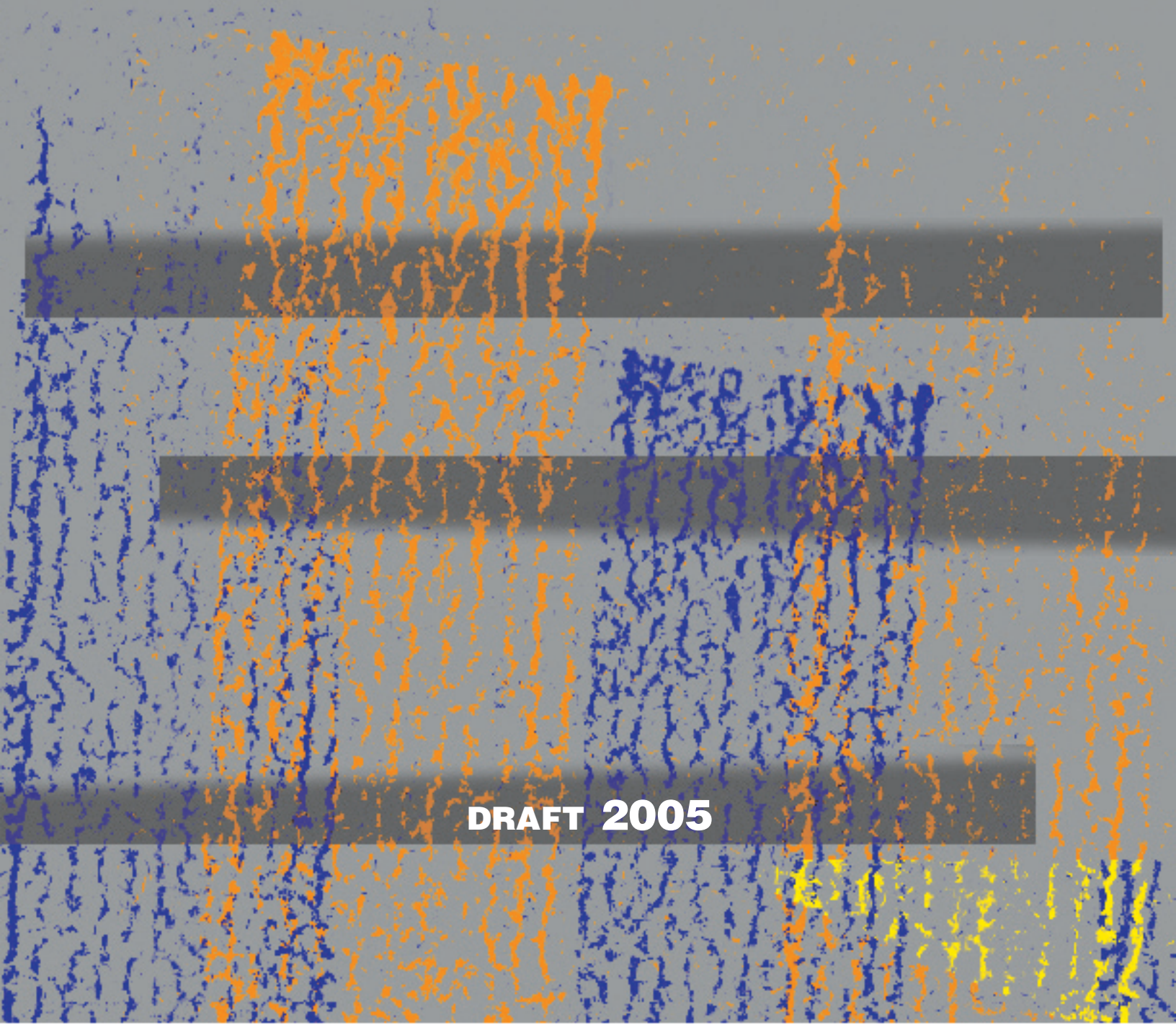
Guiding Principles for Dual Language Education

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Center for Applied Linguistics



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Introduction

The following document is a draft of *Guiding Principles for Dual Language Education,* intended as one tool to help programs with planning and ongoing implementation. The principles are based in large part on the Dual Language Program Standards developed by Dual Language Education of New Mexico (www.duallanguagenm.org). They are designed to be used by programs as a tool for planning, self-reflection, and growth.

In this document, the term "dual language" refers to any program that provides literacy and content instruction to all students through two languages, and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students. The student population in such a program can vary, resulting in models such as developmental bilingual programs (where all students are native speakers of a minority language, such as Spanish), to two-way immersion programs (where approximately half of the students are native speakers of the minority language and approximately half of the students are native speakers of English) to foreign/second language immersion programs (where all of the students are native speakers of English, though some may be heritage language learners). However, it is important to note that foreign language educators and researchers were not involved in the development of the principles. Thus, while the principles are likely to apply in general to all three program types, the applicability to foreign language immersion programs has not yet been fully explored.

As a further note on scope, the principles target elementary programs in particular. While there is evidence of growth in the numbers of dual language programs at the secondary level, the majority of programs to date function at the elementary level. Secondary programs may find this document useful, but may need to make certain modifications in order for it to be applicable.

Like all educational programs, dual language programs today are strongly influenced by the provisions of the No Child Left Behind Act (NCLB, U.S. Department of Education, 2001). The key components of this legislation have been taken into consideration during the creation of this document. Specifically, NCLB requirements such as annual achievement objectives for all students, including ELLs; annual testing of all students in grades 3 through 8; alignment of curriculum with state standards; research-based teaching practices; whole school reform driven by student outcome data; and whole-staff commitment to the continuous improvement of student outcomes are all reflected in the *Guiding Principles.* Dual language programs can be an effective tool for schools and districts seeking to achieve NLCB goals, by helping English language learners and native English speakers achieve high standards in English and another language. However, programs should ensure that all federal, state, and local policies and regulations are considered in their planning process and should not rely on these principles as the final word.

The *Guiding Principles* are organized into seven strands, reflecting the major dimensions of program planning and implementation:

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources

Each strand is then composed of a number of *Guiding Principles,* most of which have one or more key points associated with them. These key points further elaborate on the principle, giving specific elements that can be examined for alignment with the principle. For example, the first principle in the Assessment and Accountability strand deals with the need for an infrastructure to support the accountability process. This principle contains key points that relate to such dimensions as the creation of a data management system to track student performance over time, the integration of assessment and accountability into curriculum and program planning, the need for ongoing professional development regarding assessment and accountability, and other relevant features.

In order to make this document useful for reflection and planning, progress indicators are also described. Each key point within the principles has descriptions of four levels of alignment: minimal alignment, partial alignment, full alignment, and exemplary practice. For example, in the key point on the need for a data management system, mentioned above, the indicators move from "no data management system exists for tracking student data over time" (minimal alignment) to "a data management system exists for tracking student data over time, but it is only partially developed or is not well used" (partial alignment) to "a comprehensive data management system has been developed and is used for tracking student demographic and performance data as long as students are in the program " (full alignment) to "a comprehensive data management system has been developed and is used for tracking student demographic data and data on multiple measures of performance for the students' entire K–12 school attendance in the district" (exemplary practice). The indicators, then, are intended to provide a path that programs can follow toward mastery of the principle and beyond, as well as a metric on which current practice can be appraised. In the tables of principles, the indicators of full alignment are shaded. By following the shaded column across principles, the characteristics of programs that adhere to the principles can be easily traced.

As readers work through the *Guiding Principles,* a fair amount of repetition will be noticeable. This repetition is intentional, as our goal is to allow each strand to be comprehensive in its own right, allowing a program to work with all *Guiding Principles,* a select strand, or a group of strands at a time.

The final section contains blank templates that can be used as a tool for self-reflection by marking the level of alignment for each key point within each Guiding Principle. Programs

are encouraged to copy the templates and fill them in on a periodic basis in order to chart progress on moving toward adherence to the principles.

The *Guiding Principles,* as noted above, are grounded in evidence from research and best practices. See (http://www.lindholm-leary.com/resources/review_research.pdf) for a draft of a research review on dual language education.

The individuals involved in the production of the document are listed below. In addition to these individuals, the authors are very grateful to those who provided support for the project, particularly those involved in the development of the New Mexico Dual Language Standards, as they provided a strong point of departure for this document, as well as Marcia Vargas of 2-Way CABE, who very generously provided meeting time and space to discuss the Principles during the Two-Way Bilingual Immersion Program Summer Conference.

