TEA
Texas Education Agency

Campus Administrator Checklist
ESL Program Implementation

English as a Second Language (ESL) Program Model Design

☐ Based on program model (pull-out or content-based), determine <u>which teachers</u> must be ESL certified, and provide ESL certification resources to necessary teachers.

☐ Schedule additional English language development (ELD) support for English learners (ELs) as needed, based on English proficiency level and background factors, such as newcomers and long-term ELs.

☐ Based on the district's ESL program manual, communicate campus procedures and expectations for fulfillment of the district's ESL program policies.

Staffing and Professional Development

☐ Assign ESL certified teachers to the ESL program.

☐ Strategically schedule English learners with ESL certified teachers.

☐ Include ESL teachers/specialists in instructional leadership and curriculum development.

☐ Coordinate with district administration to provide required summer school (for ELs entering K or grade 1), if applicable.

☐ Arrange common planning times for coordination of ESL supplemental support and content area instruction.

☐ Facilitate the 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, seek training for self and instructional staff and monitor implementation of training outcomes on
   o second language acquisition methods and stages of development,
   o culturally and linguistically sustaining practices,
   o content-based instruction / sheltered instruction, and
   o the Texas English Language Proficiency Standards (ELPS).

☐ Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.

Instructional Design: Lesson Planning and Curriculum

☐ Ensure all teachers have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner.

☐ Communicate expectations for and monitor implementation of ELPS integration through language objectives in conjunction with content objectives (Texas Essential Knowledge and Skills – TEKS) in all content areas.

☐ Recognize and integrate supports for the needs of all English learners within campus-wide instructional initiatives.

Instructional Design: Lesson Planning and Curriculum continued

- ☐ Provide and coordinate a time to discuss data of English learners that is relevant to classroom practices.
- ☐ Specify methods and resources for teachers' use in accommodating instruction, pacing, and materials for ELs, and monitor the implementation of these methods.
- ☐ Ensure teachers are trained in and utilize classroom assessment procedures that include linguistic accommodations and alternative evaluation methods.
- ☐ Provide a system for teachers to communicate with the LPAC on the academic and linguistic progress of ELs and designated supports needed on state assessments, as applicable.

Instructional Design: Methods and Resources

- ☐ Support and encourage teachers of ELs to learn about their students' cultures, languages, and communities, providing a safe learning environment that connects to the students' background knowledge and cultures in meaningful ways.
- ☐ Involve ESL teachers in curriculum and instruction practices to ensure consistency of methods that support ELs beyond generally effective teaching practices in order to target language development in conjunction with grade-level content and higher-order thinking skills.
- ☐ Coordinate with district leadership to provide instructional materials needed for ELs.
- ☐ Develop a clearly defined and expressed plan for implementation of sheltered instruction methods.
- ☐ Monitor implementation of sheltered instruction, providing appropriate feedback and coaching of teachers of ELs.
- ☐ Include goals related to sheltered instruction in the Campus Improvement Plan (CIP).
- ☐ Coordinate with district leadership for training related to goals for implementation of sheltered instruction.

Family and Community Engagement

- ☐ Collect parent information on preferred language and modes of communication, such as utilizing a parent survey.
- ☐ Leverage campus and district resources as well as community partnerships to provide communication to parents in a language they understand and to support teachers in doing so as well.
- ☐ Ensure the LPAC communicates with parents of English learners regarding identification, placement, and benefits of the ESL program, as well as their student's progress in English proficiency and the criteria for reclassification as English proficient.
- ☐ Model and train campus personnel and staff on creating a school environment that is welcoming and responsive to the needs of students and families of diverse backgrounds.
- ☐ Utilize school signage, bulletin boards, and public areas to routinely post information in the language(s) represented by school's students and their families.
- ☐ Employ hiring practices that consider and value representation of the languages and cultures of the students and their families.
- ☐ Actively recruit parents of ELs for campus 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 district leadership to provide targeted parent, family, and community engagement activities and supports particular to English learners.