

DLI Program Model Design

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Teacher Certification	Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a-b): Bilingual Education Exception Requirements (89.1207 (a)(1-7))	All DLI teachers of identified English learners are appropriately certified as per TEC 29.061 (89.1210 (c)(3) & (c)(4)) and in cases where a bilingual-certified teacher delivering instruction in the partner language is paired with a teacher instructing in English, that partner teacher must be ESL certified, as per 29.061 (b-1) (b-2).	In addition to meeting basic implementation requirements, teachers of enrichment classes (art, PE, music) and electives are ESL certified and understand and routinely apply second language acquisition methodologies during instruction. (Thomas & Collier, 2012)	The school district provides opportunities for all teachers to become bilingual and/or ESL certified and routinely reviews teacher certifications to provide necessary trainings to support all teachers and campus staff to actively support language learners and language learning. One or more teachers of enrichment or electives classes (per campus) are bilingual certified and teach in the partner language. (Lindholm-Leary, 2001)
Language Allocation Plan	<u>Important notes:</u> <ul style="list-style-type: none"> November 1st deadline 89.1207 (a)(1); 89.1245 (b) Maintain required documentation 89.1207 (a)(2) 	The program’s language allocation plan: <ul style="list-style-type: none"> clearly outlines which content areas are taught in each language at each grade level; adheres to basic guidelines identified in the research for standard DL program model designs (e.g., 50/50 divides core content instruction equally between English and the partner language for the duration of the program; 90/10 gradually decreases allotment of core content instruction delivered in the partner language from 90% at PK/K to 50% beginning at grades 3 or 4); and indicates a minimum of 50% of instructional time is provided in the language other than English for the duration of the program, as per 89.1227(d). (Hamayan, Genesee, & Cloud, 2013; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018)	Program leaders devote a minimum of one year to the DLI program planning process to ensure that the language allocation plan meets the needs of the immediate context and community. The language allocation plan and school master schedule allot time for DLI teachers to engage in collaborative planning with DLI and non-DLI teaching colleagues. For each content area where instruction is shared between two or more DLI teachers (e.g., in cases of paired teaching), additional planning time is built into the schedule to ensure adequate coordination across languages. Fidelity of implementation to the language allocation plan is systematically monitored at the campus level. (Hamayan, et al., 2013; Howard, et al., 2018)	The district has developed and implemented a standardized language allocation plan that is: <ul style="list-style-type: none"> aligned with current research; responsive to local community needs; communicated to stakeholders and posted on the district web site; and systematically supported district-wide through training and provision of ongoing support and monitoring for fidelity. A periodic and systematic review of the language allocation plan is in place, to evaluate for program model effectiveness based on data, and as the basis for refinement and revision. Diverse stakeholder input is an integral component of this review process. (Howard, et al., 2018)
Program Duration	<ul style="list-style-type: none"> Request activation of appropriate permits 89.1245 (a) Fulfill all assurances of the exception submission 89.1207 (a)(1) 	A program plan is implemented at the elementary grades (PK-5/6). 89.1205(a) English learners are encouraged to continue to participate for the entire duration of the program (six years or more), even after reclassification as English proficient. (Hakuta, Butler, & Witt, 2000; Saunders & O’Brien, 2006), 89.1227(e)	A program plan is implemented at the elementary and middle school grades. 89.1205(g) English learners are encouraged to continue to participate for the entire duration of the program, even after reclassification as English proficient. (Howard, et al., 2018), 89.1227(e)	The district has developed and implemented a program plan for DLI education at the elementary, middle, and high school levels that: <ul style="list-style-type: none"> clearly defines a path for obtaining a performance acknowledgement of biliteracy; and actively incentivizes and monitors ongoing participation of English learners and reclassified English learners and implements strategies for student retention in the program.

DLI Program Model Design (continued)

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Program Participation	<p>Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (b):</p> <p align="center">Bilingual Education Exception Requirements (89.1207 (a)(1-7))</p> <p><u>Important notes:</u></p>	<p>A DLI program</p> <ul style="list-style-type: none"> • must provide required bilingual services to English learners 89.1233; • is optional for English proficient students who have never been English learners; • fully discloses candidate selection criteria, which is not based on race, creed, color, religious affiliation, age, or disability; • has a district developed policy on enrollment and continuation for participating students; • obtains written parental approval for all program participants 89.1228; and • does not exceed 40% English proficient students enrolled in the program district wide 89.1233. 	<p>A one-way DLI program is implemented district wide in place of any transitional bilingual education model.</p> <p>A two-way DLI program strives to maintain a ratio of 50% English learners to 50% partner language learners and has no more than two thirds speakers of one language to one third speakers of the other language in each classroom. (Howard, et al., 2018)</p>	<p>The district’s policy for DLI enrollment does not limit participation based on factors such as academic achievement, level of language proficiency, or EL newcomer status for either English learners or English proficient students who have never been English learners.</p> <p>The DLI program at the secondary level is structured to meet the needs of reclassified as well as current English learners, including newcomers. (Arias & Markos, 2018; Bearse, de Jong, & Tsai, 2018)</p>
	<ul style="list-style-type: none"> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1) 	<p>Program participants receive language and literacy instruction in both English the partner language, per 28.0051 (a) and 89.1210 (c)(3) and (c)(4).</p> <p>Oral language and literacy instruction are allotted equal time in both languages (50/50 model) or are provided initially in the partner language (90/10, 80/20 model) and then allotted equal time once the program reaches a 50/50 division of instruction in the two languages.</p> <p>A strict separation of languages¹ is upheld. (Howard & Christian, 2002)</p>	<p>Program participants become bilingual and biliterate, as demonstrated on assessments conducted in both languages at least annually.</p> <p>Language and literacy instruction in both languages</p> <ul style="list-style-type: none"> • focus on academic and social language development, • include explicitly taught strategies for making cross-linguistic connections², and • include using one language as a resource for learning the other. <p>(Beeman & Urow, 2012; Bialystok, Peets, & Moreno, 2014; García, 2009; Koda & Zehler, 2008)</p>	<p>The district has developed and implemented a program plan that clearly defines a path for program participants to successfully demonstrate high levels of bilingualism and biliteracy by</p> <ul style="list-style-type: none"> • offering an AP language course in the partner language at the middle school level; • offering an AP literature course at the high school level; • ensuring that most program participants enroll in AP language and literature courses, successfully challenge the AP assessments, and graduate high school with a performance acknowledgement in biliteracy.

