



# Transitional Bilingual Education (TBE)

## Program Implementation Rubric

The Transitional Bilingual Education (TBE) Rubric provides holistic descriptions of TBE programs at different stages of development: established, exceeds, exemplary. Use this tool internally to diagnose your current state and the next stage of implementation.



**TEXAS EDUCATION AGENCY**

*Emergent Bilingual Support Division*

# Transitional Bilingual Education (TBE) Implementation Rubric

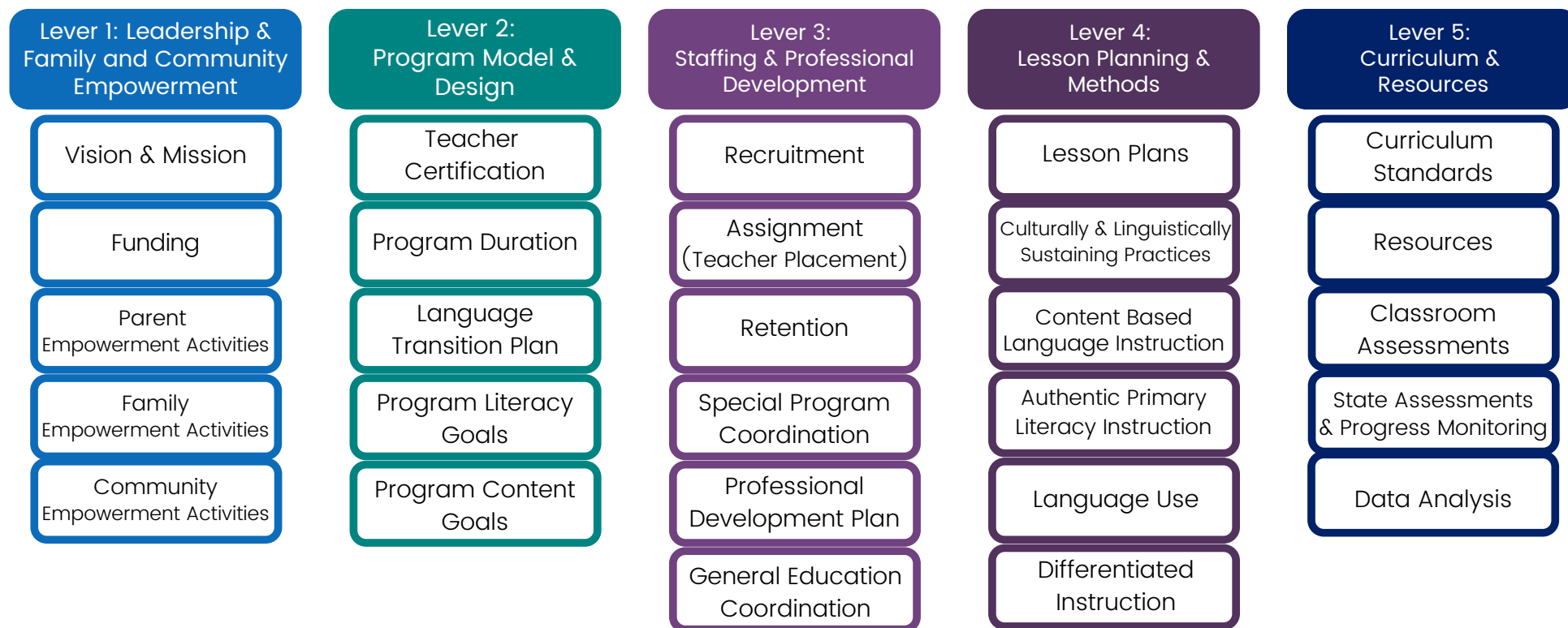
## Purpose:

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

This scoring tool and coordinating TBE Program Implementation Rubric are intended for internal use for determining next steps for development and improvement of TBE 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 TBE Implementation Rubric has five levers that are critical in effective implementation and sustainability in high-performing TBE campuses. Each lever consists of essential actions.



## TBE Rubric Use

In 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 TBE Implementation

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

**\* In Progress:** This level describes the TBE 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
<b>Essential Action</b>	Leadership understands and supports TBE program through quality staffing and PD, development of curriculum, assessments, and resources that ensure ongoing program fidelity and student success.		
<b>VISION &amp; MISSION</b>	A district/campus TBE vision with goals.	A district/campus TBE vision supported by some measurable goals and a plan that includes expectations in academic achievement.	A district/campus TBE vision supported by measurable goals and a clearly focused plan with high expectations for 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.
<b>FUNDING</b>	Funding from a bilingual allotment funds the TBE program.	Funding from a bilingual allotment, centralized (district controlled), and decentralized (campus controlled) funds to a quality TBE program.	Sufficient funding from a bilingual allotment, centralized (district controlled), and decentralized (campus controlled) funds to a high-quality TBE 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
<b>PARENT EMPOWERMENT ACTIVITIES</b> <a href="#">89.1210 (f)</a>	<p>The families of TBE 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.</p>	<p>Campus-level staff provides targeted, supplemental <a href="#">engagement</a> activities and supports to parents/guardians of TBE students, such as:</p> <ul style="list-style-type: none"> <li>• second language acquisition resources,</li> <li>• social media outreach,</li> <li>• home visits,</li> <li>• technology apps for communication, and</li> <li>• parenting resources.</li> </ul>	<p>District-wide parent/guardian <a href="#">engagement</a> 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.</p>
<b>FAMILY EMPOWERMENT ACTIVITIES</b> <a href="#">89.1210 (f)</a>	<p>The families of TBE 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.</p>	<p>Campus-level staff provides targeted, supplemental <a href="#">engagement</a> activities and supports for TBE families (parent and child), such as:</p> <ul style="list-style-type: none"> <li>• adult ESL or literacy programs,</li> <li>• family literacy programs (modeling literacy practices),</li> <li>• book programs, and</li> <li>• summer academies for families.</li> </ul>	<p>District-wide family <a href="#">engagement</a> 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.</p>

