State of Rhode Island and Providence Plantations
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Deborah A. Gist
Commissioner

Enclosure 8c
June 16, 2014

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TO: Members of the R.I. Board of Education

FROM: Deborah A. Gist, Commissioner

RE: **Dual Language Program Standards**

The Rhode Island Department of Education is dedicated to promoting the expansion of programs that foster bilingualism and biliteracy for students throughout the state. The benefits of bilingualism for both individuals and communities economically and socially are numerous and have been demonstrated by research and studies for many years. A large pool of people who are bilingual and biliterate has the potential to change the economic and social landscape of the state over time. One of the most effective investments that public school districts can make toward this end is to develop and maintain dual language programs for students in grades K-12.

To further its commitment to supporting schools as they embark on the development of these programs, RIDE has developed Dual Language Program Standards. These standards are based on the latest research by the Center for Applied Linguistics in Washington, D.C. regarding best practices and effective program design and on similar standards developed by Dual Language Education of New Mexico, a non-profit organization assisting the State of New Mexico with the development of dual language programs. The standards will assist districts in the design of the programs, planning for program implementation, maintenance of the programs once they are created, and improvements over time that will help ensure long-term success.

RECOMMENDATION: THAT, the Rhode Island Board of Education adopts, the Dual Language Program Standards, as presented.

RHODE ISLAND

DUAL LANGUAGE PROGRAM STANDARDS

Elementary Level

RHODE ISLAND
BOARD OF EDUCATION

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RATIONALE

The Rhode Island Department of Education recognizes that speaking, reading, writing, and understanding multiple languages are important 21st century skills for an increasingly global society. The benefits of knowing two languages are many and carry with them educational, economic, cognitive, and socio-cultural advantages. Proficiency in multiple languages permits individuals to expand their world because it permits them to communicate with members of other cultural groups. Public schools in Rhode Island should place a high priority on making the development of these skills available to all students.

PURPOSE

These standards were created to establish a set of shared expectations for the quality and characteristics of dual language programs across the state.

The purpose of this document is to establish comprehensive and coherent standards for dual language programs and a seal of biliteracy to be added to the diplomas of graduating students in Rhode Island. This document supports the development and expansion of dual language programs from kindergarten through twelfth grade within LEAs throughout Rhode Island to encourage bilingualism for all students.

INTENDED USE

These standards should be used by state, district, and school administrators, educators, and paraprofessionals as an outline for reflection on, planning for, implementing, and enhancing high-quality dual language programs.

It is important to note that these standards primarily target elementary school programs. Although secondary program personnel may find these standards useful, it may be necessary to adapt some of the guiding principles to fit a secondary setting.

These standards were adapted from *Guiding Principles for Dual Language Education*, *second edition*, published by the Center for Applied Linguistics and based on the latest research as well as input from educational stakeholders from throughout the state of Rhode Island.

Howard, Elizabeth R., Julie Sugarman, Donna Christian, and David Rogers. "Guiding Principles for Dual Language Education, Second Edition." *Center for Applied Linguistics; Two-Way Immersion*. Center for Applied Linguistics, 2007. Web. 14 Nov. 2013.

DEFINITIONS

DUAL LANGUAGE PROGRAM (DLP) - 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 these:

- Developmental bilingual programs, where all students are native speakers of the partner language, such as Russian, Spanish, Arabic, or Mandarin.
- Two-way immersion programs, where approximately half of the students are native speakers of the partner language and approximately half of the students are native speakers of English
- World language immersion programs, where all of the students are native speakers of English, though some may be heritage language learners

ENGLISH LANGUAGE LEARNER (ELL) — An ELL is an individual:

(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) (i) who was not born in the United States or whose native language is a language other than English;
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

In general terms, an ELL is a student who is limited English proficient; is in the process of gaining English proficiency; and has a first language other than or in addition to English.

PARENT — for purposes of these regulations the term PARENT includes the guardian of a child, anyone acting as a parent of a child, and anyone having control over a child, as defined in the compulsory-attendance laws of this state.

RHODE ISLAND DEPARTMENT OF EDUCATION (RIDE) — the executive agent of the Rhode Island State Board of Education. RIDE is charged with the implementation of Board policies and regulations.

