

## SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| <b>STRAND 8: ADVOCATING FOR STUDENTS AND PROGRAMS</b><br>I am an active advocate for immersion and dual language education in general and as a potential educational option for any and all learners. |   |          |   |                                  |   |           |   |
|---|---|----------|---|----------------------------------|---|-----------|---|
| <b>8A. Advocating for exceptional learners</b>  |   |          |   |                                  |   |           |   |
| <i>When appropriate, I advocate for students with disabilities, language delays, and other exceptionalities to be supported within the DLI program rather than exited.</i>                            |   |          |   |                                  |   |           |   |
| Lacking   |   | Emerging |   | Demonstrating                    |   | Excelling |   |
| 1   | 2 | 3        | 4 | 5                                | 6 | 7         | 8 |
| <i>I use research evidence to support these arguments.</i>  |   |          |   |                                  |   |           |   |
| Lacking   |   | Emerging |   | Demonstrating                    |   | Excelling |   |
| 1   | 2 | 3        | 4 | 5                                | 6 | 7         | 8 |
| <i>What I've tried / What I've observed.</i>  |   |          |   | <i>My goals for improvement.</i> |   |           |   |

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| <b>8B. Advocating for programs</b>   |   |          |   |                                  |   |           |   |
|--|---|----------|---|----------------------------------|---|-----------|---|
| <i>I understand the goals and outcomes of my school's DLI program model and communicate them to parents and other stakeholders.</i>                                    |   |          |   |                                  |   |           |   |
| Lacking  |   | Emerging |   | Demonstrating                    |   | Excelling |   |
| 1  | 2 | 3        | 4 | 5                                | 6 | 7         | 8 |
| <i>I understand and support practices and policies that represent commitment to the program model.</i>   |   |          |   |                                  |   |           |   |
| Lacking  |   | Emerging |   | Demonstrating                    |   | Excelling |   |
| 1  | 2 | 3        | 4 | 5                                | 6 | 7         | 8 |
| <i>I am comfortable and knowledgeable in giving accurate answers to common questions from other teachers, district personnel, parents, and the community at large.</i> |   |          |   |                                  |   |           |   |
| Lacking  |   | Emerging |   | Demonstrating                    |   | Excelling |   |
| 1  | 2 | 3        | 4 | 5                                | 6 | 7         | 8 |
| <i>What I've tried / What I've observed.</i>   |   |          |   | <i>My goals for improvement.</i> |   |           |   |