Teacher Directions for using the Instructional Profile Option: Screen 5

Facilitated by Bilingual / ESL department

Instructional Profile Option

- The instructional profile option in eStar will be able to assist teachers in selecting the classroom instructional linguistic accommodations and testing designated supports.

- The instructional profile option displays a pictorial representation of the students TELPAS history.

- The instructional profile option also offers recommendations for instructional strategies and linguistic accommodations to use in the classroom.

Instructional Profile: Step One

1. Begin by going to GCCISD Employee Portal and login
**https://my.gccisd.net/**

Instructional Profile: Step Two

2. Click on the eSped tile to enter eStar. You should automatically be logged into eStar once the tile has been clicked. If not enter your GCCISD email and password used to log into employee portal.
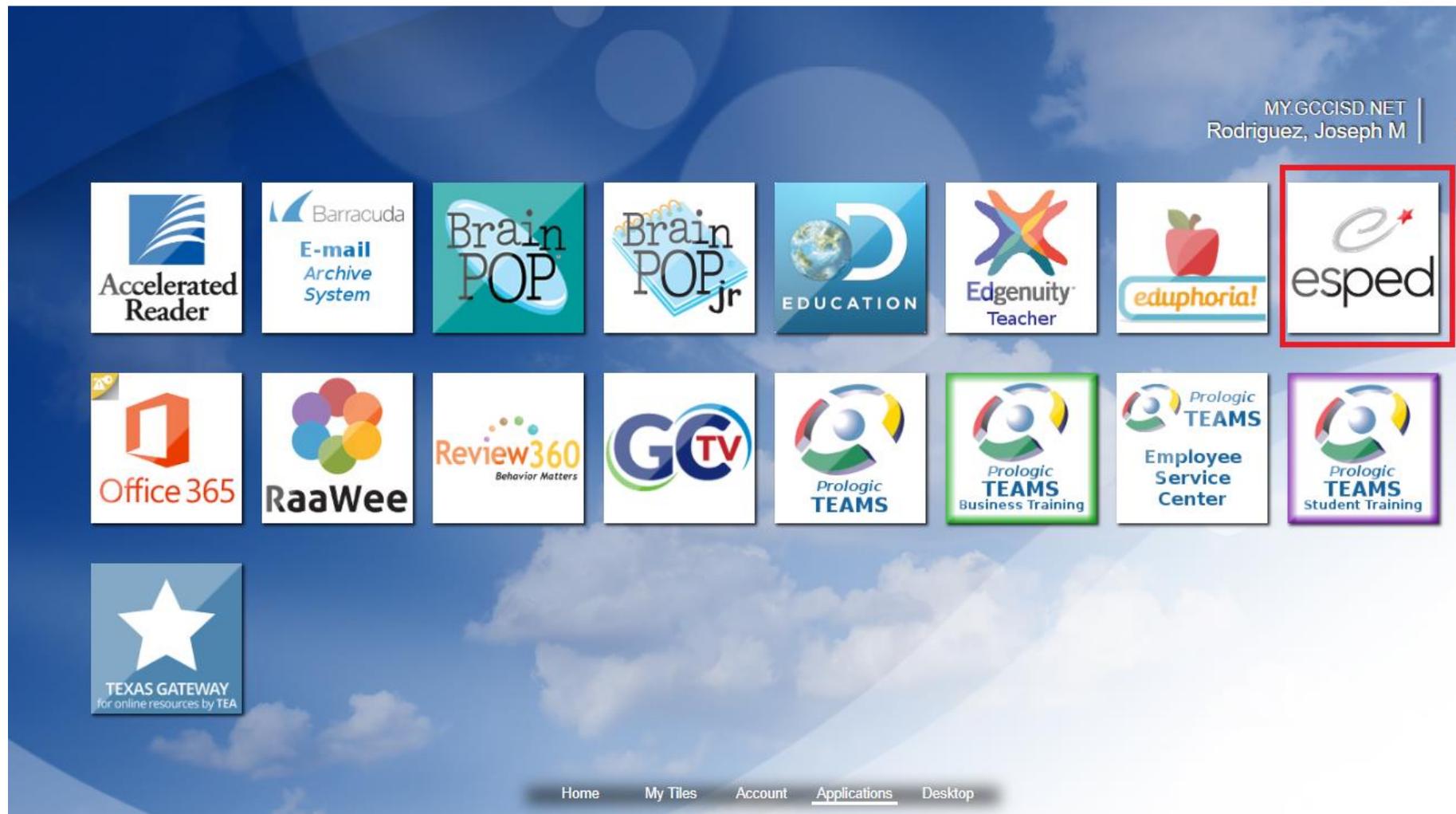
Instructional Profile: Step Three

