Transitional Bilingual Education (TBE) Program Implementation Rubric
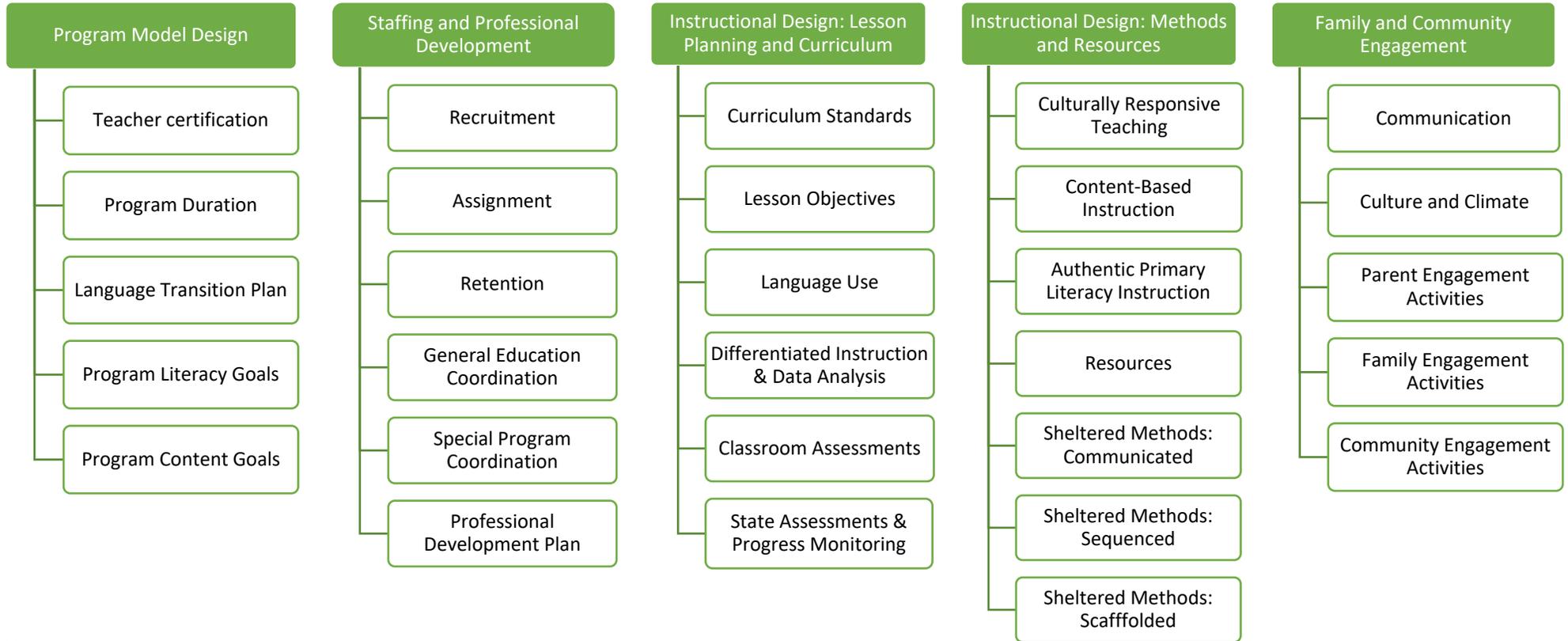
Purpose

The *TBE Program Implementation Rubric* provides Local Education Agencies (LEAs) with a tool for self-evaluation of their TBE program effectiveness. This rubric and associated *TBE Program Scoring Tool* are intended for internal use for determining next steps for development and improvement of TBE programs at the campus and district level. Additionally, *Stakeholder Checklists* are provided to detail the specific lens and action items for the roles of teacher, campus administrator, and district administrator.

Organization

The *TBE Program Implementation Rubric* has five categories with related components as noted in the chart below.

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning and Curriculum	Instructional Design: Methods and 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	

Use

In each component of each rubric category, the scale develops from left to right, detailing levels from Below Basic Implementation to Exemplary Implementation. **Each level builds upon the previous level**. Therefore, Enhanced Implementation encompasses the descriptions from Basic Implementation and Enhanced Implementation levels. Likewise, Exemplary Implementation includes the elements described in Basic Implementation, Enhanced Implementation, and Exemplary Implementation.

When conducting a program evaluation using the rubric, use the associated *TBE Program Scoring Tool* for the associated *TBE Program Implementation Rubric* category to mark each component on a scale of 0 to 3 as directed. The scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement. The purpose of the scoring tool is to facilitate planning for next steps and actions needed to achieve long-term goals.

References

Throughout the rubric, hyperlinks are embedded to connect to outside resources, other sections of the rubric, state rule citations, and footnotes. Furthermore, research references and a glossary of acronyms used within the rubric can be found at the end of the rubric document.

TBE Program Model Design

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Teacher Certification	Required action when below minimum standard for bilingual education program as noted in 89.1201 (a)(3) and 89.1205 (a-b):	All English learners participating in a TBE program receive all content area instruction (ELAR, SLAR, math, science, and social studies) by teachers certified in bilingual education as per TEC 29.061 and 89.1210 (c)(1) & (c)(2). Any necessary exceptions are submitted by the November 1 deadline.	In addition to meeting basic implementation requirements, one or more teachers of enrichment classes (art, PE, music) and electives at each bilingual campus are bilingual or ESL certified and routinely apply second language acquisition methodologies during instruction. (Thomas & Collier, 2012)	The school district provides opportunities for all teachers to become bilingual or ESL certified and has an established system to provide trainings for all staff to actively support language learners and language learning. All teachers of enrichment or elective classes (per campus) are bilingual or ESL certified.
Program Duration	Bilingual Education Exception Requirements (89.1207 (a)(1-7) Important notes: • November 1st deadline 89.1207 (a)(1); 89.1245 (b)	A **transitional early-exit model** is offered in all elementary grades (PK-5/6). 89.1205 (a) Students identified as English learners are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than two or later than five years after the student enrolls in school. 89.1210 (c) (1)	A **transitional late-exit model** is offered in all elementary grades (PK-5/6). 89.1205 (a) Students identified as English learners are served in both English and the primary language and are prepared to meet reclassification criteria not earlier than six or later than seven years after the student enrolls in school. 89.1210 (c) (2)	Elementary LPACs recognize the benefits of transitional program participation regardless of the student's entry grade level or program language of instruction. There is consistent coordination[1] between elementary and secondary programs.
Language Transition Plan	• Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1)	The district has established a plan that • outlines the transition of instruction from the primary language to English, • shows when each language is utilized by time or content area for each grade, • models the hallmark of an **early exit model**, the rapid (early) exit of Spanish instruction and increase of English instructional minutes, (Early Exit illustration) • includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support, and • includes an annual process of review.	The district has established a plan that • outlines the transition of instruction from the primary language to English, • shows when each language is utilized by time or content area for each grade, • aligns with **late exit model** theory, which emphasizes extended development of the primary language through a gradual increase in English over the course of the program, (Late Exit illustration) • includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support, and • includes an annual process of review.	The district's **transitional late-exit model** • meets all enhanced implementation criteria, and • includes a primary language maintenance component[2]. (Medina, 1993)

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Program Literacy Goals	Required action when below minimum standard for bilingual education program as noted in 89.1201 (a)(3) and 89.1205 (a-b): Bilingual Education Exception Requirements (89.1207 (a)(1-7) <u>Important notes:</u> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1)	Students in the primary grades (PK-2) are provided literacy instruction in the primary language to facilitate transition to English literacy; however, primary language literacy support is available throughout the entire program. 89.1210 (c)(1)&(2)	Language and literacy instruction in both languages focuses on academic and social language development, and TBE teachers utilize coordinated and explicit strategies for making cross-language connections[3].(Beeman & Urow, 2012; Bialystok, Peets, & Moreno, 2014; García, 2009; Koda & Zehler, 2008)	Campus and district-level instructional leaders and curriculum specialists leverage the expertise of bilingual educators on best practices in primary language literacy in order to provide equitable instructional and curricular supports. These leaders utilize district-wide language proficiency assessment data (in listening, speaking, reading, and writing) to guide professional development for TBE teachers and instructional leaders.
Program Content Goals		Instruction in academic content delivered in the student's primary language and English targets second language development through academic content. 89.1210 (c)(1-2) In order to ensure mastery of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), per 89.1201 (d), TBE students are provided linguistically accommodated content area instruction in the primary language and English according to the language transition plan. Linguistically accommodated content instruction is communicated, sequenced, and scaffolded to ensure mastery.	Campus-level instructional leadership regularly supports TBE teachers in strategically planning, delivering, reflecting upon, and receiving feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction.	District-wide instructional leaders and curriculum specialists ensure the integration of primary language resources and linguistic accommodations in district curriculum materials in order to provide equitable access to grade-level curriculum for TBE students.

