

		emergent bilingual students between and among content area teachers and BE/ESL teachers.	
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9. Acquisition and Retention of Staff (19 TAC §89.1205 and §89.1207)

PROBING QUESTION

How does the LEA ensure that it recruits and retains appropriately certified bilingual and ESL teachers?

SOURCES OF EVIDENCE

- Verification of staff certifications
- Targeted Recruiting Plan
- LEA policy related to how it determines experience

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA implements a process (e.g., District Improvement Plan) to identify its personnel needs and has established budget allocations to support its efforts in the acquisition and retention of staff.</p> <p>If, within the past year, the LEA has been granted bilingual exception(s)/ESL waiver(s) due to an insufficient number of certified teachers, a plan is in place to ensure the LEA is meeting the needs of emergent bilingual student.</p> <p>The LEA has a plan that ensures acquisition of required staff.</p>	<p>The LEA has a process (e.g., District Improvement Plan) in place for acquiring and retaining appropriately certified instructional staff.</p> <p>LEA has a system for supporting teachers new to the LEA and to the profession.</p> <p>The LEA has a process for assisting teachers in acquiring Bilingual and ESL supplemental certificates.</p> <p>The LEA provides sheltered instruction or other second language acquisition training to staff members serving emergent bilingual students.</p> <p>The LEA has staff development opportunities that are available, meet the needs of staff and are timely, and of a quality that meets the needs of teachers who work with emergent bilingual students.</p>	<p>The LEA continues to advance its recruitment and retention efforts of teachers by promoting/supporting incentives (e.g., stipends, training, recruiting bonuses, etc.) in order to acquire and retain teachers.</p> <p>The LEA provides sheltered instruction or other second language acquisition training to staff members serving emergent bilingual students at least twice a year.</p>

10. Staff Development Needs Assessments (19 TAC §300.105)

PROBING QUESTION

How does the LEA ensure that it conducts needs assessments for professional development activities?

SOURCES OF EVIDENCE

- Needs assessment documentation
- Documentation of ongoing staff development targeting the skills needed to effectively serve emergent bilingual students
- Sign-in sheets demonstration that BE/ESL and general education teachers engaged in the training

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA has in place a plan of action to identify staff development needs of teachers, paraprofessionals, counselors, and administrators who work directly with emergent bilingual students.</p> <p>The LEA has an established process for addressing identified needs by providing targeted professional development to educators of emergent bilingual students.</p>	<p>The LEA implements its process for conducting a needs assessment for professional development activities which include utilization of data sources, analysis of student growth and teacher input.</p> <p>Inclusive in the process are campus administrators who share their concerns and recommendations for effective and specific staff development activities.</p>	<p>The LEA allocates funding allowing principals, teachers, counselors, and other personnel that work directly with emergent bilingual students to attend training(s) and/or present at state or national conferences.</p> <p>The LEA allows principals, teachers, counselors, and other personnel that work directly with emergent bilingual students to share new learning with peers through turn-around training and monitoring the impact on instructional practices (through classroom observations), and impact on student achievement (outcome data analysis).</p> <p>These LEA efforts assist in assessing current evidenced-based and effective programs for emergent bilingual students from various backgrounds which could be replicated at the LEA level.</p>

11. Language Proficiency Assessment Committee (LPAC) (19 TAC §89.1220 and 89.1266)

PROBING QUESTION

How does the LEA ensure that the Language Proficiency Assessment Committee (LPAC) is active and effective?

SOURCES OF EVIDENCE

- LPAC membership lists
- LPAC training
- LPAC parent participation

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA understands the state requirements relative to the LPAC, its function, and the various roles/positions that must be represented.</p> <p>The LEA follows the state plan and conducts LPAC training for the LEA's committee members as required by law as well as conducting LPAC meetings regarding the review, placement, and success of students.</p>	<p>The LEA puts in place systems which capture:</p> <ul style="list-style-type: none"> • student data relative to student success, passing rates, state assessment standards and promotion rates • identification, placement, program services (including assessment decisions), coordination with other special programs, reclassification, and exit <p>In conducting the LPAC, the LEA maintains records of students exited/reclassified, years in the program, and current performance levels on state assessments.</p> <p>LPAC/ARD meetings are held for dually identified students.</p>	<p>In LPAC meetings, the LEA includes all parties as required by law:</p> <ul style="list-style-type: none"> • extends invitations to others who may assist with second language acquisition recommendations • invites all parents of children being reviewed for program placement and support services <p>The LPAC provides additional reports and resources to parents based on LPAC recommendations.</p> <p>The parent of the child is given the opportunity to be briefed on the process of the LPAC. The parent agrees and understands their role and the primary requirements regarding their student, the student's placement, and success.</p> <p>The LEA has systems in place for ARD/LPAC communication not only at annual ARDs but periodically throughout the year as the student's progress is monitored.</p>

12. Home Language Survey (HLS) (19 TAC §89.1215)

PROBING QUESTION

A How does the LEA ensure that Home Language Survey (HLS) procedures are in place in the LEA and effectively maintained?

