

# *Bridging Languages, Building Futures: Understanding TELPAS and the EB Learner!*

**Professional Learning Course for K-12  
Teachers**

**Karimi Najera Garcia  
504/ESL Coordinator**

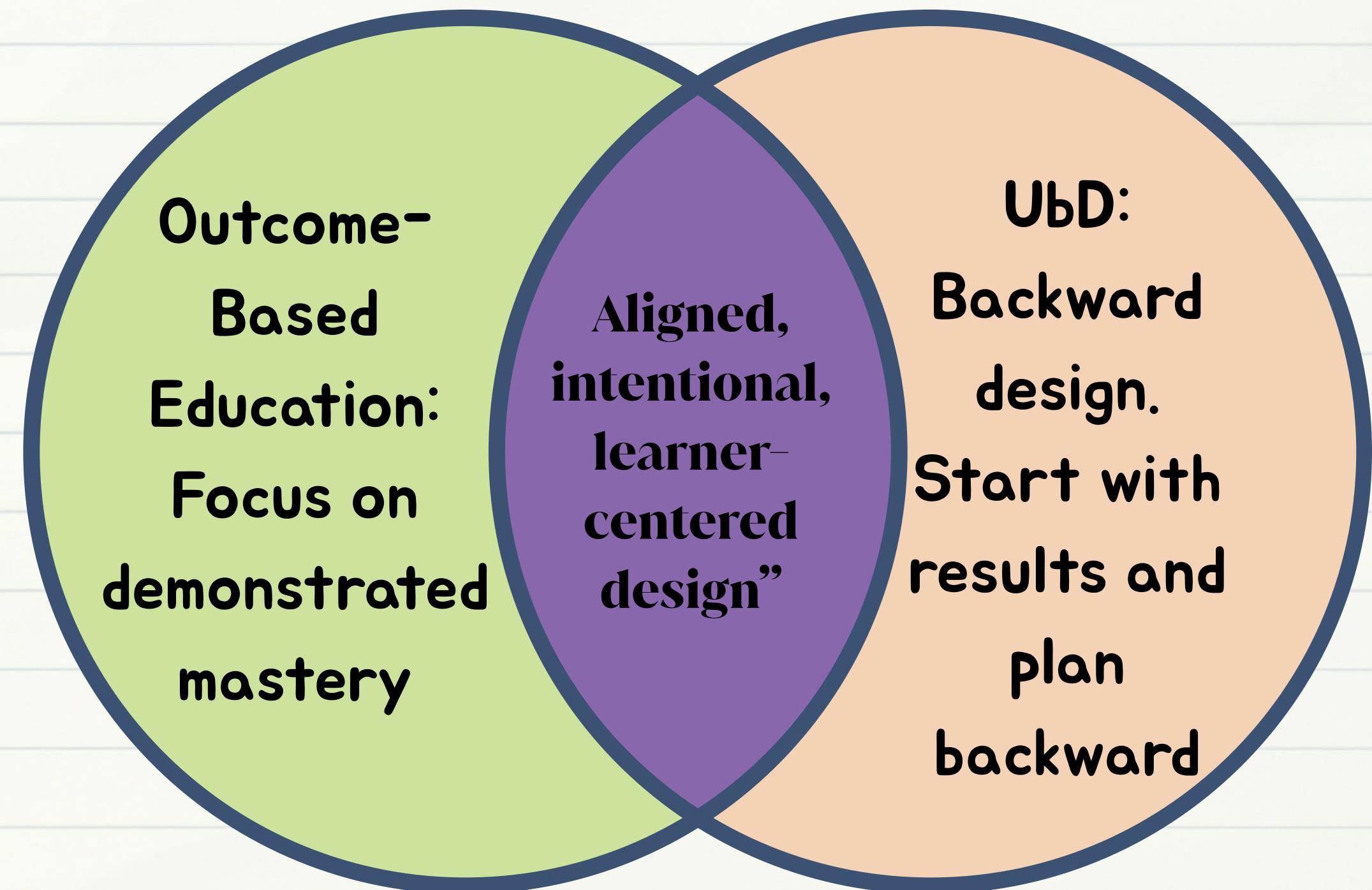
# Who is this course for?



