



CAMPUS ADMINISTRATOR

Checklist DLI Program Implementation

LEVER 1:

Leadership & Family and Community Empowerment

- Create a vision and mission statement clearly aligned with DLI program goals and expectations
- Implement a comprehensive professional development plan aligned with DLI goals for all school staff Adhere to district language assessment policy, observation & feedback systems, and data protocols aligned with DLI programming
- Establish and monitor vertical and horizontal planning to ensure collaboration between the DLI and general education program
- Establish, support, and monitor biliterate assessment expectations in both program languages for each grade level
- Prioritize procurement of supplemental biliterate resources in both languages aligned with campus and district improvement plans

LEVER 2:

Program Model and Design

- Place certified bilingual teachers strategically based on grade level and content assignments Monitor the language allocation plan with fidelity
- Evaluate the DLI program based on qualitative and quantitative data in both program languages and biliteracy trajectory data
- Begin DLI program at PK, K, or 1st and roll it up each year through 5th or 6th grade
- Support the re-classification of emergent bilingual students, but don't exit them from the DLI program
- Offer the DLI program to newcomers who speak the partner language, if available, for all grades PK-12
- Utilize the district-selected culturally and linguistically sustaining instructional materials
- Ensure appropriate allotment of oral language, and literacy development time in both languages depending on program model, and design
- Monitor consistent strategic use of instructional languages while supporting students' translanguaging

LEVER 3:

Staffing and Professional Development

- Recruit teachers focused on high-quality candidates with asset-based values and a clear priority for bilingual certified personnel versus ESL
- Strategically place highly qualified teachers, and support staff across grade levels to ensure strong program fidelity and student success
- Value and celebrate DLI teachers and staff
- Ensure emergent bilingual learners have equal access to special programs such as gifted & talented education, STEM, AP, special education, counseling
- Receive and provide continuous professional development on key program components and best practices
- Create and maintain systems of cross-collaboration between general education and DLI teachers on professional development, allocation of biliterate resources, and acceleration practices to support emergent bilingual students' success

LEVER 4:

Lesson Planning and Methods

- Monitor lesson plans to include rigorous, appropriate academic and linguistic objectives, higher-order thinking activities and strategies, scaffolding in both program languages, project-based learning, and cross-linguistic connections
- Communicate expectations for and monitor implementation of culturally and linguistically sustaining practices
- Construct and monitor campuswide initiatives that highlight the targeted and strategic development of academic language in both languages
- Ensure lessons include listening, speaking, reading, and writing across subject areas
- Monitor biliteracy integration of content, language, and literacy TEKS in both program languages of instruction
- Consistently monitor and support the implementation of DLI instruction by providing appropriate feedback & coaching for DLI teachers
- Establish and communicate a campuswide language development and biliterate assessment policy
- Monitor differentiated “on-grade level” instruction for all students regardless of academic and linguistic level that aligns methods and techniques to support diverse student learning

LEVER 5:

Curriculum and Resources

- Use a standards-based biliterate curriculum that supports biliteracy, diversity and sociocultural values across content areas in both languages
- Ensure assets-based biliterate resources that are authentic, rooted in culturally and linguistically sustaining practices, and available in both languages
- Obtain quality primary resources in language of instruction(s) and supplemental resources in both languages
- Use teacher observation tools to monitor student growth in literacy and content knowledge in both languages
- Use DLI student portfolios for students to build awareness of their metacognitive and metalinguistic strengths and areas of growth
- Continuously support culturally and linguistically sustaining assessments in both languages
- Use assessments in the classroom in the students' first language. If possible, state assessments in first language at the 3rd & 4th grade
- Ensure systematized conversations with students to develop goal setting, monitoring growth in both languages, and data-driven reflections to foster student ownership