Transitional Bilingual Education (TBE)
Stakeholder Checklists

The Transitional Bilingual Education (TBE) Checklists provide detailed actions for each group of TBE leaders: district, campus and teachers. These provide clear actions for each role.

TEA
Texas Education Agency®

TRANSITIONAL BILINGUAL EDUCATION (TBE) OVERVIEW

Lever 1 — Leadership & Family and Community Empowerment

Leadership understands and supports TBE program fidelity through quality staffing and professional development (PD), development of curriculum, assessments, and resources that ensure ongoing program fidelity and student success.

Lever 2 — Program Model and Design

Inclusive and collaborative development of assets-based, culturally and linguistically sustaining practices, curriculum, assessments and resources aligned to TBE program goals.

Lever 3 — Staffing and Professional Development

Proactive staff recruitment, continuous professional development, and data-driven targeted professional development plans based on TBE program goals.

Lever 4 — Lesson Planning and Methods

Objective-driven daily lesson plans with formative assessments. Data-driven rigorous and scaffolded instruction.
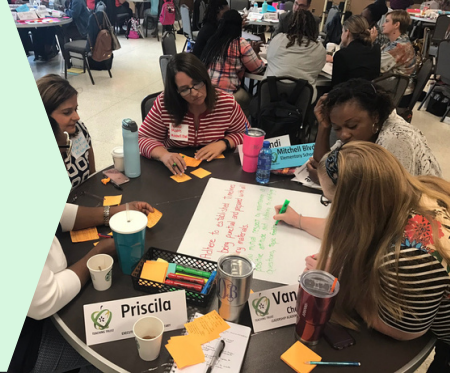
Lever 5 — Curriculum and Resources

Inclusive and collaborative development of assets-based, culturally and linguistically sustaining practices, curriculum, assessments and resources aligned to TBE program goals.
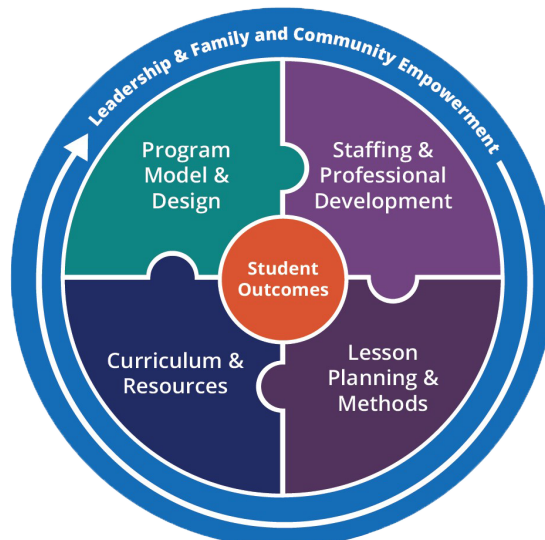
District Administrator Checklist
TBE Program Implementation

Lever 1 — Leadership & Family and Community Empowerment

- ☐ Assist campuses in collection of parent information on preferred language and modes of communication, such as utilizing a parent survey
- ☐ Provide district resources to campuses and facilitate community partnerships for communication with parents in a language they understand
- ☐ Employ hiring practices for campus and district leadership that consider and value representation of the languages and cultures of the students and their families
- ☐ Actively recruit parents of emergent bilingual students for district decision-making committees
- ☐ Ensure that emergent bilingual students and their families have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students
- ☐ Coordinate with campus leadership to provide targeted parent, family, and community engagement activities and supports particular to emergent bilingual students

Lever 2 — Program Model and Design

- ☐ Create district guidelines for TBE program implementation to include
    - ○ expectations for program participation and language transition plan
    - ○ LPAC procedures for identification, placement, and reclassification of emergent bilingual students
    - ○ district policies for equitable access to resources, assessments, student services
    - ○ expectations for integration of authentic primary language literacy instruction, culturally and linguistically sustaining practices into district curriculum materials
    - ○ systems for providing ongoing support for and monitoring linguistic growth and content performance of emergent bilingual students
    - ○ systems in place for periodic review of TBE program, including language transition plan
- ☐ Provide resources and training opportunities for teachers working toward bilingual certification
- ☐ If a bilingual exception is needed, submit application on or before November 1st
- ☐ Conduct an annual program evaluation and report findings to the district's school board