3. If you do not see the eStar tile when you log into the employee portal, then click on the "APPLICATIONS" tab at the bottom of the screen.
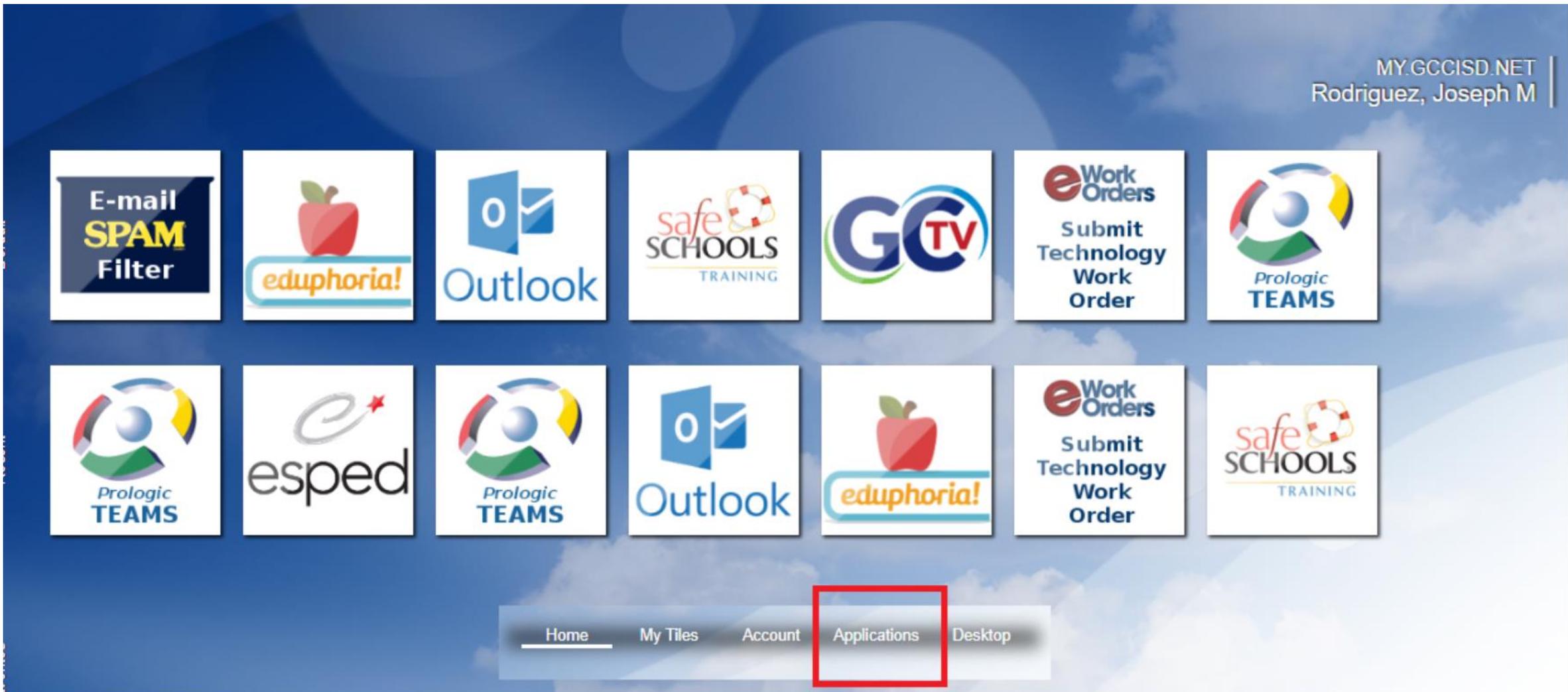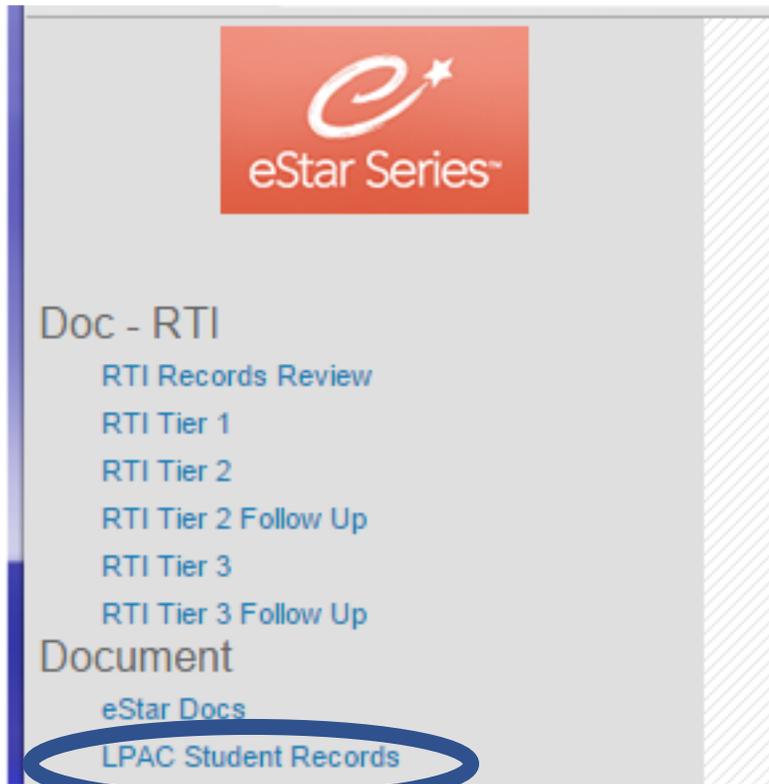
Instructional Profile: Step Four

