



GETTING STARTED

Systematic Use Of
Program Implementation
Rubrics & Tools

Overview Training

Overview

- Foundation
- Purpose
- Organization
 - English as a Second Language (ESL)
 - Dual Language Immersion (DLI)
 - Transitional Bilingual Education (TBE)

Preparation

- Strategic Planning
- Team Development
- Materials and Resources

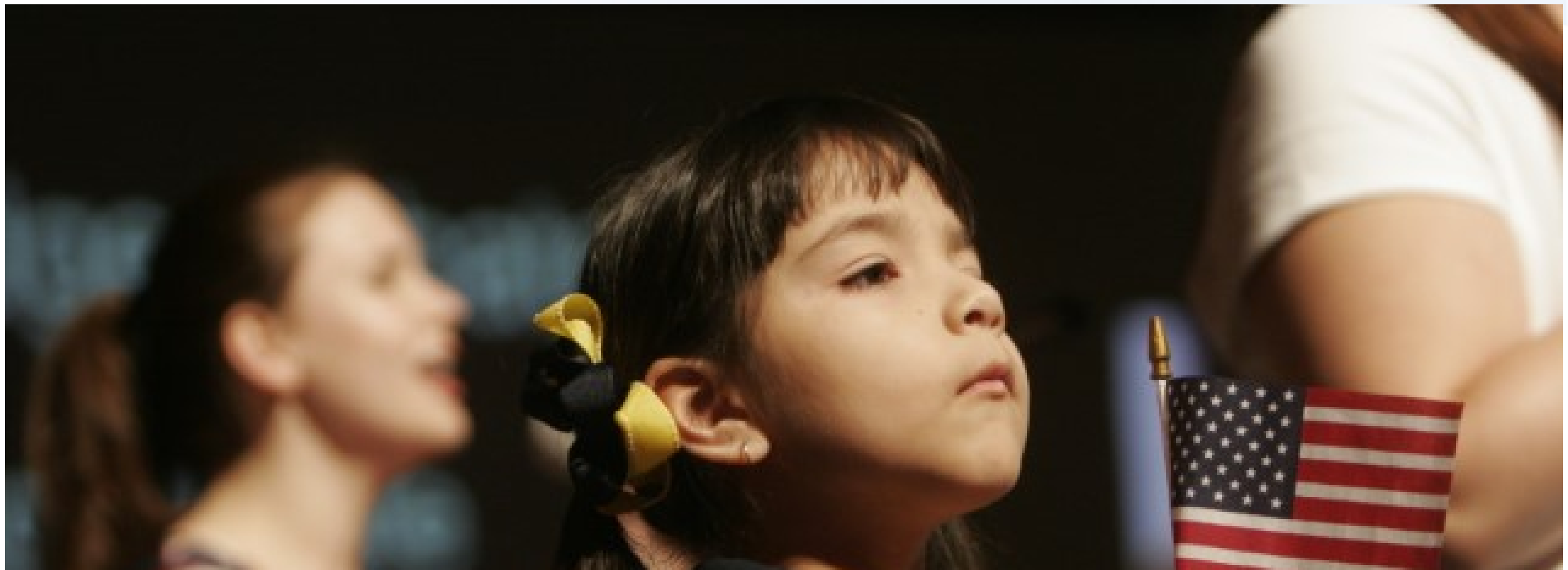
Process

- Systematic Program Evaluation