SOURCES OF EVIDENCE

- Home language surveys
- Audits of student records
- Personnel Training records

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA examines methods of ensuring all campuses meet state mandates by keeping accurate student records.</p> <p>The LEA ensures training is provided for all personnel currently in the LEA, as well as new hires regarding HLS.</p>	<p>The LEA accounts for student records with regard to the HLS, on-going training, audits conducted, and follows up on a timely basis with the assessing of the student’s language as required by law for appropriate placement.</p>	<p>The LEA captures student data (HLS, proficiency levels, student placement, etc.) and utilizes this data in determining staff training needs, selection of appropriate instructional materials, program adjustment and enhancements, and teacher certification, etc.</p>

13. DLI Program Evaluation (19 TAC §89.1265, 89.1277, and 89.1228)

PROBING QUESTION

Does the LEA ensure that it evaluates its dual language immersion (DLI) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?

SOURCES OF EVIDENCE

□ Completed DLI Program Model implementation Rubric

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>For DLI classroom teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (89.1245a) cannot be obtained, the LEA files for a bilingual education exception (89.1207a) on or before November 1.</p> <p>The LEA fulfills all assurances of the exception submission [89.1207(a)(1)].</p> <p>The LEA maintains required documentation related to the bilingual education exception [89.1207(a)(2)].</p>	<p>All DLI teachers of identified emergent bilingual students are appropriately certified as per TEC §29.061 (§89.1210 (c)(3) & (c)(4)) and in cases where a bilingual-certified teacher delivering instruction in the partner language is paired with a teacher instructing in English, that partner teacher must be ESL certified, as per §29.061 (b-1) (b-2).</p> <p>LEAs providing a two-way dual language model select participants and obtain written parent approval §89.1228.</p> <p>The program’s language allocation plan:</p> <ul style="list-style-type: none"> clearly outlines which content areas are taught in each language at each grade level indicates a minimum of 50% of instructional time is provided in the language other than English for the duration of the program, as per §89.1227(d) <p>A program plan is implemented at the elementary grades (PK-5/6) §89.1205(a).</p>	<p>In addition to meeting basic implementation requirements, teachers of enrichment classes (art, PE, music) and electives are ESL certified and understand and routinely apply second language acquisition methodologies during instruction.</p> <p>Program leaders devote a minimum of one year to the DLI program planning process to ensure that the language allocation plan meets the needs of the immediate context and community.</p> <p>The language allocation plan and school master schedule allot time for DLI teachers to engage in collaborative planning with DLI and non-DLI teaching colleagues.</p> <p>Fidelity of implementation to the language allocation plan is systematically monitored at the campus and LEA level.</p> <p>A program plan is implemented beyond the elementary grades §89.1205(g).</p> <p>Emergent bilingual students are encouraged to continue to participate for the entire</p>

		<p>Program participants receive language and literacy instruction in both English the partner language, per §28.0051 (a) and §89.1210 (c)(3) and (c)(4).</p> <p>Oral language and literacy instruction are allotted equal time in both languages (50/50 model) or are provided initially in the partner language (90/10, 80/20 model) and then allotted equal time once the program reaches a 50/50 division of instruction in the two languages.</p> <p>A strict separation of languages is upheld.</p> <p>Emergent bilingual students are provided with culturally responsive, linguistically accommodated content instruction in English and another language that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), per §89.1201.</p>	<p>duration of the program, even after reclassification as English proficient §89.1227(e).</p> <p>Program participants become bilingual and biliterate, as demonstrated on assessments conducted in both languages at least annually.</p> <p>With campus- and LEA-based leadership support and in conjunction with bilingual/ESL staff support as available, all DLI teachers continuously and strategically plan, deliver, reflect upon, and receive feedback on curriculum-based lessons that incorporate culturally responsive, linguistically accommodated content instruction in two languages.</p> <p>DLI participants at the campus-level perform as well as, or outperform, like peers on content assessments administered in English and/or the partner language.</p> <p>Culturally responsive practices are routinely spotlighted at the school level, through the elevation of the partner language through its use during public announcements, assemblies, staff meetings, and community gatherings.</p>
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14. ESL Program Evaluation (TAC §89.1265 and §89.1210 (d))

PROBING QUESTION

Does the LEA ensure that it evaluates its English as Second Language (ESL) program at least annually by collecting a full range of data to determine program effectiveness to ensure student academic success and report findings as required by TEC §29.062?