4. After you have clicked "APPLICATIONS" tab at the bottom of the screen, you will now see the eStar tile.

Instructional Profile: Step Five

5. Click on LPAC Student Records.

Instructional Profile: Step Six

6. Find the student and click on the name

| View All | To search for a student: **1.** Type in the Last Name or Local ID# in the appropriate field below. **2.** Click the Find Student(s) button. | | Printable View |
| NOTE: Click View All to bring up your entire roster. | | |

ELL Status: [_____▼]   ELL Indicator: [_____▼]

Last Name: [_____🔍]   First Name: [_____🔍]   Local ID: [_____🔍]

Campus: [_____▼]

Other 1: [_____▼] [_____🔍]

⊞ Show Extra Filters   View: [Select one of these views ▼]   Delete | Create Current View | Clear Extra Filters

| Find Student(s) | Add Student | ☑ Add from list | ◀First ◀Prev Next ▶ Last▶ LPAC Students: ⊙   1 - 300 of 4489 |

	STUDENT NAME	CAMPUS	LOCAL ID	INITIAL LPAC MTG DUE	LPAC DECLINED	LPAC PROGRAM EXIT	ELL STATUS	ELL INDICATOR
1.	Abreu, Wendy	Sterling High School	3024720	10/07/2015			ELL/LEP - ESL or Bilingual Program	1 - LEP
2.	Abreu, Yanirson	Alamo Elementary	3012269	09/18/2015			Parent Denial	1 - LEP
3.	Acevedo, Alfredo	Lee High School	3024786	09/30/2015			ELL/LEP - ESL or Bilingual Program	1 - LEP

Instructional Profile: Step Seven

7. When the pop up window appears, click on the first option.

1:59:53

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) requires that "an educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student".

