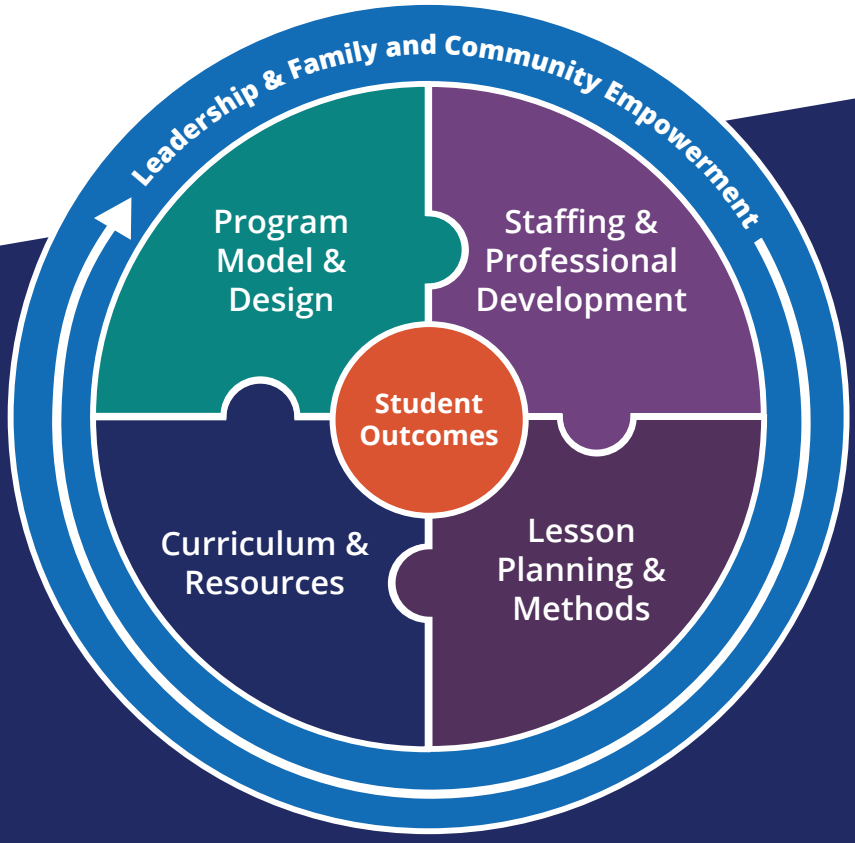
Texas Effective Dual Language Immersion Framework



Pilot Year 2 - Revised October 2022

Texas Education Agency

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History

Dual Language Immersion (DLI) programs have been a part of Texas education since 1973 when former Governor Dolph Briscoe signed into law the Bilingual Education and Training Act, which required bilingual education for students and abolished the English-only teaching requirement imposed in 1918.

In the summer of 2001, Senate Bill (SB) 467 and Senate Concurrent Resolution No. 50, were unanimously passed by the House and Senate ushering in the first DLI bill in the state of Texas. Although dual language instruction was not prohibited with current laws, this law explicitly focused on the "biliteracy" goals of DLI programs and encouraged school districts to offer these innovative and successful instructional programs for all their students. In addition, in 2007, Texas unanimously passed SB 1871 which called for disaggregation of achievement data results of Emergent Bilingual students by type of program served, and it further defined DLI programs as one-way and two-way to serve both emergent bilingual students and non-emergent bilingual students.

In 2019, the Texas legislature continued their support of DLI and passed House Bill 3 that incorporated the Texas Commission on Public School Finance's recommendation to create a new DLI program allotment that incentivized school districts to offer these programs, particularly for emergent bilingual students, and the necessary resources to support these programs. HB 3 promotes and supports quality DLI programs in Texas.

Texas continues to be a leader in the development and implementation of DLI programs, legislative support for DLI programs, and high-quality implementation of these programs to educate large numbers of emergent bilingual students more effectively.

Benefits

Dual language immersion programs provide students with an enriched education that is beyond traditional schooling, a differentiated challenging and engaging experience that supports the goals of dual language education: bilingualism and biliteracy development in partner language and English, high academic achievement in all content areas in both languages, increased multiculturalism and high levels of sociocultural competence. DLI programs build on a student's first language, no matter what the language, to develop deep academic language proficiency, content knowledge and skills, and enhanced cognitive development.

The research on the benefits of programs is compelling and deep. Overwhelming evidence shows that DLI programs are the only instructional programs that close the academic achievement gap between emergent bilingual students and non-emergent bilingual students.

Students participating in DLI programs have:

- increased academic achievement in reading, writing, mathematics, and science test scores,
- increased cognitive development, self-regulation, emotional control, flexibility in thinking, impulse control, planning skills, and self-monitoring skills,
- increased engagement in higher-level learning as they progressthrough the school system and beyond,
- linguistic and academic proficiency in more than one language,
- increased graduation rates,
- a stronger sense of identity and self-esteem, and
- increased parent engagement and satisfaction.

Culturally, all students who participate in dual language programs are able to navigate a multicultural world easier through cultural competency and can positively interact more easily with those who are different from them. The economic benefits include a stronger competitiveness within the job market and a high return on investment for DLI programs.

Dual Language Guidance Committee

In response to the growing research on the benefits of dual language instruction and the state legislature's support, the Texas Education Agency partnered with experts and practitioners in Texas by forming the Dual Language Guidance Committee in 2021. This group's goal was to positively impact the academic achievement of emergent bilingual students in Texas by developing a systemic and sustainable Dual Language Immersion Framework.

This group of committed professionals built on the expertise of experts, researchers, and practitioners to create foundational documents: 7 Essential Steps to Start a Dual Language Immersion Framework, Dual Language Success Criteria, Dual Language Implementation Rubric, and Dual Language Checklists for District Administrators, Campus Leaders, and Teachers. These tools not only provide a description of exemplary dual language programs, but the guidelines and tools to build one. Each document is broken down into the most important aspects of dual language instruction and implementation.

Dual Language Immersion Tools

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

Dual Language 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.

Dual Language Immersion Rubric:

The Dual Language Immersion Rubric provides holistic descriptions of DLI programs at different stages of development: established, exceeds, and, exemplary. 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.

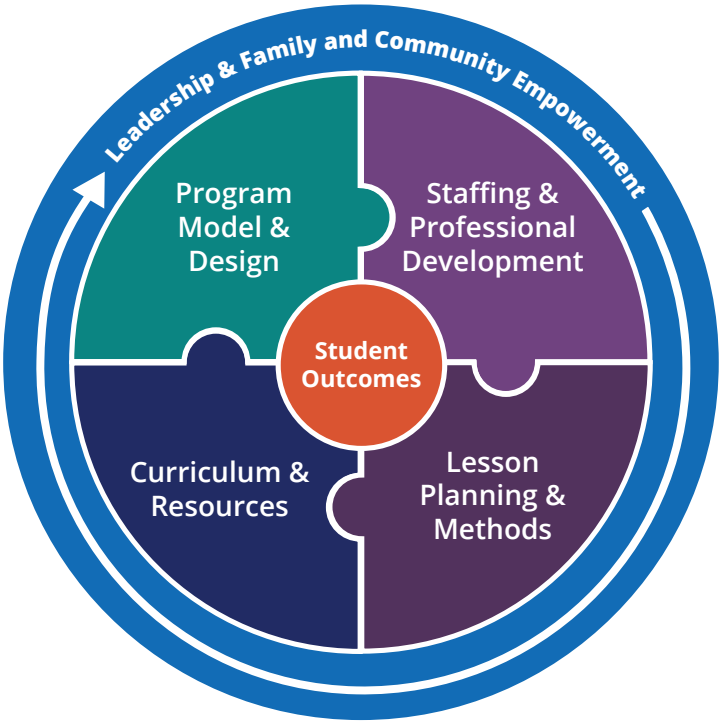
Texas Effective Dual Language Immersion Framework

The English Learner Support Division supports the Texas Education Agency's vision to improve outcomes for all students statewide and strives to lead the increase of achievement and equity of emergent bilingual students and their families. Together with leaders, educators, parents and families we can create an impact that reaches every part of the state.

The goal of the Texas Effective Dual Language Immersion Framework (TxEDLIF) is to provide a manageable instructional framework for LEAs grounded on dual language pedagogy to increase the effective implementation and sustainment of dual language immersion programs and impact student achievement. The Texas Effective Dual Language Immersion Framework consists of five levers with essential actions and key dual language immersion practices to describe what high-quality dual language programs do to support district commitments for schools.

The TxEDLIF aims to provide districts, campuses, teachers, and parents state-wide with the tools they may need to increase:

- the effective implementation and sustainment of dual language immersion programs,
- the expansion of dual language immersion programs PK -12, and
- the impact on student outcomes.



TxEDLIF Levers

Lever 1 Leadership & Family and Community Empowerment

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.

Lever 2 Program Model and Design

DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

Lever 3 Staffing and Professional Development

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

Lever 4 Lesson Planning and Methods

Objective-driven daily lesson plans with asset–based, culturally and linguistically sustaining practices, and data-driven,rigorous, hands-on, scaffolded instruction.

