



Unpacking a State Dual Language Program Evaluation Rubric: A Pathway to Instructional Leadership

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March 12th, 2026

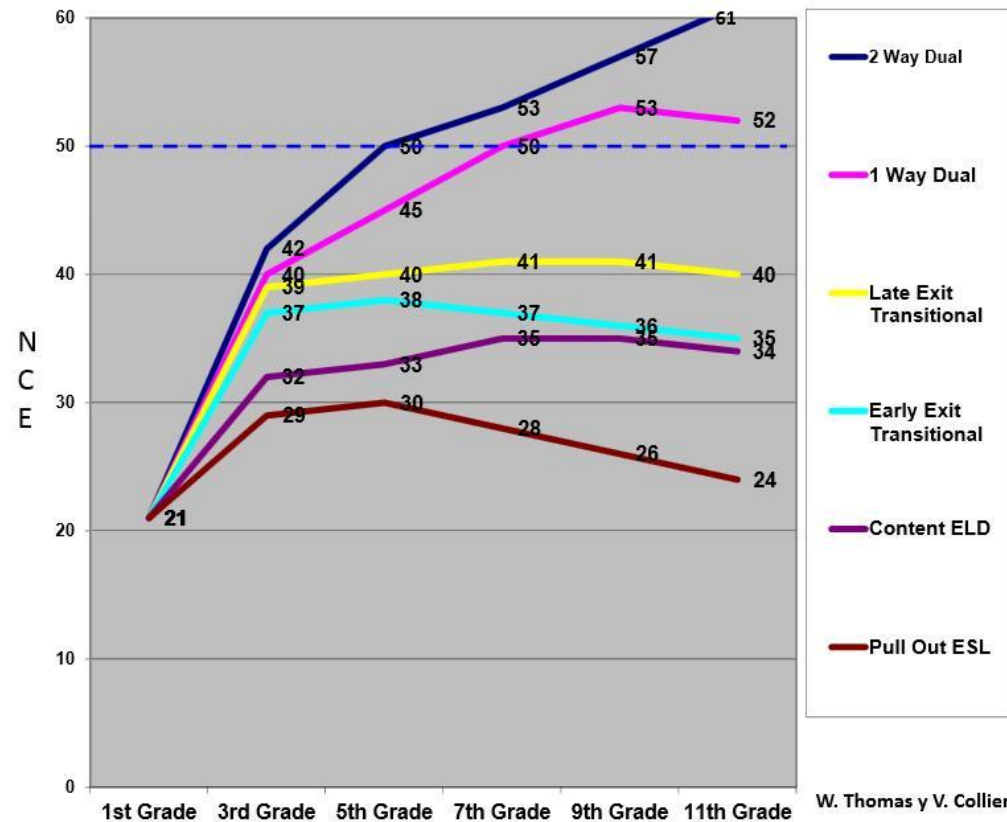
Welcome & Connections (5 mins)

- Which school district are you coming from? / ¿De qué distrito vienes?
Mayqin yachay wasimanta hamunki?
- Why are you interested in the Dual Language Education? / ¿Por qué te interesa La Educación de Lenguaje Dual? Imaraykutaq iskay simi yachaymanta munakunki?
- Why are you attending this session? / ¿Por qué estás en esta sesión?
Imaraykutaq kay juntapi kashanki?



Effective programs must be implemented with fidelity

English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

A growing body of research suggests that dual language may be the most effective program for students classified as English learners.

For dual language to truly live up to its promise of achievement and equity, instruction must be planned and implemented with fidelity.



Oregon's ML Strategic Plan includes several actions related to dual language education.



Pathways to multilingualism through culturally and linguistically responsive programming

Goal 1. Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners.

Educators and administrators

- Advocate for state-level action that expands dual language programs that prioritize English learner-designated students
- Participate in dual language-specific professional learning
- Ensure that dual language program implementation is high-quality
- Collaborate with other entities that are implementing dual language programming

Administrators

Expand dual language programs using data and community input



**Oregon Multilingual Learner
Strategic Plan**

September 2024



OREGON
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Agenda

- Welcome & Connections
- Intro to Washington DL Program Evaluation Rubric
- Resources linked to Step 2 and Step 7 of the Rubric
- Case Study Discussion
- Closing

Disclaimer: This is not a Rubric that ODE will be requiring.

Session goals and activities

Outcomes:

- Deepen understanding of 2 key rubric steps
- Apply Step 7 to a case scenario
- Identify actionable feedback to refine the rubric for Oregon DL program evaluation. Feedback on Step 7 is desired.

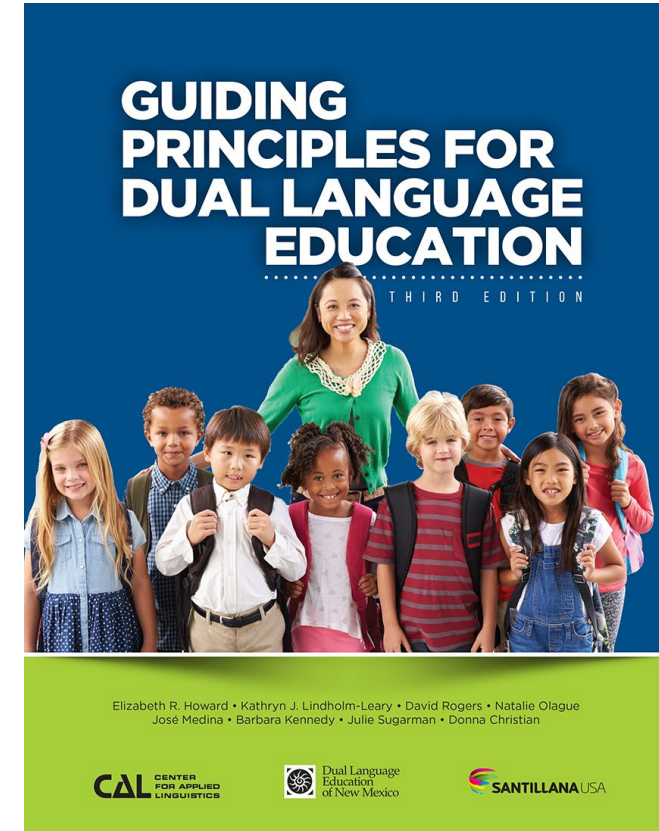
What we will be doing:

- Collective & Self-reflect on family Outreach
- Collective & Self-reflect on classroom observation implementation
- Providing Feedback



Let's look at the Washington's DL Program Evaluation Rubric..

