

English as a Second Language (ESL) Program Implementation Rubric

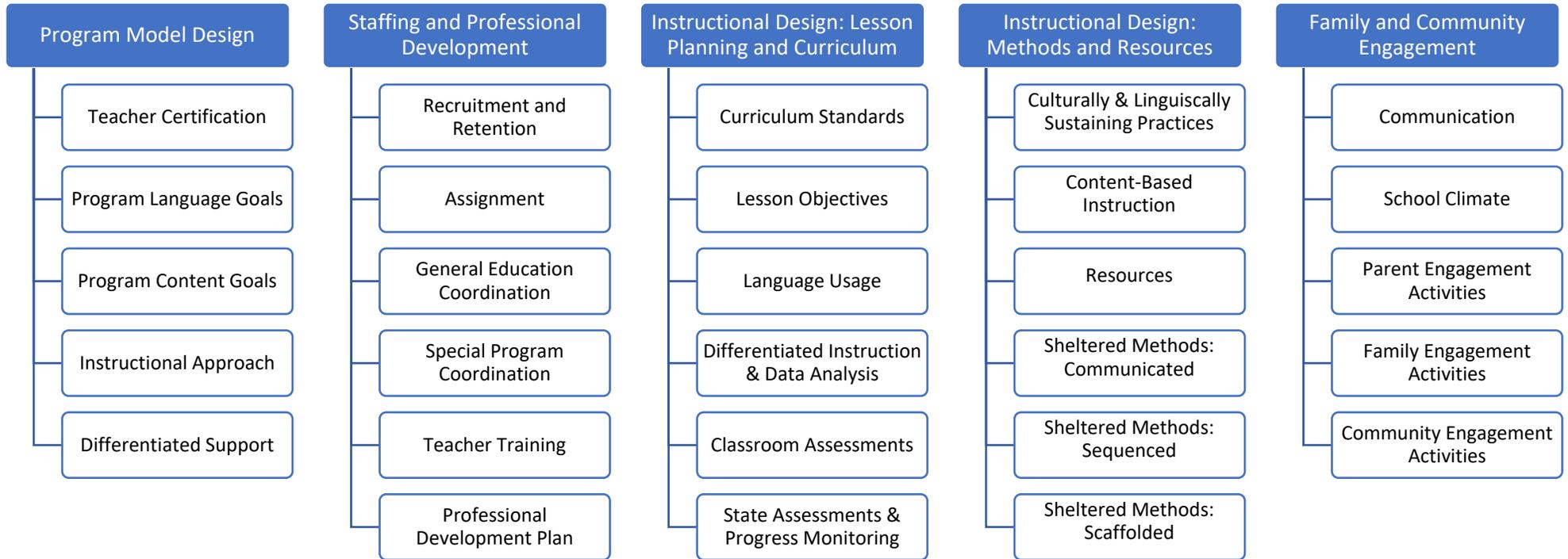


Purpose

The *ESL Program Implementation Rubric* provides Local Education Agencies (LEAs) with a tool for self-evaluation of their ESL program effectiveness. This rubric and associated *ESL Program Scoring Tool* are intended for internal use for determining next steps for development and improvement of ESL 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 *ESL Program Implementation Rubric* has five categories with related components as noted in the chart below.



Use

In each component of each rubric category, the scale develops from left to right, detailing levels from Below Basic Implementation to Exemplary Implementation. **Each level builds upon the previous level.** Therefore, Enhanced Implementation encompasses the descriptions from Basic Implementation and Enhanced Implementation levels. Likewise, Exemplary Implementation includes the elements described in Basic Implementation, Enhanced Implementation, and Exemplary Implementation.

When conducting a program evaluation using the rubric, use the *ESL Program Scoring Tool* for the associated *ESL Program Implementation Rubric* category to mark each component on a scale of 0 to 3 as directed. The scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement. The purpose of the scoring tool is to facilitate planning for next steps and actions needed to achieve long-term goals.

References

Throughout the rubric, hyperlinks are embedded to connect to outside resources, other sections of the rubric, [state rule citations](#), and [footnotes](#). Furthermore, [research references](#) and a [glossary of acronyms](#) used within the rubric can be found at the end of the rubric document.

ESL Program Model Design

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Teacher Certification	<p>Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d):</p> <p>ESL Waiver Requirements 89.1207 (b)(1-7)</p>	<p>All English learners with parent approval for ESL program participation receive English Language Arts and Reading (ELAR instruction¹ by teachers who are certified in ESL, along with ELAR for the appropriate grade level(s). 89.1201 (a)(3)</p> <p>[Meets minimum requirements for ESL Pull-Out 89.1210 (d)(2)]</p>	<p>All English learners with parent 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). 89.1201 (a)(3) (Collier & Thomas, 2009)</p> <p>[Meets minimum requirements for ESL Content-Based 89.1210 (d)(1)]</p>	<p>Campus and district leadership support all teachers of ELs, including all content areas and elective courses, to actively pursue ESL certification by providing extensive resources and training on ESL certification competencies, including support from ESCs.</p> <p>Campus/district leaders incentivize ESL certification, such as reimbursement for testing and/or compensation for ESL certification training, as part of recruitment and retention efforts. 89.1245 (d)</p>
Program Language Goals	<p>Important notes:</p> <ul style="list-style-type: none"> November 1st deadline 89.1207 (b); 89.1245 (b) Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) 	<p>Using integrated second language acquisition methods, English learners 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 English learners. 89.1210 (d)(1-2); 89.1201 (c); 74.4 (a)(2)</p>	<p>With the support of ESL teachers¹¹</p> <ul style="list-style-type: none"> ELs set and monitor progress of individualized language goals for all language domains as addressed in the ELPs, and according to English proficiency and/or language and literacy backgrounds, ELs receive additional English language development (ELD)¹⁰ support beyond minimum program requirements. (Markos & Himmel, 2016) 	<p>District-wide instructional leaders and curriculum specialists are highly trained⁶ in the integration of second language acquisition methods into district curriculum materials that target language development in all content areas.</p> <p>District-wide language proficiency assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)</p>
Program Content Goals	<ul style="list-style-type: none"> Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the waiver submission 89.1207 (b)(1) 	<p>In addition to mastery of English language skills, English learners 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>With campus-based leadership support (and ESL specialist support as available) all content-area teachers of English learners (in ELAR, math, science, and social studies) continuously and strategically plan, deliver, and receive feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction. (Collier & Thomas, 2009; Coleman & Goldenberg, 2010; Kaufman & Crandall, 2005)</p>	<p>District-wide instructional leaders and curriculum specialists are highly trained⁶ in the integration of linguistic accommodations into district curriculum materials that provide access to the same grade-level curriculum for English learners.</p> <p>District-wide academic performance assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)</p>