SCHOOL DISTRICT — a school committee, or any other equivalent public-school administrative unit, including charter schools, exercising independent educational authority, under the general supervision of the Rhode Island Board of Education.

TRANSLATION/INTERPRETATION – interpretation refers to the process of orally rendering communication from one language into another, while translation refers to the same process in written language.

CULTURAL COMPETENCE – ability of individuals and organizations to understand, communicate, operate, and provide effective services to people who differ from them culturally and linguistically.

GUIDING PRINCIPLES

The guiding principles outlined in these standards are organized into seven strands reflecting the major dimensions of program planning and implementation:

1. Assessment and accountability
2. Curriculum
3. Instruction
4. Staffing and professional development
5. Program structure
6. Family and community involvement
7. Support and resources

Each strand has one or more key points associated with it that further elaborate on the principle, indentifying specific elements that can be examined when designing or evaluating dual language programs.

STRAND 1

Assessment and Accountability

The proper use of student achievement data to shape and/or monitor the effectiveness of the Dual Language Program is critical. Schools should use assessment measures that are aligned with the school's vision and goals and with appropriate curriculum and related content and language standards. Dual language programs require the use of multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals. Furthermore, LEAs should interpret assessment data in scientifically rigorous ways to achieve program accountability and improvement. In order to do this, educators must receive training that is focused on assessment, including the interpretation

of data, and research into dual language education. Additionally, districts should establish or make use of data systems that can track students over time in order to make assessment data more useful both in setting expectations for students and programs.

Key points:

The assessment and accountability system employed for use in a Dual Language Program should include certain features. It should be:

- Used to shape and monitor program effectiveness.
- Used in planning related to curriculum and instruction.
- Aligned with curriculum and appropriate standards.
- Aligned with the vision and goals of the program.
- Conducted in both of the languages used for instruction.
- Composed of or based on a variety of indicators.
- Used to track the progress of a variety of groups in the program over time using disaggregated data.
- A topic for professional development for teachers and administrators.
- Interpreted accurately.
- Carried out in consistent and systematic ways.
- Supported by an appropriate infrastructure including data management systems.
- Supported with a budget sufficient to achieve the goals of the program.
- Disseminated to appropriate audiences.

STRAND 2

Curriculum

In the Dual Language Program, as in any academic program, it is important that the district develop and employ a high-quality and enriching curriculum. It should be developed with input from all stakeholders including community members and families and be based on research concerning both general education and language education.

In the dual language program the explicit instruction of language in addition to content must be planned and fully integrated at every curricular level. Language objectives should be incorporated into the curriculum planning and language and literature should be developed across the curriculum to ensure that students learn the content as well as the language of the content. The development of both languages should be equally promoted within the curriculum. Additionally, the curriculum should reflect and value the culture of the partner language.

Bilingual books of many genres as well as a variety of types of materials should be used to meet the goals of bilingualism and biliteracy. The curriculum should also integrate technology in both languages.

Key points:

The curriculum developed for use in a Dual Language Program should:

- Be developed by a representative committee with buy-in from all stakeholders
- Be aligned with all appropriate content and language standards and assessments.
- Promote the equal status of both languages.
- Include standards for the development of first and second languages for all students.
- Be meaningful, academically challenging, and integrate higher order thinking
- Be thematically integrated.
- Be enriching, not remedial.
- Be aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism
- Reflect and value the culture of the partner language.
- Be horizontally and vertically aligned.
- Incorporate a variety of materials in both languages.
- Be adaptable as new curricular mandates and materials/resources become available
- Integrate technology.

STRAND 3

Instruction

Instruction is multifaceted in dual language programs because of the added goals of bilingualism, biliteracy, and multicultural competence. Chief among the considerations for effective instruction in a dual language program are language input and the balance of language used for instruction. The instructional techniques and strategies used within the Dual Language program should adhere to research-based principles and be applied uniformly across the program.

Language input should also be carefully considered within instruction. Language input should be adjusted to the comprehension level of the learners but also be challenging. It should be interesting and relevant, and it should be of sufficient quantity. Providing optimal input requires careful planning in the integration of language and content to ensure that students have access to the academic standards through both languages while, at the same time, acquiring the academic language of both English and the partner language.

During the early stages of language development, a sheltered instruction approach should be employed to ensure that content is comprehensible as well as to foster language development.

