

Transitional Bilingual Education (TBE) Program Implementation Scoring Tool



Purpose

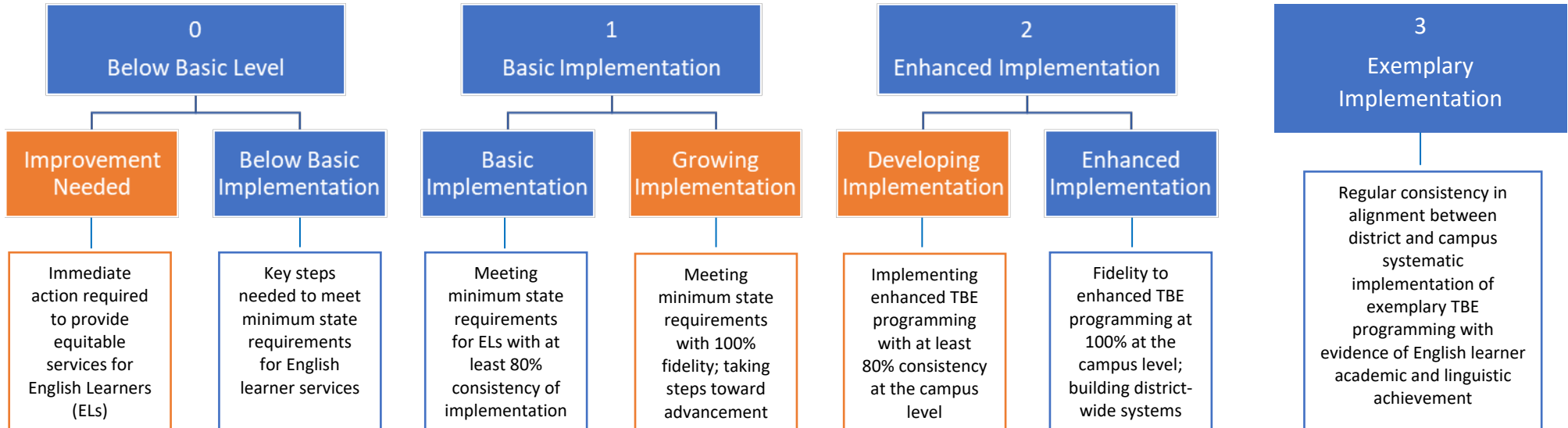
The *TBE Program Implementation Scoring Tool* is a tandem resource to the *TBE Program Implementation Rubric*. The scoring tool provides Local Education Agencies (LEAs) with a mechanism for quantifying the self-evaluation of their TBE program effectiveness through the implementation rubric categories:

- Program Model Design;
- Staffing and Professional Development;
- Instructional Design: Lesson Planning and Curriculum;
- Instructional Design: Methods and Resources; and
- Family and Community Engagement.

This scoring tool and coordinating *TBE Program Implementation Rubric* 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* details four levels of implementation with associated scores: Below Basic Level (0), Basic Implementation (1), Enhanced Implementation (2), and Exemplary Implementation (3). This scoring tool includes sub-levels to provide incremental steps for demonstration and monitoring of progress as follows:



Use

When conducting a program evaluation, the rubric is the measure with which the TBE program is evaluated, and the scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement when determining next steps and actions needed to achieve long-term goals.

TBE Program Implementation Scoring Tool

TBE Program Model Design

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
<p align="center">Teacher Certification</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">Program Duration</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">Language Transition Plan</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">Program Literacy Goals</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">Program Content Goals</p>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">_____/15</p>					<p align="center">Total Category Score</p>		

TBE Program Implementation Scoring Tool

TBE 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 Bilingual Education Exception application by November 1st as applicable • Determine a plan for support of English learners through TBE education • 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	<ul style="list-style-type: none"> • Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction • Provide training and resources for teachers to prepare for the bilingual education certification exams • Set a timeline for meeting basic implementation level in all components of TBE program model design
5-6	Basic Implementation	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception application by November 1st as applicable • Verify that TBE language transition plan fulfills minimum model requirements, including duration through all elementary grades and initial literacy instruction in the primary language • Make a plan to increase school-wide training and resources for TBE student support that monitors implementation of training outcomes (Including enrichment class teachers, front office staff, etc.)
7-8	Growing Implementation	<ul style="list-style-type: none"> • Make a plan to encourage enrichment/elective teachers to become ESL certified and to apply second language methodologies during instruction • Ensure that a given grade level’s content is accessible for students at all levels of language development • Ensure than annual review process drives updating of the language transition plan
9-10	Developing Implementation	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception by November 1st as applicable • Consider ways to align the Master Schedule and DLI language allocation plan to ensure adequate collaborative planning time and instructional support for DLI staff that includes feedback cycle • Develop a campus plan for monitoring for fidelity of implementation of TBE program model • Build district-wide systems for analysis of TBE student progress in language and literacy
11-12	Enhanced Implementation	<ul style="list-style-type: none"> • Make a plan to develop district-wide language transition plan, curriculum, training and resources for TBE student support among various school and district level positions that monitors implementation of training outcomes • Create a coordinated system of explicit cross-language connection learning opportunities across grade levels • Plan for a consistent primary language maintenance component in a late exit model • Develop a system of consistent communication between elementary and secondary programs
13-15	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to TBE student progress and success • Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices • Consider developing opportunities for TBE staff to share knowledge and expertise locally, statewide, and nationally

