

## 1. Teaching & Learning

	STANDARDS	EVIDENCE
<p><b>1A.</b></p> <p>LEARNING ENVIRONMENT</p>	<p>Program demonstrates exemplary linguistic and culturally appropriate classroom learning environments.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>No classroom with an overall ERS score below 4.5 AND no classroom below a 6 on Activity Subscale item #28 ECERS and item #24 ITES: Promoting Acceptance of Diversity.</p> <p><b>OR</b> _____</p> <p>No classroom with CLASS Emotional Support scores below 4.5 AND no classroom with Classroom Organization scores below 4.5.</p>
<p><b>1B.</b></p> <p>CURRICULUM</p>	<p>Program demonstrates exemplary support for learning and development in both English and the children’s home language in its curriculum, lesson planning, and instruction.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>Curriculum and lesson plans include intentional support for the development of language skills in both English and the children’s home language, and content is taught in both languages in an intentionally balanced way.</p> <p>(Note: Programs are not required to have equal time devoted to instruction in both languages, but should describe their intended balance and how they ensure that children experience high quality instruction in both languages.)</p>

## 1. Teaching & Learning

	STANDARDS	EVIDENCE
<p><b>1C.</b></p> <p>INSTRUCTIONAL QUALITY</p>	<p>Program demonstrates exemplary linguistic, culturally, and developmentally appropriate instructional practices.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>No classroom with an overall ERS score below 4.5 AND no classroom below a 6 on Activity Subscale item #28 ECERS and item #24 ITES: Promoting Acceptance of Diversity.</p> <p><b>OR</b> _____</p> <p>No classroom with CLASS Emotional Support scores below 4.5 AND no classroom with Classroom Organization scores below 4.5.</p>
<p><b>1E.</b></p> <p>CHILD ASSESSMENT</p>	<p>Staff members conduct child assessments utilizing a dual language approach for children who are English Language Learners, conducting assessments in both the child’s home language and English. (Programs may use family and community resources as appropriate to assist in assessments for children who speak languages of lower incidence.) Program reviews children’s progress in developing both languages as part of its continuous improvement efforts.</p> <p>Staff members develop individualized learning plans to reflect each child’s dual language goals.</p>	<p>Self-Study and Program Portfolio demonstrate:</p> <p>Assessments completed in both languages and inclusion of support for the development of both languages in program improvement plan.</p> <p>Self-Study and Program Portfolio demonstrate:</p> <p>Use of children’s progress data in both languages to inform on-going implementation of the curriculum (including the design of project-based learning experiences).</p>

## 2. Family & Community Engagement

	STANDARDS	EVIDENCE
<p><b>2A.</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">FAMILY &amp; COMMUNITY ENGAGEMENT</p>	<p>Parent and family conferences will be conducted in the family’s home language.</p> <p>Program makes an intentional effort to solicit the input and involvement of all families, including culturally, racially and linguistically diverse families (i.e., parent cafes, family support groups, English as a Second Language classes, teen parent play groups, etc.).</p>	<p>Self-Study and Program Portfolio demonstrate: Implementation of parent and family conferences in family’s home language.</p> <p>Self-Study and Program Portfolio demonstrate: Implementation of efforts to encourage involvement of diverse families in program planning, feedback and decision making (e.g., sign-in sheets and agendas from family events, meeting, classes).</p>
<p><b>2B.</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">TRANSITIONS</p>	<p>Staff members support child and family transition to a new program by providing information about language services and supports available in the receiving programs and by initiating communication between the programs.</p>	<p>Self-Study and Program Portfolio include: A sample transition packet and evidence of how it is used with families, which demonstrates inclusion of language services and support information.</p>

### 3. Leadership & Management

#### 3D.

LINGUISTICALLY AND CULTURALLY  
APPROPRIATE PRACTICE

#### STANDARDS

**For children whose families speak a language other than English at home, the program explicitly seeks to promote both children’s home language development and their English Language Development. This is reflected in the curriculum and in the learning materials available in the classroom.**

**Program has hiring practices to recruit and retain culturally, racially and linguistically diverse and competent staff members that reflect the children and families being served.**

#### EVIDENCE

Self-Study and Program Portfolio demonstrate through curriculum and lesson plans:

Support for children’s language development in both the home language and English and demonstrate that instruction is provided in both languages.

Self-Study and Program Portfolio demonstrate:

Staff recruitment and hiring policies and implementation that adhere to standard.

## 4. Qualifications & Continuing Education

4B.

STAFF QUALIFICATIONS

### STANDARDS

Each classroom will have qualified staff members that are proficient in the languages of the children. At minimum, qualification is demonstrated by a teaching team consisting of at least one lead teacher with a bachelor's degree and an assistant with at least an associate's degree, an ISBE paraprofessional certification, or a Gateways Level 4 Credential. At least one of these two is proficient in the home language of a majority of the children, and at least one of these two has bilingual or English as a second language training. (Additional requirements for teacher certification/licensures and bilingual/ESL endorsement apply for Preschool For All classrooms.)

In classrooms where the majority of children speak a language other than English at home, at least one classroom staff person is a proficient speaker of that language. By 2020, in classrooms where the majority of children speak a single language other than English at home, the lead teacher is a competent speaker of that language.

### EVIDENCE

Evidence of staff qualifications in Gateways Registry, or certified by school district.

Evidence of staff qualifications in Gateways Registry.

4C.

STAFF DEVELOPMENT

All classroom and special services staff who provide direct services to children have current knowledge of recommended practices for serving children in a linguistically and culturally appropriate manner.

Self-Study and Program Portfolio demonstrate:

A minimum of 6 clock hours, completed within the past 3 years, of ExceleRate-approved training (or equivalent coursework) on recommended practices for serving children in a linguistically and culturally appropriate manner.