

Integrating Bilingual/English as a Second Language Teachers in a Local Designation System

Across Texas, many districts have created Teacher Incentive Allotment (TIA) Local Designation Systems that include emergent bilingual (EB) teachers. The [Teacher Incentive Allotment Guidebook](#) describes how districts may include all teachers in the local designation system or limit designation eligibility to specific teaching assignments and/or campuses.

The following guidance is designed to complement existing TIA guidance to support districts in developing, expanding, and implementing a local designation system for Bilingual and English as a Second Language (ESL) teachers. Districts should direct specific questions related to Bilingual/Dual language/ESL requirements to the Division of Emergent Bilingual Support, EmergentBilingualSupport@tea.texas.gov.

Considerations for Including Bilingual/ESL Teachers in Local Designation Systems

Best practices for new and existing TIA systems seeking to expand eligibility for Bilingual/Dual-Language teaching assignments include:

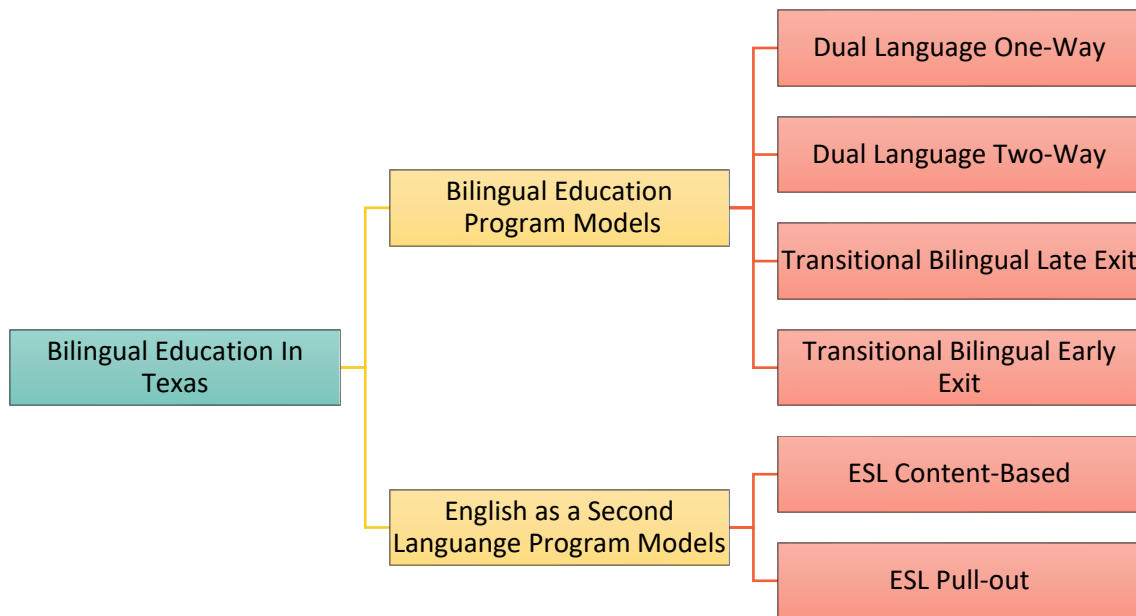
- Conduct focus groups and/or listening sessions in the design—and implementation of—the local designation system to ensure all stakeholders understand the scope and purpose of student growth measures and teacher appraisal.
- Include teachers in general education, inclusion, and Bilingual/ESL teaching assignments as well as principals and department heads in stakeholder engagement sessions as part of the local TIA Steering Committee.
- Carefully consider how your district will calculate growth for this teacher category.
- Progress monitor implementation of the local designation system throughout the year and include training on appraisal and measuring student growth specific to the Bilingual/ESL setting.
- Due to the complexity of second language acquisition, TELPAS remains a mandatory requirement and should be considered as an additional data point in understanding a teacher's impact on students' linguistic development.

Align Student Growth Measures to the Texas Bilingual Education Models

Six Bilingual Education models are currently implemented in Texas schools. Districts have some flexibility in implementing Bilingual/ESL programs for students. The following section illustrates Texas Bilingual Education models. Based on the model used, districts should consider varying approaches to measuring student growth and strongly consider integrating Bilingual/ESL teachers into their local designation systems.

Goals for Bilingual Education Models:

The chart below outlines the six [Bilingual Education models used in Texas schools](#):



The six models are organized in three primary categories as follows:

- Dual Language Instruction: [Bilingualism and biliteracy](#) in partner language and English with high academic achievement in both languages in all content areas.
- Transitional Bilingual: Early literacy in the primary language transitioning into English instruction to reach English proficiency.
- English as a Second Language: Provide instruction only in English to reach English proficiency.

