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Teacher Checklist
ESL Program Implementation

English as a Second Language (ESL) Program Model Design

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

Staffing and Professional Development

- ☐ Coordinate with campus administration to ensure assignment in the ESL program.
- ☐ Coordinate with campus administration to teach in the required summer school program (for ELs entering K or grade 1), if applicable and available.
- ☐ Advocate for ESL teacher involvement in instructional leadership and curriculum development.
- ☐ Advocate through the Language Proficiency Assessment Committee (LPAC) for ELs to participate equitably in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- ☐ Set goals for, seek, and apply training on
  - o second language acquisition methods and stages of development,
  - o linguistically and culturally responsive teaching,
  - o content-based instruction / sheltered instruction, and
  - o the Texas English Language Proficiency Standards (ELPS).

Instructional Design: Lesson Planning and Curriculum

- ☐ Locate and analyze most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner to inform instructional practices.
- ☐ Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction to the content objective for each lesson.
- ☐ Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency/primary language resources) that support the language objective.
- ☐ Prepare to linguistically accommodate the instruction, pacing, and materials for ELs, based on their English proficiency levels.

Instructional Design: Lesson Planning and Curriculum continued

☐ Consult with other teachers of your English learners to target the needs of the ELs within each content area.

☐ Integrate both social and academic language development opportunities in listening, speaking, reading, and writing with increased linguistic complexity.

☐ Create/Utilize classroom assessments that distinguish between English proficiency and content knowledge, providing a way for ELs at all proficiency levels to demonstrate their content knowledge.

☐ Evaluate the effectiveness of each lesson's language objective and ELPS integration through ongoing, formative assessments.

☐ Communicate to the LPAC on academic and linguistic progress of current and former ELs (up to two years after reclassification).

☐ Communicate to the LPAC which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EL, as applicable.

Instructional Design: Methods and Resources

☐ Address the affective needs of ELs by incorporating students' primary languages, prior experiences, and cultural heritage to instill confidence and promote positive identity.

☐ Structure academic content instruction to ensure mastery of the grade-level TEKS and higher-order thinking skills and to develop proficiency in all language domains.

☐ Communicate with campus leadership regarding needs for instructional materials for ELs.

☐ Regularly plan and deliver content-based sheltered instruction that is
   o communicated (context-embedded resources, accessible language, repeated practice);
   o sequenced (explicit language instruction, connections to prior learning, instruction commensurate with proficiency level); and
   o scaffolded (modeling, structured language supports, task-based approach).

☐ Reflect on effectiveness of sheltered instruction methods based on evaluation of student performance to adjust instruction as needed.

Family and Community Engagement

☐ Leverage resources and support of campus and district personnel to communicate with parents in a language they understand.

☐ Provide a classroom environment that is welcoming and responsive to the needs of students and families of diverse backgrounds.

☐ Display instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of your students and families.

☐ 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.

☐ Advocate for targeted parent, family, and community engagement activities and supports particular to English learners.