Lever 5 Curriculum and Resources

Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

Dual Language Program Success Criteria

The Dual Language 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 rubric and checklists:

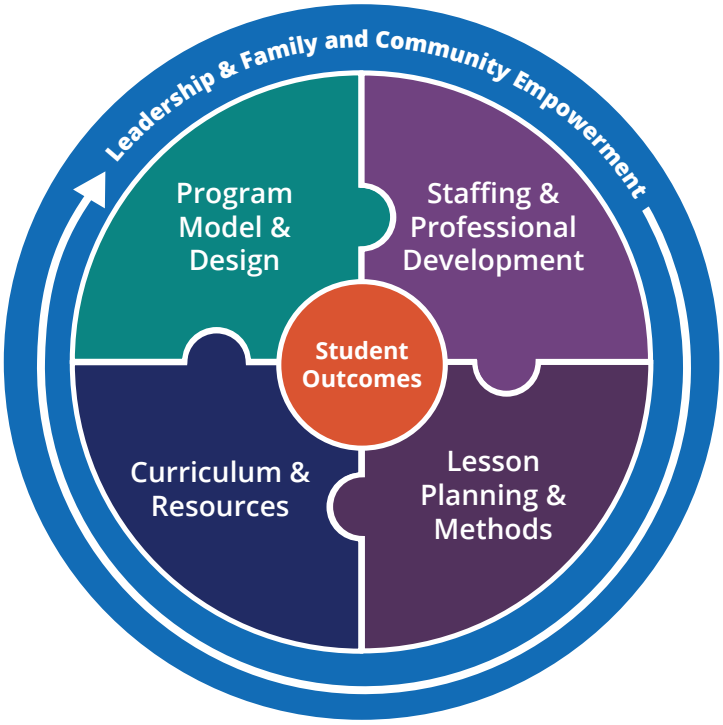
Lever 1: Leadership & Family and Community Empowerment

Lever 2: Program Model and Design

Lever 3: Staffing and Professional Development

Lever 4: Lesson Planning and Methods

Lever 5: Curriculum and Resources



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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 expectations in academic, 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 district-wide 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:

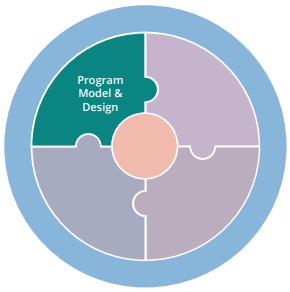
- ☐ 1.12.a - Staff at all levels are involved in the development and procurement of a biliterate curriculum and resources
- ☐ 1.12.b - Biliterate curriculum and resources are clearly aligned to DLI best practices and asset-based critical lens aligned to the goal of DLI
- ☐ 1.12.c - Established systems 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%



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2 Program Model and Design

ESSENTIAL ACTION:

Prioritized emergent bilingual students, a clear language and content allocation plan, and ensures 50% of instruction in partner language.

Key DLI Program Practices

2.1 DLI program clearly prioritizes serving emergent bilinguals

Success Criteria:

- ☐ 2.1.a - Ensure all emergent bilinguals are served in the DLI program either through one-way or two-way DLI classrooms
- ☐ 2.1.b - Ensure the allocation of space for late-coming emergent bilinguals
- ☐ 2.1.c - Serve emergent bilinguals in their first language and English with no less than 50% in the partner language at all grade levels
- ☐ 2.1.d - Encourage emergent bilingual students whose first language is not available in a DLI program to participate in the available DLI program

2.2 A clear DLI model is communicated, implemented, and evaluated

Success Criteria:

- ☐ 2.2.a - Establish and communicate to all stakeholders a district-wide DLI model and goals for all participating schools
- ☐ 2.2.b – The content and language allocation plan is implemented and monitored with fidelity
- ☐ 2.2.c - Provide metalinguistic and metacognitive connections in both the partner language and English
- ☐ 2.2.d - Evaluate DLI program based on qualitative and quantitative data in both program languages and biliteracy trajectory data

2.3 Students with different levels of language proficiency have multiple entry points into the DLI program and are encouraged to continue

Success Criteria:

- ☐ 2.3.a - Support campuses with DLI program roll-out to begin at PK, K, or 1st and continue each year until fully implemented at 5th or 6th grade
- ☐ 2.3.b - Ensure reclassified emergent bilinguals continue in DLI program until at least 5th or 6th grade
- ☐ 2.3.c - Facilitate inclusion of emergent bilingual students (including newcomers) who speak the partner language to participate in DLI program, if available, for all grades PK-12
- ☐ 2.3.d - Show clear evidence of communication and modeling of linguistic equity between the partner language and English, actively integrating families, school, and local communities in this effort
- ☐ 2.3.e - Support reclassification of some emergent bilingual students but "no" exiting, as they must continue in the DLI program

2.4 Program model ensures high academic achievement in both languages, bilingualism, biliteracy and sociocultural competence

Success Criteria:

- ☐ 2.4.a - Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is based on culturally and linguistically sustaining practices, ensures academic & linguistic achievement in both program languages, and supports biliteracy and sociocultural competence
- ☐ 2.4.b - Promote a district-wide plan for academic & linguistic achievement in both program languages to support biliteracy and sociocultural competence
- ☐ 2.4.c - Ensure there are opportunities for all stakeholders to be involved and valued in the DLI Program
- ☐ 2.4.d - Demonstrates alignment and implementation of linguistically appropriate and instructional materials based in culturally and linguistically sustaining practices

2.5 Stakeholders are actively involved in creating a school that values the sociocultural competence of students.

Success Criteria:

- ☐ 2.5.a - Provide opportunities for all stakeholders to be involved and valued in the DLI program
- ☐ 2.5.b - Staff at all levels are actively involved in the creation and implementation of a school-wide plan that addresses the development of sociocultural competency and elevates the understanding of biliteracy development among all stakeholders

2.6

Program model builds on the assets of students' languages and builds biliteracy development

Success Criteria:

- ☐ 2.6.a - Schedule reflects oral and academic literacy and biliteracy development according to the respective model design
- ☐ 2.6.b - Through an asset-based lens, support students' linguistic approaches such as translanguaging while maintaining a strict separation of instructional language
- ☐ 2.6.c - Appropriate allotment of oral and academic language and literacy development time in both languages depending on program model and design
- ☐ 2.6.d - Model adheres to consistent separation of instructional languages while supporting student's translanguaging

Established - 70%	Exceeds - 80%	Exemplary - 90%

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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:

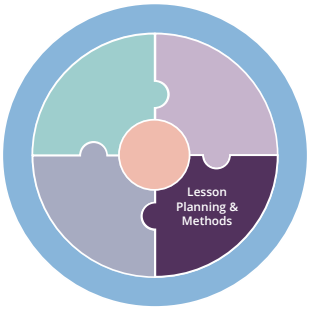
- ☐ 3.6.a - Staff receive continuous, targeted professional development aligned to DLI program goals on key program components and best practices
- ☐ 3.6.b - Annual DLI refresher course available

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%**



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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.

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.e - Formative assessment data is used to reflect, adjust, and differentiate instructional policy to accelerate student learning
- ☐ 4.1.f - 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 campus-wide 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 appropriate separation of languages to promote high levels of language acquisition

Success Criteria:

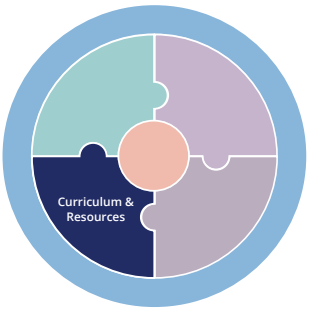
- ☐ 4.6.a - Maintain appropriate separation of languages and respect for language variation
- ☐ 4.6.b - Follow language of instruction while allowing students to draw from their linguistic repertoire to engage and process learning supporting academic, linguistic, and sociocultural goals
- ☐ 4.6.c - Establish and communicate a campus-wide 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.f - Establish and communicate district-wide 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%**



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5 Curriculum and Resources

ESSENTIAL ACTION:

Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

Key DLI Program Practices

5.1 DLI curriculum is research and standard-based addressing the goals of DLI

Success Criteria:

- ☐ 5.1.a - Standards-based curriculum that supports biliteracy, diversity, and sociocultural values across content areas in both languages
- ☐ 5.1.b - Authentic biliterate curriculum that targets the unique language systems that support partner language and English literacy development

5.2 DLI curriculum includes:

- asset-based biliterate resources culturally and linguistically sustaining practices
- addressing students' prior knowledge
- a multilingual perspective hands-on and authentic activities
- translanguaging development

Success Criteria:

- ☐ 5.2.a - Assets-based resources that are authentic, including culturally and linguistically sustaining practices, address all learning modalities, and available in both languages
- ☐ 5.2.b - Quality primary biliterate resources in language of instruction(s) and supplemental biliterate resources

5.3

DLI biliterate curriculum and resources ensure that campus and district level assessments:

- include culturally and linguistically sustaining practices
- are in both languages or specific to language of instruction
- support student agency
- include portfolios or other student work

Success Criteria:

- ☐ 5.3.a - Observation tools to monitor student growth in language, literacy, and content knowledge in both languages
- ☐ 5.3.b - Language of assessment is in the first language (L1) for reading and writing campus and district assessments, if available
- ☐ 5.3.c - DLI biliterate assessments include:
  - » formative and summative authentic assessments in both languages
  - » teacher and student assessment tools to assess the development of both languages across subjects and grade levels
  - » culturally and linguistically sustaining practices performance-based assessment tools
- ☐ 5.3.d - Have systematized conversations with students to build awareness of their metacognitive and metalinguistic strengths and develop student agency in goal setting and monitoring growth in both languages
- ☐ 5.3.e - Systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages

5.4

DLI program has continuous improvement processes

Success Criteria:

- ☐ 5.4.a - Inclusive decisions and planning for DLI student support and success
- ☐ 5.4.b - Systematized conversations with students to develop goal setting, monitoring growth in both languages, and data-driven reflections to foster student ownership
- ☐ 5.4.c - Campus and District Improvement Plans (CIP/DIP) include a continuous improvement process used with students aligned to TEKS in both languages at all grade levels

☐ Established - 70%	☐ Exceeds - 80%	☐ Exemplary - 90%

7 Essential Steps to Start a Dual Language Immersion Program

7 Essential steps to consider when starting or enhancing a Dual Language Immersion program to positively impact student outcomes in your district.

