➢ a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
➢ on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

➢ Students who have been identified by LPAC as English Language Learners (LAS Links 1,2,3/IOWA)

Curriculum:

➢ The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).

Language Arts

- Spanish language development
  - Formal Reading in Spanish
  - Formal writing process instruction in Spanish
- English Language Arts
  - Formal Reading in English
  - Formal writing process instruction in English

Content Areas

- Math- English
- Social Studies and Science- Spanish

➢ Specialized Vocabulary Activities and Bilingual Research Centers

- Office of Bilingual/ESL Department has created a teacher resource that contains activities that teachers can utilize for these to critical components of DLE Model. These resources must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.

Instruction:

➢ Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained or team-teaching classrooms. Content area instruction will be taught in Spanish and English as outlined in the district’s daily schedules. Grouping of students as needed for direct instruction to develop reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.
**Staffing:**

- Bilingual teacher with early childhood and bilingual education certification/endorsement

**Assessments:**

Testing for this level will be for:

<table>
<thead>
<tr>
<th>Initial Entry/Placement</th>
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<tbody>
<tr>
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<td>IOWA Test</td>
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<td>Language Acquisition</td>
<td>TELPAS composite Score</td>
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<tr>
<td>Academic Achievement &amp; Progress</td>
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</tr>
</tbody>
</table>

**Staff Development:**

- Online Professional Development
- Dual Language Enrichment Three-Day Training Institute
- Dual Language Committee Trainings
- Bilingual Research Centers for Dual Language Enrichment Classrooms
- Specialized Vocabulary Enrichment for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training

**Core Material:**

**Language and Literacy**

- Tesoros/ Treasures Scope and Sequence for Dual Language Classrooms
- TEJAS LEE Intervention Guide

**Mathematics**

- EnVision 2.0

**Phonics/ Readiness Skills**

- TEJAS LEE Intervention Guide (3rd grade)

**Science/Social Studies**

- Science –Pearson Adoption
- Social Studies- Pearson Adoption
4th & 5th grade

Objective:
To provide opportunities for students to become bilingual by implementing a Dual Language Enrichment Program of instruction in a heterogeneous setting. This will be done through:

- a more deliberate and effective use of current research on learning, child development and bilingual education for planning and teaching
- on-going monitoring of instruction by campus staff with assistance of central office staff

Eligibility:

- Students who have been identified by LPAC as English Language Learners (LAS Links 1,2,3/IOWA)

Curriculum:

- The curriculum is based on the Texas Essential Knowledge and Skills (TEKS) including those for primary language and English Language Proficiency Standards (ELPS) as specified by the state and supported by current research in each of the areas (See District Timelines and Daily Schedules).
  
  **Language Arts**
  - Spanish language development
    - Formal Reading in Spanish
    - Formal writing process instruction in Spanish
  - English Language Arts
    - Formal Reading in English
    - Formal writing process instruction in English

- Content Areas
  - Math- English
  - Social Studies and Science- Spanish

- Specialized Vocabulary Activities and Bilingual Research Centers
  - Office of Bilingual/ESL Department has created a teacher resource that contains activities that teachers can utilize for these to critical components of DLE Model. These resources must be used by teachers to focus on the proper development of academic vocabulary and cognitive development of every Dual Language Enrichment student.

Instruction:

- Bilingual instruction will be utilized in heterogeneous/language-mixed, self-contained or team-teaching classrooms. Content area instruction will be taught in Spanish and English as outlined in the District’s Daily Schedules. Grouping of students as needed for direct instruction of development reading in their dominant language may occur within the classrooms or in regrouping by language and teaming situation between two teachers.
Staffing:

- Bilingual teacher with early childhood and bilingual education certification/endorsement

Assessments:

Testing for this level will be for:

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<tr>
<th>Initial Entry/Placement</th>
<th>LAS Links English</th>
<th>LAS Links Spanish</th>
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<tbody>
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<td>IOWA Test</td>
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<td>Language Acquisition</td>
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<td>Academic Achievement &amp; Progress</td>
<td>Texas English Language Proficiency Assessment System (TELPAS)</td>
<td>The State of Texas Assessments of Academic Readiness (STAAR™)</td>
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Staff Development:

- Online Professional Development
- Dual Language Enrichment Three-Day Training Institute
- Dual Language Committee Trainings
- Bilingual Research Centers for Dual Language Enrichment Classrooms
- Specialized Vocabulary Enrichment for Dual Language Enrichment Classrooms
- Classrooms Visits and Debriefing and Feedback session for Dual Language Enrichment Teachers
- English Language Proficiency Standards Training

Core Material:

- TEKS
- State Adopted
- District Timelines

Langage and Literacy

- Tesoros/ Treasures Sequence

Mathematics

- EnVision 2.0

Science/Social Studies

- Science –Pearson Adoption
- Social Studies- Pearson Adoption
Dual Language Enrichment Program: Homework
Homework in the Dual Language Enrichment Classroom

Homework, or homework assignment, refers to tasks assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home. These assignments must be material previously covered in the classroom in order for students to experience success and clearly benefit from the extra individual practice. Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built (such as a diorama or display), or other skills to be practiced.

Homework Guidelines

A review of over 60 research studies showed that, within limits, there is a positive correlation between the amount of homework done and student achievement. The research synthesis also showed that too much homework could be counterproductive. The research supports the "10-minute rule", the commonly accepted practice of assigning 10 minutes of homework per day per grade-level. For example, under this system, 1st graders would receive 10 minutes of homework per night, while 5th graders would get 50 minutes' worth, 9th graders 90 minutes of homework, etc.

In the Dual Language Enrichment Classroom teachers can give assignments to students following the Language of the Day. In other words, Spanish days are the best option for homework dealing with Reading in their native language, vocabulary, writing sentences, etc. English days can be assigned for Mathematics homework, practice their basic skills or solving word problems. In addition, English days can be about reading in their second language. We highly encourage that English homework be more oriented towards reading books in English and/or practicing the high frequency words, and for the upper grades (3rd-5th) writing sentences with vocabulary words from the reading selection is also a good option.
Students participating in the Dual Language Enrichment Program are instructed in two languages and at high levels of rigor; however, challenging students cognitively and linguistically does not mean to send a 20 word list in Spanish and another 20 word list in English to be studied and to write sentences with each word. This practice is completely unnecessary and as mentioned before it can be counterproductive. Students can write sentences in their native language at home, because it is an activity that has been done in the classroom, but the modeling of writing sentences in their second language must be done in the classroom. Teachers also need to set different expectations according to the language the homework is sent in. In other words, teachers cannot expect for students to handle the same quantity of homework in their 1st language versus their 2nd language, and also the complexity of the assignments needs to be differentiated. When too much homework is sent home or the complexity is almost comparable in both languages it becomes “parent work” instead of student work.

It is a fact that students generally benefit when their parents become involved in the homework process; however, too much parental involvement can prevent the positive effects of homework.

Setting a regular time to do homework and designating a specific place for doing homework helps keep the student well-focused on his or her studies. A flat surface, good lighting, school supplies (pens, pencils, paper, scissors, glue, eraser, ruler, etc.) and a dictionary are often essential components in order to maximize the process of homework.
Dual Language Enrichment Classroom Environment
Dual Language Enrichment

Classroom Environment

In the Gomez & Gomez Dual Language Enrichment Model there are several requirements to create perfect classroom environment for bilingual learners. The different requirements are specifically designed to form a balanced bilingual classroom environment to facilitate the oral and academic development of first and second language for all learners.

