



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"> • <i>Subjects taught according to grade level pie chart.</i> • <i>Materials adopted by the State; and</i> • <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> 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Instructional day is divided according to percentages on State pie charts. • Materials are purchased and implemented according to buy orders from DLI directors. • PARTNER LANGUAGE MINIMUMS: <ul style="list-style-type: none"> <u>1st – 3rd</u> <ul style="list-style-type: none"> - 4 x/week of 50 min literacy & 60 min math - 2 x/week of 30 min science/social studies <u>4th – 5th</u> <ul style="list-style-type: none"> - 4 x/week of 75 min literacy & 20 min math - 3 x/week of 45 min science <u>6th (elementary)</u> <ul style="list-style-type: none"> - 4 x/week of 75 min literacy - 4 x/week of 50 min science/social studies <u>6th (middle school)</u> <ul style="list-style-type: none"> - 2 courses: DLI 2 and Social Studies • ENGLISH MINIMUMS: <ul style="list-style-type: none"> <u>1st – 3rd</u> <ul style="list-style-type: none"> - 4 x/week of 20 min math reinforcement - implementation of district language arts block <u>4th – 5th</u> <ul style="list-style-type: none"> - implementation of district math, language arts and social studies blocks -reinforcement of science <u>6th(elementary)</u> <ul style="list-style-type: none"> - implementation of district math and language arts - reinforcement of science and social studies

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<p>B. Partner language teachers:</p> <ul style="list-style-type: none"> • Communicate in the partner language in the classroom at all times and in front of their students in all school environments; and • May only deliver instruction to students participating in the dual language immersion program. 	<ul style="list-style-type: none"> • Documented observations by third party evaluation team. • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks. • Random parent and student surveys. 	<ul style="list-style-type: none"> • Teachers deliver instruction in the partner language to partner language students 100% of the time. • Teachers deliver instruction to dual language students 100% of their assigned instructional time.
<p>C. English and partner language teachers collaborate as a DLI partnership on a weekly basis.</p>	<ul style="list-style-type: none"> • Documented weekly collaboration (strongly recommend completing the DLI Collaboration Protocol document be used on a weekly basis). 	<ul style="list-style-type: none"> • Minimum of 30 minutes per week of collaboration time. • Evidence through the documented template of curriculum coordination across the two languages.
<p>D. There are clear, enforced, and reinforced expectations that students communicate in the partner language in the classroom.</p>	<ul style="list-style-type: none"> • 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 partner language use expectations. 	<ul style="list-style-type: none"> • By January 15th of first grade, students are no longer permitted to use English in the partner language classroom.

IMPLEMENTATION ASSURANCE

Implementation Practices	Evidence Sources	Compliance Criteria
<p>A. All programs must be started with two-teacher model 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"> • Copy of DLI teacher roster for all the grade levels at the school for both English and Partner language teachers. 	<ul style="list-style-type: none"> • Maintain an instructional model that uses 50% of instruction in English and 50% of instruction in another language. • Teacher roster is consistent with the 2-teacher DLI State model starting in 1st grade.
<p>B. Partner Language Teacher Licensure & Endorsement Requirements:</p> <ul style="list-style-type: none"> • 1-8 Elementary Licensure or • 6-12 Secondary Licensure; and • Dual Language Immersion and • World Languages Endorsements. 	<ul style="list-style-type: none"> • Partner language teacher provides evidence of: • Minimum score of Advanced-Mid on an Oral Proficiency Interview; and Professional endorsement or Associate Endorsement in World Languages and Dual Language Immersion. 	<ul style="list-style-type: none"> • Partner language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview (OPI or OPIc). • Teacher has obtained or is in pursuit of: World Languages Endorsement; and Dual Language Immersion Endorsement.
<p>C. Enrollment in dual language immersion must be open to all students of varying backgrounds and all ability levels. R277-488-4-B(2).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>D. DLI teachers (both English and partner language) are required to participate in professional development as follows:</p> <ul style="list-style-type: none"> • all DLI State-sponsored professional development days; and • AUDII for first- and second-year teachers. 	<ul style="list-style-type: none"> • Provide a support system to ensure that DLI teachers attend all DLI professional development required by the State. 	<ul style="list-style-type: none"> • 100% full-day attendance by all teachers unless absence is pre-approved by State and district personnel.

<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"> • Attend the new Administrator’s AUDII once and Dual Language Immersion Advisory Council annual meetings as scheduled. • Adhere to all State DLI Fidelity Assurances. • Safeguard that the State DLI Model is not altered in your school from the model provided by the State, emphasizing instructional times, pedagogy, adopted DLI curriculum and resources, etc. 	<ul style="list-style-type: none"> • Ensure new DLI administrators attend required State meetings and training. • Cite evidence of adherence to the DLI Assurances. • Safeguard DLI State Model by aligning school decision-making that secures the implementation of the State DLI Model. 	<ul style="list-style-type: none"> • 100% attendance by principal and/or designated representative unless absence is pre-approved by State and District personnel. • Adhere to all State DLI Fidelity Assurances.
<p>F. Schools and districts conduct annual AAPPL testing in grades 3 - 9 according to State guidelines.</p>	<ul style="list-style-type: none"> • Evidence of AAPPL test results. • Evidence of ethical assessment administration by teachers and administrators. 	<ul style="list-style-type: none"> • 80% of students meet Utah DLI grade level proficiency benchmarks. • Ensure teachers are teaching test format and topics from ACTFL but not the actual AAPPL test items. • Actively monitor the room during testing. Assistance with test items should not be provided in any circumstance. Adherence to testing ethics is critical.