Expected Levels	Established	Exceeds	Exemplary
<b>COMMUNITY EMPOWERMENT ACTIVITIES</b> <a href="#">89.1210 (f)</a>	<p>The families of TBE students, including the parents/guardians, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students.</p>	<p>Campus-level staff provides targeted, supplemental community <a href="#">engagement</a> partnerships to parents and families of TBE students, such as partnerships with</p> <ul style="list-style-type: none"> <li>• county and local libraries,</li> <li>• summer mobile libraries,</li> <li>• non-profits and local corporations,</li> <li>• universities and community colleges,</li> <li>• community service fairs, and</li> <li>• big brother/sister mentoring programs</li> </ul>	<p>District-level leadership strategically formulates community <a href="#">engagement</a> partnerships for parents and families of emergent bilingual students that are supplemental to the services provided to all TBE families.</p>

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 EL 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
<b>Essential Action</b>	Inclusive and collaborative development of assets-based, culturally and linguistically sustaining practices, curriculum, assessments and resources aligned to TBE program goals.		
<b>TEACHER CERTIFICATION</b>  <a href="#">TEC 29.061</a> <a href="#">89.1210(c)(1)&amp;(c)(2)</a>	<p>All emergent bilingual students participating in TBE receive all content area instruction (ELAR, SLAR, math, science, and social studies) by teachers certified in bilingual education. Any necessary exceptions are submitted by the November 1st deadline.</p>	<p>In addition to meeting basic implementation requirements, one or more teachers of enrichment classes (art, PE, music) and electives at each bilingual campus are bilingual or ESL certified and routinely apply second language acquisition methodologies during instruction.</p> <p>(Thomas &amp; Collier, 2012)</p>	<p>The school district provides opportunities for all teachers to become bilingual or ESL certified and has an established system to provide trainings for all staff to actively support language learners and language learning. All teachers of enrichment or elective classes (per campus) are bilingual certified.</p>
<b>PROGRAM DURATION</b>  <a href="#">89.1205(a)</a> <a href="#">89.1210(c)(1) &amp; (c)(2)</a>	<p>A transitional early-exit model is offered in all elementary grades (PK-5/6). Students identified as emergent bilingual students are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than two or later than five years after the student enrolls in school.</p>	<p>A transitional late-exit model is offered in all elementary grades (PK-5/6). Students identified as emergent bilingual students are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than six or later than seven years after the student enrolls in school.</p>	<p>Elementary LPACs recognize the benefits of transitional program participation regardless of the student's entry grade level or program language of instruction.</p> <p>There is consistent <a href="#">coordination</a><sup>1</sup> between elementary and secondary programs.</p>

Expected Levels	Established	Exceeds	Exemplary
<p><b>LANGUAGE TRANSITION PLAN</b></p> <p><a href="#">89.1227(d)</a></p>	<p>The district has established a plan that</p> <ul style="list-style-type: none"> <li>• outlines the transition of instruction from the primary language to English,</li> <li>• shows when each language is utilized by time or content area for each grade,</li> <li>• models the hallmark of an <b>early exit model</b>, the rapid (early) exit of Spanish instruction and increase of English instructional minutes, (<a href="#">Early Exit illustration</a>)</li> <li>• includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support, and</li> <li>• includes an annual review process.</li> </ul>	<p>The district has established a plan that</p> <ul style="list-style-type: none"> <li>• outlines the transition of instruction from the primary language to English,</li> <li>• shows when each language is utilized by time or content area for each grade,</li> <li>• aligns with <b>late exit model</b> theory, which emphasizes extended development of the primary language through a gradual increase in English over the course of the program, (<a href="#">Late Exit illustration</a>)</li> <li>• includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support, and</li> <li>• includes an annual review process.</li> </ul>	<p>The district's transitional late-exit model</p> <ul style="list-style-type: none"> <li>• meets all enhanced implementation criteria, and</li> <li>• includes a primary language <a href="#">maintenance component</a><sup>2</sup>.</li> </ul> <p>(Medina, 1993)</p>



Expected Levels	Established	Exceeds	Exemplary
<p><b>PROGRAM LITERACY GOALS</b></p> <p><a href="#"><u>89.1210(c)(1) &amp; (2)</u></a></p>	<p>Students in the primary grades (PK–2) are provided literacy instruction in the primary language to facilitate transition to English literacy; however, primary language literacy support is available throughout the entire program.</p>	<p>Language and literacy instruction in both languages focuses on academic and social language development, and TBE teachers utilize coordinated and explicit strategies for making <a href="#"><u>cross-language connections</u></a><sup>3</sup>.</p> <p>(Beeman &amp; Urow, 2012; Bialystok, Peets, &amp; Moreno, 2014; García, 2009; Koda &amp; Zehler, 2008)</p>	<p>Campus and district-level instructional leaders and specialists leverage the expertise of bilingual educators on best practices in primary language literacy to provide equitable instructional and curricular supports.</p> <hr/> <p>These leaders utilize district-wide language proficiency assessment data to guide professional development for TBE teachers and instructional leaders.</p>

Expected Levels	Established	Exceeds	Exemplary
<b>PROGRAM CONTENT GOALS</b>  <a href="#">89.1210 (c)(1-2)</a> <a href="#">89.1201 (d)</a>	<p>Instruction in academic content delivered in the student's primary language and English targets second language development through academic content.</p> <hr/> <p>To ensure mastery of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), TBE students are provided linguistically accommodated content area instruction in the primary language and English according to the language transition plan.</p> <hr/> <p>Linguistically accommodated content instruction is communicated, sequenced, and scaffolded to ensure mastery.</p>	<p>Campus-level instructional leadership regularly supports TBE teachers in strategically planning, delivering, reflecting upon, and receiving feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction.</p>	<p>District-wide instructional leaders and curriculum specialists ensure the integration of primary language resources and linguistic accommodations in district curriculum materials in order to provide equitable access to grade-level curriculum for TBE students.</p>