- Plan of Action

Implementation

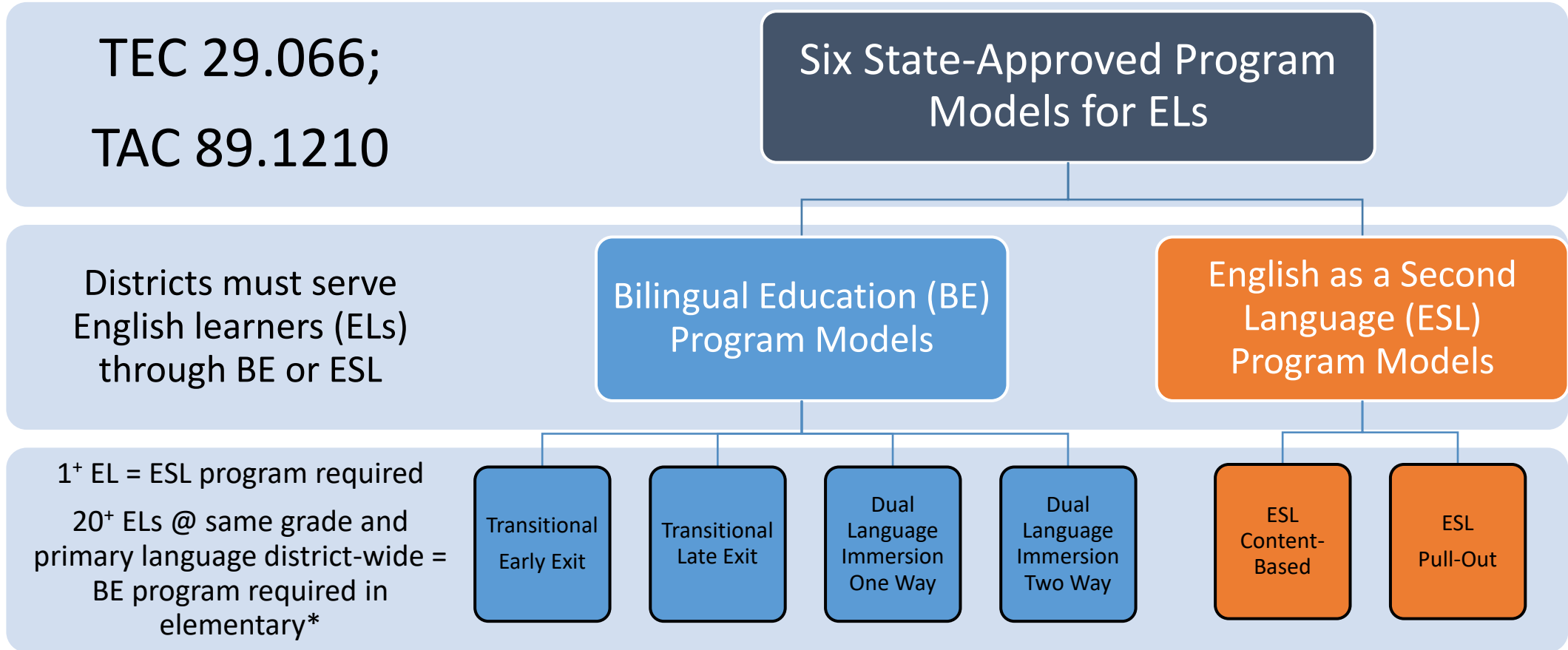
- Priority Goals
- Reflection and Adjustment

Resource: [Getting Started Guide](#)



Overview: Foundation and Purpose

English Learner Program Models in Texas



*Elementary = PK through 5th grade (or through 6th grade if clustered with elementary)

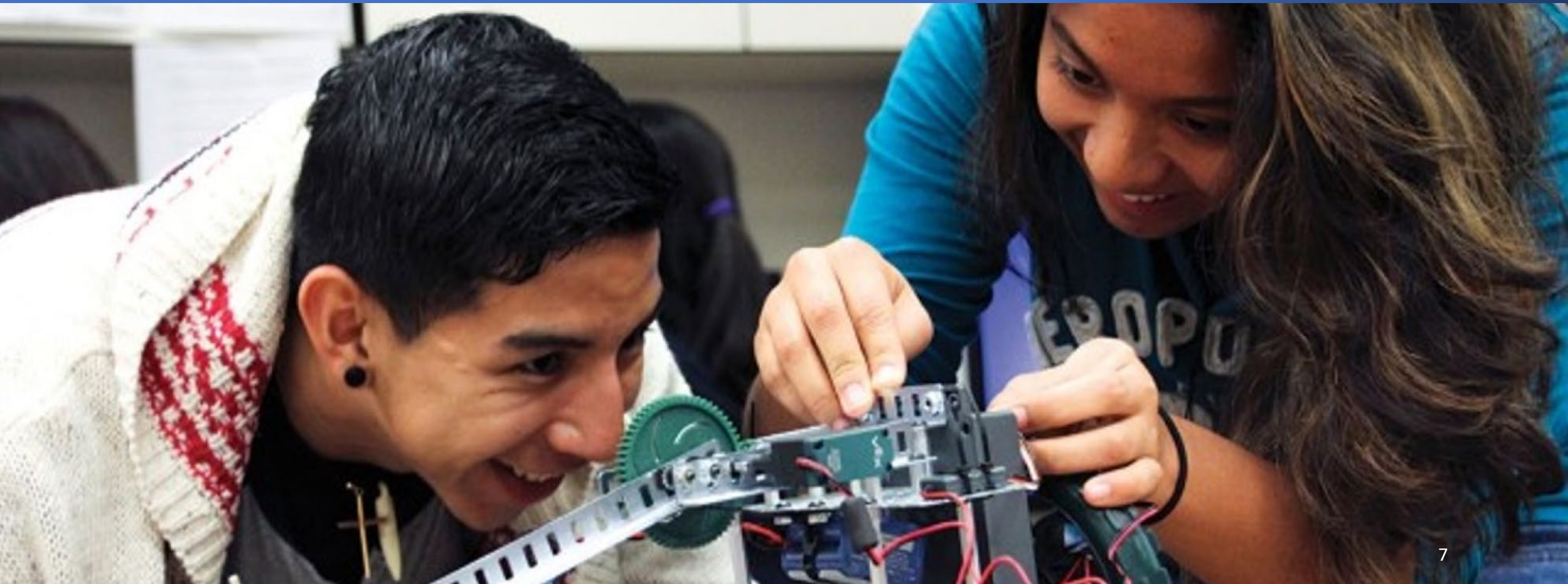
Why were program implementation rubrics developed?