Continued on next page

ESL Program Model Design (continued)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Instructional Approach	<p>Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d):</p> <p>ESL Waiver Requirements 89.1207 (b)(1-7)</p> <p>Important notes:</p> <ul style="list-style-type: none"> November 1st deadline 89.1207 (b); 89.1245 (b) 	<p>In ELAR, English language acquisition is targeted through academic content-based instruction that is linguistically and culturally sustaining.</p> <p>[Applies to minimum requirements for ESL Pull-Out 89.1210 (d)(2)]</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 sustaining. (Markos & Himmel, 2016)</p> <p>[Applies to minimum requirements for ESL Content-Based 89.1210 (d)(1)]</p>	<p>District-wide systems⁵ are utilized to monitor the implementation and effectiveness of content-based instruction that is linguistically and culturally sustaining in all content areas, including elective courses. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)</p>
Differentiated Support	<ul style="list-style-type: none"> Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the waiver submission 89.1207 (b)(1) 	<p>For English learners 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>All teachers of English learners</p> <ul style="list-style-type: none"> are highly trained⁶ in second language acquisition stages of development, provide targeted in-class and supplemental support for English learners at various English language proficiency levels, and consider the students' backgrounds (e.g. beginning level newcomers vs. beginning level long-term ELs; SIFE English learners). (Moughamian, Rivera, & Francis, 2009) 	<p>District-level systems are in place to provide intensive and ongoing second language acquisition support to English learners across all English language proficiency levels, including but not limited to:</p> <ul style="list-style-type: none"> targeted curriculum development by highly trained⁶ specialists, extensive district-wide plans for addressing needs of long-term ELs, and/or establishment of newcomer centers. 89.1235 (U.S. Department of Education, 2012)

ESL Program Staffing and Professional Development

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Recruitment & Retention	<p>Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d):</p> <p align="center">ESL Waiver Requirements 89.1207 (b)(1-7)</p> <p>Important notes:</p> <ul style="list-style-type: none"> November 1st deadline 89.1207 (b); 89.1245 (b) Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the waiver submission 89.1207 (b)(1) 	<p>Active recruitment and retention steps are taken to seek ELAR teachers who are ESL certified to provide ELAR instruction to identified English learners with parental approval for ESL program participation. 89.1201 (a)(3)</p> <p>[Meets minimum requirements for ESL Pull-Out 89.1210 (d)(2)]</p> <p>District-wide enrollment is monitored to indicate if bilingual program requirements have been met. 89.1205 (a)</p>	<p>Active recruitment and retention steps are taken to seek content-area teachers (ELAR, math, science, and social studies) who are ESL certified to provide instruction in all content areas to identified English learners with parental approval for ESL program participation. 89.1201 (a)(3) (Collier & Thomas, 2009)</p> <p>[Meets minimum requirements for ESL Content-Based 89.1210 (d)(1)]</p>	<p>In addition to recruiting ESL certified teachers in all content areas and elective courses for identified English learners with parental approval for ESL program participation, retention efforts are made to substantiate the benefits for teachers of English learners that may include incentives such as salary supplements [89.1245 (c)] and teacher leadership opportunities. (McGriff & Protacio, 2015)</p>
Assignment		<p>Positive steps are taken to assign teachers appropriately certified in ESL to the ESL program as reasonable. 89.1245 (a)</p> <p>Additionally, for English learners with parental approval for program participation who are entering Kindergarten or Grade 1, required summer school programs for these students are staffed by appropriately certified ESL teachers¹¹. 89.1250 (3)(E)</p>	<p>ESL teachers¹¹ are strategically positioned by campus leadership to be utilized as a valuable resource and knowledgeable practitioner in various aspects of instructional leadership and curriculum development, ensuring the intentional and meaningful instruction of language through content. (Bigelow, Dahlman, & Ranney, 2006)</p>	<p>District-wide plans are implemented that target the positioning of ESL teachers¹¹ as influential language specialists and leaders within curriculum development, strategic planning, and resource development. (McGriff & Protacio, 2015)</p> <p>Additionally, district-based leadership coordinates and plans with campus-based leadership to organize and provide targeted summer school programs for English learners in grade levels beyond required grades of entering Kindergarten or Grade 1.</p>
General Education Coordination		<p>The district ensures coordination between the ESL program and the general education program, including:</p> <ul style="list-style-type: none"> the full participation of English learners in subjects such as art, music, and physical education as their English-speaking peers and meaningful opportunities for participation in all extracurricular activities with other students. <p>89.1210 (b); 89.1210 (f)</p>	<p>Campus-based leadership provides regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment.</p> <p>Vertical planning is also utilized to provide alignment of services for English learners, including movement from bilingual to ESL programming.</p> <p>Additionally, second language acquisition methods, which involve the use of the students' primary language as available and appropriate, are utilized in the courses or electives required for promotion or graduation. 89.1210 (e) (Collier & Thomas, 2009)</p>	<p>District-based leadership develops, implements, and monitors the effectiveness of regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment.</p> <p>Teacher feedback and student outcome data are used to adjust district-wide planning.</p> <p>Additionally, district-wide strategic recruitment efforts are made to provide second language acquisition methods including primary language support within required courses or electives. (Goldenberg, 2013; Collier & Thomas, 2009)</p>

Continued on next page

ESL Program Staffing and Professional Development (continued)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Special Program Coordination	<p>Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d):</p> <p>ESL Waiver Requirements 89.1207 (b)(1-7)</p> <p>Important notes:</p> <ul style="list-style-type: none"> November 1st deadline 89.1207 (b); 89.1245 (b) Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the waiver submission 89.1207 (b)(1) 	<p>The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members</p> <ul style="list-style-type: none"> facilitates participation of English learners in other special programs² for which they are eligible while verifying full access to language program services and coordinates services with admission, review, and dismissal (ARD) committee members for English learners who qualify for special education programs. <p>89.1220 (b); 89.1220 (g)(4); 89.1230 (a)-(b)</p>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> monitors the coordination of services for English learners who qualify for special education programs, ensures clear communication and collaboration between the LPAC and ARD committee, and encourages and monitors the participation of English learners in other special programs², as eligible, to ensure equal access. 	<p>District-based leadership</p> <ul style="list-style-type: none"> develops, implements, and monitors systems for coordination of services for English learners who qualify for special education programs, including methods for clear communication and collaboration between the LPAC and ARD committee and encourages and monitors the participation of English learners in other special programs², such as gifted/talented education as eligible, to ensure equal access and to provide coordinated communication to parents of English learners whose students also participate in special education or other special programs.
Teacher Training	<p>Important notes:</p> <ul style="list-style-type: none"> November 1st deadline 89.1207 (b); 89.1245 (b) Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the waiver submission 89.1207 (b)(1) 	<p>All ELAR teachers of identified English learners are trained in content-based instruction that is linguistically and culturally sustaining.</p> <p>This sheltered instruction training, also known as sheltered English, assists teachers in recognizing and addressing language differences, including an introduction to SLA theory and research. 89.1210 (a)(2)</p> <p>[Applies to minimum requirements for ESL Pull-Out 89.1210 (d)(2)]</p>	<p>All content-area teachers (ELAR, math, science, and social studies) of identified English learners are trained in content-based instruction that is linguistically and culturally sustaining.</p> <p>This sheltered instruction training assists all content-area teachers in recognizing and addressing language differences, including extensive connections to SLA theory and research. 89.1210 (a)(2)</p> <p>[Applies to minimum requirements for ESL Content-Based 89.1210 (d)(1)]</p>	<p>All teachers of English learners, including elective course teachers</p> <ul style="list-style-type: none"> receive ongoing, job-embedded¹² training in linguistically and culturally sustaining teaching and are provided with frequent feedback on related implementation goals. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)
Professional Development Plan		<p>Teachers providing the required ESL program receive foundational training on providing the appropriate instructional approach to fulfill the goals of the required program. 89.1210 (d)</p>	<p>Campus-based leadership develops and administers a comprehensive professional development plan for all teachers of English learners that provides tools for access to the same grade-level curriculum for English learners in all content areas.</p> <p>This training is ongoing, job-embedded¹², properly modeled, and monitored for implementation of training outcomes as part of the comprehensive professional development plan. (Hansen-Thomas, 2008)</p>	<p>The district-wide comprehensive professional development plan for all teachers of English learners includes the analysis of student academic performance data that demonstrates growth based on teacher training implementation.</p> <p>The district makes asserted efforts to cooperate with regional education service centers (ESCs) and colleges or universities for training and, when possible, provides compensation to teachers for training designed to increase their skills related to the ESL program. 89.1245 (e); 89.1245 (d) (Hansen-Thomas, 2008)</p>

