# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| STRAND 1: PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT, AND CULTURE |
|---|
| I understand the underlying principles behind language, content, and culture integration, and I design curricula, lessons, and assessments that reflect those principles. |

**1A. Language and content integration in curricular planning**

*I integrate language-focused and content-focused instruction in curricular planning.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1          2 | 3          4 | 5          6 | 7          8 |

*I plan varied language-focused activities within content-based instruction (e.g., the CAPA model; noticing, awareness, and practice activities).*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1          2 | 3          4 | 5          6 | 7          8 |

| What I've tried / What I've observed. | My goals for improvement. |
|---|---|
|  |  |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 1B. Language objectives: discourse type + function + grammatical feature + vocabulary | | | |
|---|---|---|---|

*I write language objectives that are developmentally and contextually appropriate for students.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1        2 | 3        4 | 5        6 | 7        8 |

*I write clear language objectives aligned with content objectives that can be assessed and that include discourse type, language function, grammatical feature, and vocabulary.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1        2 | 3        4 | 5        6 | 7        8 |

*I write both content-obligatory and content-compatible language objectives.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1        2 | 3        4 | 5        6 | 7        8 |

*I differentiate objectives for a range of proficiency levels and learner characteristics.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1        2 | 3        4 | 5        6 | 7        8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 1C. Classroom assessment: performance (i.e., real-life tasks) and other assessments that require students to demonstrate their content knowledge and their ability to use the language to express their understandings |
|---|

*I differentiate formative and summative assessments for different learner groups.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use different ways to assess student content learning and language development.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use assessment data to select target features/functions and content for future instruction and to identify areas in which academic language development is needed.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I design and implement performance assessments (such as the IPA) to assess both content learning and language development.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 1D. Culture integration throughout the curriculum |
|---|

*I plan activities that promote identity development, cross-cultural awareness, and multicultural appreciation.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I weave culture-related activities throughout the content curriculum as appropriate.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I plan for the use of authentic resources (literature, songs, artifacts, people) that are appropriate for students' cognitive and linguistic levels to promote identify development, cross-cultural awareness, and/or multicultural appreciation.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I include family and community cultural knowledge and assets in planning in ways that empower learners.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 2: TEACHING FOR BILITERACY DEVELOPMENT

I understand the fundamental principles of biliteracy development and use a variety of effective instructional strategies that promote vocabulary and biliteracy development across a range of genres/text types.

### 2A. Biliteracy instruction

*My approach to literacy instruction accounts for students who are developing biliteracy rather than literacy in only one language.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I can articulate and use research-based approaches to (bi)literacy instruction (e.g., balanced literacy, phonological awareness, guided reading, shared reading & writing, comprehension strategies, etc.).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use literacy instruction that is authentic (specific to the program language(s) I teach).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 2B. Vocabulary development, word knowledge, and text types |
| --- |

*I select appropriate words for vocabulary instruction.*

| Lacking | Emerging | Demonstrating | Excelling |
| --- | --- | --- | --- |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- |

*I use a variety of effective, grade-level appropriate strategies to build students' vocabulary.*

| Lacking | Emerging | Demonstrating | Excelling |
| --- | --- | --- | --- |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- |

*I use varied word-learning strategies (e.g., teaching parts of speech, word parts like affixes, cognates, etc.).*

| Lacking | Emerging | Demonstrating | Excelling |
| --- | --- | --- | --- |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- |

*I draw attention to how different genres/text types are constructed.*

| Lacking | Emerging | Demonstrating | Excelling |
| --- | --- | --- | --- |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| --- | --- | --- | --- | --- | --- | --- | --- |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
| --- | --- |
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## 2C. Cross-lingual connections

*I incorporate cross-linguistic instruction in some of the lessons I plan.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*When appropriate, I draw students' attention to cross-linguistic connections, focusing on metalinguistic knowledge, to support biliteracy development across program languages.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I remain exclusively (or primarily) in the target language while making cross-lingual connections explicit.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*When appropriate, I model how students can draw on cross-lingual connections to support their biliteracy development.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

## 2D. Biliteracy assessment

*I design effective biliteracy assessments that reflect the principles of biliterate reading and writing across multiple genres/text types.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I regularly use knowledge of language transfer to inform interpretation of assessment data and guide future instruction.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I observe student reading and writing development while taking into account that students are developing biliteracy rather than literacy in just one language.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 3: MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT
I maintain a linguistically-rich learning environment and use that environment to enhance students' language development and content learning.

### 3A. Visual language scaffolds

*I display a variety of social and curriculum-related words, phrases, and written scaffolds throughout the classroom that evolve over time.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---------|---|----------|---|---------------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I refer to displayed language to enhance content learning and facilitate language production.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---------|---|----------|---|---------------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I model how to use classroom scaffolds and lead students to independently use the resources as tools for learning.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---------|---|----------|---|---------------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## 3B. Target language use

*I expose learners to accurate and appropriately complex oral and written language input.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use the target language while teaching and communicate clear expectations for students to remain in the target language exclusively (or primarily).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I employ numerous strategies and routines to support consistent student use of the target language.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 4: SCAFFOLDING FOR STUDENT COMPREHENSION
I understand and use a variety of techniques to promote student comprehension in the target language.

