Development of the Dual Language Teacher Reflection Journal:
The Dual Language Teacher Reflection Journal is based on and is meant to be used in conjunction with the Guiding Principles for Dual Language Education, 3rd edition (GP3). A team from the California Association for Bilingual Education (CABE) and the Center for Applied Linguistics (CAL) collaborated on the development of the journal. A systematic review of the GP3 rubrics was done by strand, principle, and key points to identify those that pertain to the pedagogical practice of dual language teachers. In particular, the team focused on the key points that the dual language teachers had control of in their classrooms versus those that fell into the sphere of influence or responsibility of district/organization and site administrators or other program support personnel.

Once the GP3 key points pertaining to dual language teachers were identified, the team then focused on the GP3’s description of the “Exemplary Practice” level of alignment for each key point. These descriptions were then disaggregated and analyzed to identify any overlap, synthesized, and then rewritten in first person. The resultant items were then renamed “elements” in recognition of these adaptations. The team then created a rubric that would support dual language teachers in moving along the implementation continuum toward full implementation of these adapted elements in their pedagogical practice in their dual language classroom.

Dual Language Teacher Reflection Journal
This Dual Language Teacher Reflection Journal was developed by the California Association for Bilingual Education (CABE) in collaboration with the Center for Applied Linguistics (CAL) in an effort to support dual language teachers in their efforts to implement the Guiding Principles for Dual Language Education, 3rd edition, in their pedagogical practice in their dual language classrooms.

For additional information, contact cabepds@gocabe.org

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This document is based on CAL’s copyrighted materials Guiding Principles for Dual Language Education and has been adapted by CABE in collaboration with the Center for Applied Linguistics (CAL):

Guiding Principles for Dual Language Education – Third Edition (GP3)

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Introduction

Welcome to the Dual Language Teacher Reflection Journal! We hope that the journal will create a personal and private space where you can reflect upon your implementation of the Guiding Principles for Dual Language Education, 3rd edition (GP3) in your pedagogical practice.

We created the Dual Language Teacher Reflection Journal for:
• dual language teachers, their
• English partner teachers, along with the
• instructional coaches* and
• district/organization/site administrators* who support them

*Although those of you who are coaches and administrators would not be using the journal for reflection purposes, your knowledge of the journal's contents will help you to better understand how dual language instruction and classrooms differ from those in non-dual language education programs and inform the support that you might offer dual language teachers.

The Dual Language Teacher Reflection Journal is not intended to be used for evaluative purposes. We believe it should be up to you to decide whether or not you would like to share the contents of your journal.

If you decide to share the contents of your journal, then some of the ways you could do so might include sharing selected contents:
• With dual language colleagues at a grade level, or across grade levels, as the journal is not grade level-specific.
• With the instructional coach that supports you.
• As an activity at a staff meeting (for those at full dual language schools).

The Dual Language Teacher Reflection Journal has two pages for reflecting on each element.
• At the top of the first page is the element statement.
• Below the element statement is a list of the GP3 Key Points that the element was adapted from.
• Immediately below, there is a rubric with a description of what that element would look like at each level of practice.
• Directions for how to reflect upon your current level of practice are included immediately below the rubric, followed by an opportunity to identify next steps toward moving your practice to the next level.
• On the right-hand page, there is an opportunity to reflect upon your progress in completing your next steps after a period of time, followed by an opportunity to reflect on your new level of practice and identify new next steps to move your practice to the next highest level.
PILLAR I: BILINGUALISM AND BILITERACY
I.A  My expectations and student linguistic outcomes are shared and measurable.

This element was adapted from GP3 Key Point 2.2.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
</table>
| I have high expectations for all my students’ linguistic outcomes that are:  
  • explicitly stated orally and in writing.  
  • observable and measurable. | I have high expectations for all my students’ linguistic outcomes that are:  
  • shared orally and in writing.  
  • observable and measurable. | My expectations for my students’ linguistic outcomes that are:  
  • shared orally.  
  • observable. | I rarely share my expectations for my students’ linguistic outcomes. |

Highlight the statement(s) above that best describe(s) your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include… (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

It is clear from the research that language and language objectives should be incorporated into curriculum planning and that oral and written language and literacy should be developed across the curriculum to ensure that students can learn the academic language associated with the content and build knowledge across the curriculum (Bunch et al., 2012).

As cited in GP3, p. 32
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
Antoine de Saint-Exupery
### Pillar I - Bilingualism and Biliteracy

#### I.B I align language use expectations in my classroom with our dual language program model.

This element was adapted from GP3 Key Point 3.1.B

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
</table>
| I have high expectations regarding the use of the language of instruction and the linguistic outcomes for myself and for my students that are:  
  • explicitly stated orally and in writing.  
  • observable and measurable.  
  • fully supported.  
  • fully aligned with our language allocation plan for our dual language program model. | I have high expectations regarding the use of the language of instruction and the linguistic outcomes for myself and for my students that are:  
  • stated orally and in writing.  
  • frequently observable and measurable.  
  • generally supported.  
  • mostly aligned with our language allocation plan for dual language program model. | My expectations for my students regarding their use of the language of instruction and their linguistic outcomes are:  
  • shared orally or in writing.  
  • occasionally observable or measurable.  
  • occasionally supported.  
  • somewhat aligned with our language allocation plan for our dual language program model. | My expectations for my students regarding their use of the language of instruction and their linguistic outcomes are:  
  • rarely shared orally or in writing.  
  • intermittently observable or measurable.  
  • often not supported.  
  • infrequently aligned with our language allocation plan for our dual language program model. |

Highlight the statement(s) above that best describe(s) your current practice.

DATE

**My Reflection:** In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps** to move my practice forward include... *(bullet points are okay!)*

---

**Making Connections**

Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017).

As cited in GP3, p. 10

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1 A language allocation plan outlines the instructional minutes for each content area at each grade level across all the grade levels of the dual language program.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

---

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

---

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupery
I.C My instruction is coordinated across both program languages.

