TEA
Texas Education Agency

District Administrator Checklist
DLI Program Implementation

Dual Language Immersion (DLI) Program Model Design

☐ **Create a district DLI program manual to include**
- o **expectations for program participation and language allocation plan.**
- o **LPAC procedures for identification, placement, reclassification and continued program participation for English learners (ELs).**
- o **district policies for equitable access to resources, assessments, student services;**
- o **expectations for integration of biliteracy instruction, culturally responsive teaching practices and linguistic accommodations into district curriculum materials;**
- o **systems for providing ongoing support for and monitoring linguistic growth and content performance of ELs and English proficient students (EPs) in a two-way program; and**
- o **systems in place for periodic review of DLI program, including language allocation plan**

☐ **Provide resources and training opportunities for teachers working toward bilingual certification.**

☐ **If a bilingual exception is needed, submit application on or before November 1st.**

☐ **Conduct an annual program evaluation and report findings to the district's school board.**

Staffing and Professional Development

☐ **Create a recruitment and retention plan to incentivize bilingual certification and join in district efforts to actively recruit bilingual teachers**

☐ **Monitor enrollment of English learners whose home language matches the DLI program language to ensure consistent program access.**

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

☐ **Organize and coordinate with campus administration to provide the required summer school program (for ELs entering K or grade 1).**

☐ **Develop and monitor systems for 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 that is responsive to the district's annual program evaluation, seek training for self and curriculum leaders and monitor integration within curriculum materials on**
- o **biliteracy development and strategies for making cross-linguistic connections**
- o **linguistically and culturally responsive teaching,**
- o **content-based instruction / sheltered instruction, and**
- o **the Texas 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 campus leaders have access to and can locate the most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner.
- ☐ Establish a district framework for biliteracy instruction and determine a system for training campus-based leadership and teachers on district expectations.
- ☐ Incorporate the ELPS into content-area trainings, instructional materials, and curriculum resources, including planning tools and templates that integrate content and language objectives.
- ☐ Set, explicitly communicate, and advocate for investment in a vision for effective practices for language learners that holds high expectations and is consistently monitored.
- ☐ Provide training to campus-based leadership on practical tools for monitoring, coaching, and supporting teachers in biliteracy instruction and linguistically accommodated content instruction that is differentiated by language proficiency levels.
- ☐ In coordination with campus-based leadership, allocate resources for teachers to provide linguistic accommodations, alternative evaluation methods, and facilitate instructional interventions.
- ☐ Develop district benchmark assessments in the partner language and English that incorporate linguistic accommodations as available on state assessments.

Instructional Design: Methods and Resources

- ☐ Communicate and support bilingual/bicultural identity development including professional development on how to link culture to instruction through the district's comprehensive professional development plan.
- ☐ Develop a system for periodic analysis of language acquisition progress of DLI program students in both languages, providing professional development opportunities for instructional staff that address areas needed for growth.
- ☐ Create systems to ensure that authentic biliteracy instruction is delivered district wide.
- ☐ Monitor equitable provision of DLI resources made available in the partner language.
- ☐ Develop a clearly defined and expressed plan for implementation of biliteracy instruction and sheltered instruction methods district-wide in coordination with campus-based leadership.
- ☐ Provide expectations and training for campus-based monitoring of biliteracy and sheltered instruction implementation, including appropriate feedback and coaching of DLI program teachers.
- ☐ Include goals related to biliteracy and sheltered instruction in the district improvement plan (DIP).
- ☐ Allocate funds for resources and training related to goals for implementation of biliteracy and sheltered instruction.

Family and Community Engagement

- ☐ Assist campuses in collection of parent information on preferred language and modes of communication, such as utilizing a parent survey.
- ☐ Provide district resources to campuses and facilitate community partnerships for communication with parents in a language they understand.
- ☐ Employ hiring practices for campus and district leadership that consider and value representation of the languages and cultures of the students and their families.
- ☐ Actively recruit parents of ELs for district 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 campus leadership to provide targeted parent, family, and community engagement activities and supports particular to English learners.