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STRAND 1

Assessment and Accountability

Principle 1

The program creates and maintains an infrastructure that supports an accountability process.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program has developed a data management system for tracking student data over time.**				**A**
	No data management system exists for tracking student data over time.	A data management system exists for tracking student data over time, but it is only partially developed or is not well used.	A comprehensive data management system has been developed and is used for tracking student demographic and performance data as long as students are in the program.	A comprehensive data management system has been developed and is used for tracking student demographic data and data on multiple measures of performance for the students' entire K–12 school attendance in the district.	
B	**Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.**				**B**
	There is no plan for reaching accountability and assessment goals.	A plan for reaching accountability and assessment goals exists but is not integrated into program and curriculum planning and professional development.	An articulated plan of reaching accountability and assessment goals exists and is integrated into program and curriculum planning and professional development.	The program has developed an ongoing, integrated, and articulated plan for assessment and accountability that informs all aspects of the program, and is routinely reviewed and revised as necessary.	
C	**Personnel are assigned to assessment and accountability activities.**				**C**
	No personnel are given specific assessment and accountability responsibility.	Personnel volunteer or are assigned on an ad hoc basis to carry out assessment and accountability activities, or devoted personnel are only available while the program is funded with grant money.	School- or district-provided personnel have specific responsibility for assessment and accountability activities and sufficient personnel are assigned to assessment and accountability activities.	District supports program's assessment and accountability plan and activities with appropriate budget and personnel.	

Strand 1, Principle 1, continued.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Staff are provided ongoing professional development opportunities in assessment and accountability.**				D
	No professional development in assessment and accountability is available to teachers and other staff.	Professional development experiences are available on isolated topics (e.g., a workshop on how to interpret test scores).	Ongoing professional development experiences are available on assessment topics that will help teachers and administrators understand and interpret their data.	Professional development experiences related to assessment are ongoing and aligned with program goals. Time is also built into planning meetings to discuss assessment and accountability issues and outcomes.	
E	**The program has an adequate budget for assessment and accountability.**				E
	No budget exists for assessment and accountability activities beyond the state/local requirements.	Non-mandated assessment and accountability activities are paid for through other areas of the dual language program's budget.	A budget line exists in the dual language program for assessment and accountability activities but may not fully fund all activities.	The district provides a budget line to fund the dual language program's assessment and accountability activities.	

STRAND 1

Assessment and Accountability

Principle 2

Student assessment is aligned with state content and language standards as well as program goals, and is used for evaluation of the program and instruction.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program engages in ongoing evaluation.**				**A**
	The program does not engage in ongoing evaluation — neither self-evaluation nor external evaluation.	The program does initial self-evaluation or external evaluation using standards appropriate for dual language and writes an action plan.	The program conducts annual reviews and self-evaluations or external evaluations using standards appropriate for dual language, and the evaluation findings inform program change.	The program conducts regular self-evaluations using standards appropriate for dual language as well as annual reviews to refine and improve goals and outcomes.	
B	**Student assessment is aligned with classroom and program goals as well as to state standards.**				**B**
	Assessments are only conducted in response to state or district requirements, and there is no clear relationship to classroom and program goals.	Plans exist to align assessments with classroom and program goals, or this may occur sporadically in the program.	Assessments are fully aligned with classroom and program goals as well as to state standards across the program.	Assessments are fully aligned with classroom and program goals as well as to state standards across the program.	
C	**Assessment data are integrated into planning related to program development.**				**C**
	Data are not used in program evaluation and development.	Data have marginal impact on program evaluation and development.	Interpreting data is a central part of program evaluation and development.	Interpreting data is a central part of program evaluation and development, and program planning includes discussion of existing data and the potential need for modifying or expanding data collection efforts to better inform the program.	

Strand 1, Principle 2, continued.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Assessment data are integrated into planning related to instructional practices and curriculum.**				D
	Data do not impact classroom activities.	Data are occasionally used for classroom decision-making, both for district/state requirements as well as more specific program goals.	Data are routinely used for classroom decision-making, both for district/state requirements as well as more specific program goals.	Teachers regularly use assessment and accountability information in their classroom planning, and the classroom perspective also informs program-level planning.	

Assessment and Accountability

The program collects a variety of data using multiple measures that are used for program accountability and evaluation.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.**				**A**
	No testing beyond state- and district-mandated tests and subjects is administered.	Limited standardized testing beyond state- and district-mandated tests and subjects is administered.	In addition to the required district, state, and national assessments, other standardized and non-standardized assessments are administered on a limited basis to measure progress towards program goals such as bilingualism, biliteracy, and multiculturalism.	Systematic data on academic performance, language and literacy development, and cross-cultural competence are collected program-wide from all students on a regular basis.	
B	**The program systematically collects demographic data (ethnicity, home language, time in U.S., types of programs student has attended, mobility, etc.) from program participants.**				**B**
	Demographic data (on students, teachers, and other personnel) are not collected or are collected in unsystematic ways.	Basic demographic data are collected program-wide.	Extended demographic data are collected program-wide.	Extended demographic data are collected program-wide. The data is maintained in a secure and central database which allows for timely disaggregation of data necessary for decision-making.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Assessment is consistently conducted in the two languages of the program.**				C
	The program assesses students only in English.	The program assesses students in both English and the minority language, but only uses English scores for program evaluation.	The program assesses students in one or both languages depending on the program design, the grade level, and the native language of the students, and reports achievement scores accordingly.	The program assesses students in both English and the minority language and includes both sets of scores in program evaluation reports.	

Principle 4 ***The data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.***

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Data are purposefully collected and subject to methodologically appropriate analysis.**				**A**
	There is no systematic plan for data collection, so data are collected inconsistently or haphazardly.	Data are collected systematically but without consideration of aims of analysis.	Data are collected and analyzed using one or two basic methods (e.g., pre/post comparisons, action research) to answer a question of central importance.	Data are collected and analyzed using a variety of appropriate methods (e.g., quasi-experimental quantitative studies, longitudinal studies, participant observation, action research, discourse analysis, etc.) for a variety of questions.	
B	**Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).**				**B**
	Existing data are not disaggregated.	Some of the data are disaggregated on one or two variables, including language proficiency background.	All data are disaggregated on one or two key variables, including language proficiency background.	All data are disaggregated and cross-tabulated by a number of meaningful and useful demographic variables, including language proficiency background.	

Assessment and Accountability

Student progress toward NCLB achievement objectives and program goals is systematically measured and reported.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.**				**A**
	There is limited and sporadic evidence of student progress.	There is systematic measurement of student progress, but only in one language and/or for only one goal or achievement objective.	There is systematic measurement of student progress in both languages for all achievement objectives and program goals.	There is systematic measurement of student progress in both languages and all achievement objectives and program goals, as well as benchmarks of expected student performance at each grade level.	
B	**Student progress is measured on a variety of indicators.**				**B**
	Progress is defined and reported using only state and district performance guidelines.	Progress is defined and reported using state and district performance guidelines, but is reported in the context of the program's mission, vision, and goals.	Progress is defined by state and district performance guidelines, as well as locally-relevant definitions which are reflected in the program's mission, vision, and goals.	Progress is defined by state and district performance guidelines, as well as locally-relevant definitions which are reflected in the program's mission, vision, and goals, and the program advocates for these definitions to be included in state and district performance guidelines.	
C	**Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.**				**C**
	No statistics are maintained on these factors.	Statistics are maintained on these factors, but data collection is inconsistent or data are not disaggregated by native language group.	Statistics are maintained on these factors, and are disaggregated by native language group.	Statistics are maintained on these factors, are disaggregated by native language group, and are monitored relative to district and state norms.	

Principle 6 ***The program communicates with appropriate stakeholders about program outcomes.***

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Data are communicated publicly in transparent ways that prevent misinterpretations.**				**A**
	Data about the program are not publicly available.	Data about the program are publicly available (e.g., on a school Web site) but without explanations about data collection, methodology, or data interpretation.	Data about the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about the interpretation of the data.	Data about the program from sources within and outside the program are publicly available with transparent information about data collection and methodology and with a clear and correct explanation about the interpretation of the data.	
B	**Data are communicated to stakeholders.**				**B**
	No data are communicated to the district, state, or parents beyond what is mandated.	Mandated and additional test data are communicated to stakeholders who ask for them.	The program is proactive in communicating student outcomes and demographic information to all stakeholders.	The program is proactive in communicating student outcomes and demographic information to all stakeholders and uses this information to advocate for changes to district/state policies toward assessment and accountability, including using minority language tests in school reports and student accountability.	

Strand 1, Principle 6, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Data are used to educate and mobilize supporters.**				C
	Data are not used to educate and mobilize program supporters.	Data are rarely used to educate and mobilize program supporters.	Data are occasionally used to educate and mobilize program supporters.	Data are routinely used to educate and mobilize supporters.	

