The **Guiding Principles for Dual Language Education** is a tool to help dual language programs (such as two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation.

Based on the New Mexico **Dual Language Program Standards** and grounded in research on effective schools, the publication was originally developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States. It was revised in 2007 and most recently in 2017 (3rd edition).


### Program Structure

**1. All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.**

1.1.A. The program design is aligned with program mission and goals.
1.1.B. The development of bilingualism and biliteracy is part of the program design.
1.1.C. The development of sociocultural competence is part of the program design.
1.1.D. Appropriate grade-level academic expectations are clearly identified in the program design.
1.1.E. The program is articulated across grades.
1.1.F. There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

**1.2. The program ensures equity for all groups.**

1.2.A. All students and staff have appropriate access to resources.
1.2.B. The program promotes linguistic equity.
1.2.C. The program promotes cultural equity.
1.2.D. High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model.

**1.3. The program has strong, effective, and knowledgeable leadership.**

1.3.A. The program has robust, shared leadership.
1.3.B. Decision-making is aligned to the program mission and includes communication with stakeholders.
1.3.C. Leaders are advocates for the program.

**1.4. An effective process is in place for continual program planning, implementation, and evaluation.**

1.4.A. The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement.
1.4.B. There is a clear pre-K-12 pathway for students in the program.

### Curriculum

**2. The program has a process for developing and revising a high-quality curriculum.**

2.1.A. There is a curriculum development and implementation plan.
2.1.B. The curriculum is based on general education research and research on bilingual learners.
2.1.C. The curriculum is adaptable to student, program, and community needs.
2.1.D. The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, Title I, and gifted & talented.
2.1.E. The curriculum is coordinated within and across grade levels.

**2.2. The curriculum is standards-based and promotes attainment of the three core goals of dual language education.**

2.2.A. The curriculum in both languages of instruction meets or exceeds district, state, or national content standards.
2.2.B. The curriculum includes a standards-based scope and sequence for language and literacy development in English and the partner language for all students.
2.2.C. The curriculum promotes and maintains equal status of both languages.
2.2.D. The curriculum promotes appreciation of multiculturalism and linguistic diversity.
2.2.E. The curriculum is culturally responsive and representative of the cultural and linguistic backgrounds of all students.
2.2.F. The curriculum articulates measurable learning outcomes.

**2.3. The curriculum effectively integrates technology to deepen and enhance learning.**

2.3.A. The curriculum effectively incorporates technology to enhance the available instructional resources in both languages.
2.3.B. The curriculum effectively integrates technology tools to meet district, state, and national content standards in both program languages.

### Instruction

**3. Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.**

3.1.A. The program model and corresponding curriculum are implemented with fidelity.
3.1.B. Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.
3.1.C. Standards-based academic content instruction is provided in both program languages in a coordinated way.
3.1. **Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model, continued.**

3.1.D. Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to biliterate development.

3.1.E. Instruction that promotes sociocultural competence is provided in both program languages in a coordinated way.

3.1.F. Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.

3.1.G. When delivering instruction, teachers take into consideration the varying needs of students with different language learner profiles (e.g., native speakers, second language learners, new arrivals, students who are already bilingual in English and the partner language).

3.2. **Instructional strategies support the attainment of the three core goals of dual language education.**

3.2.A. Teachers integrate language and content instruction.

3.2.B. Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development.

3.2.C. Instruction in one language builds on concepts learned in the other language.

3.2.D. Instruction promotes metalinguistic awareness and metacognitive skills.

3.2.E. Instruction leverages students’ bilingualism by strategically incorporating cross-linguistic strategies.

3.2.F. Instruction promotes an awareness of language variation.

3.2.G. Teachers use a variety of strategies to ensure equitable participation among all students.

3.2.H. Teachers use a variety of strategies to promote the sociocultural competence of all students.

3.3. **Instruction is student-centered.**

3.3.A. Teachers use active learning strategies in order to meet the needs of diverse learners.

3.3.B. Teachers create meaningful opportunities for sustained language use.

3.3.C. Student grouping maximizes opportunities for students to benefit from peer models.

3.3.D. Instructional strategies build independence and ownership of the learning process.

3.4. **Instructional staff effectively integrate technology to deepen and enhance the learning process.**

3.4.A. Instructional staff use technology tools to engage all learners.

3.4.B. Students use technology to display their understanding of content and to further develop their language and literacy skills in both program languages.

4 **Assessment and Accountability**

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

4.1.A. There is a comprehensive data management system for tracking student data over time.

4.1.B. Assessment and accountability action plans are developed and used to inform all aspects of the program.

4.1.C. Personnel are assigned to assessment and accountability activities.

4.1.D. Staff are provided ongoing professional development opportunities in assessment and accountability.