- Districts needed clear guidance on how to not only meet state requirements but how to **enhance and expand the effectiveness of programs** for English learners and, in turn, **increase English learner achievement**.
- A **Commissioner's Initiative** for DLI and Sheltered Instruction in ESL Programs was the catalyst for initial rubric development for DLI and ESL programs and commenced pilot projects with thirty-four districts across Texas in 2018-2019.
- The **pilot projects** provided the feedback for rubric revisions and further resource development and laid the foundation for rubric development for TBE programs.

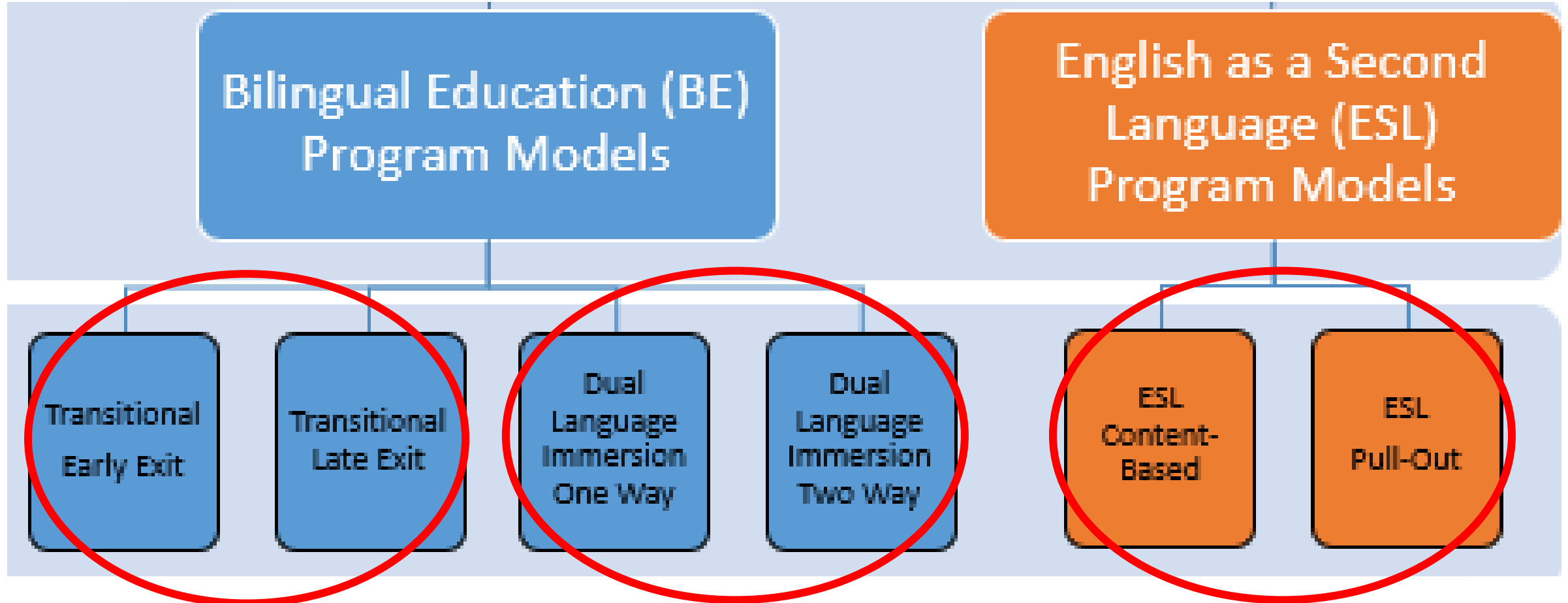
What is the purpose of the program implementation rubrics and associated tools?

- To provide a tool for **self-evaluation** of bilingual education (DLI or TBE) and/or ESL program effectiveness.
- To assist in determining **next steps** for development and improvement of program implementation at the campus and district level.
- To provide **action items** for the roles of teacher, campus administrator, and district administrator.

