

Building Bilingual and English as a Second Language (ESL) Programs as a Local Education Agency (LEA)

How do we build language programs to best serve English Learners (ELs) and to eliminate the need for [bilingual education exceptions](#) and/or [ESL waivers](#)?

Bilingual Program Planning



Select a **bilingual program model** that fits the needs of your students, families, and community and aligns to research on effective programming¹.



Plan for

- o all bilingual program models to last through **all elementary grade levels**
- o **an ESL certified teacher only to be utilized** in partnership with a bilingual certified teacher within Dual Language Immersion program models.



Target

- o a **select number of campuses** to maximize resources and staff, as needed
- o **specific teachers** for pursuing bilingual education certification who demonstrate interest and skill in serving ELs



Build

- o **one grade level at a time**, beginning with your earliest grade level
- o an **alternative language program** in upper grade levels as the bilingual program builds from earliest grade levels, providing support such as ESL certified teachers.

ESL Program Planning



Select **English Language Arts and Reading (ELAR) instruction** as a focus for providing ESL certified teachers, fulfilling minimum compliance for an ESL Pull-Out model².



Plan for ESL Pull-Out to be delivered in **one of three ways**:

- o the ELAR teacher is ESL certified
- o an ESL certified teacher co-teaches with the ELAR teacher
- o an additional ESL/ELAR course provided by an ESL teacher



Target

- o **specific teachers** for pursuing ESL certification who demonstrate interest and skill in serving ELs
- o **strategic scheduling efforts** to cluster and place ELs with teachers who are already ESL certified



Build

- o **ESL Content-Based program model** (with all content instruction for ELs provided by ESL certified teachers) by prioritizing ELs at beginning and intermediate levels of English proficiency and then by strategic grade levels or content areas
- o the strength of the ESL program by **continuing sheltered instruction training** for all content area teachers.

Ideas for Recruitment and Retention of Bilingual/ESL Educators

What is our **recruitment plan**, as required by submitting the bilingual exception and/or ESL waiver?

Recruitment efforts could include:

- o Loan forgiveness programs (Federal)
- o Salary supplements, annual stipends, hiring bonuses (LEAs)
- o Partnerships with local university preparation programs/student teaching/Grow Your Own; Scholarships
- o Alternative certification programs (partnerships, LEA-based ACPs)
- o Teacher pipeline programs (Bilingual Buddies at MS, CTE Teacher Prep at HS)
- o State and National Conferences (fall recruiting season)
- o International recruiting for bilingual educators (Spain, Puerto Rico, Mexico)

What **retention efforts** can we make to specifically target bilingual/ESL educators?

Examples include:

- o Salary supplements/annual stipends
- o Recognition (grants, awards, conference attendance, performances, program spotlights, media)
- o Empowerment (leadership opportunities, conference presentations)
- o Additional moneys for resources and resource development
- o Full integration (curriculum writing, instructional resources review, district decision making)

Bilingual Exception and ESL Waiver Scenario Chains provide information on state-approved program models and requirements for filing Bilingual Education Exceptions and ESL Waivers. These and other resources can be found on the [TEA Bilingual Education Exception/ESL Waiver webpage](#).

¹ TAC 89.1210 (c)(1-4)

² TAC 89.1210 (d)(2)