STRAND 2

Curriculum

Principle 1

The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The curriculum meets or exceeds district and state content standards regardless of language of instruction.**				**A**
	District and state content standards are not taken into consideration during curriculum development for one or both languages of instruction.	District and state content standards are used inconsistently in curriculum development for one or both languages of instruction.	District and state content standards are used in a systematic manner to guide curriculum and development for both languages of instruction.	District and state content standards are used in a systematic manner to guide curriculum and development for both languages of instruction. The standards are refined and extended to reflect the needs of the school's population.	
B	**The curriculum includes standards for L1 and L2 development for all students.**				**B**
	There is no scope and sequence for language and literacy development for each of the program languages for either native speakers or second language learners.	There is a scope and sequence for language and literacy development for one program language or language group only.	There is a scope and sequence for language and literacy development in both languages that is differentiated for native speakers and second language learners, with high expectations for both groups.	There is a scope and sequence for language and literacy development in both languages that is differentiated for native speakers and second language learners with high expectations for both groups. This scope and sequence is revisited on a regular basis and revised as needed.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**The curriculum promotes equal status of both languages.**				C
	There is no indication of sufficient opportunities to develop social and academic registers in both languages.	Some attempts are made to equalize the cognitive load in both languages, but more 'serious' subjects such as math, science, and language arts are taught in one language, while specials (art, music, etc.) are taught in the other.	There is a fairly even divide between academic subjects and specials taught in each language. Language arts instruction is provided in both languages. Issues of linguistic diversity and language status are addressed sporadically.	There is an even divide between academic subjects and specials taught in each language. Language arts instruction is provided in both languages and students are provided opportunities to develop academic language and cognitive skills in both languages. Students are made aware of linguistic diversity and language status issues as is developmentally appropriate.	
D	**The curriculum is sensitive to the cultural and linguistic backgrounds of all students.**				D
	There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language.	The curriculum incorporates some culturally relevant materials and some consideration is given to students' prior knowledge and home language.	The curriculum incorporates lessons and materials that are culturally relevant to the students' home backgrounds. Teachers know about some of their students' backgrounds and are trying to use such knowledge in lessons.	The curriculum is systematically developed to be culturally relevant to the students' home backgrounds and communities, and teachers are well informed of the backgrounds of all of their students and know how to ground their lessons in such knowledge.	

STRAND 2

Curriculum

Principle 2

The program has a process of developing and revising a high quality curriculum.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**There is a curriculum development and implementation plan that is connected to state and local standards.**				**A**
	There is no plan for curriculum development and implementation.	There is a plan, but it was developed by a single person and most staff members are either not familiar with it or not in agreement with it.	There is a plan that was developed by a representative committee, and staff members are in agreement with it and follow it.	There is a plan that was developed by a representative committee with buy-in from all stakeholders. The plan includes an articulated process for review and revision of the plan in a systematic manner.	
B	**The curriculum is based on general education research and research on language learners.**				**B**
	There was no consideration of the research base during curriculum development.	Certain components (e.g., reading program or math) of the curriculum are based on research, but may not be adapted for language learners.	The program curriculum is structured around principles derived from research and incorporates published curricula and materials that are selected based on evaluation of the research base.	Published curricula and materials as well as the overall structure of the curriculum are explicitly research-based, and the program or curriculum coordinator stays abreast of current research.	

Strand 2, Principle 2, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**The curriculum is adaptable**				C
	No processes are established to adapt new curricular mandates or change the curriculum according to students' needs.	Processes are in place to adapt curriculum materials for some content areas, or for some grades.	The program or curriculum coordinator works with teachers to monitor new curriculum mandates and changing student needs. The team reviews new materials and adapts them for dual language classrooms as necessary.	The program or curriculum coordinator works with teachers to monitor new curriculum mandates and changing student needs. The team reviews new materials and adapts them for dual language classrooms as necessary, and ensures articulation of the new curriculum within and across grade levels.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The curriculum builds on linguistic skills learned in each language to promote bilingualism.**				**A**
	No connections are made between the two languages.	Some connections between the two languages are made, although unsystematically.	Teachers plan together to coordinate linguistic skills learned in each language. Areas of potential transfer are explored.	Teachers plan together and systematically coordinate the development of linguistic skills in both languages for all students.	
B	**Instruction in one language builds on concepts learned in the other language.**				**B**
	There is no connection between subjects or topics taught in each language, or there is direct translation of subjects or topics from one language to the other.	There is limited connection between subjects or topics taught in each language (e.g., continuing a discussion of a subject or topic in the second language, or the use of complementary resources in both languages).	There are systematic connections between subjects or topics taught in each language through the use of thematic instruction that links topics across content areas and languages.	There are systematic and ongoing connections between subjects or topics taught in each language, as well as constant communication among teachers through a variety of strategies such as team teaching, shared curriculum, and flexible grouping. Subsequent lessons in both languages build on and refine prior lessons taught in both languages.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**The curriculum is coordinated within and across grade levels.**				C
	There is no coordination across grade levels.	Individual teachers coordinate with other teachers in grade levels directly above or below them.	There is a structured process of curriculum coordination within and across all grade levels, and this informs the curriculum development plan. Planning time is allocated for this purpose.	There is a curriculum coordinator and/or instructional coach for the program who oversees the coordination of the curriculum within and across grade levels. Planning time is allocated for the teachers and coordinator to articulate curriculum development within and across grade levels.	
D	**Curriculum is coordinated with support services, such as ESL, SSL, special education, Title I, etc.**				D
	There is no coordination with support services.	Individual teachers coordinate with support services.	There is a structured process of coordination of curriculum with support services, and this informs the curriculum development plan. Planning time is allocated for this purpose.	There is a curriculum coordinator for the program who oversees the coordination of the curriculum with support services. Processes are in place for program teachers to collaborate and articulate efforts with support service staff.	

STRAND 3

Instruction

Principle 1

Instructional methods are derived from research-based principles of dual language education and the development of bilingualism and biliteracy in children.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Explicit language arts instruction is provided in both program languages.**				**A**
	Explicit language arts instruction is only provided in one language for the duration of the program. Second language acquisition may or may not take place through exposure in content lessons.	Explicit language arts instruction is offered in both languages over the course of the program, but for one language instruction is minimal or takes place sporadically, or only in response to specific student errors.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons. Language arts instruction is coordinated between the two languages and across grade levels according to student progress.	
B	**Academic content instruction is provided in both program languages.**				**B**
	All areas of content instruction are taught in one language for the duration of the program, with the other language being used only for language arts and/or specials.	Content instruction is provided in both languages, but is not systematically coordinated within or across grades.	Content instruction is systematically provided in both languages. Over the course of the program, the cognitive load is balanced between the two program languages.	Content instruction is systematically provided in both languages, incorporating thematic instruction to support vocabulary and concept development in both languages, especially in programs where the subjects are divided by language (e.g., science in Spanish and math in English).	
C	**The program design and curriculum are faithfully implemented in the classroom.**				**C**
	Teachers independently decide what aspects of the program and curriculum to follow in their classroom	Most teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum, and their instructional experiences inform its continuous evaluation and revision.	

Strand 3, Principle 1, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Instruction incorporates appropriate separation of languages according to program design.**				D
	There is no separation of languages for instruction: teachers use both languages as they choose or constantly translate from one to the other.	There is an attempt at separation of languages, but it is adhered to more strictly in one language than the other.	There is a consistent separation of languages, with high expectations for students and teachers to use the language of instruction.	Students and teachers systematically use both program languages in a variety of academic and social contexts.	
E	**Teachers use a variety of strategies to ensure student comprehension.**				E
	Few or no strategies are used to ensure that students understand academic language and concepts.	Some consideration is given to ensuring that students understand academic language and concepts by use of various instructional strategies (e.g., sheltered instruction, cooperative learning, and flexible grouping).	Teachers consistently use instructional strategies to ensure that all students understand academic language and concepts.	Teachers use a variety of complementary instructional strategies for each lesson and constantly monitor student understanding of language and academic concepts.	
F	**Instruction promotes metalinguistic awareness and metacognitive skills.**				F
	No attention is paid to metalinguistic or metacognitive skills.	Some attention is given to the development of metalinguistic and metacognitive skills but in an unsystematic way.	Metalinguistic and metacognitive skills, are addressed in developmentally appropriate ways. Students are encouraged to think about language and compare the languages that they are learning.	Metalinguistic and metacognitive skills are systematically developed through developmentally appropriate classroom activities and discussions, and this is incorporated into curriculum and lesson planning.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Teachers integrate language and content instruction**				**A**
	Language arts and content area instruction are entirely separate, and each type of lesson has its own objectives.	There is an attempt at language/content integration and some teachers work together on their own initiative to discuss possible ways to combine objectives in lessons.	There is consistent language/content integration in most lessons, and teachers work in grade level teams to brainstorm ways to combine objectives in lessons.	There is consistent language/content integration in most lessons, and there is a resource manual for the program that lists compatible language objectives for many of the common content area units (e.g., plants, solar system, measurement, etc.).	
B	**Teachers use sheltered instruction strategies such as building on prior knowledge and using routines and structures with second language learners to facilitate comprehension and promote second language development.**				**B**
	Teachers do not use sheltered instruction strategies.	Teachers sporadically use sheltered instruction strategies.	All program teachers use sheltered instruction strategies in both languages.	All program teachers use sheltered instruction strategies in both languages, and training in the use of these strategies is part of ongoing professional development.	
C	**Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction.**				**C**
	Instruction is delivered with no attention to the varied needs of native speakers and second-language learners.	Some modifications are made for addressing native speakers and second language learners at once, but instruction is still geared to one group or the other.	Various instructional techniques such as cooperative learning and flexible grouping are used to challenge native speakers while supporting second language learners.	Various instructional techniques, such as cooperative learning and flexible grouping are used in every lesson to push all students to higher levels of language use and cognition.	

