



GETTING STARTED

**PROGRAM IMPLEMENTATION
RUBRICS & TOOLS**



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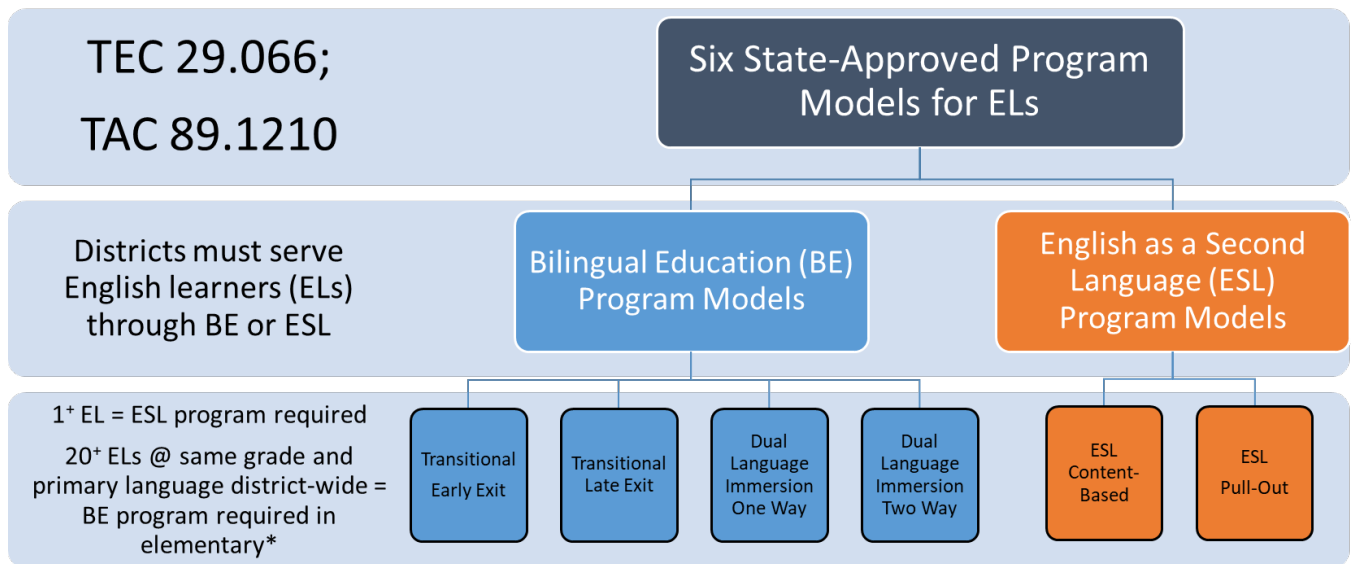
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FOUNDATION & PURPOSE

What are the required programs for English learners (ELs) in Texas?



*Elementary = PK through 5th grade (or through 6th grade if clustered with elementary)

Why were program implementation rubrics developed?

Beyond bilingual education and English as a second language (ESL) program model descriptions, as outlined in Texas Administrative Code (TAC) Chapter 89.1210, there has been a need for districts (including all Local Education Agencies/LEAs such as districts, charters, and districts of innovation) to have clear guidance on how not only to meet state requirements but how to enhance and expand the effectiveness of programs for English learners. The Commissioner’s Initiative for Dual Language Immersion (DLI) and Sheltered Instruction in ESL Programs was the catalyst for initial rubric development for DLI and ESL programs and commenced pilot projects with thirty-four districts across Texas. The pilot projects provided the feedback for rubric revisions and further resource development and laid the foundation for rubric development for transitional bilingual education (TBE) programs.

What is the purpose of the program implementation rubrics?

The *program implementation rubrics* provide districts and campuses with a tool for self-evaluation of their bilingual education (dual language immersion or transitional bilingual) and/or ESL program effectiveness. The rubrics and associated *scoring tools* are intended for internal use in order to determine next steps for development and improvement of program implementation at the campus and district level. Additionally, *stakeholder checklists* are provided to detail action items from the specific perspective of a teacher, campus administrator, and district administrator.