Overview: Organization



Program Implementation Rubrics



Program Implementation Rubric Categories

All *program implementation rubrics* have the same **five categories**:

Program
Model Design

Staffing and
Professional
Development

Instructional
Design:
Lesson
Planning &
Curriculum

Instructional
Design:
Methods &
Resources

Family and
Community
Engagement



ESL Program Implementation Rubric Components

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning & Curriculum	Instructional Design: Methods & Resources	Family and Community Engagement
Teacher Certification	Recruitment & Retention	Curriculum Standards	Culturally Responsive Teaching	Communication
Program Language Goals	Assignment	Lesson Objectives	Content-Based Instruction	School Climate
Program Content Goals	General Education Coordination	Language Usage	Resources	Parent Engagement Activities
Instructional Approach	Special Program Coordination	Differentiated Instruction & Data Analysis	Sheltered Methods: Communicated	Family Engagement Activities
Differentiated Support	Teacher Training	Classroom Assessments	Sheltered Methods: Sequenced	Community Engagement Activities
	Professional Development Plan	State Assessments & Progress Monitoring	Sheltered Methods: Scaffolded	



DLI Program Implementation Rubric Components

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning & Curriculum	Instructional Design: Methods & Resources	Family and Community Engagement
Teacher Certification	Recruitment	Curriculum Standards	Culturally Responsive Teaching	Communication
Language Allocation Plan	Assignment	Lesson Objectives	Content-Based Instruction	Culture and Climate
Program Duration	Retention	Language Use	Authentic Biliteracy Instruction	Parent Engagement Activities
Program Participation	General Education Coordination	Differentiated Instruction & Data Analysis	Resources	Family Engagement Activities
Program Language and Literacy Goals	Special Program Coordination	Classroom Assessments	Sheltered Methods: Communicated	Community Engagement Activities
Program Content Goals	Professional Development Plan	State Assessments & Progress Monitoring	Sheltered Methods: Sequenced	
Program Culture Goals			Sheltered Methods: Scaffolded	

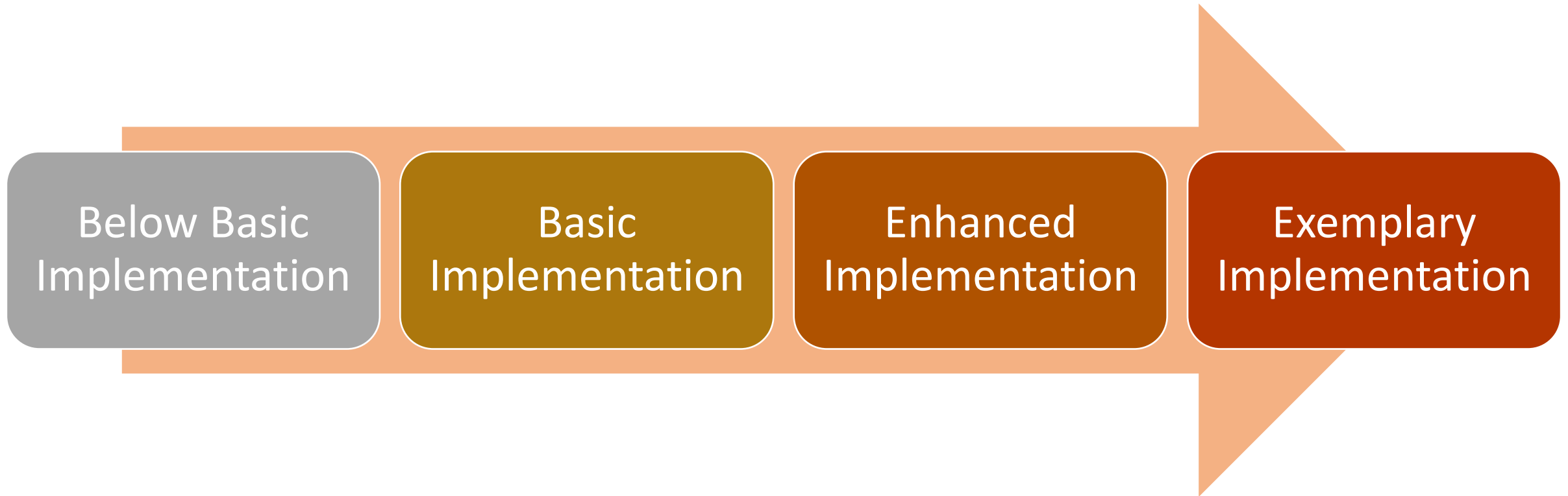


TBE Program Implementation Rubric Components

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning & Curriculum	Instructional Design: Methods & Resources	Family and Community Engagement
Teacher Certification	Recruitment	Curriculum Standards	Culturally Responsive Teaching	Communication
Program Duration	Assignment	Lesson Objectives	Content-Based Instruction	Culture and Climate
Language Transition Plan	Retention	Language Use	Authentic Primary Literacy Instruction	Parent Engagement Activities
Program Literacy Goals	General Education Coordination	Differentiated Instruction & Data Analysis	Resources	Family Engagement Activities
Program Content Goals	Special Program Coordination	Classroom Assessments	Sheltered Methods: Communicated	Community Engagement Activities
	Professional Development Plan	State Assessments & Progress Monitoring	Sheltered Methods: Sequenced	
			Sheltered Methods: Scaffolded	