Lever 3 — Staffing and Professional Development

- [ ] Create a [recruitment and retention](#) plan to incentivize bilingual certification and join in district efforts to actively recruit bilingual teachers
- [ ] Monitor enrollment of emergent bilingual students whose home language matches the TBE program language to ensure consistent program access
- [ ] Include TBE teachers/specialists in instructional leadership and curriculum development
- [ ] Organize and coordinate with campus administration to provide the required summer school program (for emergent bilingual students entering K or grade 1)
- [ ] Develop and monitor systems for coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity 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 that is responsive to the district's annual program evaluation, seek training for self and curriculum leaders and monitor integration within curriculum materials on
    - second language literacy development and strategies for making cross-language connections
    - culturally and linguistically sustaining practices
    - content based language instruction
    - the Texas 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 campus leaders have access to the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student
- [ ] Establish a district framework for primary language literacy instruction and determine a system for training campus-based leaders and teachers on district expectations
- [ ] Incorporate the ELPS into content-area trainings, instructional materials, and curriculum resources, including planning tools and templates that integrate content and language objectives
- [ ] Set, explicitly communicate, and advocate for investment in a vision for effective practices for emergent bilingual students that holds high expectations and is consistently monitored
- [ ] Provide training to campus-based leadership on practical [tools](#) for monitoring, coaching, and supporting teachers in authentic primary literacy instruction and linguistically accommodated content instruction that is differentiated by language proficiency levels
- [ ] In coordination with campus-based leadership, allocate resources for teachers to provide linguistic accommodations, alternative evaluation methods, and facilitate instructional interventions
- [ ] Develop district benchmark assessments in the primary language and English that incorporate linguistic accommodations as available on state assessments

Lever 5 — Curriculum and Resources

- ☐ Communicate and support bilingual/bicultural identity development including professional development on how to link culture to instruction through the district's comprehensive professional development plan

- ☐ Develop a system for periodic analysis of English language acquisition progress of TBE program students, providing professional development opportunities for instructional staff that address areas of growth

- ☐ Create systems to ensure that authentic primary language literacy instruction is delivered district-wide

- ☐ Monitor equitable provision of TBE resources made available in the primary language

- ☐ Develop a clearly defined and expressed plan for implementation of primary language literacy instruction and content based language instruction methods district-wide in coordination with campus-based leadership

- ☐ Provide expectations and training for campus-based monitoring of authentic primary language literacy and content based literacy instruction implementation, including appropriate feedback and coaching of TBE program teachers

- ☐ Include goals related to authentic primary language literacy and content based language instruction (CBLI) in the district improvement plan (DIP)

- ☐ Allocate funds for resources and training related to goals for implementation of authentic primary language literacy and content based language instruction

Campus Administrator Checklist
TBE Program Implementation

Leadership & Family and Community Empowerment

- [ ] Collect parent information on preferred language and modes of communication. Leverage campus and district resources and community partnerships to provide communication to parents in a language they understand and support teachers in doing so as well

- [ ] Ensure the LPAC communicates with parents of emergent bilingual students regarding identification, placement, and benefits of the TBE 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 diverse 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 cultures of students and their families

- [ ] Actively recruit parents of emergent bilingual students for campus decision-making committees

- [ ] Ensure that emergent bilingual students and their families have equitable 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 emergent bilingual students

Lever 2 **Program Model and Design**

- [ ] Strategically match teachers to grade level/content assignments, considering not only certification and language proficiency, but relationship to the grade level as a whole

- [ ] Allot additional collaborative planning time for TBE teachers to ensure use of coordinated and explicit cross-language strategies

- [ ] Monitor implementation of the language transition plan based on the district's TBE program model

Lever 3 — Staffing and Professional Development

- ☐ Assign bilingual certified teachers to the bilingual program, prioritizing the earliest grade levels
- ☐ Collaborate with district administration to recruit bilingual teachers
- ☐ Include bilingual teachers/specialists in instructional leadership and curriculum development
- ☐ Coordinate with district administration to provide required summer school (for emergent bilingual students entering K or grade 1), if applicable
- ☐ Plan for regular training for all school staff on of TBE program and expectations
- ☐ Facilitate the coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity 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
    - ○ authentic primary language literacy development and strategies for making cross-language connections
    - ○ culturally and linguistically sustaining practices
    - ○ content based language instruction (CBLI)
    - ○ 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 emergent bilingual 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
- ☐ Provide and coordinate a time to discuss data of emergent bilingual students that is relevant to classroom practices
- ☐ Recognize and integrate supports for TBE teachers to make cross-linguistic connections within campus-wide instructional initiatives
- ☐ Construct and monitor campus-wide initiatives that highlight the targeted and strategic development of academic language in English
- ☐ Specify methods and resources for teachers' use in accommodating instruction, pacing, and materials for emergent bilingual students and monitor implementation
- ☐ 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 emergent bilingual students and designated supports needed on state assessments, as applicable

