



ensemble learning

Dual Language Immersion

Design and Implementation



Executive Summary

Designing and implementing an effective Dual Language Immersion (DLI) program requires a long-term, systems-level approach grounded in community context, research-based models, and equitable instructional practices. Successful implementation begins 12–24 months prior to launch and starts with deeply understanding the linguistic and cultural history of the community, building a shared vision for bilingualism and biliteracy, and establishing a diverse stakeholder group to guide decision-making. Leaders must select a program model (90/10, 80/20, or 50/50) that aligns with local goals and resources, ensure curriculum and materials are equitable across languages, and develop a robust professional learning plan focused on bilingual pedagogy, culturally responsive instruction, and continuous improvement. Effective DLI implementation rests on five core components—**actionable leadership, a sustained programming structure, strategic staffing and professional learning, integrated lesson planning, and inclusive and high quality curriculum and instructional resources**—all of which must center bilingualism as an asset and uphold linguistic equity across the school system.

Once foundational structures are established, districts must adopt an additive leadership approach that elevates students' cultural and linguistic identities, protects the integrity of the DLI model, and ensures systems add support rather than demands for teachers. Sustainable program design includes long-term pathways from elementary through secondary grades, vertically aligned instruction, and consistent monitoring of student outcomes in both languages. Strategic staffing ensures teachers are well-prepared and supported through targeted PD, coaching, collaborative planning, and mentoring structures that maintain instructional quality. Integrated lesson planning requires teachers to intentionally design instruction that develops content knowledge and language proficiency simultaneously, leveraging scaffolds, dual-language strategies, and assessments aligned to both language and academic goals. Inclusive curriculum practices ensure all students see their cultures and languages reflected in the classroom and have equitable access to learning tools in both languages.



As national leaders in DLI implementation, Ensemble Learning supports districts in this work through a comprehensive, multi-year partnership model that includes systems audits, professional learning, coaching, and demonstration lessons. A detailed audit process—consisting of quantitative data analysis, classroom walkthroughs, and empathy interviews—provides districts with a holistic assessment of strengths and needs. Findings are shared in a Leadership Summit that informs a tailored professional learning scope and sequence. Ensemble's professional development approach is cyclical, research-based, and integrated with coaching and modeling to ensure strategies translate into classroom practice. Leadership coaching offers individualized, strategic support to help school leaders strengthen decision-making, program design, and staff development, while implementation coaching provides teachers with structured, ongoing guidance aligned to PD goals. Demonstration lessons further reinforce learning by modeling high-leverage strategies in real classroom contexts. **Through this cohesive system of services, Ensemble Learning helps schools establish and sustain high-quality DLI programs that improve outcomes for multilingual learners.**



Ensemble Learning Approach to Dual Language Immersion (DLI) Implementation Services

Ensemble Learning's (EL) mission is to strengthen educational environments so that multilingual learners have access to opportunities to learn, contribute, and thrive. Since our partnership, in 2021 with the Texas Education Agency (TEA) we have positioned ourselves as national leaders in the field. Our team effectively supported the development of **Texas Effective Dual Language Immersion Framework** (TxEDLIF) which provides statewide guidance to build and maintain dual language programs. We convened a diverse group of educators throughout Texas to make up the Dual Language Guidance Committee (DLGC). This group was charged with designing the framework to include tools to support district leaders, campus administrators, and classroom teachers to plan, implement, and sustain programming based on research and best practices. As a core member of the DLGC, Ensemble Learning worked closely with TEA and dual language experts through the completion and publication of the framework in 2022.



