English as a Second Language (ESL)
Program Implemention Rubric

The English as a Second Language (ESL) Rubric provides holistic descriptions of ESL programs at different stages of development: established, exceeds, exemplary. Use this tool internally to diagnose your current state and the next stage of implementation.

TEA
Texas Education Agency

TEXAS EDUCATION AGENCY
Emergent Bilingual Support Division

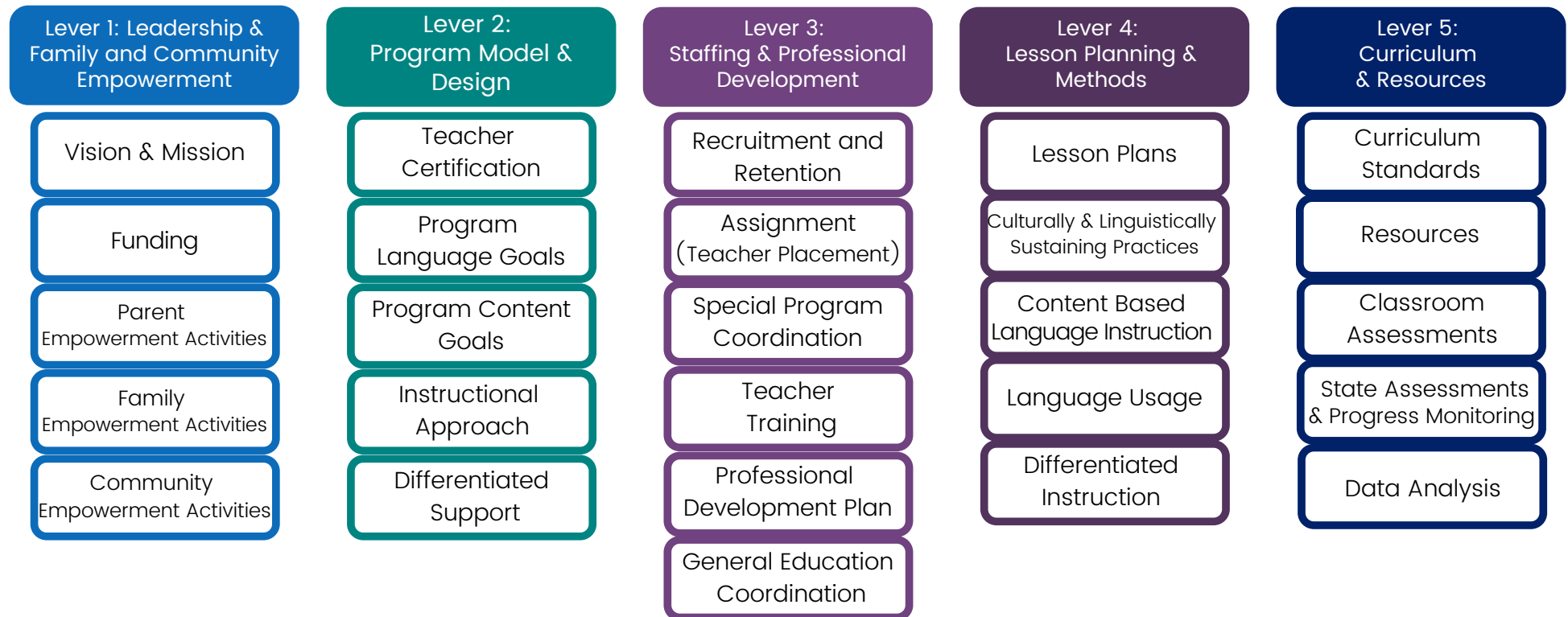# English as a Second Language (ESL) Program Implementation Rubric

Purpose:
The ESL Program Implementation Scoring Tool is a tandem resource to the ESL Program Implementation Rubric. The scoring tool provides Local Education Agencies (LEAs) with a mechanism for quantifying the self-evaluation of their ESL program effectiveness through the five implementation rubric levers as shown in the graphic below.

This scoring tool and coordinating ESL Program Implementation Rubric are intended for internal use for determining next steps for development and improvement of ESL programs at the campus and district level. Additionally, Stakeholder Checklists are provided to detail the specific lens and action items for the roles of teacher, campus administrator, and district administrator.

Organization:
The ESL Program Implementation Rubric has five levers that are critical in effective implementation and sustainability in high-performing ESL campuses. Each lever consists of essential actions.

