



English as a Second Language (ESL) Stakeholder Checklists

The English as a Second Language (ESL) Checklists provide detailed actions for each group of ESL leaders: district, campus and teachers. These provide clear actions for each role.

ENGLISH AS A SECOND LANGUAGE (ESL) OVERVIEW

Lever 1

Leadership & Family and Community Empowerment

Leadership understands and supports ESL program fidelity through quality staffing and professional development (PD), development of ESL 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 ESL program goals.

Lever 3

Staffing and Professional Development

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

Lever 4

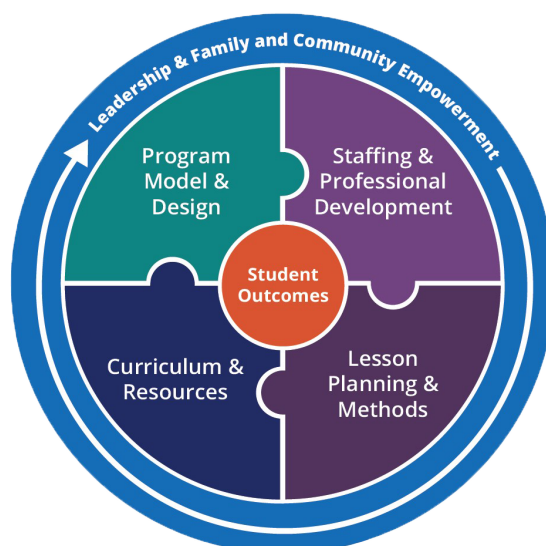
Lesson Planning and Methods

Objective-driven daily lesson plans with formative assessments. Data-driven rigorous and scaffolded instruction.

Lever 5

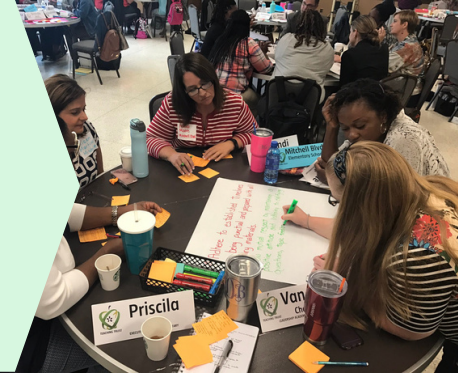
Curriculum and Resources

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



District Administrator Checklist

ESL 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 ESL program implementation to include
 - expectations for program model (pull-out or content-based)
 - LPAC procedures for identification, placement, ESL program services, reclassification and exit, and monitoring of emergent bilingual students
 - expectations on linguistically accommodated content instruction that is culturally sustaining
 - expectations for training, implementation, monitoring, and coaching on content based language instruction
 - systems for tracking emergent bilingual student progress in language proficiency and content performance data
 - systems for providing ongoing intensive support for emergent bilingual students at various proficiency levels, including various background factors such as newcomers and long-term emergent bilingual students
 - curriculum expectations for integration of the English Language Proficiency Standards (ELPS) alongside the Texas Essential Knowledge and Skills (TEKS)
- ☐ Provide resources and training opportunities for teachers needing ESL certification
- ☐ If an [ESL waiver](#) 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 ESL certification, ensuring at least minimum requirements are met in English Language Arts and Reading (ELAR) instruction
- ☐ Monitor emergent bilingual student enrollment at each grade level to plan for initiating a [bilingual education program](#) when minimum requirements are met
- ☐ Include ESL 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 acquisition methods and stages of development
 - 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 and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student
- ☐ 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 on linguistically accommodated content instruction that is differentiated by English 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 that incorporate linguistic accommodations as available on state assessments

- ☐ Communicate and support an additive language-learning environment that honors students' primary languages and cultures in meaningful ways
- ☐ Develop a system for periodic analysis of academic and language acquisition progress of emergent bilingual students, providing professional development opportunities for instructional staff that address areas needed for growth
- ☐ Allocate funds for instructional materials that support emergent bilingual students
- ☐ Distinguish use of state and federal funds for supporting and enhancing the ESL program, involving various stakeholders in allocation decisions
- ☐ Develop a clearly defined and expressed plan for implementation of content based language instruction methods district-wide in coordination with campus-based leadership
- ☐ Provide expectations and training for campus-based monitoring of content based language instruction implementation, including appropriate feedback and coaching of teachers of emergent bilingual students
- ☐ Include goals related to content based language instruction in the District Improvement Plan (DIP)
- ☐ Allocate funds for resources and training related to goals for implementation of content based language instruction

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 emergent bilingual 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 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 the 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

- ☐ 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 emergent bilingual students as needed, based on English proficiency level and background factors, such as newcomers and long-term emergent bilingual 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 emergent bilingual 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 emergent bilingual 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 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
 - second language acquisition methods and stages of development
 - culturally and 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 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
- ☐ Recognize and integrate supports for the needs of all emergent bilingual students within campus-wide instructional initiatives
- ☐ Provide and coordinate a time to discuss data of emergent bilingual students that is relevant to classroom practices
- ☐ Specify methods and resources for teachers' use in accommodating instruction, pacing, and materials for emergent bilingual 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 emergent bilingual students and designated supports needed on state assessments, as applicable

- ☐ 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 ESL teachers in curriculum and instruction practices to ensure consistency of methods that support emergent bilingual 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 emergent bilingual 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 emergent bilingual 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

Teacher Checklist

ESL 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 and maintain ESL certification
- ☐ Set targeted language goals for and with emergent bilingual students, providing multiple meaningful opportunities for practice
- ☐ Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally sustaining
- ☐ Provide targeted support for emergent bilingual students at various stages of language development, considering background factors such as newcomers and long-term emergent bilingual students

Lever 3

Staffing and Professional Development

- ☐ Coordinate with campus administration to ensure assignment in the ESL program
- ☐ Coordinate with campus administration to teach in the required summer school program (for emergent bilingual students entering K or grade 1), if applicable and available
- ☐ Advocate for ESL 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
 - second language acquisition methods and stages of development
 - culturally and linguistically sustaining practices
 - content-based instruction / sheltered instruction
 - the Texas English Language Proficiency Standards (ELPS)

Lever 4

Lesson Planning and Methods

- ☐ Locate and analyze most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each emergent bilingual student to inform 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 with the content objective for each lesson
- ☐ Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective
- ☐ Prepare to linguistically accommodate the instruction, pacing, and materials for emergent bilingual students, based on their English proficiency levels
- ☐ Consult with other teachers of your emergent bilingual students to target their needs within each content area
- ☐ Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity
- ☐ Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for emergent bilingual students at all proficiency levels to demonstrate their content knowledge

Lever 4

Lesson Planning and Methods, Continued

- ☐ Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments
- ☐ 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 languages, 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 with campus leadership regarding needs for instructional materials for emergent bilingual students
- ☐ 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)
- ☐ Reflect on effectiveness of content based language instruction methods based on evaluation of student performance to adjust instruction as needed.