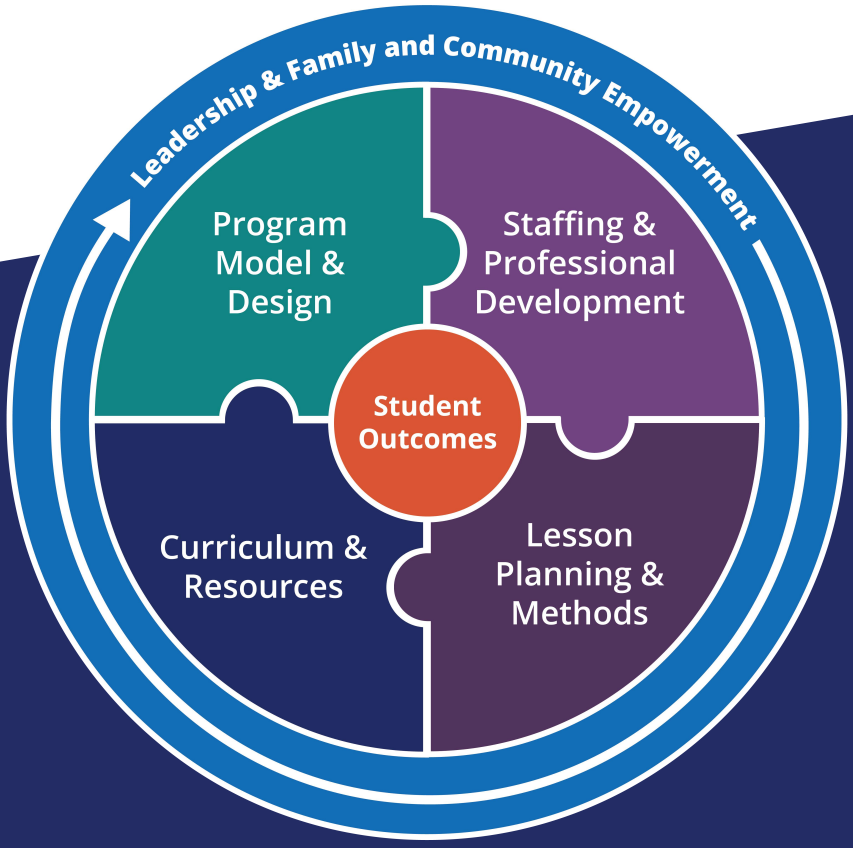
Tx EDLIF

Texas Effective Dual Language Immersion Framework



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Texas Education Agency

TxEDLIF Levers

Lever 1 Leadership & Family and Community Empowerment

District and Campus leadership understands and supports DLI program fidelity, students, family, and community empowerment through quality staffing and PD, development of biliterate curriculum, assessments, and resources that ensure ongoing program fidelity and long-term student success.

Lever 2 Program Model and Design

DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

Lever 3 Staffing and Professional Development

Proactive staff recruitment, continuous professional development, and data-driven targeted professional development plans based on DLI program goals and partner language.

Lever 4 Lesson Planning and Methods

Objective-driven daily lesson plans with asset-based, culturally and linguistically sustaining practices, and data-driven, rigorous, hands-on, scaffolded instruction.

Lever 5 Curriculum and Resources

Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

Texas Effective Dual Language Immersion Framework's (TxEDLIF's) Rubric

Purpose: The TxEDLIF's rubric provides Local Education Agencies (LEAs) with a tool for self-evaluation of their DLI program effectiveness. This rubric, along with the Success Criteria and Self-Review Scorecard, is intended for internal use for determining the next steps for the development and continuous improvement of DLI programs at the campus and district level.

Organization: The TxEDLIF's rubric has five levers that are critical in the effective implementation and sustainability in high-performing DLI campuses. Each lever consists of essential actions and foundational key dual language practices.