ESL Instructional Design: Lesson Planning and Curriculum

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Curriculum Standards	<p>Required action when below minimum standard for ESL program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers 	<p>As integral parts of the total school program, the district’s required curriculum for ESL programs includes the appropriate grade level TEKS for each subject, the ELPS, and the CCRS.</p> <p>To emphasize the integration, ELPS are to be published alongside the TEKS. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)</p>	<p>Teachers of English Learners are provided with</p> <ul style="list-style-type: none"> • ongoing, job-embedded¹² training on ELPS integration and • campus-based opportunities to create and/or provide input on curriculum plans that incorporate ELPS in content instruction. (McGriff & Protacio, 2015) 	<p>District-wide instructional leaders across all content areas</p> <ul style="list-style-type: none"> • are highly trained⁶ in ELPS integration and • consistently incorporate ELPS into content-area trainings, instructional materials, and curriculum resources. <p>The district-level ESL program manual outlines standards for instruction for ELs that include ELPS, TEKS, and CCRS.</p>
Lesson Objectives		<p>In addition to each lesson’s content objective, teachers of English learners create, document, and display a measurable language objective that complements the content objective and supports equal access to the curriculum.</p> <p>The teachers of ELs prioritize a language objective for the lesson that is most needed for participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)</p>	<p>Teachers of English learners create, document, display, explain, and review the lesson’s language objective that coincides with comprehensible input methods³ within the lesson delivery to provide a full scope of sheltered instruction in the content area curriculum.</p> <p>ESL and content area teachers coordinate to target purposeful language objectives that are based on the needs of ELs and the specific content material. (Coleman & Goldenberg, 2010; Duguay, 2012)</p>	<p>District-wide lesson planning tools and templates are provided that incorporate language objectives alongside content objectives.</p> <p>Campus leadership district-wide</p> <ul style="list-style-type: none"> • is provided with explicit training and resources on supporting the integration of ELPS across all content areas and • monitors the implementation of consistent, targeted, and intentional use of language objectives that provide task-based evidence of student progress. (Goldenberg, 2013)
Language Usage		<p>The ELPS are used to provide opportunities for English learners to develop social and academic English proficiency in listening, speaking, reading, and writing as well as the use of learning strategies, while gradually increasing the linguistic complexity of receptive and expressive English. 89.1210 (b)(2)(b); 74.4 (a)(2); 74.4 (c); 74.4 (a)(4)</p>	<p>Teachers of ELs</p> <ul style="list-style-type: none"> • focus on developing both receptive and expressive language skills, • utilize a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication, and • incorporate grammar in a contextual over prescriptive manner. <p>Campus-based leadership</p> <ul style="list-style-type: none"> • constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language and • recognize the specific needs of long-term ELs who may have plateaued at advanced English language proficiency levels and the contrast of the linguistic needs of newcomer ELs. (Coleman & Goldenberg, 2010; Lindahl & Watkins, 2014; Duguay, 2012; Hansen-Thomas, 2008; U.S. Department of Education, 2012) 	<p>A district-wide vision for effective practices for ELs</p> <ul style="list-style-type: none"> • is explicitly developed and communicated in order to inform classroom practices, • sets a clearly focused plan that commits to high expectations in academic language development of ELs, and • involves the district’s highly invested leadership who consistently monitors the implementation of this plan as demonstrated by English learners’ language growth outcomes. (Coleman & Goldenberg, 2010)

ESL Instructional Design: Lesson Planning and Curriculum (continued)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Differentiated Instruction & Data Analysis	Required action when below minimum standard for ESL program implementation in lesson planning and curriculum as noted in 74.4 (a)(1) ; 89.1201 (d) ; 89.1210 (a)-(b) :	Teachers of ELs <ul style="list-style-type: none"> are informed of the English language proficiency levels of the ELs within their classrooms; plan for and deliver instruction that is commensurate to their students' current linguistic needs by accommodating their instruction, pacing, and materials; and particularly for ELs at beginning or intermediate levels in English, provide instruction that supports second language acquisition that is <i>focused</i> (explicitly addresses English vocabulary, grammar, syntax, and mechanics), <i>targeted</i> (formally or informally assessed), and <i>systematic</i> (monitored for growth). 89.1210 (a); 74.4 (b)(1); 74.4 (a)(6) 	The LPAC, with support of campus-based leadership <ul style="list-style-type: none"> provides comprehensive and meaningful English language proficiency data to teachers for the ELs within their classrooms and coordinates an appropriate timeframe for teachers to analyze the data and to apply this analysis to lesson planning. Campus-based leadership <ul style="list-style-type: none"> specifies methods and resources for accommodating instruction, pacing, and materials for ELs; outlines campus-wide norms for integration of focused, targeted, and systematic second language instruction particularly for ELs at beginning or intermediate levels in English; and monitors the implementation of these methods. (Hansen-Thomas, 2008) 	Campus-based leadership district-wide <ul style="list-style-type: none"> is provided with extensive, ongoing, job-embedded¹² training on appropriate methods for linguistically accommodating instruction, pacing, and materials commensurate to students' needs and is trained on practical tools that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.
Classroom Assessments	<ul style="list-style-type: none"> Provide all ELs with their grade appropriate content area TEKS Provide all ELs with ELPS alongside all content area instruction Provide all ELs with the CCRS as available to their English proficient peers 	Teachers of ELs <ul style="list-style-type: none"> distinguish the evaluation of English proficiency and content area knowledge within classroom assessments and provide instructional interventions to address specific language needs as necessary. 89.1210 (a)(2); 89.1220 (i); 89.1220 (l)(1)(G) 	Teachers of ELs <ul style="list-style-type: none"> provide ongoing, formative content and language assessments throughout each lesson, review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS, and modify classroom assessment instruments as necessary to ensure the goal of the assessment is achieved. Campus-based leadership ensures that teachers are trained in and implement appropriate classroom assessment procedures ¹³ for ELs. (Markos & Himmel, 2016)	Campus-based leadership, in conjunction with district-based leadership, allocates resources for classroom materials that: <ul style="list-style-type: none"> facilitate alternative assessment methods, provide linguistic accommodations, and facilitate instructional interventions. District-wide curriculum is provided for appropriate instructional interventions based on students' grade level and English language proficiency level.
State Assessments & Progress Monitoring		In conjunction with the LPAC, teachers of ELs <ul style="list-style-type: none"> monitor the progress of academic success of current and former ELs (two years after reclassification), determine appropriate assessment options for the state criterion referenced test (STAAR) for ELs served in the ESL program, and provide designated supports as necessary. 89.1220 (i); 89.1220 (l)(1)(F)(I); 89.1226 (i) & (k) 	Campus-based leadership <ul style="list-style-type: none"> facilitates coordination between the LPAC, testing coordinators, and classroom teachers of ELs to ensure designated supports provided by the LPAC for state assessment are commensurate with students' linguistic needs and are utilized within classroom instruction and assessment and develops and administers a plan for timely and periodic evaluation of EL academic and linguistic progress. 	District-level benchmark assessments are <ul style="list-style-type: none"> linguistically accommodated to align with allowable designated supports on state assessment and reviewed by teachers for alignment to curriculum standards. District-based leadership organizes timely and periodic evaluation of EL academic and linguistic progress.