This element was adapted from GP3 Key Points 1.1.F, 3.1.C, 3.1.D

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instruction is consistently coordinated across both program languages² according to our language allocation plan through a variety of instructional strategies³ to support language and concept development in both program languages.</td>
<td>My instruction is frequently coordinated across both program languages² according to our language allocation plan through a variety of instructional strategies³ to support language and concept development in both program languages.</td>
<td>My instruction is occasionally coordinated across both program languages² according to our language allocation plan using instructional strategies³ to support language development in one or the other program language.</td>
<td>My instruction is rarely coordinated across both program languages² according to our language allocation plan using instructional strategies³ to support language development in one or the other program language.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Next Steps to move my practice forward include… (bullet points are okay!):

“"The difference between setting a goal and achieving it is in having a good plan and working it.”
- Les Brown

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

Making Connections

...It is important to link the content and language curriculum across languages...[and] to articulate content and language across the different grade levels.

As cited in GP3, p. 33

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² "Coordinated across both program languages" may include, but is not limited to, identifying in which language the main instruction of a particular set of content standards will be taught and how the instruction in that content area in the other program language will extend, not repeat, the content area instruction that the students have already received.

³ Instructional strategies may include, but are not limited to, thematic instruction, cross-disciplinary learning, shared curriculum, and project-based learning, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupéry
**Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Novice Practice**
--- | --- | --- | ---
I consistently group my students with diverse backgrounds and proficiency levels together so that they can be both language models and language learners. | I frequently group my students with diverse backgrounds and proficiency levels together so that they can be both language models and language learners. | I occasionally group my students with diverse backgrounds and proficiency levels together so that they can be both language models and language learners. | I rarely group my students with diverse backgrounds and proficiency levels together so that they can be both language models and language learners.

Heterogeneous grouping provides opportunities for diverse groups of students to interact in ways that do not segregate by ability. There is no research suggesting that one grouping strategy is more effective than the other. In successful dual language programs, there is often a combination of strategies, with only occasional and strategic separation of students by language proficiency levels for instruction (Hamayan, Genesee, & Cloud, 2013; Howard & Sugarman, 2007).

*"The difference between setting a goal and achieving it is in having a good plan and working it."*  
-Les Brown

My Next Steps to move my practice forward include… *(bullet points are okay!)*

My Reflection: In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

Date: 

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**Making Connections**

*Heterogeneous grouping provides opportunities for diverse groups of students to interact in ways that do not segregate by ability. There is no research suggesting that one grouping strategy is more effective than the other. In successful dual language programs, there is often a combination of strategies, with only occasional and strategic separation of students by language proficiency levels for instruction (Hamayan, Genesee, & Cloud, 2013; Howard & Sugarman, 2007).*

*As cited in GP3, p.52*
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

Antoine de Saint-Exupéry
I.E. I use instructional strategies\textsuperscript{4} to ensure participation in both program languages.

This element was adapted from GP3 Key Point 3.2.G

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently use a variety of instructional strategies\textsuperscript{4} to ensure equitable participation among all students in both program languages.</td>
<td>I frequently use a variety of instructional strategies\textsuperscript{4} to ensure equitable participation among all students in both program languages.</td>
<td>I occasionally use some instructional strategies\textsuperscript{4} to ensure participation among all students in one or the other program language.</td>
<td>I rarely use instructional strategies\textsuperscript{4} to ensure participation among students one or the other program language.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

\textbullet\ DATE \textbullet\ My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... (bullet points are okay!):

“\textit{The difference between setting a goal and achieving it is in having a good plan and working it.}”

- Les Brown

Making Connections

Teachers in language education programs need appropriate teaching certificates or credentials, good content knowledge and classroom management skills, and training with respect to the language education model and appropriate instructional strategies (Ballantyne, Sanderman, & Levy, 2008; Hamayan, Genesee, & Cloud, 2013).

As cited in GP3, p. 90

\textsuperscript{4} Instructional strategies may include random calling, Accountable Talk, Pair Share Sentence Stems, Socratic Seminar, Number Talks, and Talk Moves, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
Antoine de Saint-Exupéry
**I.F  My students develop high levels of academic and social language in both program languages.**

This element was adapted from GP3 Key Points 2.2.C, 3.1.B, 3.1.G, 3.2.B, 3.3.B, 3.3.C, 3.4.B

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide opportunities, using a variety of instructional strategies/techniques(^5) to support, engage, and challenge all my students to develop high levels of oral and written academic and social language in both program languages.</td>
<td>I frequently provide opportunities, using many instructional strategies(^5) to support and engage all my students to develop high levels of oral and written academic and social language in both program languages.</td>
<td>I occasionally provide opportunities, using a few instructional strategies(^5) to engage my students to develop oral and written academic and social language and may occur more often in one of the program languages.</td>
<td>I rarely provide opportunities using instructional strategies(^5) for my students to develop oral and written academic and social language and may occur more often in one of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- [ ] DATE

**My Reflection:** In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

---

My Next Steps to move my practice forward include... (bullet points are okay!):

“*The difference between setting a goal and achieving it is in having a good plan and working it.*”

- Les Brown

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**Making Connections**

*Balanced with the need to make the second language more comprehensible is the necessity of providing stimulating academic language input (Heritage, Walqui, & Linquanti, 2015; Swain & Lapkin, 2013; Valdés, Menken, & Castro, 2015)...This is especially necessary...because standards-based reforms require higher levels of academic language proficiency across the various content areas.*

As cited in GP3, p. 48

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\(^5\) The techniques/strategies may include, but are not limited to, technology, active learning, cooperative learning, flexible grouping, and reciprocal teaching, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!): “A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
I.G I am strategic in fostering cross-linguistic connections to support language development in both languages.