Through the collaboration with TEA, Ensemble Learning was awarded a grant to expand the goal to provide statewide guidance for dual language programs. We initiated the Texas Dual Language Project (TDLP) to support campuses throughout the state over four cohorts. Cohort 1 served as a pilot where Ensemble and TEA visited dual language campuses to further develop the content and tools for the TxEDLIF. District cohorts 2-4 received access to two days of professional development, 1:1 coaching for dual language teachers, in-person walkthroughs to progress monitor goal attainment, a professional learning community for participating principals, and support for teachers to prepare and pay for bilingual certification. **The grant directly benefited 46 schools over 9 districts.**

While our work is closely aligned to the Texas Effective Dual Language Framework, we are flexible to the policy and practical differences evident across states and regions, and are fully able to customize services that will meet needs of school systems throughout the country. We have successfully supported a variety of districts by using the framework as guidance to plan, implement, and maintain dual language programming. Our experience with the development of the framework allows us to share our expertise and knowledge on plans that help districts launch new programming. Our knowledgeable and experienced team provides a continuum of support and services to school systems as they examine their current DLI program practices or for those who are seeking to begin an effective DLI program from scratch.

Our goal is improved educational experiences and outcomes for multilingual learners.

Our approach is multifaceted and puts the readiness and needs of the school system at the center. Our most successful schools have committed to multi-year partnerships that allow for meaningful examination and revisions of systems and practices through the process outlined below:



Comprehensive Audit:

Our comprehensive audit process includes quantitative data analysis, qualitative analysis of classroom walkthroughs, and a series of empathy interviews which culminate in a final report. The EL staff understand the nuanced implementation of a robust and effective DLI program therefore, we take a comprehensive approach as we examine systems and practices. Evaluating systems while simultaneously examining instructional practices ensures the delivery of a high quality, culturally responsive and sustainable DLI program.

The quantitative data analysis process follows a structured, multistep sequence to ensure accuracy and reliability. This begins with EL's Research and Operations VP, who manages the data workflow connecting with the appropriate school or district data personnel to initiate a Data Sharing Agreement ([sample](#)). Upon confirmation of the formal data-sharing agreement and EL receives the necessary datasets, the analysis process begins. This usually takes about 3-4 weeks.

Classroom walkthroughs are another key component of the evaluation process. The programming team schedules, coordinates and completes the walkthroughs. On the scheduled Walkthrough day, we begin with a 30-45 minute framing meeting to gather context and establish goals and/or areas of focus. During our time on campus we plan to observe 3-4 classrooms for about 7-10 minutes each. Following the classroom walkthroughs, the team engages in a one-hour debrief with the school. A structured agenda is used to ensure consistency and alignment in the evidence gathered. The EL team spends approximately 2.5-3 hours on a school campus for each walkthrough.

Empathy interviews supplement the quantitative and observational data by capturing perspectives from students, families, teachers, and school staff. The programming team schedules and conducts 3-5 interviews for each group. All adult interviews may be conducted either in person or virtually, depending on what is best for the client. However, student empathy interviews must be conducted in person at the school, with a school staff member present to support student safety and comfort. These typically occur concurrently during the walkthroughs, with additional EL staff.



Leadership Summit:

The Leadership Summit serves as a time for a collaborative discussion of the audit findings with all relevant school/district staff. This 3-4 hour convening is most commonly in-person, but can be virtual. The EL team details findings from each of the audit activities, shares bright spots from the classroom walkthroughs and offers time for reflection and reactions. In a collaborative manner, the participants discuss and plan for the school/district's professional learning scope and sequence that will effectively support continuous improvement for more positive educational outcomes for their MLs and other DLI students.



Professional Learning:

Ensemble Learning' professional learning sessions are designed as one component of a larger, sustained professional development system that blends theory, modeling, and application. Rooted in the belief that educators can refine their practice when provided meaningful, research-based, and context-relevant learning, PD sessions introduce a key instructional strategy and are followed by coaching and demonstration lessons to deepen understanding. Unlike "one and done" workshops, Ensemble's model is cyclical and continuous, supporting teachers and leaders over time as they apply new practices in their own classrooms and school environments.

All PD sessions are created using the High Quality PD Checklist and are grounded in research-based principles, including content focus, active learning, collaboration, modeling, coaching, feedback, and sustained duration. Sessions follow a consistent structure: a warm opener to activate prior knowledge, explanation of research and relevance, modeling and practice of the strategy, opportunities for immediate application, and a reflective closing with participant feedback. A rigorous quality assurance protocol ensures that every PD session undergoes peer review,, and revisions before delivery, after which materials are uploaded to the school's individual Google site. This process guarantees that all professional learning provided is coherent, high quality, and aligned to school goals.



