



## 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 backgrounds of the students and their families.
- ☐ Actively recruit parents of EB students for district decision-making committees.
- ☐ Ensure that EB students and their families have equal educational opportunities to 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 EB students.

### LEVER 2

### Program Model and Design

- ☐ Create district guidelines for ESL program implementation to include
  - o expectations for program model (pull-out or content-based).
  - o LPAC procedures for identification, placement, ESL program services, reclassification and exit, and monitoring of EB students.
  - o expectations on linguistically accommodated content instruction that is linguistically sustaining.
  - o expectations for training, implementation, monitoring, and coaching on content based language instruction .
  - o systems for tracking EB student progress in language proficiency and content performance data.
  - o systems for providing ongoing intensive support for EB students at various proficiency levels, including various background factors such as newcomers and long-term EB students.
  - o 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 EB 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 EB students entering K or grade 1).
- ☐ Develop and monitor systems for 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 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
  - 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 EB 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 EB 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.

## LEVER 5:

### Curriculum and Resources

- ☐ Communicate and support an additive language-learning environment that honors students' primary languages and backgrounds in meaningful ways.
- ☐ Develop a system for periodic analysis of academic and language acquisition progress of EB students, providing professional development opportunities for instructional staff that address areas needed for growth.
- ☐ Allocate funds for instructional materials that support EB 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 EB 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.