# DLI Guiding Principles Self-Evaluation Tool

Please assess your current status in all of the domains to determine a focus on one or two strands for the GaDOE DLI grant application. The strand that you are least aligned in could be a focus area for the grant. For example, recently established programs or those that are expanding may want to focus on program structure, while stable, veteran programs might prefer a focus on assessment and accountability or staff quality based on the results of your self-evaluation.

*This instrument is adapted from the templates for self-evaluation data collection and scoring in the Guiding Principles for Dual Language Education 3rd edition. You can find the full instrument* [*here*](https://www.cal.org/resource-center/publications-products/gp3-pdf) *on pages 132ff.*

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| **Strand & Principle** | **Minimal Alignment** | **Partial Alignment** | **Full Alignment** | **Notes** |
| **Strand 1: Program Structure** |  |  |  |  |
| Principle 1:  All aspects of the program work together to achieve the three core goals of dual language  education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural  competence. |  |  |  |  |
| Principle 2:  The program ensures equity for all groups. |  |  |  |  |
| Principle 3:  The program has strong, effective, and knowledgeable leadership. |  |  |  |  |
| Principle 4:  An effective process is in place for continual program planning, implementation, and evaluation. |  |  |  |  |
| **Strand 2: Curriculum** |  |  |  |  |
| Principle 1:  The program has a process for developing and revising a high-quality curriculum. |  |  |  |  |
| Principle 2:  The curriculum is standards-based and promotes attainment of the three core goals of dual language education. |  |  |  |  |
| Principle 3:  The curriculum effectively integrates technology to deepen and enhance learning. |  |  |  |  |
| **Strand 3: Instruction** |  |  |  |  |
| Principle 1:  Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model. |  |  |  |  |
| Principle 2:  Instructional strategies support the attainment of the three core goals of dual language education. |  |  |  |  |
| Principle 3:  Instruction is student-centered. |  |  |  |  |
| Principles 4:  Instructional staff effectively integrate technology to deepen and enhance the learning process. |  |  |  |  |
| **Strand 4: Assessment & Accountability** |  |  |  |  |
| Principle 1:  The program creates and maintains an infrastructure that supports an assessment and accountability process. |  |  |  |  |
| Principle 2:  Student assessment is aligned with program goals and with state content and language standards,  and the results are used to guide and inform instruction. |  |  |  |  |
| Principle 3:  Using multiple measures in both languages of instruction, the program collects and analyzes  a variety of data that are used for program accountability, program evaluation, and program  improvement. |  |  |  |  |
| Principle 4:  Student progress toward program goals and state achievement objectives is systematically  measured and reported. |  |  |  |  |
| Principle 5:  The program communicates with appropriate stakeholders about program outcomes. |  |  |  |  |
| **Strand 5: Staff Quality & Professional Development** |  |  |  |  |
| Principle 1:  The program recruits and retains high-quality dual language staff. |  |  |  |  |
| Principle 2:  The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff. |  |  |  |  |
| Principle 3:  The program collaborates with other groups and institutions to ensure staff quality. |  |  |  |  |
| **Strand 6: Family & Community** |  |  |  |  |
| Principle 1:  The program has a responsive infrastructure for positive, active, and ongoing relations with  students’ families and the community. |  |  |  |  |
| Principle 2:  The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education. |  |  |  |  |
| Principle 3:  The program views and involves families and community members as strategic partners. |  |  |  |  |
| **Strand 7: Support & Resources** |  |  |  |  |
| Principle 1:  The program is supported by all key stakeholders. |  |  |  |  |
| Principle 2:  The program is equitably and adequately funded to meet program goals. |  |  |  |  |
| Principle 3:  The program advocates for support. |  |  |  |  |