



Immersion Program Assurances – High School

Assurance	Indicator(s) of Fidelity	Possible Sources of Evidence
<p>INSTRUCTIONAL MODEL High School Dual Language Immersion Continuation Instructional Model is implemented with fidelity.</p>	<ul style="list-style-type: none"> Minimum of 1 advanced level course per year provided in the immersion language AP Language & Culture offered for 9th grade DLI students DLI Bridge program courses offered each year grades 10 thru 12 	<ul style="list-style-type: none"> Master schedule and teacher course schedules that align with the instructional model College Board approval of AP course curriculum DLI Bridge syllabi approved by partner IHE
<p>EQUITABLE ACCESS Schools and districts create enrollment policies that allow all middle school immersion students to continue their immersion education into high school.</p>	<ul style="list-style-type: none"> Equitable structures and supports are in place for to support student continuation in DLI from middle school to high school Enrollment practices include outreach to ELs who are native speakers of the immersion language where applicable 	<ul style="list-style-type: none"> Recruitment/promotional flyers Community outreach plan Course enrollment policies
<p>TEACHER CERTIFICATION REQUIREMENTS High school DLI teachers must have high levels of language proficiency in the immersion language and be certified to teach the immersion language.</p>	<ul style="list-style-type: none"> DLI language teachers hold appropriate certification and language ability. AP Teachers: <ul style="list-style-type: none"> Certificate: World Language Recommended Proficiency: Advanced-Mid Training: AP Summer Institute DLI Bridge Teachers: <ul style="list-style-type: none"> Certificate: World Language Recommended Proficiency: Advanced-Mid Training: Determined by Bridge Model 	<ul style="list-style-type: none"> DEEDS Data Copies of ACTFL OPI/WPT scores PDMS Data
<p>IMMERSION LANGUAGE USE High School DLI 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. DLI students</p> <ul style="list-style-type: none"> communicate in the immersion language at all times in the classroom are encouraged to use the immersion language outside of class 	<ul style="list-style-type: none"> Teachers deliver instruction in the immersion language 100% of the time. Teachers in all courses provide students with multiple opportunities to engage in peer-to-peer and small group talk daily according to Delaware Core Practices for World Language Proficiency. 	<ul style="list-style-type: none"> Administrator walk-thru data Teacher system in place to motivate students to use the immersion language

Immersion Program Assurances – High School

Assurance	Indicator(s) of Fidelity	Possible Sources of Evidence
<p>SISTER-SCHOOL PARTNERSHIPS High schools establish sister-school partnerships that promote long-term collaboration between schools and integrate exchanges into the high school DLI course curriculum.</p>	<ul style="list-style-type: none"> At least one sister-school partnership is established for the school. When possible, middle school partnerships are continued into high school Immersion students begin interacting with sister-school peers in the 9th grade. High School DLI course curriculum integrates collaborative experiences with sister-school peers. 	<ul style="list-style-type: none"> MOUs with Sister-School Partners Sister-School Partnership Plans Curriculum documents illustrating collaboration with students in partner schools
<p>COMPREHENSIVE ASSESSMENT PLAN – LANGUAGE Schools and districts monitor student language development.</p>	<ul style="list-style-type: none"> DLI learners take AP exam External student proficiency assessment is administered for DLI students enrolled in AP prior to taking the AP exam Plans to support proficiency development for below-target students are created and implemented. 80% of students meet course level proficiency benchmarks each year 	<ul style="list-style-type: none"> AP Exam Score Results External proficiency assessment data
<p>TEACHER PROFESSIONAL DEVELOPMENT PLAN High School DLI Teachers participate in ongoing world language professional learning.</p>	<ul style="list-style-type: none"> 100% attendance at ADII for first year teachers 100% participation by teachers in AP and Bridge Program trainings and professional learning sessions 	<ul style="list-style-type: none"> PDMS Records Professional Development Sign-In sheets
<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
<p>COMMUNITY ENGAGEMENT PLAN A community engagement plan is developed and implemented to ensure program understanding and importance of extending language opportunities in college and work environments.</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 9th grade registration and then prior to enrollment in Bridge Program 	<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