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Recruitment	Required action when below minimum standard for bilingual education program as noted in 89.1201 (a)(3) and 89.1205 (a-b): Bilingual Education Exception Requirements (89.1207 (a)(1-7) Important notes: • November 1st deadline 89.1207 (a)(1); 89.1245 (b)	Active recruitment steps are taken at the local level to seek teachers who are appropriately certified in grade level, content area, and bilingual education to provide content instruction to identified English learners 89.1201 (a)(3) through transitional bilingual/early exit 89.1210 (c)(1) and/or transitional bilingual/late exit. 89.1210 (c)(2)	Active recruitment steps are taken at the state, national, and/or international level(s) to seek appropriately certified TBE teaching staff. These recruitment steps include **two or more** of the following: • annual bilingual teacher stipend, • bilingual teacher one-time hiring bonus, • intentional TBE teacher interview protocols[4], • active recruiting at state and/or national conferences, • international recruiting, • collaboration with local/regional educator preparation entities (IHEs, alternative certification programs), and • initiation of Grow-Your-Own programs. (Kennedy, 2018b)	District-level program and human resources staff collaborate to implement active recruitment steps at the state, national, and/or international level(s) to seek appropriately certified TBE teaching staff. These recruitment steps include **four or more** of the following: • annual bilingual teacher stipend, • bilingual teacher one-time hiring bonus, • intentional TBE teacher interview protocols[4], • active recruiting at state and/or national conferences, • international recruiting, • collaboration with local/regional educator preparation entities (IHEs, alternative certification programs), and • initiation of Grow-Your-Own programs. (Kennedy, 2018b)
Assignment	• Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1)	Deliberate steps are taken to assign teachers appropriately certified in bilingual education to the TBE program with prioritization for the earliest grade levels. 89.1207 (a)(1)(C) Required summer school programs for English learners who participate in a TBE program and will be entering Kindergarten or Grade 1 are staffed by appropriately certified bilingual teachers. 89.1250 (3)(E); 89.1210(c)(1); 89.1210(c)(2)	TBE teachers are strategically positioned by school leadership to be utilized as valuable resources and knowledgeable practitioners. In other words, TBE teachers are appropriately represented as team leaders, content leads, campus representatives to district committees, etc. At least one member of campus-level leadership staff (instructional coach, administrator, etc.) is certified in bilingual education or has received significant, ongoing training in the area of bilingual theory. (Howard, et al., 2018)	District-wide plans are implemented that target the positioning of TBE teachers as influential language specialists and leaders within curriculum development, strategic planning, and resource development. A district-level leadership team comprised of two or more educators certified in bilingual education guide and support TBE teacher recruiting, retention, and assignment efforts and provide avenues for leadership advancement for TBE staff. Opportunities for leadership development and advancement are systematically provided at the district level for TBE educators. (Howard, et al., 2018)