Lever 1: Leadership & Family and Community Empowerment	Lever 2: Program Model & Design	Lever 3: Staffing & Professional Development	Lever 4: Lesson Planning & Methods	Lever 5: Curriculum & Resources
Vision & Mission	Teacher Certification	Recruitment and Retention	Lesson Plans	Curriculum Standards
Funding	Program Language Goals	Assignment (Teacher Placement)	Culturally & Linguistically Sustaining Practices	Resources
Parent Empowerment Activities	Program Content Goals	Special Program Coordination	Content Based Language Instruction	Classroom Assessments
Family Empowerment Activities	Instructional Approach	Teacher Training	Language Usage	State Assessments & Progress Monitoring
Community Empowerment Activities	Differentiated Support	Professional Development Plan	Differentiated Instruction	Data Analysis
		General Education Coordination		

ESL Rubric Use

IIn each lever of the rubric, the scale develops from left to right, detailing performance levels from Established, Exceeds, and Exemplary Implementation. The rubric is organized by essential actions and described with key practices. Each level builds upon the experiences of the previous one.

When conducting a program evaluation, use the rubric and the associated Scoring Tool for each TBE lever to mark each essential action as Established Implementation, Exceeds Implementation, or Exemplary Implementation. Once each essential action is scored, the campus and district should analyze and document the existing evidence and create the next steps to improve their current overall implementation.

Expected Levels of ESL Implementation

Established	Exceeds	Exemplary
This level describes ESL as implemented moderately well overall, but there are multiple areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.	This level describes ESL as implemented remarkably well overall, but there are some areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students. Exceeds implementation includes the descriptions from the Established Implementation category.	This level describes ESL as implemented exceptionally well overall, and there are few, if any, areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students. Exemplary implementation includes the descriptions from the Established and Exceeds Implementation categories.

* **In Progress:** This level describes the DLI Program as implemented as not yet reaching the established minimum standards with multiple areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.

References
Throughout the rubric, hyperlinks are embedded to connect to state rule citations,. Research references, a glossary of acronyms, and footnotes are included at the end of this document.

Lever 1: Leadership & Family and Community Empowerment

Expected Levels	Established	Exceeds	Exemplary
Essential Action	Leadership understands and supports ESL program fidelity through quality staffing and PD, development of ESL curriculum, assessments, and resources that ensure ongoing program fidelity and student success.		
VISION & MISSION	A district/campus ESL vision with goals.	A district/campus ESL vision supported with some measurable goals and a plan that includes expectations in academic achievement.	A district/campus ESL vision supported with measurable goals and a clearly focused plan that commits to high expectations in academic achievement.
	A system to refine the vision and mission with few stakeholders.	A system to refine the vision and mission among some stakeholders.	A system for continually refining the vision and mission among all stakeholders.
FUNDING	Funding from a bilingual allotment funds the ESL program.	Funding from a bilingual allotment, centralized (district controlled), and decentralized (campus controlled) funds to a quality ESL program.	Sufficient funding from a bilingual allotment, centralized (district controlled), and decentralized (campus controlled) funds to a high-quality ESL program.
	Funding for professional development aligned to the district/school improvement plan.	Funding for quality professional development aligned to the district/school improvement plan.	Sufficient funding for consistent high-quality professional development aligned to the district/school improvement plan.

Expected Levels	Established	Exceeds	Exemplary
PARENT EMPOWERMENT ACTIVITIES 89.1210 (f)	The families of ESL students, including the parents/guardians and students, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students.	Campus-level staff provides targeted, supplemental engagement activities and supports to parents/guardians of ESL students, such as: • second language acquisition resources, • social media outreach, • home visits, • technology apps for communication, and • parenting resources.	District-wide parent/guardian engagement activities and supports that are supplemental to the services provided to all parents are developed and clearly communicated to campus-level leadership as a priority.
FAMILY EMPOWERMENT ACTIVITIES 89.1210 (f)	The families of ESL students, including the parents/guardians and students, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students.	Campus-level staff provides targeted, supplemental engagement activities and supports for ESL families (parent and child), such as: • adult ESL or literacy programs, • family literacy programs (modeling literacy practices), • book programs, and • summer academies for families.	District-wide family engagement activities and supports (parent and child together) that are supplemental to the services provided to all families are developed and communicated to campus-level leadership as a priority.

Expected Levels	Established	Exceeds	Exemplary
COMMUNITY EMPOWERMENT ACTIVITIES 89.1210 (f)	The families of ESL students, including the parents/guardians and students, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students.	Campus-level staff provides targeted, supplemental community engagement partnerships to parents and families of ESL students, such as partnerships with • county and local libraries, • summer mobile libraries, • non-profits and local corporations, • universities and community colleges, • community service fairs, and • big brother/sister mentoring programs.	District-level leadership strategically formulates community engagement partnerships for parents and families of ELs that are supplemental to the services provided to all ESL families.

Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):

- Seek translation/interpretation services as necessary
- Secure systems for prompt and accurate communication on emergent bilingual student services
- Provide access to EB students and their families to all school and district activities, events and resources

Lever 2: Program Model and Design

Expected Levels	Established	Exceeds	Exemplary
Essential Action	Inclusive and collaborative development of assets-based, culturally and linguistically sustaining practices, curriculum, assessments and resources aligned to ESL program goals.		
TEACHER CERTIFICATION **89.1201 (a)(3)** **89.1210 (d)(2)** **89.1210 (d)(1)** **89.1245 (d)**	All emergent bilingual students with parent approval for ESL program participation receive English Language Arts and Reading (ELAR) instruction[1] by teachers who are certified in ESL, along with ELAR for the appropriate grade level(s). **[Meets minimum requirements for ESL Pull-Out]**	All emergent bilingual students with parent approval for ESL program participation receive all content area instruction (ELAR, math, science, and social studies) by teachers who are certified in ESL, along with the appropriate subject area and grade level(s). **[Meets minimum requirements for ESL Content-Based]** (Thomas & Collier, 2009)	Campus and district leadership support all teachers of emergent bilingual students, including all content areas and elective courses, to actively pursue ESL certification by providing extensive resources and training on ESL certification competencies, including support from ESCs. Campus/district leaders incentivize ESL certification, such as reimbursement for testing and/or compensation for ESL certification training, as part of recruitment and retention efforts.

Expected Levels	Established	Exceeds	Exemplary
PROGRAM LANGUAGE GOALS 89.1210 (d)(1-2) 89.1201 (c) 74.4 (a)(2)	Using integrated second language acquisition methods, emergent bilingual students are provided equitable opportunities to attain full proficiency in all domains of English (listening, speaking, reading, and writing), comparable to students who are not identified as emergent bilingual students.	With the support of ESL teachers[11] • Emergent bilingual students set and monitor progress of individualized language goals for all language domains as addressed in the ELPS, and • according to English proficiency and/or language and literacy backgrounds, emergent bilingual students receive additional English language development (ELD)[10] support beyond minimum program requirements. (Markos & Himmel, 2016)	District-wide instructional leaders and curriculum specialists are highly trained[6] in the integration of second language acquisition methods into district curriculum materials that target language development in all content areas. - - - - - - - - - - - - - - - District-wide language proficiency assessment data demonstrates progress of emergent bilinguals. (Hansen-Thomas, 2008)
PROGRAM CONTENT GOALS 89.1210 (d)(1-2) 89.1201 (c-d) 74.4 (a)(3) 74.4 (b)(2)	In addition to mastery of English language skills, emergent bilingual students are provided with linguistically accommodated content instruction that is communicated[7], sequenced[8], and scaffolded[9] to ensure mastery of the essential knowledge and skills of the required curriculum.	With campus-based leadership support (and ESL specialist support as available) all content-area teachers of emergent bilingual students (in ELAR, math, science, and social studies) continuously and strategically plan, deliver, and receive feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction. (Collier & Thomas, 2009; Coleman & Goldenberg, 2010; Kaufman & Crandall, 2005)	District-wide instructional leaders and curriculum specialists are highly trained[6] in the integration of linguistic accommodations into district curriculum materials that provide access to the same grade-level curriculum for emergent bilingual students. - - - - - - - - - - - - - - - District-wide academic performance assessment data demonstrates progress of emergent bilingual students. (Hansen-Thomas, 2008)

Expected Levels	Established	Exceeds	Exemplary
INSTRUCTIONAL APPROACH 89.1210 (d)(2) 89.1210 (d)(1)	In ELAR, English language acquisition is targeted through academic content-based instruction that is linguistically and culturally sustaining. [Applies to minimum requirements for ESL Pull-Out]	In all content areas (ELAR, math, science, and social studies), English language and literacy development is targeted through academic content-based instruction that is linguistically and culturally sustaining. [Applies to minimum requirements for ESL Content-Based] (Markos & Himmel, 2016)	District-wide systems[5] are utilized to monitor the implementation and effectiveness of content-based instruction that is linguistically and culturally sustaining in all content areas, including elective courses. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)
DIFFERENTIATED SUPPORT 74.4 (b)(4) 89.1235	For emergent bilingual students in grades 3 and higher who are at a beginning to intermediate level, intensive and ongoing second language acquisition instruction is focused, targeted, and systematic.	All teachers of emergent bilingual students • are highly trained[6] in second language acquisition stages of development, • provide targeted in-class and supplemental support for emergent bilingual students at various English language proficiency levels, and • consider the students' backgrounds [e.g. beginning level newcomers vs. beginning level long-term emergent bilingual students; Students with Interrupted Formal Education (SIFE) English learners]. (Moughamian, Rivera, & Francis, 2009)	District-level systems are in place to provide intensive and ongoing second language acquisition support to emergent bilingual students across all English language proficiency levels, including but not limited to: • targeted curriculum development by highly trained[6] specialists, • extensive district-wide plans for addressing needs of long-term emergent bilingual students, and/or • establishment of newcomer centers. (U.S. Department of Education, 2012)

