

How were our standards developed?

Up until this point, our life's work has been about creating resources that prioritize the development of the minority language in dual language immersion classrooms across the country. Countless interactions with hundreds of dual language immersion educators and leaders along with our front-row-seat observations equipped us with a unique vantage point to develop the **Language First program standards**.

To develop the standards, we did these things.

- We started with a careful review of pivotal dual language and immersion education studies along with wonderful works like *Guiding Principles for Dual Language Education* (CAL, DLE of New Mexico, and Santillana) and *Dual Language Instruction from A to Z: Practical Guidance for Teachers and Administrators* (Nancy Cloud, Else Hamayan & Fred Genessee). We winnowed the information down to high-leverage principles and practices directly connected to gains for students in the three goal areas.*
- We then compared this information with our own observations and notes gathered from regular interactions with DLI educators. From there, we highlighted where there seemed to be a clear intersection between our observations and the high-leverage principles and practices.
- Next, we shaped these intersections into clear statements or standards. We then connected those standards to success indicators or descriptions of what “alignment” might look like for DLI communities, leaders, teachers, and students.
- Finally, we grouped the standards and success indicators into overarching topics to determine four focus areas or quadrants: program fidelity, dual language development, biliteracy & counterbalanced instruction, and progress monitoring.

To make the standards come alive - to become more than a set of statements displayed on a poster in the teacher's lounge - we also developed a professional learning trajectory that supports models of instruction and classroom instructional resources. This standards-based learning trajectory is what we call “addalingua certification.”

It's been over a decade now since we first conceptualized the Language First program standards and certification. Since then, they have helped hundreds of educators gain clarity and build unity around common practices to help students reach the *three goals of proficiency & literacy in two languages, cultural competence, and academic achievement. Instead of relying on individual opinions and experiences or the latest DLI trends to guide decision-making, DLI teams use the standards as a reference point to get everyone on the same page.

Now it's time to share what we've learned with anyone who is interested.

To request a list of references, please just ask!

program fidelity

pf.1 Our program places equal value on three goals: proficiency and literacy in two languages, cultural competence, and academic achievement.

pf.2 Our program adheres to an allocation of instructional minutes that prioritizes the minority language and implements instructional practices and resources explored across focus areas in each level of addalingua certification.

pf.3 Our program provides a viable means of educating ALL students.

pf.4 Our program promotes learning within and beyond the classroom that inspires global empathy, producing students that have achieved the three goals of dual language immersion education (stated in pf.1).

dual language development

dld.1 Our program intentionally elevates the status of the minority language and upholds the LIOPT (Language of Instruction Only Policy and Timeline).

dld.2 Our program recognizes the sociocultural and linguistic differences between the languages of instruction and makes teaching and learning decisions accordingly.

dld.3 Our program emphasizes expansive and accurate use of the minority language throughout content area instruction.

dld.4 Our program embraces the developmental process of learning in two languages and consistently employs effective corrective feedback strategies.

bci.1 Our program faithfully implements common language targets specific to the minority language across grade levels as part of a strong literacy program.

bci.2 Our program practices “language-first” counterbalanced instruction by incorporating common language targets into content area planning and teaching.

bci.3 Our program explicitly teaches non-transferrable linguistic features in both languages of instruction and encourages cross-linguistic connections while remaining in the language of instruction.

bci.4 Our program focuses on students meeting literacy expectations in the primary language(s) of instruction at each grade level.

pm.1 Our program uses assessment practices that place as such value on academic growth in the minority language as it does in the majority language.

pm.2 Our program data demonstrates that students are able to successfully navigate academic content across grade levels in the minority language.

pm.3 Our program follows a data protocol to evaluate student growth in the primary language(s) of instruction at each grade level to inform instruction and program-level decisions.

pm.4 Our program implements common integrated performance assessments in the minority language aligned to the three goals of dual language immersion education (stated in pf.1).

biliteracy and counterbalanced instruction

progress monitoring