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DLI Program Model Design (continued)

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Program Content Goals	<p>Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (b):</p> <p align="center">Bilingual Education Exception Requirements (89.1207 (a)(1-7))</p> <p><u>Important notes:</u></p>	<p>English learners are provided with culturally responsive, linguistically accommodated content instruction in English and another language that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum (based on the TEKS and ELPS), per 89.1201.</p>	<p>With school-based leadership support and in conjunction with bilingual/ESL staff support as available, all DLI teachers continuously and strategically plan, deliver, reflect upon, and receive feedback on curriculum-based lessons that incorporate culturally responsive, linguistically accommodated content instruction in two languages.</p> <p>DLI participants at the campus-level perform as well as, or outperform, like peers on content assessments administered in English and/or the partner language. (Collier & Thomas, 2009; Howard, et al., 2018)</p>	<p>District-wide instructional leaders and curriculum specialists are highly trained³ and lead the integration of culturally responsive teaching practices and linguistic accommodations into district curriculum materials that provide access to the same grade-level curriculum for English and partner language learners.</p> <p>DLI participants at the district-level perform as well as, or outperform, like peers on content assessments administered in English and/or the partner language. (Collier & Thomas, 2009; Howard, et al., 2018)</p>
	<ul style="list-style-type: none"> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1) 	<p>DLI classrooms routinely demonstrate:</p> <ul style="list-style-type: none"> • upholding of linguistic equity by following language allocation plan with fidelity; • implementation of culturally responsive practices supported by use of rigorous and authentic resources and materials, made available in both program languages; • consideration for all student backgrounds as made evident through the respect and responsiveness of teacher-to-student and student-to-student interactions. <p>School spaces demonstrate evidence of attention to program’s cultural objectives⁴ (e.g. student work, library holdings, showcase displays, school assemblies). (Howard, et al., 2018; Palmer, D., 2007; Palmer, D., 2010)</p>	<p>Culturally responsive practices are routinely spotlighted at the school level, through the elevation of the partner language through its use during public announcements, assemblies, staff meetings, and community gatherings.</p> <p>Lesson plans demonstrate that classroom instruction periodically addresses the development of cross-cultural awareness and socio-cultural competence so that staff and students value cultural differences as assets. (Gay, 2010; Howard, et al., 2018)</p>	<p>District-wide systems⁵ are in place for:</p> <ul style="list-style-type: none"> • selection of linguistically appropriate and culturally responsive materials; • thoughtful integration of appropriate and responsive materials and socio-cultural competence skills into the district curriculum; and <p>coordination of a district-wide plan that addresses the development of socio-cultural competence among all stakeholders, including teachers, school staff, administrators, and community members. (Gay, 2010; Howard, et al., 2018; Lindsey, Robins, & Terrell, 2009)</p>

DLI Program Staffing and Professional Development

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Recruitment	<p>Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a)(b)(f)(g):</p> <p>Bilingual Exception Requirements 89.1207 (a)(1-7)</p>	<p>Active recruitment steps are taken at the local level to seek teachers who are appropriately certified in grade level, content area, and bilingual education (or ESL, as permitted), to provide content instruction to identified English learners 89.1201 (a)(3) through DLI one-way 89.1210 (c)(3) and/or DLI two-way. 89.1210 (c)(4)</p> <p>For LEAs opting to provide DLI at secondary levels (middle, high school), teachers are appropriately certified in bilingual education. 89.1205(g)</p>	<p>Active recruitment steps are taken at the state, national, and/or international level(s) to seek appropriately certified DLI teaching staff. These recruitment steps include two or more of the following:</p> <ul style="list-style-type: none"> • annual bilingual teacher stipend, • bilingual teacher one-time hiring bonus, • intentional DLI teacher interview protocols, • active recruiting at state and/or national conferences, • international recruiting, • collaboration with local/regional educator preparation entities (IHEs, alternative certification programs); and • initiation of Grow-Your-Own programs. (Kennedy, 2018b) 	<p>District-level program and human resources staff collaborate to implement active recruitment steps at the state, national, and/or international level(s) to seek appropriately certified DLI teaching staff. These recruitment steps include four or more of the following:</p> <ul style="list-style-type: none"> • annual bilingual teacher stipend, • bilingual teacher one-time hiring bonus, • intentional DLI teacher interview protocols, • active recruiting at state and/or national conferences, • international recruiting, • collaboration with local/regional educator preparation entities (IHEs, alternative certification programs); and • initiation of Grow-Your-Own programs. (Kennedy, 2018b)
Assignment	<p><u>Important notes:</u></p> <ul style="list-style-type: none"> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1) 	<p>Positive steps are taken to assign teachers appropriately certified in bilingual education and/or ESL to the DLI program. 89.1245 (a)</p> <p>For LEAs opting to use a departmentalized teaching model (3 or more teachers), all DLI teachers are appropriately certified in grade level, content area, and bilingual education. 89.1210(c)(3); 89.1210(c)(4)</p> <p>For LEAs opting to use a paired teaching model within a 50/50 DLI program, the teacher assigned to teach content in English is appropriately certified in grade level, content area, and either ESL or bilingual education. 89.1210(c)(3); 89.1210(c)(4)</p> <p>Required summer school programs for English learners who participate in a bilingual program and will be entering Kindergarten or Grade 1 are staffed by appropriately certified bilingual teachers and/or ESL teachers using the paired model within a 50/50 DLI program. 89.1250 (3)(E); 89.1210(c)(3); 89.1210(c)(4)</p>	<p>DLI teachers are strategically positioned by school leadership to be recognized as valuable resources and knowledgeable practitioners. In other words, DLI teachers are appropriately represented as team leaders, content leads, campus representatives to district committees, etc.</p> <p>At least one member of campus-level leadership staff (instructional coach, administrator, etc.) is certified in bilingual education or has received significant, ongoing training in the area of bilingual theory and dual language education. (Howard, et al., 2018)</p>	<p>District-wide plans are implemented that target the positioning of DLI teachers as influential language specialists and leaders within curriculum development, strategic planning, and resource development.</p> <p>A district-level leadership team comprised of two or more educators certified in bilingual education guide and support DLI teacher recruiting, retention, and assignment efforts and provide avenues for leadership advancement for DLI staff.</p> <p>Opportunities for leadership development and advancement are systematically provided at the district level for DLI educators. (Howard, et al., 2018)</p>