Lever 5 — Curriculum and Resources

- ☐ Support and encourage teachers of emergent bilingual students to learn about their students' cultures, languages, and communities, providing a safe learning environment that connects to the students' background knowledge and cultures in meaningful ways

- ☐ Involve TBE teachers in curriculum and instruction practices to ensure consistency of methods that support language learners 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 emergent bilingual students

- ☐ Develop a clearly defined and expressed plan for implementation of authentic primary language literacy and content based language instruction methods

- ☐ Monitor implementation of authentic primary language literacy and content based language instruction, providing appropriate feedback and coaching of teachers of language learners

- ☐ Include goals related to authentic primary language literacy and 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

Teacher Checklist
TBE Program Implementation

Lever 1 **Leadership & Family and Community Empowerment**

- ☐ Leverage resources and support of campus and district personnel to communicate with parents in a language they understand
- ☐ Provide a classroom environment that is welcoming and responsive to the needs of students and families of diverse backgrounds
- ☐ Display instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of students and families
- ☐ Ensure that emergent bilingual students and their families have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students
- ☐ Advocate for targeted parent, family, and community engagement activities and supports particular to emergent bilingual students

Lever 2 **Program Model and Design**

- ☐ Obtain or actively pursue bilingual certification
- ☐ Adhere to the language transition plan daily, providing differentiation (including use of the primary language) for program participants at varied levels of English proficiency
- ☐ Provide a strong foundation of primary language literacy and strategic lessons to facilitate transition to English literacy
- ☐ Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally sustaining

Lever 3 — Staffing and Professional Development

- ☐ If not already bilingual certified, clearly communicate path to certification with campus administration, including any support needed
- ☐ Communicate interest in teaching the required summer school program (for emergent bilingual students entering K or grade 1), with campus administration, if applicable
- ☐ Advocate for TBE teacher involvement in instructional leadership and curriculum development
- ☐ Advocate through the Language Proficiency Assessment Committee (LPAC) for emergent bilingual students to participate equitably in all aspects of the general education program as well as other special programs and/or special education, if eligible
- ☐ Set goals for, seek, and apply training on
  - ○ primary language literacy and strategies for making cross-language connections
  - ○ culturally and linguistically sustaining practices
  - ○ content based language instruction
  - ○ the Texas English Language Proficiency Standards (ELPS)

Lever 4 — Lesson Planning and Methods

- ☐ Locate most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student and use data to inform English language instructional practices
- ☐ Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills(TEKS) for all emergent bilingual students by providing a prioritized language objective in conjunction to the content objective for each lesson
- ☐ Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency, targeted vocabulary instruction) that support the language objective
- ☐ Prepare to linguistically accommodate the instruction, pacing, and materials for emergent bilingual students, based on their English proficiency levels
- ☐ Intentionally plan for students to make cross-linguistic connections
- ☐ Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for language learners at all proficiency levels to demonstrate their content knowledge
- ☐ Through ongoing, formative assessments, evaluate the effectiveness of each lesson's language objective and ELPS integration
- ☐ Communicate to the LPAC on academic and linguistic progress of current and former emergent bilingual students(up to two years after reclassification)
- ☐ Communicate to the LPAC which state assessment designated supports are needed and utilized in classroom instruction and assessment for each emergent bilingual student, as applicable

Lever 5 — Curriculum and Resources

☐ Address the affective needs of emergent bilingual students by connecting to students' primary language, prior experiences, and cultural heritage to instill confidence and promote positive identity

☐ Structure academic content instruction to ensure mastery of the TEKS, higher-order thinking skills and academic proficiency (L, S, R, W) in English

☐ Communicate to campus leadership regarding needs for instructional materials. Provide literacy instruction in accordance with the TBE program model (early-exit or late-exit) and language transition plan

☐ Regularly plan and deliver content based language instruction that is
- communicated (context-embedded resources, accessible language, repeated practice)
- sequenced (explicit language instruction, connections to prior learning instruction commensurate with proficiency level)
- scaffolded (modeling, structured language supports, task-based approach)