Required action when below minimum standard for ESL program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):

- Ensure the affective, linguistic, and cognitive needs of emergent bilingual students are met
- Provide all emergent bilingual students with their grade appropriate content area TEKS
- Provide all emergent bilingual students with ELPS alongside all content area instruction
- Provide all emergent bilingual students with the CCRS as available to their English proficient peers

Lever 3: Staffing and Professional Development			
Expected Levels	**Established**	**Exceeds**	**Exemplary**
Essential Action	Proactive staff recruitment, continuous professional development, and data-driven targeted PD plans based on ESL program goals.		
RECRUITMENT AND RETENTION 89.1201 (a)(3) 89.1210 (d)(2) 89.1205 (a) 89.1210 (d)(1) 89.1245 (c)	Active recruitment and retention steps are taken to seek ELAR teachers who are ESL certified to provide ELAR instruction to identified emergent bilingual students with parental approval for ESL program participation. **[Meets minimum requirements for ESL Pull-Out.]** District-wide enrollment is monitored to indicate if bilingual program requirements have been met.	Active recruitment and retention steps are taken to seek content-area teachers (ELAR, math, science, and social studies) who are ESL certified to provide instruction in all content areas to identified emergent bilingual students with parental approval for ESL program participation. **[Meets minimum requirements for ESL Content-Based.]** (Collier & Thomas, 2009)	In addition to recruiting ESL certified teachers in all content areas and elective courses for identified emergent bilingual students with parental approval for ESL program participation, retention efforts are made to substantiate the benefits for teachers of emergent bilingual learners that may include incentives such as salary supplements and teacher leadership opportunities. (McGriff & Protacio, 2015)

Expected Levels	Established	Exceeds	Exemplary
ASSIGNMENT (TEACHER PLACEMENT) **89.1245 (a)** **89.1250 (3)(E)**	Positive steps are taken to assign teachers appropriately certified in ESL to the ESL program as reasonable.	ESL teachers[11] are strategically positioned by campus leadership and used as a valuable resource and knowledgeable practitioner in various aspects of instructional leadership and curriculum development, ensuring the intentional and meaningful instruction of language through content.	District-wide plans are implemented treating ESL teachers[11] as influential language specialists and leaders within curriculum development, strategic planning, and resource development.
	Additionally, for emergent bilingual students with parental approval for program participation who are entering Kindergarten or Grade 1, required summer school programs for these students are staffed by appropriately certified ESL teachers[11].	(Bigelow, Dahlman, & Ranney, 2006)	Additionally, district and campus leadership coordinate and plan together to organize and provide targeted summer school programs for emergent bilingual students in grade levels beyond required grades of Kindergarten or Grade 1. (McGriff & Protacio, 2015)

Expected Levels	Established	Exceeds	Exemplary
PROFESSIONAL DEVELOPMENT PLAN **89.1210 (d)** **89.1245 (e)** **89.1245 (d)**	Teachers providing the required ESL program receive foundational training on providing the appropriate instructional approach to fulfill the goals of the required program.	Campus-based leadership develops and administers a comprehensive professional development plan for all teachers of emergent bilingual students that provides tools for access to the same grade-level curriculum for emergent bilingual students in all content areas. This training is ongoing, job-embedded[12], properly modeled, and monitored for implementation of training outcomes as part of the comprehensive professional development plan. (Hansen-Thomas, 2008)	The district-wide comprehensive professional development plan for all teachers of emergent bilingual students includes the analysis of student academic performance data that demonstrates growth based on teacher training implementation. The district makes asserted efforts to cooperate with regional education service centers (ESCs) and colleges or universities for training and, when possible, provides compensation to teachers for training designed to increase their skills related to the ESL program. (Hansen-Thomas, 2008)

