



Utah Secondary DLI Program- Fidelity Assurances
Grades 6/7-9

Updated: March 2021

Assurances	Evidence Source
<p>1. Required courses:</p> <ul style="list-style-type: none"> • Required course grade 7-9 <ul style="list-style-type: none"> ○ DLI 3 (grade 7) ○ DLI 4 (grade 8) ○ DLI 5 (grade 9) • Elective course: Culture, History and Media <ul style="list-style-type: none"> ○ DLI CHM A ○ DLI CHM B ○ DLI CHM C ○ DLI CHM D • If 6th grade in the middle school, then 2 courses required (DLI 2 and Social Studies). 	<ul style="list-style-type: none"> • Master schedule provides evidence of required course(s). • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks.
<p>2. Use of state-adopted partner language materials.</p>	<ul style="list-style-type: none"> • Materials are purchased and implemented according to buy guides from DLI Directors.
<p>3. Partner Language Teacher Licensure & Endorsement Requirements.</p>	<p>Partner language teacher provides evidence of:</p> <ul style="list-style-type: none"> • Minimum score of Advanced-Mid on an Oral Proficiency Interview (OPI) prior to date of hire. <p>Partner language teacher has obtained (or is in pursuit of):</p> <ul style="list-style-type: none"> • 6-11 Secondary Licensure or 1-8 Elementary Licensure. • Professional endorsement or Associate Endorsement in World Languages and Dual Language Immersion.
<p>4. Partner Language Teachers:</p> <ul style="list-style-type: none"> • Delivers instruction in the partner language, to partner language students, 100% of the time. • Communicates in the partner language when appropriate while interacting with his/her students outside of the instructional setting. 	<ul style="list-style-type: none"> • Classroom observations of students and teacher in the partner language. • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks.

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<p>5. There are clear, enforced, and reinforced expectations that students communicate in the partner language in the classroom 100% of the time.</p>	<ul style="list-style-type: none"> • Classroom observations of students and teacher in the partner language. • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks. • Evidence of motivational program that encourages accountability and reinforces partner language use expectations.
<p>6. Schools and districts conduct annual AAPPL testing in grades 7–9 according to state guidelines.</p> <ul style="list-style-type: none"> • Parents are informed on how to access AAPPL test results, and how to interpret test results. 	<ul style="list-style-type: none"> • Evidence of AAPPL test results. • Evidence of 70% of students meeting 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.
<p>7. 100% DLI teachers participate in professional development, unless absence is pre-approved by state and district personnel:</p> <ul style="list-style-type: none"> • All state-sponsored professional development days for all partner language teachers. • AUDII Conference for first- and second-year teachers for 2 years. 	<ul style="list-style-type: none"> • Documented attendance rolls from professional development days.
<p>8. 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 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, to avoid conflicts and supports content and language acquisition in the Partner Language.
<p>9. Preparation for the Utah Bridge Program:</p> <ul style="list-style-type: none"> • Districts submits high school location(s) and projected enrollment numbers to L2TReC and to partner university – Deadline: first week of December (1st through the 7th) 	<ul style="list-style-type: none"> • Projections for Bridge students sent on time.

