



## **DISTRICT ADMINISTRATOR** Checklist DLI Program Implementation

### **LEVER 1:**

### **Leadership & Family and Community Empowerment**

- Hold a district-level DLI vision and mission statement discussion
- Clearly articulate a DLI district policy approved by the board to support program quality and sustainability
- Use a DLI program marketing strategy to ensure effective communication with all stakeholders to highlight teacher & student successes, including traditional and online marketing tools
- Create a strategic recruitment plan to hire and retain highly qualified and effective campus & district leaders committed to DLI, including the development of specific job descriptions and interview protocols for DLI leaders
- Facilitate DLI professional development for directors, coordinators, campus principals & assistant principals, coaches, specialists, counselors, and central office staff involved with supporting DLI program
- Actively participate in local, state, and national conferences & events to highlight the effective implementation of the DLI program
- Use districtwide systems and protocols to review student data that include both languages to refine instructional and enrichment practices, based on a well-articulated districtwide DLI biliterate assessment policy
- Provide sufficient foundational and supplemental funding from local, state, and federal revenues to implement a high-quality DLI program at respective campuses
- Coordinate meetings between DLI program department and other content departments and special programs to ensure collaboration between departments and participation of content teachers and support staff in professional development related to the DLI program
- Regularly convene district instructional leadership team meetings focused on districtwide quality DLI implementation
- Regularly provide progress reports & updates on DLI program to board members and other district administrators at least twice per semester
- Conduct a DLI program evaluation annually and share with the board of trustees and other district administrators

## LEVER 2:

### Program Model and Design

- Use and allocate bilingual funds to support staff seeking bilingual certification, including certification exam
- Establish a districtwide DLI model and goals for all participating schools
- Use a language allocation plan to be implemented in all DLI campuses and assures appropriate allotment of oral language and literacy in both languages
- Reclassify emergent bilingual learners but don't exit them from the DLI program through at least 5th or 6th grade
- Facilitate inclusion of newcomers who speak the partner language, to participate in DLI program, if available, for all grades PK-12
- Promote a districtwide plan for academic & linguistic achievement in both program languages to support biliteracy and sociocultural competence
- Ensure there are opportunities for all stakeholders to be involved and valued in the DLI Program
- Demonstrates an alignment and implementation of culturally and linguistically sustaining instructional materials

## LEVER 3:

### Staffing and Professional Development

- Establish a recruitment and retention plan with the human resources department to incentivize bilingual certification and actively recruit bilingual teachers
- Strategically place teachers, and coaches based on student needs, teacher strengths, credentials, and commitment to the DLI program in both languages and subjects
- Provide specialized program services provided to DLI students allowing access to other programs through the monitoring of data
- Ensure a professional development plan targeting best practices used in DLI program for all stakeholders and an intentional 6-hour annual refresher course
- Create and monitor a cohesive collaboration between general education and DLI programs aligned to the district's vision and mission statement
- Establish professional development systems for district and campus leaders to understand similarities and differences in curriculum for all content areas in DLI and general education

## LEVER 4:

### Lesson Planning and Methods

- Adopt a districtwide lesson plan process that clearly defines content, language and sociocultural objectives
- Support instructional strategies districtwide of rigorous learning, scaffolding practices, and cooperative, and hands-on learning
- Use formative biliterate assessment data to reflect, adjust, and differentiate instructional policy to accelerate student learning
- Focus on culturally and linguistically sustaining practices districtwide in lesson plan templates across content areas and grade levels
- Integrate districtwide content, language, and literacy TEKS in both program languages of instruction
- Establish and communicate a districtwide language development and biliterate assessment policy

## LEVER 5:

### Curriculum and Resources

- Adopt a standards-based biliterate curriculum that supports biliteracy, diversity and sociocultural values across content areas in both languages
- Adopt assets-based high-quality authentic resources aligned to the curriculum according to the language allocation plan to address all learning modalities
- Ensure quality primary biliterate resources are available in the language(s) of instruction and supplemental resources are available in both languages
- Ensure authentic formative and summative biliterate assessments in both languages across content areas
- Include in the district improvement plan a continuous improvement process to use with students aligned to state standards in both languages at all grade levels
- Ensure the language of assessment is in both languages for reading and writing classroom & state assessments, when available