Opportunities to interact in the language of instruction are also an important component of the dual language program structure to promote highly developed oral language skills. This requires providing both structured and unstructured opportunities for oral production. It also requires a strong language policy in the classroom that encourages students to use the instructional language and discourages students from speaking the non-instructional language.

The program should employ a monolingual lesson delivery model (i.e., different periods of time devoted to instruction in and through each of the two languages). Sustained periods of monolingual instruction in each language help to promote adequate language development. In this scenario, teachers must have high levels of academic language proficiency in the language they use for instruction. Also, teachers, instructional assistants, and others who help in the classroom should not translate for children because this discourages them from developing listening strategies in the partner language.

Key points:

The Dual Language Program should demonstrate certain features of effective instruction. The program should include:

- A variety of instructional techniques responding to different learning styles and language proficiency levels
- Language arts instruction in both program languages.
- Language input in both languages that
    - Uses sheltering strategies to promote comprehension
    - Is challenging enough to promote high levels of language proficiency and critical thinking
    - Aims to develop proficiency in both languages, content knowledge in all content areas, and metalinguistic and metacognitive skills in students
- Language objectives that are integrated into the curriculum
- Structured tasks and unstructured opportunities for students to use both languages in meaningful ways
- Language policies that encourage students to use the language of instruction
- Monolingual lesson delivery
- Balanced consideration of the needs of all students
- Faithful implementation of curriculum adhering to the program design, vision, and goals
- The utilization of student grouping to maximize peer models
- Strategies that build student ownership of the learning process

STRAND 4

Staffing and Professional Development

Dual Language Programs should be appropriately and sufficiently staffed in order to meet the characteristics of effective programs based on research and to fulfill the stated goals and objectives of the program.

Teachers in dual language programs, like their mainstream counterparts, should possess high levels of knowledge relating to the subject matter, curriculum and technology, instructional strategies, and assessment. Effective dual language education programs require additional teaching and staff characteristics, though. Dual language teachers should posses a high level of knowledge in their content area(s) as well as native-like academic language proficiency in the partner language and/or English depending on the model used.

All teachers in Dual Language Programs must possess the appropriate teaching certifications based on grade and content taught in addition to the language(s) of instruction in accordance with R.I.G.L. 16-60-4, *Regulations Governing the Certification of Educators in Rhode Island* Promulgated November 3, 2011.

In addition to hiring appropriately qualified and certified staff, the LEA should plan and provide professional development to administrators, teachers, and other school staff. This professional development should align to the goals and strategies of the instructional program within the dual language program. Specialized training in language education pedagogy and curriculum, literacy instruction, sheltered instruction, materials and resources, and assessment are essential components of the professional development plan. To effectively administer and teach in a dual language program, administrators and teachers also need professional development related to the definition of the dual language education model and to the theories and philosophies underlying the model. Teachers must be trained in second language and biliteracy development so they understand and incorporate knowledge of how languages are learned into their teaching.

Key points:

The program should include certain effective features of staff quality:

- Staff evaluations are performed by personnel who are familiar with dual language education

The program selects and trains high quality teachers who:

- Have knowledge of bilingual education and second language acquisition.
- Have appropriate teaching certification and knowledge of subject matter, curriculum and technology, and instructional strategies.
- Have appropriate academic background and experience.

- Have native or native-like ability in the language(s) of instruction (monolingual English speakers who provide only English instruction MUST understand the partner language).

Professional development activities for the Dual Language Program should:

- Be supported both financially and with scheduled time
- Be based on a long-term plan focused on meeting staff needs
- Be educator centered to the greatest extent possible
- Include compensation and/or incentives for staff to participate
- Be aligned with the goals and strategies of the program, specifically focusing on:
  - Language education pedagogy and curriculum
  - Materials and resources
  - Assessment
  - Educational equity (particularly with regard to high expectations for all students)
  - Dual language theory and models
  - Second language acquisition and biliteracy development

- Include a variety of types of professional development, including:
  - Mentoring and teacher trainers,
  - Partnerships with university teacher training institutions to align coursework and provide internships,
  - Teacher study groups,
  - Leadership
  - Advocacy for dual language programs
  - Decision making about the model or curriculum,
  - Training for non-teaching staff,
  - Professional development collaborations with district middle and high schools.