Strand 3, Principle 2, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Instructional staff incorporate technology (such as multimedia presentations and the internet).**				D
	Students rarely use multimedia technology or computers beyond passive video watching or web surfing.	Some classes are given opportunities to use media and technology for linguistic and academic growth.	The use of media and technology is systematically incorporated across the program.	Teachers and administrators regularly attend seminars or bring specialists in to help them choose appropriate multimedia and internet resources to target specific language and content skills.	
E	**Support staff and specials teachers coordinate their instruction with the dual language model and approaches.**				E
	Support staff and specials teachers have no knowledge of dual language instruction strategies, and their classes do not align with the goals or philosophy of the program.	Some support staff and specials teachers utilize dual language instructional strategies, but this is not consistent across the whole school.	Most support staff utilize dual language instructional strategies and align their curriculum with that of the grade-level teachers.	All support staff are fully trained in and utilize dual language instruction strategies, and non-classroom-based instruction is aligned with classroom instructional methods and themes.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centers in order to meet the needs of diverse learners**				A
	Instruction is teacher-centered, and there is little cooperative learning or hands-on learning.	Instruction is somewhat student-centered, and there is an attempt to vary instruction to meet the needs of diverse learners.	Instruction is strongly student-centered, and a variety of techniques are used to meet the needs of diverse learners.	Instruction is strongly student-centered, and ongoing assessments are conducted to determine ways that instruction may need to be altered to meet the needs of diverse learners.	
B	**Teachers create opportunities for meaningful language use.**				B
	Few opportunities are provided to students for using either language actively in language arts or content lessons.	Students are provided some opportunities for using both languages actively in language arts and/or content lessons.	Students are provided meaningful opportunities for using both languages to ensure oral and written language development and academic vocabulary.	Students are provided meaningful and ample opportunities for using both languages actively in academic and social settings and to ensure oral and written language development and academic vocabulary.	
C	**Student grouping maximizes opportunities for students to benefit from peer models.**				C
	Students in the dual language program rarely have the opportunity to work cooperatively with students with different native languages.	In integrated classrooms, teachers sporadically use cooperative learning strategies in cross-linguistic groups.	In integrated classrooms, teachers use appropriate and flexible grouping strategies to maximize the benefits of peer interaction.	In integrated classrooms, students have ample opportunities to be both language models and language learners when interacting with their peers in both academic and social situations. Students in non-integrated classrooms are provided opportunities to interact with peers who speak the target language.	

Strand 3, Principle 3, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Instructional strategies build independence and ownership of the learning process.**				D
	Students are highly dependent on their teachers for both the content and format of learning.	Students are able to exercise some autonomy and independence, such as through learning centers or research projects, but connection to the rest of the curriculum or guidance on expected outcomes may be limited.	Students are able to exercise a great deal of independence in their learning environment and are taught strategies to enhance their independence by learning how to answer their own questions, use classroom resources, and revise their own work.	A variety of differentiated instructional strategies are implemented so students become independent learners. Classroom management supports student academic independence, and students are also encouraged to pursue topics of their own interest.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**There is cultural and linguistic equity in the classroom.**				**A**
	One linguistic or cultural group is more highly valued than others in the classroom.	There is an attempt at equality, but one linguistic or cultural group may be more highly valued in subtle and symbolic ways.	Teachers create a learning environment where all linguistic and cultural groups are equally valued and respected.	Teachers and students work together to create a learning environment where all linguistic and cultural groups are equally valued and respected. Issues of linguistic and cultural equality are discussed on a regular basis as is developmentally appropriate.	
B	**Instruction takes language varieties into consideration.**				**B**
	There is no discussion of language varieties within or across languages.	There is some discussion of language varieties within and across languages, but there is no distinction made about which variety may be most appropriate in a given situation or how cultures associate different status with different varieties.	There is a fair amount of discussion of language varieties within and across languages, and some expectations and guidelines as to their situational and cultural meanings. Teachers respect dialectal variation.	There is a lot of discussion of language variety within and across languages and clear expectations and guidelines as to their situational and cultural meanings. Teachers respect dialectal variation.	

Strand 3, Principle 4, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Instructional materials in both languages reflect the student population in the program and encourage cross-cultural appreciation.**				C
	The materials are not reflective of the student population or multiculturalism.	Some diverse and multicultural materials are used, but not systematically or across both languages and all grades.	There is a sufficient diversity of materials that reflect the various subgroups of the student population and which explicitly encourage cross-cultural appreciation.	There is a great deal of diversity of student materials that reflect the various subgroups of the student population, and these are supplemented by drawing on community resources and students' home experiences as well. Instructional materials incorporate themes that address respect and appreciation of all cultures.	

STRAND 4

Staff Quality and Professional Development

Principle 1

The program recruits and retains high quality dual language staff.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**A recruiting plan exists.**				**A**
	No defined recruitment plan exists.	A recruitment plan exists, but teachers and other staff are frequently hired on an "emergency" basis and without considering long-term program needs.	A recruitment plan exists, it is well-coordinated with the district-level human resources department, and teachers and other staff are hired appropriately, considering long-term program goals.	There is an integrated process of recruitment, hiring, and retention that is systematically coordinated with district-level staff and takes long-term program goals into account. The program works with local universities to train dual language teachers who can work in their program.	
B	**Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.**				**B**
	Staff members are hired with little consideration given to matching their credentials and language proficiency to their assignment.	Staff members with a commitment to the program design and goals are hired, but there is frequently a mismatch between the skills and credentials of the staff and their job assignments.	The majority of staff members have the appropriate commitment, skills and credentials for their position. Opportunities are provided for staff members to sharpen skills and/or obtain credentials.	All of the staff have the appropriate skills and credentials for their position. Opportunities are provided for staff members to sharpen skills and develop professionally.	
C	**Staff members receive support.**				**C**
	Teachers and other staff receive little or no support.	Orientation meetings are held at the beginning of the year for new staff, but there is little or no follow-up during the school year.	Frequent meetings provide support for teachers, administrators, and support staff, including activities for team building and mentoring of new staff. Teachers and other staff are given time for collaborative planning and reflection.	Support for staff includes compensation, regular meetings, and time for co-planning, co-teaching, reflection, and feedback. Veteran teachers and other staff are given the opportunity for renewal training.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**Retaining quality staff is a priority.**				**D**
	There are no incentives for teacher retention.	There are some incentives for teacher retention.	Plans for encouraging teacher retention are explicit and include educator-centered professional development and leadership opportunities, including participation as mentors and peer coaches.	A plan exists for quality/experienced staff to participate in educator-centered professional development and leadership opportunities. Staff are compensated for high-level work monetarily, with higher education opportunities, or through other incentives or forms of special recognition.	
E	**Staff evaluations are performed by personnel who are familiar with dual language education.**				**E**
	Administrators who evaluate staff have no knowledge of dual language education.	Administrators who evaluate staff are familiar with dual language education, but program standards are not linked to the evaluation criteria or instruments.	Administrators who evaluate staff are knowledgeable about dual language education, and evaluation criteria include adherence to the relevant program standards for dual language education.	Administrators who evaluate staff are knowledgeable about dual language education, and evaluation criteria and instruments used with dual language program staff explicitly incorporate the relevant program standards.	

