



2018 TABE Bilingual Directors Institute

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Texas Education Agency English Learner Support Team

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TAC Chapter 89, Subchapter BB Revisions

AS OF JULY 15, 2018

Section Agenda

- Definitions
- LPAC Membership
- Testing and Classification of Students
- Students with Disabilities
- LPAC and ARD Collaboration
- Dual Language Program Model Requirements and Recognition
- English Proficient Students
- Facilities
- Evaluation

§89.1203 Definitions

- (8) Exit--The point when a student is no longer classified as LEP (i.e., the student is reclassified), no longer requires bilingual or special language program services, and is classified as non-LEP in the Texas Student Data System Public Education Information Management System (TSDS PEIMS). The term "exit" as used in this subchapter is synonymous with the description in TEC, Chapter 29, of "transferring out" of bilingual or special language programming.
- (9) Reclassification--The process by which the language proficiency assessment committee determines that an English learner has met the appropriate criteria to be classified as non-LEP and is coded as such in TSDS PEIMS.

§89.1220.

Language Proficiency Assessment Committee

(b) The language proficiency assessment committee shall include

- an appropriately certified bilingual educator (for students served through a bilingual education program),
- an appropriately certified English as a second language (ESL) educator (for students served through an ESL program),
- a parent of an English learner participating in a bilingual or ESL program,
- and a campus administrator in accordance with Texas Education Code (TEC), §29.063.

§89.1225.

Testing and Classification of Students

- (a) Beginning with school year 2019-2020, the provisions of this section shall expire and be superseded by the provisions in §89.1226 of this title (relating to Testing and Classification of Students, Beginning with School Year 2019-2020).
- (b) Within four weeks of initial enrollment in a Texas public school, a student with a language other than English indicated on the home language survey shall be administered the required oral language proficiency test in prekindergarten through Grade 12 and norm-referenced standardized achievement instrument in Grades 2-12 as described in subsection (c) of this section and shall be identified as an English learner and placed in the required bilingual education or English as a second language (ESL) program in accordance with the criteria listed in subsection (f) of this section.

§89.1230. Eligible Students with Disabilities

- (a) School districts shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

§89.1225.

Testing and Classification of Students

(h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).

§89.1225.

Testing and Classification of Students

(l) For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

§89.1225.

Testing and Classification of Students

- (m) For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain under subsection (i)(1) of this section;

§89.1227. Minimum Requirements for Dual Language Immersion Program Model

- (c) A dual language immersion program model shall provide equitable resources in English and the additional program language whenever possible.

- (d) A minimum of 50% of instructional time shall be provided in the language other than English for the duration of the program.

§89.1229. General Standards for Recognition of Dual Language Immersion Program Models

(b) Student recognition. A student participating in a dual language immersion program model or any other state-approved bilingual or ESL program model may be recognized by the program and its local school district board of trustees by earning a performance acknowledgement in accordance with §74.14 of this title (relating to Performance Acknowledgments).

§89.1233. Participation of English Proficient Students

- (a) School districts shall fulfill their obligation to provide required bilingual program services to English learners in accordance with Texas Education Code (TEC), §29.053.
- (b) School districts may enroll students who are not English learners in the bilingual education program or the English as a second language program in accordance with TEC, §29.058.
- (c) The number of participating students who are not English learners shall not exceed 40% of the number of students enrolled in the program district-wide in accordance with TEC, §29.058.

§89.1235. Facilities

Bilingual education and English as a second language (ESL) programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities. In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district. Recent immigrant English learners shall not remain enrolled in newcomer centers for longer than two years.

§89.1265. Evaluation

- (a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

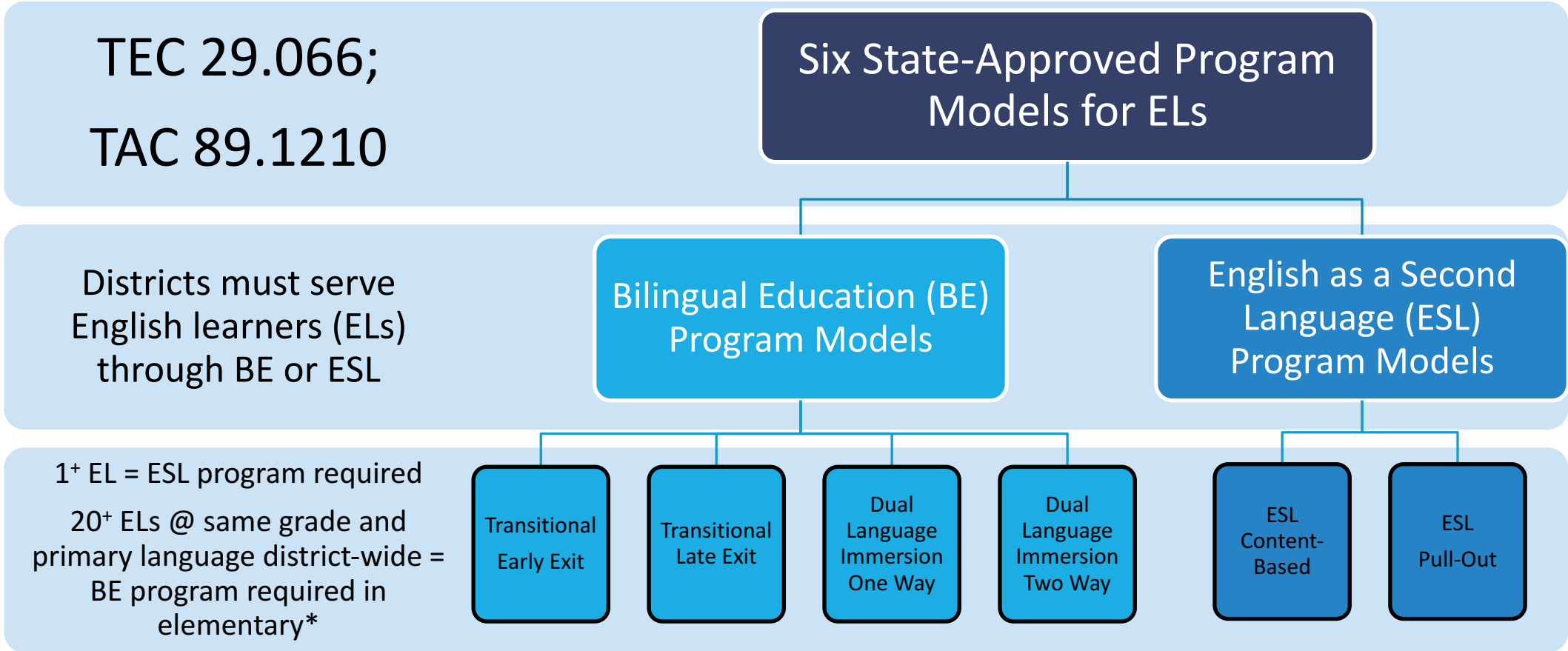
§89.1265. Evaluation

- (b) Annual school district reports of educational performance shall reflect:
- (1) the academic progress in the language(s) of instruction for English learners;
 - (2) the extent to which English learners are becoming proficient in English;
 - (3) the number of students who have been exited from the bilingual education and ESL programs;
 - (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.
- (d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.

New Certification Requirements

BILINGUAL EDUCATION EXCEPTIONS AND ESL WAIVERS

English Learner Program Models in Texas



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

89.1210 Program Model Descriptions:

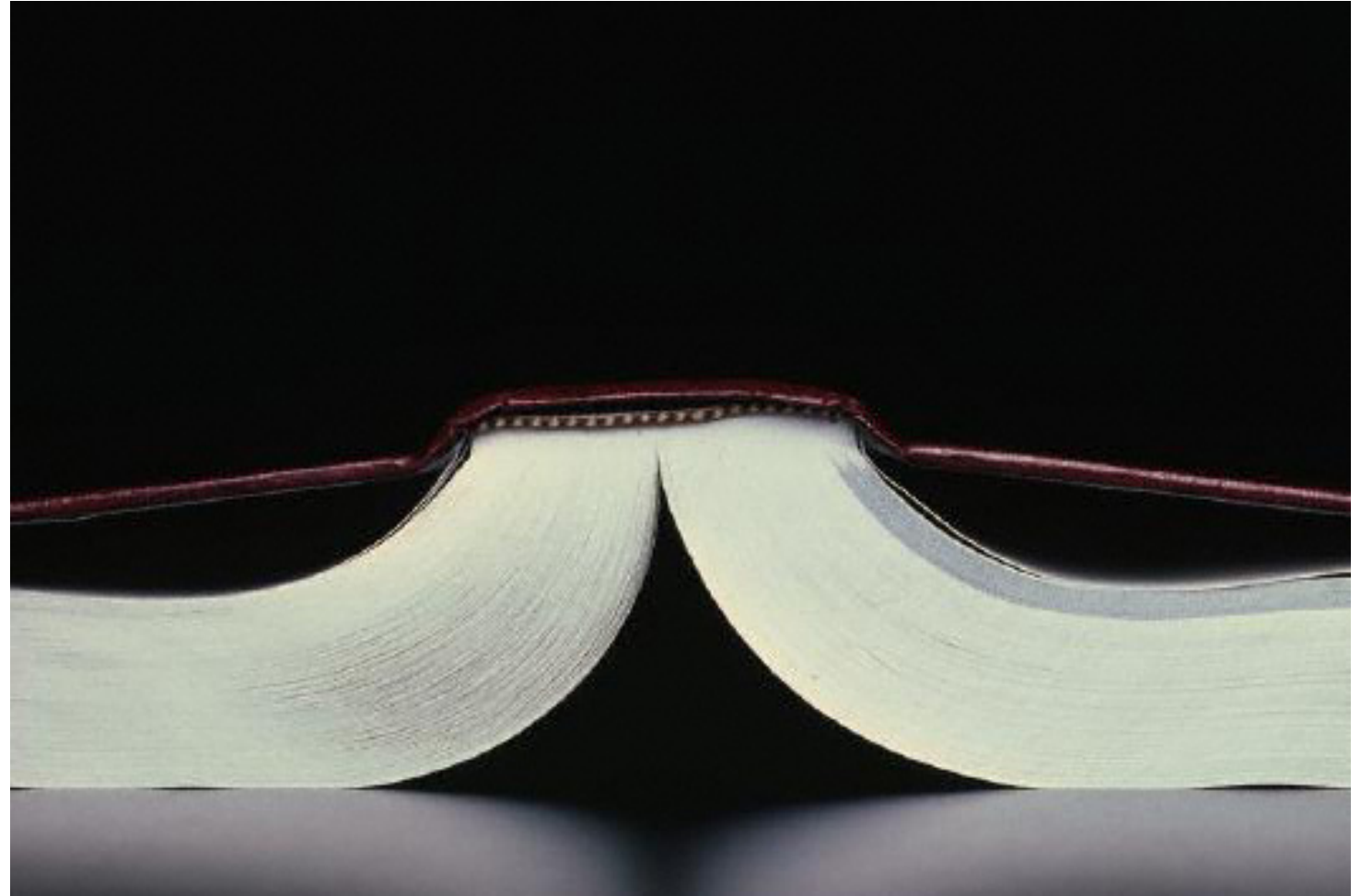
TAC Chapter 89, Subchapter BB

General description

Certifications

Goal

Instructional approach



Bilingual Program Models

TAC 89.1210 (c) (1)

Transitional bilingual / early exit is...

<p>General Description</p>	<p>a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction <u>not earlier than two or later than five years after the student enrolls in school.</u></p>
<p>Certifications</p>	<p>Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1) for the assigned grade level and content area.</p>
<p>Goal</p>	<p>The goal of early-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.</p>
<p>Instructional Approach</p>	<p>This model provides instruction in literacy and academic content through the medium of the students’ primary language, along with instruction in English that targets second language development through academic content.</p>

TAC 89.1210 (c) (2)

Transitional bilingual / late exit is...

<p>General Description</p>	<p>a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction <u>not earlier than six or later than seven years after the student enrolls in school.</u></p>
<p>Certifications</p>	<p>Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1) for the assigned grade level and content area.</p>
<p>Goal</p>	<p>The goal of late-exit transitional bilingual education is for program participants to utilize their primary language as a resource while acquiring full proficiency in English.</p>
<p>Instructional Approach</p>	<p>This model provides instruction in literacy and academic content through the medium of the students’ primary language, along with instruction in English that targets second language development through academic content.</p>

TAC 89.1210 (c) (3)

Dual language immersion / one way is...

<p>General Description</p>	<p>a <u>bilingual/biliteracy</u> program model in which <u>students identified as English learners</u> are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.</p>
<p>Certifications</p>	<p>Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. <i>Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061.</i></p>
<p>Goal</p>	<p>The goal of one-way dual language immersion is for program participants to attain full proficiency <u>in another language as well as English</u>.</p>
<p>Instructional Approach</p>	<p>This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, <u>with at least half of the instruction delivered in the students' primary language for the duration of the program</u>.</p>

TAC 89.1210 (c) (4)

Dual language immersion / two way is...

<p>General Description</p>	<p>a <u>bilingual/biliteracy</u> program model in which <u>students identified as English learners are integrated with students proficient in English</u> and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.</p>
<p>Certifications</p>	<p>Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. <i>Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC §29.061.</i></p>
<p>Goal</p>	<p>The goal of one-way dual language immersion is for program participants to attain full proficiency <u>in another language as well as English</u>.</p>
<p>Instructional Approach</p>	<p>This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, <u>with at least half of the instruction delivered in the students' primary language for the duration of the program</u>.</p>

Summary: State-approved Bilingual Education Program Models

Program Model Type	Goal	Instruction
Transitional bilingual / early exit	<ul style="list-style-type: none"> • Primary language used as a resource • Full proficiency in English is acquired to participate equitably in school 	<ul style="list-style-type: none"> • Literacy and academic content in primary language and English • Teacher(s) certified in grade level/content area and in bilingual education • Primary language instruction decreases as English is acquired
Transitional bilingual / late exit		
Dual language immersion / one way	<ul style="list-style-type: none"> • Full proficiency in primary language is attained • Full proficiency in English is attained to participate equitably in school • Full proficiency includes grade-level literacy skills in both languages 	<ul style="list-style-type: none"> • Literacy and academic content in primary language and English • Teacher(s) certified in grade level/content area and in bilingual education (or paired with an ESL certified teacher) • At least half of instruction delivered in the students' primary language for the duration of the program
Dual language immersion / two way		

ESL Program Models

TAC 89.1210 (d) (1)

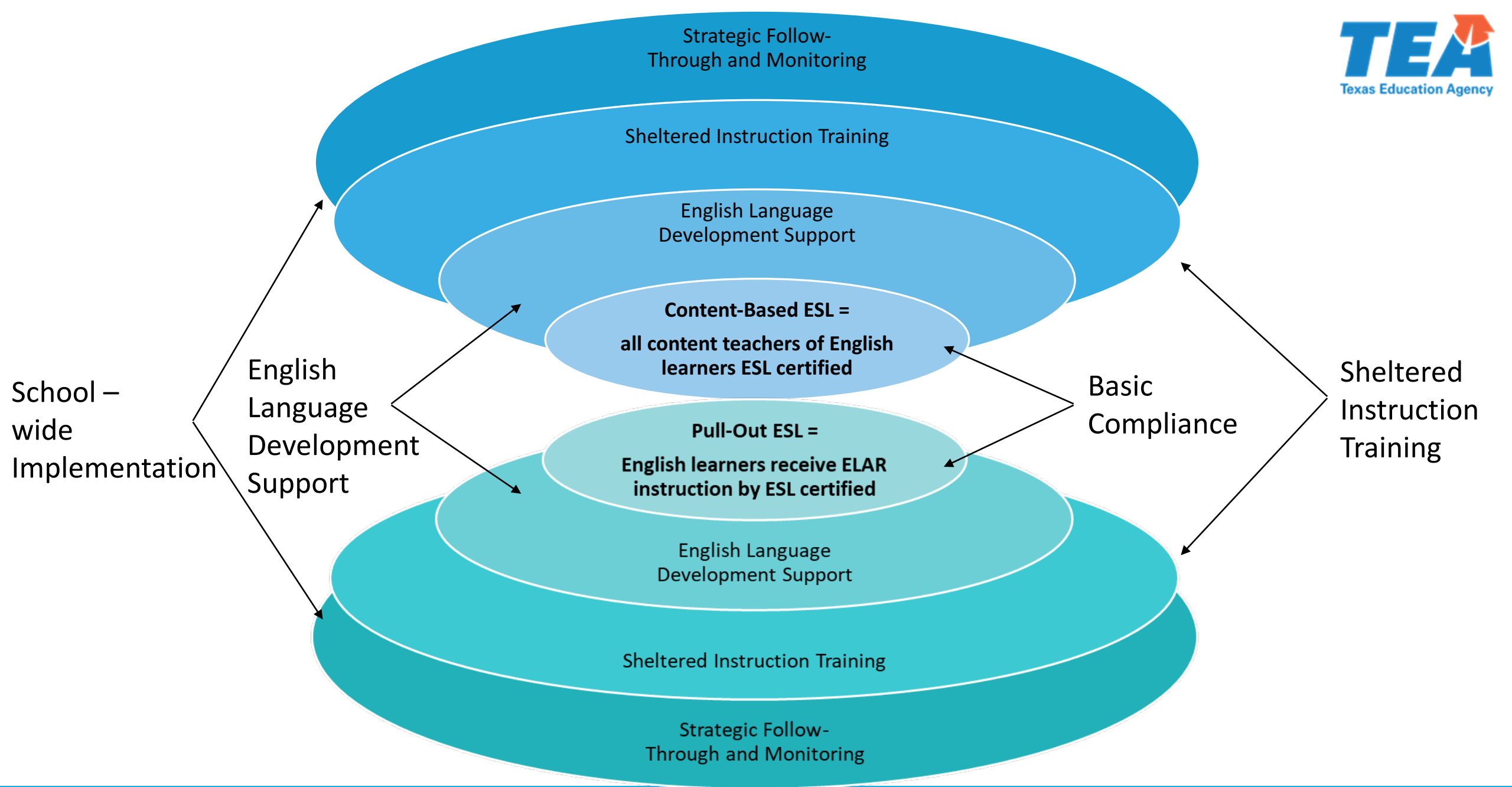
ESL / content-based program model is...

<p>General Description</p>	<p>an English acquisition program that serves students identified as English learners through English instruction</p>
<p>Certifications</p>	<p>by a teacher certified in ESL under TEC, §29.061(c) <u>through English language arts and reading, mathematics, science, and social studies.</u></p>
<p>Goal</p>	<p>The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.</p>
<p>Instructional Approach</p>	<p>This model targets English language development through academic content instruction that is linguistically and culturally responsive <u>in English language arts and reading, mathematics, science, and social studies.</u></p>

TAC 89.1210 (d) (2)

ESL / pull-out program model is...

<p>General Description</p>	<p>an English acquisition program that serves students identified as English learners through English instruction</p>
<p>Certifications</p>	<p>by a teacher certified in ESL under TEC, §29.061(c) <u>through English language arts and reading.</u></p>
<p>Goal</p>	<p>The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.</p>
<p>Instructional Approach</p>	<p>This model targets English language development through academic content instruction that is linguistically and culturally responsive <u>in English language arts and reading.</u> Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.</p>



Bilingual Education Certification

- Requirements for Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools
- Bilingual Programs
 - **NEW!** Bilingual Exception Scenario Chain
 - Secondary
 - Paired Teaching and Departmentalization

Departmentalization vs. Paired Teaching in Bilingual Programs at the Elementary Level

Program Model	Departmentalization	Paired Teaching
<p>Transitional Bilingual Education Program Models</p> <ul style="list-style-type: none"> • early-exit • late-exit 	<p>Local decision to use more than one content-area teacher to deliver core content instruction</p> <p>All teachers must be certified in bilingual education</p>	<p>Local decision to use two content-area teachers to deliver core content instruction</p> <p>Both teachers must be certified in bilingual education</p>
<p>Dual Language Program Models</p> <ul style="list-style-type: none"> • one-way • two-way 	<p>Local decision to use more than one content-area teacher to deliver core content instruction</p> <p>All teachers must be certified in bilingual education</p>	<p>Local decision to use two content-area teachers to deliver core content instruction</p> <p>The teacher delivering the partner language component of instruction must be certified in bilingual education</p> <p>The teacher delivering the English component of instruction must be certified in either bilingual education or English as a Second Language (ESL)</p>

ESL Certification

- Requirements for Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools
- English as a Second Language (ESL) Certification
 - Clarifications on revised Texas Administrative Code (TAC) Chapter 89 Rules (adopted July 15, 2018)
 - **NEW!** ESL Program Waiver Scenario Chain

Certification: Other Information

- ESL Resources: www.elltx.org/assessment.html
- ETS to Pearson as of September 1st: www.tx.nesinc.com
- New ESL Certification test
- Title III ESC ESL Certification Preparation Course funding
- Grow Your Own

Sheltered Instruction

- Although not directly named in rule, evident in:
 - Connection of content and language noted in TAC Ch. 89 (TEKS and ELPS)
 - ELPS (TAC 74.4 Part B): Communicated, Sequenced, Scaffolded
 - TAC 89.1210 (d): linguistically and culturally responsive teaching
 - TAC 89.1210 (b): affective, linguistic, cognitive needs; second language acquisition methods

- Texas Gateway: Sheltered Instruction and ELPS training series

Bilingual Education Exception and ESL Program Waiver Application Process

Application

- Due on or before November 1, 2018
- To the Administrator Addressed letter posted!
- **NEW!** The application(s) include(s) an assurance that the superintendent has reviewed and approved the completed application prior to submission; the district Bilingual/ESL contact person may complete and submit the Exception/Waiver application
- **NEW!** LEAs retain list of names of teachers under an ESL program waiver (no longer submitted to TEA as part of the ESL program waiver application)

Documentation Requirements

As per TAC Chapter 89.1207(a)(2)(D) for LEAs filing a Bilingual Education Exception and 89.1207(b)(2)(D) for LEAs filing an ESL Waiver, LEAs shall maintain written records of all documents supporting the application and assurances listed in the application:

- (A) a description of the proposed alternative instructional program designed to meet the affective, linguistic, and cognitive needs of the English learners;
- (B) the number of teachers for whom a bilingual education exception is needed by grade level and per campus;
- (C) a copy of the school district's comprehensive professional development plan; and
- (D) a copy of the bilingual allotment budget documenting that a minimum of 10% of the funds were used to fund the comprehensive professional development plan.

Comprehensive PD Plan

As per TAC Chapter 89.1207(a)(1)(D) for LEAs filing a Bilingual Education Exception and 89.1207(b)(1)(D) for LEAs filing an ESL Waiver, the following assurance is required, along with appropriate documentation maintained at the district level [TAC 89.1207 (a)(2)(C) & (b)(2)(C)] and annual reporting to the school board [TAC 89.1265 (c)]:

Implementation of a comprehensive professional development plan that:

- (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
- (ii) includes the teachers who are not certified or not appropriately certified who are assigned to implement the proposed alternative program; and
- (iii) may include additional teachers who work with English learners;

Allowable Use of BEA Funds for the Comprehensive PD Plan

Allowable Use of BEA Funds for the Comprehensive PD Plan

§89.1207 Bilingual Education Exceptions and English as a Second Language Waivers.

(a)(1)(E) an assurance that at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under subparagraph (D) of this paragraph (on bilingual education exceptions);

(b)(1)(E) an assurance that at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under subparagraph (D) of this paragraph (on ESL waivers);

NOTE: If an LEA files for both a BE Exception and an ESL Waiver, a minimum of 10% of BEA funds shall be used for each application, resulting in a minimum of 20% of BEA funds (from the “total” amount of funds available, not from 52% required for direct costs)

NEW! Allowable Use of BEA Funds for Comprehensive PD Plan document

TEA English Learner Support Initiatives

DUAL LANGUAGE AND SHELTERED INSTRUCTION

ENGLISH LEARNER PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Commissioner's Initiatives

- Dual language and Sheltered Instruction Program Model Implementation Initiative
 - Fidelity of Implementation Blueprints
 - Program model implementation rubrics
 - Pilot Project – November 2018 through March 2019 (more information coming soon!)

- English Learner Parent/Family/Community Engagement Initiative
 - Tools and resources for engagement activities in compliance with Title III, Part A
 - Enhanced web-based resources directly accessible to English learner parents and families

English Learner Support Division Initiative: Effective Program Model Implementation

Besides student population requirements, what other factors do district leaders consider when determining which program model to implement?

- Research-based practices
- Family & community needs



Initiative Purpose

Overall purpose is to support school districts in effective implementation of program models that serve English learners.



Literature Reviews summarize best practices identified in the research.