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently and systematically create targeted, purposeful, and pre-planned opportunities that are tailored to the needs of the student population to foster cross-linguistic connections, including identifying cognates (if any), through instructional strategies to further program goals and instructional objectives as well as support language development in both program languages.</td>
<td>I frequently create targeted, purposeful, and pre-planned opportunities that are tailored to the needs of the student population to foster cross-linguistic connections, including identifying cognates (if any), through instructional strategies to further program goals and instructional objectives as well as support language development in both program languages.</td>
<td>I occasionally create targeted and purposeful opportunities based on student needs to foster cross-linguistic connections through instructional strategies to further program goals and support language development in one of the program languages.</td>
<td>I rarely create opportunities based on student need to foster cross-linguistic connections through instructional strategies to further program goals or support language development in one of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

**DATE**

**My Reflection:** In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps** to move my practice forward include... (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

- Les Brown

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**Making Connections**

An important premise of language education is that of cross-language transfer, in which content that is learned through one language is also available in the other languages spoken by the learner (Cummins, 2005; Genesee, Lindhvolm-Leary, Saunders, & Christian, 2006)

As cited in GP3, p. 50

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Strategies include, but are not limited to, such as cognate awareness, bridging, and translanguaging, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupery
Pillar I - Bilingualism and Biliteracy

I.H  My lessons develop students’ metalinguistic and metacognitive skills, which allow them to do a comparative analysis of both program languages.

This element was adapted from GP3 Key Points 3.2.D, 3.2.E

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>My lessons, through purposefully planned strategies, provide a consistent and systematic way to develop students’ metalinguistic and metacognitive skills and facilitate a comparative analysis of the two program languages.</td>
<td>My lessons, through purposefully planned strategies, frequently provide a way to develop students’ metalinguistic and metacognitive skills and facilitate a comparative analysis of the two program languages.</td>
<td>My lessons occasionally provide a way to develop students’ metalinguistic and metacognitive skills and facilitate a basic comparison between the two program languages.</td>
<td>My lessons rarely provide a way to develop students’ metalinguistic and metacognitive skills and facilitate a basic understanding of the two program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Next Steps to move my practice forward include… (bullet points are okay!):

As cited in GP3, p. 50

“... setting a goal and achieving it is in having a good plan and working it.”

- Les Brown

Making Connections

Cummins (2000) theorized that there is a common underlying proficiency beneath the surface of both languages, consisting of a set of cognitive, language, and metalinguistic skills that the learner can draw upon in both languages. There is considerable research demonstrating that a strong first language can serve as an important foundation for the second language and can lead to stronger achievement and English [and partner] language development at the preschool, elementary, and secondary levels (e.g., August & Shanahan, 2006, 2010; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary, 2016; National Academies, 2017; Riches & Genesee, 2006).

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1 Metalinguistics: the branch of linguistics dealing with relations between language and other elements of a culture (https://www.collinsdictionary.com/dictionary/english metalinguistics)
2 Metacognitive skills: Metacognitive skills (or application of this knowledge) involve those aspects that facilitate the control and regulation of one’s cognitive system and learning process. These skills refer to abilities such as planning, self-monitoring, and self-evaluation and would represent the authentic procedures and strategies used during task performance to monitor and control one’s cognition. (Pennequin, Sorel, Nanty, & Fontaine, (2010), p. 211).
3 Strategies may include, but are not limited to, cognate awareness, bridging, and translanguaging, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
### Pillar I - Bilingualism and Biliteracy

#### I.1 My students use both program languages concurrently for specific purposes.

*This element was adapted from GP3 Key Point 3.1.B*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide opportunities for my students to use both program languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or extended activities.</td>
<td>I frequently provide opportunities for my students to use both program languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or extended activities.</td>
<td>I occasionally provide opportunities for my students to use the program languages concurrently for academic or social purposes.</td>
<td>I rarely provide opportunities for my students to use the program languages concurrently for academic or social purposes.</td>
</tr>
</tbody>
</table>

**Highlight the statement(s) above that best describe(s) your current practice.**

- **DATE**
- **My Reflection:** In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

**My Next Steps** to move my practice forward include... *(bullet points are okay!)*

- **The difference between setting a goal and achieving it is in having a good plan and working it.**
  - Les Brown

### Making Connections

García, Johnson, and Seltzer (2016) propose four purposes for translanguaging: 1) to provide support for students to engage and comprehend academic content; 2) to give students opportunities to engage in language practice while reading academic content; 3) to provide a space for students to further develop their bilingualism; and 4) to promote the socio-emotional development of students, especially their bilingual identities...Translanguaging pedagogies are consistent with ways in which bilinguals process language and enable bilingual students to access all of their linguistic resources to use language and to comprehend language and content... However, it needs to be emphasized that if the two languages are used concurrently, the use of both languages should be strategic. In addition, these are strategies for maintaining and further developing bilingualism in children who already have at least some knowledge of both languages and are not optimal for immersion or two-way students who are new learners of a second language. Thus, widespread use of English during partner language time should be discouraged so that students have maximal opportunities to further develop the partner language.

*As cited in GP3, pp. 51-52*

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10 Opportunities for students to use both program languages concurrently may include, but are not limited to, translanguaging, formal and informal bridging, contrastive analysis of language features, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
- Antoine de Saint-Exupéry
**Pillar I - Bilingualism and Biliteracy**

I.J I monitor my students’ understanding in both program languages.  
*This element was adapted from GP3 Key Points 3.2.B, 3.3.A, 4.2.A, 4.3.E*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>During instruction, I consistently monitor my students’ understanding of academic language and concepts in both program languages through purposeful, intentional, and strategic formative assessments and modify my instruction as needed.</td>
<td>During instruction, I frequently monitor my students’ understanding of academic language and concepts in both program languages through intentional, and strategic formative assessments and modify my instruction as needed.</td>
<td>During instruction, I occasionally monitor my students’ understanding of academic language and concepts in one of the program languages through formative assessments and sometimes modify my instruction as needed.</td>
<td>During instruction, I rarely monitor my students’ understanding of academic language and concepts in either of the program languages through formative assessments.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include… *(bullet points are okay!)*:  

“*The difference between setting a goal and achieving it is in having a good plan and working it.*”  
- Les Brown

Making Connections

Dual language programs require the use of multiple measures in both languages to assess students’ progress toward meeting bilingualism and biliteracy goals as well as curricular and content-related goals.