DLI Program Staffing and Professional Development (continued)

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Retention	<p>Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a)(b)(f)(g):</p> <p align="center">Bilingual Exception Requirements 89.1207 (a)(1-7)</p>	<p>All newly hired DLI teachers participate in DLI-specific on-boarding, which includes:</p> <ul style="list-style-type: none"> • training in the LEA’s DLI language allocation plan; • training in the foundational tenets of dual-language instruction (English and partner language) that provide for learning skills in the partner language and structured and sequenced mastery of English language skills through sheltered instruction; and • training that assists teachers in recognizing and addressing language differences, including an introduction to bilingual education theory and research. 89.1210 (a)(1) 	<p>Targeted efforts for retention of bilingual staff are made, including provision of two or more of the following:</p> <ul style="list-style-type: none"> • DLI-specific on-boarding for new staff; • cultural transition support for internationally recruited DLI staff; • scheduled extra collaborative planning time for DLI staff; • systems for recognizing DLI staff efforts and accomplishments; • DLI-specific professional development (beyond on-boarding); • voice in instructional resource acquisition; • direct support (DLI instructional coach, parent liaison); and • leadership opportunities. (Darling-Hammond, Hyler, & Gardner, 2017; Kennedy, 2018b; LaChance, 2017) 	<p>District-level program and human resources staff collaborate to implement targeted efforts for retention of bilingual staff, including provision of four or more of the following:</p> <ul style="list-style-type: none"> • DLI-specific on-boarding for new staff; • cultural transition support for internationally recruited DLI staff; • scheduled extra collaborative planning time for DLI staff; • systems for recognizing DLI staff efforts and accomplishments; • DLI-specific professional development (beyond on-boarding); • voice in instructional resource acquisition; • direct support (DLI instructional coach, parent liaison); and • leadership opportunities. (Darling-Hammond, et al., 2017; Kennedy, 2018b; LaChance, 2017)
	<p><u>Important notes:</u></p> <ul style="list-style-type: none"> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1) 	<p>The district ensures coordination between the DLI program and the general education program [89.1210 (b)], including the full participation of DLI participants in subjects such as art, music, and physical education alongside English-speaking peers and full access to participation in instructional supports and interventions, electives, and all extracurricular activities. [89.1210 (f)]</p>	<p>Campus-based leadership ensures:</p> <ul style="list-style-type: none"> • alignment between DLI and the general education program regarding language of instruction; • provision of regular training for all school staff, to deepen understanding of DLI program goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment; • scheduling of collaborative planning time for DLI teachers to plan with partner teachers and/or grade level team members, as appropriate to the language allocation plan; and • provision of vertical planning time to provide alignment of services for English learners, including movement from DLI at elementary to ESL programming at secondary or alignment of DLI programming across school levels. (Howard, et al., 2018) 	<p>District leadership ensures:</p> <ul style="list-style-type: none"> • district-wide alignment between DLI and the general education program regarding language of instruction; • provision of district-wide systems⁵ of support for campus administrators to implement regular training for all school staff, to deepen understanding of DLI program goals and collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment; • supports for implementing vertical planning to ensure alignment of DLI and ESL services at the elementary and secondary levels. <p>Teacher feedback and student outcome data are used to adjust district-wide planning. (Howard, et al., 2018)</p>

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DLI Program Staffing and Professional Development (continued)