ESL Instructional Design: Methods and Resources

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Culturally & Linguistically Sustaining Practices	Required action when below minimum standard for ESL program implementation in instructional methods as noted in 74.4 (a)(1) ; 89.1201 (d) ; 89.1210 (a)-(b) :	The affective needs of English learners are addressed through instruction in English that: <ul style="list-style-type: none"> • uses second language acquisition methods to incorporate <ul style="list-style-type: none"> ○ introduction to the school environment, ○ students’ primary languages and learning experiences, and ○ cultural aspects of the students’ backgrounds, and • instills confidence, self-assurance, and a positive identity with their cultural heritage. 89.1210 (b)(1)(b) 	With the direct support and encouragement of campus-based leadership, teachers of ELs <ul style="list-style-type: none"> • actively seek to learn about their students’ culture, language, and community; • provide a low-risk and safe learning environment; • provide opportunities for ELs to make connections to content material in culturally sustaining ways; and • strategically use English learners’ background knowledge to respect and value their experiences and cultural contexts, such as encouraging students to use their primary language as needed. (Markos & Himmel, 2016; Collier & Thomas, 2009) 	District-based leadership supports an additive language-learning environment with culturally consistent teaching by recruiting teachers who represent the culture of the ELs and/or provide well-trained and motivated teachers with knowledge of the culture of the ELs. <p>Furthermore, robust and ongoing professional development on how to link culture to instructional activities is embedded and executed from the district’s overall professional development comprehensive plan. (Télliez & Waxman, 2006)</p>
Content-Based Instruction	<ul style="list-style-type: none"> • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers 	The linguistic and cognitive needs of English learners are addressed through instruction in academic content areas that: <ul style="list-style-type: none"> • utilizes second language acquisition methods and • is structured to ensure ELs <ul style="list-style-type: none"> ○ master the TEKS and higher-order thinking skills and ○ develop proficiency in all language domains. 89.1210 (b)(2)(b) and (b)(3)(b) 	Campus-based leadership involve ESL and content-area teachers in the development of campus-wide curriculum and instruction practices for ELs that: <ul style="list-style-type: none"> • target and monitor the implementation of rigorous, quality content material; • include the use of higher-order thinking skills; • focus strategically on academic English language development; and • emphasize that support for ELs goes beyond general effective teaching practices; and involve explicit language focus in the overall sheltered instruction approach. (Hansen-Thomas, 2008; Moughamian, Rivera, & Francis, 2009) 	District-wide systems⁵ are planned and monitored that measure the academic English language acquisition progress of ELs, including higher-order thinking skills. <p>District-based leadership consistently</p> <ul style="list-style-type: none"> • analyzes EL academic English language acquisition data and • provides professional development support to teachers and campus-based leaders to address areas where progress is needed.
Resources		The district’s Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including English learners.	The district’s Bilingual Education Allotment is utilized to provide targeted instructional materials specific to English learners participating in the ESL program with parental approval. 89.1203 (1)	In the district’s efforts to upgrade or improve instructional materials for ELs participating in the ESL program with parental approval as noted in the district’s ESSA Consolidated Federal Application per SEC. 3115 (c) and (d), various stakeholders are strategically involved in the decision and selection process including English learners, parents of ELs, teachers of various grade levels and subject areas, campus administrators, campus and district instructional leaders, and community members.

ESL Instructional Design: Methods and Resources (continued)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Sheltered Methods: Communicated	<p>Required action when below minimum standard for ESL program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers 	<p>Based on the use of communicated sheltered methods, teachers of English learners regularly</p> <ul style="list-style-type: none"> • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Communicated Sheltered Methods⁷) 74.4 (b)(2) 	<p>Campus-based leadership</p> <ul style="list-style-type: none"> • is highly trained⁶ in sheltered instruction methods that are communicated, sequenced, and scaffolded; • develops a clearly defined and expressed plan for implementation of sheltered instruction within all content-area instruction; • explicitly monitors the effectiveness of such implementation regularly; and • provides appropriate feedback and coaching for teachers of English learners. <p>Coaching and feedback include demonstrated examples of how teachers are currently using sheltered techniques with success and explicit examples in sheltered techniques not yet in use at the campus that can benefit ELs at various proficiency levels.</p> <p>The campus improvement plan (CIP) indicates specific methods for growth of English learner progress and needs for resources and training are communicated and coordinated with district-level leadership. (Hansen-Thomas, 2008)</p>	<p>District-based leadership</p> <ul style="list-style-type: none"> • develops a clearly defined and expressed plan for district-wide implementation of sheltered instruction methods that are communicated, sequenced, and scaffolded; • provides campus-based expectations for regularly monitoring the effectiveness of sheltered instruction implementation; and • trains campus-based leaders on appropriate feedback and coaching for teachers of English learners. <p>Consistent analysis of district-wide English learner content and language assessment data expresses continual growth in English learners across all grade levels and English language proficiency levels.</p> <p>The district improvement plan (DIP) indicates specific methods for growth of English learner progress, including the dedication of resources toward instructional materials designated for sheltered instruction implementation and professional development for teachers and administrators of English learners.</p>
Sheltered Methods: Sequenced		<p>Based on the use of sequenced sheltered methods, teachers of English learners regularly</p> <ul style="list-style-type: none"> • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Sequenced Sheltered Methods⁸) 74.4 (b)(2) 		
Sheltered Methods: Scaffolded		<p>Based on the use of scaffolded sheltered methods, teachers of English learners regularly</p> <ul style="list-style-type: none"> • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Scaffolded Sheltered Methods⁹) 74.4 (b)(2) 		

[Back to Introduction Page](#)

