

Teacher Checklist

DLI Program Implementation



Dual Language Immersion (DLI) Program Model Design

- Obtain or actively pursue bilingual certification.
- Adhere to the language allocation plan daily, providing multiple meaningful opportunities for linguistic practice in both the partner language and English.
- Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally sustaining.
- Communicate and model linguistic equity between the partner language and English, actively integrating families, school and local communities in this effort.

Staffing and Professional Development

- If not already bilingual certified, clearly communicate path to certification with campus administration, including any support needed.
- Communicate interest in teaching the required summer school program (for ELs entering K or grade 1), with campus administration, if applicable.
- Advocate for DLI teacher involvement in instructional leadership and curriculum development.
- Advocate through the Language Proficiency Assessment Committee (LPAC) for ELs to participate equitably in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Set goals for, seek, and apply training on
 - biliteracy development and strategies for making cross-language connections,
 - culturally and linguistically sustaining practices,
 - content-based instruction / sheltered instruction, and
 - the Texas English Language Proficiency Standards (ELPS).

Instructional Design: Lesson Planning and Curriculum

- Locate most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner and use data to inform English language instructional practices.
- In a 2-way program, identify partner language levels for English proficient students and use data to inform Spanish language instructional practices.
- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction to the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency, targeted vocabulary instruction) that support the language objective.

Instructional Design: Lesson Planning and Curriculum continued

- Prepare to linguistically accommodate the instruction, pacing, and materials for ELs, based on their English proficiency levels. In a 2-way program, the same planning applies to English proficient students when instructing in the partner language.
- Intentionally plan for students to make cross-linguistic connections.
- Periodically incorporate cultural objectives into content lessons to develop students' sociocultural competence.
- Create/Utilize classroom assessments that distinguish between English proficiency (or partner language proficiency) and content knowledge, providing a way for language learners at all proficiency levels to demonstrate their content knowledge.
- Through ongoing, formative assessments, evaluate the effectiveness of each lesson's language objective and ELPS integration.
- Communicate to the LPAC on academic and linguistic progress of current and former ELs (up to two years after reclassification).
- Communicate to the LPAC which state assessment designated supports are needed and utilized in classroom instruction and assessment for each EL, as applicable.

Instructional Design: Methods and Resources

- Address the affective needs of ELs by connecting to students' primary language, prior experiences, and cultural heritage to instill confidence and promote positive identity.
- Structure academic content instruction to ensure mastery of the TEKS, higher-order thinking skills and academic proficiency (L, S, R, W) in English and the partner language.
- Communicate to campus leadership regarding needs for instructional materials.
- Provide literacy instruction in accordance with the DLI program model and language allocation plan (sequential: 90/10 or 80/20 models or simultaneous: 50/50 models).
- Regularly plan and deliver content-based sheltered instruction that is
 - communicated (context-embedded resources, accessible language, repeated practice);
 - sequenced (explicit language instruction, connections to prior learning, instruction commensurate with proficiency level); and
 - scaffolded (modeling, structured language supports, task-based approach).

Family and Community Engagement

- Leverage resources and support of campus and district personnel to communicate with parents in a language they understand.
- Provide a classroom environment that is welcoming and responsive to the needs of students and families of diverse backgrounds.
- Display instructional resources, visuals, and student work that reflect the linguistic and cultural diversity students and families.
- 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.
- Advocate for targeted parent, family, and community engagement activities and supports particular to English learners.