STRAND 5

Program Structure

Vision and Goals

The Dual Language Program should have a cohesive, school-wide shared vision and goals that:

- Focus on bilingualism, biliteracy, and multicultural competence.
- Establish high expectations for achievement for all students
- Promote high levels of bilingual proficiency
- Promote awareness of the diverse needs of students of different linguistic and cultural backgrounds

Equity

All students in a Dual Language Program must be provided the opportunity to acquire the partner language at no cost to their native language and to achieve academically in the content areas in both languages. The dual language program should promote content area achievement and proficiency in both languages at the same time.

Leadership

The Dual Language Program should have the benefit of effective leadership in order to be successful. At a minimum, the school administrators should assume the role of primary Dual Language Program leader, although various leadership tasks may be shared with other school staff.

Effective leadership includes:

- Facilitation of staff cohesion and development
- Program advocacy both within the district and the local community
- The responsibility to liaise between the program and the local community, school board, district administration, RIDE, and media
- Supervision of program model development, planning, and coordination
- Ensuring the appropriate allocation of funding for the program

Program leaders should:

- Have a clear understanding of the theory underlying the model in order to make appropriate instructional decisions when implementation questions arise
- Oversee professional development activities
- Evaluate the needs of staff and students and focus training on those needs
- Ensure that training is strongly aligned with the goals and strategies of the program
- Have or be committed to developing knowledge of second language development, bilingual and immersion education theory and research, instructional methodologies, effective classroom practices, and the language education model being implemented at the site.

Processes for Model Design or Selection

There are many variables to consider when designing or selecting the particular Dual Language program model that will be employed in the LEA. The selection or design of the Dual Language Program should be based on research, available resources, and should include all stakeholders (i.e. parents, teachers, administrators, and the community). Higher levels of planning and articulation are associated with more successful programs.

Program articulation should be both vertical across grade levels and horizontal within grade levels and should include proper scope, sequence, and alignment with developmentally appropriate practices and language proficiency levels in both languages. If the dual language

program is a strand within the school, the program planning should be school-wide and not only include the dual language program teachers.

The selection of an appropriate model design for a dual language program should include a needs assessment to provide a solid basis for informed decision-making about program development and instructional issues that support successful student outcomes. The needs assessment process should include systematic reviews of literature on effective dual language education models to build a knowledge base and to establish a rationale for decisions about a model and other program choices that need to be made.

The dual language program should be designed to provide to the participating students for at least 6 years. This is the average amount of time required to reach native-like proficiency and grade-level achievement. Ideally, programs should begin in early grades and continue through high school so children graduate fully bilingual and biliterate.

Key points:

The school where the Dual Language Program is located:
- values bilingualism and multiculturalism
- promotes opportunities for second language learning even in non-Dual Language Programs settings

The program has a cohesive, shared vision and set of goals that
- Provide commitment to and instructional focus on bilingualism, biliteracy, and multiculturalism
- Establish high expectations for achievement for all students
- Promote cross-cultural competence and equity

With respect to the treatment of all program participants at the district, school, and classroom level, the program ensures
- A safe and orderly environment
- A warm and caring community
- Ample support and resources for staff and students
- Awareness of the diverse needs of students of different linguistic and cultural backgrounds

Effective leadership is provided by the principal, program coordinator, and management team, including
- Program advocacy and communication with central administration and other stakeholders
- Oversight of model development, planning, and coordination
- Professional development, including the fostering of staff cohesion and collegiality
- Appropriate allocation of funding

The program engages in ongoing planning, including
- A focus on the vision and goals of the program
- School-wide vertical and horizontal articulation

- Proper scope, sequence, and alignment with standards that are developmentally, linguistically, and culturally appropriate
- Meeting the changing needs of the population

A language education model is in place that upholds
- Principles of second language development
- Bilingual and immersion theory and research
- Effective instructional methodologies and classroom practices
- Belief in and commitment to the dual language education model

STRAND 6

Family and Community Involvement

Another component of the Dual Language Program that is critical for success is family and community involvement. The district should include parents and community stakeholders in the design and development of the program itself, the development of curriculum and resources, and ongoing efforts to adapt and improve the program. Parents and community should have an active role in decision making and review. The district should have mechanisms in place to notify parents and the community of activities related to the program, solicit feedback, as well as build support for the goals of the program. The district should also have a plan for involving parents in the students' learning.