Lever 1: Leadership & Family and Community Empowerment	Lever 2: Program Model & Design	Lever 3: Staffing & Professional Development	Lever 4: Lesson Planning & Methods	Lever 5: Curriculum & Resources
Vision & Mission	Teacher Certification	Recruitment	Lesson Plans	Curriculum Standards
Staffing & Professional Development	Language Allocation Plan	Assignment (Teacher Placement)	Culturally and Linguistically Sustaining Practices	Resources
Instructional Policy	Program Duration	Retention	Content Based Language Instruction	Classroom Assessments
Funding	Program Content Goals	Special Program Coordination	Authentic Biliteracy Development Across Content-Areas	State Assessments Progress Monitoring & Data Analysis
Content Area Dept. Collaboration	Program Culture Goals	Professional Development Plan	Dual Language Immersion Pedagogy	
Assessments	Program Language & Literacy Goals	General Education Coordination	Language Use	
Family & Community Empowerment			Differentiated Instruction	
Curriculum & Resources				

TxEDLIF Rubric Use

In each lever of the rubric, the scale develops from left to right, detailing performance levels from Established, Exceeds, and Exemplary Implementation. The rubric is organized by essential actions and described with key dual language practices. Each level builds upon the experiences of the previous one.

When conducting a program evaluation using the rubric, use the associated Success Criteria Self-Review Scorecard for the associated TxEDLIF lever to mark each key dual language practice as Established Implementation, Exceeds Implementation or Exemplary Implementation. Once each lever is scored, the aggregated calculation will be calibrated to provide the total DLI Self-Review Score. The total will give the campus and district a quick analysis of their current overall implementation.

Expected Levels of DLI Program Implementation

Established	Exceeds	Exemplary
This level describes the DLI Program as implemented moderately well overall, but there are multiple areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.	This level describes the DLI Program as implemented remarkably well overall, but there are some areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.	This level describes the DLI Program as implemented exceptionally well overall, and there are few, if any, areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.

LEVER 1: Leadership & Family and Community Empowerment

ESSENTIAL ACTION: District and campus leadership understands and supports DLI program fidelity, students, family, and community empowerment through quality staffing and PD, development of biliterate curriculum, assessments, and resources that ensure ongoing program fidelity and long-term student success.

	Established	Exceeds	Exemplary
Vision and Mission	A district/campus dual language vision with goals.	A district/campus dual language vision supported with some measurable goals and a plan that includes expectations in academic achievement, biliteracy development and sociocultural competence.	A district/campus dual language vision supported with measurable goals and a clearly focused plan that commits to high expectations in academic achievement, biliteracy development and sociocultural competence.
	A system to refine the vision and mission with few stakeholders.	A system to refine the vision and mission among some stakeholders.	A system for continually refining the vision and mission among all stakeholders.
Staffing and Professional Development	A recruitment plan to hire and retain qualified leaders.	A recruitment plan to hire and retain effective leaders.	A strategic recruitment plan to hire and retain highly effective leaders.
	Few district/ campus leaders with credentials as a bilingual or ESL teacher.	Most district/ campus leaders with credentials as a bilingual or ESL teacher.	All district/ campus leaders with credentials as a bilingual or ESL teacher.
	A leader who receives at least six hours of professional development annually.	A leader who receives at least ten hours of professional development annually. New DLI leaders attend an induction academy.	A leader who receives at least twelve hours of professional development annually, including walkthroughs in classrooms. New DLI leaders attend an induction academy.

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Staffing and Professional Development (cont.)	Leaders with at least one professional goal that focuses on academic outcomes for emergent bilinguals.	Leaders with at least two measurable goals that improve cultural and academic outcomes for emergent bilinguals.	Leaders with an individual professional plan with measurable goals that improve cultural and academic outcomes for emergent bilinguals. Leaders with clear role descriptions/ expectations and shared responsibilities to support program responsibilities.
Instructional Policy	A district DLI language assessment policy not aligned to the DLI rubric. An observation and feedback system for teachers. Systems and protocols established to review student data.	A district DLI language assessment policy mostly aligned to the DLI rubric. A quality observation and feedback system for teachers and campus leaders. Systems and protocols established to review student data that includes both languages.	A clear and shared district DLI language assessment policy aligned to the DLI rubric. A high-quality observation and feedback system for teachers, campus leaders, and district administrators. Systems and protocols established to review student data that includes both languages to refine instructional and enrichment practices.
Funding	Funding from a bilingual allotment funds the dual language program. Funding for professional development aligned to the district/ school improvement plan.	Funding from a bilingual allotment, centralized (district controlled) and decentralized (campus controlled) funds to a quality dual language program. Funding for quality professional development aligned to the district/ school improvement plan.	Sufficient funding from a bilingual allotment, centralized (district controlled) and decentralized (campus controlled) funds to support a high-quality dual language program. Sufficient funding for consistent high-quality professional development aligned to the district/school improvement plan.

