

As schools and school systems make preparations to begin a dual language immersion (DLI) program it is important to communicate a clear and accurate K-16 vision for the initiative, including its logistics, purpose, and outcomes. Schools and school systems should use the following checklist to aid in these efforts.

Program Structure

- Identify and meet with system/school leaders to outline expectations for their roles in implementing DLI.
- Provide encouragement to and address concerns of school leaders and teachers as they develop structures in their schools.
- Develop a plan for student recruitment and retention.
- Develop a master schedule that ensures that all immersion teachers (including English partner teachers) have common planning times.

Communications

- Develop a communications campaign with clear targets and objectives.
- Share program launch and recruitment information with stakeholders in a variety of ways, including
 - print materials,
 - news releases and interviews,
 - stakeholder forums, and
 - family nights.
- Enhance the school environment to highlight the target language in multiple ways, including
 - signage,
 - early world language classes for non-DLI students, and
 - target language cultural integration schoolwide.

Staffing

- Determine required number of teachers needed for program launch.
- Recruit target language teachers by
 - surveying the linguistic capacity within the school system and providing additional training as required,
 - advertising locally and statewide, and
 - participating in [Louisiana's International Associate Teacher \(IAT\) Program](#).

Curricular Materials

- Determine DLI funding streams, scheduling appointments with the Department's Federal Programs team when needed.
- Evaluate and select curricular materials in the target language.
- Ensure resources are readily available to teachers and school administrators.

Professional Development and Support

- Create Professional Learning Communities (PLCs).
- Develop ways to actively involve academic coaches and other teacher leaders to support and integrate immersion into the work of the entire school and/or school system.
- Meet regularly with school leadership and the DLI Leadership Team to identify teacher supports.
- Continue to have staff and school leaders read about and discuss DLI education.
- Provide materials-related professional development when needed.
- Attend professional development series sponsored by the Department, CODOFIL, and LCIS when available.