



# TxEDLIF

## Success Criteria & Rubric Lever 1



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Revised October 2023

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## Dual Language Immersion Tools

This framework comes with key tools. These should be used to collectively to clarify how to implement an exemplary dual language immersion program. Directions on how to use each tool are below.



### Dual Language Immersion Success Criteria:

The Dual Language Immersion Success Criteria provides a measurement system to assess your current state and identify the highest priority areas for improvement. Use with the DLI Rubric as a deeper reference when using this system.



### Dual Language Immersion Rubric:

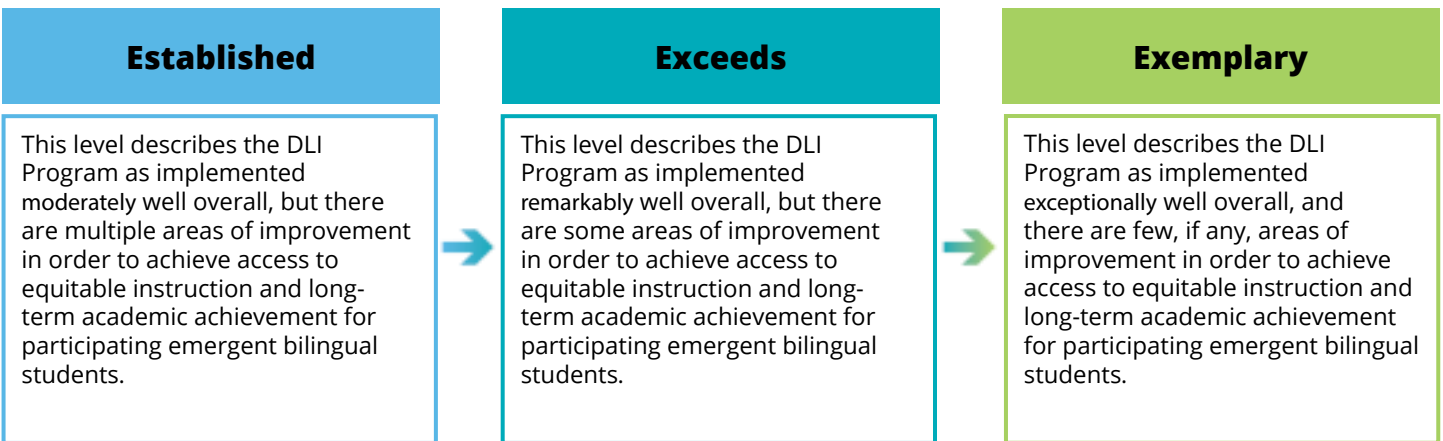
The Dual Language Immersion Rubric provides deep holistic descriptions of DLI programs at different stages of development: established, exceeds, and, exemplary. The DLI Rubric is the foundation for all related documents in this framework (e.g. DLI Success Criteria and DLI Checklists). Use this tool internally to diagnose your current state and the next stage of implementation.



### Dual Language Immersion Checklists:

The Dual Language Immersion Checklists provide detailed actions for each group of DLI leaders: district, campus, and teachers. These provide clear actions for each role.

## Expected Levels of DLI Program Implementation





## Dual Language Immersion Program Success Criteria

The Dual Language Immersion Success Criteria provides a numerical model to assess the current level of implementation of a dual language program. This tool provides a measurement system to assess your current state and identify the highest priority areas for improvement. The criteria are organized into the same levers as the DLI rubric and DLI checklists. Use the DLI Rubric for deeper descriptions when completing this measurement.

### Lever 1: Leadership & Family and Community Empowerment

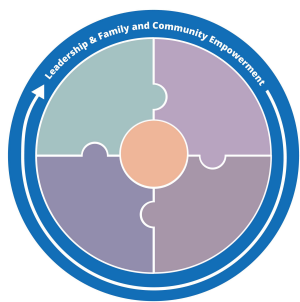
### Lever 2: Program Model and Design

### Lever 3: Staffing and Professional Development

### Lever 4: Lesson Planning and Methods

### Lever 5: Curriculum and Resources





## 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.

### Key DLI Program Practices

#### 1.1

DLI vision & mission supported with measurable goals and a clearly focused plan that commits to high academic expectations, biliteracy development, and sociocultural competence

#### Success Criteria:

- 1.1.a - Clear DLI program vision and mission aligned to the DLI rubric with measurable DLI goals clearly focused on high academic expectations, biliteracy development, and sociocultural competence
- 1.1.b - DLI program clearly articulated in policy and approved by the board to support program quality and sustainability
- 1.1.c - DLI program marketing strategy to ensure effective communication with all stakeholders to highlight teacher & student successes, including traditional and online marketing tools
- 1.1.d - Post and communicate DLI program goals to students and families

#### 1.2

A strategic recruitment plan to hire and retain highly effective leaders

#### Success Criteria:

- 1.2.a - Strategic recruitment plan to hire and retain highly qualified and effective campus & district leaders committed to DLI, includes the development of specific job descriptions and interview protocols for DLI leaders
- 1.2.b - Instructional leadership is strategically recruited and retained to support a quality DLI program

1.3

A safe school culture that elevates all students' experiences and fosters a sense of belonging

**Success Criteria:**

1.3.a - Partner language is elevated to equal status with English

1.3.b - Perception data is used to measure equitable experiences and a sense of belonging for all students

1.4

Individual professional development plans with measurable goals that improve linguistic, cultural, and academic outcomes for emergent bilingual students

**Success Criteria:**

1.4.a - Comprehensive professional development plan aligned with DLI goals for district & campus administrators, teachers, and all school staff for continuous monitoring and support of DLI implementation (e.g., classroom observations, school walkthroughs)