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Retention	Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a)(b)(f)(g)): Bilingual Exception Requirements 89.1207 (a)(1-7) Important notes: • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1)	All newly hired TBE teachers participate in TBE - specific on-boarding, which includes: • training in the LEA's TBE language transition plan, • training in the foundational tenets of TBE that provide for learning skills in the primary language and structured and sequenced mastery of English language skills through sheltered instruction, and • training that assists teachers in recognizing and addressing language differences, including an introduction to bilingual education theory and research. 89.1210 (a)(1)	Targeted efforts for retention of bilingual staff are made, including provision of **two or more** of the following: • cultural transition support for internationally recruited TBE staff, • scheduled extra collaborative planning time for TBE staff, • systems for recognizing TBE staff efforts and accomplishments, • TBE-specific professional development (beyond on-boarding), • voice in instructional resource acquisition, • direct support (bilingual instructional coach, parent liaison), and • leadership opportunities. (Darling-Hammond, Hyler, & Gardner, 2017; Kennedy, 2018b; LaChance, 2017)	District-level program and human resources staff collaborate to implement targeted efforts for retention of bilingual staff, including provision of **four or more** of the following: • TBE-specific on-boarding for all new staff, • cultural transition support for internationally recruited TBE staff, • scheduled extra collaborative planning time for TBE staff, • systems for recognizing TBE staff efforts and accomplishments, • TBE-specific professional development (beyond on-boarding), • voice in instructional resource acquisition, • direct support (bilingual instructional coach, parent liaison), and • leadership opportunities. (Darling-Hammond, et al., 2017; Kennedy, 2018b; LaChance, 2017)
General Education Coordination		The district ensures coordination between the TBE program and the general education program [89.1210 (b)], including: • the full participation of TBE participants in subjects such as art, music, and physical education alongside English-speaking peers; and • full access to participation in instructional supports and interventions, electives, and all extracurricular activities. 89.1210 (f)	Campus-based leadership ensures • alignment between TBE and the general education program regarding language of instruction; • provision of regular training for all school staff, to deepen understanding of TBE program goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment; • scheduling of sufficient collaborative planning time for TBE teachers to plan with grade level team members, as appropriate to the language transition plan; and • provision of planning time to provide alignment of TBE programming across school campuses.	District leadership ensures • district-wide alignment between TBE and the general education program regarding language of instruction; • provision of district-wide systems of support for campus administrators to implement regular training for all school staff, to deepen understanding of TBE program goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment; • teacher feedback and student outcome data are used to adjust district-wide planning. (Howard, et al., 2018)

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Special Program Coordination	Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a)(b)(f)(g)): Bilingual Education Exception Requirements 89.1207 (a)(1-7) <u>Important notes</u>: • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1)	The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members 89.1220 (b), • coordinates services with admission, review, and dismissal (ARD) committee members for TBE students who qualify for special education programs [89.1230 (a)-(b)]; and • facilitates participation of TBE students in other special programs[5] for which they are eligible while verifying full access to language program services. [89.1220 (g)(4)]	Campus-based leadership • monitors the coordination of services for TBE students who qualify for special education programs; • develops systems for communication and collaboration between the LPAC and ARD committee; • identifies and eliminates campus-level barriers to the equitable participation of TBE students in other special programs[5], as eligible; and • encourages and monitors TBE students' successful participation in these other special programs.	District-based leadership • develops, implements, and monitors systems for coordination of services for TBE students who qualify for special education programs; • establishes district wide systems for communication and collaboration between the LPAC and ARD committee; • encourages and monitors the participation of TBE students in other special programs[5], as eligible, to ensure equal access; and • provides specific training for parents of TBE students who also participate in special education or other special programs[5].
Professional Development Plan		Teachers providing the required bilingual program through TBE receive foundational training on providing the appropriate instructional approach to fulfill the goals of the required program. 89.1210 (c)(1-2)	Campus-based leadership develops and administers a comprehensive professional development plan for all TBE teachers that • provides tools for access to the same grade level curriculum for TBE students in all content areas; • addresses topics specific to TBE programming, instruction, and assessment; • delivers training that is ongoing, job-embedded[6], properly modeled, and monitored for implementation of training outcomes; and • includes provision of professional development conducted in the primary language at least one time per school year. (Howard, et al., 2018)	District-based leadership develops and administers a comprehensive professional development plan for TBE teachers that • includes analysis of student academic performance data in the primary language and English to determine growth based on teacher training implementation; • demonstrates a concerted effort to cooperate with colleges or universities for training [89.1245 (e)]; • addresses topics specific to TBE programming, instruction, and assessment; • provides, when possible, compensation to teachers for extra training designed to increase their skills related to the TBE program [89.1245 (d)]; and • includes provision of professional development conducted in the program primary language and in English that is ongoing and job-embedded[6]. (Howard, et al., 2018)