Expected Levels	Established	Exceeds	Exemplary
SPECIAL PROGRAM COORDINATION 89.1220 (b) 89.1220 (g)(4) 89.1230 (a-b)	The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members, • facilitates participation of emergent bilingual students in other special programs[2] for which they are eligible while verifying full access to language program services; and • coordinates services with admission, review, and dismissal (ARD) committee members for emergent bilingual students who qualify for special education programs.	Campus-based leadership • monitors the coordination of services for emergent bilingual students who qualify for special education programs; • ensures clear communication and collaboration between the LPAC and ARD committees; and • encourages and monitors the participation of emergent bilingual students in other special programs[2], as eligible, to ensure equal access.	District-based leadership • develops, implements, and monitors systems for coordination of services for emergent bilingual students who qualify for special education programs, including methods for clear communication and collaboration between the LPAC and ARD committee; and • encourages and monitors the participation of emergent bilingual students in other special programs[2] to ensure equal access and to provide coordinated communication to parents of dual-identified emergent bilingual students.
TEACHER TRAINING 89.1210 (a)(2) 89.1210 (d)(2) 89.1210 (d)(1)	All ELAR teachers of identified emergent bilingual students are trained in content based language instruction that is linguistically and culturally sustaining. - - - - - - - - - - - - - - - - - - - This content based language instruction training (CBLI) assists teachers in recognizing and addressing language differences, including an introduction to SLA theory and research. [Applies to minimum requirements for ESL Pull-Out]	All content-area teachers (ELAR, math, science, and social studies) of emergent bilingual students are trained in content based language instruction that is linguistically and culturally sustaining. - - - - - - - - - - - - - - - - - - - This CBLI instruction training assists all content-area teachers in recognizing and addressing language differences, including extensive connections to SLA theory and research. [Applies to minimum requirements for ESL Content-Based]	All teachers of emergent bilingual students, including elective course teachers • receive ongoing, job-embedded[12] training in linguistically and culturally sustaining teaching and • are provided with frequent feedback on related implementation goals. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)

Expected Levels	Established	Exceeds	Exemplary
GENERAL EDUCATIONA COORDINATION **89.1210 (b)** **89.1210 (f)** **89.1210 (e)**	The district ensures coordination between the ESL program and the general education program, including: • the full participation of emergent bilingual students in subjects such as art, music, and physical education as their English-speaking peers and • meaningful opportunities for participation in all extracurricular activities with other students.	Campus-based leadership provides regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment. - - - - - - - - - - Vertical planning is also utilized to provide alignment of services for emergent bilingual students, including movement from bilingual to ESL programming. - - - - - - - - - - Additionally, second language acquisition methods, which involve the use of the students' primary language as available and appropriate, are utilized in the courses or electives required for promotion or graduation. (Collier & Thomas, 2009)	District-based leadership develops, implements, and monitors the effectiveness of regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment. - - - - - - - - - - Teacher feedback and student outcome data are used to adjust district-wide planning. - - - - - - - - - - Additionally, district-wide strategic recruitment efforts are made to provide second language acquisition methods including primary language support within required courses or electives. (Goldenberg, 2013; Collier & Thomas, 2009)

Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d):
ESL Waiver Requirements 89.1207 (b)(1-7)

Important notes:
- November 1st deadline 89.1207 (b); 89.1245 (b)
- Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2)
- Request activation of appropriate permits 89.1245 (a)
- Fulfill all assurances of the waiver submission 89.1207(b)(1)

Lever 4: Lesson Planning and Methods

Expected Levels	Established	Exceeds	Exemplary
Essential Action	Objective-driven daily lesson plans with formative assessments. Data-driven rigorous and scaffolded instruction.		
LESSON PLANS **74.4 (a)(1)** **89.1201 (d)** **89.1210 (a-b)**	In addition to each lesson's content objective, teachers of emergent bilingual students create, document, and display a measurable language objective that complements the content objective and supports equal access to the curriculum.	Teachers of emergent bilingual students create, document, display, explain, and review the lesson's language objective that coincides with comprehensible input methods[3] within the lesson delivery to provide a full scope of content based language instruction in the content area curriculum.	District-wide lesson planning tools and templates are provided that incorporate language objectives alongside content objectives.
	The teachers of emergent bilingual students prioritize a language objective for the lesson that is most needed for participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson.	ESL and content area teachers coordinate to target purposeful language objectives that are based on the needs of emergent bilingual students and the specific content material. (Coleman & Goldenberg, 2010; Duguay, 2012)	Campus leadership district-wide • is provided with explicit training and resources on supporting the integration of ELPS across all content areas and • monitors the implementation of consistent, targeted, and intentional use of language objectives that provide task-based evidence of student progress. (Goldenberg, 2013)

Expected Levels	Established	Exceeds	Exemplary

CULTURALLY & LINGUISTICALLY SUSTAINING PRACTICES
 	
89.210 (b)(1)(b)
	The affective needs of emergent bilingual students are addressed through instruction in English that:
	• uses second language acquisition methods to incorporate
	  ○ introduction to the school environment;
	  ○ students' primary languages and learning experiences, and
	  ○ cultural aspects of the students' backgrounds, and
	• instills confidence, self-assurance, and a positive identity with their cultural heritage.
		With the direct support and encouragement of campus-based leadership, teachers of emergent bilingual students
		• actively seek to learn about their students' culture, language, and community;
		• provide a low-risk and safe learning environment;
		• provide opportunities for emergent bilingual students to make connections to content material in culturally sustaining ways; and
		• strategically use emergent bilingual students' background knowledge to respect and value their experiences and cultural contexts, such as encouraging students to use their primary language as needed.
		