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Special Program Coordination	<p>Required action when below minimum standard for bilingual education program implementation as noted in 89.1201 (a)(3) and 89.1205 (a)(b)(f)(g):</p> <p>Bilingual Exception</p>	<p>The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members [89.1220 (b)], facilitates participation of English learners in other special programs¹ for which they are eligible while verifying full access to language program services [89.1220 (g)(4)] and coordinates services with admission, review, and dismissal (ARD) committee members for English learners who qualify for special education programs. [89.1230 (a)-(b)]</p>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> • monitors the coordination of services for English learners/DLI students who qualify for special education programs; • develops systems for communication and collaboration between the LPAC and ARD committees; • identifies and eliminates campus level barriers to the equitable participation of English learners/DLI students in other special programs⁶, as eligible; and • monitors English learners’ successful participation in these programs. 	<p>District-based leadership</p> <ul style="list-style-type: none"> • develops, implements, and monitors systems for coordination of services for English learners/DLI students who qualify for special education programs; • ensures clear communication and collaboration between the LPAC and ARD; • encourages and monitors the participation of English learners/DLI students in other special programs⁶ to ensure equal access; and • provides specific training for parents of English learners who also participate in special education or other special programs⁶.
	<p>Requirements 89.1207 (a)(1-7)</p> <p><u>Important notes:</u></p> <ul style="list-style-type: none"> • November 1st deadline 89.1207 (a)(1); 89.1245 (b) • Maintain required documentation 89.1207 (a)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the exception submission 89.1207 (a)(1) 	<p>Teachers providing the required bilingual program through DLI receive foundational, district specific training on providing the appropriate instructional approach to fulfill the goals of the required program. 89.1210 (c)(3)-(4)</p>	<p>Campus-based leaders develop and administer a comprehensive professional development plan for all DLI teachers that:</p> <ul style="list-style-type: none"> • provides tools for access to the same grade-level curriculum for English learners and partner language learners in all content areas; • addresses topics specific to DLI programming, instruction, and assessment; • delivers training that is ongoing, job-embedded⁷, properly modeled, and monitored for implementation of training outcomes; and • includes provision of professional development conducted in the program partner language at least one time per school year. (Howard, et al., 2018) 	<p>District-based leadership develops and administers a comprehensive professional development plan for DLI teachers that</p> <ul style="list-style-type: none"> • includes the analysis of student academic performance data in English and the partner language to determine growth based on teacher training implementation; • demonstrates a concerted effort to cooperate with colleges or universities for training [89.1245 (e)]; • addresses topics specific to DLI programming, instruction, and assessment; • provides, when possible, compensation to teachers for extra training designed to increase their skills related to the DLI program [89.1245 (d)]; and • includes provision of professional development conducted in the program partner language and in English that is job-embedded, ongoing, and supported through coaching, feedback, and reflection opportunities. (Howard, et al., 2018)

DLI Instructional Design: Lesson Planning and Curriculum

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Curriculum Standards	<p>Required action when below minimum standard for DLI program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all DLI program participants with their grade appropriate content area TEKS, in English and the partner language 	<p>As integral parts of the total school program, the district’s required curriculum for DLI programs includes the appropriate grade level TEKS for each subject (including the SLAR TEKS), the ELPS, and the CCRS. To emphasize the integration, ELPS are to be published alongside the TEKS. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)</p>	<p>DLI teachers are provided with ongoing, job-embedded⁸ training on</p> <ul style="list-style-type: none"> • curriculum that supports teaching for biliteracy, • ELPS integration for content delivered in English, and • integration of language and content instruction for content delivered in the partner language. <p>Campus-based opportunities are provided to create and/or provide input on curriculum plans that</p> <ul style="list-style-type: none"> • incorporate ELPS in instruction delivered in English; • target and support language development in instruction delivered in the partner language; and • support development of skills in making cross-linguistic connections² and using one language as a resource for developing skills in an additional language. <p>Campus-level leadership has a system for ensuring that rigorous curriculum standards drive instruction in the partner language as well as in English. (Beeman & Urow, 2012; García, 2009; Howard, et al., 2018)</p>	<p>District-wide instructional leaders across all content-areas are highly trained³ in ELPS and partner language/content integration and consistently incorporate ELPS/partner language integration into content-area trainings, instructional materials, and curriculum resources.</p> <p>District-wide instructional leaders provide the same level of leadership and support in incorporating language development as a key component of content instruction delivered in the partner language.</p> <p>The district-level DLI program manual</p> <ul style="list-style-type: none"> • outlines standards for biliteracy instruction for DLI participants; • includes the ELPS, TEKS, CCRS, and correlating standards for instruction delivered in the partner language, and • defines trajectories toward biliteracy. (Escamilla, et al., 2014; Genesee, 2018; Howard, et al., 2018)
Lesson Objectives	<ul style="list-style-type: none"> • Provide all ELs with ELPS alongside all content area instruction delivered in English • Provide all DLI program participants with the CCRS as available to their non-DLI peers, in English and the partner language 	<p>In addition to each lesson’s content objective, DLI teachers create, document, and display a measurable language objective (in the language of the lesson) that:</p> <ul style="list-style-type: none"> • complements the content objective; • supports equal access to the curriculum; and • targets development of specific language skills. <p>DLI teachers prioritize a language objective for the lesson that is most needed for participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)</p>	<p>DLI teachers create, document, display, explain, and review the lesson’s language objective that coincides with comprehensible input methods⁹ within the lesson delivery to provide a full scope of sheltered instruction in the content area curriculum.</p> <p>DLI teachers intentionally plan for opportunities for students to make cross-linguistic connections².</p> <p>DLI teachers periodically incorporate cultural objectives⁴ into content lessons to develop students’ socio-cultural competence. (Beeman & Urow, 2012; Echeverría et al., 2016; Feinauer & Howard, 2014; García, 2009; Howard, et al., 2006)</p>	<p>District-wide lesson planning tools and templates are provided in English and the program partner language that incorporate language and cultural objectives⁴ alongside content objectives.</p> <p>Campus leadership district-wide is provided with explicit training and resources on supporting the integration of ELPS/language development in the partner language across all content areas.</p> <p>Campus leadership district-wide monitor the implementation of consistent, targeted, and intentional use of language and cultural objectives⁴ that provide task-based evidence of student progress. (Goldenberg, 2013; Howard, et al., 2018)</p>