Coaching:

Ensemble Learning provides personalized one-on-one leadership coaching designed to meet the specific needs of districts and schools, offering a tailored pathway for growth. Through monthly two-hour coaching sessions, leaders engage in focused reflection, strategic planning, and problem-solving around real challenges in their school contexts. The coaching supports development in key leadership areas such as communication, decision-making, change management, and cultivating a positive school culture. Leaders set actionable goals and receive ongoing accountability through regular progress check-ins. Overall, the coaching equips school leaders with the skills and strategies needed to strengthen instructional programs, support staff development, enhance community engagement, and ultimately foster school-wide success.

Ensemble Learning's 1:1 implementation coaching is a structured, cyclical system designed to help teachers effectively apply instructional strategies for Multilingual Learners by aligning coaching with professional development and classroom walkthroughs. After schools establish instructional goals based on data, teachers participate in PD sessions followed by individualized coaching that provides the accountability and support needed to translate learning into practice—addressing the limitation of PD alone. Coaching cycles, typically two per year, are delivered virtually or in person and allow teachers to choose how they engage, whether by sharing artifacts, problem-solving implementation challenges, or coplanning with the coach. Each session follows a consistent agenda focused on artifact review, clarifying questions, and targeted feedback or planning, while coaches maintain logs and gather teacher input to continuously refine the process. Trends and outcomes are shared with school leaders after each cycle, ensuring schools can reinforce progress and use coaching data to inform future PD, resulting in sustained, research-based instructional improvement.



Demonstration Lessons:

Demonstration lessons at Ensemble Learning provide teachers with a chance to observe high-leverage strategies for supporting multilingual learners in their own classroom context, reinforcing best practices through modeling, reflection, and job-embedded learning—an approach aligned with Darling-Hammond et al.'s research-based levers for effective teacher development. These lessons are paired with professional learning sessions so teachers first learn a strategy, understand its research foundation, and plan implementation before seeing it modeled. The process includes a brief planning meeting to tailor the demonstration to the classroom's current content; preparation of lesson plans, materials, and observation tools; a short orientation for observers; a 15–20 minute live demonstration; and a structured debrief to reflect on observations, identify next steps, and gather feedback. Afterward, the Ensemble team and school leaders use insights from the cycle to guide future professional learning, and teachers receive follow-up communication in appreciation for participating.





Sample Scope of Services in 3+ Years of Partnership

Year 0

Central Office Support (~\$32,750)

- 1 Audit of Current Practices
 - Audit Walkthrough (classroom observations)
 - Empathy interviews
 - Artifact/data review and analysis
- 1 Leadership Summit - review synthesized data to create an action plan/steps forward
- 16 Virtual Leadership Coaching hours - support district leadership in review/refinement of systems, processes, and scaling
- 1 Half-Day PD - Building district alignment and building momentum
- Support and guidance in initiating Steps 1-7

Timeline for implementation:

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	ABR	MAY	JUN
Step 0: Central Office Support												
Step 1: Know and Learn the Community Context and History												
Step 2: Build Advocacy												
Step 3: Establish a Diverse Stakeholder Group												
Step 4: Establish a Vision for DLI												
Step 5: Determine the Program Model												
Step 6: Ensure Alignment of Curriculum and Resource Allocation												
Step 7: Establish Professional Development Scope and Sequence												



Year 1

Support for 3 Pilot Campuses (~70k)

- 3 Audits (1 per campus)
 - Audit of Current Practices (In Person, 3 campuses)
 - Audit Walkthrough (classroom observations)
 - Empathy interviews
- Artifact/data review and analysis
- 27 Leadership Coaching hours (9 hours per campus) to support and build the capacity of campus administrators
- 45 Instructional Coaching hours (up to 5 teachers per campus) to support implementation of PD instructional strategies
- 6 Instructional Walkthroughs per campus (2 per campus) focused on implementation of instructional strategies
- 6 Demo Lessons (2 per campus) to support teachers in implementing instructional strategies

