

The ELPS Shift: Turning New Standards into Measurable Language Growth



The new Texas ELPS represent a fundamental shift in how language development is taught, monitored, and measured. Given the standards' expanded proficiency levels and closer alignment with STAAR® and TELPAS, districts must move beyond simple awareness toward strategic execution.

Summit K12's ELPS Implementation Pathway provides a coherent implementation system for teachers and leaders. Each three-hour intensive session equips participants to align instruction, scaffolds, and data to accelerate growth for every emergent bilingual student—moving your district from meeting requirements to driving results.

The ELPS Implementation Pathway

Year 1: Navigating the New ELPS—Foundations and Frameworks



FOR TEACHERS

Session 1: Foundation for Growth

Navigating PLDs and Language Objectives

Unlock the new ELPS. In this session, we dive deep into the proficiency level descriptors (PLDs) for the K–3 and 4–12 grade bands to understand the student progress roadmap. Participants will master the “why” and “how” of writing impactful language objectives and leave with a tool kit of scaffolds tailored to the updated standards.

Session 2: The Language of Success

Bridging Content Scaffolds and STAAR® Demands

Where language meets the high-stakes environment. Building on participants' understanding of the new PLDs, we will analyze the specific linguistic demands of the STAAR® assessment under the updated ELPS framework. This workshop-style session provides hands-on time to design content-specific scaffolds that target student proficiency levels, ensuring that core instruction is both linguistically accessible and academically rigorous.

FOR LEADERS

Session A: Systems for Success

Scaling Scaffolding and Objectives

Aligned with Teacher Sessions 1 and 2

Effective ELPS implementation starts with a unified vision. This session equips leaders with the tools to build and enforce systems that increase the quality of language objectives and the consistency of scaffolding across all content areas. Participants will develop an implementation roadmap to move from “compliance” to “impact.” By mastering walkthrough tools, leaders will ensure that the new PLDs are integrated into the instructional framework and effectively aligned with STAAR® expectations.

Instructional Snapshots: One-Hour Sessions That Focus on Key ELPS Components for Teachers and Leaders

Decoding the PLDs

Breakdown of the K–3 and 4–12 proficiency level descriptors. Learn to accurately identify a student's current level and their next step for growth.

Language Objective Lab

Master a simple formula to write high-impact language objectives that integrate seamlessly with daily content goals.

ELPS Scaffolding Essentials

Embark on a “greatest hits” tour of updated linguistic supports. Get the visual and interactive tools required by the new standards.



Pathway to Mastery: Years 2 and 3



Year 2: Data-Driven Growth and High-Quality Instruction



FOR TEACHERS

Session 3: Data in Motion+

Predictive Tracking and Domain Growth

Turn data into a verb. This session focuses on using real-time student data to inform targeted supports and coach movement between proficiency levels. We will explore growth tracking by domain to ensure direct TELPAS alignment and a clear connection to Connect to Literacy™ (C2L). Participants will develop instructional response protocols to address specific data trends, ensuring no student plateaus and every learner has a path toward the next proficiency level.

Session 4: The Gold Standard

Evidence-Based Instruction and HQI Calibration

What does “exemplary” look like in an ELPS-aligned classroom? We define high-quality instruction (HQI) by establishing clear “look-fors” and utilizing a rubric tied specifically to ELPS domains and PLDs. By analyzing examples of student output by proficiency level, participants will learn to calibrate expectations and align instructional markers with STAAR® demands. This session ensures that daily teaching is a direct reflection of the success required on state assessments.

FOR LEADERS

Session B: Coaching Catalyst

Aligned with Teacher Sessions 3 and 4

Data is only as good as the action it inspires. This session focuses on the “look-fors” of high-quality instruction and on how to use student data tracking to coach teacher growth. Leaders will practice using HQI rubrics to provide targeted feedback and explore how to use C2L data to drive interventions and movement in proficiency levels.



Year 3: Mastery, Measurement, and Strategic Refinement

FOR TEACHERS

Session 5: Mastery and Measurement

Performance Prediction and Assessment Alignment

Bridge the gap between instruction and evaluation by moving beyond analyzing results to predicting performance. In this final phase, we review new scoring systems and assessment item types to ensure students are prepared for the nuances of the new testing landscape. Participants will learn to identify gaps early, align instruction to the linguistic demands of STAAR® and TELPAS, and refine teaching practices using real-time proficiency trends to ensure success before testing begins.



FOR LEADERS

Session C: Strategic Refinement

Leading for Results before Results Exist

Aligned with Teacher Session 5

Leaders will learn to anticipate outcomes and act early by aligning instruction, data, and coaching systems. We will use data trends to predict performance and identify risk areas, establish clear “look-fors” for ELPS-aligned instruction, and guide coaching and instructional adjustments, as well as to monitor implementation to ensure consistency across all classrooms. Don’t wait for results—predict them.

Instructional Snapshots: One-Hour Sessions That Focus on Key ELPS Components for Teachers and Leaders

Content-Specific Scaffolding

Learn subject-specific techniques to embed language supports into ELA, math, science, and social studies without losing academic rigor.

Data-Informed Movement

Transform data into action. Use current proficiency levels to select the exact supports needed to coach students to the next level.

The HQI “Look-Fors”

Know it when you see it. Identify the specific teacher behaviors and student evidence that define high-quality, language-rich instruction.