Required action when below [minimum standard for bilingual education program](#) as noted in [89.1201 \(a\)\(3\)](#) and [89.1205 \(a-b\)](#):  
[Bilingual Education Exception Requirements 89.1207 \(a\)\(1-7\)](#)

Important notes:

- November 1st deadline [89.1207\(a\)\(1\)](#); [89.1245 \(b\)](#)
- Maintain required documentation [89.1207 \(a\)\(2\)](#)
- Request activation of appropriate permits [89.1245\(a\)](#)
- Fulfill all assurances of the exception submission [89.1207 \(a\)\(1\)](#)

## 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 TBE program goals.		
<b>RECRUITMENT</b>  <a href="#">89.1201 (a)(3)</a> <a href="#">89.1210 (c)(1)</a> <a href="#">89.1210 (c)(2)</a>	<p>Active recruitment steps are taken at the local level to seek teachers who are appropriately certified in grade level, content area, and bilingual education to provide content instruction to identified emergent bilingual students through TBE Early Exit and/or TBE Late Exit.</p>	<p>Active <a href="#">recruitment</a> steps are taken at the state, national, and/or international level(s) to seek appropriately certified TBE teaching staff. These recruitment steps include <b>two or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• annual bilingual teacher stipend,</li> <li>• bilingual teacher one-time hiring bonus,</li> <li>• intentional <a href="#">TBE teacher interview protocols</a><sup>4</sup>,</li> <li>• active recruiting at state and/or national conferences,</li> <li>• international recruiting,</li> <li>• collaboration with local/regional educator preparation entities (IHEs, alternative certification programs), and</li> <li>• initiation of Grow-Your-Own programs.</li> </ul> <p>(Kennedy, 2018b)</p>	<p>District-level program and human resources staff collaborate to implement active <a href="#">recruitment</a> steps at the state, national, and/or international level(s) to seek appropriately certified TBE teaching staff which include <b>four or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• annual bilingual teacher stipend,</li> <li>• bilingual teacher one-time hiring bonus,</li> <li>• intentional <a href="#">TBE teacher interview protocols</a><sup>4</sup>,</li> <li>• active recruiting at state and/or national conferences,</li> <li>• international recruiting,</li> <li>• collaboration with local/regional educator preparation entities (IHEs, alternative certification programs), and</li> <li>• initiation of Grow-Your-Own programs.</li> </ul> <p>(Kennedy, 2018b)</p>

Expected Levels	Established	Exceeds	Exemplary
<b>ASSIGNMENT (TEACHER PLACEMENT)</b>  <u>89.1207 (a)(1)(c)</u> <u>89.1210 (c)(1) &amp; (2)</u> <u>89.1250 (3)(E)</u>	Deliberate steps are taken to assign teachers appropriately certified in bilingual education to the TBE program with prioritization for the earliest grade levels.	TBE teachers are strategically positioned by school leadership to be utilized as valuable resources and knowledgeable practitioners. TBE teachers are appropriately represented as team leaders, content leads, campus representatives to district committees, etc.	District-wide plans are implemented that target the positioning of TBE teachers as influential language specialists and leaders within curriculum development, strategic planning, and resource development.
	Required summer school programs for emergent bilingual students who participate in TBE and will be entering Kindergarten or Grade 1 are staffed by appropriately certified bilingual teachers.	At least one member of campus-level leadership staff (instructional coach, administrator, etc.) is certified in bilingual education or has received significant, ongoing training in the area of bilingual theory.  (Howard, et al., 2018)	<p>A district-level leadership team comprised of two or more educators certified in bilingual education guide and support TBE teacher recruiting, retention, and assignment efforts and provide avenues for leadership advancement for TBE staff.</p> <p>Opportunities for leadership development and advancement are systematically provided at the district level for TBE educators.</p> <p>(Howard, et al., 2018)</p>

Expected Levels	Established	Exceeds	Exemplary
<p><b>RETENTION</b></p> <p><u>89.1210 (a)(1)</u></p>	<p>All newly hired TBE teachers participate in TBE-specific on-boarding, which includes:</p> <ul style="list-style-type: none"> <li>• training in the LEA's TBE language transition plan,</li> <li>• training in the foundational tenets of TBE that provide for learning skills in the primary language and structured and sequenced mastery of English language skills through content-base language instruction, and</li> <li>• training that assists teachers in recognizing and addressing language differences, including an introduction to bilingual education theory and research.</li> </ul>	<p>Targeted efforts for <a href="#">retention</a> of bilingual staff are made, including provision of <b>two or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• cultural transition support for internationally recruited TBE staff,</li> <li>• scheduled extra collaborative planning time for TBE staff,</li> <li>• systems for recognizing TBE staff efforts and accomplishments,</li> <li>• TBE-specific professional development (beyond on-boarding),</li> <li>• voice in instructional resource acquisition,</li> <li>• direct support (bilingual instructional coach, parent liaison), and</li> <li>• leadership opportunities.</li> </ul> <p>(Darling-Hammond, Hyler, &amp; Gardner, 2017; Kennedy, 2018b; LaChance, 2017)</p>	<p>District-level program and human resources staff collaborate to implement targeted efforts for <a href="#">retention</a> of bilingual staff, including provision of <b>four or more</b> of the following:</p> <ul style="list-style-type: none"> <li>• TBE-specific on-boarding for all new staff,</li> <li>• cultural transition support for internationally recruited TBE staff,</li> <li>• scheduled extra collaborative planning time for TBE staff,</li> <li>• systems for recognizing TBE staff efforts and accomplishments,</li> <li>• TBE-specific professional development (beyond on-boarding),</li> <li>• voice in instructional resource acquisition,</li> <li>• direct support (bilingual instructional coach, parent liaison), and</li> <li>• leadership opportunities.</li> </ul> <p>(Darling-Hammond, Hyler, &amp; Gardner, 2017; Kennedy, 2018b; LaChance, 2017)</p>