ORGANIZATION: ESL

Design

All program implementation rubrics have the same five categories:

- Program Model Design
- Staffing and Professional Development
- Instructional Design: Lesson Planning and Curriculum
- Instructional Design: Methods and Resources
- Family and Community Engagement

Within each category, there are targeted components based on the type of program as shown below for **English as a second language (ESL) programs**.

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning and Curriculum	Instructional Design: Methods and Resources	Family and Community Engagement
<ul style="list-style-type: none"> • Teacher Certification • Program Language Goals • Program Content Goals • Instructional Approach • Differentiated Support 	<ul style="list-style-type: none"> • Recruitment & Retention • Assignment • General Education Coordination • Special Program Coordination • Teacher Training • Professional Development Plan 	<ul style="list-style-type: none"> • Curriculum Standards • Lesson Objectives • Language Usage • Differentiated Instruction & Data Analysis • Classroom Assessments • State Assessments & Progress Monitoring 	<ul style="list-style-type: none"> • Culturally Responsive Teaching • Content-Based Instruction • Resources • Sheltered Methods: <ul style="list-style-type: none"> ○ Communicated ○ Sequenced ○ Scaffolded 	<ul style="list-style-type: none"> • Communication • School Climate • Parent Engagement Activities • Family Engagement Activities • Community Engagement Activities

Use

In each component of each rubric category, the scale develops from left to right with each level building upon the previous level. The four levels are as follows:

- Below Basic Implementation
- Basic Implementation
- Enhanced Implementation
- Exemplary Implementation

The ESL program implementation rubric encompasses the ESL Pull-Out and ESL Content-Based models. Each category and component applies to both models, with specific indications of variance noted. For example, there are a few components in which an ESL Pull-Out model fulfills the Basic Implementation level, and an ESL Content-Based model fulfills the Enhanced Implementation level.

ORGANIZATION: DUAL LANGUAGE

Design

All program implementation rubrics have the same five categories:

- Program Model Design
- Staffing and Professional Development
- Instructional Design: Lesson Planning and Curriculum
- Instructional Design: Methods and Resources
- Family and Community Engagement

Within each category, there are targeted components based on the type of program as shown below for **Dual Language Immersion (DLI) programs**.

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning and Curriculum	Instructional Design: Methods and Resources	Family and Community Engagement
<ul style="list-style-type: none"> • Teacher Certification • Language Allocation Plan • Program Duration • Program Language and Literacy Goals • Program Culture Goals 	<ul style="list-style-type: none"> • Recruitment • Assignment • Retention • General Education Coordination • Special Program Coordination • Professional Development Plan 	<ul style="list-style-type: none"> • Curriculum Standards • Lesson Objectives • Language Usage • Differentiated Instruction & Data Analysis • Classroom Assessments • State Assessments & Progress Monitoring 	<ul style="list-style-type: none"> • Culturally Responsive Teaching • Content-Based Instruction • Authentic Biliteracy Instruction • Resources • Sheltered Methods: <ul style="list-style-type: none"> ○ Communicated ○ Sequenced ○ Scaffolded 	<ul style="list-style-type: none"> • Communication • Culture and Climate • Parent Engagement Activities • Family Engagement Activities • Community Engagement Activities

Use

In each component of each rubric category, the scale develops from left to right with each level building upon the previous level. The four levels are as follows:

- Below Basic Implementation
- Basic Implementation
- Enhanced Implementation
- Exemplary Implementation

The DLI program implementation rubric encompasses the DLI One-Way and DLI Two-Way models. Each category and component applies to both models, with specific indications of variance noted. For example, there are certain distinctions made to address aspects related to English learner and English proficient student participation.

ORGANIZATION: TRANSITIONAL BILINGUAL

Design

All program implementation rubrics have the same five categories:

- Program Model Design
- Staffing and Professional Development
- Instructional Design: Lesson Planning and Curriculum
- Instructional Design: Methods and Resources
- Family and Community Engagement

Within each category, there are targeted components based on the type of program as shown below for **Transitional Bilingual Education (TBE) programs**.