Principle 2 *The program has a quality professional development plan.*

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**A long-term professional development plan exists that is inclusive, focused, and intensive.**				**A**
	There is no plan, and professional development activities are sporadic and incidental.	A plan is in place, but the activities are generic and do not include all program staff.	A professional development plan is in place, is well implemented, and takes into account the varying needs of different staff members in the school (including dual language and non-dual language program staff, new and veteran staff, etc.).	A comprehensive plan for professional development is developed annually and is implemented systematically. It reflects issues of importance to the staff and the school, including the specific requirements of teaching in a dual language environment.	
B	**Action plans for professional development are needs-based, and individual staff plans are aligned with the program plan.**				**B**
	Professional development activities are not based on staff needs.	Staff surveys are conducted, but results are not regularly used to plan professional development.	The professional development plan is based on the results of staff surveys and regular re-evaluations of program strengths and weaknesses, includes the entire staff, and allows for individual plans.	The professional development plan is formulated to respond to regularly collected information on staff needs and program strengths and weaknesses. In its implementation, the overall plan and individual plans are aligned and feedback leads to revisions as needed.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Professional development is aligned with competencies needed to meet dual language program standards.**				**C**
	Professional development activities do not address the theoretical underpinnings, useful strategies, or necessary skills for working in a dual language program.	Professional development activities address theories, strategies, and skills that are useful in dual language programs (e.g., thematic teaching, cooperative learning, sheltered instruction), but no explicit connection is made to how they work in dual language environments.	Professional development activities address theories, strategies, and skills that are the foundation of dual language programs, and explicit connections are drawn to using these techniques in dual language classrooms. Meeting the dual language program standards is a goal of professional development.	Professional development activities are designed to give teachers and other staff a comprehensive understanding of the theories, strategies, and skills that are essential in dual language programs, with explicit connections to dual language classrooms. The needs of staff in relation to meeting dual language standards are taken into consideration when planning professional development activities.	
D	**All staff are developed as advocates for dual language programs.**				**D**
	No attention is paid to the importance of advocacy for the program.	There is some attention to advocacy for the program at the school level (e.g., school committees, working with the local community) but not beyond the level of the school.	Professional development incorporates a support network of staff to advocate on behalf of dual language programs at the community and school district levels. Guidance is provided on how to use program data in advocacy activities, and these data are readily available.	Professional development incorporates a support network of staff and community members to advocate on behalf of dual language programs at the community, school district, and state levels. Attention is given regularly to how the program can be better represented and understood, and staff members have opportunities to gain experience in communicating on behalf of the program to various audiences using program data from the school and district.	

Staff Quality and Professional Development

The program provides adequate resource support for professional development.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Professional development is supported financially.**				**A**
	Financial support is not provided for professional development activities. Staff members are not compensated for participating in activities to fulfill their individual professional development plans.	Financial support exists for sporadic professional development activities. Staff members may received limited compensation for individual professional development activities.	The program-wide professional development plan has adequate funding, and staff receive reasonable compensation for supplemental professional development activities.	There is a comprehensive professional development plan with sufficient financial support for staff planning and participation, meeting expenses, and assistance from specialists as needed. Staff members can rely on full compensation for professional development outside of school hours, including payment of tuition.	
B	**Time is allocated for professional development.**				**B**
	Staff members are allowed to attend short (one-day) workshops when they find the information about the workshop themselves and make a request to attend.	Staff members are allowed to attend occasional workshops and conferences, with substitute teachers provided and registration costs covered.	Staff members prepare individual professional development plans, and they are provided with release time to attend the activities that are given priority within that plan. Teachers and other staff are also provided with time to meet for planning and reflection.	The program provides time for professional development in the form of retreats, time built into the schedule for peer observation, coaching, and collaboration. Staff are encouraged and supported to participate in a wide variety of professional development activities, including conferences, peer observations, university courses, study groups, summer institutes, and others.	

Strand 4, Principle 3, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**There are adequate human resources designated for professional development.**				C
	There is no program coordinator or professional development coordinator to oversee professional development activities.	There is a part-time program coordinator or professional development coordinator, who may be able to mentor dual language staff in some professional development areas.	There is an experienced, full-time program coordinator or professional development coordinator to organize ongoing professional development activities tailored to the needs of the staff.	There is an experienced full-time program coordinator or professional development coordinator who organizes ongoing professional development activities, coaches program teachers, and mentors new staff. There is a coordinator at the district and/or state levels who promotes systematic professional development as well as collaboration and sharing of ideas across programs in the district and/or state.	

Staff Quality and Professional Development

Principle 4

The program collaborates with other groups and institutions to ensure staff quality.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program impacts teacher and staff training programs at local universities.**				**A**
	There is no partnering with teacher and staff preparation institutions.	Occasional dialogue takes place between the dual language program and local teacher preparation program(s).	There is a plan for a partnership between a university or teacher/staff preparation program and the dual language program, with some on-site classes offered for teachers and staff and student teacher placements in the dual language program.	There is a formal partnership between a university or teacher/staff preparation program and the dual language program, with clear goals and expectations that include on-site classes and advancement plans, student teaching placements, and co-planning of courses for prospective dual language teachers.	
B	**Program staff partner with professional organizations.**				**B**
	There is no partnering with professional organizations.	Participation in professional organizations is limited to the initiative of individual teachers. Individual requests from staff members to attend conferences or meetings may be granted.	Partnerships are actively sought with professional organizations, and individuals are encouraged and supported in participating in such organizations.	The program takes an active role in professional organizations encouraging staff members to attend conferences and meetings, seek office, give presentations, host site visits, etc.	

Strand 4, Principle 4, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Program staff engage in networking with staff from other programs.**				C
	There is no communication with other schools, or communication is incidental based on personal relationships.	Teacher, staff, and administrators occasionally attend professional development activities initiated and planned by staff from other dual language programs, but with little time to interact or exchange ideas.	Staff members, including administrators, regularly contact staff in other programs to plan professional development activities and share costs for professional development and resources where possible.	The program supports teachers to be proactive in participating on an ongoing basis in planning professional development activities and other types of collaboration with other schools (and districts), serving on planning committees for cross-school/cross-district professional development activities, and participating in district-wide study or interest groups.	

STRAND 5

Principle 1

Program Structure

All aspects of the program work together to achieve the TWI-specific goals of additive bilingualism, biliteracy and cross-cultural competence, in addition to meeting the general education goal of grade-level academic expectations.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**There is a coordinated plan for promoting bilingualism and biliteracy.**				**A**
	Efforts at promoting bilingualism and biliteracy are uncoordinated and unsystematic.	There is some plan for promoting bilingualism and biliteracy, but there is insufficient coordination with other competency areas or lack of knowledge of how to accomplish this objective.	There is a program-wide plan for promoting bilingualism and biliteracy, and implementation is consistent at all grade levels.	There is a program-wide plan for promoting bilingualism and biliteracy, and implementation is consistent at all grade levels. The program communicates and advocates these goals beyond the school at the district, state, and national levels.	

Strand 5, Principle 1, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
B	**There is a coordinated plan for promoting cross-cultural competence.**				**B**
	Efforts at promoting cross-cultural competence are uncoordinated and unsystematic.	There is some plan for promoting cross-cultural competence, but there is insufficient coordination with other competency areas or lack of knowledge of how to accomplish this objective.	There is a program-wide plan for promoting cross-cultural competence, and implementation is consistent at all grade levels.	There is a program-wide plan for promoting cross-cultural competence, and implementation is consistent at all grade levels. The program communicates and advocates these goals beyond the school at the district, state, and national levels.	

STRAND 5

Program Structure

Principle 2

The program ensures equity for all groups.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**All students and staff have appropriate access to resources.**				**A**
	One program within the school (i.e., the dual language program or the mainstream program) and/or one population within the program has greater access to resources than others.	Some steps have been taken to make the distribution of resources across programs and student populations more equitable, but one group or program still benefits from greater resources.	Resources are distributed equitably among all student groups and programs within the school, according to their needs. The dual language program leadership has communicated with administrators, teachers, parents, and community members outside the program to explain their needs.	Resources are distributed equitably among all student groups and programs within the school, and there is a process in place to ensure ongoing resource equity. The dual language program leadership has communicated with administrators, teachers, parents and community outside the program to explain their needs.	
B	**The program promotes linguistic equity.**				**B**
	One language is afforded higher status in the program than the other (e.g., is used more often in communication in the program).	Some steps have been taken to equalize the status of the two program languages, but one language is devalued in some domains.	Both languages are equally valued throughout the program, and particular consideration is given to elevating the status of the minority language.	Both languages are equally valued throughout the program. Issues of language status are frequently discussed, and particular consideration is given to elevating the status of the minority language.	
C	**The program promotes cultural equity.**				**C**
	One cultural group is given more status than others in the program.	Some steps have been taken to promote equity, but one cultural group enjoys higher status in the program and program communications.	All cultural groups are equally valued and have equal participation in all facets of the program.	All cultural groups are equally valued, and are empowered to participate in and make decisions about all facets of the program, and the program has processes in place to ensure continuous cultural equity.	