1. Classroom labels/ Language of the Day Sign
   a. LOD sign posted outside classroom door
   b. Plenty of items labeled in the classroom
   c. Items clearly labeled in both languages
   d. Some labels at student eye level

2. Student-generated alphabet posted in both languages
   a. Alphabet clearly posted in both languages
   b. Alphabets posted at student eye level
   c. Alphabets are student-generated/developed

3. Students’ work prominently displayed in both languages
   a. Plenty of student work displayed in classroom
   b. Student work is displayed in both languages (following LOI)

4. Clear and visible list of assigned bilingual pairs
   a. Pairs clearly posted
   b. Clear easy way to modify bilingual pairs
   c. Bilingual pairs posted are color coded

5. Instructional materials accessible and equitable in both languages
   a. Materials accessible in both languages
   b. Materials equitable in both languages

6. Literature accessible and equitable in both languages
   a. Plenty of reading books available
   b. Reading books accessible to students in both languages
   c. Reading books equitable in both languages
   d. Reading books are culturally relevant for children

7. Interactive Word Wall
   a. Word Walls in both languages and separate
b. Vocabulary words can be from different content areas; all words are student prompted

8. Desks or tables arranged to promote interactive/group lessons
   a. Desks/tables used for bilingual pair/group
   b. Desks/tables arranged for face-to-face interaction
   c. Clear pathways for student travel to group activities

9. Bulletin boards/Content Word Vocabulary Wall correspond to language of instruction*
   a. Bulletin boards posted are in LOI
   b. Appropriate content-area bulletin boards represented
   c. Content-area charts posted are in LOI

10. Bilingual Learning Centers (PK-2)/Bilingual Research Centers (3-5) in both languages*
    a. Bilingual research centers are well-defined, labeled and equipped with resources.
    b. Bilingual Learning Centers for content areas are to have academic-based activities
    c. Extensive instructional/reading material available for Bilingual/Research Centers
    d. Bilingual Learning Center Activities should be equitably available in both languages
        (e.g. 3 English Activities/3 Spanish Activities)
    e. Effective management plan for rotation for Bilingual Learning Centers
    f. Bilingual Research Centers are used during content-area instruction (project-based activities 3-5)

*It is recommended that Bulletin Boards and Bilingual Learning Centers are located in one area only. Ex. All materials, resources, manipulatives, games, center activities and bulletin board for Mathematics need to be together.
Dual Language
Enrichment Classrooms
Grading and Testing
Procedures for
Language Arts
La Joya ISD

Office of Elementary Education

Office of Bilingual / ESL Education

Dual Language Enrichment Classrooms Grading and Testing Procedures for Language Arts

<table>
<thead>
<tr>
<th>Definition for First and Second language</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL/Bilingual Learners:</td>
</tr>
<tr>
<td>First Language: Spanish</td>
</tr>
<tr>
<td>Second Language: English</td>
</tr>
<tr>
<td>Non-ELL/ English Dominant:</td>
</tr>
<tr>
<td>First Language: English</td>
</tr>
<tr>
<td>Second Language: Spanish</td>
</tr>
</tbody>
</table>

**Language Arts (First Language) Grading and Testing Procedures**

- All students shall receive a 6 weeks grade following the regular district grading procedures and requirements
- All testing and re-testing policies apply
- All students shall be tested with weekly assessments
- All students shall be tested with Unit/ District Assessment
- All averages and grades count towards meeting Honor Roll requirements

**Dual Language Arts (Second Language) Grading and Testing Procedures**

- All students shall receive a 6 weeks grade that will include **3 grades** for each of the following areas: (Formal/informal assessments and student work)
  - Comprehension
  - Spelling
  - Composition 85%
  - Grammar
  - Homework 15%

- Students will be tested with weekly assessments
- *All students shall be tested with Reading adoption assessment with necessary accommodations depending on their proficiency level
- The grades and averages will **NOT** count towards meeting Honor Roll requirements

*Please refer to TELPAS/ELPS Proficiency Level Descriptors*
Due to the limited space in the Report Card the decision was to create one course titled Dual Language Arts which will carry a numeric grade.