1

Build Advocacy and Knowledge:

Gain support and understanding of DLI programming from district & campus leadership, teachers, and parents

2

Understand District and Community Demographics:

Conduct a needs assessment related to students to be served (e.g., achievement patterns, SES, mobility, cultural attributes), district resources, and community interests

3

Create a Stakeholder Group:

Secure comprehensive long-term commitment and involvement at all levels

4

Develop a Mission and Vision Statement:

Collaboratively write clear vision & mission statements with a set of guiding principles based on dual language literature, research, and policy

5

Design or Adopt a DLI Program Model:

A DLI program model should fit student and community needs and have consensus among all stakeholders with the goal of biliteracy

6

Align Curriculum and Resources to DLI Program

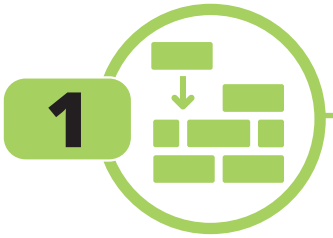
Revise curriculum and procure culturally and linguistically sustaining resources that align to the DLI program model and language allocation plan

7

Establish a Staff Development Plan & Evaluation:

Design a long-term PD plan for all stakeholders, (district, campus administrators, teachers, board members, and parents) that ensures deep understanding of DLI program implementation (related to their participation) and continuous PD support, as well as systematic DLI program assessments and/or formal evaluations.

Step 1:



Build Advocacy and Knowledge:

Gain support and understanding of DLI programming from district & campus leadership, teachers, and parents

- Hold parent and community meetings to talk about the academic and economic impact of students participating in DLI education
- Bring data to the conversations to support long-term impact
- Have campus, district, and family & community pláticas
- Have an asset-based approach for the linguistic and cultural richness of the families and their students
- Welcome the student and families' funds of knowledge
- Build strong relationships with families and communities
- Implement TEA's Emergent Bilingual Family Empowerment Tool Kit (coming soon)

Step 2:

Understand District and Community Demographics:

Conduct a needs assessment related to students to be served (e.g., achievement patterns, SES, mobility, cultural attributes), district resources, and community interests

- Know your students and be ready to present a high-level overview on demographics
- Understand relevant data points which include community languages, cultures, and diverse backgrounds of the community
- Present data elements that demonstrate student performance over time
- Be prepared to provide evidence-based research aligned to policy and practice

Step 3:

Create a Stakeholder Group:

Secure comprehensive understanding, long-term commitment and involvement at all levels

- Develop a redesign committee of varied stakeholders.
  - District Leaders
  - Bilingual Department

- Bilingual Educators
- Other Educators: ESL, General ED, Special Education
- Emergent bilingual student families
- Institution of Higher Education representatives
- Community Leaders
- High School Students – Senior Group

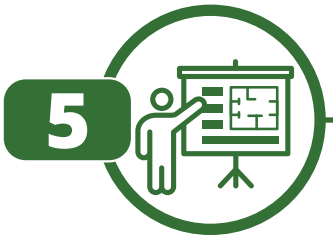
Step 4:

Develop a Mission and Vision Statement:

Collaboratively write a clear vision & mission statements with a set of guiding principles based on dual language literature, research, and policy

- Clearly defined and communicate expectations for achieving student outcomes
- Embed the goals of DLI
  - Bilingualism and Biliteracy in both languages
  - High academic achievement in both languages
  - Develop biculturalism/ multiculturalism with sociocultural competence
- All stakeholders will know how to share the intended outcomes

Step 5:



Design or Adopt a DLI Program Model:

A DLI program model should fit student and community needs and have consensus among all stakeholders with the goal of biliteracy achievement

- The DLI program model:
  - supports student and community demographics
  - continues without interruption through elementary grades and secondary when applicable
  - clearly defines the language allocation plan and follows DLI requirements of at minimum of 50% of content areas taught in the partner language
  - ensures and supports a biliteracy development goal through sequential or simultaneous biliteracy strategies
  - has equitable number of resources in both languages

TAC Ch. 89.1210, 89.1227, 89.1228

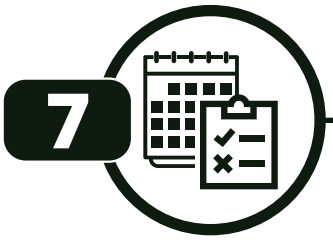
Step 6:

Align Curriculum and Resources to DLI Program

Revise curriculum and procure culturally and linguistically sustaining resources that align to the DLI program model and language allocation plan

- Provides authentic and equitable number of resources in the partner language and English to develop biliteracy skills aligned to the DLI program model
- Requires HQIM that afford access to age and grade level TEKS in all content areas TAC 89.1227(a) in both languages
- Promotes collaboration of all district content directors and special population leaders
- Curriculum and resources ensure that students learn at grade-level and above
- Curriculum is aligned to TEKS and engages all students at grade-level or above literacy development skills
- Fosters biliterate assessments aligned to program goals (formative and summative)

Step 7:



Establish a Staff Development Plan & Evaluation:

Design a long-term PD plan for all stakeholders, (district, campus administrators, teachers, board members, and parents) that ensures deep understanding of DLI program implementation (related to their participation) and continuous PD support, as well as systematic DLI program assessments and/or formal evaluations.

- Develop a continuous professional development plan for:
  - DLI Teachers
  - DLI Campus Administrators
  - DLI District Leaders
- Provide professional development that targets biliteracy development: metalinguistic and metacognitive skills
- Provides ongoing opportunities to develop biliterate curriculum and design biliterate assessments to track biliteracy trajectories

Texas Effective Dual Language Immersion Framework's (TxEDLIF's) Rubric

Purpose: The TxEDLIF's rubric provides Local Education Agencies (LEAs) with a tool for self-evaluation of their DLI program effectiveness. This rubric, along with the Success Criteria and Self-Review Scorecard, is intended for internal use for determining the next steps for the development and continuous improvement of DLI programs at the campus and district level.

Organization: The TxEDLIF's rubric has five levers that are critical in the effective implementation and sustainability in high-performing DLI campuses. Each lever consists of essential actions and foundational key dual language practices.

Lever 1: Leadership & Family and Community Empowerment	Lever 2: Program Model & Design	Lever 3: Staffing & Professional Development	Lever 4: Lesson Planning & Methods	Lever 5: Curriculum & Resources
Vision & Mission	Teacher Certification	Recruitment	Lesson Plans	Curriculum Standards
Staffing & Professional Development	Language Allocation Plan	Assignment (Teacher Placement)	Culturally and Linguistically Sustaining Practices	Resources
Instructional Policy	Program Duration	Retention	Content Based Language Instruction	Classroom Assessments
Funding	Program Content Goals	Special Program Coordination	Authentic Biliteracy Development Across Content-Areas	State Assessments Progress Monitoring & Data Analysis
Content Area Dept. Collaboration	Program Culture Goals	Professional Development Plan	Dual Language Immersion Pedagogy	
Assessments	Program Language & Literacy Goals	General Education Coordination	Language Use	
Family & Community Empowerment			Differentiated Instruction	
Curriculum & Resources				

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

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

Content Area Department Collaboration	Content planned across the district and campus levels.	Protocols for vertical and horizontal planning across content at the district and campus levels.	Established and ongoing protocols to foster vertical and horizontal planning within and across content at the district and campus levels.
	Planning, instructional practices, and student data monitored at the district/ campus levels.	Periodically monitor planning, instructional practices, and student data to ensure collaboration between DLI and the general education program.	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.	An allocation of most biliterate resources for classroom use in both languages.	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.	Communication about the expectations in assessment in both languages.	Communication about the expectations in assessment in both languages for each grade level.
	Professional development for dual language administrators and content specialists in assessment practices.	Professional development for dual language administrators and content specialists in formative assessment practices.	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.