Strand 5, Principle 2, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	**The program promotes additive bilingualism.**				**D**
	The program does not provide adequate time and resources to develop both program languages because of the duration of the program or limited amount of time devoted to instruction in the minority language of the local community.	The program's duration is adequate, but the quality of instruction in one of the program languages is not sufficient to promote additive bilingualism.	The program promotes oral language and literacy development through students' extended exposure to and practice in both languages over the course of the program.	The program's language and literacy development plan is sufficiently flexible to meet the language acquisition needs of the two language groups and to exploit the additional cognitive benefits of bilingualism. Students are given opportunities to fully develop social and academic registers in both languages.	
E	**Whether the dual language program is a whole-school or a strand-within-a-school, school signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.**				**E**
	All school-wide activities and print are solely in English. Little attention is paid to incorporating minority cultures.	Environmental print around the school is posted in both program languages, but announcements, assemblies, and other whole-school events are conducted entirely in English. Some attention is paid to incorporating minority cultures.	The majority of school-wide activities and print are in both program languages, and it is obvious that the development of bilingualism and cross-cultural awareness are important features of the school.	The majority of school-wide activities and print are in both program languages, and it is obvious that the development of bilingualism and cross-cultural awareness are important features of the school. When applicable, students not enrolled in the dual language program are provided with opportunities for second language learning and cross-cultural awareness (e.g., buddy classes, after-school language classes).	

STRAND 5

Program Structure

Principle 3

The program has strong, effective, and knowledgeable leadership.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Program leadership exists.**				**A**
	There is no clear leadership for the program.	There is an administrative leader but no development of leadership in the rest of the staff.	There is an administrative leader as well as a leadership team whose roles and responsibilities are well defined.	There is an administrative leader as well as a leadership team. Roles and responsibilities with regard to program processes and procedures are clearly defined, and a plan is in place for training new leaders.	
B	**Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.**				**B**
	Leadership decision-making processes are random and do not align to or are counter to an overall program vision and mission. Processes and decisions are not communicated to stakeholders in a timely fashion.	Leadership decision-making processes align to the overall program vision and mission. Processes and decisions are sporadically communicated/ articulated.	Leadership decision-making processes are aligned to and respectful of the overall program vision and mission. Decisions are made in consultation with key stakeholders and are communicated in a timely fashion.	Leadership decision-making processes are aligned to and respectful of the overall program vision and mission. Leadership decision-making processes and outcomes involve two-way communication with all stakeholders.	

Strand 5, Principle 3, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Leaders are advocates for the program.**				C
	No advocacy work is conducted by program leaders, or work is conducted only on an ad hoc basis when a crisis occurs.	Leaders proactively advocate for the program, but only with limited stakeholders (e.g., only with parents but not with district administration, or with the district but not the community at large).	Leaders proactively advocate for the program with a variety of stakeholders at school, district, and community levels.	Leaders proactively advocate for the program with stakeholders at all levels, and there is a long-term advocacy plan in place that includes collaborations with other programs, school/district administration, and state policy makers.	

Program Structure

Principle 4

The program has used a well-defined, inclusive, and defensible process to select and refine a model design.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Sufficient time, resources, and research were used during the planning process.**				**A**
	Planners had and/or used limited knowledge of research on model design and the resources available to the program, and did not allow sufficient time for planning and implementation.	Planners had knowledge of research and resources, but did not use them to their fullest extent, or only used a few resources in a haphazard manner.	Planners followed a well-articulated plan for gathering and synthesizing information and resources, and spent 9-12 to months in the planning process.	Planners followed a well-articulated plan of gathering information and resources, consulted relevant research and experts to aid in planning, constantly self-evaluated in the planning process, and spent at least one year in the planning process.	
B	**The planning process included all stakeholders (teachers, administrators, parents, community members, etc.).**				**B**
	The planning process mostly took place among a few administrators behind closed doors.	Some stakeholders were represented in the planning process, but little outreach or effort to be inclusive was made.	Stakeholders who would be directly involved in the program were represented in the planning process and their needs and concerns were thoughtfully considered.	Planners purposefully met with representatives of each of the stakeholder groups, including community members, parents, and teachers who would not be part of the dual language program but would be affected by it, and the vision, mission, and program design reflect all stakeholders.	

Strand 5, Principle 4, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**The program meets the needs of the population.**				C
	The planners used limited knowledge of the student population and its needs to select the model and design the program.	The planners were aware of the student population and its needs and used this information to select a model and design the program.	The planners designed the program with a very clear sense of the student population and its needs.	The planners designed the program with a very clear sense of the student population and its needs and included a built-in process to re-evaluate the program design with changing needs of students.	
D	**The program design is aligned with program philosophy/vision/goals.**				D
	It is not clear that the program design will allow students to attain the goals of the program or that it promotes the vision and philosophy of the program.	The program design will clearly allow students to attain at least one goal of the program (e.g., bilingualism or cross-cultural awareness), but the possible attainment of other goals is less clear.	The program design has been aligned with the program philosophy/vision and the goals that have been set for the students at each grade level.	The program design has been aligned with the program philosophy/vision and all of the goals that have been set for the students at each grade level, and specific features of the model, (e.g., scheduling, curriculum, or teaching teams) have been aligned and clearly articulated with respect to the overall program goals.	

Program Structure

An effective process exists for continuous program planning, implementation and evaluation.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program is adaptable.**				**A**
	The program is very rigid and is unresponsive to necessary changes to better meet needs in the student population, parent input, district requirements, etc. There are no articulated processes for dealing with change.	The program obtains or solicits input from stakeholders about needed changes in the program in a random manner as issues arise, but communication regarding the results of the input and subsequent implementation of changes is uncoordinated and unsystematic.	The program has defined processes for soliciting input from stakeholders about needed changes in the program and communication regarding results and subsequent implementation of changes is timely and forthcoming.	The program has defined processes for soliciting input from stakeholders in an organized, on-going, and consistent manner about needed changes in the program and communication regarding results. Subsequent implementation of changes is timely and forthcoming.	

Strand 5, Principle 5, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program is articulated within and across grades.**				A
	There is little or no systematic articulation of the model across grade levels.	There is a plan for articulation across grade levels but it is not well implemented in practice.	There is a plan for articulation across grade levels and it is well implemented.	There is a well-implemented plan for articulation across grade levels that is revisited periodically and revised as needed. There is a plan in place for articulation to the secondary grades.	

STRAND 6

Principle 1

Family and Community

The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**There is a staff member designated as liaison with families and communities associated with the program.**				**A**
	No person is designated as family/community liaison.	The program has a designated family/community liaison, but without sufficient time or resources to fully meet family and community needs.	The program has a designated family/community liaison who is proficient in both program languages and who has sufficient time and resources to meet family and community needs.	The program has a designated family/community liaison who is fluent in both program languages and who has sufficient time and resources to meet family and community needs. A process is in place to ensure that all concerned parties feel comfortable with and are understood by the liaison.	
B	**Office staff members have bilingual proficiency and cross-cultural awareness.**				**B**
	No office staff members have bilingual proficiency or cross-cultural awareness.	Some office staff members have bilingual proficiency and/or cross-cultural awareness.	The majority of office staff members have bilingual proficiency and most also possess adequate cross-cultural awareness.	The majority of office staff members have bilingual proficiency and cross-cultural awareness, and ongoing training is provided to strengthen these skills.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Staff development topics include working equitably with families and community.**				C
	The issue of working equitably with families and community members is rarely, if ever, discussed, and no staff development has occurred in this area.	Staff work together informally to address this issue (e.g., teachers brainstorm with each other about their individual strategies for working with and involving families in the classroom), but there is no program-wide plan.	The program provides ongoing staff development activities on this issue, and there is a program-wide plan in place (e.g., new teachers are paired with veterans to learn about successful practices for involving families, home visits are part of a teacher education/sensitization program, etc.).	The program provides systematic and ongoing staff development activities that follow and support a program-wide plan for this issue (e.g., program teaches staff about the socioeconomic and political issues facing the community, as well as the continuum of parent involvement and the support needed to help parents become involved and move to deeper levels of involvement).	

STRAND 6

Principle 2

Family and Community

The program has parent education and support services reflective of the bilingual and multicultural goals of the program.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program incorporates ongoing parent education that is designed to help parents understand, support, and advocate for the program.**				**A**
	Parent education is sparse and unrelated to the goals of the program.	Parent education is occasionally done at the individual, classroom, or grade-level as needs are expressed, but without empowering the parents.	The program facilitates meaningful parent education which involves parents from all linguistic and cultural groups, and which systematically develops understanding of and support for the program's goals.	There is a program-wide plan for meaningful parent education which involves parents from all linguistic and cultural groups, and which systematically develops understanding of and support for the program's goals. Parents are empowered to work with administration and staff to support the academic, linguistic, and cultural goals of the program.	
B	**The program meets parents' needs for supporting their children's education and living in the community.**				**B**
	Little parent support is evident beyond district-mandated handouts sent home with students.	Parents are given some assistance in finding community resources (e.g., social, legal, health services), but not in an ongoing manner or differentiated for the needs of the different linguistic and/or cultural groups in the program. Parents are mostly on their own for helping their children educationally.	The program assists parents in finding community resources in ways that are appropriate for the various linguistic and/or cultural groups in the program. Parents help each other support their children's academic growth (e.g., through parent mentoring and homework help networks).	The program helps parents find and negotiate community resources as appropriate, and provides parental support for students' academic growth (e.g., facilitating cross-linguistic homework help networks and sending educational materials such as books and dictionaries home with the students). Regular parental needs assessments help the program develop new resources and differentiate the assistance they offer to the different linguistic and/or cultural groups in the program.	

