



## **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 promote continued participation in DLI program.
- Offer the DLI program to newcomers who speak the partner language, if available, for all grades PK-12.
- Utilize the district-selected 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, support, and monitor implementation of Linguistically Sustaining Practices.
- Construct and monitor campus-wide 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 campus-wide 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 varied student learning.

## LEVER 5:

## Curriculum and Resources

Use a standards-based biliterate curriculum that supports biliteracy, bilingualism, and global awareness across content areas in both languages.

Ensure assets-based biliterate resources that are authentic, rooted in 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 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.