ESL Program Family and Community Engagement

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Communication	<p>Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):</p>	<p>Parents with limited English proficiency are provided with communication in a language they can understand.</p> <p>Initial notification to parents of identified English learners is provided in English and the primary language of the parent no later than 10 days after the classification decision and includes:</p> <ul style="list-style-type: none"> • identification information, • recommendation for placement, and • the benefits of participation in the ESL program. <p>Furthermore, parents of ELs are notified of:</p> <ul style="list-style-type: none"> • changes to program services, • annual reports on student progress, and • eligibility for reclassification as English proficient as well as potential exit from the ESL program with parental approval. 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d) 	<p>Campus-level staff takes initiative to enhance their methods of outreach communication for parents of English learners that go beyond the general practices for communication to all parents of students on the campus.</p> <p>This communication</p> <ul style="list-style-type: none"> • is accessible, consistent, and targeted to the needs of English learners and their families; • demonstrates value and celebration in the primary language and culture of the students and families; and • provides progress of the English learners in English language acquisition. 	<p>District-wide systems⁵ are clearly defined and communicated to campus-level leadership that detail how to enhance methods of outreach communication for parents of English learners that go beyond the general practices for communication to all parents of students in the district.</p> <p>This communication</p> <ul style="list-style-type: none"> • is accessible, consistent, and targeted to the needs of English learners and their families; • demonstrates value and celebration in the primary language and culture of the students and families; and • provides progress of the English learners in English language acquisition.
School Climate	<ul style="list-style-type: none"> • Seek translation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all campus and district events and resources 	<p>School signage (marquee, foyer/front office, public spaces) routinely posts information in the language(s) represented by school’s students and their families.</p> <p>Campus personnel and staff, particularly those in the front office, are welcoming of and responsive to the needs of families of diverse backgrounds.</p> <p>The school environment clearly displays instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of the students, particularly English learners, and their families.</p>	<p>When hiring campus personnel (office management, food services, janitorial services, etc.) and instructional staff (teachers, aides, content coaches, etc.), campus-based leadership considers and values personnel and staff that represent the students and their families, including prioritization of fluency in languages other than English spoken by the school’s families.</p> <p>Additionally, campus-based leadership leverages community partnerships to support parental communication and to facilitate campus activities that honor the cultural and linguistic diversity of the campus.</p> <p>Resources are developed by campus staff and students that welcome and orient newcomer students and their families (such as informational packets, videos of the school environment, orientation meetings, etc.). (Collier and Thomas, 2009)</p>	<p>When hiring campus administrators, instructional coaches/specialists, and district administrators, district-based leadership considers and values staff that represent the district’s students and their families, including prioritization of fluency in languages other than English spoken by the district’s families.</p> <p>Additionally, district-based leadership leverages community partnerships to support parental communication and to facilitate participation in student and family support resources.</p> <p>Parents of English learners are actively recruited to participate equitably in campus- and district-based decision-making committees. (Collier and Thomas, 2009)</p>

Continued on next page

ESL Program Family and Community Engagement (continued)

	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Parent Engagement Activities	<p>Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):</p> <ul style="list-style-type: none"> • Seek translation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all campus and district events and resources 	<p>The families of English learners, including the parents/guardians and students, have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students. 89.1210 (f)</p>	<p>Campus-level staff provides targeted engagement activities and supports to parents/guardians of English learners that are supplemental to the services provided to all parents, such as:</p> <ul style="list-style-type: none"> • second language acquisition resources, • outreach through district’s social media, • home visits, • technology apps to build communication, and • parenting resources. 	<p>District-wide parent/guardian engagement activities and supports that are supplemental to the services provided to all parents are developed and clearly communicated to campus-level leadership as a priority.</p>
Family Engagement Activities			<p>Campus-level staff provides targeted engagement activities and supports to be utilized by the family of English learners (parent and child together) that are supplemental to the services provided to all families, such as:</p> <ul style="list-style-type: none"> • adult ESL or literacy programs, • family literacy programs (modeling literacy practices), • book programs, and • summer academies for families of ELs. 	<p>District-wide family engagement activities and supports (parent and child together) that are supplemental to the services provided to all families are developed and clearly communicated to campus-level leadership as a priority.</p>
Community Engagement Activities			<p>Campus-level staff provides targeted community engagement partnerships to parents and families of ELs that are supplemental to the services provided to all EL families, such as partnerships with:</p> <ul style="list-style-type: none"> • county and local libraries, • summer mobile libraries, • non-profits and local corporations, • universities and community colleges, • community service fairs, and • big brother/sister mentoring programs. 	<p>District-level leadership strategically formulate community engagement partnerships for parents and families of ELs that are supplemental to the services provided to all families.</p>

[Back to Introduction Page](#)

References

Texas Administrative Code (TAC) Chapter 89, Subchapter BB

§89.1203. Definitions. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Bilingual education allotment--An adjusted basic funding allotment provided for each school district based on student average daily attendance in a bilingual education or special language program in accordance with Texas Education Code (TEC), §42.153.

§89.1201. Policy. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:
 - (1) identify English learners based on criteria established by the state;
 - (2) provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;
 - (3) seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
 - (4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.
- (c) The goal of ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.
- (d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) required by the state.

§89.1205. Required Bilingual Education and English as a Second Language Programs. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) Each school district that has an enrollment of 20 or more English learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection (b) of this section for the English learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.
- (b) A school district shall provide a bilingual education program by offering dual-language instruction (English and primary language) in prekindergarten through the elementary grades, using one of the four bilingual program models described in §89.1210 of this title (relating to Program Content and Design).
- (c) All English learners for whom a school district is not required to offer a bilingual education program shall be provided an ESL program as described in subsection (e) of this section, regardless of the students' grade levels and primary language, and regardless of the number of such students, except in cases where a district exercises the option described in subsection (g) of this section.
- (d) A school district shall provide ESL instruction by offering an English as a second language program using one of the two models described in §89.1210 of this title.
- (e) School districts may join with other school districts to provide bilingual education or ESL programs.

[Back to Introduction Page](#)

- (f) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program, even if they have an enrollment of fewer than 20 English learners in any language classification in the same grade level district-wide and are not required to do so under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §89.1210 of this title (relating to Program Content and Design), and §89.1227, §89.1228, and §89.1229 of this title (relating to Dual Language Immersion program models only).
- (g) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §89.1210 of this title (relating to Program Content and Design), and §89.1227, §89.1228, and §89.1229 of this title (relating to Dual Language Immersion program models only).

§89.1207. Bilingual Education Exceptions and English as a Second Language Waivers. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

(b) English as a second language program.