Content Area Department Collaboration	Content planned across the district and campus levels.	Protocols for vertical and horizontal planning across content at the district and campus levels.	Established and ongoing protocols to foster vertical and horizontal planning within and across content at the district and campus levels.
	Planning, instructional practices, and student data monitored at the district/ campus levels.	Periodically monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program.	Consistently monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program.
Assessments	An allocation of a few biliterate resources for classroom use.	An allocation of most biliterate resources for classroom use in both languages.	An allocation of equitable biliterate resources for classroom use in both languages that facilitate alternative assessment methods, provide linguistic accommodations, and facilitate instructional support.
	Communication about the expectations in assessment.	Communication about the expectations in assessment in both languages.	Communication about the expectations in assessment in both languages for each grade level.
	Professional development for dual language administrators and content specialists in assessment practices.	Professional development for dual language administrators and content specialists in formative assessment practices.	Differentiated professional development for dual language administrators and content specialists in effective formative assessment practices.

Family and Community Empowerment (Tool kit coming soon)	Systems involve stakeholders through communication and decision-making practices. Parent Academy established by district leaders to inform parents about the DLI program. (TO BE REFINED AFTER FACE WORK IS COMPLETE)	Systems involve stakeholders through effective communication and decision-making practices. Parent Academy established by some campuses to ensure parents understand the DLI program and receive some biliterate resources to support their children at home. (TO BE REFINED AFTER FACE WORK IS COMPLETE)	Systems fostered by district/ campus leaders to involve stakeholders through highly effective communication and decision-making practices. Parent Academy established and maintained by district/campus leaders to ensure parents understand the DLI program and receive sufficient biliterate resources to support their children at home. (TO BE REFINED AFTER FACE WORK IS COMPLETE)
Curriculum and Resources	District leaders provide a curriculum aligned to TEKS. Few curriculum and biliterate resources as indicated in their campus improvement plan. District/ campus leaders use student data.	District leaders provide a curriculum aligned to TEKS and the DLI rubric. Most biliterate curriculum and resources as indicated in their campus improvement plan. District/ campus leaders use student data in both languages.	DLI teachers involved in the development and procurement of biliterate curriculum and resources. District leaders provide a high-quality curriculum aligned to TEKS, ELPS and the DLI rubric. All biliterate curriculum and resources as indicated in their campus improvement plan. District/ campus leaders use student data in both languages to differentiate supplemental biliterate resources as needed for DLI campuses/classrooms.

LEVER 2: Program Model and Design

ESSENTIAL ACTION: DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

	Established	Exceeds	Exemplary
Teacher Certification TEC 29.061 (89.1210(c)(3)&(c)(4) 29.061 (b-1)(b-2)	Certified bilingual teachers are in areas required by the education code. There is limited professional development focused on language proficiency.	Certified bilingual teachers are in core content areas. There is some professional development that supports and strengthens partner language and/or English proficiency.	Certified bilingual teachers in all content areas. Professional development to support and strengthen partner language and/or English proficiency of dual language teachers.
Language Allocation Plan 89.1227(d)	A language allocation plan exists, but is not well-known. Some decisions are based on the language allocation plan. There is an evaluation of the program, but the focus is on English data. Few of the support services are aligned with the language allocation plan.	A language allocation plan exists and is known. The language plan is understood by the campus leaders and guides many, but not all decisions. An evaluation of the program includes qualitative and quantitative data in both languages, but not an equal amount. Several, but not all of the support services are aligned with the language allocation plan.	A clear allocation plan that is aligned with the latest research. A plan implemented with fidelity and monitored by all campus leaders. An evaluation based on qualitative and quantitative data in both program languages and biliteracy trajectory data. Support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) aligned with the language allocation plan.

