

**Step 1: Establish a 5-8 person DLI leadership team including an immersion education expert.**

*Essential Questions:*

- *Who will be part of the DLI leadership team?*
- *How much time will members need to commit to this leadership team?*

Dual Language Immersion Leadership Team Suggested team members			
School System Executive		School System Supervisor	
Department Head		School Principal	
School Coordinator		School ELA Coach	
Teacher Leader		Librarian	
Stakeholder: PTO, Business		<b>Immersion Expert</b>	

**Step 2: Conduct a realms of influence self-reflection survey and discussion group.**

Members of the leadership team complete the two self-reflection surveys and participate in an open discussion.

Opportunities for discussion and reflection:

- informal coffee chats,
- partnered discussions, roundtable or virtual stakeholder meetings, and/or
- virtual, shared graphic organizers, e.g., Google Docs, Padlet, FlipGrid, Wakelet.

My Language Experience	
<i>What methods did I use to study another language?</i>	
<i>What factors led to my success or failure in acquiring another language?</i>	
<i>Who do I know that speaks more than one language?</i>	

My Understanding of Dual Language Immersion Education	
<i>What is dual language immersion education?</i>	
<i>Why should my school/school system offer DLI and how will DLI benefit our student populations?</i>	
<i>What DLI support and resources are currently available in my district? In my state? In the nation?</i>	
<i>What additional knowledge and resources might we need to implement DLI?</i>	

### Step 3: Learn about DLI key components and best practices.

#### Essential Questions:

- *What information, research, and professional development provide the most accurate information regarding dual language immersion education?*
- *What research shows the benefits of DLI education and how these benefits impact student achievement across grade levels?*

#### Learning Checklist for DLI leadership team :

- Watch the 21-minute video, "[Immersion Essentials for Administrators](#)" produced by the University of Louisiana at Lafayette.
- Read at least one of the following briefs: [Comparison Contexts: African-American Students, Immersion and Achievement](#) [Effects of Dual-Language Immersion Programs on Student Achievement: Evidence from Lottery Data](#) or [Exploring French Immersion Student Attrition in Louisiana: Who Leaves, When, and Why?](#).
- Review the [Louisiana Guide to Effective Dual Language Immersion Programming](#).
- Attend the LDOE DLI Administrators Training.
- Network at the LCIS Conversations Conference.
- Examine the benefits and impacts of immersion education through the Louisiana Annual Immersion Report Card.
- Create a book study PLC, identify participants and select a book study protocol.
  - Book study PLC should include (at minimum) 2 district level participants, 2 school level administrators, and 2 school level teacher-leaders.
  - Select a reading from the research bibliography included in the [Louisiana Guide to Effective Dual Language Immersion Programming](#) or reach out to the Department's World Languages Specialists for recommendations at [language.acquisition@la.gov](mailto:language.acquisition@la.gov).
  - Conduct book study pre-work. I.e. Choosing a PLC facilitator, creating a book study outline, developing discussion norms and expectations, and creating a biweekly reading calendar with set meeting times.
  - Disseminate all information to book study PLC members.

For further guidance on creating and leading a research book study PLC, see the [Department's World Languages PLC Book Study Guide](#).

**Step 4: Establish a 4-6 person stakeholder team outside of the leadership team to involve in discussions and planning processes.**

*Essential Questions:*

- *What additional stakeholders exist who can support our dual language immersion program?*
- *In what ways can these stakeholders be called upon to support our program?*

Identify community members and stakeholders outside of the leadership team to involve in discussions and planning processes.

Community Member Role	Name	Potential Area of Impact or Influence
PTO Representative		
Family Liaison		
Local Religious Leaders		
Local Service Club Leaders		
Business Partner		
Business Partner		
Other:		
Other:		

**Step 5: Conduct DLI program site visits with DLI leadership and stakeholder teams.**

*Essential Questions:*

- *What information can be gained from conducting immersion program site visits?*
- *Which members of the stakeholder/leadership team(s) should participate?*
- *How will the site visit team be divided out during each visit to maximize the team’s time onsite?*

Potential Site Visit Observation “Look-Fors”		
Look-For	Team Member	Evidence and Comments
How is the targeted language (TL) visible throughout the school?		
Where is the dual language immersion track located physically within the school?		
How are enrichment courses handled in the DLI track?		
What percentage of books in the school’s library are in the TL? How are these resources displayed?		
What TL curriculum materials and resources are used in each grade level?		
What language proficiency monitoring tools are in use for English and the TL?		
How is student academic achievement tracked?		
How are PLC meetings scheduled and structured? Who attends? Frequency?		
How do DLI teachers handle transitions between instructional blocks? (within the TL)		
How do classes transition to and from TL classes to English language and non-instructional blocks?		

**Additional Onsite Possibilities:**

- Review master schedule.
- Review instructional materials and resources used at each grade level.
- Review school’s communications and recruitment plans.
- Interview administrative staff, DLI teachers, and ELA teachers who are part of the DLI program.
- Interview current DLI students from a variety of grade levels.

**Step 6: Create a final steps (prior to adoption and launch) plan.**

*Essential Questions:*

- *What remaining steps should be taken prior to program adoption and launch?*
- *Once the DLI program is adopted, what steps can be taken to ensure its success?*

Based on learnings and experiences in Steps 1 - 5, review these final steps:

- What will our DLI program look like?** Which DLI program type (One-Way or Two-Way) will be implemented? Which language(s) will be targeted? At which school site will the program be established? How many DLI tracks will be opened for year one?
- What resources do we currently have to support our new DLI program and what resources would we need to secure?** Determine and gather resources needed to mobilize program support and disseminate information.
- Who will lead our public meetings and coordinate our promotional materials?** Share with stakeholders the benefits of immersion education through public meetings and promotional materials.
- What barriers exist and how would we remove these gatekeeping systems?** Assess implementation barriers. Identify and remove barriers to student enrollment and participation. How will families enroll their students?
- Take steps to create and share out a clear PK-16 plan for the implementation of and vision for dual language immersion in the coming years.
  - Identify DLI funding sources.
  - Develop a materials selection process.
  - Create and execute a publicity campaign for the DLI program and family participation.
  - Develop student enrollment and recruitment processes and make available to the public.
- Contact the Department and/or CODOFIL for implementation support and suggestions.

DLI Action Steps Calendar				
October	Learn			
November	Learn			
December	Learn			
January	Learn	Plan		Promote
February	Learn	Plan	Create	Promote
March		Plan	Create	Promote
April		Plan	Create	Promote
May		Plan	Create	Promote
June			Create	Promote
July			Create	Promote
August	<b>PROGRAM LAUNCH</b>			

**Step 7: Begin planning for the future of dual language immersion education in your school and school system.**

*Essential Questions:*

- What steps should be taken to ensure the long term success of our DLI program?
- How will these steps positively impact the future of our DLI program?

Refer to the Department's [Dual Language Immersion Program Vision Planning](#) document for guidance on creating a five year vision plan for DLI education.

For fillable DLI planning documents, please see the Department's DLI Education Toolkit.