		(Markos & Himmel, 2016; Collier & Thomas, 2009)
			District-based leadership supports an additive language-learning environment with culturally consistent teaching by recruiting teachers who represent the culture of the emergent bilingual students and/or provide well-trained and motivated teachers with knowledge of the culture of the emergent bilingual students.
			
			- - - - - - - - - - - - - -
			
			Furthermore, robust and ongoing professional development on how to link culture to instructional activities is embedded and executed from the district's overall professional development comprehensive plan.
			
			(Téllez & Waxman, 2006)

Expected Levels	Established	Exceeds	Exemplary

CONTENT BASED LANGUAGE INSTRUCTION
 	
89.1210 (b)(2)(b)
89.1210 (b)(3)(b)
	The linguistic and cognitive needs of emergent bilingual students are addressed through instruction in academic content areas that:
	• utilizes second language acquisition methods, and
	• is structured to ensure emergent bilingual students
	  ○ master the TEKS and higher-order thinking skills and
	  ○ develop proficiency in all language domains.
		Campus-based leadership involve ESL and content-area teachers in the development of campus-wide curriculum and instruction practices for emergent bilingual students that:
		• target and monitor the implementation of rigorous, quality content material;
		• include the use of higher-order thinking skills;
		• focus strategically on academic English language development; and
		• emphasize that support for emergent bilingual students goes beyond general effective teaching practices; and involve explicit language focus in the overall content based language instruction approach.
		
		(Hansen-Thomas, 2008; Moughamian, Rivera, & Francis, 2009)
			District-wide systems[5] are planned and monitored that measure the academic English language acquisition progress of emergent bilingual students, including higher-order thinking skills.
			
			District-based leadership consistently
			• analyzes emergent bilingual students' academic English language acquisition data and
			• provides professional development support to teachers and campus-based leaders to address areas where progress is needed.

Expected Levels	Established	Exceeds	Exemplary
LANGUAGE USE **89.1210 (b)(2)(b)** **74.4(a)(2)** **74.4 (c)** **74.4 (a)(4)**	The ELPS are used to provide opportunities for emergent bilingual students to develop social and academic English proficiency in listening, speaking, reading, and writing as well as the use of learning strategies, while gradually increasing the linguistic complexity of receptive and expressive English.	Teachers of emergent bilingual students • focus on developing both receptive and expressive language skills, • utilize a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication, and • incorporate grammar in a contextual over prescriptive manner. - Campus-based leadership • constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language and • recognize the specific needs of long-term emergent bilingual students who may have plateaued at advanced English language proficiency levels and the contrast of the linguistic needs of newcomer emergent bilingual students. (Coleman & Goldenberg, 2010; Lindahl & Watkins, 2014; Duguay, 2012; Hansen-Thomas, 2008; U.S. Department of Education, 2012)	A district-wide vision for effective practices for emergent bilingual students • is explicitly developed and communicated in order to inform classroom practices, • sets a clearly focused plan that commits to high expectations in academic language development of emergent bilingual students, and • involves the district's highly invested leadership who consistently monitors the implementation of this plan as demonstrated by emergent bilingual students' language growth outcomes. (Coleman & Goldenberg, 2010)

Expected Levels	Established	Exceeds	Exemplary
DIFFERENTIATED INSTRUCTION **89.1210 (a)** **74.4 (b)(1)** **74.4 (a)(6)**	Teachers of emergent bilingual students • plan for and deliver instruction that is commensurate to their students' current linguistic needs by accommodating their instruction, pacing, and materials; and • particularly for emergent bilingual students at beginning or intermediate levels in English, provide instruction that supports second language acquisition that is **focused** (explicitly addresses English vocabulary, grammar, syntax, and mechanics), **targeted** (formally or informally assessed), and **systematic** (monitored for growth).	Campus-based leadership • specifies methods and resources for accommodating instruction, pacing, and materials for emergent bilingual students; • outlines campus-wide norms for integration of focused, targeted, and systematic second language instruction particularly for emergent bilingual students at beginning or intermediate levels in English; and • monitors the implementation of these methods. (Hansen-Thomas, 2008)	Campus-based leadership district-wide • is provided with extensive, ongoing, job-embedded[12] training on appropriate methods for linguistically accommodating instruction, pacing, and materials commensurate to students' needs, and • is trained on practical tools that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.