*As cited in GP3, p. 74*

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Formative assessments may include learning logs, exit tickets, kinesthetic assessments, technology-based student response systems, targeted questioning and discussion techniques, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  
☐ Yes  ☐ Almost there!  ☐ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupéry
PILLAR II: HIGH ACADEMIC ACHIEVEMENT
### Pillar II - High Academic Achievement

**II.A My instruction in both program languages is based on state content standards.**

*This element was adapted from GP3 Key Points 1.1.D, 3.1.C*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instruction in both program languages is consistently based on our state content standards.</td>
<td>My instruction in both program languages is frequently based on our state content standards.</td>
<td>My instruction in both program languages is occasionally based on our state content standards.</td>
<td>My instruction in both program languages is rarely based on our state content standards.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- **DATE**

**My Reflection:** In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps** to move my practice forward include… *(bullet points are okay!):*

- “The difference between setting a goal and achieving it is in having a good plan and working it.”
  - Les Brown

---

**Making Connections**

...Newer standards place much higher demands on academic language proficiency than previous standards or curricula, which has significant impacts on second language learners (Hakuta & Castellon, 2016; National Academies, 2017)

*As cited in GP3, p. 32*
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):
II.B I integrate technology to meet state standards in both program languages.

This element was adapted from GP3 Key Points 2.3.B, 3.4.A

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently and appropriately use the high-quality technology tools¹² available to me to meet all our state content, language, and literacy standards in both program languages.</td>
<td>I frequently use the high-quality technology tools¹² available to me to meet many of our state content, language, and literacy standards in both program languages.</td>
<td>I occasionally use some of the high-quality technology tools¹² available to me to meet some of our state content, language, and literacy standards in one of the program languages.</td>
<td>I rarely use the high-quality technology tools¹² available to me to meet our state content, language, and literacy standards in either of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

DATE

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include… (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

There is general consensus that teachers in language education programs, like those in mainstream classrooms, should possess high levels of knowledge relating to the subject matter as well as to curriculum and technology, instructional strategies, and assessment.

As cited in GP3, p. 90

¹² Technology tools may include, but are not limited to, online learning, game-based learning, Google Docs, interactive whiteboards, student response systems, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  
☐ Yes  ☐ Almost there!  ☐ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
Antoine de Saint-Exupery
II.C My instruction is academically challenging in both program languages.

This element was adapted from GP3 Key Point 2.2.A

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instruction is academically challenging and promotes higher level thinking skills in all my students in both program languages.</td>
<td>My instruction is academically challenging and promotes higher level thinking skills in the majority of my students in both program languages.</td>
<td>My instruction is academically challenging and promotes higher level thinking skills in many of my students and may be more evident in one program language.</td>
<td>My instruction is academically challenging and promotes higher level thinking skills in some of my students and may be more evident in one program language.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Next Steps to move my practice forward include… (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

There is a substantial and consistent body of research over the past several decades indicating that successful schools and programs have a curriculum that is clearly aligned with standards and assessment and is meaningful, academically challenging, and incorporates higher order thinking (e.g., Hakuta, 2011; Montecel & Cortez, 2002; National Academies, 2017; Valdés et al., 2015; Williams et al., 2007).

As cited in GP3, p. 10
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):  “A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
II.D My expectations and student academic outcomes are shared and measurable.

This element was adapted from GP3 Key Points 1.1.D, 2.2.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have high expectations for all my students’ academic outcomes that: exceed those of the district/organization are explicitly stated orally and in writing, are observable and measurable.</td>
<td>I have high expectations for all my students’ academic outcomes that: meet those of the district/organization are shared orally and in writing, are observable and measurable.</td>
<td>My expectations for my students’ academic outcomes that: approach those of the district/organization are shared orally or in writing, are observable.</td>
<td>My expectations for my students’ academic outcomes: do not approach those of the district/organization are rarely shared orally or in writing, are not observable</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Next Steps to move my practice forward include… (bullet points are okay!):

““The difference between setting a goal and achieving it is in having a good plan and working it.”
- Les Brown

Making Connections

Studies of effective schools consistently and conclusively demonstrate that high-quality programs have a cohesive school-wide shared vision; a set of goals that define their expectations for achievement; and an instructional focus and commitment to achievement and high expectations that are shared by students, parents, teachers, and administrators (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Calderón, Slavin, & Sánchez, 2011; Corallo & McDonald, 2002; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary & Genesee, 2010; Marzano, 2003; Parrish, Linquanti, Merickel, Quick, Laird, & Esra, 2006; Slavin & Calderón, 2001).

As cited in GP3, p.10
Pillar II - High Academic Achievement

Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

<table>
<thead>
<tr>
<th>DATE</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

**My Reflection:** In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
II.E My expectations for my students’ outcomes are differentiated based on student linguistic and academic need.

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have high expectations for all my students’ academic and linguistic outcomes that: provide differentiated support needed to meet the language demands of the content.</td>
<td>I have high expectations for all my students’ academic and linguistic outcomes that: provide much of the differentiated support needed for the language demands of the content.</td>
<td>My expectations for my students’ academic and linguistic outcomes that: provide some of the differentiated support needed for the language demands of the content. some modifications as required for my students: with Individual Education Plans (IEPs).</td>
<td>My expectations for my students’ academic and linguistic that: provide little of the differentiated support needed to meet the language demands of the content. few of the modifications as required for my students with special needs.</td>
</tr>
<tr>
<td>contain all modifications as required for my students: with Individual Education Plans (IEPs). who are identified as gifted.</td>
<td>contain many modifications as required for my students: with Individual Education Plans (IEPs). who are identified as gifted.</td>
<td>contain some modifications as required for my students: with Individual Education Plans (IEPs). who are identified as gifted.</td>
<td>contain few of the modifications as required for my students with special needs.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- **DATE**

**My Reflection:** In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

**My Next Steps** to move my practice forward include… (bullet points are okay!):

“(The difference between setting a goal and achieving it is in having a good plan and working it.)”

