



Assurances	Evidence Source	Evaluation Criteria
<p>1. Instructional model for both English and the target language is implemented with triangulation among:</p> <ul style="list-style-type: none"> • 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. 	<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. • TARGET 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 – 6th</u> <ul style="list-style-type: none"> - 4 x/week of 75 min literacy & 20 min math - 3 x/week of 45 min science/social studies <u>6th (middle school)</u> <ul style="list-style-type: none"> - 2 courses: DLI 2 Honors 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 – 6th</u> <ul style="list-style-type: none"> - implementation of district math, language arts, and science/social studies blocks
<p>2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.</p>	<p>Target language teacher provides evidence of:</p> <ul style="list-style-type: none"> • minimum score of Advanced-Mid on an Oral Proficiency Interview; and • endorsements (or SAEPs) in World Language and Dual Language Immersion. 	<ul style="list-style-type: none"> • Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview. • Teacher has obtained or is in pursuit of: <ul style="list-style-type: none"> - World Language Endorsement; and - Dual Language Immersion Endorsement.
<p>3. Target language teachers:</p> <ul style="list-style-type: none"> • 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. 	<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 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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<p>4. There are clear, enforced, and reinforced expectations that students communicate in the target 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 target 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 target language classroom.
<p>5. Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines.</p>	<ul style="list-style-type: none"> • Evidence of AAPPL test results 	<ul style="list-style-type: none"> • 90% of students meet Utah DLI grade level proficiency benchmarks.
<p>6. English and target language teachers collaborate as a DLI partnership on a weekly basis.</p>	<ul style="list-style-type: none"> • Evidence of completed weekly collaboration template 	<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>7. Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels.</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>8. DLI teachers (both English and target language) participate in professional development as follows:</p> <ul style="list-style-type: none"> • all state-sponsored professional development days; and • AUDII for first and second year teachers. 	<ul style="list-style-type: none"> • Documented attendance rolls from professional development days 	<ul style="list-style-type: none"> • 100% full-day attendance by all teachers, unless absence is pre-approved by state and district personnel
<p>9. School principals and DLI district administrators are required to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Documented attendance rolls from trainings and meetings 	<ul style="list-style-type: none"> • 100% attendance by principal and/or designated representative, unless absence is pre-approved by state and district personnel