



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 varied backgrounds .
- ☐ Display instructional resources, visuals, and student work that reflect the varied languages and backgrounds of students and families.
- ☐ 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.
- ☐ Advocate for targeted parent, family, and community [engagement](#) activities and supports particular to EB students.

LEVER 2

Program Model and Design

- ☐ Obtain and maintain ESL certification.
- ☐ Set targeted language goals for and with EB students, providing multiple meaningful opportunities for practice.
- ☐ Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is linguistically sustaining.
- ☐ Provide targeted support for EB students at various stages of language development, considering background factors such as newcomers and long-term EB 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 EB 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 EB students to effectively participate in all aspects of the general education program as well as other special programs and/or special education, if eligible
 - second language acquisition methods and stages of development
 - Linguistically Sustaining Practices
 - content-based language instruction
 - the Texas ELPS

LEVER 4

Lesson Planning and Methods

- ☐ Locate and analyze most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each EB student to inform instructional practices.
- ☐ Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all EB 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 EB students, based on their English proficiency levels.
- ☐ Consult with other teachers of your EB 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 EB students at all proficiency levels to demonstrate their content knowledge.
- ☐ 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 EB 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 EB student, as applicable.

LEVER 5:

Curriculum and Resources

- ☐ Address the affective needs of EB students by connecting to students' primary languages, prior experiences, and 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 EB 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.