DLI Instructional Design: Lesson Planning and Curriculum (continued)

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Language Usage	<p>Required action when below minimum standard for DLI program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all DLI program participants with their grade appropriate content area TEKS, in English and the partner language • Provide all ELs with ELPS alongside all content area instruction delivered in English 	<p>The ELPS are used to provide opportunities for English learners to develop social and academic English proficiency in listening, speaking, reading, and writing as well as the use of learning strategies, while gradually increasing the linguistic complexity of receptive and expressive English. 89.1210 (b)(2)(a); 74.4 (a)(2); 74.4 (c); 74.4 (a)(4).</p> <p>DLI teachers function as models of the target language of the lesson, adhering to a strict separation of languages¹ during instruction and providing a comprehensible immersion setting for students to develop skills in English and the partner language. (Collier & Thomas, 2005)</p>	<p>DLI teachers focus on developing receptive and expressive language skills in the target language of the lesson, through a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication in both spontaneous and structured settings with support of contextual over prescriptive grammar⁵.</p> <p>Campus-based leadership constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language in English and the partner language.</p> <p>Students are encouraged through provision of instructional scaffolds, frequent opportunities for meaningful interaction around content, and bilingual pairing (two-way DLI) to use the target language of the lesson but are also encouraged to use all their linguistic resources to process content, explore understandings, articulate new learning, and develop metalinguistic awareness.</p> <p>A campus-wide language policy is in place. (Bialystok, et al., 2014; Gómez, Freeman, & Freeman, 2005; Saunders & O’Brien, 2006; Schleppergrell, 2013; Short & Echeverría, 2015)</p>	<p>A district-wide vision for effective practices for bilingual/biliteracy instruction via DLI programming:</p> <ul style="list-style-type: none"> • is explicitly developed and communicated in order to inform classroom practices; • sets a clearly focused plan that commits to high expectations in academic language and biliteracy development of DLI students; • involves the district’s highly invested leadership in monitoring the implementation of this plan as demonstrated by English/partner language learners’ oral language and biliteracy outcomes; and • includes a district-wide language policy to ensure fidelity and consistency across campuses. (DeJong, 2011; Field & Menken, 2015; Genesee, 2018)
	Differentiated Instruction & Data Analysis	<ul style="list-style-type: none"> • Provide all DLI program participants with the CCRS as available to their non-DLI peers, in English and the partner language 	<p>DLI teachers routinely</p> <ul style="list-style-type: none"> • are informed of the English language proficiency levels of the ELs within their classrooms; • plan for and deliver instruction that meets their students’ current linguistic needs by accommodating their instruction, pacing, and materials; and • support language learners at beginning or intermediate levels of L2 proficiency with content-based instruction that integrates second language acquisition instruction and is focused (explicitly addresses English vocabulary, grammar, syntax, and mechanics), targeted (formally or informally assessed), and systematic (monitored for growth). 89.1210 (a); 74.4 (b)(1); 74.4 (a)(6) 	<p>Campus-based leadership establish systems that</p> <ul style="list-style-type: none"> • ensure that the LPAC provides comprehensive and meaningful English/partner language proficiency data to DLI teachers; • provide LPAC support to teachers in data analysis and application of analysis to lesson planning; • specify methods and resources for accommodating instruction, pacing, and materials for DLI students; • outline campus-wide norms for integration of focused, targeted, and systematic second language instruction; and • monitor the implementation of these methods. (Brisk & Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)

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DLI Instructional Design: Lesson Planning and Curriculum (continued)

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Classroom Assessments	<p>Required action when below minimum standard for DLI program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all DLI program participants with their grade appropriate content area TEKS, in English and the partner language 	<p>DLI teachers distinguish the evaluation of English proficiency (partner language proficiency) and content area knowledge within classroom assessments and provide instructional interventions to address specific language needs as necessary. 89.1210 (a)(1); 89.1220 (i); 89.1220 (l)(1)(G)</p>	<p>DLI teachers routinely:</p> <ul style="list-style-type: none"> • provide ongoing, formative content and language assessments throughout each lesson; • review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS/partner language goals; and • modify classroom assessment instruments as necessary to ensure the goal of the assessment is achieved. <p>Campus-based leadership ensures that teachers are trained in and implement:</p> <ul style="list-style-type: none"> • linguistic accommodations for classroom assessments, such as the use of word walls and glossaries in the two program languages; and • alternative evaluation methods, such as demonstration of mastery through non-verbal response, hands-on activities, models/visual displays, or sorting. (Echeverría et al., 2016) 	<p>Campus-based leadership, in conjunction with district-based leadership, allocates equitable resources for classroom use in the two program languages that facilitate alternative assessment methods, provide linguistic accommodations, and facilitate instructional interventions.</p> <p>District-wide curriculum is provided for appropriate instructional interventions based on students’ grade level, English language proficiency level, and partner language proficiency level.</p> <p>District leadership provides professional development for DLI staff in effective practices in formative assessment for emergent bilingual students. (Howard, et al, 2018)</p>
	<ul style="list-style-type: none"> • Provide all ELs with ELPS alongside all content area instruction delivered in English • Provide all DLI program participants with the CCRS as available to their non-DLI peers, in English and the partner language 	<p>In conjunction with the LPAC, teachers of ELs participating in the DLI program monitor the progress of academic success of current and former ELs (two years after reclassification) and determine appropriate assessment options for the state criterion referenced test (STAAR), including consideration of most appropriate language of assessment and designated support options that might exclude ELs from reclassification eligibility. 89.1220 (i); 89.1220 (l)(1)(F)(I); 89.1226 (i) & (k)</p>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> • facilitates coordination between the LPAC, testing coordinators, and DLI teachers to ensure that language of assessment decisions and designated supports provided by the LPAC for state assessment are commensurate with students’ linguistic strengths and needs and are utilized within classroom instruction and assessment; and • develops and administers a plan for annual evaluation of DLI student academic and linguistic progress in both English and the program partner language. (Howard, et al., 2018) 	<p>District-level leaders establish systems to ensure that benchmark assessments are</p> <ul style="list-style-type: none"> • made available in the two program languages, • linguistically accommodated to align with allowable designated supports on state assessments, and • reviewed by DLI teachers for alignment to curriculum standards and linguistic and cultural appropriateness. <p>District-based leadership organizes annual evaluation of student progress toward attainment of the DLI program’s goals of bilingualism and biliteracy, academic achievement, and socio-cultural competence while mitigating the risk of over-assessment. (Brisk & Proctor, 2012; Escamilla, et al., 2014; Howard, et al, 2018; USDE, 2015)</p>