Expected Levels	Established	Exceeds	Exemplary
<p><b>SPECIAL PROGRAM COORDINATION</b></p> <p><a href="#">89.1220 (b)</a>  <a href="#">89.1230 (a-b)</a>  <a href="#">89.1220 (g)(4)</a></p>	<p>The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members,</p> <ul style="list-style-type: none"> <li>• coordinates services with admission, review, and dismissal (ARD) committee members for TBE students who qualify for special education programs; and</li> <li>• facilitates participation of TBE students in <a href="#">other special programs</a><sup>5</sup> for which they are eligible while verifying full access to language program services.</li> </ul>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> <li>• monitors the coordination of services for TBE students who qualify for special education programs;</li> <li>• develops systems for communication and collaboration between the LPAC and ARD committee;</li> <li>• identifies and eliminates campus-level barriers to the equitable participation of TBE students in <a href="#">other special programs</a><sup>5</sup>, as eligible; and</li> <li>• encourages and monitors TBE students' successful participation in these other special programs.</li> </ul>	<p>District-based leadership</p> <ul style="list-style-type: none"> <li>• develops, implements, and monitors systems for coordination of services for TBE students who qualify for special education programs;</li> <li>• establishes district wide systems for communication and collaboration between the LPAC and ARD committee;</li> <li>• encourages and monitors the participation of TBE students in <a href="#">other special programs</a><sup>5</sup>, as eligible, to ensure equal access; and</li> <li>• provides specific training for parents of TBE students who also participate in special education <a href="#">other special programs</a><sup>5</sup>.</li> </ul>

Expected Levels	Established	Exceeds	Exemplary
<p><b>PROFESSIONAL DEVELOPMENT PLAN</b></p> <p><a href="#"><u>89.1210 (c)(1-2)</u></a>  <a href="#"><u>89.1245 (e)(d)</u></a></p>	<p>Teachers providing the required bilingual program through TBE receive foundational training on providing the appropriate instructional approach to fulfill the goals of the required program.</p>	<p>Campus-based leadership develops and administers a comprehensive professional development plan for all TBE teachers that</p> <ul style="list-style-type: none"> <li>• provides tools for access to the same grade level curriculum for TBE students in all content areas;</li> <li>• addresses topics specific to TBE programming, instruction, and assessment;</li> <li>• delivers training that is <a href="#"><u>ongoing, job-embedded</u></a><sup>6</sup>, properly modeled, and monitored for implementation of training outcomes; and</li> <li>• includes provision of professional development conducted in the primary language at least onetime per school year.</li> </ul> <p>(Howard, et al., 2018)</p>	<p>District-based leadership develops and administers a comprehensive professional development plan for TBE teachers that</p> <ul style="list-style-type: none"> <li>• includes analysis of student academic performance data in the primary language and English to determine growth based on teacher training implementation;</li> <li>• demonstrates a concerted effort to cooperate with colleges or universities for training;</li> <li>• addresses topics specific to TBE programming, instruction, and assessment;</li> <li>• provides, when possible, compensation to teachers for extra training designed to increase skills related to TBE; and</li> <li>• includes provision of professional development conducted in the program primary language and in English that is <a href="#"><u>ongoing and job-embedded</u></a><sup>6</sup>.</li> </ul> <p>(Howard, et al., 2018)</p>

Expected Levels	Established	Exceeds	Exemplary
<p><b>GENERAL EDUCATION COORDINATION</b></p> <p><a href="#">89.1210 (b)</a> <a href="#">89.1210 (f)</a></p>	<p>The district ensures coordination between the TBE program and the general education program, including:</p> <ul style="list-style-type: none"> <li>the full participation of TBE participants in subjects such as art, music, and physical education alongside English-speaking peers; and</li> <li>full access to participation in instructional supports and interventions, electives, and all extracurricular activities.</li> </ul>	<p>Campus-based leadership ensures</p> <ul style="list-style-type: none"> <li>alignment between TBE and the general education program regarding language of instruction;</li> <li>provision of regular training for all school staff, to deepen understanding of TBE goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment;</li> <li>scheduling of sufficient collaborative planning time for TBE teachers to plan with grade level team members, as appropriate to the language transition plan; and</li> <li>provision of planning time to provide alignment of TBE programming across school campuses.</li> </ul>	<p>District leadership ensures</p> <ul style="list-style-type: none"> <li>district-wide alignment between TBE and the general education program regarding language of instruction;</li> <li>provision of district-wide systems of support for campus administrators to implement regular training for all school staff, to deepen understanding of TBE goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment;</li> <li>teacher feedback and student outcome data are used to adjust district-wide planning.</li> </ul> <p>(Howard, et al., 2018)</p>

Required action when below [minimum standard for bilingual education program](#) as noted in [89.1201 \(a\)\(3\)](#) and [89.1205 \(a-b\)](#):  
[Bilingual Education Exception Requirements \(89.1207 \(a\)\(1-7\)\)](#)

Important notes:

- November 1st deadline [89.1207\(a\)\(1\)](#); [89.1245 \(b\)](#)
- Maintain required documentation [89.1207 \(a\)\(2\)](#)
- Request activation of appropriate permits [89.1245\(a\)](#)
- Fulfill all assurances of the exception submission [89.1207 \(a\)\(1\)](#)



## 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.		
<b>LESSON PLANS</b>  <a href="#">74.4 (a)(1)</a> <a href="#">89.1201 (d)</a> <a href="#">89.1210 (a-b)</a>	<p>In addition to each lesson's content objective, TBE teachers create, document, and display a measurable language objective (in the language of the lesson) that</p> <ul style="list-style-type: none"> <li>• complements the content objective,</li> <li>• supports equal access to the curriculum, and</li> <li>• targets development of specific language skills.</li> </ul>	<p>TBE teachers create, document, display, explain, and review the lesson's language objective that coincides with <a href="#">comprehensible input methods</a><sup>8</sup> within the lesson delivery to provide a full scope of content-based language instruction in the content area curriculum.</p>	<p>District-wide lesson planning tools and templates are provided that incorporate language objectives alongside content objectives.</p> <p>Campus leadership district-wide</p> <ul style="list-style-type: none"> <li>• is provided with explicit training and resources on supporting the integration of ELPS/language development in the primary language across all content areas, and</li> <li>• monitors the implementation of consistent, targeted, and intentional use of language objectives that provide task-based evidence of student progress.</li> </ul> <p>(Goldenberg, 2013)</p>
	<p>TBE teachers prioritize a language objective for the lesson centered on participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson.</p>	<p>TBE teachers intentionally plan for opportunities for students to make <a href="#">cross-language connections</a><sup>3</sup>.</p>	