Key points:

The program should:

- Incorporate a variety of home/school collaboration activities
- Value bilingualism and biliteracy
- Make announcements in both languages
- Designate a staff member as a family/community liaison
- Post signs in both languages
- Establish a parent liaison who
    - is bilingual and can reach out to parents and community in both languages if the partner language is spoken by members of the community;
    - will arrange parent training to assume advocacy and support for the dual language program;
    - knows dual language education theory and model;
    - and will contribute to other parent topics as determined by needs assessments

STRAND 7

Support and Resources

The Dual Language program should receive the appropriate support and resources in order to be successful. For dual language programs, research has shown that administrative support includes strong support for the program by the school district and the local board of education.

At the school level, a supportive principal assures that the language education program is integrated within the total school, that all teachers and staff understand the language education program, and that an appropriate and equitable amount of financial and instructional resources are allocated to the program to meet the content standards, vision, and goals. The principal should also devote attention and resources to promoting acceptance of the program within the central administration and the community and among other school staff and parents.

Support from families and the community is also important for the long term success of the dual language program. In order to provide advocacy, there must be training so that parents and the community are knowledgeable about the program and can assume leadership on its behalf.

Key points:

At a minimum, the program should include the following key features of effective support and resources:

- The program is supported by the community, the local Board of Education, and the district, in that
  - Resources are allocated equitably and in both languages
  - The program is seen by all stakeholders as a permanent and enriching part of the school and district
- School and program administrators
  - Understand, support, and advocate for the program
  - Facilitate integration of the program across the school
  - Ensure equitable access to resources for all students and in both program languages
  - Seek support from the state, district, and local businesses
- Families and communities are knowledgeable about the program and can advocate on its behalf.
  Program staff seek to network with outside organizations and other similar programs within and outside of the state in order to build advocacy, support, and share information and experience.

SEAL OF BILITERACY

Districts may choose to award a seal of biliteracy to graduating seniors who have participated in dual language programs and/or can demonstrate proficiency in a language other than English at the time of graduation. It is recommended that if districts choose to award a seal of biliteracy those students who will receive it meet the following criteria:

- Completion of all English-language arts requirements for graduation with an overall grade point average of 2.5 or above in those classes.
- Passing the state summative assessment in English-language arts administered in grade 11 at the "proficient" level.
- Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
    - Passing a world language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
    - Testing at the Intermediate Mid proficiency level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) scale or at the 1/1+ level on the Interagency Language Roundtable (ILR) scale.
    - If no Advanced Placement examination or off-the-shelf language test exists and the school district can certify that the test meets the rigor of a four-year high school course of study in that world language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Intermediate Mid (ILR 1/1+) level or higher
    - Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or higher.
    - Successful completion of four years of a Dual Language Program at the secondary level with an overall grade point average of 2.5 or above in all core content classes.

PROGRAM SELF-ASSESSMENT RUBRIC

STRAND 1

Assessment and Accountability

Minimal	Partial	Full	Exemplary
The program has developed a data management system for tracking student data over time.			
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.
Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development			
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 for 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.
Staff are provided ongoing professional development opportunities in assessment and accountability.			
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.

Minimal	Partial	Full	Exemplary
The program has an adequate budget for assessment and accountability.			
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.
The program engages in ongoing evaluation.			
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 and external evaluations using standards appropriate for dual language and conducts annual reviews to refine and improve goals and outcomes.
Student assessment is aligned with classroom and program goals as well as with state standards.			
Assessments are conducted only 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 alignment may occur sporadically in the program.	Assessments are fully aligned with classroom and program goals as well as with state standards across the program.	Assessments are fully aligned with classroom and program goals as well as with state standards across the program.
Assessment data are integrated into planning related to program development.			
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.
Assessment data are integrated into planning related to instructional practices and curriculum			
Data do not impact classroom activities.	Data are occasionally used for classroom decision-making, both for district and state requirements and for more specific program goals.	Data are routinely used for classroom decision-making, both for district and state requirements and for more specific program goals.	Teachers regularly use assessment and accountability information in their classroom planning, and classroom assessment informs program-level planning.