TBE Program Implementation Scoring Tool

TBE Program Staffing and Professional Development								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Recruitment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Assignment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Retention	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
General Education Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Special Program Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Professional Development Plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
					Total Category Score			
					____/18			

TBE Program Implementation Scoring Tool

TBE Program Staffing and Professional Development

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception application by November 1st as applicable • Determine a plan for support of English learners served through TBE education • Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction • Provide training and resources for teachers to prepare for the bilingual education certification exams • Set a timeline for meeting basic implementation level in all components of TBE staffing and professional development
3-5	Below Basic Implementation	
6-7	Basic Implementation	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception application by November 1st as applicable • Evaluate staffing of required summer school programs and recruit more certified teachers if necessary • Make a plan to increase school-wide training and resources for TBE student support that monitors implementation of training outcomes (including enrichment class teachers, front office staff, etc.) • Schedule TBE students strategically to maximize appropriately certified staff members • Investigate TBE student participation in special programs to identify barriers
8-9	Growing Implementation	
10-12	Developing Implementation	<ul style="list-style-type: none"> • Complete and submit the Bilingual Education Exception application by November 1st as applicable • Make a plan to increase district-wide training and resources for TBE literacy and content instruction (including PD conducted in the primary language) that monitors implementation of training outcomes • Develop a district-wide plan for recruiting and retention of diverse TBE staff (including international teaching staff) • Strengthen district-wide capacity to provide TBE students access to special programs delivered in the primary language (e.g. gifted services in the primary language) • Encourage self-directed learning goals and develop campus-based leadership opportunities related to building knowledge in supporting TBE students • Build district-wide systems for analysis of TBE student progress related to program implementation goals • Coordinate district-wide TBE program goals and professional development initiatives with other district initiatives
13-15	Enhanced Implementation	
16-18	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to TBE student progress and success • Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices • Consider developing opportunities for TBE staff to share knowledge and expertise locally, statewide, and nationally

TBE Program Implementation Scoring Tool

TBE Instructional Design: Lesson Planning and Curriculum

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Curriculum Standards	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Lesson Objectives	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Language Use	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Differentiated Instruction & Data Analysis	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Classroom Assessments	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
State Assessments & Progress Monitoring	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
_____/18					Total Category Score		

TBE Program Implementation Scoring Tool

TBE Instructional Design: Lesson Planning and Curriculum

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all TBE students with their grade appropriate content area TEKS (including SLAR TEKS) • Provide all TBE students with the English Language Proficiency Standards (ELPS) as an integral part of each subject area’s required curriculum • Provide all TBE students with the CCRS as available to their English proficient peers • Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction • Set a timeline for meeting basic implementation level in all components of DLI instructional design—lesson planning and curriculum
3-5	Below Basic Implementation	
6-7	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration in lesson planning and delivery (English component) • Develop a consistent model for language development integration in lesson planning and delivery (primary language component) • Plan for periodic monitoring of ELPS/primary language development integration in lesson planning and delivery • Develop campus-based systems that ensure that TBE teachers receive comprehensive and meaningful language proficiency data
8-9	Growing Implementation	
10-12	Developing Implementation	<ul style="list-style-type: none"> • Develop district-wide lesson planning tools and templates that incorporate language and content objectives • Create models for linguistically accommodated assessments as well as structures for developing formative, benchmark, or alternative assessments in both English and the partner language • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS integration/sheltered instruction methods, linguistically accommodated instruction in English and the partner primary language, authentic primary literacy instruction, alternative assessment methods, and explore opportunities for collaboration with local colleges and universities to build TBE staff capacity to teach and lead • Establish district-wide systems to coordinate services for TBE students who qualify for other special programs • Develop systems to track primary language proficiency as well as English language proficiency
13-15	Enhanced Implementation	
16-18	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to TBE student progress and success • Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices • Develop district-wide curriculum for appropriate interventions based on English language and primary language proficiency levels

