



## Campus Administrator Checklist ESL Program Implementation

### LEVER 1:

### Leadership & Family and Community Empowerment

- ☐ Collect parent information on preferred language and modes of communication, such as utilizing a parent survey.
- ☐ Leverage campus and district resources as well as community partnerships to provide communication to parents in a language they understand and to support teachers in doing so as well.
- ☐ Ensure the LPAC communicates with parents of EB students regarding identification, placement, and benefits of the ESL program, as well as their student's progress in English proficiency and the criteria for reclassification as English proficient.
- ☐ Model and train campus personnel and staff on creating a school environment that is welcoming and responsive to the needs of students and families of varied backgrounds.
- ☐ Utilize school signage, bulletin boards, and public areas to routinely post information in the language(s) represented by school's students and their families.
- ☐ Employ hiring practices that consider and value representation of the languages and backgrounds of the students and their families.
- ☐ Actively recruit parents of EB students for campus decision-making committees.
- ☐ Ensure that EB students and their families have equal educational access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students.
- ☐ Coordinate with district leadership to provide targeted parent, family, and community [engagement](#) activities and supports particular to EB students.

### LEVER 2

### Program Model and Design

- ☐ Based on program model (pull-out or content-based), determine [which teachers](#) must be ESL certified, and provide ESL certification resources to necessary teachers.
- ☐ Schedule additional English language development (ELD) support for EB students as needed, based on English proficiency level and background factors, such as newcomers and long-term EB student.
- ☐ Based on the district's ESL program manual, communicate campus procedures and expectations for fulfillment of the district's ESL program policies.

## LEVER 3

### Staffing and Professional Development

- ☐ Assign ESL certified teachers to the ESL program.
- ☐ Strategically schedule EB students with ESL certified teachers.
- ☐ Include ESL teachers/specialists in instructional leadership and curriculum development.
- ☐ Coordinate with district administration to provide required summer school (for EB students entering K or grade 1), if applicable.
- ☐ Arrange common planning times for coordination of ESL supplemental support and content area instruction.
- ☐ Facilitate the coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equal educational access in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- ☐ Based on a comprehensive professional development plan, seek training for self and instructional staff and monitor implementation of training outcomes on
  - second language acquisition methods and stages of development
  - Linguistically Sustaining Practices
  - content-based language instruction
  - the Texas English Language Proficiency Standards (ELPS)
- ☐ Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.

## LEVER 4

### Lesson Planning and Methods

- ☐ Ensure all teachers have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each EB student.
- ☐ Communicate expectations for and monitor implementation of ELPS integration through language objectives in conjunction with content objectives (Texas Essential Knowledge and Skills – TEKS) in all content areas.
- ☐ Recognize and integrate supports for the needs of all EB students within campus-wide instructional initiatives.
- ☐ Provide and coordinate a time to discuss data of EB students that is relevant to classroom practices.
- ☐ Specify methods and resources for teachers' use in accommodating instruction, pacing, and materials for EB students, and monitor the implementation of these methods.
- ☐ Ensure teachers are trained in and utilize classroom assessment procedures that include linguistic accommodations and alternative evaluation methods.
- ☐ Provide a system for teachers to communicate with the LPAC on the academic and linguistic progress of EB students and designated supports needed on state assessments, as applicable.

## LEVER 5:

### Curriculum and Resources

- ☐ Support and encourage teachers of EB students to learn about their students' backgrounds, languages, and communities, providing a safe learning environment that connects to the students' background knowledge and backgrounds in meaningful ways.
- ☐ Involve ESL teachers in curriculum and instruction practices to ensure consistency of methods that support EB students beyond generally effective teaching practices to target language development in conjunction with grade-level content and higher-order thinking skills.
- ☐ Coordinate with district leadership to provide instructional materials for EB students.
- ☐ Develop a clearly defined and expressed plan for implementation of content-based language instruction methods.
- ☐ Monitor implementation of sheltered instruction, providing appropriate feedback and coaching of teachers of EB students.
- ☐ Include goals related to content-based language instruction in the campus improvement plan (CIP).
- ☐ Coordinate with district leadership for training related to goals for implementation of authentic primary language literacy and content-based language instruction.