- Created at the Washington Multilingual Education office under the leadership of Kristin Percy Calaff, Ph.D.
- Informed by the Guiding Principles for Dual Language Education developed by CAL.



Disclaimer: This is not a Rubric that ODE will be requiring.

The rubric includes 8 components for a DL program:

How are these steps currently supporting — or limiting — outcomes for your multilingual learners, and where should leadership attention focus next?

Step 1: Build Knowledge and Advocacy

Step 2: Develop a Program Mission, Vision, and Goals

Step 3: Design or Adopt a DL Program Model

Step 4: Develop Enrollment and Family Outreach Plans

Step 5: Align Curriculum and Resources

Step 6: Establish a Staffing and Professional Learning Plan

Step 7: Strengthen Instructional Practices

Step 8: Develop a Plan for Assessment and Program Evaluation



Step 4: Enrollment & Outreach

CAL Guiding Principles:

- Strand 6: Family & Community | Principles 1, 1A, 1B, 2 & 2D

Step 4: Enrollment & Outreach

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
4a. Plan clear enrollment policies The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. (CAL Strand 6: 1)	☐ Enrollment policies ensure equitable access and are well-communicated.	☐ Enrollment policies exist and are somewhat equitable.	☐ Enrollment policies are unclear or inconsistently applied.	☐ No clear enrollment policies.	How are families informed and involved in the dual language program?
4b. Create outreach plans The program promotes family and community engagement and advocacy through outreach activities and support services, including the provision of designated family liaisons, bilingual office staff, and communication with families in their preferred language. (CAL Strand 6: 2, 1A, 1B, 2D)	☐ Outreach is multilingual, ongoing, and effectively engages families.	☐ Outreach occurs and includes some multilingual support.	☐ Outreach is minimal or inconsistent.	☐ No outreach plan.	How is communication with families provided? What partnerships with community organizations exist to support the program?
Step 4 Summary: What are the next steps in this area, based on feedback and evaluation?					



Resources for Enrollment Communication & Family Outreach

Riverside Unified School District Enrollment Communication for Parents	<u>WP-Spanish Fall 2026 DLI Recruitment.pdf - Google Drive</u>
Oregon Family Communication Templates	<u>Oregon Department of Education : Parent Notification Letters : Elementary & Secondary Education Act (ESEA) : State of Oregon</u>
Family Feedback Surveys in diverse languages	<u>Templates</u> See the Somali example: <u>ADA-multiplechoicesurvey-somali.docx</u>
Washington Family Communication Template	<u>Family Communication Templates</u>



We want to know your feedback to this tool... time to use your sticky notes!

Step 4: Enrollment & Outreach

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Think-Pair-Share

What parts of this rubric are already clear, useful, and supportive of strong implementation in your district?

What changes would make this rubric more practical and actionable for districts?



Step 7: Instructional Practices

CAL Guiding Principles:

- Strand 3: Instruction | Principles 1B, 1C, 1D, 1G, 2A, 2B, & 2E

Step 7: Instructional Practices

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
7a. Integrate content, language, and literacy Standards-based academic content and language arts instruction are provided in both languages in a coordinated way with integrated content, language, and literacy. (CAL Strand 3: 1C, 1D, 2A)	☐ Instruction is rigorous, standards-based, and integrates content, language, and literacy.	☐ Instruction integrates content and language with some rigor.	☐ Instruction lacks integration or rigor.	☐ Instruction is not integrated or rigorous.	How are students performing academically related to standards in both languages? <i>(Examine student data)</i> How are teachers provided rigorous, integrated instruction in both languages?
7b. Support multilingual learners Teachers use sheltered instruction and other strategies to promote comprehension and language and literacy development for multilingual learners, meeting the specific needs of individual students. (CAL Strand 3: 2B, 1G)	☐ Instruction includes scaffolds and strategies tailored to MLs' specific needs.	☐ Some scaffolds and strategies are used to support MLs.	☐ Limited support for MLs.	☐ No clear support for MLs.	How are students developing language proficiency in both languages? <i>(Examine student data)</i> How are teachers supporting language development in the classroom?
7c. Use separation of languages and translanguaging Instruction uses appropriate language separation to promote high levels of language acquisition and leverages students' bilingualism by strategically incorporating cross-linguistic strategies. (CAL Strand 3: 1B, 2E)	☐ Strategic use of trans-languaging and language separation supports acquisition.	☐ Some strategies for language use are applied.	☐ Language use is inconsistent or unclear.	☐ No strategy for language use.	How are teachers and students using program languages effectively and appropriately for the context within and outside of classrooms?
Step 7 Summary: What are the next steps in this area, based on feedback and evaluation?					



Resources for Evaluating Instructional Practices

Biliteracy Walk-Through Tool (from Colorado's State CDE)

[The Biliteracy Walk-Through Tool - Google Sheets](#)

Sheltered Instruction Observation Protocol (SIOP)

<https://dese.mo.gov/media/pdf/curr-eld-siop-observation-form>

Two-Way Immersion Observation Protocol (TWIOP)

<https://www.cal.org/twi/twiop.htm>

Classroom Qualities for English Language Learners (CQELL)

<https://clauddeg.people.stanford.edu/classroom-qualities-english-language-learners-cqell>



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Step 7: Instructional Practices

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Let's apply the Step 7 to a case scenario!