DLI Instructional Design: Methods and Resources

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Culturally Responsive Teaching	<p>Required action when below minimum standard for DLI program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS in English and the program partner language <p>(Continued on next page)</p>	<p>The affective needs of English learners (and partner language learners) are addressed through instruction in English (and the program partner language) using second language acquisition methods to incorporate introduction to the school environment, explicitly connecting to students’ primary language and learning experiences, and cultural aspects of the students’ backgrounds in order to instill confidence, self-assurance, and a positive bilingual and bicultural identity. 89.1210 (b)(1)(a)</p>	<p>Campus-based leadership</p> <ul style="list-style-type: none"> • encourages regular incorporation of cultural objectives⁴ in lesson plans; • provides culturally appropriate and responsive teaching materials; and • ensures that guest speakers and field trips reflect the cultural diversity of the school and DLI classrooms. (Bears, et al., 2018; Howard, et al., 2018) <p>With the direct support and encouragement of campus-based leadership, DLI teachers</p> <ul style="list-style-type: none"> • actively seek to learn about their students’ culture, language, and community; • provide a low-risk and safe learning environment that provides opportunities for ELs to make connections to content material in culturally relevant ways; and • demonstrate deep respect and a valuing of their students’ experiences and cultural backgrounds, including the honoring and celebrating of diverse language varieties¹³. 	<p>District-based leadership provides structures and supports that encourage DLI student bilingual/bicultural identity development, which may include:</p> <ul style="list-style-type: none"> • incorporation of cultural objectives⁴ into lessons in order to deepen appreciation for cultural diversity, develop awareness of equity issues, and sharpen advocacy skills; • offering extracurricular/club activities that aim to build cultural awareness and appreciation in self and others; and • provision of incentives/awards to recognize attainment of the DLI culture goals. <p>Robust and ongoing professional development on how to link culture to instructional activities is embedded and executed from the district’s overall professional development comprehensive plan. (Howard, et al., 2018)</p>
	Content-Based Instruction	<p>The linguistic and cognitive needs of DLI students are addressed through instruction in academic content areas that</p> <ul style="list-style-type: none"> • utilizes second language acquisition methods and • is structured to ensure DLI students <ul style="list-style-type: none"> ○ master the TEKS and higher-order thinking skills and ○ develop proficiency in all language domains, in English and the partner language. 89.1210 (b)(2)(a) and (b)(3)(a) 	<p>Campus-based leadership involves DLI and non-DLI teachers in the development of campus-wide curriculum and instruction practices for DLI students that</p> <ul style="list-style-type: none"> • target and monitor the implementation of rigorous, quality content material; • include the use of higher-order thinking skills; • focus strategically on academic English/partner language development; and • emphasize that support for DLI students goes beyond general effective teaching practices and involves explicit language focus in the overall sheltered instruction approach. (Echeverría et al., 2016) 	<p>District-wide systems⁶ are planned and monitored that measure the academic language development of DLI students in English and the partner language, including higher-order thinking skills.</p> <p>District-based leadership consistently analyzes DLI student academic language development data in the two program languages and provides professional development support to teachers and campus-based leaders to address areas where progress is needed. (Howard, et al., 2018)</p>

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DLI Instructional Design: Methods and Resources (continued)

