TxEDLIF
Success Criteria & Rubric
Lever 4

Lesson Planning & Methods

Revised October 2023

TEA
Texas Education Agency
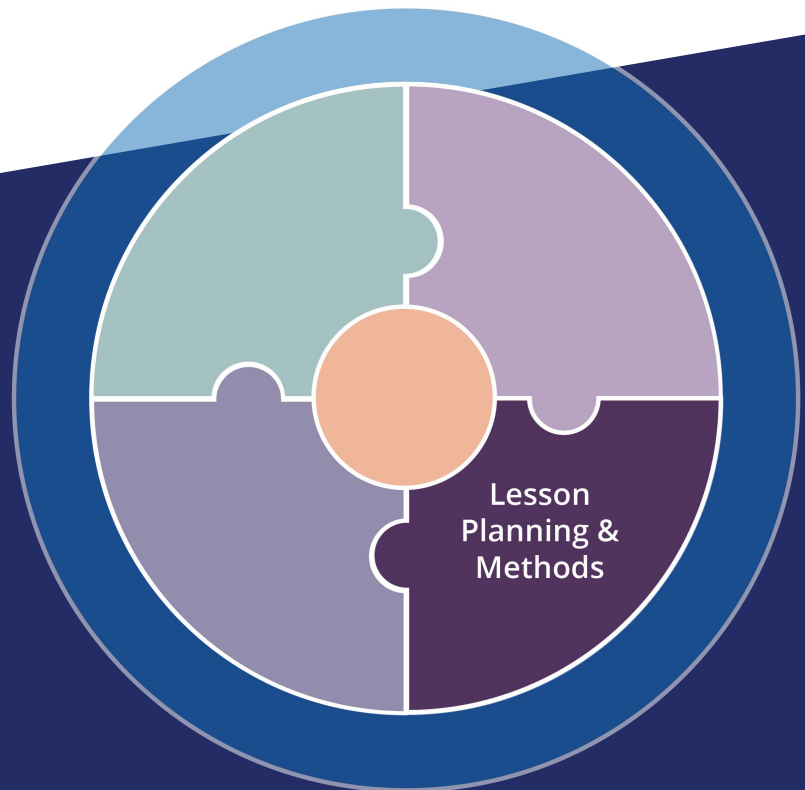
Dual Language Immersion Tools

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.
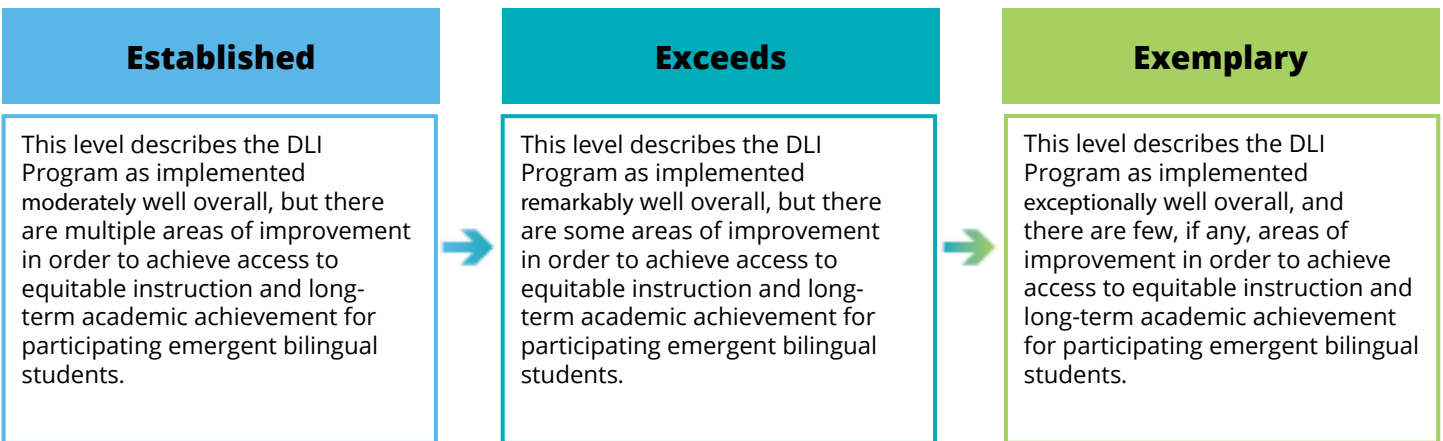
Dual Language Immersion Rubric:

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

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.

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.

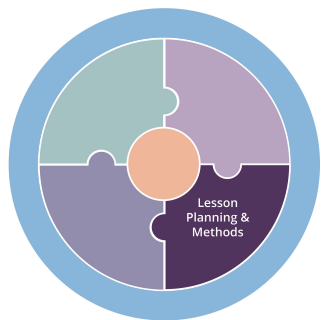### Lever 1: Leadership & Family and Community Empowerment

Lever 2: Program Model and Design

Lever 3: Staffing and Professional Development

Lever 4: Lesson Planning and Methods

Lever 5: Curriculum and Resources

LEVER

4 Lesson Planning and Methods

Lesson Planning & Methods

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

Key DLI Program Practices

4.1 Lesson plans include clear objectives, a variety of formative assessments, and rigorous instructional strategies

Success Criteria:

4.1.a - Clearly defined language, content, and sociocultural objectives that students understand and reflect on at the end of the lesson and the unit

4.1.b - Effective instructional strategies that build content understanding for rigorous learning and include oracy strategies that build content background knowledge, higher order questioning, hands-on activities, critical thinking, project-based learning & scaffolding

4.1.c - Grade level planning using formative biliterate assessments that evaluate the effectiveness of the lesson's language objective across all four language domains and content understanding

4.1.d - Formative assessment data is used to reflect, adjust, and differentiate instructional policy to accelerate student learning

4.1.e - Cooperative learning based on cognitive and linguistic skills and differentiated strategies to maximize "on-grade level" learning, regardless of their level

4.2 DLI program includes culturally and linguistically sustaining practices

Success Criteria:

4.2.a - Culturally and linguistically sustaining practices and resources include funds of knowledge, high level expectations and goal setting that fosters critical consciousness addressing issues of social inequities

4.2.b - Communicate expectations for and monitor implementation of culturally and linguistically sustaining practices

4.2.c - Culturally and linguistically sustaining practices are included in daily lessons, across content areas and grade levels

4.3 Biliteracy instruction included in all areas of instruction: content, literacy, sociocultural and language by building on authentic connections and metalinguistic analysis

Success Criteria:

4.3.a - 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

4.3.b - Construct and monitor campuswide initiatives that highlight the targeted and strategic development of academic language based on grade level TEKS in both languages

4.3.c - Incorporate clear and consistent use of language and academic vocabulary and intentionally plan for contrastive analysis facilitating students to make cross and metalinguistic connections while remaining consistent in language of instruction

4.3.d - Engage students in cross-language connections, such as identifying cognates and non-cognates, analyzing pragmatics, syntax, phonology and spelling of the two program languages.

4.3.e - Incorporate authentic literacy practices in the partner language that respect the structure of the language and is evident in majority of classrooms

4.4 DLI instruction is aligned to content, language, and literacy TEKS and LPS in both languages

Success Criteria:

4.4.a - Lessons that include listening, speaking, reading, and writing across subject areas to support academic biliteracy development, conceptual understanding, and increased reading & writing skills

4.4.b - Integration of content, language (bilingualism) , and literacy (biliteracy) TEKS in both program languages of instruction

4.4.c - Authentic literacy practices that accurately reflect the structure of the partner language

4.5 DLI program promotes an asset- based philosophy in planning and instructional practices

Success Criteria:

4.5.a - Use asset-based lessons that incorporate enrichment practices to provide accelerated growth in biliteracy development and not remedial practices such as pullout and RTI

4.5.b - Heterogeneously groupings with high-quality classroom instruction, including differentiated instruction and strategies that support cross-linguistic connections

4.5.c - Consistently monitor and support the implementation of DLI instruction by providing appropriate feedback & coaching for DLI teachers

4.6 DLI teachers engage students in instruction that incorporates strategic use of language of instruction to to promote high levels of language acquisition

Success Criteria:

4.6.a - Maintain a strategic use of language of instruction and respect for language variation

4.6.b - Follow language of instruction while allowing students to draw from their linguistic repertoire to engage and process learning supporting academic, linguistic, and sociocultural goals

4.6.c - Establish and communicate a campuswide language development and assessment policy

4.6.d - Critical analysis of the differential power and status of language varieties (e.g. indigenous, colloquial)

4.6.e - Establish and communicate districtwide language development and assessment policy

4.7 DLI teachers implement differentiated instruction appropriately

Success Criteria:

4.7.a - Differentiated grade level instruction for all students regardless of the academic and linguistic level that aligns methods and techniques to support diverse student learning

4.7.b - Heterogeneously groupings with high-quality classroom instruction, including differentiated instruction and strategies that support cross-linguistic connections

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	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 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.

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 are inconsistently used by most DLI teachers as a collective and collaborative way of learning. | 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.

Culturally and linguistically sustaining practices include integration of funds of knowledge in most DLI classrooms to foster student voice, agency, and oral traditions.

Culturally and linguistically sustaining practices are student centered with collective and collaborative ways of learning in most DLI classrooms. | 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.

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 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.

There is limited evidence that the 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. | DLI students are engaged through cooperative learning based on cognitive and linguistic skills in most DLI classrooms.

DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages in most DLI classrooms.

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 students are consistently engaged through cooperative learning based on cognitive and linguistic skills.

DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages.

DLI program has clear and consistent use of language and vocabulary cross-linguistic connections to make authentic and meaningful connections. |

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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. 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. 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. 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.	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. 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. 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. 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.	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. 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 clear and consistent integration of content TEKS, Language TEKS and Literacy TEKS in both languages across DLI classrooms to facilitate deep and meaningful learning. 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.

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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.