- (1) Waivers. A school district that is unable to provide an ESL program as required by §89.1205(d) of this title because of an insufficient number of certified teachers shall request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in ESL for English learners. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted. A request for an ESL program waiver must be submitted by November 1 and shall include:
- (A) a statement of the reasons the school district is unable to provide a sufficient number of certified teachers to offer the ESL program;
 - (B) a description of the manner in which the teachers in the ESL program will meet the affective, linguistic, and cognitive needs of the English learners, including the manner through which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS);
 - (C) an assurance that certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels in the elementary school campus and, if needed, secondary campuses, to ensure that the linguistic and academic needs of the English learners with the lower levels of English proficiency are served on a priority basis;
 - (D) an assurance that school district shall implement a comprehensive professional development plan, which meets the following criteria:
 - (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners;
 - (ii) includes the non-certified teachers that are assigned to implement the proposed alternative program; and
 - (iii) may include additional teachers who work with English learners;
 - (F) an assurance that at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under §89.1207(a)(1)(D) of this title;
 - (G) an assurance that the school district will take actions to ensure that the program required under §89.1205(a) of this title will be provided the subsequent year, including its plans for recruiting an adequate number of certified teachers to eliminate the need for subsequent waivers;
 - (H) an assurance that the school district shall satisfy the additional reporting requirements as per §89.1265(c) (Evaluation).
- (2) A school district submitting an ESL waiver shall maintain the name of each teacher who is assigned to implement the ESL program and is under a waiver, and the estimated date for the completion of the ESL supplemental certification, which must be completed by the end of the school year for which the waiver was requested.
- (3) Approval of waivers. ESL waivers will be granted by the commissioner if the requesting school district:
- (A) meets or exceeds the state average for English learner performance on the required state assessments; or
 - (B) meets the requirements and measurable targets of the action plan described in paragraph (1) (G) of this subsection submitted the previous year and approved by the TEA.
- (4) Denial of waivers. A school district denied an ESL program waiver must submit to the commissioner a detailed action plan for complying with required regulations for the following school year.

[Back to Introduction Page](#)

- (5) Appeals. A school district denied an ESL waiver may appeal to the commissioner or the commissioner's designee. The decision of the commissioner or commissioner's designee is final and may not be appealed further.
- (6) Special accreditation investigation. The commissioner may authorize a special accreditation investigation under the TEC, §39.057, if a school district is denied an ESL waiver for more than three consecutive years.
- (7) Sanctions. Based on the results of a special accreditation investigation, the commissioner may take appropriate action under the TEC, §39.102.

§89.1210. Program Content and Design. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) Each school district required to offer a bilingual education or English as a second language (ESL) program shall provide each English learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district shall accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area.
 - (1) A bilingual education program established by a school district shall be a full-time program of dual-language instruction (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under Texas Education Code (TEC), §29.055(a).
 - (2) A program of instruction in English as a second language established by a school district shall be a program of intensive instruction in English in which ESL teachers recognize and address language differences per TEC, §29.055(a).
- (b) The bilingual education program and ESL programs shall be an integral part of the general educational program required under Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, ELPS, and CCRS. In bilingual education programs, school districts shall purchase instructional materials in both program languages with the district's instructional materials allotment or otherwise acquire instructional materials for use in bilingual education classes per TEC §31.029(a). Instructional materials for bilingual education programs on the list adopted by the commissioner, as provided by TEC §31.0231, may be used as curriculum tools to enhance the learning process. The school district shall provide for ongoing coordination between the bilingual/ESL program and the general educational program. The bilingual education and ESL programs shall address the affective, linguistic, and cognitive needs of English learners as follows.
 - (1) Affective.
 - (a) English learners in a bilingual program shall be provided instruction using second language acquisition methods in their primary language to introduce basic concepts of the school environment, and content instruction both in their primary language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds TEC, §29.055(b).
 - (b) English learners in an ESL program shall be provided instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to incorporate the students' primary languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds TEC, §29.055(b).
 - (2) Linguistic.
 - (a) English learners in a bilingual program shall be provided intensive instruction in the skills of listening, speaking, reading, and writing both in their primary language and in English, provided through the ELPS. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

[Back to Introduction Page](#)

(b) English learners in an ESL program shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(3) Cognitive.

(a) English learners in a bilingual program shall be provided instruction in language arts, mathematics, science, and social studies both in their primary language and in English, using second language acquisition methods in either their primary language, in English, or in both, depending on the specific program model(s) implemented by the district. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(b) English learners in an ESL program shall be provided instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(d) The ESL program shall be implemented through one of the following program models.

- (1) An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c) through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.
- (2) An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c) through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

(e) Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(f) In subjects such as art, music, and physical education, English learners shall participate with their English-speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a language other than English. The school district shall ensure that students enrolled in bilingual education and ESL programs have a meaningful opportunity to participate with other students in all extracurricular activities.

§89.1220. Language Proficiency Assessment Committee. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

(a) School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

(b) The language proficiency assessment committee shall include a certified bilingual educator (for students served through a bilingual education program), a certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a bilingual or ESL program, and a campus administrator in accordance with Texas Education Code (TEC), §29.063. [Back to Introduction Page](#)

- (c) In addition to the three required members of the language proficiency assessment committee, the school district may add other trained members to the committee.
- (d) No parent serving on the language proficiency assessment committee shall be an employee of the school district.
- (e) A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of English learners.
- (f) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.
- (g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1226 of this title (relating to Testing and Classification of Students) and shall:
- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;
 - (2) designate the level of academic achievement of each English learner;
 - (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
 - (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
 - (5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1226(i) of this title.
- [\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#) [\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)
- (h) The language proficiency assessment committee shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.
- (i) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).
- (j) Pending parent approval of an English learner's entry into the bilingual education or ESL program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment.
- (k) The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be reenrolled in a

[Back to Introduction Page](#)

bilingual education or special language program. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance and consider:

- (1) the total amount of time the student was enrolled in a bilingual education or special language program;
- (2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);
- (3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);
- (4) the number of credits the student has earned toward high school graduation, if applicable; and
- (5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

(l) The student's permanent record shall contain documentation of all actions impacting the English learner.

(1) Documentation shall include:

- (A) the identification of the student as an English learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information as outlined in Chapter 101, Subchapter AA, of this title;
- (G) additional instructional interventions provided to address the specific language needs of the student;
- (H) the date of exit from the program and parental approval;
- (I) the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and
- (J) the home language survey.

(2) Current documentation as described in paragraph (1) of this subsection shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

§89.1226. Testing and Classification of Students, Beginning with School Year 2019-2020. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

(a) Beginning with school year 2019-2020, the provisions of this subsection supersede the provisions in §89.1225 of this title (relating to Testing and Classification of Students).

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

- (1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and
- (2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

[Back to Introduction Page](#)

- (e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.
- (f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.
- (1) In prekindergarten through Grade 1, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.
 - (2) In Grades 2-12, the student's score from the listening, speaking, reading, and writing components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.
- (g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.
- (h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).
- [\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#) [\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)
- (i) For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:
- (1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);
 - (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and
 - (3) the results of a subjective teacher evaluation using the state's standardized rubric.
- (j) A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.
- (k) A student may not be exited from the bilingual education or ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading assessment instrument.
- (l) For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

[Back to Introduction Page](#)

- (m) For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain under subsection (i)(1) of this section;
- (n) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, exit, and placement of students and approved by the TEA must be re-normed at least every eight years.

§89.1230. Eligible Students with Disabilities. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) School districts shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.
- (b) Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal committee members to review and provide recommendations with regard to the educational needs of each English learner who qualifies for services in the special education program.

§89.1235. Facilities. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

Bilingual education and English as a second language (ESL) programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities. In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district. Recent immigrant English learners shall be enrolled in newcomer centers for no more than two years.