Timeline for implementation:

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	ABR	MAY	JUN
Comprehensive Audits												
Leadership Summit												
Professional Learning (as scheduled)												
Leadership & Instructional Coaching (as scheduled)												
Demonstration Lessons (as scheduled)												



Year 2

Additional Schools (~360k)

- 8 Audits (1/each new campus)
 - Audit of Current Practices (In Person)
 - Audit Walkthrough (classroom observations)
 - Empathy interviews
 - Artifact/data review and analysis
- 3 half-day Leadership Summit (all participating campus leaders, BOY, MOY, EOY) to share out the DLI Handbook and plan for scale
- 22 - Half-Day PD (2 per campus) build campus instructional capacity
- 99 Leadership Coaching (9 hours per campus) to support and build the capacity of campus administrators
- 165 Instructional coaching (15 hours/campus/up to 5 teachers per campus)
- 33 Instructional Walkthrough (3 per campus) focused on implementation of instructional strategies
- 16 Demo Lessons (2 per new campus) to support teachers in implementing instructional strategies

Timeline for implementation:

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	ABR	MAY	JUN
Comprehensive Audits												
Leadership Summit												
Professional Learning (as scheduled)												
Leadership & Instructional Coaching (as scheduled)												
Demonstration Lessons (as scheduled)												



Year 3

Creating Sustainable Impact (~100k)

- 2 Leadership Summit (all participating campus leaders) focused on current DLI trends and plans for sustainability
 - Reviewing collaborative playbook
 - Planning for future pathways of success for MLLs
- 11 Half-Day PD (1 per campus) build campus instructional capacity
- 11 Instructional Walkthrough (1 per campus) focused on implementation of instructional strategies

Timeline for implementation:

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	ABR	MAY	JUN
Leadership Summits												
Professional Learning (as scheduled)												
Instructional Walkthroughs (as scheduled)												



Considerations for Building an Effective Dual Language Immersion Program

Included here are **essential actions that must be taken by education leaders who aim to design and implement highly effective DLI programs.** While each district, campus and classroom are unique and at varying levels of readiness, DLI leaders should meaningfully engage in all of these activities about 6-12 months prior to the first day of implementation.



1 Know and Learn the Community Context and History

Understanding the linguistic, cultural, and historical background of the community is essential for designing a program that meets local needs. This includes gathering data on student demographics, home languages, community aspirations, and historical experiences with bilingual education. Engaging families and local leaders early helps ensure the program is culturally responsive, honors community identity, and builds trust.



2 Build Advocacy

Activating allies to initiate and maintain momentum will be crucial for success and sustainability. Ongoing advocacy may include informational sessions, community forums, and sharing success stories to build long-term commitment.

3 Establish a Diverse Stakeholder Group

Creating a representative advisory or planning committee ensures that multiple perspectives shape the program. Stakeholders may include parents, teachers, administrators, language experts, community members, and students. This group helps co-design the program's goals, monitors progress, and fosters shared ownership. Diversity within the group promotes equitable decision-making and builds broad support.

4 Establish a Vision for DLI

A successful DLI program requires a clearly articulated vision that emphasizes bilingualism, biliteracy, academic achievement, and sociocultural competence. Leaders should develop coherent messaging that explains the benefits of DLI to families, staff, and the broader community.

5 Determine the Program Model

Selecting the appropriate DLI model—such as 90/10, 80/20, or 50/50—requires considering community expectations, available resources, and the target student population. Program leaders must determine entry and exit points, language allocation by grade, staffing structures, and long-term pathways through secondary school. The chosen model should be research-based and aligned with the district's goals for bilingualism and biliteracy.

6 Ensure Alignment of Curriculum and Resource Allocation

Curriculum planning should integrate standards, high-quality instructional materials, and assessments in both program languages. Leaders must ensure that resources—such as textbooks, leveled readers, technology tools, and bilingual content materials—are available and equitable across languages. Adequate time for collaborative planning, translation, and material development is essential to maintain program quality.



