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## **Transcript**

### **Slide 1 – Title: Bridging Languages, Building Futures**

Welcome everyone, and thank you for joining me.

This presentation introduces my instructional design project titled “Bridging Languages, Building Futures: Understanding TELPAS and the EB Learner.” This blended professional learning course is designed for K–12 educators, including ESL teachers, content-area teachers, and support staff, who work directly with Emergent Bilingual students. The goal is simple but powerful: to help teachers see TELPAS not as just an assessment, but as a framework for understanding and supporting language growth. Through this course, teachers will gain tools, confidence, and reflective practices that build both equity and academic success for all students.

### **Slide 2 – Who Is This Course For?**

This course is designed for adult learners, professional educators who want to deepen their understanding of the TELPAS process and how it connects to classroom instruction. The purpose is to build teacher capacity to support EB learners, strengthen knowledge of the ELPS and TELPAS, and help align daily lessons with language proficiency goals. Every activity in this course is meaningful and directly connected to real classroom practice, ensuring teachers leave with strategies they can apply immediately.

### **Slide 3 – Design Framework: OBE + UbD**

My design approach combines Outcome-Based Education and Understanding by Design, also known as UbD. Outcome-Based Education focuses on what learners can demonstrate at the end of a learning experience. Success is measured by performance and mastery, not by how much time is spent in a session.

Understanding by Design provides the structure for that, starting with the end goals and planning backward to ensure alignment among outcomes, learning activities, and assessments. Together, OBE and UbD create a clear, intentional path that connects purpose, evidence, and experience, empowering teachers to show what they know and apply it authentically.

## **Slide 4 – From Presenter to Coach**

In this model, the instructor's role changes from a presenter to a coach. Rather than lecturing, the facilitator supports teachers through guidance, modeling, and feedback. Teachers become active learners, collaborating, reflecting, and creating instructional materials that align directly with the needs of their students.

## **Slide 5 – Design Artifact 1: The 3-Column Design Map**

One of the most important components of this design is the 3-Column Table, which aligns learning goals, activities, and assessments. The goals include explaining TELPAS and ELPS, analyzing student samples, designing differentiated lessons, and reflecting on growth as educators. Learning activities are collaborative and authentic, such as analyzing writing samples, engaging in peer feedback, and co-designing lesson adaptations. Evidence of learning comes from performance tasks, reflections, and ePortfolio submissions, allowing teachers to demonstrate understanding through application rather than memorization. This alignment ensures that every activity connects directly to the ultimate outcome: improving how teachers support language learners in real classrooms.

## **Slide 6 – Design Artifact 2: Weekly Course Overview**

The course is structured as a five-week blended learning experience. In week 1, teachers explore who our EB students are and what equity means in language education. Week 2 focuses on understanding TELPAS, exploring rubrics, domains, and proficiency descriptors. In week 3, participants connect the ELPS to classroom instruction by redesigning a lesson to include language objectives. Week 4 centers on collaboration and calibration, where teachers practice scoring real student samples and reflect on instructional implications. Finally, in week 5, participants synthesize everything they've learned through a reflection video and a classroom action plan, both added to their ePortfolio. This design balances structure and flexibility, allowing teachers to engage both online and face-to-face.

## **Slide 7 – Deeper Learning: Reflection, Autonomy, and Collaboration**

Deeper learning is achieved through three core principles: reflection, autonomy, and collaboration. Reflection allows teachers to think critically about their instructional practices and identify areas for growth. Autonomy empowers them to learn at their own pace and tailor strategies to their classrooms. Collaboration connects educators through peer feedback, discussion boards, and calibration activities, creating a

community of practice. These elements work together to make professional learning personal, relevant, and lasting.

### **Slide 8 – From Compliance to Empowerment**

This course helps shift the mindset from compliance to empowerment. Traditionally, TELPAS has been viewed as a state-mandated test, something to complete. Through this design, teachers begin to see TELPAS as a reflective framework for understanding how students develop language over time. When teachers recognize language growth as a continuous journey, they're more intentional about scaffolding, feedback, and classroom interactions, resulting in stronger outcomes for students.

### **Slide 9 – Closing Reflection**

In closing, Bridging Languages, Building Futures represents more than a professional development course; it's a step toward creating a culture of reflection and equity for all learners. By understanding TELPAS and ELPS as tools for growth, teachers become empowered to design lessons that build both content knowledge and language proficiency. As educators, we have the opportunity to bridge languages and truly build futures, one learner at a time.

Thank you for joining me.