The Dual Language Arts grade will be an average of the following Language Arts components:

Spelling
Comprehension 85%
Composition
Grammar
Homework 15%

Each Language Arts Component shall have a minimum of 3 grades. (Formal/informal assessments and student work)

All 2nd-5th grade students participating in the Dual Language enrichment program will receive a numeric grade for their second language arts. This grade will not be used to determine Honor Roll.
Procedures for Non-ELLs participating in DLE Program
Dual Language Enrichment Program Participation Procedures for Non-ELL English Dominant Students

1. The following steps need to be followed to begin this process: Hold a campus parent meeting to share the benefits of the Dual Language Enrichment Program and the long-term commitment (4-5 years).

2. If after sharing the benefits of the DLE Program parents are interested in having their child participate in the program, then the Parental Approval Dual Language Enrichment Program form needs to be signed.

3. After the form is signed, then the child needs to be placed in the appropriate classroom setting.

*Child does not need to be LPACed. Please keep the Parental Approval Form loose in the permanent record.*
La Joya ISD
Office of Bilingual/ESL Education

English Dominant Students participating in One-Way Dual Language

Pre-Kinder, Kindergarten, & 1st grade

Language of Instruction (LOI) by subject area

- Language Arts
  - English Only
- Mathematics
  - English Only
- Science & Social Studies
  - Spanish Only
- Conceptual Refinement for all content Areas
- Bilingual Learning Centers for all content Areas

Instructional Staff: Bilingual Certified Teachers

Language of the Day (LOD)
M-W-F: Spanish / T-TH: English

- Non Content
  - School Language / Social Language
- Music & Physical Education
Dear Parent or Guardian,

Dual Language programs integrate language minority and language majority students and provide instruction in Spanish and English. Students at La Joya ISD have an opportunity to participate in a Dual Language Enrichment Program.

Program Goals:

- Develop high linguistic proficiency in two languages
- Attain high academic proficiency in two languages
- Develop positive cross-cultural attitudes; biculturalism

Due to the long-term nature of the program goals, 5 years of participation are required for the benefits of this program to be fully implemented.

My child, _______________________________, will participate in the Dual Language Enrichment Program at ____________________________Elementary. I will support my child, the teacher, and the campus to ensure that this program and my child experience success. I also understand that there is limited enrollment for this program and the children will be registered in the order their agreement is received.

Sincerely,

Dr. Alda T. Benavides
Superintendent of Schools

☐ I approve the program for my child

☐ I do not approve the program for my child

___________________________________________________________
Signature of Parent or Guardian

___________________________________________________________
Date
Autorización para la participación en el
Programa Bilingüe de Doble Inmersión

Nombre del estudiante:_______________________ Grado:_______________ Número de Identificación:_______________

Apreciado Padre,

El programa bilingüe de Doble Inmersión integra a estudiantes de grupo minoritario con estudiantes del grupo mayoritario e imparten la instrucción en ambos idiomas, español e inglés. Los estudiantes de La Joya ISD tendrán la oportunidad de participar en el programa de Doble Inmersión.

Metas del Programa:
• Alto desarrollo en dos idiomas
• Alto logro académico en dos idiomas
• Desarrollo positivo de la cultura de sí mismo y otras culturas (bicultural)

Debido a los objetivos del programa, se requieren 5 años de participación para alcanzar éxito en dos idiomas.

Mi hijo/a,________________________________, participará en el programa de Doble Inmersión en la escuela primaria _________________. Entiendo que me estoy comprometiendo para que mi hijo/a permanezca en el programa y que apoyaré a mi hijo/a, a la maestra, y a la escuela para asegurar que el programa y mi hijo/a tengan éxito. También entiendo que el cupo para el programa es limitado y los estudiantes se registrarán en el orden que se reciba el contrato.

Sinceramente,

Dr. Alda T. Benavides
Superintendente de escuelas

☐ Yo doy permiso para que mi hijo/a participe en el programa.

☐ No doy permiso para que mi hijo/a participe en el programa.

_________________________________________  _____________________________
Firma de padre o tutor legal  Fecha