SOURCES OF EVIDENCE

□ Completed ESL Program Model Implementation Rubric

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>For ESL program teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (89.1245a) cannot be obtained, the LEA files for an ESL waiver (89.1207b) on or before November 1.</p> <p>The LEA fulfills all assurances of the ESL waiver submission [89.1207(b)(1)].</p> <p>The LEA maintains the teacher's name(s) under the ESL waiver with estimated ESL certification completion date by end of that school year [89.1207(b)(2)].</p>	<p>All emergent bilingual students with parental approval for ESL program participation receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR for the appropriate grade level(s), meeting minimum requirements for ESL Pull-Out §89.1210 (d)(2)].</p> <p>Using integrated second language acquisition methods, emergent bilingual students are provided equitable opportunities to attain full proficiency in all domains of English (listening, speaking, reading, and writing), comparable to students who are not identified as emergent bilingual students [§89.1210 (d)(1-2); §89.1201(c); 74.4 (a)(2)].</p> <p>In addition to mastery of English language skills, emergent bilingual students 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)].</p>	<p>All emergent bilingual students with parental approval for ESL program participation receive all content area instruction (ELAR, math, science, and social studies) by teachers who are certified in ESL, along with the appropriate subject area and grade level(s), meeting minimum requirements for ESL Content-Based §89.1210 (d)(1)].</p> <p>With the support of ESL teachers:</p> <ul style="list-style-type: none"> • emergent bilingual students set and monitor progress of individualized language goals for all language domains as addressed in the ELPS • according to English proficiency and/or language and literacy backgrounds, emergent bilingual students receive additional English language development (ELD) support beyond minimum program requirements <p>With campus- and LEA-based leadership support (and ESL specialist support as available) all content-area teachers of emergent bilingual students (in ELAR, math, science, and social studies) continuously and</p>

		<p>In ELAR, English language acquisition is targeted through academic content-based instruction that is linguistically and culturally responsive, meeting minimum requirements for ESL Pull-Out §89.1210 (d)(2)].</p> <p>For emergent bilingual students 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)].</p>	<p>strategically plan, deliver, and receive feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction.</p> <p>In all content areas (ELAR, math, science, and social studies), English language and literacy development is targeted through academic content-based instruction that is linguistically and culturally responsive, meeting minimum requirements for ESL Content-Based §89.1210 (d)(1)].</p> <p>All teachers of emergent bilingual students:</p> <ul style="list-style-type: none"> • are highly trained in second language acquisition stages of development • provide targeted in-class and supplemental support for emergent bilingual students at various English language proficiency levels • consider the students' backgrounds (e.g., beginning level newcomers vs. beginning level long-term emergent bilingual students; SIFE emergent bilingual students)
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15. Transitional Bilingual Education (TAC §89.1210 and 89.1201)

PROBING QUESTION

Does the LEA ensure that it offers an early exit, late exit, or transitional bilingual program model in which identified emergent bilingual students are served in both English and another language and are prepared to meet reclassification criteria to be successful as required by 19 TAC §89.1210(c)(1)?

SOURCES OF EVIDENCE

- Completed Transitional Bilingual Education Model Implementation Rubric

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>For TBE classroom teachers not appropriately certified (TEC §29.061) and for whom an emergency permit (89.1245a) cannot be obtained, the LEA files for a bilingual education exception (89.1207a) on or before November 1.</p> <p>The LEA fulfills all assurances of the exception submission [89.1207(a)(1)].</p> <p>The LEA maintains required documentation related to the bilingual education exception [89.1207(a)(2)].</p>	<p>All emergent bilingual students participating in a Transitional Bilingual Education (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).</p> <p>A transitional early-exit model is offered in all elementary grades (PK-5/6). §89.1205 (a) Identified emergent bilingual students 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)].</p> <p>The LEA has established a plan that:</p> <ul style="list-style-type: none"> • 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, 	<p>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.</p> <p>A transitional late-exit model is offered in all elementary grades (PK-5/6). §89.1205(a) Identified emergent bilingual students 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)].</p> <p>The LEA has established a plan that:</p> <ul style="list-style-type: none"> • 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