Case Study: Observing Dual Language and Multilingual Learner Instruction in Oregon Classrooms

Manuel Vazquez Cano and Jason Greenberg Motamedi



Multilingual learner classroom observations

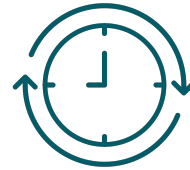
Between 2022 and 2025, we observed 397 lessons focused on multilingual learners in Oregon schools

- 220 elementary school lessons
- 104 middle school lessons
- 73 high school lessons

We observed lessons in six languages—mostly Spanish (130) and English (239).



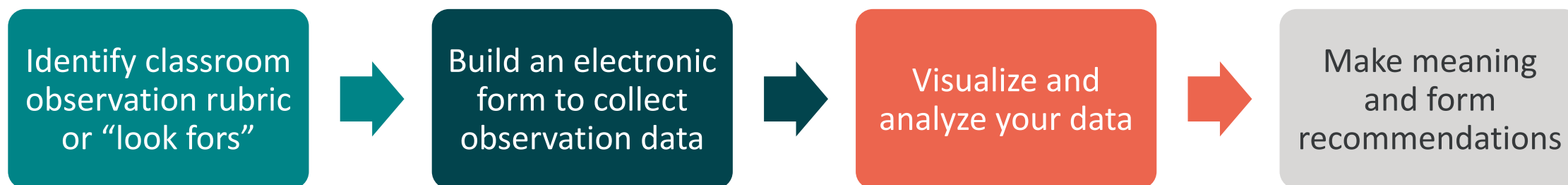
Our observation protocol identifies the **presence of 60 evidence- or research-based “best practices” for multilingual learner instruction during lessons**. It does not judge quality.



We tried to **observe a full lesson** and may have missed the start of some elementary lessons.



Framework for classroom observation data use



Our observation protocol has 60 look-fors arranged in eight categories



Preparation:

Objectives, supplemental materials, differentiation of text,



Building background:

Linking to student's backgrounds, key vocabulary



Comprehensible input:
Instructional techniques



Strategies: Scaffolding, Promoting higher-order thinking



Interaction: Wait time, Use of target language



Practice: Manipulatives, Activities to apply knowledge, use of language domains



Lesson delivery:

Objectives supported, Student engagement



Lesson review:

Feedback, Assessment, Student language use

Items are instruction focused, not student focused



We typically carry paper versions of the observation protocol with us into classrooms

Preparation

ITEM 1. LESSON OBJECTIVES**

Teacher communicates clear objectives orally and in writing at the beginning of a lesson so that students understand the lesson’s purpose.

☐ T communicates a content objective	Teacher develops and communicates clear, standards-based content objectives and state them orally and in writing at the beginning of a lesson so that students understand the lesson’s purpose.
☐ T communicates a language objective	Teacher develops and communicates language objectives that support students’ academic language development and comprehension of content.
☐ T communicates a cultural objective	Teacher develops and communicates cultural objectives that relate to content and/or practices typical of cultural groups represented in the classroom, program, or are the object of study for a particular unit. This can also look like connection to child’s background.
Notes: What are the objectives?	



We enter observation data through an electronic form using survey software

Preparation and Planning

1 Lesson objectives

☐ T communicates a content objective.

☐ T communicates a language objective.

☐ T communicates a cultural objective.

☐ Notes: What are the objectives?

2 Appropriate content

☐ Content is challenging but Ss are able to do it

☐ Notes

3 Supplemental materials

☐ T uses one or more supplements throughout the lesson.

☐ Supplementary materials make cross-linguistic connections

☐ Notes: What supplemental materials does the teacher use?

4 Differentiation of text

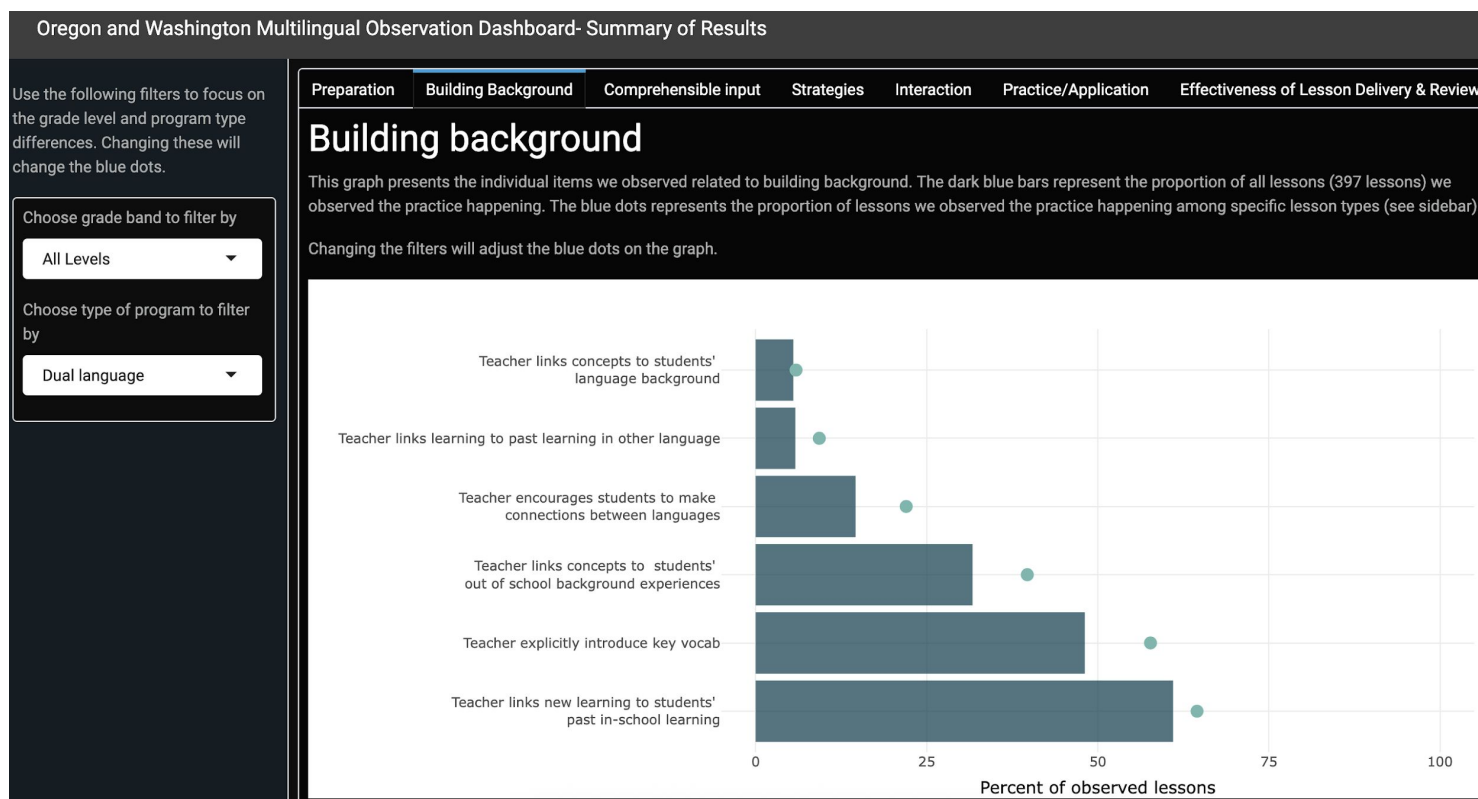
☐ T differentiates or adapts text to a variety of levels of S language proficiency