Strand 6, Principle 2, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**Activities are designed to bring parents together to promote cross-cultural awareness.**				**C**
	There are no parent activities beyond basic parent-teacher interaction.	A few parent activities are conducted that promote interaction between the language and cultural groups, but they are unsystematic and uncoordinated.	There is a coordinated, systematic set of parent activities to reinforce the cross-cultural goals of the program.	Following a plan, there is a coordinated, systematic set of parent activities to reinforce the cross-cultural goals of the program. This plan is reviewed on an ongoing basis and revised if necessary.	
D	**Communication with parents and the community is in the appropriate language.**				**D**
	Communication with parents and community members is mostly in English.	Communication with parents and community members is in both languages of the program, but not consistently.	Communication with parents and community members, as well as all materials available to the public (e.g., through a Web site) is always in both program languages. The two languages are used in oral communication according to the desires of the audience (either through translation, use of headsets, or separate meetings in the two languages).	Communication with parents is in both program languages, with translations to other native languages as necessary. Communication outside the program is in both program languages. The two languages are used in oral communication according to the desires of the audience, and attention is paid to language status issues, for example, having equal information in both languages, equal symbolic use of the languages (e.g., font size, quality of paper, presentation of information) and alternating the order in which languages are used (English first one time, then the minority language first).	
E	**Program allows for many different levels of participation, comfort, and talents of parents.**				**E**
	There are few opportunities for parent participation.	There are multiple opportunities for parent participation, but all require certain skills (e.g., computer skills, literacy) or occur during school hours.	There are multiple opportunities for parent participation that allow for varied skills, interests, and availability.	There are multiple opportunities for parent participation, and parents are surveyed on a regular basis to learn more about ways that they would like to participate in the program.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program establishes an advisory structure for input from parents and community members.**				A
	No input from parents and community members is solicited.	Input from parents and community members is solicited only for specific issues, such as the continuation of the program to the secondary level.	There is a process in place to solicit and use ongoing input from parents and community members about the program.	There is a process in place to solicit and use ongoing input from parents and community members, and this process is evaluated regularly and improved as needed.	

Strand 6, Principle 3, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
B	**The program takes advantage of community language resources.**				**B**
	There is no evidence of community language resources in the program.	The program takes advantage of some language resources, such as inviting local community members to speak in their native language.	The program takes advantage of the multilingual nature of the local community by bringing in outside speakers and occasionally taking field trips that incorporate authentic use of the two program languages and multicultural appreciation.	The program makes students aware of the community's language resources by bringing in speakers and bilingual mentors, taking field trips that incorporate authentic use of the two program languages and multicultural appreciation, and empowers the community to encourage the use of two languages when the students are outside of school.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Administrators are knowledgeable and supportive of the program and provide leadership on behalf of the program.**				**A**
	Administrators know little about the program and/or have negative perceptions of the program.	Administrators know little about the program and are cautious, but publicly support the program.	Administrators are fully supportive of the program and have adequate knowledge about the program's essential components.	Administrators are supportive, very knowledgeable, and demonstrate strong leadership on behalf of the program.	
B	**Teachers and staff are knowledgeable and supportive of the program and provide leadership on behalf of the program.**				**B**
	Teachers and staff know little about the program and/or have negative perceptions of the program.	Teachers and staff know little about the program and are cautious, but publicly support the program.	Teachers and staff are fully supportive of the program and have adequate knowledge about the program's essential components.	Teachers and staff are supportive, very knowledgeable, and demonstrate strong advocacy on behalf of the program.	

Support and Resources

The program is supported by families and the community.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program communicates with families and the community.**				**A**
	There is little communication beyond what is mandated.	Communication is inconsistent and/or one-way. Family and community meetings are sporadic.	There are regular meetings and ongoing communication with families and community members concerning pertinent information on student participation, family support, and relevant assessment and evaluation information.	Program staff seek opportunities to attend community functions educating the public about the program. Media coverage is encouraged in order to educate the public and promote the program.	
B	**The family and community are knowledgeable and supportive of the program and provide leadership/advocacy on behalf of the program.**				**B**
	Families and community members know little about the program and may have negative perceptions of the program.	Families and community members know little about the program and are cautious, but publicly support the program's existence.	Families and community members are fully supportive of the program and have sufficient knowledge to begin to advocate and provide leadership for the program.	Families and community members are supportive, knowledgeable, and consistently demonstrate strong leadership and advocacy on behalf of the program.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**Funding allocations match the goals and objectives of the program.**				**A**
	There is no match between funding allocations and the goals and objectives of the program.	Some goals and objectives of the program are adequately funded, but many are not.	There is sufficient funding to support the key goals and objectives of the program.	There is sufficient funding to support all goals and objectives of the program. A plan exists to research and secure additional resources to ensure full support of the program.	

Strand 7, Principle 3, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
B	**Funding provides sufficient staff, equipment, and materials to meet program goals and objectives.**				**B**
	There is a lack of qualified staff and/or appropriate equipment and materials.	Some staff and equipment/materials are in place to support the program, but not in sufficient quantity to ensure full development and implementation of the program.	There is sufficient staff, equipment, and materials to ensure that program goals and objectives are realized.	Staff are well trained and materials are up-to-date, appropriate for dual language, culturally sensitive, oriented to literacy and language needs of dual language students, and are suitable for diverse learning styles. A plan exists to research and secure updated and additional resources to ensure full support of the program.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The program seeks the tangible support of the state, district, school board, and the local business community.**				**A**
	No support is sought.	Support is sought only by individuals acting independently.	The leadership team communicates information and requests directly to stakeholders outside the program, with the input and assistance of staff and teachers who are aware of the program's needs.	There is a process in place to regularly communicate with stakeholders and motivate them to be pro-active in supporting the program.	
B	**The program engages in public relations activities to promote the program to a variety of audiences (e.g., publicizing assessment results, recognition, etc.).**				**B**
	The program staff make no attempts to publicize the program.	Data and information are shared with the district and local community on a sporadic basis and in an ineffective format.	A staff member or volunteer is designated to publicize the successes of the program and coordinate other public relations activities in the district, the community, and beyond.	A plan for data-sharing and community outreach is continuously evaluated and refined. Data and presentations of information are user-friendly for a variety of audiences and are bilingual (as appropriate). Information is made public through multiple means, such as reports, press releases, journal articles, or web sites.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	**The program participates in coalitions of similar programs.**				**C**
	There is no participation in coalitions.	Individual teachers may communicate with staff at similar programs on their own initiative.	The program works with other programs toward the development and realization of common goals.	The program takes an active role in beginning and nurturing relationships with new and established programs, with whom they work toward the development and realization of common goals.	
D	**Program staff network to strengthen support for dual language education.**				**D**
	Staff are not involved in professional organizations and do not have a defined network of allies.	Staff have limited membership in regional, state, and national organizations, and individual staff members are networking with allies informally.	Program teachers and staff are members of regional, state, and national organizations and have ongoing conversations with allies to identify and strengthen support.	Program representatives are active members of regional, state, and national organizations and their participation is supported by program resources. There are allies that lobby and voice support regularly at the district and state levels.	
E	**The program advocates for funding based on its needs.**				**E**
	The program does not seek funding beyond what it automatically gets from the district.	The program occasionally asks the district or state for additional funding for acute needs.	The program systematically communicates its needs to the district and state and explores possibilities for outside funding, as appropriate.	The program systematically communicates its needs to the district and state, and actively seeks state, federal, and foundation grants to meet its goals and expand its scope.	

Support and Resources

Resources are distributed equitably within the program, school, and district.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	**The dual language program has equitable access to state, district, and school resources.**				**A**
	Dual language programs do not have the same access to state, district, and/or school resources as other programs.	A plan is in place to allocate resources fairly across programs, but some programs or schools still have more resources than others.	All programs share resources equitably, responding directly to the needs of the students.	All programs share resources equitably and funding initiatives ensure that full, effective implementation of the various programs will continue.	
B	**Equal resources exist in both languages within the dual language classroom and in school-wide facilities (e.g., library, computer lab, parent center, science lab, etc.).**				**B**
	There are few or no materials in the minority language in the classrooms or school-wide facilities.	There are adequate materials in both languages in the dual language classrooms, but not in school-wide facilities.	There are adequate materials in both languages in the dual language classrooms and school-wide facilities.	There is an abundance of up-to-date content and literacy materials in both languages in the classrooms and school-wide facilities.	

