

Figure 6.9 “Look Fors” in Holistic Program Evaluation

ACADEMIC SUCCESSIONS	TEACHERS' INPUT	INSTRUCTIONAL COACHES' INPUT	ADMINISTRATORS' INPUT	OTHER SCHOOL LEADERSHIP INPUT
Classroom Formative/ Summative Assessment Results				
School/District Benchmark Outcomes				
State-Level Test Scores				
Portfolio Assessments				
Students' Graduation Rates (if applicable in secondary programs)				
Add your own: _____ _____				
Add your own: _____ _____				
Linguistic/Cognitive Successes				
Common Assessments in Program Language A				
Common Assessments in Program Language B				
Students' Increased Problem-Solving Skills				
Students' Increased Creativity				
Students' Increased Metacognition				
Add your own: _____ _____				
Add your own: _____ _____				
Sociocultural Successes				
Students' Willingness to Collaborate				

ACADEMIC SUCCESSIONS	TEACHERS' INPUT	INSTRUCTIONAL COACHES' INPUT	ADMINISTRATORS' INPUT	OTHER SCHOOL LEADERSHIP INPUT
Students' Higher Attendance Rates				
Fewer Disciplinary Issues				
Students' Abilities for Conflict Resolution (in classes and at school in general)				
Add your own: _____ _____				
Add your own: _____ _____				
Critical Consciousness				
Students' Abilities to Identify and Disrupt the Language of Inequality				
Students' Abilities to Promote Linguistic Equity Within and Outside of the Dual Language Program				
Teachers' and Students' Collaborative Practices for Shifting Dialogues to Be Critically Conscious With Others				
Educators Collaborating With Stakeholders, Demonstrating Shifted Dialogues, and Demonstrating Critical Consciousness				
Add your own: _____ _____				
Add your own: _____ _____				
Overall Patterns From the Input				
Potential Connections to Programmatic Design				