UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Utah DLI Program
Fidelity Assurances Grades 1-5/6

Updated: June 2017

Assurances	Evidence Source	Evaluation Criteria
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: **<u>1st – 3rd</u>** - 4 x/week of 50 min literacy & 60 min math - 2 x/week of 30 min science/social studies **<u>4th – 5th</u>** - 4 x/week of 75 min literacy & 20 min math - 3 x/week of 45 min science **<u>6th (elementary)</u>** - 4 x/week of 75 min literacy - 4 x/week of 50 min science/social studies **<u>6th (middle school)</u>** - 2 courses: DLI 2 Honors and Social Studies • ENGLISH MINIMUMS: **<u>1st – 3rd</u>** - 4 x/week of 20 min math reinforcement - implementation of district language arts block **<u>4th – 5th</u>** - implementation of district math, language arts and social studies blocks -reinforcement of science **<u>6th(elementary)</u>** - implementation of district math and language arts -reinforcement of science and social studies

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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 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.
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	• 80% 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	• Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite screening requirements for program entrance).

	• Report comparing DLI enrollment demographics to school-wide enrollment demographics	• 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