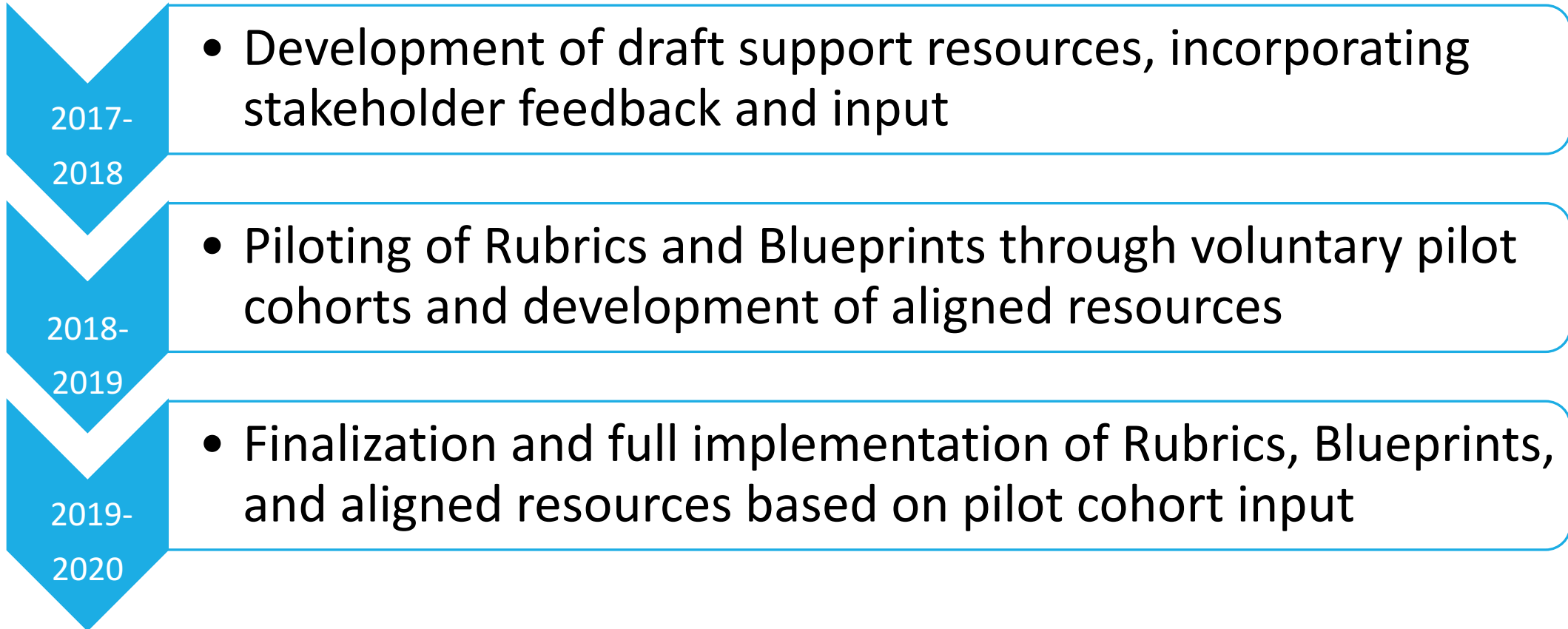


Program Model Implementation Rubrics provide a framework for self-evaluation and guidance in identifying steps for improvement.



Fidelity of Implementation Blueprints describe key features of effective program model implementation and identify potential outcome-based measures to gauge program effectiveness.

Initiative Timeline



Literature Reviews:

What does the research say about effective program model implementation?

Bilingual Education Programs Literature Review Key Points

❖ Effective Programming

- Program **model types** and associated student achievement **outcomes**
- Program model planning and design
 - Identification of program model **goals**
 - **Alignment** of community need, program model goals, and program model design
 - Non-negotiable **features** of effective programming
 - The **role of primary** language and literacy development
 - Components of **language allocation plan**
- **Coordinated systems** of program model support, monitoring, and evaluation

❖ Instruction

- **Sheltered instruction** and language immersion
- Authentic **literacy** development
- Opportunities for language **practice**
- Development of **socio-cultural competence**

❖ Staffing and professional development

- Strategies for **recruiting and retaining** bilingual teaching staff
- **Comprehensive** Professional Development

ESL Programs

Literature Review Key Points

❖ Effective Programming

- Models and Implementation
 - State-approved ESL models in **comparison** to USDE definitions
 - **Sheltered Instruction** / Content-based instruction
 - **Inclusion**
- Specialized Support for **Newcomers** and Students with Interrupted Formal Education (SIFE)
- Role of the **ESL teacher**
- Role of **Family and Community**

❖ A School-wide Initiative

- Robust support (**Administration** investment)
- **Collaboration** Between ESL and Content Teachers

❖ Methods for Success

- **More than** Good Teaching
- Authentic and Meaningful Use of Language (**Communicative Approach**)

❖ Teacher Preparation and Ongoing Training

- **Culturally Responsive** Teaching
- **Comprehensive** Professional Development

Program Model Implementation Rubrics:

What does effective program model implementation look like?

What steps can district leaders take to improve program model implementation?

Program Implementation Rubric Design Features

Quantifiable Scoring
 Spectrum Integration of Models
 Simplified Below Compliance Description
 Focus on Stronger Implementation
 Research References
 Succinct Category Components