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Curriculum Standards	Required action when below minimum standard for bilingual education program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	As integral parts of the total school program, the district's required curriculum for TBE programs includes the appropriate grade level TEKS for each subject (including SLAR TEKS for Spanish TBE programs), the ELPS, and the CCRS. To emphasize the integration, ELPS are to be published alongside the TEKS. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)	TBE teachers are provided with ongoing, job-embedded[6] training on • curriculum specific to primary language literacy instruction, and • ELPS integration for content delivered in English. Campus-based opportunities are provided to create and/or provide input on curriculum plans that • incorporate ELPS in instruction delivered in English, and • support development of skills in making cross-language connections[3] and using the primary language as a resource for developing skills in English.	District-wide instructional leaders across all content-areas • are highly trained[7] in ELPS integration and appropriate use of primary language within the TBE program, and • consistently incorporate ELPS/primary language integration into content-area trainings, instructional materials, and curriculum resources. The district-level TBE program manual • defines standards for primary language literacy instruction, and • outlines standards for instruction for ELs that include the ELPS, TEKS and CCRS.
Lesson Objectives		In addition to each lesson's content objective, TBE teachers create, document, and display a measurable language objective (in the language of the lesson) that • complements the content objective, • supports equal access to the curriculum, and • targets development of specific language skills. TBE teachers prioritize a language objective for the lesson that is most needed for participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)	TBE teachers create, document, display, explain, and review the lesson's language objective that coincides with comprehensible input methods[8] within the lesson delivery to provide a full scope of sheltered instruction in the content area curriculum. TBE teachers intentionally plan for opportunities for students to make cross-language connections[3].	District-wide lesson planning tools and templates are provided that incorporate language objectives alongside content objectives. Campus leadership district-wide • is provided with explicit training and resources on supporting the integration of ELPS/language development in the primary language across all content areas, and • monitors the implementation of consistent, targeted, and intentional use of language objectives that provide task-based evidence of student progress. (Goldenberg, 2013)

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Language Use	Required action when below minimum standard for bilingual education program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	The ELPS are used to provide opportunities for TBE students to develop social and academic English proficiency in listening, speaking, reading, and writing as well as the use of learning strategies, while gradually increasing the linguistic complexity of receptive and expressive English. 89.1210 (b)(2)(a); 74.4 (a)(2); 74.4 (c); 74.4 (a)(4) TBE teachers function as fluent models of the target language of the lesson, so their language of instruction adheres to a strict separation of languages[9] in order for students to develop skills in the primary language and English. (Collier & Thomas, 2005)	TBE teachers • focus on developing receptive and expressive language skills in the target language of the lesson, • utilize a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication, and • incorporate contextual over prescriptive grammar[10]. Campus-based leadership constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language in English. Students are encouraged to use • the **target language** of the lesson through provision of instructional scaffolds and frequent opportunities for meaningful interaction around content; and • **all their linguistic resources[11]** to process content, explore understandings, articulate new learning, and develop metalinguistic awareness.	A district-wide vision for effective practices for instruction within the TBE program • is explicitly developed and communicated in order to inform classroom practices, • sets a clearly focused plan that commits to high expectations in academic language and literacy development of TBE students, and • involves the district's highly invested leadership who consistently monitors the implementation of this plan as demonstrated by TBE students' language and literacy outcomes. (Coleman & Goldenberg, 2010).
Differentiated Instruction & Data Analysis		TBE teachers • are informed of the primary language proficiency levels of TBE students from initial English learner identification; • are informed of the current English language proficiency levels of their students; • plan for and deliver instruction that meets their students' current linguistic needs by accommodating their instruction, pacing, and materials; and • particularly for TBE students at beginning or intermediate levels in English, provide instruction that supports second language acquisition that is *focused* (explicitly addresses English vocabulary, grammar, syntax, and mechanics), *targeted* (formally or informally assessed), and *systematic* (monitored for growth). 89.1210 (a); 74.4 (b)(1); 74.4 (a)(6)	The LPAC, with support of campus-based leadership • provides comprehensive and meaningful English proficiency data to TBE teachers, and • supports teachers in data analysis and application of analysis to lesson planning. Campus-based leadership • specifies methods and resources for accommodating instruction, pacing, and materials for TBE students; • systematically tracks primary language proficiency; • outlines campus-wide norms for integration of focused, targeted, and systematic second language instruction; and • monitors the implementation of these methods. • (Brisk & Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)	District-level leadership ensure campus-based leadership • systematically tracks primary language proficiency; • is provided with extensive, ongoing, job embedded[6] training on appropriate methods for linguistically accommodating instruction, pacing, and materials commensurate to students' needs; and • is trained on practical tools that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.