Required action when below minimum standard for ESL program implementation in lesson planning and methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):
• Provide all emergent bilingual students with their grade appropriate content area TEKS
• Provide all emergent bilingual students with ELPS alongside all content area instruction
• Provide all emergent bilingual students with the CCRS as available to their English proficient peers

Lever 5: Curriculum and Resources

Expected Levels	Established	Exceeds	Exemplary
Essential Action	Inclusive and collaborative development of assets-based, culturally and linguistically sustaining practices, curriculum, assessments and resources aligned to ESL program goals.		
CURRICULUM STANDARDS **74.4 (a)(1)** **89.1201 (d)** **89.1210 (a-b)**	As integral parts of the total school program, the district's required curriculum for ESL programs includes the appropriate grade level TEKS for each subject, the ELPS, and the CCRS. To emphasize the integration, ELPS are to be published alongside the TEKS.	Teachers of emergent bilingual students are provided with • ongoing, job-embedded[12] training on ELPS integration and • campus-based opportunities to create and/or provide input on curriculum plans that incorporate ELPS in content instruction. (McGriff & Protacio, 2015)	District-wide instructional leaders across all content-areas • are highly trained[6] in ELPS integration and • consistently incorporate ELPS into content-area trainings, instructional materials, and curriculum resources. The district-level ESL program manual outlines standards for instruction for emergent bilingual students that include ELPS, TEKS, and CCRS.
RESOURCES **89.1203 (1)**	The district's Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including emergent bilingual students.	The district's Bilingual Education Allotment is utilized to provide targeted instructional materials specific to emergent bilingual students participating in the ESL program with parental approval.	In the district's efforts to upgrade or improve instructional materials for the ESL program as noted in the district's ESSA Consolidated Federal Application per SEC. 3115 (c) and (d), various stakeholders are involved in the decision and selection process including emergent bilingual students participating in the ESL program, and their parents, teachers of various grade levels and subject areas, campus administrators, campus and district instructional leaders, and community members.

Expected Levels	Established	Exceeds	Exemplary
CLASSROOM ASSESSMENTS 89.1210 (a)(2) 89.1220 (i) 89.1220 (l)(1)(G)	Teachers of emergent bilingual students • distinguish the evaluation of English proficiency and content area knowledge within classroom assessments and • provide instructional interventions to address specific language needs as necessary.	Teachers of emergent bilingual students • provide ongoing, formative content and language assessments throughout each lesson, • review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS, and • modify classroom assessments as necessary to ensure assessment goal is achieved. - Campus-based leadership ensures that teachers are trained in and implement appropriate classroom assessment procedures[13] for emergent bilingual students. (Markos & Himmel, 2016)	Campus-based leadership, in conjunction with district-based leadership, allocates resources for classroom materials that: • facilitate alternative assessment methods, • provide linguistic accommodations, and • facilitate instructional interventions. - District-wide curriculum is provided for appropriate instructional interventions based on students' grade level and English language proficiency level.

Expected Levels	Established	Exceeds	Exemplary
STATE ASSESSMENTS & PROGRESS MONITORING **89.1220 (l)** **89.1220 (l)(1)(F)(i)** **89.1226 (i) & (k)**	In conjunction with the LPAC, teachers of emergent bilingual students participating in TBE • monitor the progress of academic success of current and former emergent bilingual students (two years after reclassification); • determine appropriate assessment options for the state criterion referenced test (STAAR), including language of assessment; and • provide designated support options as necessary.	Campus-based leadership • facilitates coordination between LPAC, testing coordinators, and TBE teachers to ensure that language of assessment and designated supports decisions meet students' linguistic needs and are utilized in classroom instruction and assessment; • develops and administers a plan for timely and periodic evaluation of TBE student academic and linguistic progress in English and the primary language.	District-level benchmark assessments are • linguistically accommodated to align with allowable designated supports on state assessment and • reviewed by teachers for alignment to curriculum standards. - - - - - - - - - - - - - - - - District-based leadership organizes timely and periodic evaluation of emergent bilingual students' academic and linguistic progress. (Brisk & Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)
Data Analysis	Teachers of emergent bilingual students • are informed of the English language proficiency levels of the emergent bilingual students within their classrooms;	The LPAC, with support of campus-based leadership • provides comprehensive and meaningful English language proficiency data of emergent bilingual students to teachers • coordinates an appropriate timeframe for teachers to analyze the data and apply this analysis to lesson planning.	Campus-based leadership district-wide • is trained on practical tools that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.