ESL Program Model Design

Category

Components	0 Below Basic Implementation Standard	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Teacher Certification	Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d) : ESL Waiver Requirements (89.1207 (b)(1-7))	All ELA teachers of identified English learners are ESL certified. [<i>Meets minimum requirements for ESL Pull-Out</i> 89.1210 (d)(2) ; 89.1201 (a)(3)]	All content-area teachers (ELA , math, science, and social studies) of identified English learners are ESL certified. [<i>Meets minimum requirements for ESL Content-Based</i> 89.1210 (d)(1) ; 89.1201 (a)(3) (Collier & Thomas, 2009)]	All teachers of English learners are ESL certified, including elective course teachers, and school or district leaders provide extensive resources and training on ESL certification competencies . School districts may even provide reimbursement to teachers for ESL certification testing.
Program Language Goals		Using integrated second language acquisition methods, English learners are provided equitable opportunities to attain full proficiency in all domains of English (listening, speaking, reading, and writing) as those who are not identified as English learners. 89.1210 (d)(1-2) ; 89.1201 (c) ; 74.4 (a)(2)	English learners receive additional English language development courses or interventions in addition to minimum program requirements and according to English proficiency needs. (Markos & Himmel, 2016)	District-wide instructional leaders and curriculum specialists are highly trained in the integration of second language acquisition methods into district curriculum materials that target language development in all content areas. District-wide language proficiency assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)
Program Content Goals		In addition to mastery of English language skills, English learners are provided with linguistically accommodated content instruction that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum. 89.1210 (d)(1-2) ; 89.1201 (c-d) ; 74.4 (a)(3) ; 74.4 (b)(2) [Link to Instructional Design Cross Reference that explains/defines these terms]	All teachers of English learners are trained in providing linguistic supports that provide access to the same grade-level curriculum for English learners in all content areas. This training is ongoing, and job embedded with a comprehensive plan that is carried out for monitoring the implementation of training outcomes. (Collier & Thomas, 2009; Coleman & Goldenberg, 2010; Kaufman & Crandall, 2005)	District-wide instructional leaders and curriculum specialists are highly trained in the integration of linguistic accommodations into district curriculum materials that provide access to the same grade-level curriculum for English learners. District-wide academic performance assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)
Instructional Approach		All ELA teachers of identified English learners are trained in and provide content-based instruction in English that is linguistically and culturally responsive. [<i>Applies to minimum requirements for ESL Pull-Out</i> 89.1210 (d)(2)]	All content-area teachers (ELA , math, science, and social studies) of identified English learners are trained in and provide content-based instruction in English that is linguistically and culturally responsive. [<i>Applies to minimum requirements for ESL Content-Based</i> 89.1210 (d)(1)] (Markos & Himmel, 2016)	All teachers of English learners, including elective course teachers, receive continuous, job-embedded training in linguistically and culturally responsive teaching and are provided with frequent feedback on related implementation goals. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)
Differentiated Support		For English learners in grades 3 and higher who are at a beginning to intermediate level, intensive and ongoing second language acquisition instruction is focused, targeted, and systematic . 74.4 (b)(4) [Link to Instructional Design Cross Reference that explains/defines these terms]	All teachers of English learners are highly trained in second language acquisition stages of development and provide targeted in-class and supplemental support for English learners at various English language proficiency levels , while also considering the students' backgrounds (e.g. beginning level newcomers vs. beginning level long-term ELs). (Moughamian, Rivera, & Francis, 2009)	District-level systems are in place to provide intensive and ongoing second language acquisition support to English learners across all English language proficiency levels, including but not limited to targeted curriculum development by highly trained specialists, extensive district-wide plans for addressing needs of long-term ELs, and/or newcomer centers 89.1235 . (U.S. Department of Education, 2012)

Rubric Scoring Tool Sample

ESL Program Implementation Rubric

Scoring Tool

ESL Program Model Design

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
	0	1	2	3			
Teacher Certification	0	1	2	3			
Program Language Goals	0	1	2	3			
Program Content Goals	0	1	2	3			
Instructional Approach	0	1	2	3			
Differentiated Support	0	1	2	3			
Total Category Score							

Scoring Levels – ESL Program Model Design

Total Category Score	Description	Next Steps to Consider
0-4	Below Basic Implementation	<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 the English Language Proficiency Standards (ELPS) as an integral part of each subject area's required curriculum Provide training of teachers on second language acquisition and sheltered instruction Provide training and resources for teachers to prepare for the ESL certification exam Set a timeline for meeting basic implementation level in all components of program model design
5-7	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
8-9	Developing 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 Consider ways to incentivize teachers and instructional leaders towards development of EL expertise
10-12	Enhanced 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 develop district-wide training and resources for English learner support among various school and district level positions that monitors implementation of training outcomes Build district-wide systems for analysis of EL progress related to program implementation goals
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

Implementation Rubric Category Outline

Transitional Bilingual Programs	Dual Language Programs	ESL Programs
Program Model Design	Program Model Design	Program Model Design
Family & Community Engagement	Family & Community Engagement	Staffing & Professional Development
Staffing	Staffing	Instructional Design: Lesson Planning & Curriculum
Professional Development & Resources	Professional Development & Resources	Instructional Design: Methods & Resources
Instructional Design	Instructional Design	Family & Community Engagement
Student Evaluation & Data Analysis	Student Evaluation & Data Analysis	

Bilingual/ESL Program Implementation Resources

Target Stakeholder Groups
School & District Leadership
Instructional Staff
Family, Community, & School Board Members

Fidelity of Implementation Rubrics:

What does success look like?

How do district leaders know that they are implementing program models effectively?

Benchmark 4: Follow-Through and Monitoring

The LEA shall maintain a systematic SI monitoring agenda for follow-through from sheltered instruction professional development that includes administrative accountability and targeted coaching. This systematic SI monitoring agenda shall be developed by the Sheltered Approach team and included in the LEA’s Sheltered Approach Design (as outlined in Benchmark 1) and will be based upon the LEA’s SI professional development plan (as detailed in Benchmark 3). The purpose of the SI monitoring agenda shall be to set procedures for follow-through of training outcomes for participants in SI professional development and to detail consistent, supportive feedback and monitoring measures for implementation effectiveness. Evidence of implementation for Benchmark 4 is demonstrated through the Instruction, Training, and Monitoring Outcome-Based Measures (page 9).

