

	Structural Considerations for Effective TWI Implementation	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
		<i>Action Menu</i>			
I N S T R U C T I O N	Instruction in core academic areas integrates rigorous goals for language acquisition, literacy, and grade-level proficiency in content standards.				All students succeed in grade-level content courses, as evidenced by formative and summative assessments. Student outcomes are not predictable by race and primary language.
P L A N N I N G	Teachers create BUFs aligned to content standards, including explicit language instruction, highly effective sheltering techniques, and key elements of Teaching for Bilingual.				Grade-level curricula are vertically aligned and comprehensive.

	Structural Considerations for Effective TWI Programming	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
A S S E S S M E N T	The assessment framework consists of content and language assessments, formative and summative assessments, with articulated goals for measuring student growth and progress both academically and linguistically.				Content and language assessments—common assessments, writing samples—show accelerated language acquisition resulting in grade-level academic achievement in both languages by the end of 5th grade.
P R O G R A M M I N G	Class schedules and programmatic structures allow for fidelity of implementation of TWI.				Stakeholders (administrators, teachers, EAs, and parents) ensure students receive instruction in accordance with the program’s content and language allocations plans, sharing a common understanding of the program goals, sustained equitable outcomes, and a multilingual lens.