

## DLI Program Fidelity Assurances Grades 1 – 6

Assurances	Evidence Source	Evaluation Criteria
<p>1. Instructional model for both English and the target language is implemented with triangulation among:</p> <ul style="list-style-type: none"> <li>• subjects taught according to grade level pie chart;</li> <li>• use of adopted materials by the state; and</li> <li>• ensuring minimum number of minutes in core subjects: math, science, social studies, and target language literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule that aligns with DLI instructional model</li> <li>• Documented observations by third party evaluation team</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional day is divided according to percentages on state pie charts.</li> <li>• Materials are purchased and implemented according to buy orders from DLI directors.</li> <li>• TARGET LANGUAGE MINIMUMS: <ul style="list-style-type: none"> <li><u>1<sup>st</sup> – 3<sup>rd</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 50 min literacy &amp; 60 min math</li> <li>- 2 x/week of 30 min science/social studies</li> </ul> </li> <li><u>4<sup>th</sup> – 6<sup>th</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 75 min literacy &amp; 20 min math</li> <li>- 3 x/week of 45 min science/social studies</li> </ul> </li> <li><u>6<sup>th</sup> (middle school)</u> <ul style="list-style-type: none"> <li>- 2 courses: DLI 2 Honors and Social Studies</li> </ul> </li> </ul> </li> <li>• ENGLISH MINIMUMS: <ul style="list-style-type: none"> <li><u>1<sup>st</sup> – 3<sup>rd</sup></u> <ul style="list-style-type: none"> <li>- 4 x/week of 20 min math reinforcement</li> <li>- implementation of district language arts block</li> </ul> </li> <li><u>4<sup>th</sup> – 6<sup>th</sup></u> <ul style="list-style-type: none"> <li>- implementation of district math, language arts, and science/social studies blocks</li> </ul> </li> </ul> </li> </ul>
<p>2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.</p>	<p>Target language teacher provides evidence of:</p> <ul style="list-style-type: none"> <li>• minimum score of Advanced-Mid on an Oral Proficiency Interview; and</li> <li>• endorsements (or SAEPs) in World Language and Dual Language Immersion.</li> </ul>	<ul style="list-style-type: none"> <li>• Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview.</li> <li>• Teacher has obtained or is in pursuit of: <ul style="list-style-type: none"> <li>- World Language Endorsement; and</li> <li>- Dual Language Immersion Endorsement.</li> </ul> </li> </ul>
<p>3. Target language teachers:</p> <ul style="list-style-type: none"> <li>• communicate in the target language in the classroom at all times and in front of his/her students in all school environments; and</li> <li>• may only deliver instruction to students participating in the dual language immersion program.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented observations by third party evaluation team</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks</li> <li>• Random parent and student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers deliver instruction in the target language to target language students 100% of the time.</li> <li>• Teachers deliver instruction to dual language students 100% of their assigned instructional time.</li> </ul>

<p>4. There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.</p>	<ul style="list-style-type: none"> <li>• Documented observations by third party evaluation team</li> <li>• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks</li> <li>• Random parent and student surveys</li> <li>• Evidence of a motivational program that encourages accountability and reinforces target language use expectations</li> </ul>	<ul style="list-style-type: none"> <li>• By January 15<sup>th</sup> of first grade, students are no longer permitted to use English in the target language classroom.</li> </ul>
<p>5. Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines.</p>	<ul style="list-style-type: none"> <li>• Evidence of AAPPL test results</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of students meet Utah DLI grade level proficiency benchmarks.</li> </ul>
<p>6. English and target language teachers collaborate as a DLI partnership on a weekly basis.</p>	<ul style="list-style-type: none"> <li>• Evidence of completed weekly collaboration template</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 30 minutes per week of collaboration time</li> <li>• Evidence through the documented template of curriculum coordination across the two languages</li> </ul>
<p>7. Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels.</p>	<ul style="list-style-type: none"> <li>• Copy of DLI enrollment policy</li> <li>• Evidence of outreach efforts by school and district to make the policy published and accessible to the public</li> <li>• Report comparing DLI enrollment demographics to school-wide enrollment demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite screening requirements for program entrance).</li> <li>• Actual enrollment in the program reflects the demographics of the school population.</li> </ul>
<p>8. DLI teachers (both English and target language) participate in professional development as follows:</p> <ul style="list-style-type: none"> <li>• all state-sponsored professional development days; and</li> <li>• AUDII for first and second year teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented attendance rolls from professional development days</li> </ul>	<ul style="list-style-type: none"> <li>• 100% full-day attendance by all teachers, unless absence is pre-approved by state and district personnel</li> </ul>
<p>9. School principals and DLI district administrators are required to:</p> <ul style="list-style-type: none"> <li>• attend AUDII new administrator’s strand once and Dual Language Immersion Advisory Council semi-annual meetings (September and March); and</li> <li>• provide evidence of adherence to DLI fidelity assurances.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented attendance rolls from trainings and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 100% attendance by principal and/or designated representative, unless absence is pre-approved by state and district personnel</li> </ul>