Select FERPA Reason

You must enter a reason for accessing this student's record. Access is monitored for confidentiality purposes. Failure to supply a reason for access will result in denial of access to this record.

○ I provide services and am inputting data/reading this student's LPAC file.
○ I am reviewing this student's data for campus/district reporting and analysis.
○ Cancel

Instructional Profile: Step Eight

8. Using the drop menu, go down to number 5: Instructional Profile

Instructional Profile: Step Nine

9. Below is an overview of screen 5: Instructional Profile

Instructional Profile: Step Ten

10. You can select and deselect the individual language domains of TELPAS to see a graphical representation of the students results.
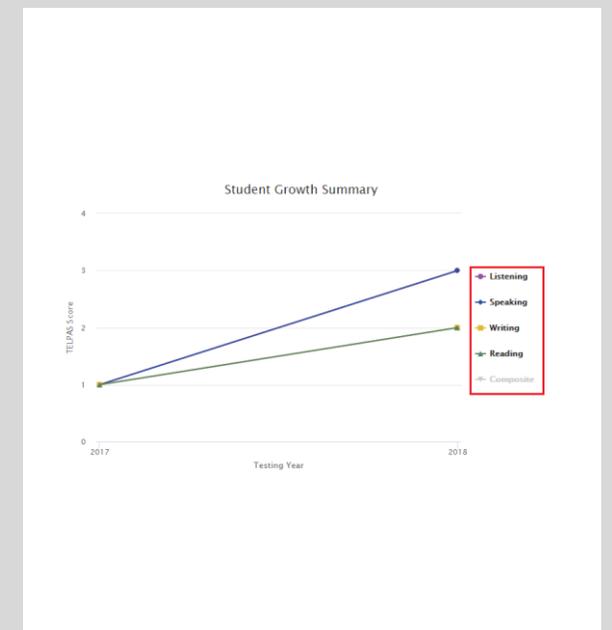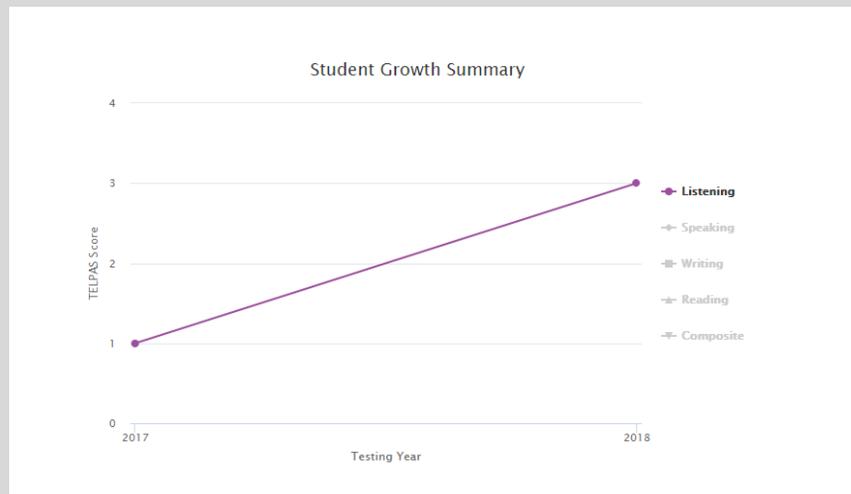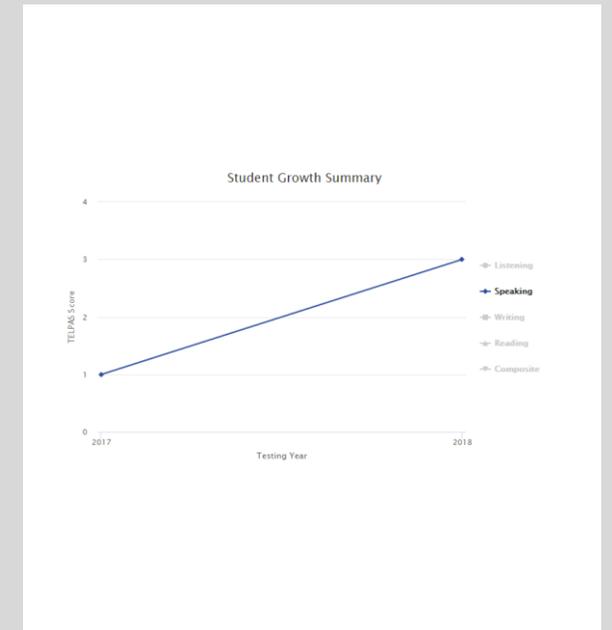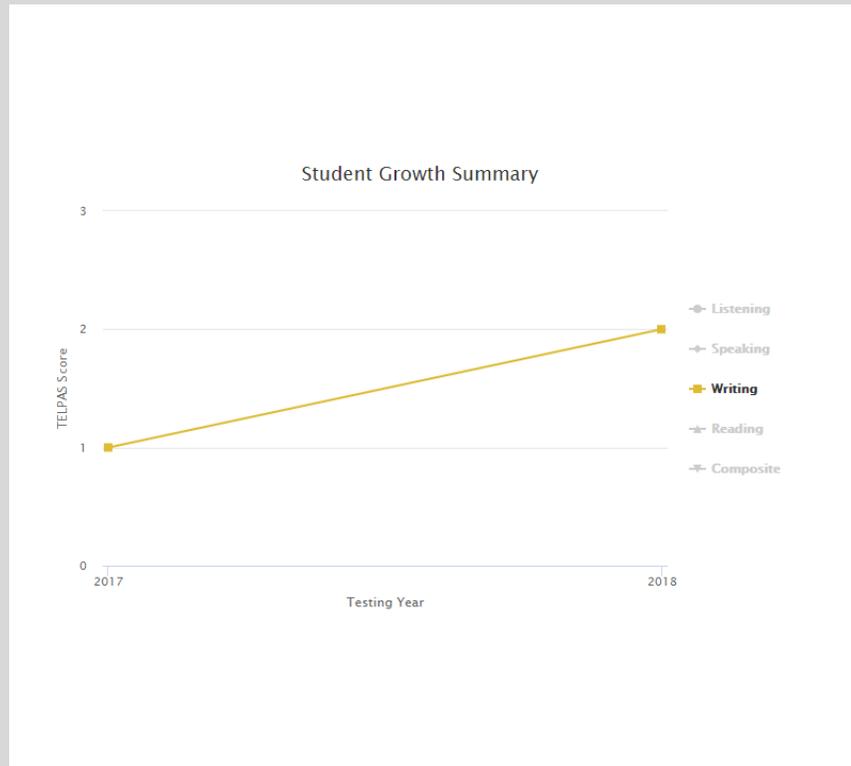
Instructional Profile: Step Eleven

11. Instructional Profile displays current TELPAS levels, year to year growth, and recommendations.

	Domain	Current Level	Year to Year Growth
≡	Listening	Advanced	+2
≡	Speaking	Advanced	+2
≡	Reading	Intermediate	+1
≡	Writing	Intermediate	+1
	Composite Score	Advanced	+2

Instructional Profile: Step Twelve

Click here for recommendations

Domain	Current Level	Year to Year Growth
☰ Listening	Advanced	+2

Recommendations:

Students can...
Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;
(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELs; and
(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

Teachers should...
Moderately use visual cues, verbal cues, and gestures
Give students wait time to process information
Occasionally rephrase, repeat, and/or slow down discussion or explanation at students' request

- Click the 3 left justified lines to see the instructional recommendations for the student that has an advanced level of listening in TELPAS.