Concluson: Action Plan

After reading through this publication, you hopefully have a clear sense of the essential guiding principles for dual language education programs, the research and practice base for these principles, and the indicators that describe minimal, partial, full, and exemplary alignment with them. Because this document is intended as a tool for self-reflection, this section contains a set of blank templates for each of the seven strands. You are encouraged to photocopy the templates and use them to gauge varying perspectives on your current level of implementation, as well as to identify current strengths of your program and areas in need of improvement.

To undertake this process, you will likely want to convene a group of stakeholders that includes parents and community members, teachers and support staff, and administrators, in order to ensure that you are making an informed assessment for each area. You may want to assess your current status in all of the domains, or you may find it most helpful to focus on one or two strands and investigate them in depth. For example, programs in the planning or early implementation stage may want to focus on program structure, while established programs might prefer a focus on assessment and accountability or staff quality. You can also use the templates to monitor changes in your program over time, and to assess the extent to which you have addressed and made progress in areas identified as needing improvement.

Assessment and Accountability

Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program has developed a data management system for tracking student data over time.				
B Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.				
C Personnel are assigned to assessment and accountability activities.				
D Staff are provided ongoing professional development opportunities in assessment and accountability.				
E The program has an adequate budget for assessment and accountability.				

Principle 2: Student assessment is aligned with state content and language standards as well as program goals, and is used for evaluation of the program and instruction.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program engages in ongoing evaluation.				
B Student assessment is aligned with classroom and program goals as well as to state standards.				
C Assessment data are integrated into planning related to program development.				
D Assessment data are integrated into planning related to instructional practices and curriculum.				

Principle 3: The program collects a variety of data using multiple measures that are used for program accountability and evaluation.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.				
B The program systematically collects demographic data (ethnicity, home language, time in U.S., types of programs student has attended, mobility, etc.) from program participants.				
C Assessment is consistently conducted in the two languages of the program.				

Principle 4: The data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Data are purposefully collected and subject to methodologically appropriate analysis.				
B Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).				

Principle 5: Student progress toward NCLB achievement objectives and program goals is systematically measured and reported.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.				
B Student progress is measured on a variety of indicators.				
C Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.				

Principle 6: The program communicates with appropriate stakeholders about program outcomes.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Data are communicated publicly in transparent ways that prevent misinterpretations.				
B Data are communicated to stakeholders.				
C Data are used to educate and mobilize supporters.				

Principle 1: The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The curriculum meets or exceeds district and state content standards regardless of language of instruction.				
B Curriculum includes standards for L1 and L2 development for all students.				
C The curriculum promotes equal status of both languages.				
D The curriculum is sensitive to the cultural and linguistic backgrounds of all students.				

Principle 2: The program has a process of developing and revising a high quality curriculum.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A There is a curriculum development and implementation plan that is connected to state and local standards.				
B The curriculum is based on general education research and research on language learners.				
C The curriculum is adaptable.				

Principle 3: The curriculum is fully articulated for all students.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The curriculum builds on linguistic skills learned in each language to promote bilingualism.				
B Instruction in one language builds on concepts learned in the other language.				
C The curriculum is coordinated within and across grade levels.				
D Curriculum is coordinated with support services, such as ESL, SSL, special education, Title I, etc.				

Principle 1: Instructional methods are derived from research-based principles of dual language education and the development of bilingualism and biliteracy in children.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Explicit language arts instruction is provided in both program				
B Academic content instruction is provided in both program languages.				
C The program design and curriculum are faithfully implemented in the classroom.				
D Instruction incorporates appropriate separation of languages according to program design.				
E Teachers use a variety of strategies to ensure student comprehension.				
F Instruction promotes metalinguistic awareness and metacognitive skills.				

Principle 2: Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Teachers integrate language and content instruction.				
B Teachers use sheltered instruction strategies such as building on prior knowledge and using routines and structures with second language learners to facilitate comprehension and promote second language development.				
C Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction.				
D Instructional staff incorporate technology (such as multimedia presentations and the internet).				
E Support staff and specials teachers coordinate their instruction with the dual language model and approaches.				

Principle 3: Instruction is student-centered.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centers in order to meet the needs of diverse learners.				
B Teachers create opportunities for meaningful language use.				
C Student grouping maximizes opportunities for students to benefit from peer models.				
D Instructional strategies build independence and ownership of the learning process.				

Principle 4: Teachers create a multilingual and multicultural learning environment.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A There is cultural and linguistic equity in the classroom.				
B Instruction takes language varieties into consideration.				
C Instructional materials in both languages reflect the student population in the program and encourage cross-cultural appreciation.				

Staff Quality and Professional Development

Principle 1: The program recruits and retains high quality dual language staff.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A A recruiting plan exists.				
B Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.				
C Staff members receive support.				
D Retaining quality staff is a priority.				
E Staff evaluations are performed by personnel who are familiar with dual language education.				

Principle 2: The program has a quality professional development plan.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A A long-term professional development plan exists that is inclusive, focused, and intensive.				
B Action plans for professional development are needs-based, and individual staff plans are aligned with the program plan.				
C Professional development is aligned with competencies needed to meet dual language program standards.				
D All staff are developed as advocates for dual language programs.				

Principle 3: The program provides adequate resource support for professional development.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Professional development is supported financially.				
B Time is allocated for professional development.				
C There are adequate human resources designated for professional development.				

Principle 4: The program collaborates with other groups and institutions to ensure staff quality.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program impacts teacher and staff training programs at local universities.				
B Program staff partner with professional organizations.				
C Program staff engage in networking with staff from other programs.				

Program Structure

Principle 1: All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A There is a coordinated plan for promoting bilingualism and biliteracy.				
B There is a coordinated plan for promoting cross-cultural competence.				

Principle 2: The program ensures equity for all groups.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A All students and staff have appropriate access to resources.				
B The program promotes linguistic equity.				
E The program promotes cultural equity.				
F The program promotes additive bilingualism.				
G Whether the dual language program is a whole-school or a strand-within-a-school, school signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.				

Principle 3: The program has strong, effective, and knowledgeable leadership.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Program leadership exists.				
B Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.				
C Leaders are advocates for the program.				

Principle 4: The program has used a well-defined, inclusive, and defensible process to select and refine a model design.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Sufficient time, resources, and research were used during the planning process.				
B The planning process included all stakeholders (teachers, administrators, parents, community members, etc.).				
C The program meets the needs of the population.				
D The program design is aligned with program philosophy/vision/goals.				

Principle 5: An effective process exists for continuous program planning, implementation and evaluation.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program is adaptable.				
B The program is articulated within and across grades.				

Program Structure

Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A There is a staff member designated as liaison with families and communities associated with the program.				
B Office staff members have bilingual proficiency and cross-cultural awareness.				
C Staff development topics include working equitably with families and community.				

Principle 2: The program has parent education and support services reflective of the bilingual and multicultural goals of the program.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program incorporates ongoing parent education that is designed to help parents understand, support, and advocate for the program.				
B The program meets parents' needs for supporting their children's education and living in the community.				
C Activities are designed to bring parents together to promote cross-cultural awareness.				
D Communication with parents and the community is in the appropriate language.				
E Program allows for many different levels of participation, comfort, and talents of parents.				

Principle 3: The program views and involves parents and community members as strategic partners.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program establishes an advisory structure for input from parents and community members.				
B The program takes advantage of community language resources.				

Principle 1: The program is supported by all program and school staff.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Administrators are knowledgeable and supportive of the program and provide leadership on behalf of the program.				
B Teachers and staff are knowledgeable and supportive of the program and provide leadership on behalf of the program.				

Principle 2: The program is supported by families and the community.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program communicates with families and the community.				
B The family and community are knowledgeable and supportive of the program and provide leadership/advocacy on behalf of the program.				

Principle 3: The program is adequately funded

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A Funding allocations match the goals and objectives of the program.				
B Funding provides sufficient staff, equipment, and materials to meet program goals and objectives.				

Principle 4: The program advocates for support.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The program seeks the tangible support of the state, district, school board, and the local business community.				
B The program engages in public relations activities to promote the program to a variety of audiences (e.g., publicizing assessment results, recognition, etc.).				
C The program participates in coalitions of similar programs.				
D Program staff network to strengthen support for dual language education.				
E The program advocates for funding based on its needs.				

Principle 5: Resources are distributed equitably within the program, school, and district.

	MINIMAL	PARTIAL	FULL	EXEMPLARY
A The dual language program has equitable access to state, district, and school resources.				
B Equal resources exist in both languages within the dual language classroom and in school-wide facilities (e.g., library, computer lab, parent center, science lab, etc.).				