LEVER 2: Program Model and Design

ESSENTIAL ACTION: DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

	Established	Exceeds	Exemplary
Teacher Certification TEC 29.061 (89.1210(c)(3)&(c)(4) 29.061 (b-1)(b-2)	Certified bilingual teachers are in areas required by the education code. There is limited professional development focused on language proficiency.	Certified bilingual teachers are in core content areas. There is some professional development that supports and strengthens partner language and/or English proficiency.	Certified bilingual teachers in all content areas. Professional development to support and strengthen partner language and/or English proficiency of dual language teachers.
Language Allocation Plan 89.1227(d)	A language allocation plan exists, but is not well-known. Some decisions are based on the language allocation plan. There is an evaluation of the program, but the focus is on English data. Few of the support services are aligned with the language allocation plan.	A language allocation plan exists and is known. The language plan is understood by the campus leaders and guides many, but not all decisions. An evaluation of the program includes qualitative and quantitative data in both languages, but not an equal amount. Several, but not all of the support services are aligned with the language allocation plan.	A clear allocation plan that is aligned with the latest research. A plan implemented with fidelity and monitored by all campus leaders. An evaluation based on qualitative and quantitative data in both program languages and biliteracy trajectory data. Support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) aligned with the language allocation plan.

Program Duration 89.1205 (a)(d) 89.1227 (e) 89.1233 89.1228	The dual language program is run in grades PK-3 only.	The dual language program runs through the grade levels of the elementary schools.	Programming beginning at PK, K or 1st and continuing to roll up each year and through 5th or 6th grade. Students receive a recommendation to continue into a dual language secondary program.
	The students served are mostly emergent bilingual students.	The students served are mostly emergent bilingual students.	Primary language English speakers can enroll in the dual language program for all grades PK-12.
	Newcomers are not offered the dual language program.	Newcomers are offered the dual language program in grades PK-1st.	Newcomers who speak the partner language enter the dual language program at all levels.
	Students learning English are exited from the dual language program after they are reclassified.	Reclassification of some emergent bilinguals happens, but the school does not encourage or discourage reclassified students to stay in the program.	Re-classification of some emergent bilinguals, but there is “no” exiting.
Program Content Goals	Content instruction is based on the district’s curriculum. There are steps taken to support a second language. The goals of bilingualism, biliteracy and sociocultural competences are shared by some of the staff.	Content instruction is rooted in culturally and linguistically sustaining practices, communicated, sequenced and scaffolded to ensure high academic achievement in one language. The goals of bilingualism, biliteracy and sociocultural competence are valued.	Culturally and linguistically sustaining practices, linguistically accommodated content instruction and design that is communicated, sequenced, and scaffolded to ensure high academic achievement in both program languages, bilingualism, biliteracy and sociocultural competence.

Program Culture Goals	There is a limited plan that addresses sociocultural competence. Some teachers address this goal in their classroom.	A plan exists that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders.	Opportunities for stakeholders to be involved in creating a plan that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders, including teachers, school staff, administrators, and community members.
	The school modifies the district curriculum to incorporate sociocultural competence when appropriate.	Systems for the selection of linguistically appropriate and culturally and linguistically sustaining instructional materials exist.	Systems for the selection of linguistically appropriate and culturally and linguistically sustaining instructional materials and their thoughtful integration into the curriculum along with the incorporation of sociocultural competence skills into the curriculum.
Program Language and Literacy Goals 28.0051(a) 89.1210 (c)(3)(c)(4)	The language allotment time is not consistent in all classrooms.	The language allotment time is consistent across grade levels, but not cohesively across the school.	An equal allotment of oral language and literacy "development" time in both languages (50/50 model) or is provided initially in the partner language (90/10, 80/20 model) and then allotted equal time in both languages once the program reaches a 50/50 division of instruction in the two languages.
	The understanding about the importance of translanguaging and print in both languages exists with some adults in the program, but not all.	There is an asset-based lens on students' translanguaging, but little attention to the separation of instructional languages.	An asset-based lens on students' translanguaging and print in both languages, but a strict separation of instructional language is upheld.

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
Recruitment 89.1201 (a)(3) 89.1210 (c)(3-4) 89.1205 (g)	The school uses the district's system for recruitment and assignment for teachers.	There is proactive recruitment of bilingual certified teachers for the school overall.	Ongoing and proactive recruitment strategies that include many sources for high-quality candidates. Purposefully recruitment of classroom, special education, elective teachers, and substitutes with bilingual certification before hiring ESL teachers.
	Individual teachers may reach out to their network to recruit.	There are two or three modified hiring practices for the program (i.e. criteria, induction, protocols).	Clear selection criteria, protocols, hiring and induction processes for teachers.
	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.	The interview process includes bilingual personnel with some specific dual language questions, but the process overall focuses on general education.	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.
Assignment 89.1245 (a) 89.1210 (c)(3-4) 89.1250 (3)(t)	Teacher placements are primarily driven by credentials.	There is some strategic placement of teachers. The criteria are not clear to all.	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 language development in both languages.

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

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.	There is regular schoolwide professional development provided monthly to all adults.	Job-embedded professional development given regularly to dual language teachers, general education, special education teachers and all adults providing instruction.
	Professional development occasionally includes modeling, practice, and reflection.	Professional development usually includes modeling, observation and feedback, data, and reflection within the meeting time.	Professional development consistent with best practices for adult learning and includes deliberate modeling, observation and feedback cycles, data, and self-reflection.
	The professional development plan is one year.	The professional development plan covers 1-2 years.	A three-year plan for professional development differentiated by teacher experience.
	Board members and administrators must identify their own professional development	There is optional professional development on dual language to board members and administrators.	Professional development on 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.	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.	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, interventions, and accelerations.
	Cross-collaboration rarely takes place.	Cross-collaboration is supported when teachers initiate it.	Cross-training, cross-collaboration, and communication between general ed and dual language teachers happens systematically.

LEVER 4: Lesson Planning and Methods

ESSENTIAL ACTION: Objective-driven daily lesson plans with formative biliterate assessments. Data-driven rigorous and scaffolded instruction.

	Established	Exceeds	Exemplary
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 it at the end of the lesson. Instructional strategies that include rigorous 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.	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.	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.
	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 include integration of funds of knowledge in most DLI classrooms to foster student voice, agency, and oral traditions.	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 inconsistently used by most DLI teachers as a collective and collaborative way of learning.	Culturally and linguistically sustaining practices are student centered with collective and collaborative ways of learning in most DLI classrooms.	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.	DLI students are engaged through cooperative learning based on cognitive and linguistic skills in most DLI classrooms.	DLI students are 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.	DLI program has clear biliteracy integration of content, language, and literacy instruction in both languages in most DLI classrooms.	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.	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 program has clear and consistent use of language and vocabulary cross-linguistic connections to make authentic and meaningful connections.

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.	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.	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.
	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.	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.	DLI program clearly supports biliteracy development in that listening, speaking, reading, and writing is incorporated by DLI teachers in all content areas to build concepts and content-based language.
	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.	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.	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.
	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.	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.	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 the majority of 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 no remedial practices such as pullout and RTI. DLI teachers are consistent with heterogeneously grouped students that are given 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 appropriate separation of languages to promote high levels of language acquisition.	Some DLI teachers engage students in instruction that incorporates appropriate separation of languages to promote high levels of language acquisition.	DLI teachers engage students in instruction that incorporates appropriate separation of languages to promote high levels of language acquisition.

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.

LEVER 5: Curriculum and Resources

ESSENTIAL ACTION: Inclusive and collaborative development of assets-based, culturally, and linguistically sustaining practices, biliteracy curriculum, assessments and resources aligned to DLI program goals.

	Established	Exceeds	Exemplary
Curriculum Standards 74.4 (a)(1) 89.1201 (a-b)(d)	Curriculum is standards-based in both languages supporting bilingualism and biliteracy development but lacking embedded focus on sociocultural competence. Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, but limited focus on equitable resources and literacy development across subjects in both languages.	Curriculum is standards-based in both languages supporting bilingualism and biliteracy development. There is evidence of a focus on sociocultural competence Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, and there is some focus on equitable resources and literacy development across subjects in both languages.	Curriculum is research and standards-based addressing the goals of bilingualism, biliteracy, strong academic achievement in both languages and an intentional intertwining of sociocultural competence. DLI curriculum is challenging based on an enriched education that • clearly promotes culturally and linguistically sustaining practices, linguistic diversity and equitable resources and literacy for all learners • includes a scope and sequence for language and literacy development across subjects in both languages, and • includes quality, digital biliterate resources in both languages.

Resources 74.4 (a)(1) 89.1201 (a-b)(d)	DLI curriculum has hands-on resources, but limited integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.	DLI curriculum has hands-on resources and some integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.	DLI curriculum includes asset-based biliterate resources that • Include culturally and linguistically sustaining practices in both languages • address students' prior knowledge include a multilingual perspective, and • are hands-on and authentic.
	Literacy resources generally do not accurately reflect the structure of literacy (reading & writing) in the partner language.	Literacy resources generally accurately reflect the structure of literacy (reading & writing) in the partner language.	Literacy resources accurately reflect the structure of the partner language literacy process and include high-quality literature.
	Partner language resources are mostly translated from English versions.	Partner language resources are mostly authentic and not translated English resources.	Partner language resources based on the partner language and not only translated English resources.
	Primary learning resources are not consistent across subjects in the language of instruction according to the language allocation plan.	Primary learning resources are mostly consistent across subjects in the language of instruction according to the language allocation plan.	Primary learning biliterate resources available in language of instruction.
	Supplemental learning resources are limited in partner language.	Supplemental learning resources are available in most subjects in both languages.	Supplemental learning biliterate resources available in both languages. available in most subjects in both languages.

Classroom Assessments 89.1210 (a)(1) 89.1220 (i), (l)(1)(G)	Student assessments are not consistent with the language of instruction according to the language allocation plan.	Student assessments generally include culturally and linguistically sustaining practices in both languages or specific to language of instruction.	Student assessments include culturally and linguistically sustaining practices in both languages or specific to language of instruction.
	Although assessments in literacy development (reading & writing) are used by teachers to inform instruction, there are limited or no assessments in most subject- areas in both languages.	Assessments in literacy development (reading & writing) and subject-areas are generally used by most teachers to inform instruction in both languages.	Assessments allow teachers to evaluate literacy skills, proficiency, and subject-area knowledge in both languages.
	Few or no tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections.	Some tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections are available.	Several tools available to students to build awareness of their own strengths and weaknesses and track their own progress on metacognition and metalinguistics connections.
	Few or no teachers use tools to monitor the growth of both languages.	Teachers generally use tools to monitor the growth of both languages.	Observation tools that support monitoring the growth of both languages used by all teachers.
	Few or no teachers use student portfolios with templates and timelines for completion.	Most teachers use student portfolios with templates and timelines for completion.	All teachers employ student portfolios with templates and timelines for completion

State Assessments, Progress Monitoring & Data Analysis 89.1220 (l), (l)(1)(F)(l) 89.1226 (i)(k)	No continuous improvement process aligned to state standards in both languages at all grade levels.	Limited continuous improvement processes in place aligned to state standards in both languages at all grade levels.	Continuous improvement processes aligned to state standards in both languages at all grade levels.
	Student support and planning decisions are mostly unilateral and do not involve stakeholders.	Student support and planning decisions involve some stakeholders, but not all.	Student support and planning decisions include the input of all stakeholders.
	Inconsistent conversations with students regarding goal setting and growth in both languages.	Consistent conversations with students regarding goal setting and growth in both languages.	Systematized conversations with students to develop student agency in goal setting and monitoring growth in both languages.
	Inconsistent systems in place for data-driven reflection by item and student level in both languages.	Some systems in place for data- driven assessments for emergent bilinguals by item and student level in both languages.	Systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages.
	No clear and consistent visible data on student progress to foster student ownership and goal setting.	Some clear and consistent visible data on student progress in most classrooms to foster student ownership and goal setting.	Visible data on student progress in all classrooms and throughout the school to foster student ownership and goal setting.
	Limited communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.	Inconsistent communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.	Communicates regularly with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.

DISTRICT ADMINISTRATOR
Checklist DLI Program Implementation

LEVER 1: Leadership & Family and Community Empowerment

- [ ] Hold a district-level DLI vision and mission statement discussion
- [ ] Clearly articulate a DLI district policy approved by the board to support program quality and sustainability
- [ ] Use a DLI program marketing strategy to ensure effective communication with all stakeholders to highlight teacher & student successes, including traditional and online marketing tools
- [ ] Create a strategic recruitment plan to hire and retain highly qualified and effective campus & district leaders committed to DLI, including the development of specific job descriptions and interview protocols for DLI leaders
- [ ] Facilitate DLI professional development for directors, coordinators, campus principals & assistant principals, coaches, specialists, counselors, and central office staff involved with supporting DLI program
- [ ] Actively participate in local, state, and national conferences & events to highlight the effective implementation of the DLI program
- [ ] Use district-wide systems and protocols to review student data that include both languages to refine instructional and enrichment practices, based on a well-articulated district-wide DLI biliterate assessment policy
- [ ] Provide sufficient foundational and supplemental funding from local, state, and federal revenues to implement a high-quality DLI program at respective campuses
- [ ] Coordinate 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
- [ ] Regularly convene district instructional leadership team meetings focused on district-wide quality DLI implementation
- [ ] Regularly provide progress reports & updates on DLI program to board members and other district administrators at least twice per semester
- [ ] Conduct a DLI program evaluation annually and share with the board of trustees and other district administrators

LEVER 2: Program Model and Design

- ☐ Use and allocate bilingual funds to support staff seeking bilingual certification, including certification exam
- ☐ Establish a district wide DLI model and goals for all participating schools
- ☐ Use a language allocation plan to be implemented in all DLI campuses and assures appropriate allotment of oral language and literacy in both languages
- ☐ Reclassify emergent bilingual learners but don't exit them from the DLI program through at least 5th or 6th grade
- ☐ Facilitate inclusion of newcomers who speak the partner language, to participate in DLI program, if available, for all grades PK-12
- ☐ Promote a district-wide plan for academic & linguistic achievement in both program languages to support biliteracy and sociocultural competence
- ☐ Ensure there are opportunities for all stakeholders to be involved and valued in the DLI Program
- ☐ Demonstrates an alignment and implementation of culturally and linguistically sustaining instructional materials

LEVER 3: Staffing and Professional Development

- ☐ Establish a recruitment and retention plan with the human resources department to incentivize bilingual certification and actively recruit bilingual teachers
- ☐ Strategically place teachers, and coaches based on student needs, teacher strengths, credentials, and commitment to the DLI program in both languages and subjects
- ☐ Provide specialized program services provided to DLI students allowing access to other programs through the monitoring of data
- ☐ Ensure a professional development plan targeting best practices used in DLI program for all stakeholders and an intentional 6-hour annual refresher course
- ☐ Create and monitor a cohesive collaboration between general education and DLI programs aligned to the district's vision and mission statement
- ☐ Establish professional development systems for district and campus leaders to understand similarities and differences in curriculum for all content areas in DLI and general education

LEVER 4: Lesson Planning and Methods

- ☐ Adopt a district-wide lesson plan process that clearly defines content, language and sociocultural objectives
- ☐ Support instructional strategies district-wide of rigorous learning, scaffolding practices, and cooperative, and hands-on learning
- ☐ Use formative biliterate assessment data to reflect, adjust, and differentiate instructional policy to accelerate student learning
- ☐ Focus on culturally and linguistically sustaining practices district wide in lesson plan templates across content areas and grade levels
- ☐ Integrate district-wide content, language, and literacy TEKS in both program languages of instruction
- ☐ Establish and communicate a district-wide language development and biliterate assessment policy

LEVER 5: Curriculum and Resources

- ☐ Adopt a standards-based biliterate curriculum that supports biliteracy, diversity and sociocultural values across content areas in both languages
- ☐ Adopt assets-based high-quality authentic resources aligned to the curriculum according to the language allocation plan to address all learning modalities
- ☐ Ensure quality primary biliterate resources are available in the language(s) of instruction and supplemental resources are available in both languages
- ☐ Ensure authentic formative and summative biliterate assessments in both languages across content areas
- ☐ Include in the district improvement plan a continuous improvement process to use with students aligned to state standards in both languages at all grade levels
- ☐ Ensure the language of assessment is in both languages for reading and writing classroom & state assessments, when available

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 separation 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 campus-wide initiatives that highlight the targeted and strategic development of academic language in both languages with appropriate separation
- ☐ 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 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

DLI TEACHER
Checklist DLI Program Implementation

LEVER 1: Leadership & Family and Community Empowerment

- ☐ Post and communicate program goals to students and families
- ☐ Participate in an observation & feedback system for continuous improvement
- ☐ Establish systems to collaborate with instructional leaders to integrate content and DLI standards
- ☐ Use partner language assessments that reflect the structure of that language
- ☐ Analyze assessment data and assess students holistically through an asset-based and biliteracy trajectory lens
- ☐ Utilize and provide feedback on biliterate curriculum and resources aligned to best practices and align to the goals of DLI

LEVER 2: Program Model and Design

- ☐ Obtain or actively pursue bilingual certification
- ☐ Adhere to language allocation plan with fidelity and provide metalinguistic and metacognitive connections in both languages
- ☐ Plan for, deliver, and seek feedback on content instruction that is rooted in culturally and linguistically sustaining practices
- ☐ Communicate and model linguistic equity between the partner language and English, actively integrating families, school, and local communities in this effort
- ☐ Actively engage in the creation and implementation of a school-wide plan that addresses the development of sociocultural competency and elevates biliteracy among all stakeholders
- ☐ Through an asset-based lens, support students' linguistic approaches such as translanguaging while maintaining a strategic separation of instructional language

LEVER 3: Staffing and Professional Development

- [ ] Participate in protocol and recruitment committees as directed by administration
- [ ] Collaborate with one another, feel valued and celebrated through PLCs, grade-level meetings (horizontal & vertical) focused on DLI program goals
- [ ] Advocate for the needs of emergent bilingual students to access special programs, such as gifted & talented education, special education, and counseling
- [ ] Monitor data of language development and content learning in both program languages to ensure there is no overrepresentation or under-identification of students in any specialized program such as special education
- [ ] Participate in professional development aligned to the DLI program vision and goals including biliteracy development, pedagogy, and DLI implementation best practices Participate in professional learning opportunities to develop and elevate partner language at high academic levels
- [ ] Participate in cross-training, cross-collaboration, and communication between general education and dual language teachers