		<p>the rapid (early) exit of Spanish instruction and increase of English instructional minutes</p> <ul style="list-style-type: none"> includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support includes an annual process of review <p>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)].</p> <p>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)].</p> <p>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.</p>	<p>in English over the course of the program</p> <ul style="list-style-type: none"> includes considerations for making grade level content accessible to all program participants regardless of level of language development, including additional primary language support includes an annual process of review <p>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.</p> <p>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.</p>
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		Linguistically accommodated content instruction is communicated, sequenced, and scaffolded to ensure mastery.	
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Student Outcomes

The self-assessment rubric is organized within a diagnostic framework that addresses seven areas of compliance across three domains. Within the **Student Outcomes** domain, the leadership team will consider practices related to student achievement that support improved outcomes for students in special populations.

1. State Assessment Data Analysis (19 TAC §89.1226)

PROBING QUESTION

How are identified emergent bilingual students performing in comparison to their general education peers?

SOURCES OF EVIDENCE

- Disaggregated data, including emergent bilingual students
- Professional development regarding data analysis specific to emergent bilingual students

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA accesses state and LEA achievement data that are disaggregated by race/ethnicity, gender, and identification as emergent bilingual students.</p>	<p>The LEA analyzes and utilizes results of state and LEA achievement data that are available to campuses so they can respond with timely and effective improvements. Data for emergent bilingual students is used by both general education teachers and teachers of emergent bilingual students.</p>	<p>The LEA examines and analyzes state and LEA achievement data to identify discrepancies.</p> <p>LPACs utilize data in order to have a full understanding of its role and importance in the LPAC process.</p> <p>The LEA utilizes data to modify or adjust curriculum, instruction, and assessment.</p> <p>The LEA provides professional development to assist campus teachers and leadership to make instructional improvements resulting in improved student outcomes for emergent bilingual students.</p>

2. TEKS Mastery

PROBING QUESTION

How does the LEA ensure that it has a system in place to assess mastery of the TEKS each grading period and the LEA ensures that this information is used by teachers in instructional decision making specific to emergent bilingual students?

SOURCES OF EVIDENCE

- Reporting systems that include emergent bilingual students
- Curriculum alignment for emergent bilingual students
- Curriculum writing agendas and sign-in sheets specific to emergent bilingual students

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA has designed/ implemented reporting systems which allow the LEA to examine mastery of skills by various sub-groups (i.e., emergent bilingual students, dual identified SPED students, migrant, etc.)</p>	<p>The LEA reporting systems include alignment of curriculum with evaluation tools; student performance evaluation measured by benchmarks, embedded testing, released STAAR assessments, and content-based assessment.</p> <p>The LEA reporting systems includes successful instructional strategies that improve academic vocabulary, reading comprehension, and achievement as shown through student performance evaluations.</p>	<p>The LEA reporting systems related to student mastery is continuously evaluated and aligned with curriculum learning objectives through summer teacher curriculum writing activities and instructional enhancements as evidenced through emergent bilingual students improved mastery of skills by state assessment results.</p>

Family Engagement/Parental Involvement

The self-assessment rubric is organized within a diagnostic framework that addresses seven areas of compliance across three domains. Within the **Family Engagement/Parental Involvement** domain, the leadership team will consider practices related to involving parents/guardians and other family members in the education of students with disabilities. In addressing each item of the rubric, the leadership team will consider two guiding questions related to the Family Engagement domain.

1. Parental Involvement

PROBING QUESTIONS

How does the LEA ensure open communication and involvement with parents/guardians/families of emergent bilingual students?

SOURCES OF EVIDENCE

- Flyers for open houses
- Parent Surveys
- Advisory committee membership roster, meeting agendas, minutes

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEAs District Improvement Plan establishes a mission and goals that allocates the necessary resources to ensure communication and involvement with parents/guardians/ families of emergent bilingual students.</p>	<p>The LEA routinely communicates with parents/guardians/families of emergent bilingual students regarding the BE/ESL program and LPAC process in students’ home language(s) at least annually.</p> <p>The LEA provides opportunities for parental input and provides opportunities to increase parental understanding of the LEAs educational programs and services, and of the BE/ESL program.</p> <p>The LEA encourages parents/guardians/ families of emergent bilingual students to participate in school-sponsored activities, including ways to support their student within the educational process and the student’s success.</p>	<p>The LEA establishes a parental involvement committee specific to emergent bilingual students and is inclusive of LPAC members.</p> <p>This parent advisory committee provides input, leadership, and guidance to LEA leaders.</p>