☐ Notes: What differentiated texts does the teacher provide?

- Keeping information in paper format makes it difficult to aggregate and examine trends
- We record data in paper copy and transfer to electronic form
- If you do not have access to survey software (e.g. Qualtrics, Alchemer), you can use free tools like Google Forms



We visualize data by creating an interactive dashboard that aggregates observations



- Create dropdowns to disaggregate by different categories and compare to overall rates
- You can work with team members that can aggregate data
- Free software, like Google Sheets, can do simple aggregation



Rubric Criteria

Classroom Observations Findings

7a. Integrate content, language, and literacy: Standards-based academic content and language arts instruction are provided in both languages in a coordinated way with integrated content, language, and literacy

- Half of lessons had explicit content objectives and far fewer had language objectives
- A third lessons provided an opportunity for students to apply language knowledge

7b. Support multilingual learners: Teachers use sheltered instruction and other strategies to promote comprehension

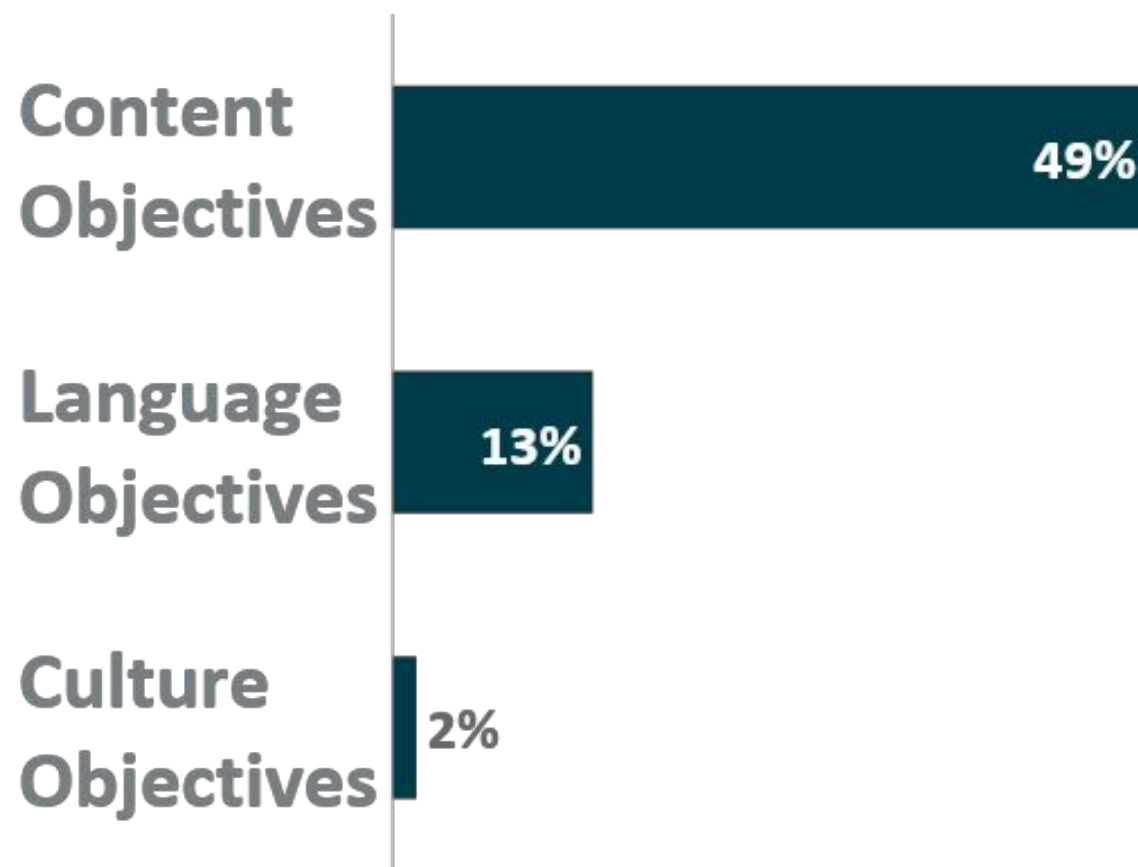
- Most teachers used instructional strategies or shared resources to make learning accessible
- Peer interactions, and speaking, were observed in less than half of lessons
- A third of lessons integrated students’ backgrounds and assets

7c. Use separation of languages and translanguaging: Instruction uses appropriate language separation to promote high levels of language acquisition

- A third of dual language teachers maintained their use of the target language during lessons



Less than half of lessons had explicit content objectives, and far fewer had explicit language objectives