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Program Duration 89.1205 (a)(d) 89.1227 (e) 89.1233 89.1228	The dual language program is run in grades PK-3 only.	The dual language program runs through the grade levels of the elementary schools.	Programming beginning at PK, K or 1st and continuing to roll up each year and through 5th or 6th grade. Students receive a recommendation to continue in a dual language secondary program.
	The students served are mostly emergent bilingual students.	The students served are mostly emergent bilingual students.	Primary language English speakers can enroll in the dual language program for all grades PK-12.
	Newcomers are not offered the dual language program.	Newcomers are offered the dual language program in grades PK-1st.	Newcomers who speak the partner language enter the dual language program at all levels.
	Some students learning English are exited from the dual language program after they are reclassified.	Reclassification of some emergent bilinguals happens, but the school does not encourage or discourage reclassified students to stay in the program.	Re-classification of some emergent bilinguals, but there is “no” exiting.
Program Content Goals	Content instruction is based on the district’s curriculum. There are steps taken to support a second language. The goals of bilingualism, biliteracy and sociocultural competences are shared by some of the staff.	Content instruction is rooted in culturally and linguistically sustaining practices, communicated, sequenced and scaffolded to ensure high academic achievement in one language. The goals of bilingualism, biliteracy and sociocultural competence are valued.	Culturally and linguistically sustaining practices, linguistically accommodated content instruction and design that is communicated, sequenced, and scaffolded to ensure high academic achievement in both program languages, bilingualism, biliteracy and sociocultural competence.

Program Culture Goals	There is a limited plan that addresses sociocultural competence. Some teachers address this goal in their classroom.	A plan exists that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders.	Opportunities for stakeholders to be involved in creating a plan that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders, including teachers, school staff, administrators, and community members.
	The school modifies the district curriculum to incorporate sociocultural competence when appropriate.	Systems for the selection of linguistically appropriate and culturally and linguistically sustaining instructional materials exist.	Systems in place for the selection of appropriate culturally & linguistically sustaining instructional materials and sociocultural competence skills and their thoughtful integration into the curriculum.
Program Language and Literacy Goals 28.0051(a) 89.1210 (c)(3)(c)(4)	The language allotment time is not consistent in all classrooms.	The language allotment time is consistent across grade levels, but not cohesively across the school.	An equal allotment of oral language and literacy "development" time in both languages (50/50 model) is provided, or initially in the partner language (90/10, 80/20 model) and then allotted equal time in both languages once the program reaches a 50/50 division of instruction in the two languages.
	The understanding about the importance of translanguaging and print in both languages exists with some adults in the program, but not all.	There is an asset-based lens on students' translanguaging, but little attention to the strategic use of instructional languages.	An asset-based lens on students' translanguaging and print in both languages, but a strategic use of language of instruction is upheld.

LEVER 3: Staffing and Professional Development

ESSENTIAL ACTION: Proactive staff recruitment, continuous professional development, and data-driven targeted PD plans based on DLI program goals.

	Established	Exceeds	Exemplary
Recruitment 89.1201 (a)(3) 89.1210 (c)(3-4) 89.1205 (g)	The school uses the district's system for recruitment and assignment for teachers.	There is proactive recruitment of bilingual certified teachers for the school overall.	Ongoing and proactive recruitment strategies that include many sources for high-quality candidates. Purposeful recruitment of classroom, special education, elective teachers, and substitutes with bilingual certification before hiring ESL teachers.
	Individual teachers may reach out to their network to recruit.	There are two or three modified hiring practices for the program (i.e. criteria, induction, protocols).	Clear selection criteria, protocols, hiring and induction processes for DLI teachers.
	The school uses the district's criteria, protocols, and induction program. The interview process provided by the district is used. Some questions are asked in the partner language.	The interview process includes bilingual personnel with some specific dual language questions, but the process overall focuses on general education.	An interview process that includes committees with bilingual personnel, a purposeful interview protocol and performance tasks focused on dual language immersion and asset- based values given in both languages.
Assignment 89.1245 (a) 89.1210 (c)(3-4) 89.1250 (3)(t)	Teacher placements are primarily driven by credentials.	There is some strategic placement of teachers. The criteria are not clear to all.	Strategic teacher placements based on student needs, teacher strengths, credentials, and commitment to the program with a recognition of the importance of the primary grades for academic and language development in both languages.

