Campus Administrator Checklist
DLI Program Implementation

Dual Language Immersion (DLI) Program Model Design

☐ Strategically match teachers to grade level/content assignments, considering not only certification and partnerships, but relationship to the grade level as a whole.

☐ Allot additional collaborative planning time for DLI teachers to ensure adequate coordination across languages.

☐ Based on the district's DLI program manual, monitor implementation of the language allocation plan, allow for school spaces to demonstrate evidence of the program's socio-cultural competence strand.

Staffing and Professional Development

☐ Assign bilingual certified teachers to the bilingual program.

☐ Collaborate with district administration to recruit bilingual teachers.

☐ Include bilingual teachers/specialists in instructional leadership and curriculum development.

☐ Coordinate with district administration to provide required summer school (for ELs entering K or grade 1), if applicable.

☐ Plan for regular training for all school staff to deepen understanding of DLI program goals.

☐ Facilitate the coordination of the Language Proficiency Assessment Committee (LPAC) and other committees, ensuring equity in all aspects of the general education program as well as other special programs and/or special education, if eligible.

☐ Based on a comprehensive professional development plan, seek training for self and instructional staff and monitor implementation of training outcomes on
   o   biliteracy development and strategies for making cross-language connections,
   o   linguistically and culturally responsive teaching,
   o   content-based instruction / sheltered instruction, and
   o   the Texas English Language Proficiency Standards (ELPS).

☐ Access and communicate professional development resources provided by TEA, regional education service centers (ESCs), universities, and community partners.

Instructional Design: Lesson Planning and Curriculum

☐ Ensure all teachers have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner.

☐ Communicate expectations for and monitor implementation of ELPS integration through language objectives in conjunction with content objectives (Texas Essential Knowledge and Skills – TEKS) in all content areas. Provide and coordinate a time to discuss data of language learners that is relevant to classroom practices.

☐ Recognize and integrate supports for DLI teachers to make cross-linguistic connections and incorporate cultural objectives within campus-wide instructional initiatives.

Instructional Design: Lesson Planning and Curriculum continued

☐ Construct and monitor campus-wide initiatives that highlight the targeted and strategic development of academic language in English and the partner language.

☐ Establish and communicate a campus-wide language policy.

☐ Specify methods and resources for teachers' use in accommodating instruction, pacing, and materials for language learners, and monitor the implementation of these methods.

☐ Ensure teachers are trained in and utilize classroom assessment procedures that include linguistic accommodations and alternative evaluation methods.

☐ Provide a system for teachers to communicate with the LPAC on the academic and linguistic progress of ELs and designated supports needed on state assessments, as applicable.

Instructional Design: Methods and Resources

☐ Support and encourage teachers of ELs to learn about their students' cultures, languages, and communities, providing a safe learning environment that connects to the students' background knowledge and cultures in relevant ways.

☐ Involve DLI teachers in curriculum and instruction practices to ensure consistency of methods that support language learners beyond generally effective teaching practices to target language development in conjunction with grade-level content and higher-order thinking skills.

☐ Coordinate with district leadership to provide instructional materials for language learners.

☐ Develop a clearly defined and expressed plan for implementation of biliteracy and sheltered instruction methods.

☐ Monitor implementation of biliteracy and sheltered instruction, providing appropriate feedback and coaching of teachers of language learners.

☐ Include goals related to biliteracy and sheltered instruction in the campus improvement plan (CIP).

☐ Coordinate with district leadership for training related to goals for implementation of biliteracy and sheltered instruction.

Family and Community Engagement

☐ Collect parent information on preferred language and modes of communication.

☐ Leverage campus and district resources and community partnerships to provide communication to parents in a language they understand and support teachers in doing so as well.

☐ Ensure the LPAC communicates with parents of English learners regarding identification, placement, and benefits of the DLI program, as well as their student's progress in English proficiency and the criteria for reclassification as English proficient.

☐ In a 2-way program ensure that the campus is complying with district requirements for informing English proficient parents of their child's progress in partner language proficiency.

☐ Model and train campus personnel and staff on creating a school environment that is welcoming and responsive to the needs of students and families of diverse backgrounds.

☐ Utilize school signage, bulletin boards, and public areas to routinely post information in the language(s) represented by school's students and their families.

☐ Employ hiring practices that consider and value representation of the languages and cultures of the students and their families.

☐ Actively recruit parents of English learners for campus decision-making committees.

☐ Ensure that ELs and their families have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students.

☐ Coordinate with district leadership to provide targeted parent, family, and community engagement activities and supports particular to English learners.