



DLI TEACHER Checklist DLI Program Implementation

LEVER 1:

Leadership & Family and Community Empowerment

- Post and communicate program goals to students and families
- Participate in an observation & feedback system for continuous improvement
- Establish systems to collaborate with instructional leaders to integrate content and DLI standards
- Use partner language assessments that reflect the structure of that language
- Analyze assessment data and assess students holistically through an asset-based and biliteracy trajectory lens
- Utilize and provide feedback on biliterate curriculum and resources aligned to best practices and align to the goals of DLI

LEVER 2:

Program Model and Design

- Obtain or actively pursue bilingual certification
- Adhere to language allocation plan with fidelity and provide metalinguistic and metacognitive connections in both languages
- Plan for, deliver, and seek feedback on content instruction that is rooted in culturally and linguistically sustaining practices
- Communicate and model linguistic equity between the partner language and English, actively integrating families, school, and local communities in this effort
- Actively engage in the creation and implementation of a schoolwide plan that addresses the development of sociocultural competency and elevates biliteracy among all stakeholders
- Through an asset-based lens, support students' linguistic approaches such as translanguaging while maintaining a strategic use of instructional language

LEVER 3:

Staffing and Professional Development

- Participate in protocol and recruitment committees as directed by administration
- Collaborate with one another, feel valued and celebrated through PLCs, grade-level meetings (horizontal & vertical) focused on DLI program goals
- Advocate for the needs of emergent bilingual students to access special programs, such as gifted & talented education, special education, and counseling
- Monitor data of language development and content learning in both program languages to ensure there is no overrepresentation or under-identification of students in any specialized program such as special education
- Participate in professional development aligned to the DLI program vision and goals including biliteracy development, pedagogy, and DLI implementation best practices Participate in professional learning opportunities to develop and elevate partner language at high academic levels
- Participate in cross-training, cross-collaboration, and communication between general education and dual language teachers

LEVER 4:

Lesson Planning and Methods

- Post clearly defined language, content, and literacy objectives that students understand and reflect on at the end of the lesson
- Use effective instructional strategies that include rigorous learning, higher-order questioning, hands-on activities, critical thinking, oracy strategies, project-based learning & scaffolding Include formative biliterate assessments that evaluate the effectiveness of the lesson's language objective
- Engage in culturally and linguistically sustaining practices that include funds of knowledge, high-level expectations, and goal setting that fosters "critical consciousness" with issues of social inequities using culturally and linguistically sustaining resources and experiences
- Include a critical analysis of the differential power and status of language
- Engage students through cooperative learning based on cognitive and linguistic skills and differentiate strategies to maximize "on-grade level" learning, regardless of their level
- Incorporate clear and consistent use of language and vocabulary and intentionally plan for contrastive analysis facilitating students to make cross and metalinguistic connections while remaining consistent in language of instruction
- Use explicit language strategies to support biliteracy development in listening, speaking, reading, and writing and incorporated in all content areas to build concepts and content- based language

- Use clear integration of content TEKS, Language TEKS and Literacy TEKS in both partner language and English instruction to facilitate deep and meaningful learning
- Teach in the partner language using authentic literacy practices that accurately reflect the structure of the partner language
- Use asset-based lessons that incorporate enrichment practices to provide accelerated growth in biliteracy development and not remedial practices such as pullout and RTI
- Heterogeneously group students with high-quality classroom instruction, including differentiated instruction and strategies that support cross-linguistic connections
- Follow language of instruction while allowing students to draw from their linguistic repertoire to engage and process learning supporting academic, linguistic, and sociocultural goals

LEVER 5: Curriculum and Resources

- Follow a rigorous standards-based authentic curriculum that supports biliteracy, diversity and sociocultural values
- Use assets-based primary learning resources in the language of instruction and supplemental biliterate resources that are rooted in culturally and linguistically sustaining practices and available equitably in both languages
- Create and use culturally and linguistically sustaining formative, summative assessments (including performance-based assessments) and observation tools in both program languages to monitor student growth in biliteracy development and mastery in content knowledge and skills in both languages
- Have systematized conversations with students to build awareness of their metacognitive and metalinguistic strengths and develop student agency in goal setting and monitoring growth in both languages
- Use systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages
- Communicate regularly with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local biliterate assessments