Program Implementation Rubric Levels

In each component of each rubric category, the scale develops from left to right **with each level building upon the previous level.**



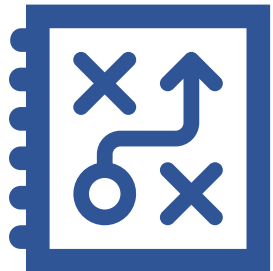


Preparation



Planning Considerations

- Campus or District
- Bilingual Education or ESL Program
- All or Targeted Campuses



Program Evaluation Team

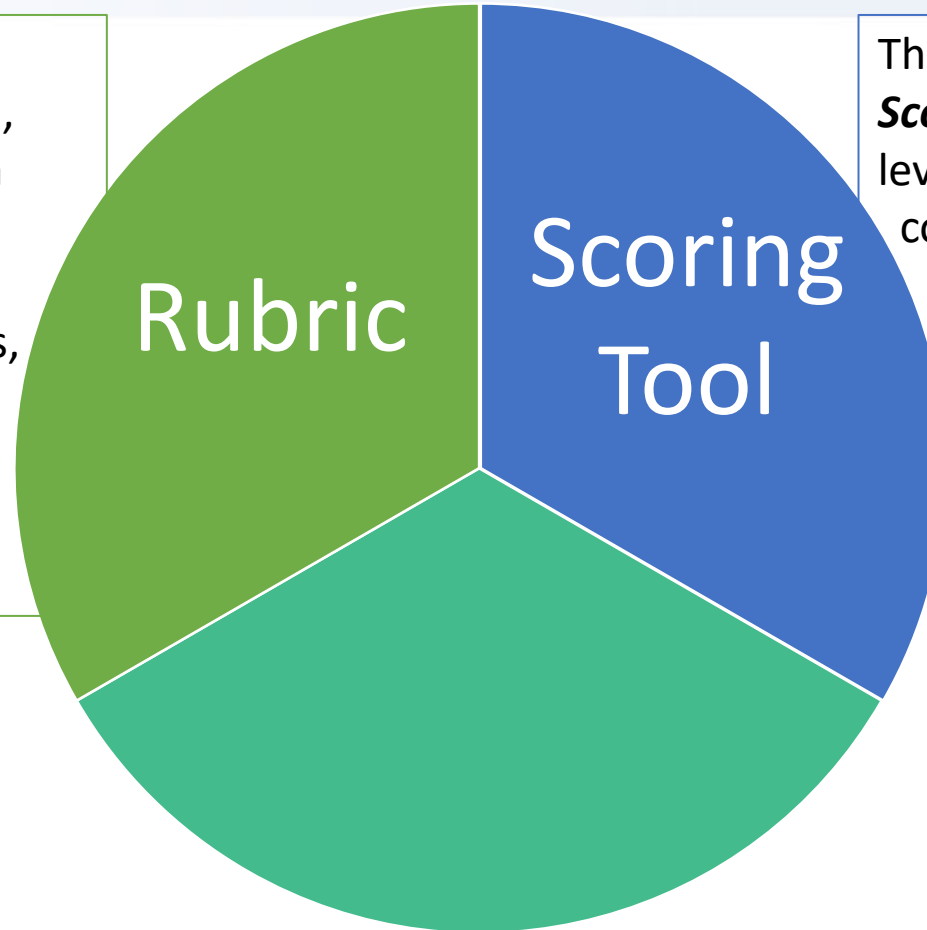
The program evaluation team may include, but is not limited to

- district-based bilingual/ESL program leaders or other district leadership;
- campus administrators or campus-based bilingual/ESL coordinators;
- bilingual/ESL program teachers;
- general education teachers of English learners;
- instructional coaches/specialists that support bilingual/ESL programs or specific content areas;
- human resources specialists;
- counselors or TSDS PEIMS specialists; and
- parents/guardians of English learners, family liaisons, or other community members.

Materials and Resources

The ***Program Implementation Rubric*** provides the foundational, detailed components of program implementation at each level, including:

- hyperlinks to outside resources,
- state rule citations,
- explanatory footnotes,
- research references, and
- a glossary of acronyms.