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Authentic Biliteracy Instruction	<p>Required action when below minimum standard for DLI program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all ELs with ELPS alongside all content area instruction delivered in English, and with language skills development integrated into content instruction delivered in the program partner language <p>(Continued on next page)</p>	<p>Literacy instruction is provided in accordance with the specific DLI program model and language allocation plan, ensuring that either</p> <ul style="list-style-type: none"> • partner language literacy instruction is introduced first, with English literacy instruction added later in the upper elementary grades (in sequential, or 90-10, models); or • literacy instruction is provided in both program languages for the duration of the program (in simultaneous, or 50-50, models). (Lindholm-Leary, 2012; Palmer, 2007) 	<p>Campus-based leadership ensures that instructional approaches and practices for teaching literacy in the partner language and in English:</p> <ul style="list-style-type: none"> • are authentic to the specific phonological and graphological features of each program language; • address language-specific differences in the primary grades during initial literacy instruction and in the upper grades to facilitate making cross-language connections²; • utilize linguistically and culturally authentic texts; and • are coordinated to capitalize on literacy skills that transfer across languages, e.g. comprehension and literary analysis skills. (Escamilla, et al., 2014; Howard, et al., 2018) 	<p>District-wide systems⁶ are in place for ensuring that authentic biliteracy instruction is delivered district-wide. Supports may include:</p> <ul style="list-style-type: none"> • recommended texts that support authentic biliteracy instruction in the two program languages; • professional development in similarities and differences between English and the partner language and implications for initial and ongoing literacy and biliteracy instruction; • professional development in authentic (language-specific) strategies for teaching reading and writing in the partner language and connecting literacy practices across the two program languages; and • coaching support in biliteracy development. (Beeman & Urow, 2012; Escamilla, et al., 2014; Howard, et al., 2018)
	Resources	<p>The district’s Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including English learners served through DLI programs.</p>	<p>The district’s Bilingual Education Allotment is utilized to provide targeted instructional materials in English and the partner language that are linguistically, culturally, and academically appropriate and are responsive to DLI student strengths and learning needs. 89.1203 (1)</p> <p>Campus-level leadership monitors the equitable provision of DLI classroom, technology, and school library resources made available in the partner language, in terms of quantity, quality, and authenticity, as compared to resources made available school-wide in English. (Howard, et al., 2018)</p>	<p>District-level leadership:</p> <ul style="list-style-type: none"> • monitors the equitable provision of DLI resources made available in the partner language, in terms of quantity, quality, and authenticity, as compared to resources made available district-wide in English; • involves various stakeholders in the resource selection process, including English learners, parents of ELs, teachers of various grade levels and subject areas, campus administrators, campus and district instructional leaders, and community members; and • periodically conducts an equity audit of instructional resources. (Howard, et al., 2018)

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DLI Instructional Design: Methods and Resources (continued)

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Sheltered Methods: Communicated	<p>Required action when below minimum standard for DLI program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b):</p> <ul style="list-style-type: none"> • Provide all ELs with the CCRS during instruction delivered in the two program languages, as available to their English proficient peers 	<p>Based on the use of communicated sheltered methods, DLI program teachers regularly plan and deliver content-based sheltered instruction and reflect on effectiveness of supports based on evaluation of student performance to adjust instruction.</p> <p>In a two-way program, sheltering methods are also used while instructing in the partner language to ensure equitable access for English proficient students. (Examples of Communicated Sheltered Methods¹⁰) 74.4 (b)(2)</p>	<p>Campus-based leadership:</p> <ul style="list-style-type: none"> • is highly trained in sheltered instruction methods, adapted for use in DLI classroom settings, that are communicated, sequenced, and scaffolded; • develops a clearly defined and articulated plan for implementation within all content-area instruction, in English and the partner language; • explicitly monitors the effectiveness of such implementation with appropriate feedback and coaching for DLI teachers; and • spotlights examples of how DLI teachers are currently using adapted sheltered techniques with success and identify explicit examples in sheltered techniques not yet in use at the school that can benefit DLI students at various proficiency levels. (Howard, et al., 2006) 	<p>District-based leadership:</p> <ul style="list-style-type: none"> • develops a clearly defined and articulated plan for district-wide implementation of sheltered instruction methods that are adapted for use in DLI classroom settings and that are communicated, sequenced, and scaffolded; • identifies campus-based expectations for monitoring the effectiveness of such implementation with appropriate feedback and coaching for DLI teachers; and • systematically analyzes district-wide DLI student content and language assessment data and demonstrates continual growth across all grade levels and language proficiency levels. <p>The district’s improvement plan indicates specific methods for growth of DLI student progress, including the dedication of resources toward instructional materials designated for sheltered instruction implementation in DLI classrooms and professional development for teachers and administrators of DLI students.</p>
Sheltered Methods: Sequenced		<p>Based on the use of sequenced sheltered methods, DLI program teachers regularly plan and deliver content-based sheltered instruction and reflect on effectiveness of supports based on evaluation of student performance to adjust instruction.</p> <p>In a two-way program, sheltering methods are also used while instructing in the partner language to ensure equitable access for English proficient students. (Examples of Sequenced Sheltered Methods¹¹) 74.4 (b)(2)</p>		
Sheltered Methods: Scaffolded		<p>Based on the use of scaffolded sheltered methods, teachers of English learners regularly plan and deliver content-based sheltered instruction and reflect on effectiveness of supports based on evaluation of student performance to adjust instruction.</p> <p>In a two-way program, sheltering methods are also used while instructing in the partner language to ensure equitable access for English proficient students. (Examples of Scaffolded Sheltered Methods¹²) 74.4 (b)(2)</p>		