Minimal	Partial	Full	Exemplary
The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.			
No testing is administered beyond state- and district-mandated tests and subjects.	Limited standardized testing is administered beyond state- and district-mandated tests and subjects.	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 toward 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.
Assessment is consistently conducted in the two languages of the program.			
The program assesses students only in English.	The program assesses students in both English and the partner 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 partner language and includes both sets of scores in program evaluation reports.
Progress is documented in both program languages for oral proficiency, literacy, and academic achievement			
There is limited and sporadic evidence of student progress.	There is systematic measurement of student progress, but only in one language 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 for all achievement objectives and program goals, as well as comparison to benchmarks of expected student performance at each grade level.
Student progress is measured on a variety of indicators.			
Progress is defined and reported using only state and district performance guidelines.	Progress is defined and reported using state and district performance guidelines, but in the context of the program's mission, vision, and goals.	Progress is defined by state and district performance guidelines, as well as by locally relevant definitions that are reflected in the program's mission, vision, and goals.	Progress is defined by state and district performance guidelines, as well as by locally relevant definitions that are reflected in the program's mission, vision, and goals. The program advocates for these definitions to be included in state and district performance guidelines.

Minimal	Partial	Full	Exemplary
Data are communicated publicly in transparent ways that prevent misinterpretations.			
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.
Data are communicated to stakeholders.			
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 and state policies toward assessment and accountability, including using partner language tests in school reports and for student accountability.
Data are used to educate and mobilize supporters.			
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 program supporters.

STRAND 2

Curriculum

Minimal	Partial	Full	Exemplary
The curriculum meets or exceeds district and state content standards regardless of the language of instruction.			
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 development for both languages of instruction.	District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction. The standards are refined and extended to reflect the needs of the school's population.
The curriculum includes standards for first and second language development for all students.			
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 only one program language or one language group.	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.
The curriculum promotes equal status of both languages.			
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 academic 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 over the course of the program. 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 and social language and cognitive skills in both languages. Students are made aware of linguistic diversity and language status issues as is developmentally appropriate.
There is a curriculum development and implementation plan that is connected to state and local standards.			
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 including the use of assessment

			scores to ensure alignment to the standards.
Minimal	**Partial**	**Full**	**Exemplary**
The curriculum is based on general education research and research on language learners.			
There was no consideration of the research base during curriculum development.	Certain components of the curriculum (e.g., reading program or math) are based on research but may not be adapted for language learners.	The 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.
The curriculum is adaptable.			
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.
The curriculum builds on linguistic skills learned in each language to promote bilingualism.			
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.
Instruction in one language builds on concepts learned in the other language.			
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 using 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 continual 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
The curriculum is coordinated within and across grade levels.			
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 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.
The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, and Title I.			
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

Minimal	Partial	Full	Exemplary
Explicit language arts instruction is provided in both program languages			
Explicit language arts instruction is provided only in one language for the duration of the program. Second language acquisition may or may not take place through exposure to the language 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 only takes place sporadically 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.
Academic content instruction is provided in both program languages.			
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).
The program design and curriculum are faithfully implemented in the classroom.			
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 continuous evaluation and revision of program design and curriculum.
Instruction incorporates appropriate separation of languages according to program design.			
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.

Minimal	Partial	Full	Exemplary
Teachers use a variety of strategies to ensure student comprehension.			
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, 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.
Instruction promotes metalinguistic awareness and metacognitive skills.			
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.
Teachers integrate language and content instruction.			
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.).
Teachers use sheltered instruction strategies, such as building on prior knowledge and using routines and structures, to facilitate comprehension and promote second language development.			
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.

Minimal	Partial	Full	Exemplary
Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction.			
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.
Instructional staff incorporate technology such as multimedia presentations and the Internet into their instruction.			
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 into instruction across the program.	Teachers and administrators regularly attend seminars or bring in specialists to help them choose appropriate multimedia and Internet resources to target specific language and content skills.
Support staff and specials teachers coordinate their instruction with the dual language model and approaches.			
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 and specials teachers utilize dual language instructional strategies and align their curriculum with that of the grade-level teachers.	All support staff and specials teachers are fully trained in and utilize dual language instruction strategies, and non-classroom- based instruction is aligned with classroom instructional methods and themes.
Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centers in order to meet the needs of diverse learners.			
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.
Teachers create opportunities for meaningful language use.			
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 growth of academic vocabulary.	Students are provided meaningful and ample opportunities for using both languages actively in academic and social settings to ensure oral and written language development and growth of academic vocabulary.