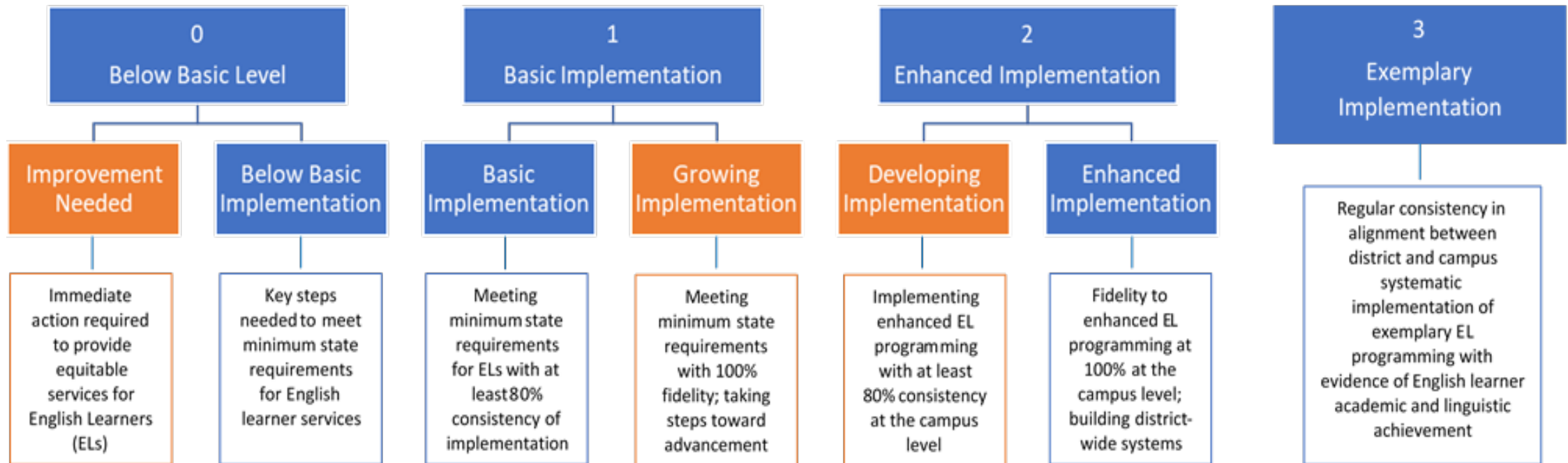


The ***Program Implementation Scoring Tool*** is used to quantify the level of implementation for each component of each rubric category, including a planning template to document

- evidence for score rationale,
- next steps, and
- long-term goals.

Program Implementation Scoring Tool Levels

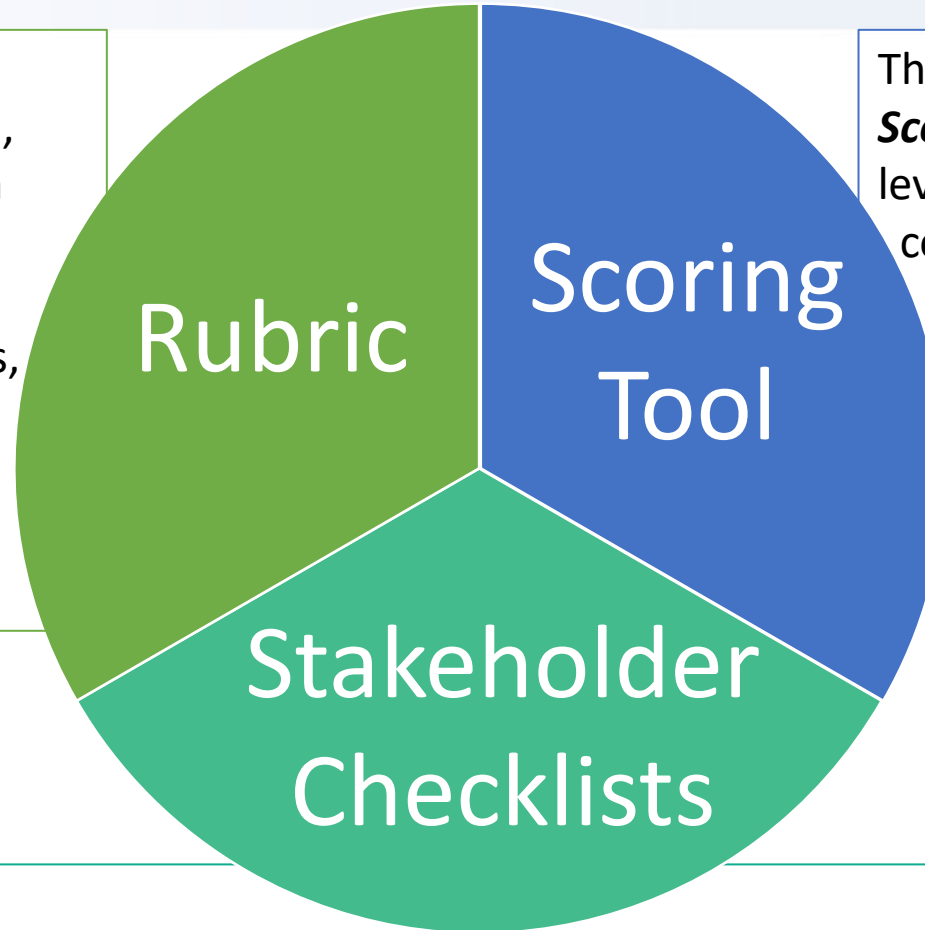
Additional levels (as indicated in orange below) are included in the scoring tool for districts to track incremental progress as they move within the four levels provided in the rubric:



Materials and Resources

The **Program Implementation Rubric** provides the foundational, detailed components of program implementation at each level, including:

- hyperlinks to outside resources,
- state rule citations,
- explanatory footnotes,
- research references, and
- a glossary of acronyms.



The **Program Implementation Scoring Tool** is used to quantify the level of implementation for each component of each rubric category, including a planning template to document

- evidence for score rationale,
- next steps, and
- long-term goals.

The **Stakeholder Checklists** focus on the specific perspectives of teachers, campus administrators, and district administrators to provide succinct and targeted steps for each role to execute in order for overall program success as outlined in the rubric.

Process:
Systematic
Program
Evaluation





Select and Train

- Select a **team lead** who will coordinate meetings and facilitate the evaluation process.
- **Train** all team members to understand
 - the purpose of the program evaluation process and
 - the design and use of the rubric and associated materials.



Schedule

- Set a **timeline** for meeting as a team to address each category of the rubric as described in the following steps.
- Begin with **Program Model Design** and continue by following the order of categories as outlined in the rubric.



Preview

- **Preview** the first category of the rubric (each team member individually).
- Take preliminary **notes** using the scoring tool to individually rate each component with evidence for justification to bring to the scheduled meeting.



Meet and Evaluate

- **Meet** as a program evaluation team to discuss the first category of the rubric, considering each member's notes.
- Decide upon **one rating** for each component
 - to calculate the category's total score and
 - to examine the considerations for next steps as listed on the scoring tool.

Using the Scoring Tool

Matches rubric levels

Justification for score: what's provided; what's needed

Program Model Design							
Component	Implementation Level				Evidence	Next Steps	Long Term Goals
<i>Component Name</i>	0	1	2	3			
<i>Component Name</i>	0	1	2	3			
<i>Component Name</i>	0	1	2	3			
<i>Component Name</i>	0	1	2	3			
<i>Component Name</i>	0	1	2	3			
					Total Category Score		

Direction or plan after immediate steps are taken

Short term actions needed

Based on number of components in the category



Using the Scoring Tool

Range of *Total Category Score* from previous page of scoring tool

Additional levels within the first three rubric levels provided to allow for districts to demonstrate more incremental growth

ESL Program Model Design		
Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Determine a plan for support of English learners Provide all ELs with the English Language Proficiency Standards (ELPS) as an integral part of each subject area's required curriculum
3-4	Below Basic Implementation	
5-6	Basic Implementation	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Make a plan to increase school-wide training and resources for English learner support that monitors implementation of training outcomes Create campus-based systems for monitoring the implementation of ELPS and second language acquisition instructional methods Provide ESL certification preparation training opportunities and resources for teachers of ELs in all content areas
7-8	Growing Implementation	
9-10	Developing Implementation	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Consider ways to incentivize teachers and instructional leaders towards development of EL expertise Make a plan to develop district-wide training and resources for English learner support among various campus and district level positions that monitors implementation of training outcomes Build district-wide systems for analysis of EL progress related to program implementation goals
11-12	Enhanced Implementation	
13-15	Exemplary Implementation	<ul style="list-style-type: none"> Formulate data analysis systems to pinpoint factors that have contributed to EL progress and success Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices

4. Meet and Evaluate: Options to Consider

- *Do we want to use **virtual methods** for collaboration on rubric scoring, such as shared electronic folders, webinar formats, conference calls, etc.?*
- *How might we gather **additional input** from other stakeholders using simplified feedback tools on the rubric categories, such as:*
 - *surveys,*
 - *interviews, or*
 - *reflection tools?*

Repeat

Complete the *Preview (#3)* and *Meet and Evaluate (#4)* steps again with the remaining rubric categories in sequence.





Summarize

- Review all **next steps** listed on the team's scoring tool.
- Organize next steps into an **Action Plan** as explained in the next section.



Process: Plan of Action

Considerations:

- **Consolidate** related next steps.
- Determine **high priorities** based on student needs.
- Pinpoint **highest leverage** actions.
- Involve **additional stakeholders** as needed.
- Set a timeframe for **completing** the *Action Plan*.
- Create a **timeline** for implementing changes within a 3- or 5- year plan.
 - Include immediate actions and long-term goals in timeline.
 - Include when and how the *Action Plan* will be monitored over time.
- **Communicate** timely and pertinent information that needs to be disseminated now to various stakeholders.
- Brainstorm how to **build investment** in and/or incentivize the *Action Plan*.
- **Synchronize** the *Action Plan* with other district initiatives.