DLI Program Family and Community Engagement

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Communication	<p>Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):</p> <ul style="list-style-type: none"> • Seek translation/ interpretation services as necessary 	<p>Parents with limited English proficiency are provided with communication in a language they can understand and in cases where DLI is provided, in the program partner language.</p> <p>Initial notification to parents of identified English learners served through DLI is provided in English and the partner language no later than 10 days after the classification decision and includes identification information, recommendation for placement, and the benefits of participation in the DLI program.</p> <p>Parents of ELs are notified of changes to program services, annual reports on student progress, and eligibility for reclassification as English proficient as well as potential exit from the DLI program with parent approval. 89.1220 (h); 89.1240 (a)-(b); 89.1265 (d)</p>	<p>Campus-level staff takes initiative to enhance methods of outreach communication for parents of DLI students that go beyond the general practices for communication to all parents of students on the campus, ensuring that the communication</p> <ul style="list-style-type: none"> • is accessible, consistent, and targeted to the linguistic and cultural needs of DLI students and their families; • demonstrates a valuing and celebration of the partner language and culture; and • clearly articulates the DLI student’s progress in English and partner language acquisition in a way that is comprehensible to the parent. <p>Campus-level staff holds informational meetings with DLI families at least once a year. The annual meeting:</p> <ul style="list-style-type: none"> • is conducted in the program partner language (one-way programs) and in both English and the program partner language (two-way programs); and • is designed to deepen parent understanding of the benefits of DLI education, inform them of any program changes or new initiatives, and seek family input and feedback. 	<p>District-wide systems⁶ are clearly defined and communicated to campus-level leadership that detail how to enhance methods of outreach communication for parents of DLI students that go beyond the general practices for communication to all parents of students in the district, ensuring effective communication as described in the previous Enhanced level.</p> <p>District-level staff, including program coordinators/directors, the superintendent, and school board members:</p> <ul style="list-style-type: none"> • are engaged in forging meaningful relationships with DLI parents; • ensure that district-wide systems⁶ for communication and outreach are in place; and • regularly communicate with DLI families and inform them of district goals, providing opportunities for families to provide input.
	<ul style="list-style-type: none"> • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all school and district activities, events and resources 	<p>School signage (school marquee, signage in foyer/front office/public spaces) routinely contains information in the two program languages.</p> <p>Front office staff is welcoming of and responsive to the needs of families of diverse backgrounds.</p> <p>Classrooms clearly display instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of the DLI students and their families.</p>	<p>One member of the front office staff and one school leader is fluent in both program languages.</p> <p>All staff at the school are trained in DLI program goals and culturally responsive practices.</p> <p>The two program languages are equally valued throughout the school, as evidenced by:</p> <ul style="list-style-type: none"> • use of the partner language in public spaces, e.g. during public announcements, assemblies, meetings, school gatherings, etc.; and • school signage that elevates the partner language, e.g. by placing the partner language before/above English. <p>DLI families are actively recruited to participate as volunteers and members/leaders on school committees, such as PTO or PTA.</p> <p>Campus events are sponsored that promote bilingualism and biliteracy, such as bilingual oratory or writing contests, spelling bees, etc.</p>	<p>More than one member of the front office staff and more than one school leader is fluent in both program languages.</p> <p>The district has systems in place for ensuring that DLI schools embody a positive and welcoming school climate, including:</p> <ul style="list-style-type: none"> • provision of targeted PD on DLI program goals and culturally responsive practices; • provision of bilingual signage that elevates the partner language (for district office and campus use); • incentivizing of linguistically equitable practices through language policy; • active recruitment of DLI families to participate as members on district committees; and • sponsorship of district-wide events that spotlight and promote bilingualism and biliteracy, such as partner language spelling bees, UIL competitions in the partner language, and other celebrations.

DLI Program Family and Community Engagement (continued)

	0 Below Basic	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Parent Engagement Activities	<p>Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):</p> <ul style="list-style-type: none"> • Seek translation/interpretation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all school and district activities, events and resources 	<p>The families of English learners, including the parents/guardians and students, have equitable access to all extra-curricular activities, school and district-wide events, and community partnerships as the families of English proficient students. 89.1210 (f)</p>	<p>Campus-level staff provides targeted engagement activities and supports to parents/guardians of English learners that are supplemental to the services provided to all parents, such as:</p> <ul style="list-style-type: none"> • second language acquisition resources, • outreach through district’s social media, • home visits, • use of technology apps to build communication, and • parenting resources. <p>In two-way DLI programs, campus-level staff</p> <ul style="list-style-type: none"> • informs parents of English-proficient students on how to support their DLI child in the partner language at home, and • provides opportunities to increase shared engagement between DLI families who are English proficient and those whose primary language is the partner language. 	<p>District-wide parent/guardian engagement activities and supports that are supplemental to the services provided to all parents are developed and clearly communicated to campus-level leadership as a priority.</p> <p>District-level staff provides engagement opportunities for DLI parents from across the district, and/or from diverse backgrounds, to explore issues of diversity and equity, and to learn how to value one another’s strengths and build similar attitudes in their DLI students to promote higher socio-cultural, linguistic, and academic outcomes.</p>
Family Engagement Activities			<p>Campus-level staff provides targeted engagement activities and supports to be utilized by the family of English learners (parent and child together) that are supplemental to the services provided to all families, such as:</p> <ul style="list-style-type: none"> • adult ESL or literacy programs, • family literacy programs (modeling literacy practices), • book programs, and • summer academies for families of ELs. <p>Campus-level staff provide ongoing support to DLI families, e.g. through provision of a bilingual family liaison, a family resource center, additional training for parents, invitation of bilingual community members to present/mentor/volunteer at the school, opportunities for parents to advocate, etc.</p>	<p>District-wide family engagement activities and supports (parent and child together) that are supplemental to the services provided to all families are developed and clearly communicated to campus-level leadership as a priority.</p> <p>The district has systems in place to support DLI families, e.g. through provision of a bilingual family liaison at each DLI campus, a DLI family resource center, additional training for parents, invitation of bilingual community members to present/mentor/volunteer at the school, opportunities for parents to advocate, etc.</p>
Community Engagement Activities			<ul style="list-style-type: none"> • Campus-level staff provide targeted community engagement partnerships to parents and families of ELs that are supplemental to the services provided to all EL families, such as partnerships with: • county and local libraries; • summer mobile libraries; • non-profits and local corporations; • universities and community colleges; and • community service fairs, big brother/sister mentoring programs, etc. 	<p>District-level leadership strategically formulates community engagement partnerships for parents and families of ELs that are supplemental to the services provided to all EL families.</p>