4.1.E. The program has an adequate budget for assessment and accountability.

4.2. **Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.**

4.2.A. Student assessment is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

4.2.B. Formative and summative assessment data inform curriculum development and instructional practices.

4.2.C. Formative and summative assessments are valid and reliable for bilingual learners.

4.2.D. Referrals for individualized education plans (IEPs) are made on the basis of assessment in both program languages.

4.3. **Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.**

4.3.A. The program systematically collects and analyzes data to determine whether academic, linguistic, and sociocultural goals have been met.

4.3.B. The program engages in ongoing evaluation.

4.3.C. Assessment data are integrated into planning related to ongoing program improvement.

4.3.D. The program systematically collects demographic data (e.g., home language, English learner status, eligibility for free or reduced-price lunch) from program participants that allow for disaggregated data analysis in order to effectively monitor and serve different student subgroups.

4.3.E. Assessment is consistently conducted in the two languages of the program.

4.4. **Student progress toward program goals and state achievement objectives is systematically measured and reported.**

4.4.A. Progress is documented in both program languages for the three core goals of dual language education.

4.4.B. Student progress is measured on a variety of indicators.

4.4.C. Achievement data are disaggregated by student and program variables (e.g., home language, English learner status, eligibility for free or reduced-price lunch).

4.4.D. Statistics on retention rates and placement in special education and gifted & talented classes are monitored to ensure equitable representation among subgroups.
4.5 The program communicates with appropriate stakeholders about program outcomes.
4.5.A. Data are communicated publicly in transparent ways that prevent misinterpretations.
4.5.B. Data are communicated to stakeholders.
4.5.C. Data are used to educate and mobilize supporters.

5 Staff Quality and Professional Development
5.1 The program recruits and retains high-quality dual language staff.
5.1.A. There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs.
5.1.B. Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals.
5.1.C. There is a positive workplace climate and all staff are valued and appropriately supported in carrying out their work.
5.1.D. Staff evaluations are performed by personnel who are knowledgeable about and committed to dual language education.

5.2 The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
5.2.A. There is a long-term professional development plan that is comprehensive, inclusive, and differentiated.
5.2.B. Approaches to professional development respect individual interests and learning styles and foster autonomy and ownership of the learning process.
5.2.C. Professional development is aligned with competencies needed to meet dual language program standards.
5.2.D. All staff are given opportunities to develop dual language advocacy skills.
5.2.E. There is an infrastructure to support professional development that includes adequate funding, time, and human resources.

5.3 The program collaborates with other groups and institutions to ensure staff quality.
5.3.A. The program has a partnership with one or more teacher or administrator preparation programs.
5.3.B. Program staff partner with professional organizations.
5.3.C. Program staff engage in dual language program networking.

6 Family and Community
6.1 The program has a responsive infrastructure for positive, active, and ongoing relations with students’ families and the community.
6.1.A. There is a staff member designated as a family liaison.
6.1.B. Office staff members are bilingual and demonstrate sociocultural competence to effectively serve all families.
6.1.C. Professional development addresses the importance of equity, access, and social justice for effective outreach with families and the community.
6.1.D. There is a positive school climate and all families are valued and welcomed into the school community.

6.2 The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
6.2.A. The program incorporates ongoing learning activities that are designed to help families understand, support, and advocate for the program.
6.2.B. The program actively refers families to resources in the community.
6.2.C. The program plans for and engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence.
6.2.D. Communication with families and the community is in the appropriate language.
6.2.E. The program partners with families to promote home–school connections.

6.3 The program views and involves families and community members as strategic partners.
6.3.A. The program establishes an advisory structure for input from family members and community members.
6.3.B. The program capitalizes on the varied linguistic and cultural resources in the community.
6.3.C. The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members.

7 Support and Resources
7.1 The program is supported by all key stakeholders.
7.1.A. Program and district administrators have adequate knowledge to support and lead the program.
7.1.B. Instructional and support staff have adequate knowledge to support and lead the program.
7.1.C. Families and community members have adequate knowledge to support and advocate for the program.

7.2 The program is equitably and adequately funded to meet program goals.
7.2.A. The dual language program has equitable access to school, district, and state resources.
7.2.B. Funding allocations within the program budget are aligned with program goals.
7.2.C. Funding provides sufficient staff, equipment, and materials in both program languages to meet program goals.

7.3 The program advocates for support.
7.3.A. The program seeks the tangible support of the state, district, and local community.
7.3.B. The program engages in public relations activities to promote the program to a variety of audiences.
7.3.C. Program staff actively participate in formal and informal coalitions to strengthen support for dual language education.
7.3.D. The program advocates for funding based on its needs.