District Administrator Checklist ESL Program Implementation



English as a Second Language (ESL) Program Model Design

- Create a district ESL program manual to include:
 - o expectations on program model (pull-out or content-based);
 - o expectations on linguistically accommodated content performance data;
 - o systems for tracking English learner content performance data;
 - o systems for providing ongoing intensive levels, including newcomers and long-term ELs;
 - o curriculum expectations for integrative Standards (ELPS).
- Provide resources and training opportunities
- If an **ESL waiver** is needed, [submit application](#)
- Set and communicate a plan for.

Staffing and Professional Development

- Create a recruitment and retention plan to ensure minimum requirements are met in English learner schools
- Monitor English learner enrollment at each school in the education program when minimum requirements are met
- Include ESL teachers/specialists in instructional leadership
- Organize and coordinate with campus administration to ensure minimum requirements are met in school (entering K or grade 1).
- Develop and monitor systems for coordinating with the Language Proficiency Assessment Committee (LPAC) and other committees, and the general education program as well as other special programs
- Based on a comprehensive professional development plan, coordinate with instructional leaders and monitor integration:
 - o second language acquisition methods
 - o linguistically and culturally responsive teaching
 - o content-based instruction / sheltered instruction
 - o Texas ELPS.
- Access and communicate professional development opportunities at education service centers (ESCs), universities, and other professional development centers.



Campus Administrator Checklist ESL Program Implementation



English as a Second Language (ESL) Program Model Design

- Based on program model (pull-out or content-based ESL certified, and provide ESL certification resources)
- Schedule additional English language development (ELs) as needed, based on English proficiency level newcomers and long-term ELs.
- Seek training on second language acquisition methods and linguistically accommodated content instruction that is culturally responsive.
- Set expectations for and provide feedback on linguistically accommodated content instruction that is culturally responsive.

Staffing and Professional Development

- Assign ESL certified teachers to the ESL program.
- Strategically schedule English learners with ESL certification
- Include ESL teachers/specialists in instructional leadership
- Coordinate with district administration to provide resources for instruction (entering K or grade 1).
- Arrange common planning times for coordination of 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
- Based on a comprehensive professional development plan, coordinate with instructional staff and monitor implementation of training:
 - o second language acquisition methods and standards
 - o linguistically and culturally responsive teaching
 - o content-based instruction / sheltered instruction
 - o Texas English Language Proficiency Standards (ELPS)
- Access and communicate professional development opportunities at education service centers (ESCs), universities, and other professional development centers.



Teacher Checklist ESL Program Implementation



English as a Second Language (ESL) Program Model Design

- Obtain and maintain ESL certification.
- Set targeted language goals for and with English learners (ELs), providing multiple meaningful opportunities for practice.
- Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally responsive.
- Provide targeted support for ELs at various stages of language development, considering background factors such as newcomers and long-term ELs.

Staffing and Professional Development

- Coordinate with campus administration to ensure assignment in the ESL program.
- Coordinate with campus administration to teach in the EL required summer school program (entering K or grade 1), if available.
- Advocate for ESL teacher involvement in instructional leadership and curriculum development.
- Advocate through the Language Proficiency Assessment Committee (LPAC) for ELs 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:
 - o second language acquisition methods and stages of development,
 - o linguistically and culturally responsive teaching,
 - o content-based instruction / sheltered instruction, and
 - o Texas English Language Proficiency Standards (ELPS).

Stakeholder Checklists can be utilized to target individual action steps for:

- classroom teachers,
- campus administrators, and
- district administrators.



Implementation

***From the Action Plan,
set priority goals to be implemented in the first year:***

1. Start with only 1-3 priority goal(s).
2. Plan for and clearly communicate how the priority goals will be executed at the classroom, campus, and district levels.
3. Set monitoring checkpoints for progress on priority goals and communicate how progress monitoring data will be collected.

At each checkpoint for progress monitoring of priority goals,

- collect **feedback** from various stakeholders at the classroom, campus, and district levels;
- incorporate both **quantitative** (measurable) and **qualitative** (anecdotal) progress tracking data elements;
- meet as a program evaluation team to **track progress**; and
- **adjust plans** based on the needs of students and stakeholders, while staying aligned to priority and long-term goals.

Contact

TEA ENGLISH LEARNER SUPPORT DIVISION

PHONE: 512-463-9414

E-MAIL: ENGLISHLEARNERSUPPORT@TEA.TEXAS.GOV

RESOURCE:

[TEA ENGLISH LEARNER PROGRAM IMPLEMENTATION](#) WEBPAGE