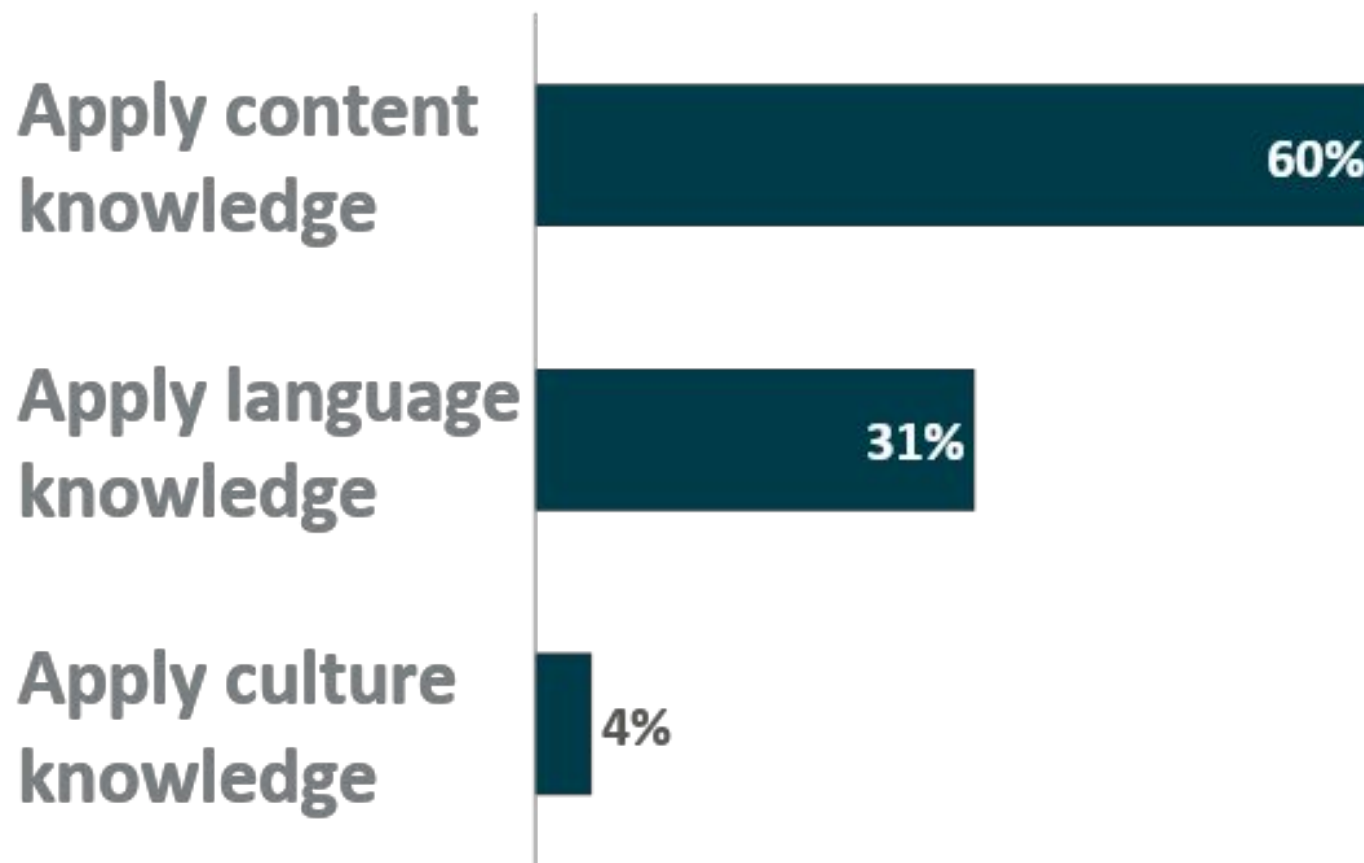


65% of middle school lessons had content objectives, compared to 37% of high school lessons

Differences by language of instruction, program, and content area were minor



Less than a third of classrooms provided an opportunity for students to apply language knowledge



Teachers who shared objectives were more likely to ask students apply knowledge:

- *200% more likely to apply language knowledge*
- *75% more likely to apply content knowledge*



Based on this information, how would you rate Criteria 7a? (Turn & Talk)

Step 7: Instructional Practices

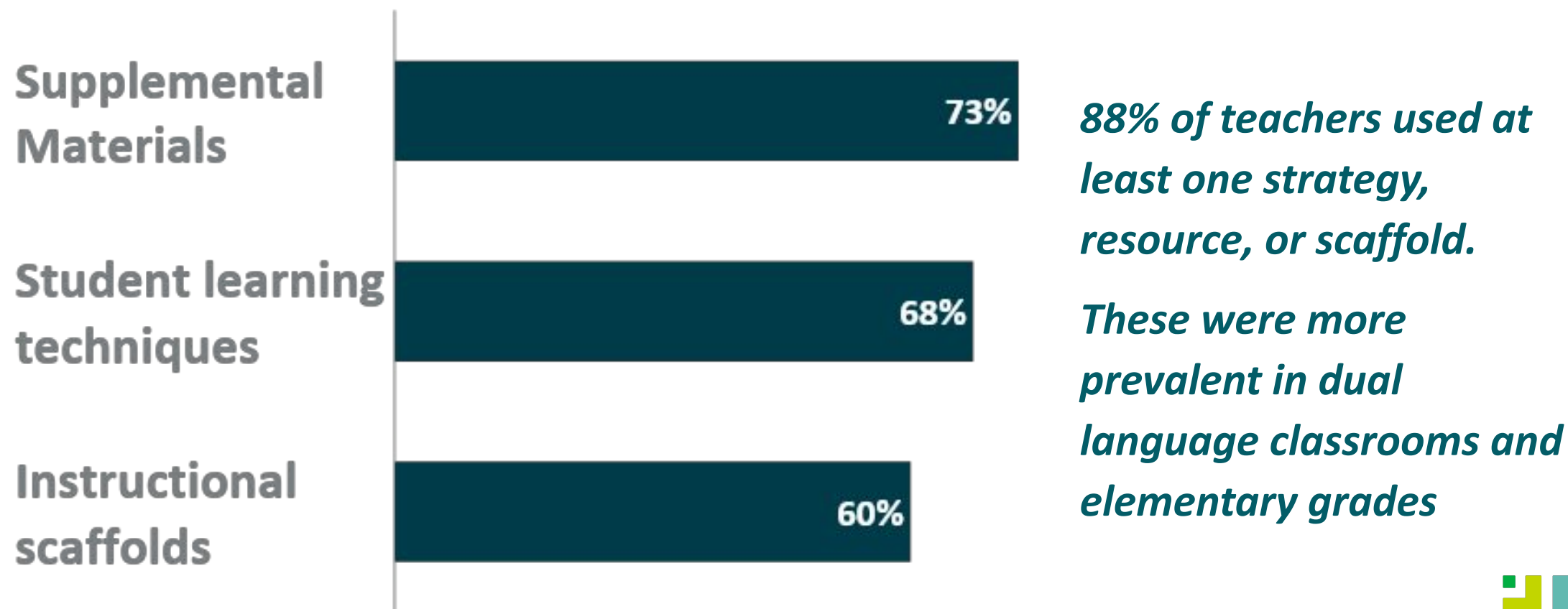
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Questions to consider in your discussion

