# DLI Program Fidelity Assurances Grades 1 – 6

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<th>Assurances</th>
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| 1. Instructional model for both English and the target language is implemented with triangulation among: • subjects taught according to grade level pie chart; • use of adopted materials by the state; and • ensuring minimum number of minutes in core subjects: math, science, social studies, and target language literacy. | • Master schedule that aligns with DLI instructional model  
• Documented observations by third party evaluation team  
• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks | • Instructional day is divided according to percentages on state pie charts.  
• Materials are purchased and implemented according to buy orders from DLI directors.  
• TARGET LANGUAGE MINIMUMS:  
  - 1st – 3rd  
    - 4 x/week of 50 min literacy & 60 min math  
    - 2 x/week of 30 min science/social studies  
  - 4th – 6th  
    - 4 x/week of 75 min literacy & 20 min math  
    - 3 x/week of 45 min science/social studies  
- 6th [middle school]  
  - 2 courses: DLI 2 Honors and Social Studies  
• ENGLISH MINIMUMS:  
  - 1st – 3rd  
    - 4 x/week of 20 min math reinforcement  
    - implementation of district language arts block  
  - 4th – 6th  
    - implementation of district math, language arts, and science/social studies blocks |
| 2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.                                                                                           | Target language teacher provides evidence of:  
• minimum score of Advanced-Mid on an Oral Proficiency Interview; and  
• endorsements (or SAEPs) in World Language and Dual Language Immersion. | Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview.  
• Teacher has obtained or is in pursuit of:  
  - World Language Endorsement; and  
  - Dual Language Immersion Endorsement. |
| 3. Target language teachers: • communicate in the target language in the classroom at all times and in front of his/her students in all school environments; and • may only deliver instruction to students participating in the dual language immersion program. | • Documented observations by third party evaluation team  
• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks  
• Random parent and student surveys | Teachers deliver instruction in the target language to target language students 100% of the time.  
• Teachers deliver instruction to dual language students 100% of their assigned instructional time. |
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| 4. | There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom. | • Documented observations by third party evaluation team  
• Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks  
• Random parent and student surveys  
• Evidence of a motivational program that encourages accountability and reinforces target language use expectations | • By January 15th of first grade, students are no longer permitted to use English in the target language classroom. |
| 5. | Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines. | • Evidence of AAPPL test results | 90% of students meet Utah DLI grade level proficiency benchmarks. |
| 6. | English and target language teachers collaborate as a DLI partnership on a weekly basis. | • Evidence of completed weekly collaboration template | Minimum of 30 minutes per week of collaboration time  
• Evidence through the documented template of curriculum coordination across the two languages |
| 7. | Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels. | • Copy of DLI enrollment policy  
• Evidence of outreach efforts by school and district to make the policy published and accessible to the public  
• Report comparing DLI enrollment demographics to school-wide enrollment demographics | Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite screening requirements for program entrance).  
• Actual enrollment in the program reflects the demographics of the school population. |
| 8. | DLI teachers (both English and target language) participate in professional development as follows:  
• all state-sponsored professional development days; and  
• AUDII for first and second year teachers. | • Documented attendance rolls from professional development days | 100% full-day attendance by all teachers, unless absence is pre-approved by state and district personnel |
| 9. | School principals and DLI district administrators are required to:  
• attend AUDII new administrator’s strand once and Dual Language Immersion Advisory Council semi-annual meetings (September and March); and  
• provide evidence of adherence to DLI fidelity assurances. | • Documented attendance rolls from trainings and meetings | 100% attendance by principal and/or designated representative, unless absence is pre-approved by state and district personnel |