Expected Levels	Established	Exceeds	Exemplary
<p><b>CULTURALLY &amp; LINGUISTICALLY SUSTAINING PRACTICES</b></p> <p><a href="#">89.1210 (b)(1)(a)</a></p>	<p>The affective needs of TBE students are addressed through instruction in the primary language and English using second language acquisition methods to</p> <ul style="list-style-type: none"> <li>• incorporate introduction to the school environment;</li> <li>• explicitly connect to students' primary language and learning experiences;</li> <li>• recognize cultural aspects of the students' backgrounds; and</li> <li>• instill confidence, self-assurance, and a positive bilingual and bicultural identity.</li> </ul>	<p>With the direct support and encouragement of campus-based leadership, TBE teachers</p> <ul style="list-style-type: none"> <li>• actively seek to learn about their students' culture, language, and community;</li> <li>• provide a safe, low-risk learning environment;</li> <li>• provide opportunities for ELs to make connections to content material in culturally sustaining ways; and</li> <li>• demonstrate deep respect and a valuing of their students' experiences and cultural backgrounds, including the honoring and celebrating of diverse <a href="#">language varieties</a><sup>19</sup>.</li> </ul>	<p>District-based leadership provides structures and supports that encourage TBE student bilingual/bicultural identity development, which may include:</p> <ul style="list-style-type: none"> <li>• incorporation of <a href="#">cultural objectives</a><sup>14</sup> into lessons in order to remain culturally responsive regarding diversity and to develop sociocultural competence; and</li> <li>• offering extracurricular/club activities that aim to build cultural awareness and appreciation in self and others.</li> </ul> <hr/> <p>Robust and ongoing professional development on how to include instructional activities that are reflective of students in the classroom is embedded and executed from the district's overall professional development comprehensive plan.</p> <p>(Téllez &amp; Waxman, 2006, Howard, et al., 2018)</p>

Expected Levels	Established	Exceeds	Exemplary
<p><b>CONTENT BASED LANGUAGE INSTRUCTION</b></p> <p><a href="#">89.1210 (b)(2)(a)</a> <a href="#">89.1210 (b)(3)(a)</a></p>	<p>The linguistic and cognitive needs of TBE students are addressed through instruction in academic content areas that</p> <ul style="list-style-type: none"> <li>utilizes second language acquisition methods; and</li> <li>is structured to ensure TBE students <ul style="list-style-type: none"> <li>master the TEKS and higher-order thinking skills, and</li> <li>develop proficiency in all language domains.</li> </ul> </li> </ul>	<p>Campus-based leadership involve TBE and non-TBE teachers in the development of campus-wide curriculum and instruction practices for TBE students that</p> <ul style="list-style-type: none"> <li>target and monitor the implementation of rigorous, quality content material,</li> <li>include the use of higher-order thinking skills,</li> <li>focus strategically on academic primary language and English development</li> <li>emphasize that support for TBE students goes beyond general effective teaching practices and involves explicit language focus in the overall sheltered instruction approach.</li> </ul> <p>(Echeverría et al., 2016)</p>	<p><a href="#">District-wide systems</a><sup>13</sup> are planned and monitored that measure the academic primary and English language acquisition progress of TBE students, including higher-order thinking skills.</p> <hr/> <p>District-based leadership consistently</p> <ul style="list-style-type: none"> <li>analyze TBE students' academic primary and English language acquisition data, and</li> <li>provide professional development support to teachers and campus-based leaders to address areas where progress is needed.</li> </ul>

Expected Levels	Established	Exceeds	Exemplary
<b>AUTHENTIC PRIMARY LITERACY INSTRUCTION</b>	<p>Initial literacy instruction occurs in the primary language in both early and late exit TBE program models. The transition to English literacy occurs in accordance with the district's language transition plan.</p>	<p>Campus-based leadership ensures that instructional approaches and practices for teaching literacy in the primary language</p> <ul style="list-style-type: none"> <li>• are authentic to the specific phonological and graphological features of the primary language;</li> <li>• address language-specific differences during initial literacy instruction to facilitate making <a href="#">cross-language connections</a><sup>2</sup>;</li> <li>• utilize linguistically and culturally authentic texts; and</li> <li>• are coordinated to capitalize on literacy skills that transfer across languages, e.g. comprehension and literary analysis skills.</li> </ul> <p>(Escamilla, et al., 2014; Howard, et al., 2018)</p>	<p><a href="#">District-wide systems</a><sup>5</sup> are in place for ensuring that authentic primary language literacy instruction is delivered district-wide. Supports may include:</p> <ul style="list-style-type: none"> <li>• recommended texts that support authentic literacy instruction in the two program languages,</li> <li>• professional development in similarities and differences between English and the primary language and implications for initial and ongoing literacy instruction,</li> <li>• professional development in authentic (language-specific) strategies for teaching reading and writing in the primary language and connecting literacy practices across the two program languages, and</li> <li>• coaching support in literacy development.</li> </ul> <p>(Beeman &amp; Urow, 2012; Escamilla, et al., 2014; Howard, et al., 2018)</p>