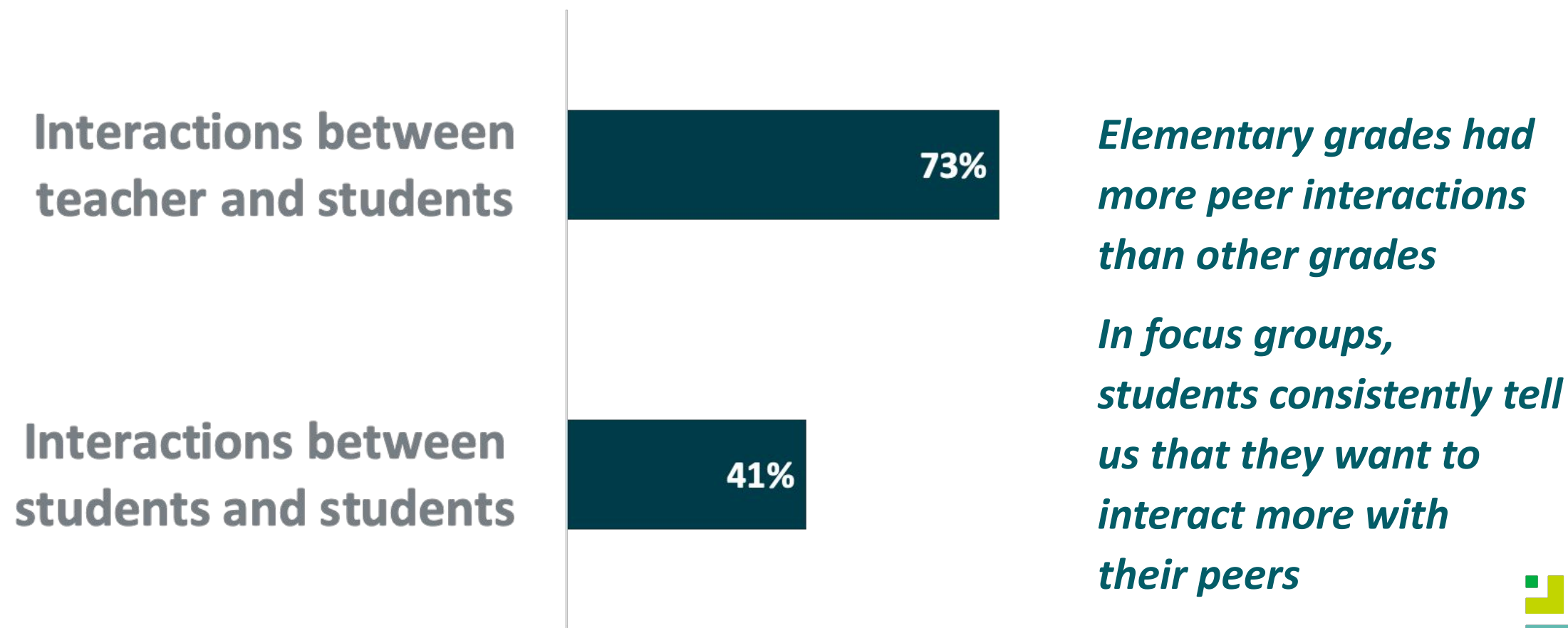
- What are strengths?
- What are areas of improvement?
- What other data would be helpful?