7 Establish a Professional Learning Scope and Sequence and a Plan for Continuous Improvement & Evaluation

High-quality professional learning is necessary to support teachers in implementing effective bilingual and biliteracy practices. A PD plan should include training in language-development pedagogy, culturally responsive instruction, assessment in two languages, and DLI-specific strategies such as bridging and cross-linguistic connections. Continuous improvement should be supported through coaching cycles, data review protocols, classroom observations, and opportunities for teacher reflection.





Components of Effective DLI Implementation

Once the groundwork and preparation activities have been completed and districts are ready for implementation, the following components, when centered around student achievement, are critical to the successful and effective implementation of a DLI program:

1. **Aditive Leadership**
2. **Sustained Program Model & Design**
3. **Strategic Staff and Professional Learning**
4. **Integrated Lesson Plans and Methods**
5. **Inclusive Curriculum & Resources**



Additive Leadership

A way of leading that values and leverages the linguistic and cultural assets of their students and teachers. This leader promotes schoolwide practices that ensure multilingual students and families feel valued and seen. This approach includes inclusive communication practices, diverse stakeholder input, community partnerships, and structures that amplify family voice.

1. Viewing Bilingualism and Biliteracy as Assets

Leaders with an additive mindset celebrate multilingualism as a cognitive, academic, and social advantage. They frame bilingualism as a resource for all students—not just multilingual learners—and communicate that the goal is to add languages, not “fix” or “replace” one with another.

2. Centering Equity by Elevating All Program Languages

Additive leaders ensure that both languages in the program are valued equally in instruction, materials, communication, and public messaging. They avoid practices that inadvertently privilege English, such as translating only into English or limiting academic content in the partner language. They work toward a program culture where linguistic equity is visibly upheld.

3. Honoring and Integrating Students’ Cultural and Linguistic Identities

An additive mindset recognizes that students’ home languages and cultural backgrounds enrich the learning environment. Leaders create systems that invite families to bring their linguistic and cultural assets into classrooms, leadership committees, and school events. They work to build a school culture where diversity is viewed as a source of strength.

4. Supporting Teachers as Language and Culture Stewards

Additive leaders acknowledge the complex skills DLI teachers bring—language proficiency, cross-cultural competence, and specialized pedagogy. They provide meaningful professional development, protect collaborative planning time, and ensure teachers are compensated or



supported when developing bilingual materials. They uplift bilingual educators as experts, not “extra help.”

5. Ensuring Policies and Systems Add Resources, Not Demands

An additive mindset includes designing structures that add support, such as bilingual assessments, appropriate staffing, dual-language-aligned curriculum, and family engagement resources. Leaders avoid asking teachers to “double plan” without additional support—investing instead in shared materials, coaches, and systems that make bilingual instruction sustainable.

6. Communicating a Vision of Growth and Possibility

Additive leaders consistently articulate the benefits of bilingualism and the long-term vision of the DLI program. They help staff and families see how DLI expands opportunities—academically, culturally, economically, and socially. Their messaging reinforces that students are gaining something powerful, not working through a deficit.

7. Protecting the Integrity of the DLI Model

An additive mindset also means resisting pressures that dilute the program. Leaders advocate to maintain language allocation, enrollment commitments, long-term pathways, and appropriate student placement. They make decisions that preserve the program’s research-based components so that students truly gain the full benefits of additive bilingual education.

8. Building a Culture of Belonging for Multilingual Students and Families

Finally, additive leadership promotes schoolwide practices that ensure multilingual students and families feel valued and seen. This includes inclusive communication practices, diverse stakeholder input, community partnerships, and structures that amplify family voice.



Sustained Program Model & Design

A program that is intentionally structured, research-based, and designed to provide consistent, long-term bilingual and biliteracy development from entry through graduation. It's about creating a system that is not ad hoc or short-term but can reliably produce academic, linguistic, and cultural outcomes over time.