Program Model Design	Staffing and Professional Development	Instructional Design: Lesson Planning and Curriculum	Instructional Design: Methods and Resources	Family and Community Engagement
<ul style="list-style-type: none"> • Teacher Certification • Program Duration • Language Transition Plan • Program Literacy Goals • Program Content Goals 	<ul style="list-style-type: none"> • Recruitment • Assignment • Retention • General Education Coordination • Special Program Coordination • Professional Development Plan 	<ul style="list-style-type: none"> • Curriculum Standards • Lesson Objectives • Language Usage • Differentiated Instruction & Data Analysis • Classroom Assessments • State Assessments & Progress Monitoring 	<ul style="list-style-type: none"> • Culturally Responsive Teaching • Content-Based Instruction • Resources • Sheltered Methods: <ul style="list-style-type: none"> ○ Communicated ○ Sequenced ○ Scaffolded 	<ul style="list-style-type: none"> • Communication • Culture and Climate • Parent Engagement Activities • Family Engagement Activities • Community Engagement Activities

Use

In each component of each rubric category, the scale develops from left to right with each level building upon the previous level. The four levels are as follows:

- Below Basic Implementation
- Basic Implementation
- Enhanced Implementation
- Exemplary Implementation

The TBE program implementation rubric encompasses the TBE Early Exit and TBE Late Exit models. Each category and component applies to both models, with specific indications of variance noted. For example, there are a few components in which a TBE Early Exit model fulfills the Basic Implementation level, and a TBE Late Exit model fulfills the Enhanced Implementation level.

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STRATEGIC PLANNING & TEAM DEVELOPMENT

Planning Considerations

Campus or District

The program implementation rubrics can be utilized at the campus and district levels to evaluate the degree of implementation and program effectiveness. However, as the rubrics demonstrate, alignment between the campus and district levels is essential to program success. Therefore, it would be most effective for campus and district personnel to collaborate on the process of evaluating program implementation.

Bilingual Education or ESL Program

When a district has both an ESL program and a bilingual education program (dual language immersion or transitional bilingual), the district will need to determine whether to prioritize one program at a time or work to evaluate both programs simultaneously. If the district chooses to evaluate both programs simultaneously, it may be beneficial to formulate two separate teams to focus on the unique components of each program to ensure a thorough review.

All or Targeted Campuses

Based on the size of the district, staffing, the English learner population, and other factors, the district may choose to begin evaluation of program implementation for all of its campuses or may target specific campuses in its initial review. For example, the district may choose to select one feeder pattern or all middle schools as a preliminary focus.

Program Evaluation Team

Once the district has planned according to the considerations above and is ready to initiate the evaluation of its bilingual education and/or ESL program, it will be essential to formulate a team of stakeholders. This program evaluation team should bring a variety of areas of expertise and experience to the table, facilitate communication among areas of leadership and program divisions, and ensure accountability and investment in its decisions. The program evaluation team may include, but is not limited to

- district-based bilingual/ESL program leaders or other district leadership
- campus administrators or campus-based bilingual/ESL coordinators
- bilingual/ESL program teachers
- general education teachers of English learners
- instructional coaches/specialists that support bilingual/ESL programs or specific content areas
- human resources specialists
- counselors or TSDS PEIMS specialists
- parents of English learners, parent liaisons, or other community members