LEVER 4: Lesson Planning and Methods

- [ ] Post clearly defined language, content, and literacy objectives that students understand and reflect on at the end of the lesson
- [ ] Use effective instructional strategies that include rigorous learning, higher-order questioning, hands-on activities, critical thinking, oracy strategies, project-based learning & scaffolding Include formative biliterate assessments that evaluate the effectiveness of the lesson's language objective
- [ ] Engage in culturally and linguistically sustaining practices that include funds of knowledge, high-level expectations, and goal setting that fosters "critical consciousness" with issues of social inequities using culturally and linguistically sustaining resources and experiences
- [ ] Include a critical analysis of the differential power and status of language
- [ ] Engage students through cooperative learning based on cognitive and linguistic skills and differentiate strategies to maximize "on-grade level" learning, regardless of their level
- [ ] Incorporate clear and consistent use of language and vocabulary and intentionally plan for contrastive analysis facilitating students to make cross and metalinguistic connections while remaining consistent in language of instruction
- [ ] Use 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

- [ ] Use clear integration of content TEKS, Language TEKS and Literacy TEKS in both partner language and English instruction to facilitate deep and meaningful learning
- [ ] Teach in the partner language using authentic literacy practices that accurately reflect the structure of the partner language
- [ ] Use asset-based lessons that incorporate enrichment practices to provide accelerated growth in biliteracy development and not remedial practices such as pullout and RTI
- [ ] Heterogeneously group students with high-quality classroom instruction, including differentiated instruction and strategies that support cross-linguistic connections
- [ ] Follow language of instruction while allowing students to draw from their linguistic repertoire to engage and process learning supporting academic, linguistic, and sociocultural goals

LEVER 5: Curriculum and Resources

- [ ] Follow a rigorous standards-based authentic curriculum that supports biliteracy, diversity and sociocultural values
- [ ] Use assets-based primary learning resources in the language of instruction and supplemental biliterate resources that are rooted in culturally and linguistically sustaining practices and available equitably in both languages
- [ ] Create and use culturally and linguistically sustaining formative, summative assessments (including performance-based assessments) and observation tools in both program languages to monitor student growth in biliteracy development and mastery in content knowledge and skills in both languages
- [ ] Have systematized conversations with students to build awareness of their metacognitive and metalinguistic strengths and develop student agency in goal setting and monitoring growth in both languages
- [ ] Use systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages
- [ ] Communicate regularly with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local biliterate assessments

References

Texas Administrative Code (TAC) Chapter 89, Subchapter BB

§89.1203. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Bilingual education allotment--An adjusted basic funding allotment provided for each school district based on student average daily attendance in a bilingual education or special language program in accordance with Texas Education Code (TEC), §42.153.

§89.1201. Policy.

(a) It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC),Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC,§1.002(a), each school district shall:

(1) identify English learners based on criteria established by the state;

(2) provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;

(3) seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and

(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.

(b) The goal of bilingual education programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(c) The goal of ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills (TEKS)and the English Language Proficiency Standards (ELPS) required by the state.

§89.1205. Required Bilingual Education and English as a Second Language Programs.

(a) Each school district that has an enrollment of 20 or more English learners in any language classification in the same grade level district-wide shall offer a bilingual education program as described in subsection

(b) of this section for the English learners in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through Grade 5; sixth grade shall be included when clustered with elementary grades.) A school district shall provide a bilingual education program by offering dual-language instruction (English and primary language) in prekindergarten through the elementary grades, using one of the four bilingual program models described in §89.1210 of this title (relating to Program Content and Design).

(c) All English learners for whom a school district is not required to offer a bilingual education program shall be provided an ESL program as described in subsection (e) of this section, regardless of the students' grade levels and primary language, and regardless of the number of such students, except in cases where a district exercises the option described in subsection (g) of this section.

(d) A school district shall provide ESL instruction by offering an English as a second language program using one of the two models described in §89.1210 of this title.

(e) School districts may join with other school districts to provide bilingual education or ESL programs.

(f) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program, even if they have an enrollment of fewer than 20 English learners in any language classification in the same grade level district-wide and are not required to do so under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §89.1210 of this title (relating to Program Content and Design), and §89.1227, §89.1228, and §89.1229 of this title (relating to Dual Language Immersion program models only).

(g) In addition to the required bilingual and/or ESL programs, school districts are authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required under subsection (a) of this section. Under this authorization, school districts shall adhere to all program requirements as described in §89.1210 of this title (relating to Program Content and Design), and §89.1227, §89.1228, and §89.1229 of this title (relating to Dual Language Immersion program models only).

§89.1207. Bilingual Education Exceptions and English as a Second Language Waivers.

(a) Bilingual education program.

(1) Exceptions. A school district that is unable to provide a bilingual education program as required by §89.1205(a) of this title (relating to Required Bilingual Education and English as a Second Language Programs) because of an insufficient number of certified teachers shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it was granted. A request for a bilingual education program exception must be submitted by November 1 and shall include:

(A) a statement of the reasons the school district is unable to provide a sufficient number of certified teachers to offer the bilingual education program, with supporting documentation.

(B) a description of the alternative instructional program and methods to meet the affective, linguistic, and cognitive needs of the English learners, including the manner through which the students will be given opportunity to master the essential knowledge and skills required by Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS);

(C) an assurance that certified teachers available in the school district will be assigned to grade levels beginning at prekindergarten followed successively by subsequent grade levels to ensure that the linguistic and academic needs of the English learners with beginning levels of English proficiency are served on a priority basis;

(D) an assurance that the school district will implement a comprehensive professional development plan, which meets the following criteria: (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners; (ii) includes the non-certified teachers that are assigned to implement the proposed alternative program; and (iii) may include additional teachers who work with English learners;

(E) an assurance that at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan required under §89.1207(a)(1)(D) of this title;

(F) an assurance that the school district will take actions to ensure that the program required under §89.1205(a) of this title will be provided the subsequent year, including its plans for recruiting an adequate number of certified teachers to eliminate the need for subsequent exceptions and measurable targets for the subsequent year and

(G) an assurance that the school district shall satisfy the additional reporting requirements as per §89.1265(c) (Evaluation).

(2) A school district submitting a bilingual education exception shall maintain written records of all documents supporting the submission and assurances listed in sub-section (1) of this section, including:

(A) a description of the proposed alternative instructional program designed to meet the affective, linguistic, and cognitive needs of the English learners;

(B) the number of teachers for whom a bilingual education exception is needed, by grade level, and per campus;

(C) a copy of the school district's comprehensive professional development plan;

(D) a copy of the bilingual allotment budget documenting that a minimum of 10% of the funds were used to fund the comprehensive professional development plan;

(3) Approval of exceptions. Bilingual education program exceptions will be granted by the commissioner if the requesting school district:

(A) meets or exceeds the state average for English learner performance on the required state assessments; or

(B) meets the requirements and measurable targets of the action plan described in paragraph (1)(F) of this subsection submitted the previous year and approved by the Texas Education Agency (TEA); or

(C) reduces by 25% the number of teachers under exception for bilingual programs when compared to the number of exceptions granted the previous year.

(4) Denial of exceptions. A school district denied a bilingual education program exception must submit to the commissioner a detailed action plan for complying with required regulations for the following school year.

(5) Appeals. A school district denied a bilingual education program exception may appeal to the commissioner or the commissioner's designee. The Decision of the commissioner or commissioner's designee is final and may not be appealed further.

(6) Special accreditation investigation. The commissioner may authorize a special accreditation investigation under the Texas Education Code (TEC),§39.057, if a school district is denied a bilingual education program exception for more than three consecutive years.

(7) Sanctions. Based on the results of a special accreditation investigation, the commissioner may take appropriate action under the TEC, §39.102. ESL certified.)

§89.1210. Program Content and Design.

(a) Each school district required to offer a bilingual education or English as a second language (ESL) program shall provide each English learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district shall accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their primary language or in English for each content area.

(1) A bilingual education program established by a school district shall be a full-time program of dual-language instruction (English and primary language) that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills under Texas Education Code (TEC), §29.055(a).

(2) A program of instruction in English as a second language established by a school district shall be a program of intensive instruction in English in which teachers recognize and address language differences per TEC, §29.055(a).

(b) The bilingual education program and ESL programs shall be an integral part of the general educational program required under Chapter 74 of this title (relating to Curriculum Requirements) to include foundation and enrichment areas, ELPS, and CCRS. In bilingual education programs, school districts shall purchase instructional materials in both program languages with the district's instructional materials allotment or otherwise acquire instructional materials for use in bilingual education classes per TEC §31.029(a). Instructional materials for bilingual education programs on the list adopted by the commissioner, as provided by TEC §31.0231, may be used as curriculum tools to enhance the learning process. The school district shall provide for ongoing coordination between the bilingual/ESL program and the general educational program. The bilingual education and ESL programs shall address the affective, linguistic, and cognitive needs of English learners as follows.

(1) Affective.

(a) English learners in a bilingual program shall be provided instruction using second language acquisition methods in their primary language to introduce basic concepts of the school environment, and content instruction both in their primary language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds TEC, §29.055(b).

(b) English learners in an ESL program shall be provided instruction using second language acquisition methods in English to introduce basic concepts of the school environment, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall be designed to incorporate the students' primary languages and learning experiences and shall incorporate the cultural aspects of the students' backgrounds TEC,§29.055(b).

(2) Linguistic.

(a) English learners in a bilingual program shall be provided intensive instruction in the skills of listening, speaking, reading, and writing both in their primary language and in English, provided through the ELPS. The instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(b) English learners in an ESL program shall be provided intensive instruction to develop proficiency in listening, speaking, reading, and writing in the English language, provided through the ELPS. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(3) Cognitive.