1. Clear Program Model

A sustained program begins with a research-supported DLI model—such as 90/10, 80/20, or 50/50 language allocation—that clearly specifies:

- Language distribution by grade level
- Entry and exit points (e.g., starting in kindergarten vs. first grade)
- Target proficiency goals for both languages
- This ensures consistency in language exposure and avoids “diluting” the program over time.

2. Long-Term Continuity

Sustainability means students can remain in the program through elementary, middle, and ideally high school, building on prior language and content knowledge. This requires:

- Vertical alignment of curriculum across grades
- Smooth transitions between grade levels
- Articulation plans for secondary and advanced language courses

3. Curriculum and Instructional Alignment

A sustained program ensures that curriculum, instruction, and assessments are aligned with bilingual and biliteracy goals. This includes:

- Engaging and rigorous instruction in both languages
- Developmentally appropriate scaffolds for academic language
- Integrated content and language objectives
- Ongoing formative and



summative assessments in both languages

4. Monitoring, Evaluation, and Continuous Improvement

A sustained program includes systems to monitor progress and improve over time:

- Tracking student language proficiency, academic achievement, and socio-emotional growth
- Using data to refine instructional practices
- Adjusting program design to address gaps or emerging needs
- Ensuring that fidelity to the DLI model is maintained



Strategic Staffing and Professional Learning:

The intentional planning of who teaches, how they are supported, and how their skills are continuously developed to ensure high-quality dual language education. It's about aligning personnel, expertise, and professional growth to sustain program fidelity and student outcomes.

1. Strategic Staffing

a. Recruitment and Hiring

- Identify and recruit teachers who are fluent in the target language and proficient in content instruction.
- Seek candidates with experience in bilingual pedagogy, second language acquisition, or DLI-specific teaching.
- Ensure diversity in staff to reflect and support students' linguistic and cultural backgrounds.

b. Teacher Placement

- Assign teachers to roles based on certification, language proficiency, teaching experience, and program needs.
- Consider pairing less-experienced teachers with mentor teachers to maintain instructional quality.

- Plan staffing to provide continuity in student learning from year to year.
- Consider various teaching models such as Co-Teaching

c. Leadership Roles

- Establish DLI program coordinators or instructional coaches who support teacher development, program monitoring, and language fidelity.
- Include teacher leaders in planning and decision-making to maintain program vision and consistency.



2. Professional Learning

a. Targeted PD

- Provide ongoing professional development in DLI pedagogy, bilingual and biliteracy strategies, and culturally responsive teaching.
- Focus on practical strategies for integrating content and language objectives, scaffolding academic language, and supporting diverse learners.

b. Collaborative Learning

- Build teacher collaboration structures, such as professional learning communities (PLCs), grade-level teams, or cross-language planning sessions.
- Encourage joint lesson planning, co-teaching, and sharing of best practices.

c. Coaching and Mentoring

- Implement coaching cycles and peer observations to support teachers in applying PD in the classroom.
- Pair novice DLI teachers with experienced mentors for language and instructional guidance.

d. Continuous Learning and Growth

- Offer opportunities for teachers to attend workshops, conferences, and certifications related to bilingual education.
- Collect feedback and data to refine professional learning plans based on teacher needs and student outcomes.

3. Alignment to Program Goals

a. Staffing and professional learning are coordinated to support the program model, language allocation, and curriculum design.

b. Professional learning is structured to sustain high-fidelity implementation over time and ensure long-term student success in bilingualism and biliteracy.



Integrated Lesson Planning & Methods

The expectation that teachers are intentionally designing, internalizing and delivering lessons that simultaneously develop students' content knowledge and language proficiency in both the target and partner languages. It emphasizes coordination between language and academic instruction, ensuring that students are learning academic content while strengthening bilingual skills.

1. Purpose and Focus

- Lessons are designed to teach content and language together, rather than treating language as a separate skill or academic content as secondary.
- Students develop academic language proficiency while mastering concepts in math, science, social studies, or literacy.
- Focuses on the interconnected growth of cognitive, linguistic, and cultural skills.

2. Language Allocation and Scaffolding

- Integrates both languages according to the program model (e.g., 90/10, 80/20, 50/50).
- Teachers plan for language support within lessons, including scaffolds for listening, speaking, reading, and writing in the target language.

