

Dual Language Immersion (DLI) Program Implementation Scoring Tool



Purpose

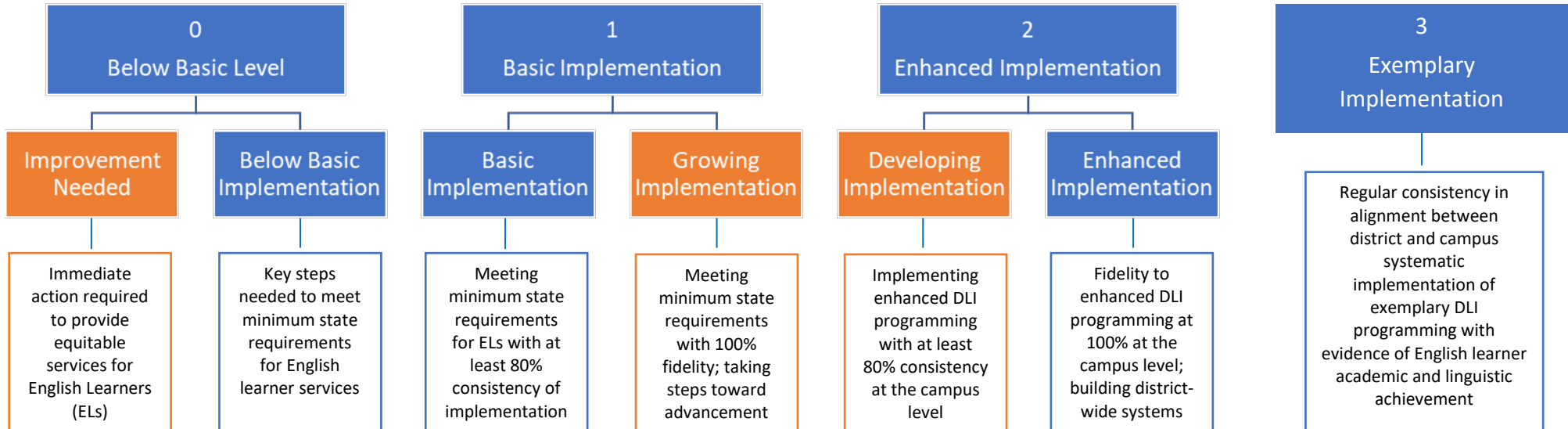
The *DLI Program Implementation Scoring Tool* is a tandem resource to the *DLI Program Implementation Rubric*. The scoring tool provides Local Education Agencies (LEAs) with a mechanism for quantifying the self-evaluation of their DLI program effectiveness through the implementation rubric categories:

- Program Model Design;
- Staffing and Professional Development;
- Instructional Design: Lesson Planning and Curriculum;
- Instructional Design: Methods and Resources; and
- Family and Community Engagement.

This scoring tool and coordinating *DLI Program Implementation Rubric* are intended for internal use for determining next steps for development and improvement of DLI programs at the campus and district level. Additionally, *Stakeholder Checklists* are provided to detail the specific lens and action items for the roles of teacher, campus administrator, and district administrator.

Organization

The *DLI Program Implementation Rubric* details four levels of implementation with associated scores: Below Basic Level (0), Basic Implementation (1), Enhanced Implementation (2), and Exemplary Implementation (3). This scoring tool includes sub-levels to provide incremental steps for demonstration and monitoring of progress as follows:



Use

When conducting a program evaluation, the rubric is the measure at which the DLI program is evaluated, and the scoring tool provides space to list evidence as rationale for rated levels of implementation, as well as possible considerations for program improvement when determining next steps and actions needed to achieve long-term goals.

DLI Program Implementation Scoring Tool

DLI Program Model Design

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Teacher Certification	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Language Allocation Plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Program Duration	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Program Participation	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Program Language and Literacy Goals	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Program Content Goals	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Program Culture Goals	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
	____/21				Total Category Score		

DLI Program Implementation Scoring Tool

DLI Program Model Design		
Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> Complete and submit the district's Bilingual Education Exception application by November 1st as applicable Determine a plan for support of English learners through DLI education Provide all ELs with the English Language Proficiency Standards (ELPS) as an integral part of each subject area's required curriculum
3-6	Below Basic Implementation	<ul style="list-style-type: none"> Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction Provide training and resources for teachers to prepare for the bilingual education certification exams Set a timeline for meeting basic implementation level in all components of DLI program model design
7-9	Basic Implementation	<ul style="list-style-type: none"> Complete and submit the district's Bilingual Education Exception application by November 1st as applicable Verify that DLI language allocation plan fulfills minimum model requirements, including key biliteracy components and no less than 50% of instructional time in the partner language at all grades
10-12	Growing Implementation	<ul style="list-style-type: none"> Make a plan to increase school-wide training and resources for DLI student support that monitors implementation of training outcomes (Including enrichment class teachers, front office staff, etc.) Make a plan to encourage enrichment/elective teachers to become ESL certified and to apply second language methodologies during instruction
13-15	Developing Implementation	<ul style="list-style-type: none"> Complete and submit the district's Bilingual Education Exception by November 1st as applicable Make a plan to expand DLI program model implementation to the middle school grade levels Consider ways to align the Master Schedule and DLI language allocation plan to ensure adequate collaborative planning time and instructional support for DLI staff that includes feedback cycle Develop a campus plan for monitoring for fidelity of implementation of DLI program model (including lesson plan objectives aligned to DLI program model goals) Strengthen PK-12 biliteracy pathways to increase DLI student attainment of AP credits and performance acknowledgements
16-18	Enhanced Implementation	<ul style="list-style-type: none"> Build district-wide systems for analysis of DLI student progress related to program implementation goals, including socio-cultural competence goals Make a plan to develop district-wide language allocation plan, curriculum, training (in English and the partner language), and resources for DLI student support among various school and district level positions that monitors implementation of training outcomes Plan to expand DLI program model implementation to the high school grade levels and for delivering at least one enrichment class (at elementary level) in the partner language (with appropriately certified bilingual staff)
19-21	Exemplary Implementation	<ul style="list-style-type: none"> Formulate data analysis systems to pinpoint factors that have contributed to DLI student progress and success Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices Consider developing opportunities for DLI staff to share knowledge and expertise locally, statewide, and nationally

DLI Program Implementation Scoring Tool

DLI Program Staffing and Professional Development

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Recruitment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Assignment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Retention	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
General Education Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Special Program Coordination	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Professional Development Plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
	____/18				Total Category Score		

DLI Program Implementation Scoring Tool

DLI Program Staffing and Professional Development

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception application by November 1st as applicable • Determine a plan for support of English learners served through DLI education • Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction • Provide training and resources for teachers to prepare for the bilingual education certification exams • Set a timeline for meeting basic implementation level in all components of DLI staffing and professional development
3-5	Below Basic Implementation	
6-7	Basic Implementation	<ul style="list-style-type: none"> • Complete and submit the district’s Bilingual Education Exception application by November 1st as applicable • Make a plan to increase school-wide training and resources for DLI student support that monitors implementation of training outcomes (Including enrichment class teachers, front office staff, etc.) • Schedule DLI students strategically to maximize appropriately certified staff members • Add or increase collaborative planning times for targeted planning for second language acquisition/DLI methods and coordination of special program services as appropriate
8-9	Growing Implementation	
10-12	Developing Implementation	<ul style="list-style-type: none"> • Complete and submit the Bilingual Education Exception application by November 1st as applicable • Make a plan to increase district-wide training and resources for DLI biliteracy instruction (including PD conducted in the partner language) that monitors implementation of training outcomes • Develop a district-wide plan for recruiting and retention of diverse DLI staff (including international teaching staff) • Strengthen district-wide capacity to provide DLI student access to special programs delivered in the partner language (e.g. gifted services in the partner language) • Encourage self-directed learning goals and develop campus-based leadership opportunities related to building knowledge in supporting DLI students • Build district-wide systems for analysis of DLI student progress related to program implementation goals • Coordinate district-wide DLI program goals and professional development initiatives with other district initiatives
13-15	Enhanced Implementation	
16-18	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to DLI student progress and success • Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices • Consider developing opportunities for DLI staff to share knowledge and expertise locally, statewide, and nationally

