### DLl Program Fidelity Assurances Grades 1 – 6

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<th>Assurances</th>
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<td>1. Instructional model for both English and the target language is implemented with triangulation among: • 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.</td>
<td>• Master schedule that aligns with DLl instructional model • Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLl grade level proficiency benchmarks</td>
<td>• Instructional day is divided according to percentages on state pie charts. • Materials are purchased and implemented according to buy orders from DLl directors. • TARGET LANGUAGE MINIMUMS: 1st – 3rd - 4 x/week of 50 min literacy &amp; 60 min math - 2 x/week of 30 min science/social studies 4th – 6th - 4 x/week of 75 min literacy &amp; 20 min math - 3 x/week of 45 min science/social studies 6th (middle school) - 2 courses: DLl 2 Honors and Social Studies</td>
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<td>2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.</td>
<td>Target language teacher provides evidence of: • minimum score of Advanced-Mid on an Oral Proficiency Interview; and • endorsements (or SAEPs) in World Language and Dual Language Immersion.</td>
<td>• Target language teacher meets the required minimum score of Advanced-Mid on an Oral Proficiency Interview. • Teacher has obtained or is in pursuit of: - World Language Endorsement; and - Dual Language Immersion Endorsement.</td>
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<td>3. Target language teachers: • 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.</td>
<td>• Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLl grade level proficiency benchmarks • Random parent and student surveys</td>
<td>• 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.</td>
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4. There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.

- 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
- By January 15th of first grade, students are no longer permitted to use English in the target language classroom.

5. Schools and districts conduct annual AAPPL testing in grades 3 – 8 according to state guidelines.

- Evidence of AAPPL test results
- 90% of students meet Utah DLI grade level proficiency benchmarks.

6. English and target language teachers collaborate as a DLI partnership on a weekly basis.

- Evidence of completed weekly collaboration template
- Minimum of 30 minutes per week of collaboration time
- Evidence through the documented template of curriculum coordination across the two languages

7. Enrollment in dual language immersion is open to all students of varying backgrounds and all ability levels.

- 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
- 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.

8. DLI teachers (both English and target language) participate in professional development as follows:
   - all state-sponsored professional development days; and
   - AUDII for first and second year teachers.

- Documented attendance rolls from professional development days
- 100% full-day attendance by all teachers, unless absence is pre-approved by state and district personnel

9. School principals and DLI district administrators are required to:
   - 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.

- Documented attendance rolls from trainings and meetings
- 100% attendance by principal and/or designated representative, unless absence is pre-approved by state and district personnel