Minimal	Partial	Full	Exemplary
Student grouping maximizes opportunities for students to benefit from peer models.			
Students in the dual language program rarely have the opportunity to work cooperatively with students who do not share their native language.	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 partner language.
Instructional strategies build independence and ownership of the learning process.			
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 there is little connection of independent work to the rest of the curriculum or limited guidance on expected outcomes.	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 encouraged to pursue topics of their own interest.

STRAND 4

Staffing and Professional Development

Minimal	Partial	Full	Exemplary
A recruiting plan exists.			
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.
Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.			
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 obtain credentials.	All staff have the appropriate skills and credentials for their position. Opportunities are provided for staff members to sharpen skills and develop professionally.
Staff members receive support.			
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, which may include activities for team building and mentoring of new staff, provide support for teachers, administrators, and support 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
Retaining quality staff is a priority.			
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 mentoring and peer coaching.	A plan exists for high- quality, experienced staff to participate in educator-centered professional development and leadership opportunities. Staff are compensated financially for high-level work, or they are compensated with higher education opportunities, special recognition, or other incentives.
Staff evaluations are performed by personnel who are familiar with dual language education.			
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.
A long-term professional development plan exists that is inclusive, focused, and intensive.			
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 created annually and is implemented systematically. It reflects issues of importance to the staff and he school, including the specific requirements of teaching in a dual language environment.
Action plans for professional development are needs-based, and individual staff plans are aligned with the program plan.			
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 is aligned with individual plans, and feedback leads to revisions as needed.

Minimal	Partial	Full	Exemplary
Professional development is aligned with competencies needed to meet dual language program standards.			
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 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.
All staff are developed as advocates for dual language programs.			
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 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.

Minimal	Partial	Full	Exemplary
Professional development is supported financially.			
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.
Time is allocated for professional development.			
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.
There are adequate human resources designated for professional development.			
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 or state level who promotes systematic professional development as well as collaboration and sharing of ideas across programs in the district or state.

Minimal	Partial	Full	Exemplary
The program collaborates with teacher and staff training programs at local universities.			
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 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 teachers.
Program staff partner with professional organizations.			
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.
Program staff engage in networking with staff from other programs.			
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 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

Program Structure

Minimal	Partial	Full	Exemplary
There is a coordinated plan for promoting bilingualism and biliteracy.			
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.
There is a coordinated plan for promoting cross-cultural competence.			
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.
All students and staff have appropriate access to resources.			
One program within the school (i.e., the dual language program or the mainstream program) 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.
The program promotes linguistic equity.			
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 partner 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 partner language.

Minimal	Partial	Full	Exemplary
The program promotes cultural equity.			
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. The program has processes in place to ensure continuous cultural equity.
The program promotes additive bilingualism.			
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 partner language.	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
Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.			
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, afterschool language classes).
The program has leadership.			
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.

Minimal	Partial	Full	Exemplary
Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.			
Leadership decision-making processes are random and do not align with 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 communicated sporadically.	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.
Leaders are advocates for the program.			
No advocacy work is conducted by program leaders, or work is conducted only on an ad hoc basis when a crisis occurs.	Leaders advocate proactively 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 advocate proactively for the program with a variety of stakeholders at school, district, and community levels.	Leaders advocate proactively 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 and district administrators, and state policy makers.
Sufficient time, resources, and research were devoted to the planning process.			
Planners had or used limited knowledge of research on model design and of 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 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, continually self-evaluated during the process, and spent at least one year in the planning process.
The planning process included all stakeholders (teachers, administrators, parents, community members).			
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 was made to be inclusive.	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.