DLI Program Implementation Scoring Tool

DLI Instructional Design: Lesson Planning and Curriculum

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Curriculum Standards	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Lesson Objectives	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Language Usage	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Differentiated Instruction & Data Analysis	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Classroom Assessments	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
State Assessments & Progress Monitoring	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
	____/18				Total Category Score		

DLI Program Implementation Scoring Tool

DLI Instructional Design: Lesson Planning and Curriculum

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all DLI students with their grade appropriate content area TEKS (including SLAR TEKS, TEKS en español) • Provide all DLI students with the English Language Proficiency Standards (ELPS) as an integral part of each subject area’s required curriculum
3-5	Below Basic Implementation	<ul style="list-style-type: none"> • Provide all DLI students with the CCRS as available to their English proficient peers • Provide training of teachers on second language acquisition, bilingualism/biliteracy, and sheltered instruction • Set a timeline for meeting basic implementation level in all components of DLI instructional design—lesson planning and curriculum
6-7	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration in lesson planning and delivery (English component) • Develop a consistent model for language development integration in lesson planning and delivery (partner language component)
8-9	Growing Implementation	<ul style="list-style-type: none"> • Plan for periodic monitoring of ELPS/partner language development integration in lesson planning and delivery • Develop campus-based systems that ensure that DLI teachers receive comprehensive and meaningful language proficiency data
10-12	Developing Implementation	<ul style="list-style-type: none"> • Develop district-wide lesson planning tools and templates that incorporate language, culture, and content objectives • Create models for linguistically accommodated assessments as well as structures for developing formative, benchmark, or alternative assessments in both English and the partner language • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS/partner language development integration, linguistically accommodated instruction in English and the partner language, authentic biliteracy instruction, and alternative assessment methods, and explore opportunities for collaboration with local colleges and universities to build DLI staff capacity to teach and lead
13-15	Enhanced Implementation	
16-18	Exemplary Implementation	<ul style="list-style-type: none"> • Consider revision of curriculum to formulate thematic DLI units • Formulate data analysis systems to pinpoint factors that have contributed to DLI student progress and success • Consider ways to recognize teachers and instructional leaders that demonstrate effective implementation practices

DLI Program Implementation Scoring Tool

DLI Instructional Design: Methods and Resources

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Culturally & Linguistically Sustaining Practices	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Content-Based Instruction	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Authentic Biliteracy Instruction	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Resources	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Sheltered Methods: Communicated	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Sheltered Methods: Sequenced	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Sheltered Methods: Scaffolded	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
	____/21				Total Category Score		

DLI Program Implementation Scoring Tool

DLI Instructional Design: Methods and Resources

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Provide all DLI students with the English Language Proficiency Standards (ELPS) as an integral part of each subject area's required curriculum • Provide all DLI students with their grade appropriate content area TEKS (including SLAR TEKS, TEKS en español) • Provide all DLI students with the CCRS as available to their English proficient peers
3-6	Below Basic Implementation	<ul style="list-style-type: none"> • Make an immediate action plan on how to address the affective, linguistic, and cognitive needs of DLI students • Provide training of teachers on second language acquisition and sheltered instruction • Set a timeline for meeting basic implementation level in all components of DLI instructional design—methods and resources
7-9	Basic Implementation	<ul style="list-style-type: none"> • Develop a consistent model for ELPS integration/sheltered instruction methods in DLI classroom settings in lesson planning and delivery and periodic monitoring of those methods • Develop a consistent model for culturally sustaining teaching • Develop resources for teachers on appropriately accommodating the instruction, pacing, and materials for DLI students according to the students' English language proficiency levels, and according to the students' partner language proficiency levels
10-12	Growing Implementation	<ul style="list-style-type: none"> • Provide specific training and resources to teachers and instructional leaders on authentic biliteracy instruction that reflects language-specific differences relevant to primary grade, initial literacy instruction, as well as strategies for making cross-language connections • Analyze classroom and district curriculum resources, and campus-level materials (e.g. library, literacy lab, intervention, web-based) for culturally and linguistically sustaining material • Position DLI teachers/specialists in areas of instructional leadership
13-15	Developing Implementation	<ul style="list-style-type: none"> • Target campus- and district-based leaders for comprehensive, ongoing training and capacity building in ELPS/partner language development integration, second language acquisition methods/sheltered instruction within DLI, and authentic biliteracy instruction • Integrate ELPS/sheltered instruction methods and authentic biliteracy instruction methods within all district-wide curriculum guidelines, materials, and training
16-18	Enhanced Implementation	<ul style="list-style-type: none"> • Set a calendar for consistent analysis of district-wide English learner content and language assessment data in English and the partner language <p>Strategically involve key stakeholder's in the decision and selection process for upgrading or improving instructional materials, including DLI students, parents of DLI students, DLI teachers of various grade levels and subject areas, DLI campus administrators, campus and district instructional leaders, and community members</p>
18-21	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to DLI progress and success • Consider ways to recognize DLI teachers and instructional leaders that demonstrate effective implementation practices

