

Organizing Principle #	How is this principle reflected in my setting?	What does it mean to prepare teachers to work according to this principle?
<p><b>PRINCIPLE 1 ACTIVE LEARNING</b>                      Knowledge and skills are best acquired when learners are actively engaged in the learning. Learning activities (BOTH LANGUAGE AND CONTENT) must be meaningful, constructive in nature and developmentally appropriate.</p>		
<p><b>PRINCIPLE 2 CULTURE FOUNDATION</b>                      The stronger the primary language and cultural foundation, the more chances students will be successful in school. There are always ways to nurture the primary language and affirm students' culture regardless of the instructional program being implemented.</p>		
<p><b>PRINCIPLE 3 LINGUISTIC AND CULTURAL RESOURCES</b>                      Instruction should be organized to maximize students' ability to use all their linguistic and cultural resources, and to take what they know in one language or culture TO INTERPRET NEW INFORMATION AND EXPRESS it through another.</p>		
<p><b>PRINCIPLE 4 MULTILINGUAL AND INTERCULTURAL COMPETENCE DEVELOPMENT</b>                      Instruction must reflect strategies specifically designed to meet the needs of multilingual and transcultural students be organized to provide students the time, experiences and opportunities they need to fully develop language proficiency and cultural competence. This requires a range of social and academic contexts in which content is CONSTANTLY learned and communicated through NEW INFORMATION AND EXPRESS it through another.</p>		
<p><b>A PRINCIPLE 5 DIFFERENTIATED INSTRUCTION</b>                      All students can meet high standards when they are provided a rigorous content curriculum that is differentiated according to their proficiency levels, based upon valid and fair assessments</p>		

<p><b>PRINCIPLE 6</b> <span style="float: right;"><b>BAL</b></span>  <b>INSTRUCTIONAL ASSESSMENT</b>          Instructional assessments should be based on the student’s PRIMARY AND SECOND languages, and should address language, literacy and academic content development. Decisions regarding students’ progress can not be made arbitrarily , and must be based on specific proficiency criteria SET FOR EACH LANGUAGE.</p>		
<p><b>PRINCIPLE 7</b> <span style="float: right;"><b>SOC</b></span>  <b>POLITICAL GROUNDING</b>          Students do not learn in a vacuum. Sociocultural factors and political implications must be considered in every decision regarding the program of instruction for students. Culturally responsive instruction must be implemented systemically in all classrooms</p>		
<p><b>PRINCIPLE 8</b> <span style="float: right;"><b>EM</b></span>  <b>COMMUNITY</b>          Parents and community must play a major role in the schooling of their children. Schools must proactively engage all parents in the decision making process for all students.</p>		
<p><b>PRINCIPLE 9</b> <b>INTERCULTURAL COMPETENCE</b>          Instruction must be organized to help students understand and respect themselves and their own culture as well as the cultures of the broader society. Planned cross-cultural interactions are an essential component of programs for all students. Teachers and school leaders must strive to improve</p>		
<p><b>PRINCIPLE 10</b> <span style="float: right;"><b>- TE</b></span>  <b>MAKERS IN SCHOOL –WIDE PROCESS</b>          Teachers are decision-makers. As part of a learning community they are all equally responsible for decisions regarding the instructional program for culturally and linguistically diverse students regardless of position or job title</p>		