



TxEDLIF

Success Criteria & Rubric Level 3



Revised October 2023

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:

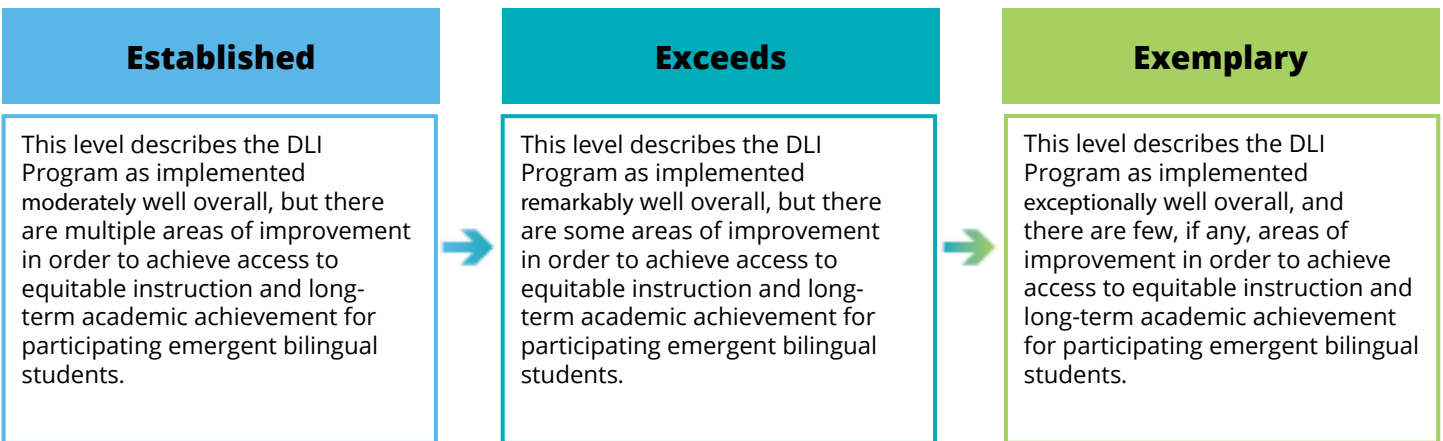
The Dual Language Immersion Rubric provides deep holistic descriptions of DLI programs at different stages of development: established, exceeds, and, exemplary. The DLI Rubric is the foundation for all related documents in this framework (e.g. DLI Success Criteria and DLI Checklists). Use this tool internally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

3 Staffing and Professional Development

ESSENTIAL ACTION:

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

Key DLI Program Practices

3.1

Ongoing and proactive recruitment strategies with clear selection and hiring processes that focus on hiring bilingual certified teachers with an asset-based mindset

Success Criteria:

3.1.a - Recruitment process has a clear recruitment and hiring strategy that is focused on high-quality candidates with asset-based values and a clear priority for bilingual certified personnel

3.1.b - Collaborate to create a pathway for existing staff to develop DLI skills and work with institutions on high-quality preparation for future staffing

3.2

Certified bilingual teachers are in all content areas and grade levels

Success Criteria:

3.2.a - Use and allocate bilingual funds to support staff seeking bilingual certification

3.2.b - Reimburse costs of certification exam for DLI teachers completing bilingual certification

3.2.c - Obtain or actively pursue bilingual certification in all content areas

3.2.d - Strategically place certified bilingual teachers in grade level or content assignments, considering not only certification and partnerships, but the relationship to the grade level as a whole

3.3

Strategic staff placements based on student need, bilingual strengths, credentials, and commitment to the program

Success Criteria:

3.3.a - Strategic placement of highly qualified leaders, teachers, and support staff across grade levels to ensure strong program fidelity and student success

3.3.b - Strategic placement based on student needs, bilingual strengths, credentialing, and other staff factors

3.4

Implement targeted and personalized strategies to support and retain staff to create a positive workplace climate

Success Criteria:

3.4.a - Systemically create professional learning opportunities that align with DLI goals rooted in culturally and linguistically sustaining practices

3.4.b - Collaborate and celebrate with a focus on the DLI program goals

3.5

Purposeful encouragement of students to access other special programs

Success Criteria:

3.5.a - All DLI students have equitable access to special programs such as gifted & talented education, STEM, AP, special education, and counseling

3.5.b - Systematically monitor data of language development and content learning in both program languages to ensure there is not over-representation or under-identification of students in any specialized program

3.6

Job-embedded professional development given regularly to all adults providing instruction

Success Criteria:

3.6.a - Staff receive continuous, targeted professional development aligned to DLI program goals on key program components and best practices

3.6.b - Annual DLI refresher course available

3.7

A view of all students' needs including those in a dual language program when planning and offering professional development

Success Criteria:

3.7.a - Professional development plans are based on data from all students

3.7.b - Systems of cross-collaboration exist between general education and dual language teachers on professional development

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 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
<p>Recruitment</p> <p>89.1201 (a)(3) 89.1210 (c)(3-4) 89.1205 (g)</p>	<p>The school uses the district’s system for recruitment and assignment for teachers.</p> <p>Individual teachers may reach out to their network to recruit.</p> <p>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.</p>	<p>There is proactive recruitment of bilingual certified teachers for the school overall.</p> <p>There are two or three modified hiring practices for the program (i.e. criteria, induction, protocols).</p> <p>The interview process includes bilingual personnel with some specific dual language questions, but the process overall focuses on general education.</p>	<p>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.</p> <p>Clear selection criteria, protocols, hiring and induction processes for DLI teachers.</p> <p>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.</p>
<p>Assignment</p> <p>89.1245 (a) 89.1210 (c)(3-4) 89.1250 (3)(t)</p>	<p>Teacher placements are primarily driven by credentials.</p>	<p>There is some strategic placement of teachers. The criteria are not clear to all.</p>	<p>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.</p>

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

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.

Professional development occasionally includes modeling, practice, and reflection.

The professional development plan is one year.

Board members and administrators must identify their own professional development

There is regular schoolwide professional development provided monthly to all adults.

Professional development usually includes modeling, observation and feedback, data, and reflection within the meeting time.

The professional development plan covers 1-2 years.

There is optional professional development on dual language to board members and administrators.

Job-embedded professional development given regularly to dual language teachers, general education, special education teachers and all adults providing instruction.

Professional development consistent with best practices for adult learning and includes deliberate modeling, observation and feedback cycles, data, and self-reflection.

A three-year plan for professional development differentiated by teacher experience.

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.

Cross-collaboration rarely takes place.

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.

Cross-collaboration is supported when teachers initiate it.

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.

There is a system in place for cross-training, cross-collaboration, and communication between general education and dual language teachers.