



Decisions	Questions	Notes
Program languages: English and _____	Is there a body of students who all speak the same non-English language?	
Dual language model	90/10, 80/20, 70/30 or 50/50? (The first number refers to the % of instructional minutes spent in Spanish, for all students, in kindergarten. The second number refers to instructional minutes spent in English, for all students, in kindergarten. All DL programs roll up to 50/50 by 5th grade.) How many minutes a day does each student spend in English? In the non-English language? Are the answers to these questions the same for all students? How do you account for specials? Lunch? Recess?	

Content allocation	Which subjects will be taught in which languages at which grades? What is currently happening in your program?	
School model	Is this a neighborhood program or a magnet program? How will students get to school? Is this a full school program or a strand within a school? Is this a full-district program?	
Students	How will students be entered in to the program? Will parents choose? What if there is a waiting list? What about siblings? What about attrition? Where will older ELLs be placed? How are all ELLs being served?	

Language of initial literacy instruction	Simultaneous – All students receive formal literacy instruction in both languages from Kindergarten Sequential.1 – All students receive initial literacy instruction in their first language until...when? How is “first language” determined? Sequential.2 – All students receive initial literacy instruction in the non-English language, with formal literacy instruction in English added...when?	
Path Towards Biliteracy	Is the literacy program for the non-English language authentic to that language? Does the literacy program for English reflect the presence of ELLs? Is there a plan for teaching literacy in both languages every day?	
Staffing	Self contained? Collaborative? Does one teacher teach both in English and the non-English language or do two teachers share a group of students? What is the role of other specialists (literacy, special education, ESL)? What about special education, Title I, and gifted services? What about P.E, art, music and other specials?	

Scheduling	How are two literacy classes taught each day? How is collaborative time scheduled? How is sharing of students scheduled? How are specials scheduled? How are students in dual language strands integrated with other students?	
Professional Development	What is the certification of current staff? What additional certification would be desirable? What professional development is needed for dual language staff? What about non-dual language staff, including monolingual teachers, specialists, and office and other support staff? Do the decision makers in the district have a deep understanding of the key elements critical to the implementation of an effective dual language program?	
Materials	Are there texts in the target languages in the content areas? Are there supplementary materials in the school library in the non-English language, including a variety of media?	

Assessment	What are program expectations for second language acquisition? How will this be assessed? How will this be documented? How will report cards reflect the unique nature of the dual language program?	
Other ELL Services	How are services provided to other ELLs in the district/school? Are all ELLs in the district/school in the dual language program? Are all ELLs in the school that houses the dual language program in the dual language program?	
Support services for the dual language program	Is all programming available in both English and the non-English language? What about special education, Title I, and gifted services, or other special district or school programs? What about P.E, art, music and other specials?	

District wide or School wide Initiatives	Do district/school initiatives respect the unique nature of the dual language program? For example, if there is a set district/school lesson format, can this be adapted for use in a dual language classroom? Can district wide/school wide assessments be given in both English and the non-English language? What about other district/school initiatives?	
Special issues unique to your district/school...		