Assignment (cont.) 89.1245 (a) 89.1210 (c)(3-4) 89.1250 (3)(t)	Administrators and coaches provide useful feedback on instruction that may not be specific to a dual language program.	Some of the administrators and coaches have a deep knowledge of dual language and provide specific feedback on the program.	Administrators and coaches have a deep knowledge of dual language education, bilingual certification, and a high level of commitment to DLI program goals.
Retention 89.1210 (a)(1)	The school adopts the district's strategies for supporting and retaining staff. There is a congenial workplace with little conflict, but limited collaboration	The campus leader implements personalized strategies to support and retain staff. There is a positive workplace climate. Staff works together to gather biliterate resources for the program.	Campus and district leaders implement targeted and personalized strategies to support and retain staff, including competitive stipends for bilingual staff. A positive workplace climate where all staff are valued, celebrated, and appropriately supported in carrying out their work, including appropriate biliterate resources for effective implementation of the dual language program.
Special Program Coordination 89.1220 (b) 89.1220 (g)(4) 89.1230 (a-b)	Districtwide communication is the main way programs are communicated. Data is available about under or over-identification, but the analysis is sporadic. Few, if any, programs have support staff and teachers who are bilingual.	Opportunities for other programs are included in schoolwide communications (i.e. newsletters, announcements). Annually data is reviewed to ensure there is not over or under-identification of students in specialized programs. Some programs have support staff and teachers who are bilingual.	Purposeful encouragement of students to access other special programs, such as gifted/talented education, special education, and counseling. Monitoring of data to ensure there is not over representation or under-identification of students in any specialized program such as special education. Bilingual teachers and other support staff provide specialized program services when appropriate.

Professional Development Plan 89.1210 (c)(3-4) 89.1245 (e)(d)	The school gives professional development provided by the district or a general education provider.	There is regular schoolwide professional development provided monthly to all adults.	Job-embedded professional development given regularly to dual language teachers, general education, special education teachers and all adults providing instruction.
	Professional development occasionally includes modeling, practice, and reflection.	Professional development usually includes modeling, observation and feedback, data, and reflection within the meeting time.	Professional development consistent with best practices for adult learning and includes deliberate modeling, observation and feedback cycles, data, and self-reflection.
	The professional development plan is one year.	The professional development plan covers 1-2 years.	A three-year plan for professional development differentiated by teacher experience.
	Board members and administrators must identify their own professional development	There is optional professional development on dual language to board members and administrators.	Professional development, focused on the specific administrator role, targeting the best practices of dual language for board members, administrators, and others in a position to make decisions about the dual language program.
General Education Coordination 89.1210 (b)(f)	There is limited coordination between the programs, but often after the general education plans are created.	There is consistent coordination between the general education and dual language program in at least three of these areas: planning, offering professional development, allocating resources, and providing access to electives, interventions, and accelerations.	Coordination considers a view of all students' needs, including those in a dual language program. This includes planning, offering professional development, allocating biliterate resources and providing access to electives, differentiating strategies, and accelerations.
	Cross-collaboration rarely takes place.	Cross-collaboration is supported when teachers initiate it.	There is a system in place for cross-training, cross-collaboration, and communication between general education and dual language teachers.

LEVER 4: Lesson Planning and Methods

ESSENTIAL ACTION: Objective-driven daily lesson plans with asset-based, culturally and linguistically sustaining practices, and data-driven, rigorous, hands-on scaffolded instruction.

Lesson Plans	Limited and inconsistent use of a lesson plan template. Learning objectives posted, but limited reflection by students at the end of lessons. Although expectations are there for rigorous learning through cooperative groups and higher order thinking, this type of instruction is in place in only a few DLI classrooms. There is limited evidence of formative assessments and data for DLI teacher reflection to adjust and deliver differentiated instruction.	Lesson plan template clearly defines language and content objectives and is used by most DLI staff. Learning objectives posted and student learning reflection is consistent in most classrooms. Expectations are clearly established for rigorous learning through cooperative groups, higher order thinking and scaffolding, and most classrooms engage students in this type of learning. There are formative assessments and data used by most DLI teachers to reflect, adjust, and deliver instruction that supports all students.	Unit and lesson plan templates clearly define language and content objectives and are used by all DLI staff. Learning objectives posted. Students understand the purpose and reflect on their learning at the end of the lesson. Instructional strategies that include rigorous on-grade level learning, higher order questioning, cooperative learning, hands-on activities, critical thinking & scaffolding are consistent across DLI classrooms. DLI Teachers use formative assessments that yield the data necessary to reflect, adjust, and deliver instruction that meets the needs of each student.
Culturally and Linguistically Sustaining Practices	There is limited evidence of culturally and linguistically sustaining resources or instruction in DLI programs.	DLI program has identified culturally and linguistically sustaining resources, but not consistently used in most DLI classrooms.	DLI program includes culturally and linguistically sustaining practices that includes high-level expectations, goal setting with culturally and linguistically sustaining resources and experiences.

Culturally and Linguistically Sustaining Practices (cont.)	There is inconsistent use of culturally and linguistically sustaining practices to engage students in critical issues related to strengthening equitable instructional systems for emergent bilingual students.	Culturally and linguistically sustaining practices are used in most DLI classrooms engaging students in critical issues related to strengthening equitable instructional systems for emergent bilingual students.	DLI classrooms use culturally and linguistically sustaining practices to foster "critical consciousness" by addressing issues related to strengthening equitable instructional systems for emergent bilingual students.
	There is limited evidence of culturally and linguistically sustaining practices using funds of knowledge to foster student voice, agency, and oral traditions.	Culturally and linguistically sustaining practices include integration of funds of knowledge in most DLI classrooms to foster student voice, agency, and oral traditions.	DLI classrooms use culturally and linguistically sustaining practices to integrate funds of knowledge that foster student voice, agency, and oral traditions.
	Culturally and linguistically sustaining practices are inconsistently used by most DLI teachers as a collective and collaborative way of learning.	Culturally and linguistically sustaining practices are student centered with collective and collaborative ways of learning in most DLI classrooms.	Culturally and linguistically sustaining practices are student- centered with collective and collaborative ways of learning in the majority of DLI classrooms.
Content Based Language Instruction	DLI students are not consistently engaged through cooperative learning based on cognitive and linguistic skills.	DLI students are engaged through cooperative learning based on cognitive and linguistic skills in most DLI classrooms.	DLI students are consistently engaged through cooperative learning based on cognitive and linguistic skills.
	There is limited evidence that the DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages.	DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages in most DLI classrooms.	DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages.
	There is limited evidence that the DLI program has clear and consistent use of language and vocabulary cross-linguistic connections to make authentic and meaningful connections.	Although the DLI program has clear and consistent use of language and vocabulary cross- linguistic connections, it is not well known across all DLI classrooms.	DLI program has clear and consistent use of language and vocabulary cross-linguistic connections to make authentic and meaningful connections.

Content Based Language Instruction (cont.)	DLI students are not consistently engaged in contrastive analysis and metalinguistic knowledge across languages.	In most DLI classrooms, DLI students are consistently engaged in contrastive analysis and metalinguistic knowledge across languages.	DLI students are engaged in contrastive analysis and metalinguistic knowledge across languages.
Authentic Biliteracy Development Across Content Areas	Although DLI teachers have common understanding that language is also learned through content and provides explicit language strategies to support biliteracy development, it is implemented in few DLI classrooms.	There is common understanding by most DLI teachers that language is also learned through content and provides explicit language strategies to support biliteracy development and consistently implemented in some DLI classrooms.	There is common understanding by DLI teachers that language is also learned through content and provides explicit language strategies to support biliteracy development and consistently implemented in DLI classrooms.
	Although the DLI program supports biliteracy development with listening, speaking, reading, and writing in all content areas, it is implemented in a few DLI classrooms.	Although the DLI program supports biliteracy development with listening, speaking, reading, and writing in all content areas, it is not implemented in some DLI classrooms.	DLI program clearly supports biliteracy development in that listening, speaking, reading, and writing is incorporated by DLI teachers in all content areas and activities to build concepts and content-based language.
	There is inconsistent integration of content TEKS, Language TEKS and Literacy TEKS in both languages across most DLI classrooms to facilitate deep and meaningful learning.	There is clear and consistent integration of content TEKS, Language TEKS and Literacy TEKS in both languages of instruction across most DLI classrooms to facilitate deep and meaningful learning.	There is clear and consistent integration of content TEKS, Language TEKS and Literacy TEKS in both languages across DLI classrooms to facilitate deep and meaningful learning.
	Although the DLI program recognizes the need for authentic literacy practices in the partner language that respects the structure of the language, few of the DLI classrooms address this issue correctly.	Although the DLI program recognizes the need for authentic literacy practices in the partner language that respects the structure of the language, only some of the DLI classrooms address this issue correctly.	The DLI program recognizes the need for authentic literacy practices in the partner language that respects the structure of the language and is addressed correctly in all DLI classrooms classrooms.

