

Purpose

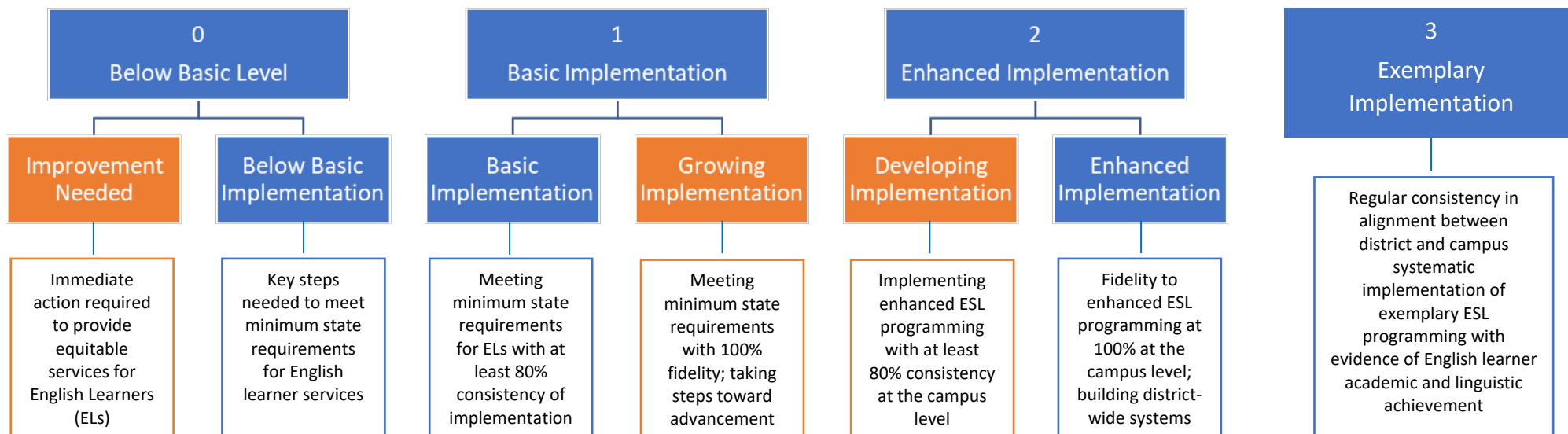
The *ESL Program Implementation Scoring Tool* is a tandem resource to the *ESL Program Implementation Rubric*. The scoring tool provides Local Education Agencies (LEAs) with a mechanism for quantifying the self-evaluation of their ESL program effectiveness through the implementation rubric categories:

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

This scoring tool and coordinating *ESL Program Implementation Rubric* 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* details four levels of implementation with associated scores: Below Basic Level (0), Basic Implementation (1), Enhanced Implementation (2), and Exemplary Implementation (3). This scoring tool includes sub-levels to provide incremental steps for demonstration and monitoring of progress as follows:



Use

When conducting a program evaluation, the rubric is the measure at which the ESL program is evaluated, and the scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement when determining next steps and actions needed to achieve long-term goals.

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ESL Program Implementation Scoring Tool

ESL Program Model Design								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Teacher Certification	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Program Language Goals	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Program Content Goals	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Instructional Approach	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Differentiated Support	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
	____/15				Total Category Score			

ESL Program Implementation Scoring Tool

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

ESL Program Implementation Scoring Tool

ESL Program Staffing and Professional Development								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Recruitment & Retention	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Assignment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
General Education Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Special Program Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Teacher Training	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Professional Development Plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
	____ /18				Total Category Score			

ESL Program Implementation Scoring Tool

ESL Program Staffing and Professional Development		
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 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 staffing and professional development
3-5	Below Basic Implementation	
6-7	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 • Target specific teachers for pursuing ESL certification who demonstrate interest and skill in serving ELs • Schedule ELs strategically to maximize highly trained and appropriately certified staff members • Add or increase collaborative planning times for targeted planning for second language acquisition methods and coordination of special program services as appropriate
8-9	Growing Implementation	
10-12	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 • Encourage self-directed learning goals related to building knowledge in supporting ELs • Make a plan to develop district-wide training and resources for English learner support among various school and district level positions that monitors implementation of training outcomes • Build district-wide systems for analysis of EL progress related to program implementation goals • Coordinate district-wide ESL program goals with other district initiatives to integrate emphasis
13-15	Enhanced Implementation	
16-18	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 • Coordinate recruitment efforts with district leadership to emphasize and prioritize highly-skilled ESL staff members

ESL Program Implementation Scoring Tool

ESL Instructional Design: Lesson Planning and Curriculum								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Curriculum Standards	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Lesson Objectives	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Language Usage	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Differentiated Instruction & Data Analysis	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Classroom Assessments	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
State Assessments & Progress Monitoring	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
	____ /18				Total Category Score			