- Build capacity to support EB learners
- Strengthen understanding of TELPAS and ELPS
- Align instruction with language proficiency goals

**“Language is not a barrier; it’s a bridge.”**

# Design Approach: Outcome-Based Education (OBE) + Understanding by Design (UbD)



Facilitator as Coach;  
Teacher as Learner.”

From Presenter to Coach



# From Goals to Evidence: The 3-Column Design Map

Learning Goals (Outcomes)	Learning Activities / Experiences	Assessment & Evidence of Learning
1. Explain the purpose and structure of TELPAS and ELPS.	Watch introductory video: 'Who Are Our EB Students?' - Review TELPAS overview slides. - Participate in online discussion: 'Why TELPAS Matters.'	TELPAS comprehension quiz. - Discussion post demonstrating understanding of TELPAS goals.
2. Identify the four TELPAS domains and connect them to classroom practice	Analyze TELPAS rubrics (Listening, Speaking, Reading, Writing). - Observe sample student videos and writing samples. - Collaborative breakout discussion on how each domain is addressed across content areas.	TELPAS Domain Reflection Form. - Exit ticket: match domain → classroom strategy.
3. Evaluate student language samples using TELPAS proficiency descriptors.	Group calibration activity using real student samples. - Compare individual scoring to group consensus. - Reflect on how rubric descriptors guide instruction.	Calibration score accuracy. - Reflection journal: 'What did I learn about student language growth?'
4. Design instructional strategies aligned with ELPS and TELPAS.	Review ELPS/TELPAS crosswalk document. - Co-design differentiated tasks for EB learners. - Peer feedback on draft lesson adaptations.	Completed lesson adaptation template. - Peer feedback form (2-peer minimum).
5. Apply TELPAS and ELPS principles to create a classroom action plan	Develop a short 'Linguistic Growth Plan' for one current EB student. - Share plan in discussion board for collaborative input.	Finalized plan submitted as ePortfolio artifact. - Instructor feedback rubric.