Minimal	Partial	Full	Exemplary
The program meets the needs of the population.			
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.
The program design is aligned with program philosophy, vision, and goals.			
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 and vision and with the goals that have been set for the students at each grade level	The program design has been aligned with the program philosophy and vision and with 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, teaching teams) have been aligned and clearly articulated with respect to the overall program goals.
The program is adaptable.			
The program is very rigid and is unresponsive to necessary changes to better meet the needs of students and parents as well as district and state requirements. There are no articulated processes for dealing with change.	The program 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. Communication regarding the results of those changes is timely and transparent.	The program has defined processes for soliciting input from stakeholders in an organized, ongoing, and consistent manner about needed changes in the program. Communication regarding the results of those changes is timely and transparent.
The program is articulated within and across grades.			
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.	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

Family and Community Involvement

Minimal	Partial	Full	Exemplary
There is a staff member designated as liaison with families and communities associated with the program.			
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 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.
Office staff members have bilingual proficiency and cross-cultural awareness.			
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.
Staff development topics include working equitably with families and the community.			
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).	The program provides systematic and ongoing staff development activities that follow and support a program-wide plan for this issue (e.g., staff learn about the socioeconomic and political issues facing the community, and about patterns of typical family involvement in the program, and they are given the support needed to help families move to deeper levels of involvement in the program).

Minimal	Partial	Full	Exemplary
The program incorporates ongoing parent education that is designed to help parents understand, support, and advocate for the program.			
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 that involves parents from all linguistic and cultural groups and that systematically develops understanding of and support for the program's goals.	There is a program-wide plan for meaningful parent education that involves parents from all linguistic and cultural groups and that 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.
The program meets parents' needs in supporting their children's education and living in the community.			
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, and assistance is not differentiated to meet the needs of the different linguistic and 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 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 cultural groups in the program.
Activities are designed to bring parents together to promote cross-cultural awareness			
There are no parent activities beyond basic parent-teacher interaction.	A few parent activities are conducted that promote interaction between the different 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.

Minimal	Partial	Full	Exemplary
Communication with parents and the community is in the appropriate language.			
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, including 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 each languages).	Communication with parents is in both program languages, with translations to other 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, then the partner language first).
The program allows for many different levels of participation, comfort, and talents of parents			
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.
The program establishes an advisory structure for input from parents and community members.			
No input is solicited from parents and community members.	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 about the program from parents and community members.	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.
The program takes advantage of community language resources.			
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 and taking field trips that incorporate authentic use of the two program languages and multicultural appreciation. The program encourages the community to use the partner language with students when they are outside of school.

STRAND 7

Support and Resources

Minimal	Partial	Full	Exemplary
Administrators are knowledgeable about and supportive of the program and provide leadership for the program			
Administrators know little about the program 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 of the program's essential components	Administrators are supportive, very knowledgeable, and demonstrate strong leadership and advocacy on behalf of the program
Teachers and staff are knowledgeable about and supportive of the program and provide leadership for the program.			
Teachers and staff know little about the program 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 of the program's essential component	Teachers and staff are supportive, very knowledgeable, and demonstrate strong leadership and advocacy on behalf of the program.
The program communicates with families and the community.			
There is little communication beyond what is mandated.	Communication is inconsistent or one-way. Family and community meetings are sporadic.	There are regular meetings and ongoing communication with families and community members about on student participation, family support, and relevant assessment and evaluation information.	Program staff seek opportunities to attend community functions to communicate with the public about the program. Media coverage is encouraged in order to educate the public and promote the program.
Families and community members are knowledgeable about and supportive of the program and provide leadership and advocacy for the program.			
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 for the program.

Minimal	Partial	Full	Exemplary
Funding allocations match the goals and objectives of the program.			
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.
Funding provides sufficient staff, equipment, and materials to meet program goals and objectives			
There is a lack of qualified staff or appropriate equipment and materials	Some staff, equipment, and 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 the literacy and language needs of dual language students, and suitable for diverse learning styles. A plan exists to research and secure additional resources to ensure full support of the program
The program seeks the tangible support of the state, district, school board, and local business community			
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 communicate regularly with stakeholders and motivate them to be pro-active in supporting the program.
The program engages in public relations activities to promote the program to a variety of audiences (e.g., publicizing assessment results or outside recognition).			
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 or 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, and Web sites.

Minimal	Partial	Full	Exemplary
The program participates in coalitions of similar programs.			
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.
Program staff network to strengthen support for dual language education.			
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.
The program advocates for funding based on its needs.			
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
The dual language program has equitable access to state, district, and school resources.			
Dual language programs do not have the same access to state, district, and 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.
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).			
There are few or no materials in the partner language in 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.