(a) English learners in a bilingual program shall be provided instruction in language arts, mathematics, science, and social studies both in their primary language and in English, using second language acquisition methods in either their primary language, in English, or in both, depending on the specific program model(s) implemented by the district. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

(b) English learners in an ESL program shall be provided instruction in English in language arts, mathematics, science, and social studies using second language acquisition methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.

(c) The bilingual education program shall be implemented through at least one of the following program models.

(1) Transitional bilingual/early exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

(2) Transitional bilingual/late exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. The goal of late-exit transitional bilingual education is for program participants to use their primary

language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

(3) Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

(4) Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area. The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

(e) Except in the courses specified in subsection (f) of this section, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the English learners to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

(f) In subjects such as art, music, and physical education, English learners shall participate with their English- speaking peers in general education classes provided in the subjects. As noted in TEC, §29.055(d), elective courses included in the curriculum may be taught in a language other than English. The school district shall ensure that students enrolled in bilingual education and ESL programs have a meaningful opportunity to participate with other students in all extracurricular activities.

§89.1220. Language Proficiency Assessment Committee.

(a) School districts shall by local board policy establish and operate a language proficiency assessment committee. The school district shall have on file policy and procedures for the selection, appointment, and training of members of the language proficiency assessment committee(s).

(b) The language proficiency assessment committee shall include a certified bilingual educator (for students served through a bilingual education program), a certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a bilingual or ESL program, and a campus administrator in accordance with Texas Education Code (TEC), §29.063.

(c) In addition to the three required members of the language proficiency assessment committee, the school district may add other trained members to the committee.

(d) No parent serving on the language proficiency assessment committee shall be an employee of the school district.

(e) A school district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of English learners.

(f) All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students. The school district shall be responsible for the orientation and training of all members, including the parents, of the language proficiency assessment committee.

(g) Upon their initial enrollment and at the end of each school year, the language proficiency assessment committee shall review all pertinent information on all English learners identified in accordance with §89.1226 of this title (relating to Testing and Classification of Students) and shall:

(1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to §89.1226(b)-(f) of this title;

(2) designate the level of academic achievement of each English learner;

(3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;

(4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and

(5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in §89.1226(i) of this title

(h) The language proficiency assessment committee shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the bilingual education or ESL program for which the student has been recommended and that it is an integral part of the school program.

(i) Before the administration of the state criterion-referenced test each year, the language proficiency assessment committee shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, of this title (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

(j) Pending parent approval of an English learner's entry into the bilingual education or ESL program recommended by the language proficiency assessment committee, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment.

(k) The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be re enrolled in

a bilingual education or special language program. In accordance with TEC,§29.0561, the language proficiency assessment committee shall review the student's performance and consider:

(1) the total amount of time the student was enrolled in a bilingual education or special language program;

(2) the student's grades each grading period in each subject in the foundation curriculum under TEC, §28.002(a)(1);

(3) the student's performance on each assessment instrument administered under TEC, §39.023(a) or (c);

(4) the number of credits the student has earned toward high school graduation, if applicable; and

(5) any disciplinary actions taken against the student under TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management).

(l) The student's permanent record shall contain documentation of all actions impacting the English learner.

(1) Documentation shall include:

(A) the identification of the student as an English learner;

(B) the designation of the student's level of language proficiency;

(C) the recommendation of program placement;

(D) parental approval of entry or placement into the program;

(E) the dates of entry into, and placement within, the program;

(F) assessment information as outlined in Chapter 101, Subchapter AA, of this title;

(G) additional instructional interventions provided to address the specific language needs of the student;

(H)the date of exit from the program and parental approval;

(I) the results of monitoring for academic success, including students formerly classified as English learners, as required under the TEC, §29.063(c)(4); and

(J) the home language survey.

(2) Current documentation as described in paragraph (1) of this subsection shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

§89.1226. Testing and Classification of Students.

(a) Beginning with school year 2019-2020, the provisions of this subsection supersede the provisions in §89.1225 of this title (relating to Testing and Classification of Students).

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

(1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and

(2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

(1) In prekindergarten through Grade 1, the student's score from the listening and speaking components on the state-approved English language proficiency test for identification is below the level designated for indicating English proficiency.

(2) In Grades 2-12, the student's score from the listening, speaking, reading, and writing components on the state- approved English language proficiency test for identification is below the level designated for indicating English proficiency.

(g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.

(h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).

(i) For exit from a bilingual education or ESL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

(1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);

(2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the

English language arts sections of the state-approved norm-referenced standardized achievement instrument; and

(3) the results of a subjective teacher evaluation using the state's standardized rubric.

(j) A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

(k) A student may not be exited from the bilingual education or ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading assessment instrument.

(l) For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

(m) For an English learner with significant cognitive disabilities, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit by language domain under subsection (i)(1) of this section;

(n) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, exit, and placement of students and approved by the TEA must be re-normed at least every eight years.

§89.1227. Minimum Requirements for Dual Language Immersion Program Model.

(a) A dual language immersion program model shall address all curriculum requirements specified in Chapter 74, Subchapter A, of this title (relating to Required Curriculum) to include foundation and enrichment areas, English language proficiency standards, and college and career readiness standards.

(b) A dual language immersion program model shall be a full-time program of academic instruction in English and another language.

(c) A dual language immersion program model shall provide equitable resources in English and the additional program language whenever possible.

(d) A minimum of 50% of instructional time shall be provided in the language other than English for the duration of the program.

(e) Implementation shall:

(1) begin at prekindergarten or kindergarten, as applicable;

(2) continue without interruption incrementally through the elementary grades; and

(3) consider expansion to middle school and high school whenever possible.

(f) A dual language immersion program model shall be developmentally appropriate and based on current best practices identified in research.

§89.1228. Two-Way Dual Language Immersion Program Model Implementation.

(a) Student enrollment in a two-way dual language immersion program model is optional for English proficient students in accordance with §89.1233(a) of this title (relating to Participation of English Proficient Students).

(b) A two-way dual language immersion program model shall fully disclose candidate selection criteria and ensure that access to the program is not based on race, creed, color, religious affiliation, age, or disability.

(c) A school district implementing a two-way dual language immersion program model shall develop a policy on enrollment and continuation for students in this program model. The policy shall address:

(1) eligibility criteria;

(2) program purpose;

(3) the district's commitment to providing equitable access to services for English learners;

(4) grade levels in which the program will be implemented;

(5) support of program goals as stated in §89.1210 of this title (relating to Program Content and Design); and

(6) expectations for students and parents.

(d) A school district implementing a two-way program model shall obtain written parental approval as follows.

(1) For English learners, written parental approval is obtained in accordance with §89.1240 of this title (relating to Parental Authority and Responsibility).

(2) For English proficient students, written parental approval is obtained through a school district-developed process.

§89.1229. General Standards for Recognition of Dual Language Immersion Program Models.

(a) School recognition. A school district may recognize one or more of its schools that implement an exceptional dual language immersion program model if the school meets all of the following criteria.

(1) The school must meet the minimum requirements stated in §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model).

(2) The school must receive an acceptable performance rating in the state accountability system.

(3) The school must not be identified for any stage of intervention for the district's bilingual and/or English as a second language program under the performance-based monitoring system.

(b) Student recognition. A student participating in a dual language immersion program model or any other state- approved bilingual or ESL program model may be recognized by the program and its local school district board of trustees by earning a performance acknowledgment in accordance with §74.14 of this title (relating to Performance Acknowledgments).

§89.1230. Eligible Students with Disabilities.

(a) School districts shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with Subchapter AA of this chapter (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability.

(b) Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal committee members to review and provide recommendations with regard to the educational needs of each English learner who qualifies for services in the special education program.

§89.1233. Participation of English Proficient Students.

(a) School districts shall fulfill their obligation to provide required bilingual program services to English learners in accordance with Texas Education Code (TEC), §29.053.

(b) School districts may enroll students who are not English learners in the bilingual education program or the English as a second language program in accordance with TEC, §29.058.

(c) The number of participating students who are not English learners shall not exceed 40% of the number of students enrolled in the program district-wide in accordance with TEC, §29.058.

§89.1235. Facilities.

Bilingual education and English as a second language (ESL) programs shall be located in the public schools of the school district with equitable access to all educational resources rather than in separate facilities. In order to provide the required bilingual education or ESL programs, school districts may concentrate the programs at a limited number of facilities within the school district. Recent immigrant English learners shall be enrolled in newcomer centers for no more than two years.

§89.1240. Parental Authority and Responsibility.

(a) The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and its being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets the reclassification criteria described in §89.1226(i) of this title (relating to Testing and Classification of Students), the student graduates from high school, or a change occurs in program placement.

(b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

(c) The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 of this title (relating to Hearings and Appeals).

§89.1245. Staffing and Staff Development.

(a) School districts shall take all reasonable affirmative steps to assign appropriately certified teachers to the required bilingual education and English as a second language (ESL) programs in accordance with the Texas Education Code (TEC), §29.061, concerning bilingual education and special language program teachers. School districts that are unable to secure a sufficient number of appropriately certified bilingual education and/or ESL teachers to provide the required programs shall request activation of the appropriate permits in accordance with Chapter 230 of this title (relating to Professional Educator Preparation and Certification).