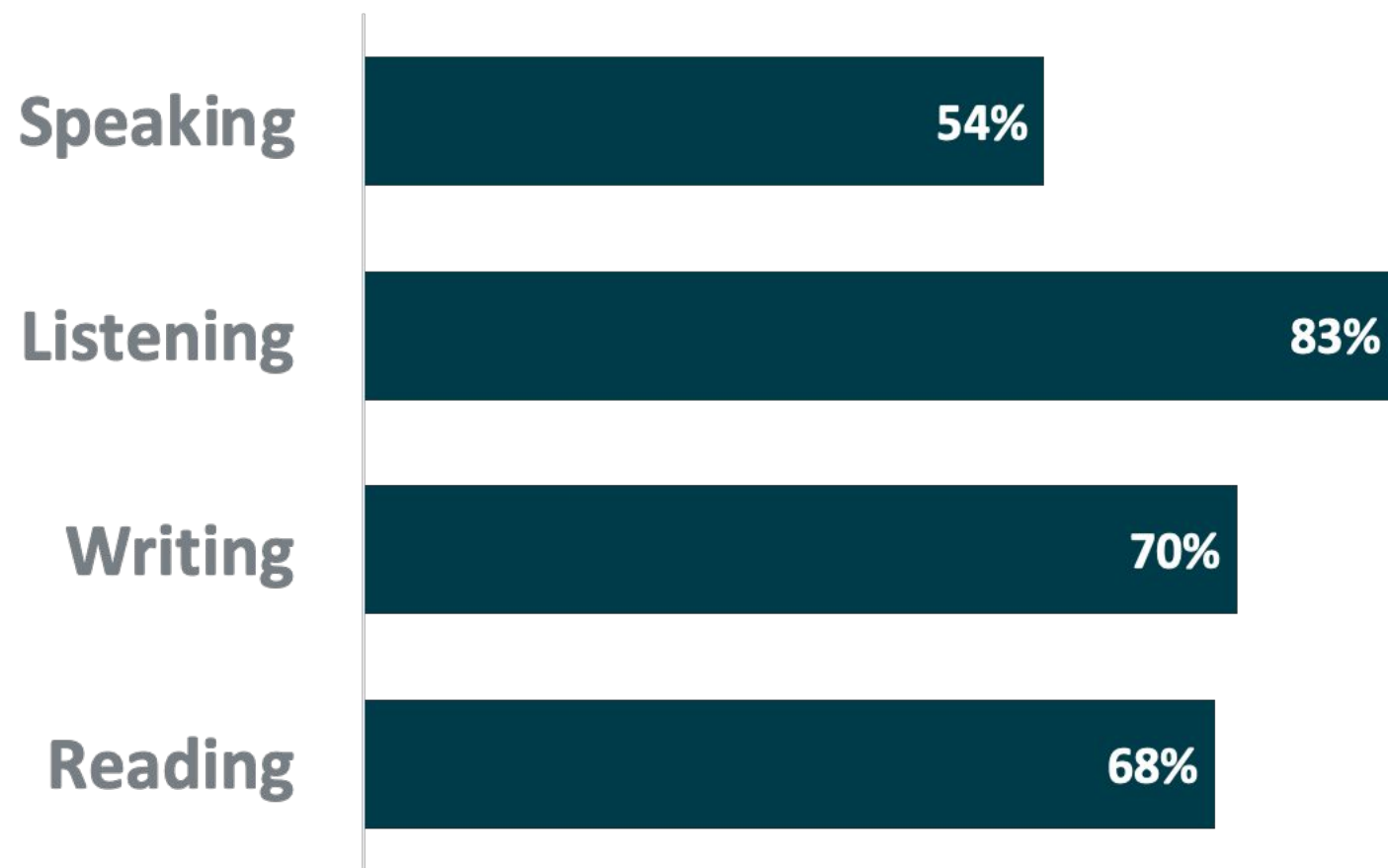
Most teachers used scaffolding, techniques, or provided materials to make learning accessible to students



Planned or intentional student to student interactions were observed in less than half of lessons



Speaking was integrated as part of learning in just over half of the lessons we observed

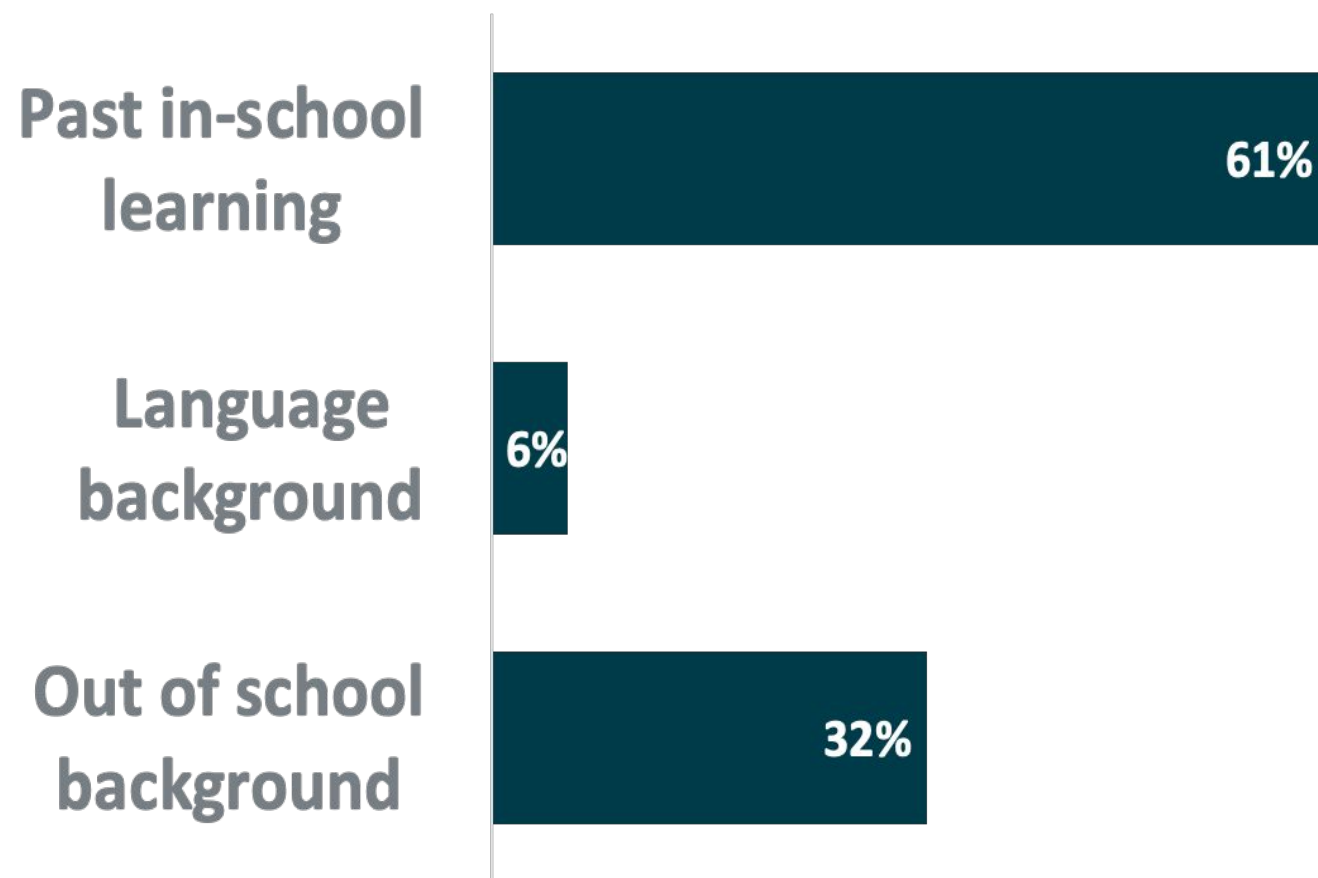


*32% of lessons
integrated all four
language domains*

*High School classrooms
had the least speaking,
while elementary
classrooms had the most*