-Les Brown

Making Connections

Differentiated Instruction is used to accommodate and better prepare students of all learning types and ability levels to succeed in his/her own classroom. The core of differentiated instruction is flexibility in content process, and product based on student strengths, needs, and learning styles (Ballantyne, Sanderman, & Levy, 2008).

---

13 Support that is differentiated based on the students’ level of proficiency in English: substantial support for those at the lowest levels of English proficiency, moderate support for those at the intermediate levels of English proficiency, and light support for those at the higher levels of English proficiency.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

---

Using a different color, now highlight any additional statements in the element that describe your current practice.

**My Reflection:** In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

---

**My New/Revised Next Steps** to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupéry
II.F  I coordinate with support services staff to provide the services my students need.

This element was adapted from GP3 Key Point 3.1.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently coordinate with support services staff to provide the services my students need, especially those identified as needing additional support.</td>
<td>I frequently coordinate with support services staff to provide the services my students need, especially those identified as needing additional support.</td>
<td>I occasionally coordinate with support services staff to provide the services my students need.</td>
<td>I rarely coordinate with support services staff to provide the services my students need.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... (bullet points are okay!):

“'The difference between setting a goal and achieving it is in having a good plan and working it." - Les Brown

Making Connections

In effect, good instruction is even more complicated in dual language programs because of the need to address the goals of bilingualism, biliteracy, and sociocultural competence; balance the needs of diverse student groups; and meet the needs of second language learners. Furthermore, instruction is more complex because learning differs in bilingual students; they are able to draw on skills and knowledge from one language during instruction in the other (August, McCordle, & Shanahan, 2014; Riches & Genesee, 2006). Thus, it is especially important to use a variety of techniques that respond to different language proficiency levels (Cisco & Padrón, 2014; Genesee & Lindholm-Leary, 2011) and various learning styles, which may differ among the ethnic groups represented in a particular dual language program (Park, 2002).

As cited in GP3, p. 46
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  
☐ Yes  ☐ Almost there!  ☐ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
Pillar II - High Academic Achievement

II.G I support students’ comprehension and demonstration of academic language and concepts in both program languages.

This element was adapted from GP3 Key Points 2.2.C, 3.1.B, 3.1.G, 3.2.B, 3.3.B, 3.3.C, 3.4.B

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently use a variety of complementary instructional strategies that are balanced between the two languages as needed to facilitate my students’ understanding of academic language and concepts and provide opportunities for students to showcase their academic knowledge and skills in both program languages.</td>
<td>I frequently use instructional strategies that are balanced between the two languages as needed to facilitate my students’ understanding of academic language and concepts and provide opportunities for them to showcase their academic knowledge and skills in both program languages.</td>
<td>I occasionally use instructional strategies as needed to support my students’ understanding of academic language and concepts and provide occasional opportunities for them to demonstrate their academic knowledge and skills in either of the program languages.</td>
<td>I rarely use instructional strategies as needed to support my students’ understanding of academic language and concepts or provide opportunities for them to showcase their academic knowledge and skills in either of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

 DATE

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include… (bullet points are okay!):

“"The difference between setting a goal and achieving it is in having a good plan and working it."

- Les Brown

Making Connections

In the early stages of second language acquisition, input is made more comprehensible through use of the following (see Larsen-Freeman & Tedick, 2016):

- Slower, more expanded, simplified, and repetitive speech oriented to the here and now
- Highly contextualized language and gestures
- Comprehension and confirmation checks
- Communication that provides scaffolding for the negotiation of meaning by constraining possible interpretations of sequence, role, and intent

As cited in GP3 p. 32

14 Strategies that may include, but are not limited to, GLAD, visuals, sentence frames, pair-share, and strategic student interaction using academic language with accountability, etc.
15 Opportunities may include, but are not limited to, technology, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
- Antoine de Saint-Exupery
### II.H I promote student independence and ownership of their learning.

*This element was adapted from GP3 Key Point 3.3.D*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently promote student independence and ownership of their own learning by implementing various instructional strategies/techniques.</td>
<td>I frequently promote student independence and ownership of their own learning by implementing various instructional strategies/techniques.</td>
<td>I occasionally promote student independence and ownership of their own learning by implementing instructional strategies/techniques.</td>
<td>I rarely promote student independence and ownership of their own learning by implementing instructional strategies/techniques.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

**DATE**

**My Reflection: In my current practice, I...** (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps to move my practice forward include...** *(bullet points are okay!):*

"The difference between setting a goal and achieving it is in having a good plan and working it."

-Les Brown

---

**Making Connections**

In these [learner-centered] environments, teachers participate in genuine dialogue with pupils and facilitate rather than control student learning, which encourages the development of higher level cognitive skills over factual recall (Cornelius-White, 2007; Klingelhofer & Schleppegrell, 2016; O'Day, 2009; Reznitskaya, 2012).

As cited in GP3, p. 46
Pillar II - High Academic Achievement

Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
II.I My expectations and student outcomes can be assessed through multiple measures. 

This element was adapted from GP3 Key Point 2.2.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have high expectations for all my students and for their outcomes that permit a wide range of valid and reliable methods of assessment in both program languages.</td>
<td>I have high expectations for all my students and for their outcomes that permit many valid and reliable methods of assessment in both program languages.</td>
<td>My expectations for my students permit some valid and reliable methods of assessment in one of the program languages.</td>
<td>My expectations for my students permit few valid and reliable methods of assessment in one of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- DATE - My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... *(bullet points are okay!):*  

"The difference between setting a goal and achieving it is in having a good plan and working it."  
- Les Brown

Making Connections

Dual language programs require the use of multiple measures in both languages to assess students’ progress toward meeting bilingualism and biliteracy goals as well as curricular and content-related goals. This is particularly true for oral language proficiency and literacy skills in the partner language, since these areas may slip under the radar if a plan to assess these skills is not fully developed and implemented. Furthermore, this assessment should be aligned with the goals and expectations of the program; that is, it should test content and literacy in the partner language rather than testing world language curriculum objectives. It is also important to ensure that assessments in the partner language are not simply translations of assessments in English.