### 4A. Verbal scaffolding: using language and non-verbal cues to support comprehension

*I modify my teacher talk (speed, intonation, repetition, etc.) as appropriate for students' ages and abilities.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I include other verbal discourse strategies like paraphrasing and using cognates.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use body language and facial expressions to support comprehension.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I adjust the above strategies over time as students develop.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| What I've tried / What I've observed. | My goals for improvement. |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| **4B. Procedural scaffolding: organizing activities and routines to support comprehension** | | | |
| --- | --- | --- | --- |

*I use instructional routines (e.g., think-pair-share) to ensure predictability and facilitate comprehension.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I frequently use comprehension checks that require learners to demonstrate their understanding.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use clear boundary markers between activities to facilitate classroom management.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I pair/group students systematically and in various arrangements to scaffold their comprehension.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
| --- | --- |
|  |  |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 4C. Instructional scaffolding: using tools within instructional activities to support comprehension |
|---|

*I incorporate a variety of instructional tools to support comprehension (graphic organizers, props, word walls, etc.).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use instructional tools that are appropriate to students' ages and abilities.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I intentionally remove or modify scaffolds when necessary to promote student growth.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 5: SCAFFOLDING FOR STUDENT PRODUCTION
I understand and use a variety of instructional strategies to promote extended student discourse and academic language production.

### 5A. Verbal scaffolding: questioning techniques and follow-up moves to support student language use and development

*I use different questioning techniques and follow-up moves to improve student production and to move beyond Initiation-Response-Evaluation (IRE) sequences.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use follow-up moves, such as prompts for clarification, precision, or elaboration to elicit academic language and student thinking and to extend student discourse.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I make effective use of wait time during classroom interaction.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 5B. Procedural scaffolding: grouping strategies, routines, and activities to support student language use and development |
|---|

*I use activities and routines (like think-pair-share, learning centers, cooperative learning) that promote independent student production and student-student interaction.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use a variety of systematically and thoughtfully organized interactive groupings (dyads, cooperative groups) to promote student language production.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I review the language that students need to carry out interactive activities in the target language.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

**5C. Instructional scaffolding: print and multimedia resources to support student language use and development**

*I use a range of print and multimedia resources related to instructional activities to support and facilitate language production.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I teach formulaic language "chunks" effectively and post them as reminders to use them (as developmentally appropriate).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I provide students with scaffolds to elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use modelling to prepare students to use such scaffolds as resources.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 6: TEACHING FOR LANGUAGE AND CONTENT INTEGRATION
I understand and use a variety of instructional practices to attend to students' language development and improve proficiency.

**6A. Language alertness: instructional practices that intentionally bring attention to language during content instruction**

*I shift attention between content and language in natural ways.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I look for and take advantage of opportunities to teach language and to clarify linguistic misconceptions in relation to content.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I clearly communicate language objectives to students in student-friendly terms.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I model and elicit specific language structures and functions.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| *My focus on language is contextualized within content instruction.* | | | |
|---|---|---|---|
| Lacking | Emerging | Demonstrating | Excelling |
| 1      2 | 3      4 | 5      6 | 7      8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 6B: Corrective feedback |
|---|

*I use a range of developmentally and contextually appropriate corrective feedback types to improve students' language proficiency.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*Many of the types of corrective feedback that I use encourage student uptake and repair.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I provide feedback that clearly distinguishes a focus on language from a focus on content.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

## STRAND 7: SUPPORTING DIVERSE LEARNERS
I support diverse learners by differentiating instruction, maintaining high expectations,
and promoting equitable classroom dynamics.

### 7A. Differentiated instruction and assessment

*I differentiate by content, instructional processes, and student products according to students' language proficiencies as well as readiness, exceptionalities, and interests.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---------|---|----------|---|---------------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I employ appropriate strategies to differentiate instruction and assessment (e.g., flexible grouping, leveled texts, tiered activities and assessments).*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---------|---|----------|---|---------------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 7B. Maintaining high expectations for students of all linguistic and cultural backgrounds |
|---|

*I have appropriately high learning, language use/development, and behavioral expectations for all students.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I support students in meeting those expectations.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I leverage students' "funds of knowledge" and work to promote parent/family involvement and engagement.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

## 7C. Equitable classroom dynamics

*I respond to instances in which the societal and institutional dominance of and preference for English affects minority-language use and development as well as social status in the classroom.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I employ inclusive pedagogical practices that position all students as knowledgeable and capable in the classroom and that promote equitable classroom discourse.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
|---|---|
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| STRAND 8: ADVOCATING FOR STUDENTS AND PROGRAMS |
| :---: |
| I am an active advocate for immersion and dual language education in general and |
| as a potential educational option for any and all learners. |

### 8A. Advocating for exceptional learners

*When appropriate, I advocate for students with disabilities, language delays, and other exceptionalities to be supported within the DLI program rather than exited.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

*I use research evidence to support these arguments.*

| Lacking | | Emerging | | Demonstrating | | Excelling | |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| *What I've tried / What I've observed.* | *My goals for improvement.* |
| :--- | :--- |
| | |

# SELF-ASSESSMENT RUBRIC FOR DLI TEACHERS

| 8B. Advocating for programs |
|---|

*I understand the goals and outcomes of my school's DLI program model and communicate them to parents and other stakeholders.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1 2 | 3 4 | 5 6 | 7 8 |

*I understand and support practices and policies that represent commitment to the program model.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1 2 | 3 4 | 5 6 | 7 8 |

*I am comfortable and knowledgeable in giving accurate answers to common questions from other teachers, district personnel, parents, and the community at large.*

| Lacking | Emerging | Demonstrating | Excelling |
|---|---|---|---|
| 1 2 | 3 4 | 5 6 | 7 8 |

| What I've tried / What I've observed. | My goals for improvement. |
|---|---|
| | |