# 5-Week Blended Course Structure

Week 1



**Student Identity (Online)**

Week 2



**TELPAS Rubrics (Face-to-Face)**

Week 3



**Lesson Alignment (Online)**

Week 4



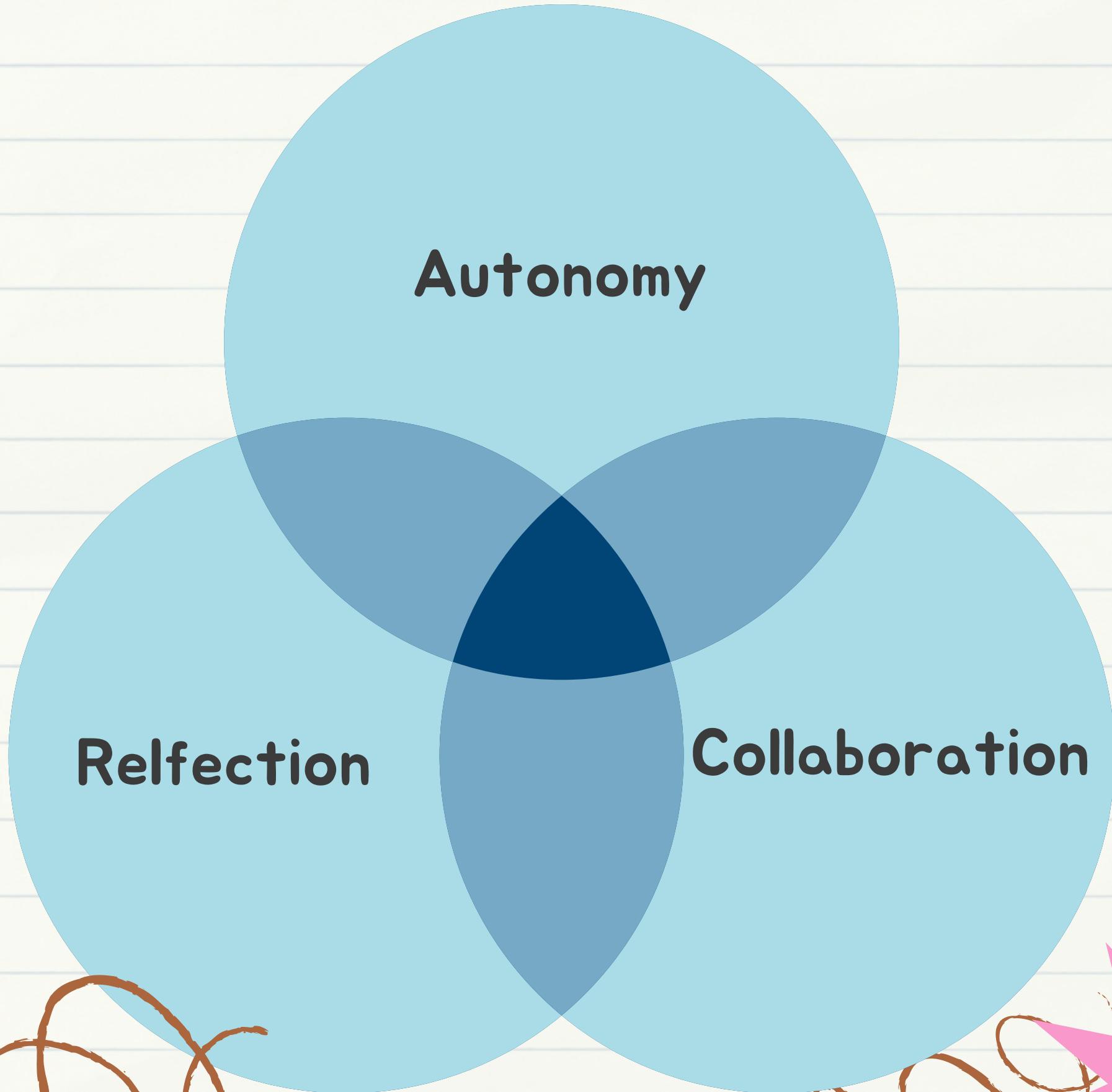
**Calibration (Face-to-Face)**

Week 5

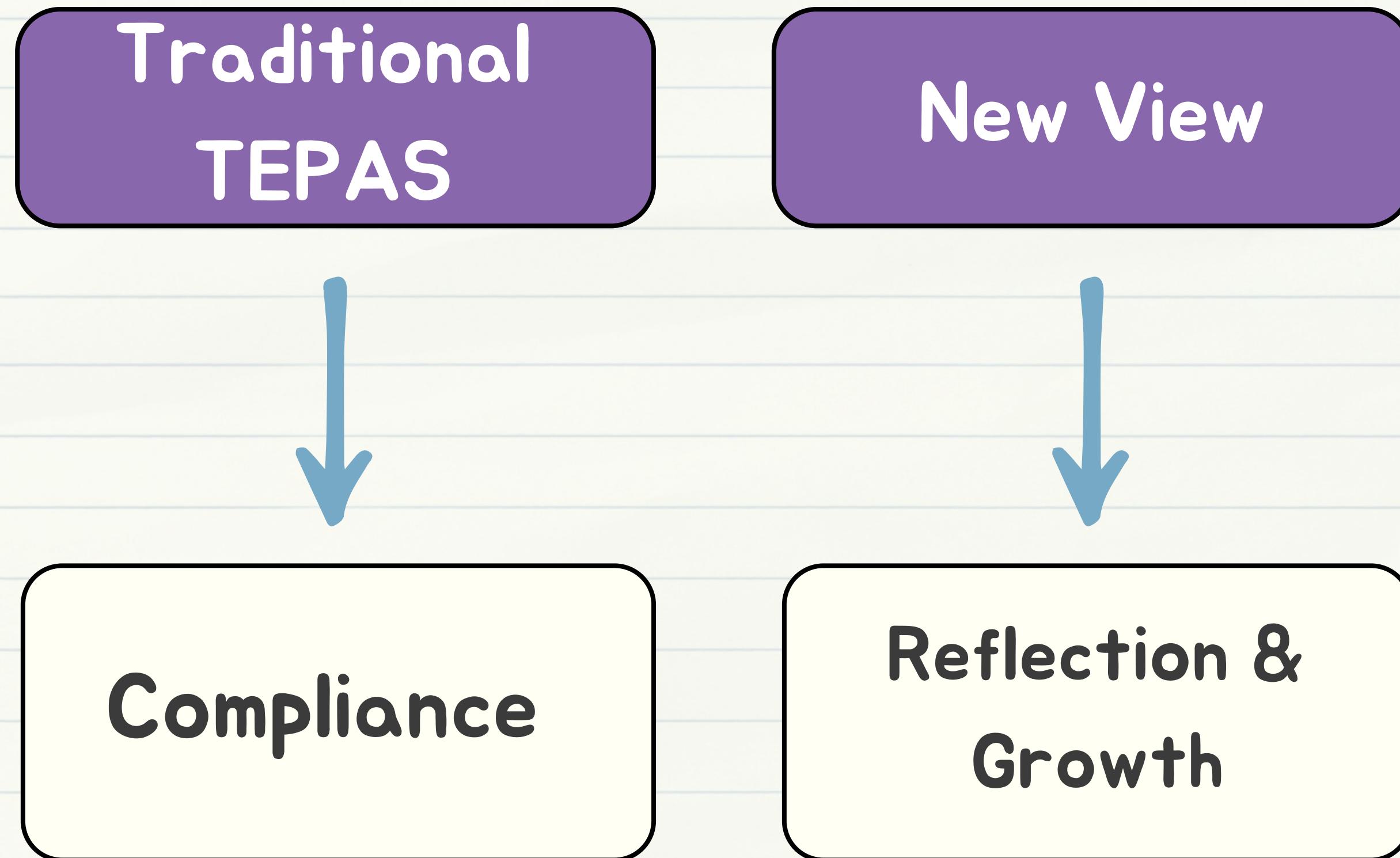


**Reflection (Online)**

# Promoting Deeper Learning



# *From Compliance to Empowerment*



# Building Futures Together

“When teachers understand language, they unlock learning for all.”

## References

Texas Education Agency. (2024). Texas English Language Proficiency Assessment System (TELPAS) proficiency level descriptors.  
<https://tea.texas.gov/student-assessment/telpas/telpas-plds.pdf>

García, O., & Kleifgen, J. A. (2023). What matters in the education of emergent bilinguals? The non-negotiable elements of the formula. *Bilingual Research Journal*, 46(3), 215–231.  
<https://doi.org/10.1080/15235882.2023.2250232>

Mercuri, S., & Ebe, A. E. (2011). Developing academic language and content for emergent bilinguals through a science inquiry unit. *Multicultural Education*, 18(2), 47–53.  
<https://files.eric.ed.gov/fulltext/EJ1175499.pdf>

Musanti, S. I., & Celedón-Pattichis, S. (2013). Promising pedagogical practices for emergent bilinguals in kindergarten: Towards a mathematics discourse community. *Journal of Multilingual Education Research*, 4(1), Article 4.  
<https://research.library.fordham.edu/jmer/vol4/iss1/4>

Snyder, K., & García, E. (2023). Emergent bilingual learner education: Literature review (ERIC No. ED629281). U.S. Department of Education.  
<https://files.eric.ed.gov/fulltext/ED629281.pdf>