Design Elements

The LEA’s SI monitoring agenda must include and implement the following requirements:

1. The LEA shall ensure that all participants of SI professional development opportunities are assigned targeted implementation activities or products that demonstrate learning outcomes once implemented in the participant’s role.
2. The LEA’s SI monitoring agenda shall provide timely and consistent checkpoints for participants of SI professional development to be evaluated (formally or informally) for effectiveness in training outcomes.
3. The LEA’s SI monitoring agenda shall provide targeted objectives for monitoring checkpoints that are systematic in nature, meaning the LEA is focused on particular components of sheltered instruction (as described in the LEA’s SI Framework) for periods of time that may coincide with monthly, quarterly, or grading period timelines.
4. A rubric or template for evaluating SI professional development follow-through and monitoring shall be developed alongside the SI monitoring agenda by the SI Framework committee in alignment with the content-based instructional methods as described in the SI Framework.
5. Those that are assigned to follow-through and monitoring duties within the SI monitoring agenda as determined by the Sheltered Approach team shall be thoroughly trained in the LEA’s rubric or template for SI monitoring evaluation.

Required Activities and Products

Activities:

- The Sheltered Approach team shall develop a systematic SI monitoring agenda within the Sheltered Approach Design.
- The Sheltered Approach team shall designate the personnel that will be responsible for evaluating the follow-through and monitoring activities of the SI monitoring agenda.
- The SI Framework committee shall develop a rubric or template for evaluation of the SI Framework implementation as described in the SI monitoring agenda.
- All products shall be included in the LEA’s program manual for all EL programs and made available to TEA upon request.
- All products shall be reviewed annually to align with LEA policies and current research on effective practices.

Products:

- SI Monitoring Agenda
- SI Framework Implementation Evaluation Rubric

Approach Outcome-Based Measures			
Data Indicators	Provisional Sheltered Approach Implementation	Sheltered Approach Implementation	Distinguished Sheltered Approach Implementation
Requirements <i>ELs noted below refers to ELs participating in an ESL program</i>	Must meet requirements for at least one equitable access targets	Must meet requirements for at least two equitable access targets	Must meet requirements for at least three equitable access targets
ELs proportionate to or over-represented as compared to general education population served through gifted and talented education	No more than 10% under LEA representation	No more than 5% under LEA representation	Commensurate to or above LEA representation
ELs proportionate to or over-represented as compared to general education population for advanced course, AP course, or IB course completion	No more than 10% under LEA representation	No more than 5% under LEA representation	Commensurate to or above LEA representation
ELs proportionate to general education population for Career and Technical Education (CTE) course completion	No more than 10% above or below LEA representation	No more than 5% above or below LEA representation	Commensurate to LEA representation
ELs proportionate to general education population for participation in special education services	No more than 10% above or below LEA representation	No more than 5% above or below LEA representation	Commensurate to LEA representation

Program Model Implementation Rubric Pilot:

Who are the participants and what are the expectations, timelines, and anticipated outcomes of the Pilot Project?

TEA Program Model Implementation Pilot Project, 2018-2019: FAQs

Who can participate?

- ✓ Any Local Education Agency (LEA) that currently implements an ESL and/or a dual language program model may apply to be in the Pilot Project Cohort
- ✓ Pilot Project Cohort participation is voluntary

Note: any LEA may access and use the Rubrics, FOI Blueprints, and support resources during the 2018-2019 school year – participation in the Pilot Project Cohort is not required in order to access the draft versions of the initiative documents



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TEA Program Model Implementation Pilot Project, 2018-2019: FAQs (Cont'd)

What are the expectations for Pilot Project participation?

- Interested LEAs will
 - participate in Pilot Project Information **Meeting**
 - identify a Pilot Project **Lead** and Pilot Project **Team**
 - submit an electronic **application** to be included in the ESL Pilot Project Cohort or the Dual Language Pilot Project Cohort
- LEAs selected to participate in the Pilot Project will
 - participate in monthly Pilot Project Cohort Zoom **meetings** (in the 2018-2019 school year)
 - assemble and submit to TEA required Pilot Project documents and assist TEA in setting up monitoring visit, if selected
 - provide to TEA local Team **feedback** on activities, processes, Rubrics, Blueprints, and resources



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TEA Program Model Implementation Pilot Project, 2018-2019: FAQs (Cont'd)

What are some benefits of participating in the Pilot Project?

- ✓ Receive TEA and peer **support and guidance** (through Pilot Project Cohort) regarding effective program model implementation
- ✓ Enjoy an opportunity to receive **TEA feedback** on effectiveness of program model implementation (if selected for monitoring visit)
- ✓ Play a direct role in informing the **development of innovative Texas resources and tools** for effective program model implementation



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English Learner Support Division Initiative: English Learner Parent, Family, and Community Engagement

Initiative Purpose

Increase engagement of English learner parents, families, and members of the community through provision of information, tools, and on-line resources to improve academic outcomes for English learners.



Bilingual and ESL Program Model Brochures redesigned to reflect current program model descriptions and LPAC Framework organizational structure.



Professional development modules and resource tools for planning and providing school events/activities targeting fulfilment of Title III requirements for parent, family, and community engagement.



Title III web portal providing LEAs as well as English learner parents and families access to information and resources supporting engagement of English learner families in the education of their children.

Questions

We welcome your feedback!

Provide us
your feedback with this survey:



<https://goo.gl/8zXUK2>

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