As cited in GP3, p. 74
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupéry
### Pillar II - High Academic Achievement

**II.J I share student achievement data in both program languages with parents.**  
*This element was adapted from GP3 Key Point 4.5.B*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently share data on my students’ language development and academic achievement in both program languages with parents.</td>
<td>I frequently share data on my students’ language development and academic achievement in both program languages with parents.</td>
<td>I occasionally share data on my students’ language development or academic achievement in one of the program languages with parents.</td>
<td>I rarely share data on my students’ language development or academic achievement in either of the program languages with parents.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- DATE

**My Reflection: In my current practice, I…** (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps to move my practice forward include...** *(bullet points are okay!):*  

\[ “The difference between setting a goal and achieving it is in having a good plan and working it.” - Les Brown \]

---

**Making Connections**

Research shows that most parents of ethnically and linguistically diverse students have high aspirations for their children and want to be involved in promoting their academic success (Glick & White, 2004; Ji & Koblinsky, 2009; Lindholm-Leary, 2001; Sibley & Dearing, 2014).

As cited in GP3, p. 106
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):  

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupery
PILLAR III: SOCIOCULTURAL COMPETENCE

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently engage in outreach opportunities within and beyond the district/organization to learn from and support other dual language programs.</td>
<td>I frequently engage in outreach opportunities within and beyond the district/organization to learn from and support other dual language programs.</td>
<td>I occasionally engage in outreach opportunities within and beyond the district/organization to learn from and support other dual language programs.</td>
<td>I rarely engage in outreach opportunities within the district/organization to learn from and support other dual language programs.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Reflection: In my current practice, I...

(Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include...

(bullet points are okay!):

"The difference between setting a goal and achieving it is in having a good plan and working it."

- Les Brown

Making Connections

...With rigorous standards and high-level vocabulary creating ever greater linguistic demands, teachers need additional professional development on instructional strategies to ensure access (Hernández, 2011).

As cited in GP3, p. 93

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16 Opportunities to learn or provide support may include: the development and coordination of content area instruction (including language arts); the integration of content and language objectives; differentiated instruction for varying language learner profiles; sheltered instruction and other pedagogical approaches for bilingual learners; purposeful coordination of instruction across both languages; the promotion of metalinguistic awareness and metacognitive skills; the use of cross linguistic instructional strategies; the use of strategies to promote equitable participation; the implementation of active learning strategies; purposeful grouping of students to promote peer learning; approaches for building student independence; the use of technology to engage students; students’ use of technology to display content knowledge and further language and literacy development; and instruction to promote sociocultural competence in the two languages, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

My New/Revised Next Steps to move my practice forward include… *(bullet points are okay!):*  

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
III.B I highlight and value cultural groups in my classroom.
This element was adapted from GP3 Key Points 1.2.C, 6.1.C, 6.1.D

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide opportunities to highlight and value all cultural groups in my classroom.</td>
<td>I frequently provide opportunities to highlight and value all cultural groups in my classroom.</td>
<td>I occasionally provide opportunities to highlight and value cultural groups in my classroom.</td>
<td>I rarely provide opportunities to highlight and value cultural groups in my classroom.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Reflection: In my current practice, I...
(Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... (bullet points are okay):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

It’s important for teachers to get to know their students at a more personal level and not make any assumptions on each student’s individual culture. Teachers must be aware of their students’ primary languages, background culture, interests, and hobbies to construct a curriculum that is relevant to their students’ lives. When students can make a connection to what they are learning at school they will be more engaged in the lesson and will have a better comprehension on the concepts being taught. Teaching and embracing the students’ cultures can be embedded in the curriculum to enrich the lessons and to help students learn better (Caballero, 2015). This contributes to the development of students’ sociocultural competence, as defined on page 3 of the GP3.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
### III.C I elevate the partner language in my classroom, during instruction, and at my school site.

*This element was adapted from GP3 Key Points 1.2.B, 6.2.D*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently elevate the partner language in my classroom, during instruction, and at my school site and beyond.</td>
<td>I frequently elevate the partner language in my classroom, during instruction, and at my school site and beyond.</td>
<td>I occasionally elevate the partner language in my classroom, during instruction, and at my school site.</td>
<td>I rarely elevate the partner language in my classroom, during instruction, and at my school site.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- DATE  

**My Reflection:** In my current practice, I... *(Describe why you highlighted what you did above; bullet points OK!)*

---

**My Next Steps to move my practice forward include...** *(bullet points are okay!):*

- “The difference between setting a goal and achieving it is in having a good plan and working it.”
  - Les Brown

---

**Making Connections**

*Teachers who go as far as to elevate the status of the partner language and use language as a resource to improve family and community engagement can achieve exemplary practice (Muñiz, 2018) in the development of students’ sociocultural competence, as defined on page 3 of the GP3.*
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):  

“A goal without a plan is just a wish.”  
-Antoine de Saint-Exuperys
III.D There are multicultural and culturally relevant resources in both program languages available in my classroom.

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are ample authentic multicultural and culturally responsive resources in both program languages that are high-quality, interesting, diverse, and current available in paper copy and provided through technology in my classroom.</td>
<td>There are equitable authentic multicultural and culturally responsive resources in both program languages that are high-quality, interesting, diverse, and current available in paper copy and provided through technology in my classroom.</td>
<td>There are some authentic multicultural and culturally responsive resources in both program languages that are interesting and current available in paper copy or provided through technology in my classroom, but one of the program languages is underrepresented.</td>
<td>There are few authentic multicultural and culturally responsive resources in both program languages that are interesting in my classroom, and they are primarily for one of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

*DATE*

My Reflection: In my current practice, I...

(Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include...

(bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

There is a serious effort [in dual language programs] to obtain high-quality materials in the partner language for the students; and resources are allocated for the purchase and development of appropriate instructional, resource, and library materials that support the bilingualism and biliteracy vision and goals of the program.

As cited in GP3, p. 123
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!): *A goal without a plan is just a wish.*

-Antoine de Saint-Exupery
III.E My students develop sociocultural competence in both program languages.

This element was adapted from GP3 Key Points 1.1.C, 3.1.E, 3.2.H, 3.3.A, 6.2.C, 6.2.D, 6.3.B

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently engage my diverse students and promote and provide opportunities for them to develop sociocultural competence through the use of strategies in a variety of ways in my instruction in both program languages.</td>
<td>I frequently engage my diverse students and promote and provide opportunities for them to develop sociocultural competence through the use of strategies in a variety of ways in my instruction in both program languages.</td>
<td>I occasionally engage my diverse students and promote or provide opportunities for them to develop sociocultural competence through the use of strategies in my instruction in one of the program languages.</td>
<td>I rarely engage my diverse students and promote or provide opportunities for them to develop sociocultural competence in my instruction in either of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

My Reflection: In my current practice, I...

(My Next Steps to move my practice forward include... (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

-Les Brown

Making Connections

Another important issue that should impact dual language curricula is the “third goal”—that is, the goal of sociocultural competence (e.g., Feinauer & Howard, 2014). The research in this area is consistent with the body of child development research, which demonstrates that programs that promote socioemotional learning have a significant impact on student success at all grade levels (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This includes students’ behavioral, attitudinal, and academic development.

As cited in GP3, p. 34

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17 Instructional strategies may include active learning strategies, identity development, cross-cultural awareness, multicultural appreciation, conflict-resolution strategies, perspective-taking, empathy development, and cross-grade buddies, etc.

18 Ways may include team teaching, thematic instruction, cross-disciplinary learning, flexible grouping, and project-based learning, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  
☐ Yes  ☐ Almost there!  ☐ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exuperys
Pillar III - Sociocultural Competence

III.F My teaching is culturally relevant and requires sustained language use in both program languages.
This element was adapted from GP3 Key Points 2.2.C, 3.3.B, 3.4.B

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide routines and meaningful, culturally relevant activities, including technology, that require sustained language use in both program languages. provide ongoing opportunities for students to showcase their cultural knowledge and skills in both program languages.</td>
<td>I frequently provide routines and culturally relevant activities, including technology, that require sustained language use in both program languages. provide frequent opportunities for students to showcase their cultural knowledge and skills in both program languages.</td>
<td>I occasionally provide routines and culturally relevant activities, including technology, that require sustained language use and may occur more often in one of the program languages. provide an occasional opportunity for students to showcase their cultural knowledge and skills in one or the other program language.</td>
<td>I rarely provide routines and culturally relevant activities, including technology, that require sustained language use and may occur more often in one of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

DATE

My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”
- Les Brown

Making Connections

...A thorough investigation of the new college and career ready standards (e.g., Common Core, Next Generation Science Standards, new English language development standards and frameworks) “reveals their emphasis on extensive language use to engage in deep and transferable content learning and analytical practices” (Heritage, Walqui, & Linquanti, 2015, p. 2).

As cited in GP3, p. 32

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19 Routines and activities may include, but are not limited to, project-based learning, place-based learning, debates, cooperative activities to generate solutions to complex problems, school wide presentations, drama productions, newspaper, and classroom museums, etc.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised...

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

**My Reflection:** In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

**My New/Revised Next Steps** to move my practice forward include… *(bullet points are okay!):*

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
### Pillar III - Sociocultural Competence

**III.G I use home varieties of both program languages as an instructional resource.**

*This element was adapted from GP3 Key Point 1.2.B*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently use home varieties of both program languages as a resource in my instruction.</td>
<td>I frequently use home varieties of both program languages as a resource in my instruction.</td>
<td>I occasionally use home varieties of one of the program languages as a resource in my instruction.</td>
<td>I rarely use home varieties of the one of the program languages as a resource in my instruction.</td>
</tr>
</tbody>
</table>

**Highlight the statement(s) above that best describe(s) your current practice.**

- [ ] My Reflection: In my current practice, I...

  (Describe why you highlighted what you did above; bullet points OK!)

**My Next Steps to move my practice forward include... (bullet points are okay!):**

**“The difference between setting a goal and achieving it is in having a good plan and working it.”**

-Les Brown

**Making Connections**

While important in all schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds. Thus, effective schools have teachers and staff who are committed to equity: They demonstrate awareness of the diverse needs of students, are trained in sociocultural understanding, use multietnic curricular materials, integrate students’ cultural values into the classroom, celebrate and encourage the use of all home language varieties, invite students to think critically and engage in learning activities that promote social justice, and perhaps most importantly, believe that all children can learn (Alanís & Rodríguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

As cited in GP3, p. 11
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
-Antoine de Saint-Exupery
III.H In my classroom, we value the home varieties of both program languages.

This element was adapted from GP3 Key Points 1.2.B, 3.2.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my classroom, we value the home varieties of both program languages through discussions, an ongoing critical analysis, and increasing awareness of the differential power and status of language varieties at the national, state, and local community levels. Implications of language choices in a given situation.</td>
<td>In my classroom, we value the home varieties of both program languages through frequent discussions, critical analyses, and increasing awareness of the differential power and status of language varieties at the national, state, and local community levels. Implications of language choices in a given situation.</td>
<td>In my classroom, we value the home varieties of one of the program languages through an occasional discussion and analysis of the status of language varieties at the local community level.</td>
<td>In my classroom, we rarely discuss the value the home varieties of either of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

DATE

My Reflection: In my current practice, I... (Describe why you highlighted what you did above; bullet points OK!)

My Next Steps to move my practice forward include... (bullet points are okay!):

“The difference between setting a goal and achieving it is in having a good plan and working it.”