DLI Pedagogy	The DLI program promotes an "asset-based philosophy" that uses enrichment practices to provide accelerated growth in literacy development, however there is still significant use of remedial practices such as pullout and RTI. DLI teachers are inconsistent with heterogeneously grouped students that are given high- quality classroom instruction, including differentiation. In few DLI classrooms, there is evidence of effective instructional practices such as higher order thinking, scaffolding in both program languages, project based learning, and cross- linguistic connections.	The DLI program promotes an "asset-based philosophy" that uses enrichment practices to provide accelerated growth in literacy development, however there is still some use of remedial practices such as pullout and RTI. There is consistent use of heterogeneously grouped students given high-quality classroom instruction, including differentiation in some DLI classrooms. In most DLI classrooms, there is evidence of effective instructional practices such as higher order thinking, scaffolding in both program languages, project based learning, and cross- linguistic connections.	The DLI program promotes an "asset- based philosophy" that uses enrichment practices to provide accelerated growth in literacy development and academic learning and there are no remedial practices such as pullout and RTI. DLI teachers are consistent with heterogeneously grouped students that are given on-grade level high-quality classroom instruction and supported through the use of effective practices, including differentiated instruction. DLI classrooms use effective instructional practices including higher-order thinking, evidence-based dual language instruction, scaffolding in both program languages, project-based learning, and cross-linguistic connections.
Language Use 89.1210 (b)(2)(a) 74.4(a)(2)(c)(a)(4)	Limited number of DLI teachers engage students in instruction that incorporates strategic use of languages to promote high levels of language acquisition.	Some DLI teachers engage students in instruction that incorporates strategic use of languages to promote high levels of language acquisition.	DLI teachers engage students in instruction that incorporates strategic use of languages to promote high levels of language acquisition.

Language Use (cont.) 89.1210 (b)(2)(a) 74.4(a)(2)(c)(a)(4)	Few DLI teachers engage students in instruction that includes recognizing language varieties within and across program languages that include a critical analysis of the differential power and status of language varieties at the local and national level. Few DLI teachers respect language variation and make space for it in the classroom to support academic, linguistic, and sociocultural goals. Few DLI teachers engage students in instructional activities that include community-based projects that incorporate language varieties in a meaningful way.	Some DLI teachers engage students in instruction that includes recognizing language varieties within and across program languages that include a critical analysis of the differential power and status of language varieties at the local and national level. Some DLI teachers respect language variation and make space for it in the classroom to support academic, linguistic, and sociocultural goals. Some DLI teachers engage students in instructional activities that include community-based projects that incorporate language varieties in a meaningful way.	DLI teachers engage students in instruction that includes recognizing language varieties within and across program languages that include a critical analysis of the differential power and status of language varieties at the local and national level. DLI teachers respect language variation and make space for it in the classroom to support academic, linguistic, and sociocultural goals. DLI teachers engage students in instructional activities that include community-based projects that incorporate language varieties in a meaningful way.
Differentiated Instruction 89.1201 (a) 74.4 (b)(1), (a)(6)	Some DLI teachers implement differentiated instruction "incorrectly" by providing varied "levels of instruction" according to student academic abilities.	Some DLI teachers implement differentiated instruction appropriately and provide "on-grade level instruction" to all students regardless of academic and linguistic level.	Teachers implement differentiated instruction appropriately by providing "on-grade level instruction" for all students regardless of academic and linguistic level and differentiate the strategy, methods, and techniques to support diverse students to learn at that level.

