

Immersion Program Assurances - Elementary

Assurance	Indicator(s) of Fidelity	Possible Sources of Evidence
<p>INSTRUCTIONAL MODEL Immersion instructional model for both English and the immersion language is implemented with fidelity.</p>	<ul style="list-style-type: none"> • Program implementation beginning in kindergarten with identified articulation path through Grade 12 • Minimum 50% of instructional day provided in the immersion language • Subjects taught according to grade-level Content Area Allocation Pie Chart 	<ul style="list-style-type: none"> • Master schedule and classroom/ teacher schedules that align with the instructional model • Minutes of instruction in the immersion language in immersion language arts, math, and science meet the state recommended minimums from the Content Area Allocation Pie Chart. • Content Pacing Guides • RtI Model
<p>EQUITABLE ACCESS Schools and districts create enrollment policies that allow all students access to immersion education including English learners, students of color, students of poverty and students with disabilities.</p>	<ul style="list-style-type: none"> • Program demographics are no less diverse than the general school population • Enrollment practices include outreach to ELs who are native speakers of the immersion language 	<ul style="list-style-type: none"> • Immersion enrollment policies • Recruitment/promotional flyers • Community outreach plan • Demographics
<p>TEACHER MODEL Program is started with a two-teacher model and sustained in future grades</p>	<ul style="list-style-type: none"> • Immersion language teachers hold appropriate certifications and language ability <ul style="list-style-type: none"> ○ Certificate 1: Early Childhood or Elem Ed ○ Certificate 2: World Language or Bilingual ○ Recommended Proficiency: Advanced-Mid • English teachers hold appropriate certifications <ul style="list-style-type: none"> ○ Certificate 1: Early Childhood or Elem Ed ○ Certificate 2: ESL (only for teachers in two-way programs being used as full service models) 	<ul style="list-style-type: none"> • DEEDS Data • Copies of ACTFL OPI/WPT scores • Teacher Pipeline Data
<p>IMMERSION LANGUAGE ARTS / LITERACY INSTRUCTION Language Arts instruction in the immersion language is provided daily to all immersion students.</p>	<ul style="list-style-type: none"> • Minutes of daily instruction in immersion language arts meet the state model minimums: <ul style="list-style-type: none"> ○ 50 minutes per day in grades K-3 ○ 60 minutes per day in grades 4-5 • Follow content and pacing of state-created immersion language arts / literacy curriculum maps • Use of state-provided immersion language literacy materials. 	<ul style="list-style-type: none"> • Master schedule and classroom schedules that align with immersion language arts / literacy instruction allocations • Administrator Walk-thru Data • Immersion Coach Walk-thru Data • DPAS Component V Immersion Language Literacy Measures • Teacher Pipeline Data • Formative Assessment Data

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<p>IMMERSION LANGUAGE USE Immersion language teachers communicate in the immersion language in the classroom at all times and in front of his/her students in all school environments. There are clear, enforced, and reinforced expectations for student language use. Immersion students</p> <ul style="list-style-type: none"> • communicate in the immersion language at all times in the classroom • are encouraged to use both the immersion language and English outside the immersion classroom as validation of both languages 	<ul style="list-style-type: none"> • Teachers deliver instruction in the immersion language 100% of the time. • Teachers in all grades provide students with multiple opportunities to engage in peer-to-peer talk daily according to the Immersion Guiding Behaviors. • By January 15th of kindergarten, all students use the immersion language to communicate with the immersion teacher to have their needs met and satisfy classroom requests. • By January 15th of 1st grade and in all grades thereafter, all students use the immersion language to communicate with the immersion teacher and other students in the immersion classroom. 	<ul style="list-style-type: none"> • Administrator walk-thru data • Immersion Coach Walk-thru Data • Teacher system in place to motivate students to use the immersion language • DPAS Component V Immersion Language Literacy Measures • How are teachers tracking students? • How are students monitoring their peers • Formative Assessment Data
<p>COMPREHENSIVE ASSESSMENT PLAN – LANGUAGE Schools and districts monitor student language development.</p>	<ul style="list-style-type: none"> • The Student Proficiency Report (SPR) is completed for all students each year in grades K-5 and data uploaded into eSchoolPlus • External student proficiency assessment is administered in grades 3-5 according to state guidelines and subgroup performance is monitored. • Plans to support proficiency development for below-target students are created and implemented. • 80% of students meet grade level proficiency benchmarks each year 	<ul style="list-style-type: none"> • SPR records from eSchoolPlus • AAPPL scores for students in grades 3-5 • STAMP assessment data • Language proficiency progress reports
<p>COMPREHENSIVE ASSESSMENT PLAN – ACADEMICS Schools and districts monitor student academic progress in math and ELA.</p>	<ul style="list-style-type: none"> • LEA collects comparative data between immersion and non-immersion students within the same school at least twice per year. • Subgroup data is monitored closely. • Plans to support struggling learners are created and implemented. • 80% of students meet or exceed state average proficiency in ELA and Math. 	<ul style="list-style-type: none"> • Summaries of student data on LEA benchmark assessments in ELA , Math, science and social studies • DPAS Component V Immersion Language Literacy Measures • Smarter ELA and math data
<p>TEACHER COLLABORATION Immersion teachers (both English and immersion language teachers) collaborate as an immersion team on a weekly basis.</p>	<ul style="list-style-type: none"> • Immersion teams dedicate at minimum 30 minutes per week to collaborative planning. • Immersion teams use a collaboration template to ensure high-quality content instruction in both languages. • English partner teacher plans and implements content transfer lessons according to the instructional model. 	<ul style="list-style-type: none"> • Master schedule showing collaboration session times • Completed collaboration templates • Content transfer lesson plans / summaries • Administrator observation of content transfer lessons • Immersion Coach Walk-thru Data • Peer to Peer walkthrough feedback • District PD agendas

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<p>TEACHER PROFESSIONAL DEVELOPMENT PLAN Immersion teachers (both English and immersion language) participate in ongoing immersion-specific professional learning.</p>	<ul style="list-style-type: none"> • 100% attendance at ADII for first year teachers • 100% attendance by teachers at designated state-sponsored professional learning sessions 	<ul style="list-style-type: none"> • PDMS Records • Professional Development Sign-In sheets • Immersion PD plan • Immersion Coach’s Plan • Immersion PD in School Success Plan
<p>LEA ADMINISTRATOR COMMITMENT School principals and district immersion administrators demonstrate commitment to immersion program success by engaging in professional learning around immersion that increases their capacity to scale and support immersion programming</p>	<ul style="list-style-type: none"> • 100% attendance by LEA immersion administrators in ADII district teaming day • 100% attendance by principal and/or designated school-level representative at Immersion Principal and Administrator Cadre (IPAC) meetings • Provide evidence of adherence to Immersion Fidelity Assurances. 	<ul style="list-style-type: none"> • PDMS Records • IPAC Sign-In sheets • Annual completion of Program Assurance Fidelity Assessment • Summary of implementation of content from IPAC sessions
<p>COMMUNITY EDUCATION PLAN A community education plan is developed and implemented to ensure program understanding and importance of long-term commitment.</p>	<ul style="list-style-type: none"> • Program promotion and communication tools available in print and electronically • Student recruitment meetings held prior to or in conjunction with kindergarten registration • Annual new parent orientation (both in-person and online) • At least two immersion-specific parent information meetings per grade per year 	<ul style="list-style-type: none"> • Outline of systems and structures in place to promote language and culture throughout the school and broader community • Copies of outreach documents • Schedule of immersion-specific parent and community meetings and events • Parent Commitment letter • School and District Immersion celebrations