§89.1240. Parental Authority and Responsibility. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1226(i) of this title (relating to Testing and Classification of Students), the student graduates from high school, or a change occurs in program placement.
- (b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

[Back to Introduction Page](#)

- (c) The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).

§89.1245. Staffing and Staff Development. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language (ESL) programs in accordance with the Texas Education Code (TEC), §29.061, concerning bilingual education and special language program teachers. School districts that are unable to secure a sufficient number of appropriately certified bilingual education and/or ESL teachers to provide the required programs shall request activation of the appropriate permits in accordance with Chapter 230 of this title (relating to Professional Educator Preparation and Certification).
- (b) School districts that are unable to employ a sufficient number of teachers, including part-time teachers, who meet the requirements of subsection (a) of this section for the bilingual education and ESL programs shall apply on or before November 1 for an exception to the bilingual education program as provided in §89.1207(a) of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers) or a waiver of the certification requirements in the ESL program as provided in §89.1207(b) of this title as needed.
- (c) Teachers assigned to the bilingual education program and/or ESL program may receive salary supplements as authorized by the TEC, §42.153.
- (d) School districts may compensate teachers and aides assigned to bilingual education and ESL programs for participation in professional development designed to increase their skills or lead to bilingual education or ESL certification.
- (e) The commissioner of education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs.
- (f) The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs. The materials shall provide a framework for:
- (1) developmentally appropriate bilingual education programs for early childhood through the elementary grades;
 - (2) affectively, linguistically, and cognitively appropriate instruction in bilingual education and ESL programs in accordance with §89.1210(b)(1)-(3) of this title (relating to Program Content and Design); and
 - (3) developmentally appropriate programs for English learners identified as gifted and talented and English learners with disabilities.

§89.1250. Required Summer School Programs. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

Summer school programs that are provided under the Texas Education Code (TEC), §29.060, for English learners who will be eligible for admission to kindergarten or Grade 1 at the beginning of the next school year shall be implemented in accordance with this section.

(1) Purpose of summer school programs.

- (A) English learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and Grade 1.
- (B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
- (C) The program shall address the affective, linguistic, and cognitive needs of the English learners in accordance with §89.1210(b) of this title (relating to Program Content and Design).

[Back to Introduction Page](#)

(2) Establishment of, and eligibility for, the program.

(A) Each school district required to offer a bilingual or English as a second language (ESL) program in accordance with the TEC, §29.053, shall offer the summer program.

(B) To be eligible for enrollment:

- (i) a student must be eligible for admission to kindergarten or to Grade 1 at the beginning of the next school year and must be an English learner; and
- (ii) a parent or guardian must have approved placement of the English learner in the required bilingual or ESL program following the procedures described in §89.1220(g) of this title (relating to Language Proficiency Assessment Committee) and §89.1226(b)-(f) of this title (relating to Testing and Classification of Students).

[\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#) [\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

(3) Operation of the program.

(A) Enrollment is optional.

(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.

(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one.

(D) A school district is not required to provide transportation for the summer program.

(E) Teachers shall possess certification as required in the TEC, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).

(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A school district may join with other school districts in cooperative efforts to plan and implement programs.

(H) The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the TEC, §29.153.

(4) Funding and records for programs.

(A) A school district shall use state and local funds for program purposes.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the TEC, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner. The allotment per unit shall be determined by the commissioner based on funds available.

(iii) Any school district required to offer the program under paragraph (2)(A) of this subsection that has fewer than 10 students district-wide desiring to participate is not required to operate the program. However, those school districts must document that they have encouraged students' participation in multiple ways.

(iv) Payment to school districts for summer school programs shall be based on units employed. This information must be submitted in a manner and according to a schedule established by the commissioner in order for a school district to be eligible for funding.

(B) A school district shall maintain records of eligibility, attendance, and progress of students.

§89.1265. Evaluation. [\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#) [\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

(a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

[Back to Introduction Page](#)

- (b) Annual school district reports of educational performance shall reflect:
 - (1) the academic progress in the language(s) of instruction for English learners;
 - (2) the extent to which English learners are becoming proficient in English;
 - (3) the number of students who have been exited from the bilingual education and ESL programs; and
 - (4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

- (c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:
 - (1) the number of teachers for whom an exception or waiver was/is being filed;
 - (2) the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and
 - (3) the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.

- (d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.

- (e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

[Back to Introduction Page](#)

(a) Introduction. ([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

([Back to Program Model Design](#)) ([Back to Staffing and Professional Development](#)) ([Back to Instructional Design: Lesson Planning & Curriculum](#)) ([Back to Instructional Design: Methods and Resources](#)) ([Back to Family and Community Engagement](#))

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

- (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and
- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

[Back to Introduction Page](#)

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Research References

[\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#)
[\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

- Author, U. (2015). U.S. Department of Education – Office of Civil Rights. Developing ELL Programs: Glossary. www2.ed.gov. Retrieved February 2018, from <https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>
- Bigelow, M., Dahlman, A., & Ranney, S. (2006). Keeping the Language Focus in Content-Based ESL Instruction Through Proactive Curriculum-Planning. TESL Canada Journal, [S.l.], p. 40 - 58, Oct. 2006. ISSN 1925-8917. Retrieved February 2018 from, <http://www.teslcanadajournal.ca/index.php/tesl/article/view/27/27>
- Coleman, R., & Goldenberg, C. (2010). What Does Research Say about Effective Practices for English Learners?. KAPPA DELTA PI International Honor Society in Education. www.sewanhaskaschools.org. Retrieved February 2018 from, <https://www.sewanhaskaschools.org/cms/lib/NY01001491/Centricity/Domain/2473/KDP%20article%20series%20on%20ELLs.pdf>
- Collier, V. P., & Thomas, W. P. (2009). Educating English Learners For A Transformed World. Albuquerque, New Mexico: Dual Language Education of New Mexico Fuente Press.
- Duguay, A. (2012). CREATE: A Comprehensive Model for Instruction of Academic Language and Literacy in the Content Areas. www.cal.org/create. Retrieved February 2018, from <http://www.cal.org/create/publications/briefs/pdfs/comprehensive-model-for-instruction-of-academic-language-and-literacy-in-the-content-areas.pdf>
- Goldenberg, C. (2013). Unlocking the Research on English Learners: What We Know--and Don't Yet Know--about Effective Instruction. American Educator, v37 n2 p4-11, 38. Retrieved February 2018 from, <https://files.eric.ed.gov/fulltext/EJ1014021.pdf>
- Hansen-Thomas, H. (2008). Sheltered Instruction: Best Practices for ELLs in the Mainstream. Kappa Delta Pi Record, 44(4), 165-169. Retrieved February 2018 from, <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31993319&site=ehost-live>
- Kaufman, D. & Crandall, J. (2005). Chapter 1: Standards- and Content-Based Instruction: Transforming Language Education in Primary and Secondary Schools. Content-Based Instruction in Primary and Secondary School Settings. Case Studies in TESOL Practice Series. p.1-7. Retrieved February 2018 from, http://www.tesol.org/docs/books/bk_cbi_primarysecondary_174
- Lindahl, K., & Watkins, N. M. (2014). What's on the “LO” Menu? Supporting Academic Language Objective Development. Clearing House, 87(5), 197-203. Retrieved February 2018 from, <https://wgu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=97189177&site=eds-live&scope=site>
- Markos, A., & Himmel, J. (2016). Using Sheltered Instruction to Support English Learners. Center for Applied Linguistics. Retrieved February 2018 from, <http://www.cal.org/resource-center/briefs-digests/briefs/using-sheltered-instruction>
- McGriff, M. p., & Protacio, M. s. (2015). Similar Settings, Different Story Lines: The Positioning of ESL Teachers in Two Middle Schools. Reading Horizons, 54(1), 1-25. Retrieved February 2018 from, <https://wgu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=109458975&site=eds-live&scope=site>