LEVER 5: **Curriculum and Resources**

ESSENTIAL ACTION: Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

Curriculum Standards 74.4 (a)(1) 89.1201 (a-b)(d)	Curriculum is standards-based in both languages supporting bilingualism and biliteracy development but lacking embedded focus on sociocultural competence. Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, but limited focus on equitable resources and literacy development across subjects in both languages.	Curriculum is standards-based in both languages supporting bilingualism and biliteracy development. There is evidence of a focus on sociocultural competence. Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, and there is some focus on equitable resources and literacy development across subjects in both languages.	Curriculum is research and standards-based addressing the goals of bilingualism, biliteracy, strong academic achievement in both languages and an intentional intertwining of sociocultural competence. DLI curriculum is challenging based on an enriched education that • clearly promotes culturally and linguistically sustaining practices, linguistic diversity and equitable resources and literacy for all learners • includes a scope and sequence for language and literacy development across subjects in both languages, and • includes quality, digital biliterate resources in both languages.

Resources 74.4 (a)(1) 89.1201 (a-b)(d)	DLI curriculum has hands-on resources, but limited integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.	DLI curriculum has hands-on resources and some integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.	DLI curriculum includes asset-based biliterate resources that • Include culturally and linguistically sustaining practices in both languages • address students' prior knowledge include a multilingual perspective, and • are hands-on and authentic.
	Literacy resources generally do not accurately reflect the structure of literacy (reading & writing) in the partner language.	Literacy resources generally accurately reflect the structure of literacy (reading & writing) in the partner language.	Literacy resources accurately reflect the structure of the partner language literacy process and include high-quality authentic literature.
	Partner language resources are mostly translated from English versions.	Partner language resources are mostly authentic and not translated English resources.	Partner language resources are of high quality on the authenticity of the partner language and not only translated English resources.
	Primary learning resources are not consistent across subjects in the language of instruction according to the language allocation plan.	Primary learning resources are mostly consistent across subjects in the language of instruction according to the language allocation plan.	Primary learning resources available in language of instruction.
	Supplemental learning resources are limited in partner language.	Supplemental learning resources are available in most subjects in both languages.	Supplemental learning biliterate resources available in both languages across all subjects.

Classroom Assessments 89.1210 (a)(1) 89.1220 (i), (l)(1)(G)	Student assessments are not consistent with the language of instruction according to the language allocation plan.	Student assessments generally include culturally and linguistically sustaining practices in both languages or specific to language of instruction.	Student assessments include culturally and linguistically sustaining practices in both languages or specific to language of instruction.
	Although assessments in literacy development (reading & writing) are used by teachers to inform instruction, there are limited or no assessments in most subject- areas in both languages.	Assessments in literacy development (reading & writing) and subject-areas are generally used by most teachers to inform instruction in both languages.	Assessments allow teachers to evaluate literacy skills, proficiency, and subject-area knowledge in both languages.
	Few or no tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections.	Some tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections are available.	Several tools available to students to build awareness of their own strengths and weaknesses and track their own progress on metacognition and metalinguistics connections.
	Few or no teachers use tools to monitor the growth of both languages.	Teachers generally use tools to monitor the growth of both languages.	Observation tools that support monitoring the growth of both languages used by all teachers.
	Few or no teachers use student portfolios with templates and timelines for completion.	Most teachers use student portfolios with templates and timelines for completion.	All teachers employ student portfolios with templates and timelines for completion

State Assessments, Progress Monitoring & Data Analysis 89.1220 (l), (l)(1)(F)(I) 89.1226 (i)(k)	No continuous improvement process aligned to state standards in both languages at all grade levels. Student support and planning decisions are mostly unilateral and do not involve stakeholders. Inconsistent conversations with students regarding goal setting and growth in both languages. Inconsistent systems in place for data-driven reflection by item and student level in both languages. No clear and consistent visible data on student progress to foster student ownership and goal setting. Limited communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.	Limited continuous improvement processes in place aligned to state standards in both languages at all grade levels. Student support and planning decisions involve some stakeholders, but not all. Consistent conversations with students regarding goal setting and growth in both languages. Some systems in place for data- driven assessments for emergent bilinguals by item and student level in both languages. Some clear and consistent visible data on student progress in most classrooms to foster student ownership and goal setting. Inconsistent communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.	Continuous improvement processes aligned to state standards in both languages at all grade levels. Student support and planning decisions include the input of all stakeholders. Systematized conversations with students to develop student agency in goal setting and monitoring growth in both languages. Systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages. Visible data on student progress in all classrooms and throughout the school to foster student ownership and goal setting. Communicates regularly with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.