Expected Levels	Established	Exceeds	Exemplary
<b>LANGUAGE USE</b>  <a href="#">89.1210 (b)(2)(a)</a> <a href="#">74.4(a)(2)</a> <a href="#">74.4 (c)</a> <a href="#">74.4 (a)(4)</a>	<p>The ELPS are used to provide opportunities for TBE 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.</p>	<p>TBE teachers</p> <ul style="list-style-type: none"> <li>• focus on developing receptive and expressive language skills in the target language of the lesson,</li> <li>• utilize a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication, and</li> <li>• incorporate <a href="#">contextual over prescriptive grammar</a><sup>10</sup>.</li> </ul>	<p>A district-wide vision for effective practices for instruction within the TBE program</p> <ul style="list-style-type: none"> <li>• is explicitly developed and communicated in order to inform classroom practices,</li> <li>• sets a clearly focused plan that commits to high expectations in academic language and literacy development of TBE students, and</li> <li>• involves the district's highly invested leadership who consistently monitors the implementation of this plan as demonstrated by TBE students' language and literacy outcomes.</li> </ul>
	<p>TBE teachers function as fluent models of the target language of the lesson, so their language of instruction adheres to a <a href="#">strict separation of languages</a><sup>9</sup> in order for students to develop skills in the primary language and English.</p> <p>(Collier &amp; Thomas, 2005)</p>	<p>Campus-based leadership constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language in English.</p> <p>Students are encouraged to use</p> <ul style="list-style-type: none"> <li>• the target language of the lesson through provision of instructional scaffolds and frequent opportunities for meaningful interaction around content; and</li> <li>• <a href="#">all their linguistic resources</a><sup>11</sup> to process content, explore understandings, articulate new learning, and develop metalinguistic awareness.</li> </ul> <p>(Coleman &amp; Goldenberg, 2010)</p>	

Expected Levels	Established	Exceeds	Exemplary
<b>DIFFERENTIATED INSTRUCTION</b>  <a href="#">89.1201 (a)</a> <a href="#">74.4 (b)(1)</a> <a href="#">74.4 (a)(6)</a>	<p>TBE teachers</p> <ul style="list-style-type: none"> <li>are informed of the primary language proficiency levels of TBE students from initial identification;</li> <li>are informed of the current <a href="#">English language proficiency levels</a> of their students;</li> <li>plan for and deliver instruction that meets their students' current linguistic needs by accommodating their instruction, pacing, and materials; and</li> <li>particularly for TBE 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).</li> </ul>	<p>The LPAC, with support of campus-based leadership</p> <ul style="list-style-type: none"> <li>provides comprehensive and meaningful English proficiency data to TBE teachers, and</li> <li>supports teachers in data analysis and application of analysis to lesson planning.</li> </ul> <hr/> <p>Campus-based leadership</p> <ul style="list-style-type: none"> <li>specifies methods and resources for accommodating instruction, pacing, and materials for TBE students;</li> <li>systematically tracks primary language proficiency;</li> <li>outlines campus-wide norms for integration of focused, targeted, and systematic second language instruction; and</li> <li>monitors the implementation of these methods.</li> </ul> <p>(Brisk &amp; Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)</p>	<p>District-level leadership ensure campus-based leadership</p> <ul style="list-style-type: none"> <li>systematically tracks primary language proficiency;</li> <li>is provided with extensive, <a href="#">ongoing, job embedded</a><sup>6</sup> training on appropriate methods for linguistically accommodating instruction, pacing, and materials commensurate to students' needs; and</li> <li>is trained on practical <a href="#">tools</a> that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.</li> </ul>

Required action when below [minimum standard for bilingual 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 TBE program goals.		
<b>CURRICULUM STANDARDS</b>  <a href="#">89.1203 (1)</a>	As integral parts of the total school program, the district's required curriculum for TBE programs includes appropriate grade-level TEKS for each subject (including SLAR TEKS for Spanish TBE programs), the ELPS, and the CCRS.	<p>TBE teachers are provided with <a href="#">ongoing, job-embedded</a><sup>6</sup> training on</p> <ul style="list-style-type: none"> <li>curriculum specific to primary language literacy instruction, and</li> <li>ELPS integration for content delivered in English.</li> </ul>	<p>District-wide instructional leaders across all content-areas</p> <ul style="list-style-type: none"> <li>are <a href="#">highly trained</a><sup>7</sup> in ELPS integration and appropriate use of primary language within TBE, and</li> <li>consistently incorporate ELPS/primary language integration into content-area trainings, instructional materials, and curriculum resources.</li> </ul>
	To emphasize the integration, ELPS are to be published alongside the TEKS.	<p>Campus-based opportunities are provided to create and/or provide input on curriculum plans that</p> <ul style="list-style-type: none"> <li>incorporate ELPS in instruction delivered in English, and</li> <li>support development of skills in making <a href="#">cross-language connections</a><sup>3</sup> and using the primary language as a resource for developing skills in English.</li> </ul>	<p>The district-level TBE program manual</p> <ul style="list-style-type: none"> <li>defines standards for primary language literacy instruction, and</li> <li>outlines standards for instruction for emergent bilingual students that include the ELPS, TEKS and CCRS.</li> </ul>

Expected Levels	Established	Exceeds	Exemplary
<p><b>RESOURCES</b></p> <p><a href="#">74.4 (a)(1)</a> <a href="#">89.1201 (a-b)(d)</a></p>	<p>The district's Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including students served through TBE programs.</p>	<p>The district's Bilingual Education Allotment is utilized to provide targeted instructional materials in English and the primary language that are</p> <ul style="list-style-type: none"> <li>linguistically, culturally, and academically appropriate, and</li> <li>responsive to TBE student strengths and learning needs.</li> </ul> <hr/> <p>Campus-level leadership monitors the equitable provision of TBE classroom, technology, and school library resources made available in the primary language, in terms of quantity, quality, and authenticity, as compared to resources made available school-wide in English.</p> <p>(Howard, et al., 2018)</p>	<p>District-level leadership</p> <ul style="list-style-type: none"> <li>monitors the equitable provision of TBE resources as described in the enhanced level;</li> <li>involves various stakeholders in the resource selection process, including TBE students, their parents, TBE teachers, and campus/district instructional leaders; and</li> <li>periodically conducts an audit of equitable access to instructional resources.</li> </ul> <p>(Howard, et al., 2018)</p>