TELPAS CONSIDERATIONS IN LOCAL DESIGNATION SYSTEMS

TELPAS measures how students develop language during their content area learning. Therefore, it measures how teachers effectively delivered lessons that fostered students' use of all language domains as they were learning content. Student growth in a Bilingual/ESL setting should be used *in conjunction with* additional student growth measures such as STAAR, portfolios, or student learning objectives (SLOs) to get a more accurate representation of student growth. If TELPAS is used, it is recommended that districts use individualized scores for students' language growth per domain rather than expecting students to score one language proficiency higher in one year. Language development is a dynamic process and students develop proficiencies at different levels. Districts are offered a wide variety of approaches to determine student growth measures and calculate student growth aligned to the local Bilingual Education model.

Choosing Student Growth Measures and Setting Expected Growth

TIA has created a list of [Third Party Assessment Options](#) and [Other Assessment Resources](#) that could be utilized in some Bilingual/ESL classroom environments to measure student growth. The following chart provides a list of Bilingual Education models and possible student growth measures to consider in addition to the following reminders:

- This is not an exhaustive list of student growth measures, but it does outline the types of student growth measures that districts may consider for each setting.
- Districts must choose at least one of the four student growth measure options for TIA system approval.

Eligible Teaching Assignment	Possible Student Growth Measure	Best Practices or Considerations
Dual Language One-Way	<ul style="list-style-type: none"> • Spanish pre-test/post-tests created for General Education such as STAAR, mCLASS, NWEA MAP, etc. • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Ensure growth targets are attainable by examining historical student data. • Growth targets may need to be adjusted based on evidence collected throughout the year.
Dual Language Two-Way	<ul style="list-style-type: none"> • English and Spanish pre-test/post-tests created for General Education such as STAAR, mCLASS, NWEA MAP, etc. • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Assess students in both English and Spanish for these courses. • Dual Language Two-Way courses are also offered in Arabic, Vietnamese, Mandarin, and French. (Limited assessments for subjects outside of Spanish.)
Transitional Bilingual Late Exit	<ul style="list-style-type: none"> • pre-test/post-tests created for General Education such as STAAR, NWEA MAP, etc. • TELPAS • LAS Links 	<ul style="list-style-type: none"> • Students in content courses may take the same assessments or use the same student growth measure as all other students in the class. • Teachers should set goals for students they support based the TEKS of the course and ELPS.
Transitional Bilingual Early Exit	<ul style="list-style-type: none"> • pre-test/post-tests created for General Education such as STAAR, NWEA MAP, etc. • TELPAS • LAS Links 	<ul style="list-style-type: none"> • Students in content courses may take the same assessments or use the same student growth measure as all other students in the class. • Teachers should set goals for students they support based the TEKS of the course and ELPS.
ESL Content-Based	<ul style="list-style-type: none"> • pre-test/post-tests created for General Education such as STAAR, NWEA MAP, etc. • Student Learning Objectives (SLOs) • Portfolio 	<ul style="list-style-type: none"> • Students in content courses may take the same assessments or use the same student growth measure as all other students in the class. • Teachers should set goals for students they support based the TEKS of the course and ELPS. • Apply student growth data from content courses to ESL teachers providing push-in support.
ESL Pull Out	<ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Portfolio • TELPAS • LAS Links 	<ul style="list-style-type: none"> • Identify the most valid and reliable student growth measure based on capacity and local context. • Teachers should set language goals for students they support based on ELPS. • Ensure growth targets are attainable by examining historical student data.

Setting Expected Growth Targets

TIA guidance includes technical assistance for [Setting Expected Growth Targets](#). Additionally, TIA has guidance on [Individualized Growth Targets](#) which can be useful in small settings such as ESL.

Frequently Asked Questions

1. How can a district incorporate teachers of students receiving EB services into eligible teaching categories as part of a local designation system?

Districts have multiple student growth measure options to include EB teachers. For example, students who are eligible for STAAR are eligible to use TEA's STAAR Progress measure to calculate growth. Additional options for all EB settings include the SLO model, the portfolio model, or the pre-test and post-test model. For districts utilizing an Inclusion model, supporting students with EB services in a general education setting, they could use the same student growth measure as the other students in a general education environment with the growth tied to the Inclusion support teacher. Districts have wide flexibility in determining growth targets and modes of ascertaining student growth for all student populations.

2. What guidance is available regarding teacher observations for teachers in specialized settings?

All school districts have two choices in selecting a method to appraise teachers: (1) a teacher appraisal system recommended by the commissioner of education or (2) a local teacher appraisal system. The Texas Teacher Evaluation and Support System (T-TESS) is the commissioner's recommended teacher appraisal system. The T-TESS website offers additional [resources](#) to support teachers and appraisers in specialized settings. A few resources districts may find helpful include a module addressing [T-TESS in Specialized Settings](#) and the [T-TESS Instructional Leadership Tool](#) developed as a collaborative project of the TEA and the Inclusion in Texas Network.

3. Is it possible for both a general education teacher and an ESL teacher to include student growth data for the same student(s) as part of each respective teacher's student growth measure?

Yes. In alignment with the district's approved system, two teachers can measure student growth with similar student populations.

4. Does the statute have a minimum required number of students on a class roster for a teacher to be considered eligible to participate in TIA?

No. Statute does not set a minimum requirement for class rosters to participate in TIA. However, districts may set this as part of their approved local designation system.