- Supports include visual aids, sentence frames, modeling, and structured interaction to make content comprehensible in the partner language.

3. Methods for Integrated Learning

- Content-Based Instruction (CBI): Lessons embed language objectives into content lessons (e.g., teaching fractions in Spanish while explicitly teaching math vocabulary).
- Thematic or Project-Based Units: Units connect across subjects and languages, allowing students to practice vocabulary and concepts in multiple contexts.
- Dual-Language Strategies: Examples include bridging between languages, cognate awareness, translanguageing, and parallel texts.



- Differentiated Instruction: Teachers provide instruction at varying levels of language and content proficiency to meet diverse student needs.

4. Planning Considerations

- Lesson Objectives: Include both content objectives (what students will learn academically) and language objectives (what students will be able to say, read, or write in the target language).
- Assessment Integration: Formative and summative assessments measure both content understanding and language development.
- Collaborative Planning: Teachers often plan lessons jointly across languages or grade levels to ensure consistency and integration of content and language skills.

5. Benefits of Integrated Lesson Planning

- Promotes biliteracy and academic achievement simultaneously.
- Helps students transfer skills between languages.
- Supports equity by making content accessible to all learners, regardless of their home language.
- Encourages teachers to be intentional about instructional strategies, scaffolding, and assessment in both languages.



Inclusive Curriculum and Resources

The targeted selection and design of curriculum materials, instructional resources, and classroom experiences that reflect and value the linguistic, cultural, and social diversity of all students while supporting equitable access to bilingual education. It ensures that students see their languages, cultures, and identities represented in what they learn, and that all learners have the tools needed to succeed academically in both languages.

1. Representation of Languages and Cultures

- Curriculum materials include authentic texts, literature, and media from diverse cultural backgrounds.
- Lessons reflect students' home languages, traditions, and histories in addition to the target language culture.
- Resources avoid stereotypes and highlight multiple perspectives, helping students develop respect and understanding for diverse communities.

2. Accessibility and Equity

- Resources are accessible to all learners, including students at different proficiency levels in either language.
- Materials are designed to support biliteracy development, with leveled readers, dual-language texts, and scaffolds.

- Technology, manipulatives, and other instructional supports are provided to ensure equitable participation in learning activities.

3. Alignment with Program Goals

- Curriculum and resources support the DLI program's language allocation model, ensuring exposure and practice in both languages.
- Resources are aligned to academic standards in both languages, reinforcing bilingual and biliteracy objectives.
- Materials support both content learning and language development, ensuring students progress in academic skills alongside bilingual growth.

4. Inclusive Instructional Practices

- Teachers use resources in ways that validate students' linguistic and cultural identities while promoting high expectations.



- Lessons incorporate translanguaging, cognate awareness, and cross-linguistic connections to help students leverage their full linguistic repertoire.
- Instructional choices ensure that all students, including emergent bilinguals, special education students, and students from underrepresented communities, can access the curriculum meaningfully.

5. Family and Community

Engagement

- Materials and resources include opportunities for families and communities to participate in learning.
- Communication with families is linguistically accessible, with resources provided in multiple languages.
- Community knowledge, oral histories, and local cultural assets are integrated into instruction.



Resources

DLI Self-Assessments

[Additive Leadership Self-Assessment](#)

[Sustained Program Model & Design Self-Assessment](#)

[Strategic Staffing & Professional Learning Self-Assessment](#)

[Integrated Lesson Planning & Methods Self-Assessment](#)

[Inclusive Curriculum and Resources Self-Assessment](#)

- Ensemble Learning [DLI Curriculum Guidance](#)

Additional Resources

[English Learner Success Forum \(ELSF\)](#)

[Center for Applied Linguistics \(CAL\)](#)

[Dual Language education, New Mexico \(DLeNM\)](#)

[National Association for Bilingual Education \(NABE\)](#) & State and Regional affiliates

[National Association for English Language Program Administrators \(NAELPA\)](#)