[Back to Introduction Page](#)

- Moughamian, A. C., Rivera, M. O., & Francis, D. J. (2009). Instructional models and strategies for teaching English language learners. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved February 2018 from, <https://files.eric.ed.gov/fulltext/ED517794.pdf>
- Santana-Williamson, E. (2013). Implementing Task-Oriented Content-Based Instruction for First- and Second-Generation Immigrant Students. *CATESOL Journal*, v24 n1 p79-97. Retrieved February 2018 from, <https://files.eric.ed.gov/fulltext/EJ1111891.pdf>
- Short, D. (2013). Training and Sustaining Effective Teachers of Sheltered Instruction. *Theory Into Practice*, 52(2), 118. Retrieved February 2018 from, <https://wgu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=87342355&site=eds-live&scope=site>
- Téllez, K., & Waxman, H. C. (2006). Preparing Quality Educators for English Language Learners: Research, Policy, and Practice. Mahwah, N.J.: Routledge. Retrieved February 2018 from, <https://wgu.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=167400&site=eds-live&scope=site>
- Thomas, W. & Collier, V. (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. CREDE/CAL, Retrieved February 2018 from, <https://files.eric.ed.gov/fulltext/ED475048.pdf>
- U.S. Department of Education, Office of English Language Acquisition. (2016). Newcomer Tool Kit. Washington, DC: Author. Retrieved May 2018 from, <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>
- U.S. Department of Education, Office of Planning, Evaluation and Policy Development; Policy and Program Studies Services. (2012). *Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature*. Washington, D.C. Retrieved May 2018 from, <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

[\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#)
[\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

Notes

[\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#)
[\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

¹ English Language Arts and Reading (ELAR) instruction= ELAR instruction within ESL Pull-Out can be delivered in one of three ways:

- the ELAR teacher of the EL is ESL certified (If the ELAR TEKS are taught separately in an ELA and a Reading course for the grade level, both teachers of the EL would need to be ESL certified to meet this requirement.)
- an ESL certified teacher co-teaches with the ELAR teacher of the EL
- an additional ESL/ELAR course provided by an ESL teacher for the EL

² Other Special Programs = Advanced Academics, Gifted/Talented, 504, Dyslexia, Response to Intervention (Rti), Career and Technical Education (CTE), etc.

³ Comprehensible Input Methods = Use of visuals, gestures, clear explanation of tasks, and appropriate language including native language resources are provided to convey key concepts

⁴ Communicative Language Teaching approach = Shifts from teaching *about* language to teaching language *through* content with a focus on communicative functions over form

⁵ District-wide systems = Plans, models, and protocols that are organized at the district level to structure ESL programming that is consistent and equitable across all campuses within the LEA

⁶ Highly trained = Refers to having comprehensive, research-based professional development on a targeted topic and having documented evidence of demonstrated proficiency in the material or topic

⁷ Sheltered Methods: Communicated = Examples include, but are not limited to:

- a [communicative language teaching approach](#)⁴
- repeated exposure and meaningful practice with content material
- [comprehensible input methods](#)³
- speech commensurate with ELs' language level
- context-embedded resources: visuals, gestures, realia, symbols, manipulatives
- explicitly expressed instructions for tasks (U.S. Department of Education, 2012; Coleman & Goldenberg, 2010; Hansen-Thomas, 2008; Markos & Himmel, 2016)

⁸ Sheltered Methods: Sequenced = Examples include, but are not limited to:

- explicit academic language instruction, such as pre-teaching of language needed for academic discourse across disciplines
- language and content instruction that is commensurate with ELs' language level
- exposure to authentic language usage
- connections to previous learning and ELs' background knowledge
- instructional supports, such as primary language resources that leverage L1 literacy without over-use of direct translation
- alternative assessments targeting content area knowledge instead of English proficiency level (McGriff & Protacio, 2015; U.S. Department of Education, 2012; Hansen-Thomas, 2008; Moughamian, Rivera, & Francis, 2009; Markos & Himmel, 2016)

[\(Back to Program Model Design\)](#) [\(Back to Staffing and Professional Development\)](#) [\(Back to Instructional Design: Lesson Planning & Curriculum\)](#)
[\(Back to Instructional Design: Methods and Resources\)](#) [\(Back to Family and Community Engagement\)](#)

[Back to Introduction Page](#)

⁹ Sheltered Methods: Scaffolded = Examples include, but are not limited to:

- structured oral language development, such as sentence frames and appropriate wait time
- meaningful and authentic cooperative learning
- instructional modeling, including structural outlines, graphic organizers, paragraph frames
- amplified texts involving contextual supports
- task-based or inquiry approach (Markos & Himmel, 2016; U.S. Department of Education, 2012)

¹⁰ English language development (ELD) = A targeted course or time period provided to English learners that focuses explicitly on English language skills as an extension to the content instruction; ELD instruction is connected to the content instruction, particularly the ELAR TEKS; See this [article](#) for further information.

¹¹ ESL teachers = Any teacher certified in ESL and the content/grade-level of instruction teaching English learners; ESL teachers:

- may serve English learners and English proficient students, even within the same instructional setting;
- may be targeted [ELD](#) teachers that extend content instruction with explicit English language skills, or ESL teachers may be core content instruction teachers certified in ESL who serve ELs within content courses (ELAR, math, science, social studies)

¹² Ongoing, job-embedded = Training that is part of a comprehensive professional development plan, providing continuous opportunities for targeted professional learning based on self- and leader-initiated goals that has practical application and monitored implementation for utilization in the classroom and includes instructional coaching methods (such as real-time feedback, modeling, and co-teaching approaches)

¹³ Classroom assessment procedures for ELs = Includes linguistic accommodations, such as the use of a word walls and glossaries in English and/or the students' primary language(s), and alternative evaluation methods, such as demonstration of mastery through non-verbal response, hands-on activities, models/visual displays, or sorting

Glossary of Acronyms

- CCRS = College and Career Readiness Standards
- EL = English learner
- ELPS = English Language Proficiency Standards
- ESC = Regional Education Service Center
- L1 = Primary language
- LEA = Local Education Agency
- LPAC = Language Proficiency Assessment Committee
- SIFE = Students with Interrupted Formal Education
- SLA = Second Language Acquisition
- STAAR = State of Texas Assessment of Academic Readiness
- TEKS = Texas Essential Knowledge and Skills