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Classroom Assessments	Required action when below minimum standard for bilingual education program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	TBE teachers • distinguish between the evaluation of English proficiency and the evaluation of content area knowledge within classroom assessments, and • provide instructional interventions to address specific language needs as necessary. 89.1210 (a)(1); 89.1220 (i); 89.1220 (l)(1)(G)	TBE teachers routinely • provide ongoing, formative content and language assessments throughout each lesson, • review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS, and • modify classroom assessment language and instruments as necessary to ensure the goal of the assessment is achieved. Campus-based leadership ensures that teachers are trained in and implement • appropriate classroom assessment procedures[12] for TBE students, and • alternative evaluation methods. (Echeverría et al., 2016).	Campus-based leadership, in conjunction with district-based leadership, allocates equitable resources for classroom use in the two program languages that • facilitate alternative assessment methods, • provide linguistic accommodations and • facilitate instructional interventions. District-wide curriculum is provided for appropriate instructional interventions based on students' grade level, English language proficiency level, and primary language proficiency level. District leadership provides professional development for TBE staff in effective practices in formative assessment for emergent bilingual students. (Howard, et al, 2018)
State Assessments & Progress Monitoring		In conjunction with the LPAC, teachers of ELs participating in the TBE program • monitor the progress of academic success of current and former ELs (two years after reclassification); • determine appropriate assessment options for the state criterion referenced test (STAAR), including language of assessment; and • provide designated support options as necessary. 89.1220 (i); 89.1220 (l)(1)(F)(I); 89.1226 (i) & (k)	Campus-based leadership • facilitates coordination between the LPAC, testing coordinators, and TBE teachers to ensure that language of assessment decisions and designated supports provided by the LPAC for state assessment are commensurate with students' linguistic needs and are utilized within classroom instruction and assessment; and • develops and administers a plan for timely and periodic evaluation of TBE student academic and linguistic progress in English and the primary language. (Howard, et al., 2018)	District-level benchmark assessments are • made available in the two program languages, • linguistically accommodated to align with allowable designated supports on state assessments, and • reviewed by TBE teachers for alignment to curriculum standards and linguistic and cultural appropriateness. District-based leadership organizes timely and periodic evaluation of TBE student academic and linguistic progress in both English and the primary language, while mitigating the risk of over-assessment. (Brisk & Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Culturally Responsive Teaching	Required action when below minimum standard for bilingual education program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS in English and the primary language (Continued on next page)	The affective needs of TBE students are addressed through instruction in the primary language and English using second language acquisition methods to • incorporate introduction to the school environment; • explicitly connect to students' primary language and learning experiences; • recognize cultural aspects of the students' backgrounds; and • instill confidence, self-assurance, and a positive bilingual and bicultural identity. 89.1210 (b)(1)(a)	With the direct support and encouragement of campus-based leadership, TBE teachers • actively seek to learn about their students' culture, language, and community; • provide a safe, low-risk learning environment; • provide opportunities for ELs to make connections to content material in culturally relevant ways; and • demonstrate deep respect and a valuing of their students' experiences and cultural backgrounds, including the honoring and celebrating of diverse language varieties[19].	District-based leadership provides structures and supports that encourage TBE student bilingual/bicultural identity development, which may include: • incorporation of cultural objectives[14] into lessons in order to deepen appreciation for cultural diversity, develop awareness of equity issues, and sharpen advocacy skills; and • offering extracurricular/club activities that aim to build cultural awareness and appreciation in self and others. Robust and ongoing professional development on how to link culture to instructional activities is embedded and executed from the district's overall professional development comprehensive plan. (Téllez & Waxman, 2006, Howard, et al., 2018)

Content-Based Instruction		The linguistic and cognitive needs of TBE students are addressed through instruction in academic content areas that
		• utilizes second language acquisition methods; and
		• is structured to ensure TBE students
		  o master the TEKS and higher-order thinking skills, and
		  o develop proficiency in all language domains. 89.1210 (b)(2)(a) and (b)(3)(a)
			Campus-based leadership involve TBE and non-TBE teachers in the development of campus-wide curriculum and instruction practices for TBE students that
			• target and monitor the implementation of rigorous, quality content material,
			• include the use of higher-order thinking skills,
			• focus strategically on academic primary language and English development
			• emphasize that support for TBE students goes beyond general effective teaching practices and involves explicit language focus in the overall sheltered instruction approach. (Echeverría et al., 2016)
				District-wide systems[13] are planned and monitored that measure the academic primary and English language acquisition progress of TBE students, including higher-order thinking skills.
				