DLI Program Implementation Scoring Tool

DLI Program Family and Community Engagement

Component	Implementation Level				Evidence	Next Steps	Long Term Goals
Communication	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Culture and Climate	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Parent Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Family Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Community Engagement Activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
<p align="center">_____/15</p>					<p align="center">Total Category Score</p>		

DLI Program Implementation Scoring Tool

DLI Program Family and Community Engagement

Total Category Score	Description	Next Steps to Consider
0-2	Improvement Needed	<ul style="list-style-type: none"> • Seek translation/interpretation services for DLI parent/family communication in English and the partner language • Secure systems for prompt and accurate communication on the DLI program • Provide equitable access to DLI students and their families to all school and district events and resources • Set a timeline for meeting basic implementation level in all components of DLI program family and community engagement
3-4	Below Basic Implementation	
5-6	Basic Implementation	<ul style="list-style-type: none"> • Develop and clearly communicate a campus-based system for providing targeted outreach to parents and families of DLI students in English and the partner language and for increasing DLI family involvement in school volunteering opportunities and participation on school committees (e.g. PTA, PTO, campus improvement, site-based management, etc.) • Make a plan to provide a minimum of one informational meeting per year with DLI families, conducted in the partner language (one-way DLI) and in the partner language and English (two-way DLI) • Develop a campus-level plan for ensuring linguistic equity and elevation of the partner language throughout the school, to include bilingual signage, and inclusive campus language policies and practices • Make a plan to build front office and leadership staff capacity by recruiting and/or training up current staff toward fluency in the partner language • Plan and implement targeted engagement activities for parents of DLI students, DLI students and their families, and community partnerships for DLI students and their families that differentiate for specific needs of one-way and two-way DLI families (as applicable) and carefully track funding streams (Title III, Part A funds only used for ELs)
7-8	Growing Implementation	
9-10	Developing Implementation	<ul style="list-style-type: none"> • Develop and clearly communicate a district-wide system for providing targeted outreach to parents and families of DLI students in English and the partner language and for increasing DLI family involvement in district volunteering opportunities and participation on district-level committees (e.g. district improvement, stakeholder input, etc.) • Make a district-wide plan for providing regular, periodic informational meetings with DLI families, conducted in the partner language (one-way DLI) and in the partner language and English (two-way DLI) • Develop a district-wide plan for ensuring linguistic equity and elevation of the partner language throughout all DLI schools, to include bilingual signage, and inclusive district-wide language policies and practices • Make a plan to build front office and leadership staff capacity by recruiting and/or training up current staff toward fluency in the partner language (more than one front office staff member) • Campus- and district-level leadership coordinate to plan effective parent and family engagement activities that differentiate for specific needs of one-way and two-way DLI families and carefully track funding streams (Title III, Part A funds only used for ELs)
11-12	Enhanced Implementation	
13-15	Exemplary Implementation	<ul style="list-style-type: none"> • Formulate data analysis systems to pinpoint factors that have contributed to success with engagement activities for parents and families of DLI students as well as community engagement activities • Consider ways to recognize DLI teachers and instructional leaders that demonstrate effective engagement of parents and families of DLI students as well as community partners