Expected Levels	Established	Exceeds	Exemplary
<p><b>CLASSROOM ASSESSMENTS</b></p> <p><a href="#">89.1210 (a)(1)</a>  <a href="#">89.1220 (i)</a>  <a href="#">89.1220 (i)(1)(G)</a></p>	<p>TBE teachers</p> <ul style="list-style-type: none"> <li>distinguish between the evaluation of English proficiency and the evaluation of content area knowledge within classroom assessments, and</li> <li>provide instructional interventions to address specific language needs as necessary.</li> </ul>	<p>TBE teachers routinely</p> <ul style="list-style-type: none"> <li>provide ongoing, formative content and language assessments throughout each lesson,</li> <li>review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS, and</li> <li>modify classroom assessment language and instruments as necessary to ensure the goal of the assessment is achieved.</li> </ul>	<p>Campus-based leadership, in conjunction with district-based leadership, allocates equitable resources for classroom use in the two program languages that</p> <ul style="list-style-type: none"> <li>facilitate alternative assessment methods,</li> <li>provide linguistic accommodations and</li> <li>facilitate instructional interventions.</li> </ul>
		<p>Campus-based leadership ensures that teachers are trained in and implement</p> <ul style="list-style-type: none"> <li><a href="#">appropriate classroom assessment procedures</a><sup>12</sup> for TBE students, and</li> <li>alternative evaluation methods.</li> </ul> <p>(Echeverría, et al., 2016)</p>	<p>District-wide curriculum is provided for appropriate instructional interventions based on students' grade level, English language proficiency level, and primary language proficiency level.</p> <p>District leadership provides professional development for TBE staff in effective practices in formative assessment for emergent bilingual students.</p> <p>(Howard, et al, 2018)</p>

Expected Levels	Established	Exceeds	Exemplary
<b>STATE ASSESSMENTS &amp; PROGRESS MONITORING</b>  <a href="#">89.1220 (i)</a> <a href="#">89.1220 (i)(1)(F)(i)</a> <a href="#">89.1226 (i) &amp; (k)</a>	<p>In conjunction with the LPAC, teachers of emergent bilingual students participating in TBE</p> <ul style="list-style-type: none"> <li>monitor the progress of academic success of current and former emergent bilingual students (two years after reclassification);</li> <li>determine appropriate assessment options for the state criterion referenced test (STAAR), including language of assessment; and</li> <li>provide designated support options as necessary.</li> </ul>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> <li>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;</li> <li>develops and administers a plan for timely and periodic evaluation of TBE student academic and linguistic progress in English and the primary language.</li> </ul> <p>(Howard, et al, 2018)</p>	<p>District-level benchmark assessments are</p> <ul style="list-style-type: none"> <li>made available in the two program languages,</li> <li>linguistically accommodated to align with allowable designated supports on state assessments, and</li> <li>reviewed by TBE teachers for alignment to curriculum standards and linguistic and cultural appropriateness.</li> </ul>
			<p>District-based leadership organizes timely and periodic evaluation of TBE student academic and linguistic progress in both English and the primary language, while mitigating the risk of over-assessment.</p> <p>(Brisk &amp; Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)</p>

Expected Levels	Established	Exceeds	Exemplary
<b>Data Analysis</b>	<p>TBE teachers</p> <ul style="list-style-type: none"> <li>are informed of the primary language proficiency levels of TBE students from initial identification;</li> <li>are informed of the current <a href="#">English language proficiency levels</a> of their students;</li> </ul>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> <li>systematically tracks primary language proficiency</li> </ul> <p>The LPAC, with support of campus-based leadership</p> <ul style="list-style-type: none"> <li>provides comprehensive and meaningful English proficiency data to TBE teachers, and</li> <li>supports teachers in data analysis and application of analysis to lesson planning.</li> </ul>	<p>District-level leadership ensure campus-based leadership</p> <ul style="list-style-type: none"> <li>systematically tracks primary language proficiency;</li> </ul>

Required action when below [minimum standard for bilingual program implementation](#) in lesson planning and curriculum 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 Coordination between elementary and secondary programs – For students who have not meet reclassification criteria by the end of the elementary program, elementary program staff facilitate the student's shift to secondary ESL by
  - communicating the student's level of development in the primary language
  - ensuring that the bilingual program is understood by secondary ESL teachers, and
  - working with secondary staff to educate parents about the implications of program change (bilingual to ESL) and explain the type of supports they can expect for their student at the secondary level. For students who have met reclassification criteria by the end of the elementary program, elementary program staff collaborate with secondary staff to
  - establish an appropriate foreign language pathway for former bilingual students to maintain their Spanish
  - educate parents about the implications of program change (bilingual to mainstream) and explain the purpose of monitor status.
- 2 Maintenance component (in the context of this rubric) – routine and strategic opportunities for TBE program students of all proficiency levels to work in the primary language for the purpose of promoting and maintaining academic proficiency. Examples may include
  - personal/classroom level: primary language reading (free choice or supporting a content area topic) and subsequent discussion
  - campus-level: partnering with or mentoring another grade in the primary language to complete a science experiment or reading response
  - community level: creating a bilingual video in the primary language to welcome new students/families, or to reach out to community members
- 3 Cross-language connections – purposeful, planned teaching moments in which a TBE teacher makes connections between the primary language and English (cognate awareness, bridging, contrastive analysis, etc.)
- 4 TBE teacher interview protocols – specific questions included in district/campus interviews with bilingual teachers intended to gauge knowledge of the transitional program model and instructional experience within that model
- 5 Other special programs – Advanced Academics, Gifted/Talented, 504, Dyslexia, Response to Intervention (Rti), Career and Technical Education (CTE), etc.
- 6 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)
- 7 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
- 8 Comprehensible Input Methods = Use of visuals, gestures, clear explanation of tasks, and appropriate language including primary language resources are provided to convey key concepts.