1.4.b - Support teachers to set and reach their own professional development goals to continuously improve on best DLI practices

1.5

Clear role descriptions/expectations and shared responsibilities to support DLI program benefits

**Success Criteria:**

1.5.a - Facilitate DLI professional development for directors, coordinators, campus principals & assistant principals, coaches, specialists, counselors, and central office staff involved with supporting DLI program

1.5.b - Actively participate in local, state, and national conferences & events to highlight the effective implementation of their DLI program

1.6

A clear district DLI language assessment policy mostly aligned to the DLI rubric to review student data that includes both languages to refine instruction and enrichment practices

**Success Criteria:**

1.6.a - Follow language of instruction as designated in the content and language allocation plan and use campus & district biliterate assessments

1.6.b - Adhere to district language assessment policy, observation & feedback systems, and data protocols aligned with DLI programming

1.6.c - Systems and protocols to review student data that includes both languages to refine instructional and enrichment practices based on a well-articulated districtwide DLI assessment policy

**1.7**

Sufficient funding from a bilingual allotment, centralized (district controlled) & decentralized (campus controlled) funds for a high-quality DLI program aligned to DIP and CIP

**Success Criteria:**

1.7.a - Sufficient foundational and supplemental funding from local, state, and federal revenues to implement a high-quality DLI program

1.7.b - Inclusive conversations with leaders on the funding needs of the DLI program

**1.8**

Established and ongoing protocols to foster vertical and horizontal planning within and across content at all levels

**Success Criteria:**

1.8.a - Establish systems to collaborate with instructional leaders to integrate content and DLI standards

1.8.b - Establish and monitor vertical and horizontal planning to ensure multidisciplinary collaboration between DLI, general education, and special programs

1.8.c - Hold 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

**1.9**

Consistently monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program

**Success Criteria:**

1.9.a - Analyze assessment data and assess students holistically through an asset-based and biliteracy trajectory lens

1.9.b - Consistently monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program

**1.10**

An allocation of equitable biliterate resources for classroom use in the two program languages that facilitate alternative assessment methods, provide linguistic accommodations, and facilitate instructional support

**Success Criteria:**

1.10.a - Establish, support, and monitor assessment expectations in both program languages for each grade level

1.10.b - Partner language assessments reflect the structure of that language and facilitate alternative assessment method



## 1.11

Systems fostered to involve stakeholders through highly effective communication and decision-making practices, including targeted professional development for DLI administrators and content specialists in effective

### Success Criteria:

1.11.a - Regularly convene Instructional Leadership Team (ILT) meetings focused on quality DLI implementation for emergent bilingual students

1.11.b - Regularly provide progress reports & updates on DLI program to board members and other district administrators

1.11.c - DLI program evaluation is conducted and shared annually with the board of trustees and other district administrators

## 1.12

Provide a high-quality standard based TEKS curriculum and the DLI rubric and biliterate resources as indicated in DIP and CIP

### Success Criteria:

1.12.a - Staff at all levels are involved in the development and procurement of a biliterate curriculum and resources

1.12.b - Biliterate curriculum and resources are clearly aligned to DLI best practices and asset-based critical lens aligned to the goal of DLI

1.12.c - Established systems for collaboration between bilingual departments and general education to create aligned biliterate resources documents, such as Year-at-a-Glance, scope & sequence, exemplar lessons, instructional resources, etc.

## 1.13

Use student data from both languages to differentiate supplemental biliterate resources as needed for DLI campuses/classrooms

### Success Criteria:

1.13.a - Prioritized procurement of supplemental resources in both languages aligned with campus and district improvement plans

**Established - 70%**

**Exceeds - 80%**

**Exemplary- 90%**

## 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

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.

### Exceeds

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.

### Exemplary

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
<b>Vision and Mission</b>	<p>A district/campus dual language vision with goals.</p> <p>A system to refine the vision and mission with few stakeholders.</p>	<p>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.</p> <p>A system to refine the vision and mission among some stakeholders.</p>	<p>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.</p> <p>A system for continually refining the vision and mission among all stakeholders.</p>
<b>Staffing and Professional Development</b>	<p>A recruitment plan to hire and retain qualified leaders.</p> <p>Few district/ campus leaders with credentials as a bilingual or ESL teacher.</p> <p>A leader who receives at least six hours of professional development annually.</p>	<p>A recruitment plan to hire and retain effective leaders.</p> <p>Most district/ campus leaders with credentials as a bilingual or ESL teacher.</p> <p>A leader who receives at least ten hours of professional development annually. New DLI leaders attend an induction academy.</p>	<p>A strategic recruitment plan to hire and retain highly effective leaders.</p> <p>All district/ campus leaders with credentials as a bilingual or ESL teacher.</p> <p>A leader who receives at least twelve hours of professional development annually, including walkthroughs in classrooms. New DLI leaders attend an induction academy.</p>

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

## Content Area Department Collaboration

Content planned across the district and campus levels.

Planning, instructional practices, and student data monitored at the district/campus levels.

Protocols for vertical and horizontal planning across content at the district and campus levels.

Periodically monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program.

Established and ongoing protocols to foster vertical and horizontal planning within and across content at the district and campus levels.

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.

Communication about the expectations in assessment.

Professional development for dual language administrators and content specialists in assessment practices.

An allocation of most biliterate resources for classroom use in both languages.

Communication about the expectations in assessment in both languages.

Professional development for dual language administrators and content specialists in formative assessment practices.

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 in both languages for each grade level.

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.