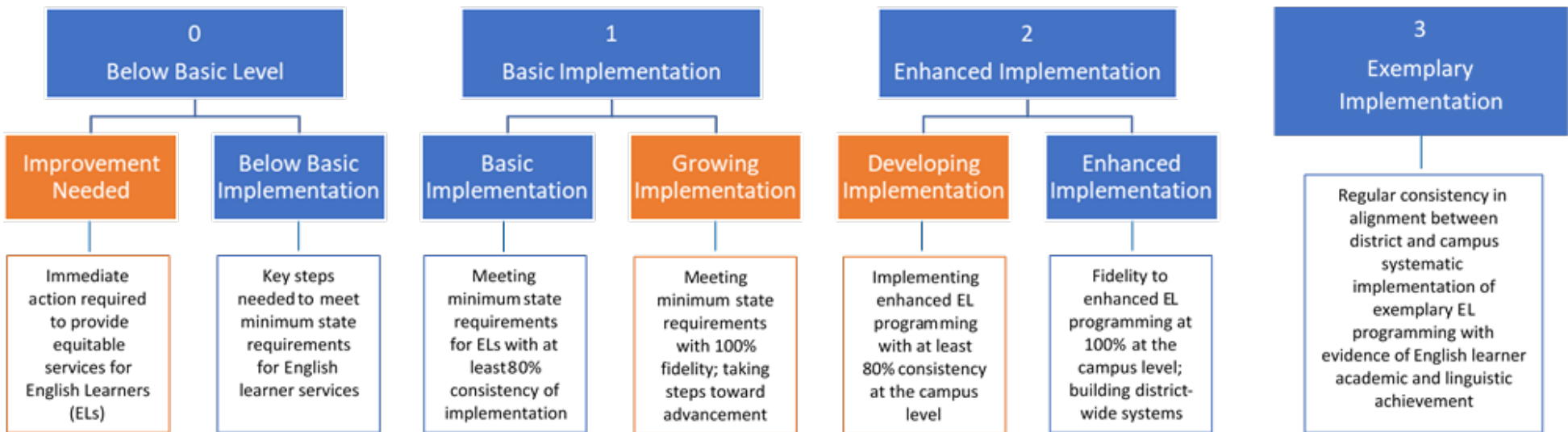
MATERIALS & RESOURCES

Program Evaluation Materials

Once the program evaluation planning considerations and team development have occurred, it is vital for all stakeholders to become familiar with the materials to be used and how they work together.

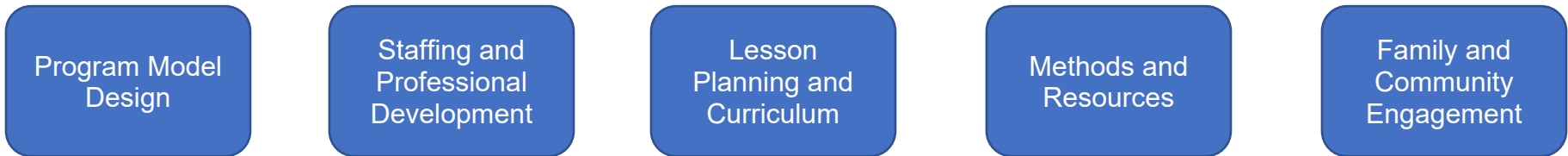
- **Program Implementation Rubric:** As described in the Organization sections above, the rubrics have five categories, each with multiple components. Throughout the rubrics, hyperlinks to outside resources, state rule citations, footnotes, and other rubric sections help to provide clarity and further explanation. Furthermore, research references and a glossary of acronyms used within the rubric are located at the end of the rubric document. Based on these features, it is recommended that the electronic version of the program implementation rubrics be utilized to fully access the clickable design.
- **Program Implementation Scoring Tool:** When conducting a program evaluation using the rubric, the scoring tool is used to quantify the level of implementation for each component of each category. The scoring tool matches the rubric in order to rate each component on a scale of 0 to 3 as indicated on the rubric, calculating a total score for each category. Additionally, the scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement based on more incremental levels of implementation provided (as shown in the chart on the next page). This information will facilitate planning for next steps and actions needed to achieve long-term goals.
- **Stakeholder Checklists:** The program implementation rubrics provide the overall connection of classroom, campus, and district levels. They indicate how research attributes high effectiveness of program implementation to strong systematic programming that is aligned across all levels. The stakeholder checklists highlight the specific perspective of a teacher, campus administrator, and district administrator to provide succinct and targeted steps for each role to execute for overall program success.

This chart outlines the incremental levels provided in the **Program Implementation Scoring Tool**. By adding additional levels within the scoring tool (as indicated in orange), districts can track progress as they move within the rubric levels (0-3).



Supplemental Resources

The TEA English Learner Support Division is continuously developing additional resources and tools to facilitate training and use of programmatic elements. These include: Quick Guides, videos, templates, and examples needed to implement the components of the rubric for each category.



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PROGRAM EVALUATION STEPS

It's time to begin! Once the program evaluation team has been formulated, the following steps are a recommended process for a district's self-evaluation using the rubric and associated materials.

