

Record evidence of the teachers meeting the *Guiding Principles for Dual Language Instruction* in the areas below. (From *Guiding Principles for Dual Language Instruction* (2nd Edition). Center for Applied Linguistics)

Strand 3, Principle 1: Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children

<p>A. Explicit language arts instruction is provided in both languages</p>
<p>B. Academic content instruction is provided in both languages</p>
<p>D. Instruction incorporates appropriate separation of languages according to program design</p>
<p>E. Teacher uses a variety of strategies to ensure students comprehension</p>

Strand 3, Principle 2: Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement

A. Teachers integrate language and content instruction
B. Teachers use sheltered instruction strategies, such as building upon prior knowledge and using routines and structures, to facilitate comprehension and promote second language development
C. Instruction is geared towards the needs of both native speakers and second language learners when they are integrated for instruction.



Teaching in the languages of our community: English, español, Português

Strand 3, Principle 3: Instruction is student-centered

A. Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centers in order to meet the needs of diverse learners.

B. Teachers create opportunities for meaningful language use.