Lessons that integrated students' backgrounds and assets were observed in less than a third of classrooms



High school and dual language teachers were more likely to integrate students' out-of-school and language background into their lessons



Based on this information, how would you rate Criteria 7b? (Turn & Talk)

Step 7: Instructional Practices

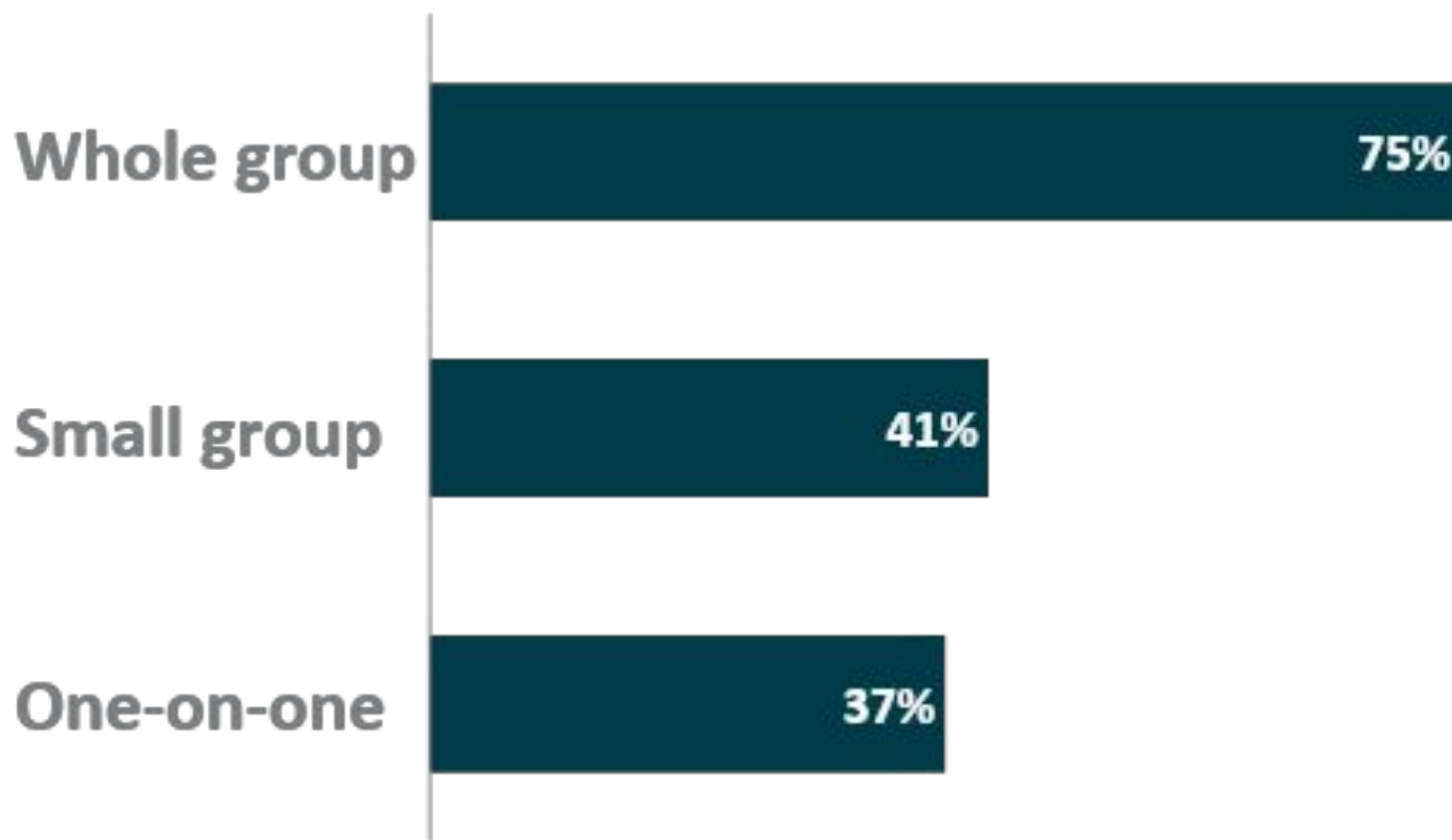
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Questions to consider in your discussion

- What are strengths?
- What are areas of improvement?
- What other data would be helpful?



Less than a third of dual language teachers maintained their use of the target language during lessons



30% of teachers maintained use of target language in all instructional groups

Teachers in Spanish and English lessons were less likely to maintain the target language



Based on this information, how would you rate Criteria 7c? (Turn & Talk)

Step 7: Instructional Practices

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
7c. Use separation of languages and translanguaging Instruction uses appropriate language separation to promote high levels of language acquisition and leverages students' bilingualism by strategically incorporating cross-linguistic strategies. (CAL Strand 3: 1B, 2E)	☐ Strategic use of trans-languaging and language separation supports acquisition.	☐ Some strategies for language use are applied.	☐ Language use is inconsistent or unclear.	☐ No strategy for language use.	How are teachers and students using program languages effectively and appropriately for the context within and outside of classrooms?

Questions to consider in your discussion

- What are strengths?
- What are areas of improvement?
- What other data would be helpful?



Questions?



Thank you!

Contact

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Closing and Next Steps

- Continue to provide us with more feedback on how to improve this rubric: use your sticky notes.
- Evaluate this session, use this QR code.