ESL Program Implementation Scoring Tool

ESL Instructional Design: Lesson Planning and Curriculum		
Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all ELs with the English Language Proficiency Standards (ELPS) as an integral part of each subject area’s required curriculum • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with the CCRS as available to their English proficient peers • Provide training of teachers on second language acquisition and sheltered instruction • Set a timeline for meeting basic implementation level in all components of ESL instructional design—lesson planning and curriculum
3-5	Below Basic Implementation	
6-7	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration in lesson planning and delivery • Plan for periodic monitoring of ELPS integration in lesson planning and delivery • Encourage self-directed learning goals related to building knowledge in supporting ELs • Set individual language goals for ELs that specifically target the needs of ELs in grades 3 and higher at beginning and intermediate levels of English language proficiency
8-9	Growing Implementation	
10-12	Developing Implementation	<ul style="list-style-type: none"> • Develop resources for teachers on appropriately accommodating the instruction, pacing, and materials for ELs according to the students’ English language proficiency levels • Create models for linguistically accommodated assessments as well as structures for developing formative or alternative assessments • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS integration, linguistically accommodated instruction, and alternative assessment methods • Integrate ELPS within all district-wide curriculum guidelines, materials, and training • Provide linguistically accommodated district-wide benchmark assessments
13-15	Enhanced Implementation	
16-18	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

ESL Program Implementation Scoring Tool

ESL Instructional Design: Methods and Resources								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Culturally & Linguistically Sustaining Practices	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Content-Based Instruction	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Resources	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Communicated	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Sequenced	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
Sheltered Methods: Scaffolded	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3				
____ /18					Total Category Score			

ESL Program Implementation Scoring Tool
ESL Instructional Design: Methods and Resources

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all ELs with the English Language Proficiency Standards (ELPS) as an integral part of each subject area’s required curriculum • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with the CCRS as available to their English proficient peers
3-5	Below Basic Implementation	<ul style="list-style-type: none"> • Make an immediate action plan on how to address the affective, linguistic, and cognitive needs of ELs • Provide training of teachers on second language acquisition and sheltered instruction • Set a timeline for meeting basic implementation level in all components of ESL instructional design—methods and resources
6-7	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration and sheltered instruction methods in lesson planning and delivery • Plan for periodic monitoring of ELPS integration and sheltered instruction methods in lesson planning and delivery • Inventory classroom materials to ensure the specific needs of ELs are being addressed
8-9	Growing Implementation	<ul style="list-style-type: none"> • Position ESL teachers/specialists in areas of instructional leadership • Develop resources for teachers on appropriately accommodating the instruction, pacing, and materials for ELs according to the students’ English language proficiency levels
10-12	Developing Implementation	<ul style="list-style-type: none"> • Analyze classroom and district curriculum resources for culturally sustaining material • Provide specific training and resources to teachers and instructional leaders on use of primary language within ESL programs that does not rely on translation • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS integration, second language acquisition methods, and sheltered instruction
13-15	Enhanced Implementation	<ul style="list-style-type: none"> • Integrate ELPS and sheltered instruction methods within all district-wide curriculum guidelines, materials, and training • Set a calendar for consistent analysis of district-wide English learner content and language assessment data • Strategically involve key stakeholder’s in the decision and selection process for upgrading or improving instructional materials, including English learners, parents of ELs, teachers of various grade levels and subject areas, campus administrators, campus and district instructional leaders, and community members
16-18	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

ESL Program Implementation Scoring Tool

ESL Program Family and Community Engagement								
Component	Implementation Level				Evidence	Next Steps	Long Term Goals	
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	0	1	2	3				
School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	0	1	2	3				
Parent Engagement Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	0	1	2	3				
Family Engagement Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	0	1	2	3				
Community Engagement Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	0	1	2	3				
____/15				Total Category Score				

ESL Program Implementation Scoring Tool

ESL Program Family and Community Engagement		
Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Seek translation services as necessary for parent and family communication • Secure systems for prompt and accurate communication on English learner services • Provide equitable access to ELs and their families to all school and district events and resources • Set a timeline for meeting basic implementation level in all components of ESL program family and community engagement
3-4	Below Basic Implementation	
5-6	Basic Implementation	<ul style="list-style-type: none"> • Seek targeted methods of communication to reach the specific needs of ELs and their families • Determine ways in which the primary language and culture of ELs can be celebrated through EL program communication • Plan and implement targeted engagement activities for parents of ELs, ELs and their families, and community partnerships for ELs and their families
7-8	Growing Implementation	
9-10	Developing Implementation	<ul style="list-style-type: none"> • Develop and clearly communicate a district-wide system for providing targeted outreach to parents and families of ELs • Campus- and district-level leadership coordinate to plan effective parent and family engagement activities • Campus- and district-level leadership coordinate to engage with strategic community partners to support the needs of ELs and their families
11-12	Enhanced Implementation	
13-15	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to success with engagement activities for parents and families of ELs as well as community engagement activities • Consider ways to recognize teachers and instructional leaders that demonstrate effective engagement of parents and families of ELs as well as community partners