

Expert Feedback on Spanish Language Arts and Reading Draft Recommendations

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I do have a few comments regarding the grade spans and revisions.

1. K-ESOL revision: thank you for wording the TEKS appropriately and providing specific examples in many cases.
2. K-2: a strong foundation focusing on Spanish Literacy is evident
3. 3rd-5th: specific research on transfer is very helpful however those working in a dual language setting still have a lot of work ahead of them as we support literacy in both Spanish and English.
4. ESOL: thank you for the specify of the ELAR TEKS for these courses. It really supports the idea that as a District, we cannot create long term ELLs as our first priority is to exit students out of LEP status and then be able to continue on HB5 certifications and endorsements along with innovative programs such as STEM/STEAM, Fine Arts and other programs while meeting and exceeding graduation criteria.

Below are my answers to the general review questions in case you need those in writing:

1. Does each grade level or course follow a complete and logical development of Spanish language arts and reading concepts?

YES

2. Have the correct vocabulary and terminology been used throughout the TEKS?

YES

3. Is the level of rigor appropriate for each grade level?

YES

4. Are the student expectations (SEs) clear and specific?

YES

5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

It would be most beneficial to have a vertical alignment document that demonstrates this visually without having to look at several documents to determine as such. From reviewing each of the documents, however, there is a conscious effort to vertically and horizontally align the standards.

6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment?

If students attend each grade level having mastered the previous then yes. The problem is that most students are not entering third grade having mastered K-2nd grade SLARs and ELARs which makes it the most difficult for this particular grade level when working within a dual language bilingual setting.

7. Are there student expectations that can be eliminated in order to streamline the standards?

NO

8. Are there specific areas that need to be updated to reflect current research?

I believe the most current have been addressed

9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?

It would be nice to specifically label and address as such. Again, if you are familiar with the CCRS then you can see the alignment however most teachers believe they are all separate standards and do not see the specific connections.

10. Do you have any other suggestions for ways in which the Spanish language arts and reading TEKS can be improved?

Supporting resources such as more specificity for the actual standards (more examples); vertical alignment documents that visual demonstrate alignment; CCRS and ELPS visuals that specifically indicate where these standards are embedded within the TEKS.