(b) School districts that are unable to employ a sufficient number of teachers, including part-time teachers, who meet the requirements of subsection (a) of this section for the bilingual education and ESL programs shall apply on or before November 1 for an exception to the bilingual education program as provided in §89.1207(a) of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers) or a waiver of the certification requirements in the ESL program as provided in §89.1207(b) of this title as needed.

(c) Teachers assigned to the bilingual education program and/or ESL program may receive salary supplements as authorized by the TEC, §42.153.

(d) School districts may compensate teachers and aides assigned to bilingual education and ESL programs for participation in professional development designed to increase their skills or lead to bilingual education or ESL certification.

(e) The commissioner of education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs.

(f) The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs. The materials shall provide a framework for: (1)developmentally appropriate bilingual education programs for early childhood through the elementary grades; (2)affectively, linguistically, and cognitively appropriate instruction in bilingual education and ESL programs in accordance with §89.1210(b)(1)-(3) of this title (relating to Program Content and Design); and (3)developmentally appropriate programs for English learners identified as gifted and talented and English learners with disabilities.

§89.1250. Required Summer School Programs.

Summer school programs that are provided under the Texas Education Code (TEC), §29.060, for English learners who will be eligible for admission to kindergarten or grade 1 at the beginning of the next school year shall be implemented in accordance with this section.

(1) Purpose of summer school programs.

(A) English learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and Grade 1.

(B) Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

(C) The program shall address the affective, linguistic, and cognitive needs of the English learners in accordance with §89.1210(b) of this title (relating to program Content and Design).

(2) Establishment of, and eligibility for, the program.

(A) Each school district required to offer a bilingual or English as a second language (ESL) program in accordance with the TEC, §29.053, shall offer the summer program.

(B) To be eligible for enrollment:

(i) a student must be eligible for admission to kindergarten or to Grade 1 at the beginning of the next school year and must be an English learner; and

(ii) a parent or guardian must have approved placement of the English learner in the required bilingual or ESL program following the procedures described in §89.1220(g) of this title (relating to Language Proficiency Assessment Committee) and §89.1226(b)-(f) of this title (relating to Testing and classification of Students).

(3) Operation of the program.

(A) Enrollment is optional.

(B) The program shall be operated on a one-half day basis, a minimum of three hours each day, for eight weeks or the equivalent of 120 hours of instruction.

(C) The student/teacher ratio for the program district-wide shall not exceed 18 to one. (D)A school district is not required to provide transportation for the summer program.

(E) Teachers shall possess certification as required in the TEC, §29.061, and §89.1245 of this title (relating to Staffing and Staff Development).

(F) Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This summary shall be provided to the student's teacher at the beginning of the next regular school term.

(G) A school district may join with other school districts in cooperative efforts to plan and implement programs. (H)The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required in the TEC, §29.153.

(4) Funding and records for programs.

(A) A school district shall use state and local funds for program purposes.

(i) Available funds appropriated by the legislature for the support of summer school programs provided under the TEC, §29.060, shall be allocated to school districts in accordance with this subsection.

(ii) Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be established by the commissioner. The allotment per unit shall be determined by the commissioner based on funds available.

(iii)Any school district required to offer the program under paragraph (2)(A) of this subsection that has fewer than 10 students district-wide desiring to participate is not required to operate the program. However, those school districts must document that they have encouraged students' participation in multiple ways.

(iv) Payment to school districts for summer school programs shall be based on units employed. This information must be submitted in a manner and according to a schedule established by the commissioner in order for a school district to be eligible for funding.

(B) A school district shall maintain records of eligibility, attendance, and progress of students.

§89.1265. Evaluation.

(a) All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

(b) Annual school district reports of educational performance shall reflect:

(1) the academic progress in the language(s) of instruction for English learners;

(2) the extent to which English learners are becoming proficient in English;

(3) the number of students who have been exited from the bilingual education and ESL programs; and

(4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

(c) In addition, for those school districts that filed in the previous year and/or will be filing a bilingual education exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect:

(1) the number of teachers for whom an exception or waiver was/is being filed;

(2) the number of teachers for whom an exception or waiver was filed in the previous year who successfully obtained certification; and

(3) the frequency and scope of a comprehensive professional development plan, implemented as required under §89.1207 of this title (relating to Bilingual Education Exceptions and English as a Second Language Waivers), and results of such plan if an exception and/or waiver was filed in the previous school year.

(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.

(e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

Sec. 28.0051. DUAL LANGUAGE IMMERSION PROGRAM.

(a) A dual language immersion program should be designed to produce students with a demonstrated mastery, in both English and one other language of the required curriculum under Section 28.002(a).

(b) The commissioner by rule shall adopt:

(1) minimum requirements for a dual language immersion program implemented by a school district;

(2) standards for evaluating: the success of a dual language immersion program; and the performance of schools that implement a dual language immersion program; and

(3) standards for recognizing:

(A) schools that offer an exceptional dual language immersion program; and

(B) students who successfully complete a dual language immersion program.

(C) A school district may implement a dual language immersion program in a manner and at elementary grade levels consistent with rules adopted by the commissioner under this section.

Added by Acts 2001, 77th Leg., ch. 925, § 2, eff. June 14, 2001.

Sec. 29.061. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS.

(a) The State Board for Educator Certification shall provide for the issuance of teaching certificates appropriate for bilingual education instruction to teachers who possess a speaking, reading, and writing ability in a language other than English in which bilingual education programs are offered and who meet the general requirements of Chapter 21. The board shall also provide for the issuance of teaching certificates appropriate for teaching English as a second language. The board may issue emergency endorsements in bilingual education and in teaching English as a second language.

(b) A teacher assigned to a bilingual education program using one of the following program models must be appropriately certified for bilingual education by the board:

(1) transitional bilingual/early exit program model; or

(2) transitional bilingual/late exit program model.

(b-1) A teacher assigned to a bilingual education program using a dual language immersion/one-way or two-way program model must be appropriately certified by the board for:

(1) bilingual education for the component of the program provided in a language other than English; and

(2) bilingual education or English as a second language for the component of the program provided in English.

(b-2) A school district that provides a bilingual education program using a dual language immersion/one-way or two-way program model may assign a teacher certified under Subsection (b-1)(1) for the language other than English component of the program and a different teacher certified under Subsection (b-1)(2) for the English language component.

(c) A teacher assigned to an English as a second language program must be appropriately certified for English as a second language by the board.

(d) A school district may compensate a bilingual education or special language teacher for participating in a continuing education program that is in addition to the teacher's regular contract. The continuing education program must be designed to provide advanced bilingual education or special language program endorsement or skills.

(e) The State Board for Educator Certification and the Texas Higher Education Coordinating Board shall develop a comprehensive plan for meeting the teacher supply needs created by the programs outlined in this subchapter. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by: Acts 2015, 84th Leg., R.S., Ch. 453 (H.B. 218), Sec. 1, eff. June 15, 2015.

Texas Administrative Code (TAC) §74.4. English Language Proficiency Standards

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade- specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar,

syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Glossary

50/50 Model:

A dual language immersion program model in which the partner language and English are each used for 50 percent of instruction at all grade levels.

80/20 model:

A dual language immersion program model in which students are instructed 80 percent of the time in the partner language and 20 percent in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50 percent of instruction.

90/10 model:

A dual language immersion program model in which students are instructed 90 percent of the time in the partner language and 10 percent in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50 percent of instruction.

Achievement gap:

A disparity in academic performance between groups of students.

Bilingual education:

An umbrella term for bilingual programs, dual language and transitional bilingual programs, and ESL programs.

Bridging:

The purposeful development of a visual generated by student input to bridge literacy between languages (i.e., recognizing cognates and patterns).

Culturally and linguistically sustaining practices:

Intentional approaches to instruction and school environmental systems that focus on students' assets and make learning meaningful through targeted connections to students' cultures, languages, and life experiences.

TxEDLIF - Glossary

Dual language Immersion (DLI):

A state-approved bilingual program model in accordance with TEC, §29.066.

Emergent Bilingual:

Students who are continuing to develop their home language while also learning an additional language.

English learner:

Students who are not proficient in English as determined by the Texas English Language Proficiency Assessment.

Immersion (as a program type):

A program in which at least 50 percent of instruction is in the partner language and the focus of instruction is on both language and subject content, in both the partner language and English.

Immersion (as a method):

A method in which teachers speak in the partner language exclusively during instructional time. The term may be used in immersion programs or in traditional world language classes at any grade level.

Metacognitive:

Awareness and understanding of one's own thought processes.

Metalinguistic:

A branch of linguistics that deals with the relation between an awareness of one's own language use and other cultural factors in a society.

Newcomer:

Students who are new immigrants to the U.S. who are English learners

One-way immersion:

Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as emergent bilingual students are served in both in another language and English and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

Partner language:

An alternative term for "target" language or a language other than English that is used for instruction. This is the preferred term in dual language education, in which both English and the world language are "targets" for developing proficiency.

Sequential biliteracy:

Students who learn initial "formal literacy" in their first language after age 3 for the first 2-3 years, then add second language formal literacy.

Simultaneous biliteracy:

Students who learn initial "formal literacy" in both their first language and second language after age 3.

Sociocultural:

Combing social and cultural factors.

Translanguaging:

A process by which students who are bilingual use both languages as one integrated communication system.

Two-way immersion:

A dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061, for the assigned grade level and content area. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061, for the assigned grade level and content area. The goal of two-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.