- 1. Select and Train:** To ensure accountability, structure, and leadership, the program evaluation team should select a team lead who will coordinate meetings and facilitate the evaluation process. All team members should be trained to understand the purpose of the program evaluation process and the design and use of the rubric and associated materials.
- 2. Schedule:** Set a timeline for meeting as a team to address each category of the rubric as described in the steps below. Begin with Program Model Design and continue by following the order of categories as outlined in the rubric.
- 3. Preview:** Before the initial evaluation meeting, have each member of the team individually preview the first category of the rubric. As the team members preview, they will make preliminary notes on the scoring tool regarding their perspectives on each component's rating with evidence for justification to bring to the scheduled meeting.
- 4. Meet and Evaluate:** The program evaluation team meets to discuss the first category of the rubric, considering each individual's notes. As a team, decide upon one rating for each component to calculate the category's total score and to examine the considerations for next steps as listed on the scoring tool.

Matches rubric levels

Justification for score: what's provided; what's needed

Program Model Design							
Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Component Name	0	1	2	3			
Component Name	0	1	2	3			
Component Name	0	1	2	3			
Component Name	0	1	2	3			
Component Name	0	1	2	3			
___/15					Total Category Score		

Direction or plan after immediate steps are taken

Based on number of components in the category

Short term actions needed; refer to *Next Steps to Consider* based on Total Category Score (See next page for example)

Process

Systematic Program Evaluation

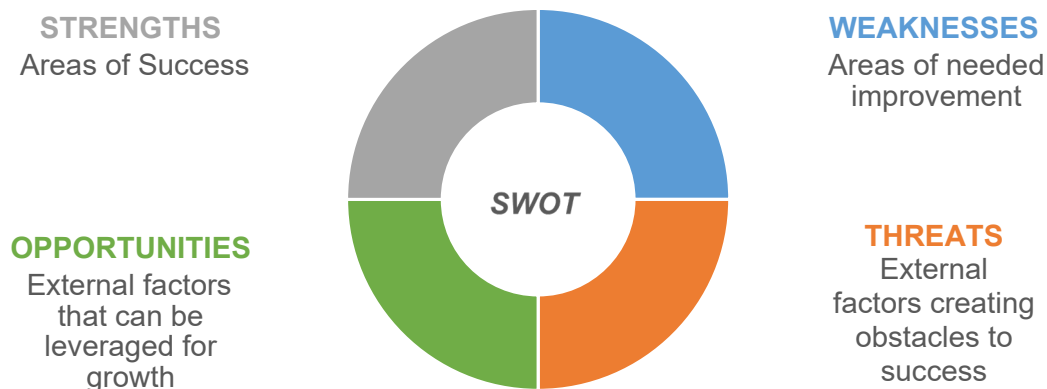
Range of Total Category Score from previous page of scoring tool

Notice the additional levels within the first three rubric levels to allow for districts to demonstrate more incremental growth (as explained in the chart on page 9 in *Materials and Resources*)

ESL Program Model Design		
Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Determine a plan for support of English learners Provide all ELs with the English Language Proficiency Standards (ELPS) as an integral part of each subject area's required curriculum
3-4	Below Basic Implementation	<ul style="list-style-type: none"> Provide training of teachers on second language acquisition and sheltered instruction Provide training and resources for teachers to prepare for the ESL certification exam Set a timeline for meeting basic implementation level in all components of ESL program model design
5-6	Basic Implementation	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Make a plan to increase school-wide training and resources for English learner support that monitors implementation of training outcomes
7-8	Growing Implementation	<ul style="list-style-type: none"> Create campus-based systems for monitoring the implementation of ELPS and second language acquisition instructional methods Provide ESL certification preparation training opportunities and resources for teachers of ELs in all content areas
9-10	Developing Implementation	<ul style="list-style-type: none"> Complete and submit the district's ESL Waiver application by November 1st as applicable Consider ways to incentivize teachers and instructional leaders towards development of EL expertise Make a plan to develop district-wide training and resources for English learner support among various campus and district level positions that monitors implementation of training outcomes
11-12	Enhanced Implementation	<ul style="list-style-type: none"> Build district-wide systems for analysis of EL progress related to program implementation goals
13-15	Exemplary Implementation	<ul style="list-style-type: none"> Formulate data analysis systems to pinpoint factors that have contributed to EL progress and success Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices

Meet and Evaluate Options to Consider:

- The program evaluation team may employ virtual methods for collaboration on rubric scoring, such as shared electronic folders, webinar formats, conference calls, etc.
- Additional input may be gathered from other stakeholders who are not participating in the evaluation team with simplified feedback tools, such as surveys, interviews, or collecting a SWOT Analysis on the rubric categories as explained in the graphic below.



