

# *District Administrator Checklist ESL Program Implementation*



## English as a Second Language (ESL) Program Model Design

- Create a district ESL program manual to include
  - expectations on program model (pull-out or content-based);
  - LPAC procedures for identification, placement, ESL program services, reclassification and exit, and monitoring of English learners (ELs);
  - expectations on linguistically accommodated content instruction that is culturally responsive;
  - expectations for training, implementation, monitoring, and coaching on sheltered instruction;
  - systems for tracking English learner progress in language proficiency and content performance data;
  - systems for providing ongoing intensive support for ELs at various proficiency levels, including various background factors such as newcomers and long-term ELs; and
  - curriculum expectations for integration of the English Language Proficiency Standards (ELPS) alongside the Texas Essential Knowledge and Skills (TEKS).
- Provide resources and training opportunities for teachers needing ESL certification.
- If an [ESL waiver](#) is needed, [submit application](#) on or before November 1<sup>st</sup>.
- Conduct an annual program evaluation and report findings to the district's school board.

## Staffing and Professional Development

- Create a [recruitment and retention](#) plan to incentivize ESL certification, ensuring at least minimum requirements are met in English Language Arts and Reading (ELAR) instruction.
- Monitor English learner enrollment at each grade level to plan for initiating a bilingual education program when minimum requirements are met.
- Include ESL teachers/specialists in instructional leadership and curriculum development.
- Organize and coordinate with campus administration to provide the required summer school program (for ELs entering K or grade 1).
- Develop and monitor systems for coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Based on a comprehensive professional development plan that is responsive to the district's annual program evaluation, seek training for self and curriculum leaders and monitor integration within curriculum materials on
  - second language acquisition methods and stages of development,
  - linguistically and culturally responsive teaching,
  - content-based instruction / sheltered instruction, and
  - the Texas ELPS.
- Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.

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## Instructional Design: Lesson Planning and Curriculum

- Ensure all campus leaders have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner.
- Incorporate the ELPS into content-area trainings, instructional materials, and curriculum resources, including planning tools and templates that integrate content and language objectives.
- Set, explicitly communicate, and advocate for investment in a vision for effective practices for ELs that holds high expectations and is consistently monitored.
- Provide training to campus-based leadership on practical tools for monitoring, coaching, and supporting teachers on linguistically accommodated content instruction that is differentiated by English proficiency levels.
- In coordination with campus-based leadership, allocate resources for teachers to provide linguistic accommodations, alternative evaluation methods, and facilitate instructional interventions.
- Develop district benchmark assessments that incorporate linguistic accommodations as available on state assessments.

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## Instructional Design: Methods and Resources

- Communicate and support an additive language-learning environment that honors students' primary languages and cultures in relevant ways.
- Develop a system for periodic analysis of academic and language acquisition progress of ELs, providing professional development opportunities for instructional staff that address areas needed for growth.
- Allocate funds for instructional materials that support ELs.
- Distinguish use of state and federal funds for supporting and enhancing the ESL program, involving various stakeholders in allocation decisions.
- Develop a clearly defined and expressed plan for implementation of sheltered instruction methods district-wide in coordination with campus-based leadership.
- Provide expectations and training for campus-based monitoring of sheltered instruction implementation, including appropriate feedback and coaching of teachers of ELs.
- Include goals related to sheltered instruction in the District Improvement Plan (DIP).
- Allocate funds for resources and training related to goals for implementation of sheltered instruction.

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## Family and Community Engagement

- Assist campuses in collection of parent information on preferred language and modes of communication, such as utilizing a parent survey.
- Provide district resources to campuses and facilitate community partnerships for communication with parents in a language they understand.
- Employ hiring practices for campus and district leadership that consider and value representation of the languages and cultures of the students and their families.
- Actively recruit parents of ELs for district decision-making committees.
- Ensure that ELs and their families have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students.
- Coordinate with campus leadership to provide targeted parent, family, and community engagement activities and supports particular to English learners.