				District-based leadership consistently
				• analyze TBE students' academic primary and English language acquisition data, and
				• provide professional development support to teachers and campus-based leaders to address areas where progress is needed.

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Authentic Primary Language Literacy Instruction	Required action when below minimum standard for bilingual education program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with ELPS alongside all content area instruction delivered in English, and with language skills development integrated into content instruction delivered in the primary language (Continued on next page)	Initial literacy instruction occurs in the primary language in both early and late exit TBE program models. The transition to English literacy occurs in accordance with the district's language transition plan.	Campus-based leadership ensures that instructional approaches and practices for teaching literacy in the primary language • are authentic to the specific phonological and graphological features of the primary language; • address language-specific differences during initial literacy instruction to facilitate making cross-language connections[2]; • utilize linguistically and culturally authentic texts; and • are coordinated to capitalize on literacy skills that transfer across languages, e.g. comprehension and literary analysis skills. (Escamilla, et al., 2014; Howard, et al., 2018)	District-wide systems[5] are in place for ensuring that authentic primary language literacy instruction is delivered district-wide. Supports may include: • recommended texts that support authentic literacy instruction in the two program languages, • professional development in similarities and differences between English and the primary language and implications for initial and ongoing literacy and biliteracy instruction, • professional development in authentic (language-specific) strategies for teaching reading and writing in the primary language and connecting literacy practices across the two program languages, and • coaching support in biliteracy development. (Beeman & Urow, 2012; Escamilla, et al., 2014; Howard, et al., 2018)
Resources		The district's Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including students served through TBE programs.	The district's Bilingual Education Allotment is utilized to provide targeted instructional materials in English and the primary language that are • linguistically, culturally, and academically appropriate, and • responsive to TBE student strengths and learning needs. 89.1203 (1) Campus-level leadership monitors the equitable provision of TBE classroom, technology, and school library resources made available in the primary language, in terms of quantity, quality, and authenticity, as compared to resources made available school-wide in English. (Howard, et al., 2018)	District-level leadership • monitors the equitable provision of TBE resources as described in the enhanced level; • involves various stakeholders in the resource selection process, including TBE students, their parents, TBE teachers, and campus/district instructional leaders; and • periodically conducts an equity audit of instructional resources. (Howard, et al., 2018)

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	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Sheltered Methods: Communicated	Required action when below minimum standard for bilingual education program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with the CCRS during instruction delivered in the two program languages, as available to their English proficient peers	Based on the use of communicated sheltered methods, teachers in TBE programs regularly • plan and deliver content-based sheltered instruction, and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Communicated Sheltered Methods[15]) 74.4 (b)(2)	Campus-based leadership • is highly trained[7] in sheltered instruction methods that are communicated, sequenced, and scaffolded; • develops a clearly defined and expressed plan for implementation of sheltered instruction within all content-area instruction; • explicitly monitors the effectiveness of such implementation regularly; and • provides appropriate feedback and coaching for teachers of TBE students. Coaching and feedback include demonstrated examples of how teachers are currently using sheltered techniques with success and explicit examples in sheltered techniques not yet in use at the campus that can benefit TBE students at various proficiency levels. The campus improvement plan (CIP) indicates specific methods for growth of TBE student progress and needs for resources and training are communicated and coordinated with district-level leadership. (Hansen-Thomas, 2008)	District-based leadership • develops a clearly defined and expressed plan for district-wide implementation of sheltered instruction methods that are communicated, sequenced, and scaffolded; • provides campus-based expectations for regularly monitoring the effectiveness of sheltered instruction implementation; and • trains campus-based leaders on appropriate feedback and coaching for teachers of TBE students. Consistent analysis of district-wide TBE student content and language assessment data expresses continual growth in TBE students across all grade levels and English language proficiency levels. The district improvement plan (DIP) indicates specific methods for growth of TBE student progress, including the dedication of resources toward instructional materials designated for sheltered instruction implementation and professional development for teachers and administrators of TBE students.
Sheltered Methods: Sequenced		Based on the use of sequenced sheltered methods, teachers in TBE programs regularly • plan and deliver content-based sheltered instruction, and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Sequenced Sheltered Methods[16]) 74.4 (b)(2)		
Sheltered Methods: Scaffolded		Based on the use of scaffolded sheltered methods, teachers in TBE programs regularly • plan and deliver content-based sheltered instruction, and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Scaffolded Sheltered Methods[17]) 74.4 (b)(2)		