- Repeat:** Complete the *Preview* (#3) and *Meet and Evaluate* (#4) steps again with the remaining rubric categories in sequence.
- Summarize:** After all rubric categories have been evaluated and scored with the scoring tool, review all next steps listed on the team's scoring tool. Organize next steps into an Action Plan as explained in the next section.

ACTION PLAN DEVELOPMENT

After the program evaluation steps have taken place, the program evaluation team will synthesize the next steps and long-term goals into an Action Plan by considering the following questions:

- Which next steps from various components and categories can be consolidated based on their relative impact?
- What are high priorities based on student needs and highest leverage actions?
- What additional stakeholders need to be involved?
- What is the timeline for setting this Action Plan and implementing changes within a 3- or 5- year plan to include immediate actions and long-term goals?
- What timely and pertinent information needs to be disseminated now to various stakeholders?
- How will the Action Plan be monitored over time?
- How will investment in the Action Plan be encouraged and incentivized?
- In what ways can this Action Plan be synchronized with other district improvement plans and initiatives?

INDIVIDUAL RESPONSIBILITY

In order to provide a means for various stakeholders to affect programmatic growth, the *Stakeholder Checklists* can be utilized to target individual action steps for classroom teachers, campus administrators, and district administrators. Using the checklists facilitates the coordination of efforts at every level to ensure fidelity of implementation.

Depending on staff size and structure, each stakeholder checklist may include various roles, such as:

- Teacher (bilingual or ESL teacher, general education content or elective teacher of ELs);
- Campus Administrator (principal or assistant principal, instructional specialist/coach, bilingual/ESL campus coordinator);
- District Administrator (bilingual/ESL coordinator/director, content/curriculum specialist, human resources specialist, professional development coordinator, superintendent or assistant superintendent).

PRIORITY GOALS

From the Action Plan, the district will set priority goals to be implemented in the first year of the plan (or shorter timeframe, as appropriate).

- Start with a few priority goals and be mindful of the potential for lack of implementation when too many expectations are initiated at once.
- Plan for and clearly communicate how the priority goals will be executed at the classroom, campus, and district levels.
- Set monitoring checkpoints for progress on priority goals and communicate how progress monitoring data will be collected.

REFLECTION AND ADJUSTMENT

At each checkpoint for progress monitoring of priority goals,

- collect feedback from various stakeholders at the classroom, campus, and district levels;
- incorporate both quantitative (measurable) and qualitative (anecdotal) progress tracking data elements;
- meet as a program evaluation team to track progress; and
- adjust plans based on the needs of students and stakeholders, while staying aligned to priority and long-term goals.

FREQUENTLY ASKED QUESTIONS

1. Should the program implementation rubric be printed?

Printer-friendly versions of the program implementation rubrics have been provided for physical use. However, the rubrics are intended to be utilized in electronic versions in order to access the benefits of the hyperlinks to outside resources, state rule citations, footnotes, and other sections of the rubric which help to provide clarity, further explanation, and research references.

2. Are the program implementation rubrics tied to state accountability? Do we turn in our results?

No, the program implementation rubrics are for a district's self-evaluation and are not tied to state accountability. All evaluations and scoring will be maintained at the district level for internal use.

3. What is the basis for the information in program implementation rubrics?

The foundation for the program implementation rubrics is the state's review of the current literature on effectiveness of bilingual and ESL programs. The literature reviews for bilingual education and ESL programs can be found on the [TEA English Learner Program Implementation Resources](#) webpage. Additionally, the basic implementation level is grounded in state rule and statute.

4. Is the use of these rubrics and tools mandatory?

No, the program implementation rubrics and associated tools are optional resources for campuses and districts to utilize in the process of advancing their bilingual and ESL programs.

5. How can we get help with these resources?

The TEA English Learner Support Division has developed these resources and can be contacted for assistance at EnglishLearnerSupport@tea.texas.gov.