

2008-2009
Two-Way/One-Way Bilingual
Instructional Framework

One-Way Bilingual/ESL Framework	Two-Way Bilingual/ESL Framework
<p>1. Definition: One-way bilingual programs consist of native Spanish speaking students who are provided instruction in both the native language and English. One-way bilingual programs strive to promote bilingualism and biliteracy, grade level academic achievement, positive cross-cultural attitudes and behaviors in all students.</p> <p>The One-Way Bilingual/ESL Instructional Framework for 2007-08 is designed to clarify questions for administrators, teachers, paraprofessionals, and parents. The framework provides the expectations for the delivery of instruction in classes comprised of predominately native Spanish speakers. All students who are Spanish speakers and are Limited English Proficient must be offered the One-Way Bilingual/ESL Program.</p> <p>The framework is based on the research presented to NEISD on May 17, 2006 by nationally recognized ELL leaders, Virginia Collier, PhD and Wayne Thomas, PhD. Other research by Nancy Cloud, Fred Genesee, Else Hamayan, Yvonne S. Freeman and David E. Freeman. The Department of ELL expects all one-way and two-way bilingual teachers to adhere to the framework.</p>	<p>1. Definition: Two-way bilingual programs integrate native Spanish speaking students and native English speaking students, providing instruction in both the native language and English. Two-way bilingual programs strive to promote bilingualism and biliteracy, grade level academic achievement, positive cross-cultural attitudes and behaviors in all students.</p> <p>The Two-Way Bilingual/ESL Instructional Framework for 2007-08 is designed to clarify questions for administrators, teachers, paraprofessionals, and parents. The framework provides the expectations for the delivery of instruction in classes comprised of students that are in a classroom with half being native Spanish speakers and the other half being native English speakers. Two-Way is a form of Bilingual Education.</p> <p>The framework is based on the research presented to NEISD on May 17, 2006 by nationally recognized ELL leaders, Virginia Collier, PhD and Wayne Thomas, PhD. Other research by Nancy Cloud, Fred Genesee, Else Hamayan, Yvonne S. Freeman and David E. Freeman. The Department of ELL expects all one-way and two-way bilingual teachers to adhere to the framework.</p>
<p>2. All native Spanish speakers are given the Spanish and English LAS-O assessments or the Spanish and English Pre-LAS assessments. These students will have scored a level 1-5 on the Spanish LAS-O or a level 1-3 on the Spanish Pre-LAS. There may be students who demonstrate on the LAS-O assessment that more of their instruction should be in English, with Spanish support and clarification of concepts when necessary. Example: a student scoring a level 3 in English (still limited, but high) and a level 1 in Spanish. This student should be placed in the One-Way Bilingual/ESL Program with the expectation that the bilingual teacher will use flexible grouping, such as centers and work stations, in order to differentiate instruction appropriately.</p>	<p>2. All native Spanish speakers and native English speakers are given the LAS-O assessment to divide the students equally into the two-way language classrooms. It is recommended that the native English speakers score <i>fluent</i> on the LAS-O to participate in the Two-Way Bilingual classrooms. It is also recommended that the native English speakers enter into a dual language classroom in Kindergarten or First Grade (1st semester). Native Spanish speakers may enter a two-way bilingual program at any grade (K-5).</p>
<p>3. For students who enter the program for the first time during the</p>	<p>3. Two way students who have exited LEP status through LPAC can remain in the two-way program. As outlined in TAC Chapter 89.1240 B,</p>

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<p>fall semester in grades 3, 4, or 5, the LPAC may determine and document in writing if additional Spanish support is needed other than what is outlined in the One-Way Bilingual/ESL Instructional Framework 2007-08. The LPAC will specify the added minutes per day and subject areas where the additional Spanish support. The principal must be informed, agree to, and sign the LPAC documentation for additional minutes of Spanish instruction. Without this documentation it is expected that all teachers follow the instructional framework.</p>	<p>students that are native Spanish speakers (LEP) may exit the program and remain as participants in a dual language classroom.</p>
<p>4. The framework is based on a school day of 5.5 hours or 330 minutes of instructional time. In addition, the following points add further clarification to what is expected:</p>	<p>4. The framework is based on a school day of 5.5 hours or 330 minutes of instructional time. In addition, the following points add further clarification to what is expected:</p>
<p>A. In grades 3-5 during Science and Social Studies, concepts must be taught by the teacher in English with concepts clarified in the primary language by students.</p> <p>B. The district adopted ESL and supplemental ESL instructional material may be included in the Four Blocks portion of the instructional day.</p> <p>C. <i>Most students</i> who have been in the program since Pre-K or K and are in grades 4 and 5 will have transitioned to literacy instruction in English. The LPAC should use the <u>Transition to English Literacy</u> form to document which students are receiving reading instruction in English. This form may be found in the ELL Procedural Manual and on the Intranet under Bilingual/ESL forms.</p> <p>D. Technology support such as ELLIS may be used as an ESL resource throughout the instructional day. Other technology support can be used for ESL instruction. (Ex. Photo Story, Power Points, etc.)</p>	<p>A. When there are two teachers at the same grade level participating in the two-way program, one teacher is the Spanish role model for the students and the second two-way teacher will be the English role model. The teachers in grades K-1st will replace each other in the classrooms and teach the other homeroom in English. Teachers that have students in grades 2-5 will have the students move to the other classroom for English.</p> <p>B. In classrooms of K-2, Science and Social Studies is taught in English but teachers have the option to do Science and Social Studies themes in Spanish during the Four Blocks Reading Block.</p> <p>C. Third Grade begins with a Language Arts block in English and a Language Arts block in Spanish. Science and Social Studies can be taught in both English and Spanish.</p> <p>D. The LPAC will consider all data to determine the language of assessment for LEP students in grades 3-5. In most cases, the dual participants will most likely take Reading TAKS in Spanish in 3rd. A dual language committee will document and determine the language of assessment for the non-LEP students.</p>

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	<p>E. LEP students that take the TAKS in English may exit their LEP status and still participate in the dual language classrooms.</p> <p>F. The district adopted ESL and supplemental ESL instructional material may be used as a resource for ESL or it may be included in the Four Blocks portion of the instructional day. Dual Language Kinder teachers will pilot the <u>Spotlight on English</u> materials for the ESL component.</p> <p>G. Technology support such as ELLIS may be used as an ESL resource throughout the instructional day. Other technology support can be used for ESL and must be in English. (Ex. Photo Story, Power Points, etc.)</p>
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