Immersion Program Assurances – Middle School

DELAWARE DUAL
LANGUAGE IMMERSION

Assurance	Indicator(s) of Fidelity	Possible Sources of Evidence

INSTRUCTIONAL MODEL
Middle School Immersion Continuation Instructional Model is implemented with fidelity.
	• Minimum of 90 minutes daily or 25% of instructional day provided in the immersion language
	• Minimum of two courses per year taught in the immersion language, one advanced-level language course and one core content course:
	   o Grade 6—Immersion Language 6 and 6th Grade Social Studies
	   o Grade 7—Immersion Language 7 and 7th Grade Social Studies
	   o Grade 8—Immersion Language 8 and 8th Grade Science
	• Follow content and pacing of state-created immersion language arts / literacy curriculum maps
	• Use of state-provided immersion language arts materials.
		• Master schedule and teacher course schedules that align with the instructional model
		• Administrator Walk-thru Data
		• Immersion Coach Walk-thru Data
		• Content Pacing Guides

EQUITABLE ACCESS Schools and districts create enrollment policies that allow all elementary school immersion students to continue their immersion education into middle school.	• Program demographics are no less diverse than the elementary immersion program population • Enrollment practices include outreach to ELs who are native speakers of the immersion language where applicable	• Immersion enrollment policies • Recruitment/promotional flyers • Community outreach plan • Demographics

TEACHER CERTIFICATION REQUIREMENTS
Middle school immersion teachers must have high levels of language proficiency in the immersion language and be certified to teach the immersion language and/or the content of social studies or science.
	• Immersion language teachers hold appropriate certifications and language ability. To teach the middle school immersion language courses, teachers must hold the following:
	   o Certificate: World Language
	   o Recommended Proficiency: Advanced-Mid
	• If the immersion teacher is teaching just the content course or the content course and the language course, they must have two certificates:
	   o Certificate 1: Middle School Social Studies or Science
	   o Certificate 2: World Language
	   o Recommended Proficiency: Advanced-Mid
		• DEEDS Data
		• Copies of ACTFL OPI/WPT scores
		• Teacher Pipeline Data

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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 • communicate in the immersion language at all times in the classroom • are encouraged to use both the immersion language and English outside of class	• 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 and small group talk daily according to the Immersion Guiding Behaviors.	• 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
SISTER-SCHOOL PARTNERSHIPS Middle schools establish sister-school partnerships that promote long-term collaboration between schools and integrate exchanges into the middle school immersion curriculum.	• At least one sister-school partnership is established for the school. • Immersion students begin interacting with sister-school peers in the 6th grade. • Middle school immersion curriculum integrates collaborative experiences with sister-school peers.	• MOUs with Sister-School Partners • Sister-School Partnership Plans • Curriculum documents illustrating collaboration with students in partner schools
COMPREHENSIVE ASSESSMENT PLAN – LANGUAGE Schools and districts monitor student language development.	• External student proficiency assessment is administered in grades 6-8 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	• AAPPL scores for students in grades 6-8 • STAMP assessment data • Language proficiency progress reports
COMPREHENSIVE ASSESSMENT PLAN – ACADEMICS Schools and districts monitor student academic progress in social studies and science.	• 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 social studies or science	• Summaries of student data on LEA benchmark assessments in social studies or science. • State assessments of social studies or science. • DPAS Component V Immersion Language Literacy Measures • DeSSA science or social studies data
TEACHER PROFESSIONAL DEVELOPMENT PLAN Middle School Immersion Teachers participate in ongoing immersion-specific professional learning.	• 100% attendance at ADII for first year teachers • 100% attendance by teachers at designated state-sponsored professional learning sessions	• PDMS Records • Professional Development Sign-In sheets • Immersion PD plan • Immersion Coach's Plan • Immersion PD in School Success Plan

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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	• 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.	• PDMS Records • IPAC Sign-In sheets • Annual completion of Program Assurance Fidelity Assessment • Summary of implementation of content from IPAC sessions
COMMUNITY ENGAGEMENT PLAN A community engagement plan is developed and implemented to ensure program understanding and importance of long-term commitment.	• Program promotion and communication tools available in print and electronically • Student recruitment meetings held prior to or in conjunction with 6th grade registration and then prior to enrollment in 9th grade for the High School Immersion Bridge program • At least one immersion-specific parent information meetings per grade per year	• 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