



## Immersion Program Assurances – High School

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

# Immersion Program Assurances – High School

Assurance	Indicator(s) of Fidelity	Possible Sources of Evidence
<b>SISTER-SCHOOL PARTNERSHIPS</b> High schools establish sister-school partnerships that promote long-term collaboration between schools and integrate exchanges into the high school DLI course curriculum.	<ul style="list-style-type: none"> <li>At least one sister-school partnership is established for the school.</li> <li>When possible, middle school partnerships are continued into high school</li> <li>Immersion students begin interacting with sister-school peers in the 9th grade.</li> <li>High School DLI course curriculum integrates collaborative experiences with sister-school peers.</li> </ul>	<ul style="list-style-type: none"> <li>MOUs with Sister-School Partners</li> <li>Sister-School Partnership Plans</li> <li>Curriculum documents illustrating collaboration with students in partner schools</li> </ul>
<b>COMPREHENSIVE ASSESSMENT PLAN – LANGUAGE</b> Schools and districts monitor student language development.	<ul style="list-style-type: none"> <li>DLI learners take AP exam</li> <li>External student proficiency assessment is administered for DLI students enrolled in AP prior to taking the AP exam</li> <li>Plans to support proficiency development for below-target students are created and implemented.</li> <li>80% of students meet course level proficiency benchmarks each year</li> </ul>	<ul style="list-style-type: none"> <li>AP Exam Score Results</li> <li>External proficiency assessment data</li> </ul>
<b>TEACHER PROFESSIONAL DEVELOPMENT PLAN</b> High School DLI Teachers participate in ongoing world language professional learning.	<ul style="list-style-type: none"> <li>100% attendance at ADII for first year teachers</li> <li>100% participation by teachers in AP and Bridge Program trainings and professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>PDMS Records</li> <li>Professional Development Sign-In sheets</li> </ul>
<b>LEA ADMINISTRATOR COMMITMENT</b> 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	<ul style="list-style-type: none"> <li>100% attendance by LEA immersion administrators in ADII district teaming day</li> <li>100% attendance by principal and/or designated school-level representative at Immersion Principal and Administrator Cadre (IPAC) meetings</li> <li>Provide evidence of adherence to Immersion Fidelity Assurances</li> </ul>	<ul style="list-style-type: none"> <li>PDMS Records</li> <li>IPAC Sign-In sheets</li> <li>Annual completion of Program Assurance Fidelity Assessment</li> </ul>
<b>COMMUNITY ENGAGEMENT PLAN</b> A community engagement plan is developed and implemented to ensure program understanding and importance of extending language opportunities in college and work environments.	<ul style="list-style-type: none"> <li>Program promotion and communication tools available in print and electronically</li> <li>Student recruitment meetings held prior to or in conjunction with 9th grade registration and then prior to enrollment in Bridge Program</li> </ul>	<ul style="list-style-type: none"> <li>Outline of systems and structures in place to promote language and culture throughout the school and broader community</li> <li>Copies of outreach documents</li> <li>Schedule of immersion-specific parent and community meetings and events</li> </ul>