



Evaluation



**OREGON DUAL LANGUAGE
COLLABORATIVE**

Programs of Excellence in Two Languages



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Evaluation



Guiding Principles for Dual Language Programs

www.cal.org/twi/guidingprinciples.htm

Evaluation and Assessment

- Create & maintain data management system
- Align student assessment with current state/common core standards
- Collect variety of data using multiple measures
 - Progress toward bilingualism and biliteracy
- Analyze & interpret data appropriately for dual language program
- TOOLKIT: <http://www.cal.org/twi/EvalToolkit/index.htm>

Evaluator's Toolkit for Dual Language Programs



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Evaluator's Toolkit for Dual Language Programs

by Kathryn Lindholm-Leary, Ph.D., and Gary Hargett, Ph.D.

Supported by a contract from the California Department of Education

The purpose of this Toolkit is to assist staff in dual language programs that serve English language learners (ELLs) to understand how to meet assessment and accountability guidelines.

This Toolkit assumes no prior knowledge of data collection, data management or data analysis on the part of the user. It is truly "A Beginner's Toolkit."

If you want to know how to establish an evaluation question, what data to collect, how to develop a spreadsheet, how to analyze your data, and how to present them, this is the Toolkit for you.

There are LOTS of examples in each section, including step-by-step instruction in how to do the basic data analyses most programs would need. Use the menu at left to click on each section in order to go through the Toolkit. It is best to go through the Toolkit sequentially, as each section builds on the previous section.

[Ready to Start? Click here!](#)

For information on dual language (particularly two-way immersion programs) check out [CAL's TWI homepage](#).

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Evaluation



Purpose of Evaluation

- Accountability – Oregon legislature, ODE, local communities
- Feedback about program – what is working, what needs to be changed or tweaked
- Program and classroom implementation – strengths and weaknesses in program structure, instructional practices, and strategies
- Gain information about:
 - Staff knowledge, professional development needs
 - Parent knowledge, satisfaction
 - Student attitudes, beliefs, and self-ratings



Evaluation



Data Collection Plan

| Outcome? | Measurement? Instrument? | Grades? |
|---|---------------------------------------|----------------|
| Teacher background, training, and instructional practices | Dual Language Teacher Survey | All |
| Parent engagement & satisfaction | Parent Survey English/Target | All |
| Student satisfaction & bilingual proficiency rating | Dual Language Student Survey | All |
| Language proficiency in English (ELs only) | ELPA | All |
| Language proficiency in English & target language | FLOSEM | All |
| Achievement: Read & math English | OAKS | 3-8 |
| Achievement: Read & lang Spanish | Aprenda - reading & language subtests | 1-8 |



Evaluation



Progress to Date

- Developed an evaluation plan with appropriate instruments and timeline
- Surveys for staff, parents, students
 - SurveyMonkey
 - Hard copy surveys for parents in English/Spanish as alternatives to SurveyMonkey
- Will collect baseline information -- Spring, 2014
 - Currently multi-year data on some measures for two sites: K-8, K-3