Required action when below minimum standard for ESL program implementation in lesson planning and methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):

• Provide all emergent bilingual students with their grade appropriate content area TEKS
• Provide all emergent bilingual students with ELPS alongside all content area instruction
• Provide all emergent bilingual students with the CCRS as available to their English proficient peers

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Notes

1 English Language Arts and Reading (ELAR) instruction= ELAR instruction within ESL Pull-Out can be delivered in one of three ways:
- the ELAR teacher of the emergent bilingual student is ESL certified (If the ELAR TEKS are taught separately in an ELA and a Reading course for the grade level, both teachers of the emergent bilingual student would need to be ESL certified to meet this requirement.)
- an ESL certified teacher co-teaches with the ELAR teacher of the emergent bilingual student
- an additional ESL/ELAR course provided by an ESL teacher for the emergent bilingual student

2 Other Special Programs = Advanced Academics, Gifted/Talented, 504, Dyslexia, Response to Intervention (RtI), Career and Technical Education (CTE), etc.

3 Comprehensible Input Methods = Use of visuals, gestures, clear explanation of tasks, and appropriate language including native language resources are provided to convey key concepts

4 Communicative Language Teaching approach = Shifts from teaching about language to teaching language through content with a focus on communicative functions over form

5 District-wide systems = Plans, models, and protocols that are organized at the district level to structure ESL programming that is consistent and equitable across all campuses within the LEA

6 Highly trained = Refers to having comprehensive, research-based professional development on a targeted topic and having documented evidence of demonstrated proficiency in the material or topic

7 Content Based Language Instruction (CBLI): Communicated - Examples include, but are not limited to:
- a communicative language teaching approach[4]
- repeated exposure and meaningful practice with content material
- comprehensible input methods[3]
- speech commensurate with emergent bilingual students' language level
- context-embedded resources: visuals, gestures, realia, symbols, manipulatives
- explicitly expressed instructions for tasks (U.S. Department of Education, 2012; Coleman & Goldenberg, 2010; Hansen-Thomas, 2008; Markos & Himmel, 2016)

8 Content Based Language Instruction (CBLI): Sequenced - Examples include, but are not limited to:
- explicit academic language instruction, such as pre-teaching of language needed for academic discourse across disciplines
- language and content instruction that is commensurate with emergent bilingual students' language level
- exposure to authentic language usage
- connections to previous learning and emergent bilingual students' background knowledge
- instructional supports, such as primary language resources that leverage L1 literacy without over-use of direct translation
- alternative assessments targeting content area knowledge instead of English proficiency level (McGriff & Protacio, 2015; U.S. Department of Education, 2012; Hansen-Thomas, 2008; Moughamian, Rivera, & Francis, 2009; Markos & Himmel, 2016)

9 Content Based Language Instruction (CBLI)- Examples include, but are not limited to:
- structured oral language development, such as sentence frames and appropriate wait time
- meaningful and authentic cooperative learning
- instructional modeling, including structural outlines, graphic organizers, paragraph frames
- amplified texts involving contextual supports
- task-based or inquiry approach (Markos & Himmel, 2016; U.S. Department of Education, 2012)

10 English language development (ELD) = A targeted course or time period provided to emergent bilingual students that focuses explicitly on English language skills as an extension to the content instruction; ELD instruction is connected to the content instruction, particularly the ELAR TEKS; See this article for further information.

11 ESL teachers = Any teacher certified in ESL and the content/grade-level of instruction teaching English learners; ESL teachers:
- may serve English learners and English proficient students, even within the same instructional setting;
- may be targeted ELD teachers that extend content instruction with explicit English language skills, or ESL teachers may be core content instruction teachers certified in ESL who serve ELs within content courses (ELAR, math, science, social studies)

12 Ongoing, job-embedded = Training that is part of a comprehensive professional development plan, providing continuous opportunities for targeted professional learning based on self- and leader-initiated goals that has practical application and monitored implementation for utilization in the classroom and includes instructional coaching methods (such as real-time feedback, modeling, and co-teaching approaches)

13 Classroom assessment procedures for emergent bilingual students = Includes linguistic accommodations, such as the use of a word walls and glossaries in English and/or the students' primary language(s), and alternative evaluation methods, such as demonstration of mastery through non-verbal response, hands-on activities, models/visual displays, or sorting

Glossary

CCRS = College and Career Readiness Standards

EL = English learner

EB = Emergent Bilingual Student

ELPS = English Language Proficiency Standards

ESC = Regional Education Service Center

L1 = Primary language

LEA = Local Education Agency

LPAC = Language Proficiency Assessment Committee

SLAR = Spanish Language Arts and Reading (TEKS)

STAAR = State of Texas Assessment of Academic Readiness

TBE = Transitional Bilingual Education

TEKS = Texas Essential Knowledge and Skills