



CLASSROOM ASSURANCE		
Classroom Practices	Evidence Sources	Compliance Criteria
<p>A. Instructional model for both English and the partner language is implemented with triangulation among:</p> <ul style="list-style-type: none"> <li>• <i>Subjects taught according to grade level pie chart.</i></li> <li>• <i>Materials adopted by the State; and</i></li> <li>• <i>Minimum number of minutes in core subjects: math, science, social studies, and partner language literacy as stipulated by the Utah Dual Language Immersion Model.</i></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>• PARTNER 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> – 5<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</li> </ul> </li> <li><u>6<sup>th</sup> (elementary)</u> <ul style="list-style-type: none"> <li>- 4 x/week of 75 min literacy</li> <li>- 4 x/week of 50 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 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> – 5<sup>th</sup></u> <ul style="list-style-type: none"> <li>- implementation of district math, language arts and social studies blocks</li> <li>-reinforcement of science</li> </ul> </li> <li><u>6<sup>th</sup>(elementary)</u> <ul style="list-style-type: none"> <li>- implementation of district math and language arts</li> <li>- reinforcement of science and social studies</li> </ul> </li> </ul> </li> </ul>

Classroom Practices	Evidence Sources	Compliance Criteria
<p>B. Partner language teachers:</p> <ul style="list-style-type: none"> <li>• <b>Communicate in the partner language</b> in the classroom <b>at all times</b> and in front of their students in all school environments; and</li> <li>• May <b>only</b> 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 partner language to partner language students 100% of the time.</li> <li>• Teachers deliver instruction to dual language students 100% of their assigned instructional time.</li> </ul>
<p>C. English and partner language teachers collaborate as a DLI partnership on a <b>weekly basis</b>.</p>	<ul style="list-style-type: none"> <li>• Documented weekly collaboration (strongly recommend completing the DLI Collaboration Protocol document be used on a weekly basis).</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>D. There are clear, enforced, and reinforced expectations that students <b>communicate in the partner language in the classroom</b>.</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 partner 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 partner language classroom.</li> </ul>

**IMPLEMENTATION ASSURANCE**

Implementation Practices	Evidence Sources	Compliance Criteria
<p>A. All programs must be started with <b>two-teacher model</b> and sustained as such unless enrollment necessitates other alternatives in upper grades.</p> <p>All designated DLI schools start the State model in kindergarten, grade 1 or both, adding an additional grade each year.</p>	<ul style="list-style-type: none"> <li>• Copy of DLI teacher roster for all the grade levels at the school for both English and Partner language teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an instructional model that uses 50% of instruction in English and 50% of instruction in another language.</li> <li>• Teacher roster is consistent with the 2-teacher DLI State model starting in 1st grade.</li> </ul>
<p>B. Partner Language Teacher <b>Licensure &amp; Endorsement</b> Requirements:</p> <ul style="list-style-type: none"> <li>• 1-8 Elementary Licensure or</li> <li>• 6-12 Secondary Licensure; and</li> <li>• Dual Language Immersion and</li> <li>• World Languages Endorsements.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner language teacher provides evidence of:</li> <li>• Minimum score of Advanced-Mid on an Oral Proficiency Interview; and Professional endorsement or Associate Endorsement in World Languages and Dual Language Immersion.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview (OPI or OP1c).</li> <li>• Teacher has obtained or is in pursuit of: World Languages Endorsement; and Dual Language Immersion Endorsement.</li> </ul>
<p>C. Enrollment in dual language immersion must be <b>open to all students</b> of varying backgrounds and all ability levels. R277-488-4-B(2).</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>D. DLI teachers (both English and partner language) participate in <b>professional development</b> as follows:</p> <ul style="list-style-type: none"> <li>• all DLI State-sponsored professional development days; and</li> <li>• AUDII for first- and second-year teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a support system to ensure that DLI teachers attend all DLI professional development required by the State.</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>E. As part of your designation as a DLI school, school principals and DLI district administrators are required to:</p> <ul style="list-style-type: none"> <li>• Attend the new <b>Administrator’s AUDII</b> once and Dual Language Immersion Advisory Council annual meetings as scheduled.</li> <li>• Adhere to all State DLI <b>Fidelity Assurances</b>.</li> <li>• <b>Safeguard that the State DLI Model</b> is not altered in your school from the model provided by the State, emphasizing instructional times, pedagogy, adopted DLI curriculum and resources, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure new DLI administrators attend required State meetings and training.</li> <li>• Cite evidence of adherence to the DLI Assurances.</li> <li>• Safeguard DLI State Model by aligning school decision-making that secures the implementation of the State DLI Model.</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> <li>• Adhere to all State DLI Fidelity Assurances.</li> </ul>
<p>F. Schools and districts conduct annual AAPPL testing in grades 3 – 9 according to State guidelines.</p>	<ul style="list-style-type: none"> <li>• Evidence of AAPPL test results.</li> <li>• Evidence of ethical assessment administration by teachers and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students meet Utah DLI grade level proficiency benchmarks.</li> <li>• Ensure teachers are teaching test format and topics from ACTFL but not the actual AAPPL test items.</li> <li>• Actively monitor the room during testing. Assistance with test items should not be provided in any circumstance. Adherence to testing ethics is critical.</li> </ul>