TBE Program Implementation Scoring Tool

TBE Instructional Design: Methods and Resources								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Culturally & Linguistically Sustaining Practices	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Content-Based Instruction	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Authentic Primary Literacy Instruction	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Resources	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Communicated	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Sequenced	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Scaffolded	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
	_____/21				Total Category Score			

TBE Program Implementation Scoring Tool

TBE Instructional Design: Methods and Resources

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all TBE students with the English Language Proficiency Standards (ELPS) as an integral part of each subject area’s required curriculum • Provide all TBE students with their grade appropriate content area TEKS (including SLAR TEKS) • Provide all TBE students with the CCRS as available to their English proficient peers
3-6	Below Basic Implementation	<ul style="list-style-type: none"> • Make an immediate action plan on how to address the affective, linguistic, and cognitive needs of TBE students • Provide training of teachers on second language acquisition and sheltered instruction • Set a timeline for meeting basic implementation level in all components of TBE instructional design—methods and resources
7-9	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration/sheltered instruction methods in TBE classroom settings in lesson planning and delivery and periodic monitoring of those methods • Develop resources for teachers on appropriately accommodating the instruction, pacing, and materials for TBE students according to the students’ English language proficiency levels • Provide specific training and resources to teachers and instructional leaders on authentic primary language instruction that reflects language-specific differences, as well as strategies for making cross-language connections
10-12	Growing Implementation	<ul style="list-style-type: none"> • Analyze classroom and district curriculum resources, and campus-level materials (e.g. library, literacy lab, intervention, web-based) for culturally and linguistically sustaining material • Position TBE teachers/specialists in areas of instructional leadership
13-15	Developing Implementation	<ul style="list-style-type: none"> • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS integration/sheltered instruction, second language acquisition methods within TBE, and authentic primary literacy instruction • Integrate ELPS/sheltered instruction methods and authentic primary literacy instruction methods within all district-wide curriculum guidelines, materials, and training
16-18	Enhanced Implementation	<ul style="list-style-type: none"> • Set a calendar for consistent analysis of district-wide TBE program content and language assessment data in English and the primary language • Strategically involve key stakeholders in the decision and selection process for upgrading or improving instructional materials, including TBE students, their parents, TBE teachers, and campus/district instructional leaders
18-21	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to TBE progress and success • Consider ways to recognize TBE teachers and instructional leaders that demonstrate effective implementation practices

TBE Program Implementation Scoring Tool

TBE Program Family and Community Engagement								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Communication	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Culture and Climate	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Parent Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Family Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Community Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
	____/15				Total Category Score			

TBE Program Implementation Scoring Tool

TBE Program Family and Community Engagement

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Seek translation/interpretation services for TBE parent/family communication • Secure systems for prompt and accurate communication regarding the TBE program
3-4	Below Basic Implementation	<ul style="list-style-type: none"> • Provide equitable access to TBE students and their families to all school and district events and resources • Set a timeline for meeting basic implementation level in all components of TBE program family and community engagement
5-6	Basic Implementation	<ul style="list-style-type: none"> • Develop and clearly communicate a campus-based system for providing targeted outreach to parents and families of TBE students in English and the primary language and for increasing TBE family involvement in school volunteering opportunities and participation on school committees (e.g. PTA, PTO, campus improvement, site-based management, etc.) • Make a plan to provide a minimum of one informational meeting per year with TBE families, conducted in the primary language and English
7-8	Growing Implementation	<ul style="list-style-type: none"> • Develop a campus-level plan for ensuring linguistic equity throughout the school, to include bilingual signage and inclusive campus language policies and practices • Make a plan to build front office and leadership staff capacity by recruiting and/or training up current staff toward fluency in the primary language • Plan and implement targeted engagement activities for parents of TBE students, TBE students and their families, and community partnerships for TBE students and their families
9-10	Developing Implementation	<ul style="list-style-type: none"> • Develop and clearly communicate a district-wide system for providing targeted outreach to parents and families of TBE students in English and the primary language and for increasing TBE family involvement in district volunteering opportunities and participation on district-level committees (e.g. district improvement, stakeholder input, etc.) • Make a district-wide plan for providing regular, periodic informational meetings with TBE families, conducted in the primary language and English
11-12	Enhanced Implementation	<ul style="list-style-type: none"> • Develop a district-wide plan for ensuring linguistic equity throughout all TBE schools, to include bilingual signage and inclusive district-wide language policies and practices • Make a plan to build front office and leadership staff capacity by recruiting and/or training up current staff toward fluency in the primary language (more than one front office staff member) • Campus- and district-level leadership coordinate to plan effective parent and family engagement activities
13-15	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to success with engagement activities for parents and families of TBE students as well as community engagement activities • Consider ways to recognize TBE teachers and instructional leaders that demonstrate effective engagement of parents and families of TBE students as well as community partners