- Les Brown

Making Connections

While important in all schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds. Thus, effective schools have teachers and staff who are committed to equity: They demonstrate awareness of the diverse needs of students, are trained in sociocultural understanding, use multiethnic curricular materials, integrate students’ cultural values into the classroom, celebrate and encourage the use of all home language varieties, invite students to think critically and engage in learning activities that promote social justice, and perhaps most importantly, believe that all children can learn (Alanís & Rodríguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

As cited in GP3, p. 11
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
### Pillar III - Sociocultural Competence

**III.I I teach strategies and structures that students can use in social interactions.**

*This element was adapted from GP3 Key Point 3.2.G*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently brainstorm with students, teach, and practice strategies and structures that they can use to promote equitable participation in social interactions within and beyond the classroom.</td>
<td>I frequently brainstorm with students, teach, and practice strategies and structures that they can use to promote equitable participation in social interactions within and beyond the classroom.</td>
<td>I occasionally teach or practice strategies that students can use to participate in social interactions within and beyond the classroom.</td>
<td>I rarely teach or practice strategies that students can use to participate in social interactions within the classroom.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

- My Reflection: In my current practice, I...

(Describe why you highlighted what you did above; bullet points OK!)

---

**Making Connections**

Being biliterate also means being able to navigate all interactions, both social and formal/academic, in both languages: the student’s home language and second language. It is also a measure of students’ sociocultural competence, the third pillar/core goal of dual language education, as defined on GP3, page 3. As such, teaching strategies and structures to support students’ ability to interact both socially and formally/academically is an important aspect of dual language education for teachers to include in their pedagogical practice.

“*The difference between setting a goal and achieving it is in having a good plan and working it.*”

-Les Brown

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Page 66
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

**DATE**

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

---

**Using a different color,** now highlight any additional statements in the element that describe your current practice.

**My Reflection:** In my current practice, I… *(Describe why you highlighted what you did above; bullet points OK!)*

---

**My New/Revised Next Steps** to move my practice forward include… (bullet points are okay!):  

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry
### Pillar III - Sociocultural Competence

#### III.J My students reflect on their use of social and academic registers in both languages.

*This element was adapted from GP3 Key Point 1.1.B*

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide opportunities for my students to reflect on their use of social and academic registers in both languages.</td>
<td>I frequently provide opportunities for my students to reflect on their use of social and academic registers in both languages.</td>
<td>I occasionally provide opportunities for my students to reflect on their use of social and academic registers in both languages.</td>
<td>I rarely provide opportunities for my students to reflect on their use of social and academic registers in either of the program languages.</td>
</tr>
</tbody>
</table>

Highlight the statement(s) above that best describe(s) your current practice.

**DATE**

**My Reflection:** In my current practice, I...

(Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps to move my practice forward include...** *(bullet points are okay!)*

““The difference between setting a goal and achieving it is in having a good plan and working it.”

- Les Brown

---

### Making Connections

While important in all schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, linguistic, and socioeconomic backgrounds. Thus, effective schools have teachers and staff who are committed to equity: They demonstrate awareness of the diverse needs of students, are trained in sociocultural understanding, use multiethnic curricular materials, integrate students’ cultural values into the classroom, celebrate and encourage the use of all home language varieties, invite students to think critically and engage in learning activities that promote social justice, and perhaps most importantly, believe that all children can learn (Alanís & Rodriguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

As cited in GP3, p. 11
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”?  □ Yes  □ Almost there!  □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“A goal without a plan is just a wish.”
- Antoine de Saint-Exupery
### Pillar III - Sociocultural Competence

#### III.K My students engage in community-based projects that incorporate program language varieties.

This element was adapted from GP3 Key Points 2.2.E, 3.2.F

<table>
<thead>
<tr>
<th>Exemplary Practice</th>
<th>Proficient Practice</th>
<th>Developing Practice</th>
<th>Novice Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently provide opportunities for my students to engage in community-based projects that address local concerns, social justice, deepen home/community/school connections and incorporate program language varieties in a meaningful way.</td>
<td>I frequently provide opportunities for my students to engage in community-based projects that address local concerns, social justice, deepen home/community/school connections and incorporate program language varieties in a meaningful way.</td>
<td>I occasionally provide opportunities for my students to engage in projects that incorporate program language varieties.</td>
<td>I rarely provide opportunities for my students to engage in projects that incorporate program language varieties.</td>
</tr>
</tbody>
</table>

**Highlight** the statement(s) above that best describe(s) your current practice.

**DATE**

**My Reflection: In my current practice, I...** (Describe why you highlighted what you did above; bullet points OK!)

---

**My Next Steps to move my practice forward include... (bullet points are okay!):**

“"The difference between setting a goal and achieving it is in having a good plan and working it.”

- Les Brown

---

**Making Connections**

In developing high levels of biliteracy and sociocultural competence, it is recommended that students have the opportunity to use their skills outside the context of the school and classroom. Engaging in community projects that allow them to use the different registers and varieties of both their home language and/or second language will benefit their development of higher levels of biliteracy and sociocultural competence, as defined on page 3 of the GP3. Especially if they have the opportunity to reflect upon their involvement in the community projects and their use of the different registers and varieties of the language(s) they employed.
Come back later (next month, mid-year, end of year) to review your reflection and celebrate your progress on your next steps!

Were you able to complete your “Next Steps”? □ Yes □ Almost there! □ They need to be revised…

What helped you reach your goal?

Using a different color, now highlight any additional statements in the element that describe your current practice.

My Reflection: In my current practice, I… (Describe why you highlighted what you did above; bullet points OK!)

My New/Revised Next Steps to move my practice forward include… (bullet points are okay!):

“Goal without a plan is just a wish.”
-Antoine de Saint-Exupéry
References


Sackson, E. 10 Ways to encourage students to take responsibility for their learning. Downloaded on 1.6.19 from https://whatedsaid.wordpress.com/2010/06/29/10-ways-to-encourage-students-to-take-responsibility-for-their-own-learning/