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Communication	Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f): • Seek translation/ interpretation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all school and district activities, events and resources	Parents with limited English proficiency are provided with communication in a language they can understand. Initial notification to parents of identified English learners served through TBE is provided in English and the primary language no later than 10 days after the classification decision and includes: • identification information, • recommendation for placement, and • the benefits of participation in the TBE program. Parents of ELs are notified of • changes to program services, • annual reports on student progress, and • eligibility for reclassification as English proficient as well as potential exit from the TBE program with parent approval. 89.1220 (h); 89.1240 (a)-(b); 89.1265 (d)	Campus-level staff takes initiative to enhance their methods of outreach communication for parents of TBE students that go beyond the general practices for communication to all parents of students on the campus, ensuring that the communication • is accessible, consistent, and targeted to the linguistic and cultural needs of TBE students and their families; • demonstrates value and celebration of the primary language and culture; and • clearly articulates the TBE student's progress in acquisition of the primary language and English in a way that is comprehensible to the parent. Campus-level staff holds an informational meeting with TBE families at least once per year. The annual meeting is • conducted in the program primary language and in English; and • designed to deepen parent understanding of the benefits of TBE, inform them of any program changes or new initiatives, and seek family input and feedback.	District-wide systems[4] are clearly defined and communicated to campus-level leadership that detail how to enhance methods of outreach communication for parents of TBE students that go beyond the general practices for communication to all parents of students in the district, ensuring that the communication • is accessible, consistent, and targeted to the linguistic and cultural needs of TBE students and their families; • demonstrates value and celebration of the primary language and culture; and • clearly articulates the TBE student's progress in acquisition of the primary language and English in a way that is comprehensible to the parent. Informational meetings (as described in the Enhanced section) at the district or campus level are held with TBE families more than once per year.
Culture and Climate		School signage (school marquee, signage in foyer/front office/public spaces) routinely posts information in the primary language and English. Front office staff is welcoming of and responsive to the needs of families of diverse backgrounds. Classrooms clearly display instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of TBE students and their families.	One member of the front office staff and one school leader is fluent in the program's primary language. School staff is trained in TBE program goals and culturally responsive practices. Campus-based leadership leverages community partnerships to facilitate campus activities that honor the cultural and linguistic diversity of the campus. Resources are developed by campus staff and students that welcome and orient newcomer students and their families (such as informational packets, videos of the school environment, orientation meetings, etc.). (Collier and Thomas, 2009)	More than one member of the front office staff and more than one school leader is fluent in the program's primary language. District-based leadership leverages community partnerships to facilitate participation in student and family support resources. Parents of TBE students are actively recruited to participate equitably in campus- and district-based decision-making committees. (Collier and Thomas, 2009)

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	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Parent Engagement Activities	Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f): • Seek translation/ interpretation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all school and district activities, events and resources	The families of TBE students, including the parents/guardians, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students. 89.1210 (f)	Campus-level staff provides targeted engagement activities and supports to parents/guardians of TBE students that are supplemental to the services provided to all parents, such as: • second language acquisition resources, • outreach through district's social media, • home visits, • use of technology apps to build communication, and • parenting resources.	District-wide parent/guardian engagement activities and supports that are supplemental to the services provided to all parents are developed and clearly communicated to campus-level leadership as a priority.
Family Engagement Activities			Campus-level staff provides targeted engagement activities and supports to be utilized by TBE families (parent and child together) that are supplemental to the services provided to all families, such as: • adult ESL or literacy programs, • family literacy programs (modeling literacy practices), • book programs, and • summer academies for families of TBE students.	District-wide family engagement activities and supports (parent and child together) that are supplemental to the services provided to all families are developed and clearly communicated to campus-level leadership as a priority.
Community Engagement Activities			• Campus-level staff provides targeted community engagement partnerships to parents and families of TBE students that are supplemental to the services provided to all TBE families, such as partnerships with • county and local libraries, • summer mobile libraries, • non-profits and local corporations, • universities and community colleges, • community service fairs, and • big brother/sister mentoring programs, etc.	District-level leadership strategically formulates community engagement partnerships for parents and families of ELs that are supplemental to the services provided to all TBE families.