9 Strict separation of languages – This is the concept that in bilingual education, the teacher must protect the time spent in each language to follow the language transition plan with fidelity. More recently there has been additional research into a concept Garcia (2009) refers to as “translanguaging” which identifies several strategies for communicating in a multilingual context and supporting the more natural development of bilingualism. For the purpose of meeting program language goals at the basic implementation level, however, a strict separation of languages is appropriate.

10 Contextual over prescriptive grammar – Prescriptive grammar instruction is also referred to as traditional or isolated grammar instruction. It generally involves explicit instruction on a grammar rule, and practice exercises that cause students to replicate the rule. Research has shown consistently that prescriptive grammar instruction does not improve student writing (Lindemann, 2001). Contextual grammar instruction may also involve explicit instruction, but real-world application of the rule is found in the context of literature and authentic student writing.

11 All their linguistic resources – Bilingual program students have linguistic knowledge in both the primary language and English and will naturally access the content they need regardless of language. Students should be encouraged to consider knowledge across languages as valid and useful.

12 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, and alternative evaluation methods, such as demonstration of mastery through non-verbal response, hands-on activities, models/visual displays, or sorting.

13 District-wide systems – plans, models, and protocols that are organized at the district level to structure TBE programming that is consistent and equitable across all campuses within the LEA.

14 Cultural objectives– strategically planned learning opportunities that promote the development of sociocultural competence (identity development, multicultural appreciation, conflict-resolution strategies) and can be especially leveraged through project-based learning, cross-disciplinary learning, and team teaching.

15 CBLI: Communicated – Examples include, but are not limited to:

- a communicative language teaching approach<sup>18</sup>
- repeated exposure and meaningful practice with content material
- comprehensible input methods<sup>8</sup>
- 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)

16 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)

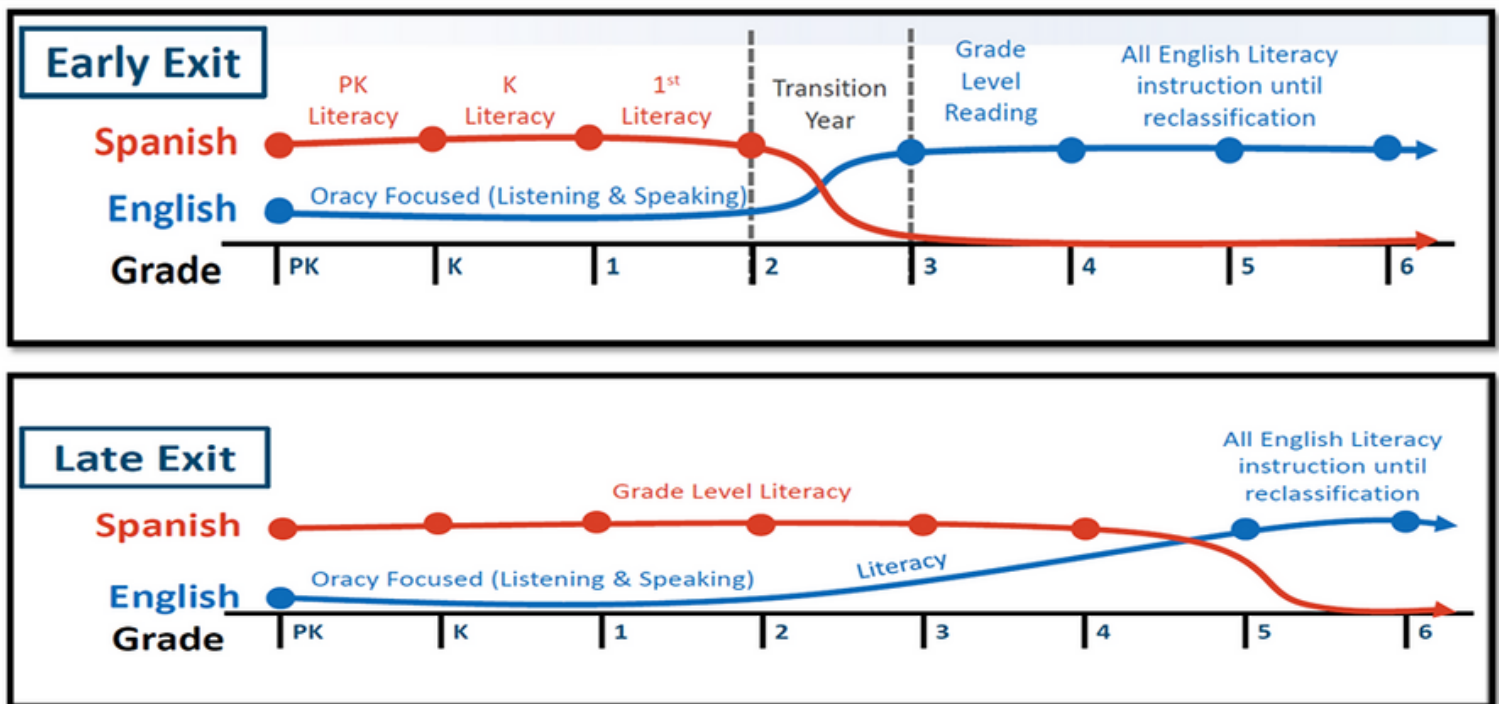
17 CBLI: Scaffolded – Examples include, but are not limited to:

- 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)

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

19 Language variety – as defined by sociologists, any distinctive form of a language, which can include dialect, register, jargon, etc. Language varieties may connote power and prestige or may lend themselves to discrimination based on several factors. Bilingual teachers in any program model must recognize that language variety exists for geographic, cultural, and social reasons, and that all varieties should be respected and honored as valid. The consequences of language variety choice in various situations should be discussed in order to support academic, linguistic, and sociocultural goals. Illustrations.

## Illustrations





# Glossary of Acronyms



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