

STRAND 5
Principle 2

Program Structure

The program ensures equity for all groups.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
B	The program promotes linguistic equity.				B
	One language is afforded higher status in the program than the other (e.g., is used more often in communication in the program).	Some steps have been taken to equalize the status of the two program languages, but one language is devalued in some domains.	Both languages are equally valued throughout the program, and particular consideration is given to elevating the status of the 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.	

Evidence	Methods & Criteria

Priorities for your program:

STRAND 2

Curriculum

Principle 1

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

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	The curriculum is sensitive to the cultural and linguistic backgrounds of all students.				D
	There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language.	The curriculum incorporates some culturally relevant materials and some consideration is given to students' prior knowledge and home language.	The curriculum incorporates lessons and materials that are culturally relevant to the students' home backgrounds. Teachers know about some of their students' backgrounds and try to use such knowledge in lessons.	The curriculum is systematically developed to be culturally relevant to the students' home backgrounds and communities, and teachers are well informed of the backgrounds of all of their students and know how to ground their lessons in such knowledge.	

Evidence	Methods & Criteria

Priorities for your program:

STRAND 3

Instruction

Principle 1

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

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	Instruction incorporates appropriate separation of languages according to program design.				D
	There is no separation of languages for instruction: Teachers use both languages as they choose or constantly translate from one to the other.	There is an attempt at separation of languages, but it is adhered to more strictly in one language than the other.	There is a consistent separation of languages, with high expectations for students and teachers to use the language of instruction.	Students and teachers systematically use both program languages in a variety of academic and social contexts.	

Evidence	Methods & Criteria

Priorities for your program:

STRAND 5 *Program Structure*
Principle 2 *The program ensures equity for all groups.*

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	All students and staff have appropriate access to resources.				A
	One program within the school (i.e., the dual language program or the mainstream program) 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.	

Evidence	Methods & Criteria

Priorities for your program: