

## **Red Cloud School**

### **United States Department of Education Office of Indian Education Native American Languages Program Grant Evaluation Review of Self-analysis of the Guiding Principles for Dual Language Education “Minimal Alignment” Focus April 2021**

The Guiding Principles for Dual Language Education was downloaded from  
<https://www.cal.org/resource-center/publications-products/guiding-principles-3>

On March 30, 2021, the Project Director completed the self-analysis from The Guiding Principles for Dual Language Education. The Guiding Principles self-analysis asks stakeholders to consider the guiding principles for each of the following strands:

1. Assessment and Accountability
2. Curriculum
3. Instruction
4. Staff Quality and Professional Development
5. Program Structure
6. Family and Community
7. Support and Resources

Each principle then lists a set of “key points” that reflect the elements required to support each principle. The self-analysis asks stakeholders to rate these key points (or chosen strands, if participants prefer to focus on a particular strand or strands) as exhibiting minimal, partial, full, or exemplary alignment.

In this initial analysis of the assessment, the evaluator has extracted the “minimal alignment” ratings from the March 2021 self-analysis. This report will be shared with stakeholders and used to gather suggestions, ideas, and ultimately inform a plan for the steps needed to move toward the “exemplary” end of the alignment scale. Not all of the key points or principles are listed if the rater did not identify any principle and key point as “minimal alignment”.

## Minimal Alignment Analysis

### Assessment and Accountability

Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

Key Point	Rater Comment	Stakeholder Ideas for Improvement	Evaluator Suggestions for Improvement
B. Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.	Action plans have not been developed.	Strategic Plan starts this month. Also the implementation of Wo'awačhiŋ	

Principle 2: Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.

Key Point	Rater Comment		
Referrals for individualized education plans (IEPs) are made on the basis of assessment in both program languages	Program does not have IEPs.		

Principle 4: Student progress toward program goals and state achievement objectives is systematically measured and reported.

Key Point	Rater Comment		
Statistics on retention rates and placement in special education and gifted & talented classes are monitored to ensure equitable representation among subgroups.	Program does not gifted & talented classes or special education.		

### Curriculum

Principle 1: The program has a process for developing and revising a high-quality curriculum.

Key Point	Rater Comment		
The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, Title I, and gifted & talented.	Currently working with Title I.		

Principle 2: The curriculum is standards-based and promotes attainment of the three core goals of dual language education.

Key Point	Rater Comment		
The curriculum promotes and maintains equal status of both languages.	Focus is on Lakota.	2 <sup>nd</sup> grade has English curriculum.	

#### Instruction

Principle 2: Instructional strategies support the attainment of the three core goals of dual language education.

Key Point	Rater Comment		
Teachers use sheltered instruction and other pedagogical strategies for bilingual learners to facilitate comprehension and promote language and literacy development.	Need training on this.	Weekly long training in July. Monthly training.	

Key Point	Rater Comment		
Instruction leverages students' bilingualism by strategically incorporating cross-linguistic strategies	We do not use many cross-linguistic strategies.	We focus on Lakota.	

#### Staff Quality and Professional Development

None identified as “minimal alignment”.

### Program Structure

None identified as “minimal alignment”.

### Family and Community

Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.

Key Point	Rater Comment		
There is a staff member designated as a family liaison.	None provided	We did hire a family liason.	

Key Point	Rater Comment		
Office staff members are bilingual and demonstrate sociocultural competence to effectively serve all families.	None provided	We do not have office staff members who are bilingual.	

### Support and Resources

Principle 3: The program advocates for support.

Key Point	Rater Comment		
The program engages in public relations activities to promote the programs to a variety of audiences.	None provided	We have a monthly newsletter that is sent to all people.	