



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"> Subjects taught according to grade level pie chart . Materials adopted by the State ; and Minimum number of minutes in core subjects: math, science, social studies, and partner language literacy as stipulated by the Utah Dual Language Immersion Model. 	<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 STAMP testing in grades 3 – 9 according to State guidelines.</p>	<ul style="list-style-type: none"> • Evidence of STAMP 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 STAMP 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.