EDUCATION

THE UTAH STATE BOARD OF EDUCATION

Report to the Education Interim Committee and Public Education Appropriations Subcommittee

Dual Language Immersion Program Evaluation

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STATUTORY REQUIREMENT

U.C.A. Section 53F-2-502 requires the State Board of Education to conduct a program evaluation of the dual language immersion program and report on that evaluation to the Education Interim Committee and the Public Education Appropriations Subcommittee. Statute authorizes the State Board to contract with a third party to conduct the required program evaluation.

Dual Language Immersion Program Evaluation

EXECUTIVE SUMMARY

The Utah State Board of Education contracted with a third party to conduct a program evaluation of the Dual Language Immersion (DLI) Program most recently in June 2018. This extensive evaluation reflects information gathered over nine months of interviews and surveys during the 2017-2018 school year. The Dual Language Immersion Program supports six language: Chinese, French, German, Portuguese, Russian, and Spanish; spread over eleven grade levels (K-10). The independent evaluation of the program is attached.

The evaluation contains several overarching findings.

- **World class program**. The Utah DLI team has led the world-language field in sharing expertise and materials, forming partnerships around the country and world, and innovating around immersion education.
- **Growing rapidly**. The program has experienced exponential growth.
- **Cost effective**. Legislative appropriations have enabled a large scale DLI program in a public school setting.
- **Students learning**. Assessments of the growth in language performance are administered annually. The vast majority of the students are performing exceptionally well.
- **Future challenges**. The evaluation addresses future challenges and the State Board's response to those challenges.

Outside Evaluation
Of the Utah Dual Language Immersion Program
2017-2018

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I. Introduction

This report has been prepared and submitted by independent consultant and outside evaluator Ann Tollefson. Its contents are reflective of information gathered over nine months of interviews and surveys. This evaluation is intended to offer an independent but informed look at the Utah Dual Language Immersion Program during the 2017-2018 academic year.

II. Executive Summary

The Utah Dual Language Immersion Program has become a model for the world-language profession and for schools and districts around the country. Its national and international impact cannot be overstated. The Utah DLI team has led the world-language field in sharing expertise and materials, reaching out to form collaborations and partnerships around the country and world, and has been responsible for an extraordinary number of innovations in immersion education. Those innovations include forming commercial partnerships with publishers and other companies to produce new and highly innovative curricular materials; continuing to develop and implement new ideas and programs to leverage human and material resources, allowing access to better and better learning opportunities to more and more children; assisting schools and districts in finding, recruiting, and supporting highly qualified immersion teachers in an increasingly competitive situation of teacher recruitment; providing just-in-time, high quality support developed for and targeted to the needs of individual teachers, administrators, schools and districts in the DLI programs of Utah; and developing and implementing world-class curriculum and curricular support materials that are available for free to Utah schools.

The structure of the Utah DLI program is very well designed and is supported by a highly qualified, passionate group of directors and coordinators. Each team member is an employee of a local school district, which ensures that his or her perspective, while having a statewide view, still remains anchored in the needs and realities of the schools in which the programs are located. Led by a talented and committed director, Karl Bowman, Dual Language Immersion and World Language Specialist at the Utah State Board of Education, the team supports six languages (Chinese, French, German, Portuguese, Russian and Spanish) spread over eleven grade levels, K-10. Their commitment to the children of Utah and their willingness to work incredibly hard to ensure the best education for those children is truly commendable.

Enabled by a foresighted decision on the part of the Utah State Board of Education and the Utah State Legislature, the program is able to conduct annual assessments of the growth in language performance that is being achieved by the children in the DLI program. The results reported here are from the 2017 assessments and show that the vast majority of the students are performing exceptionally well as measured against their performance targets for each grade level. It is evident that the children in Utah's DLI programs are acquiring impressive abilities in a second language while still meeting or exceeding expectations in their grade-level content areas such as math and English literacy.

Another important feature of the Utah DLI program is the envy of the world-language profession nationally and internationally: with tuition supported by the Legislature, this program is arguably the first anywhere to offer a carefully designed

sequence of study on a large scale and in a public school setting that starts a child in kindergarten or first grade and takes him or her through the university level. This extended sequence of study ensures that students continue to build their language capacity over a number of years, which will very soon result in unprecedented levels of language proficiency in students entering post-secondary institutions. The numbers of students who will do so is also unprecedented in the nation. This wave of language-proficient students graduating from Utah high schools is but 1-2 years away, and the wave will only grow as DLI programs become available to more and more of Utah's children.

The challenges that remain ahead for the program include continuing to recruit, support, and retain highly qualified teachers; continuing to develop new ways in which to provide job-embedded professional development for administrators and teachers of all ranges of experience and expertise; continuing to develop new and improved ways to leverage human and materials resources in an atmosphere of continual and exponential program growth; working as a program and a state to take full advantage of the enormous pool of student performance data that is available to inform programmatic and instructional decisions; and developing new and improved communication channels and products, essentially a marketing plan, to share information about and build confidence in the program in all stakeholders in the state.

III. Program Overview

The roots of this program were planted in 2007 when Senate Bill 870-The Education Reform-Critical Languages Program, sponsored by Senator Howard Stephenson, was passed in the Utah State Senate. This bill provided incentives to high schools willing to offer the study of a critical language to their students and was strongly supported by then Governor Jon M. Huntsman, Jr., and Representatives Greg Hughes and Brad Last. The following year, the world language specialist at the Utah State Office of Education, Gregg Roberts, worked with Senator Stephenson to expand the critical language program to a dual language immersion program, starting as early as kindergarten in select schools and first grade in most participating schools. Since that time, the program has grown to serve over 40,000 students in six languages: Chinese, French, German, Portuguese, Russian and Spanish. The following program specifics are available in the appendices of this report: (Appendix I) Program Staff; (Appendix II) a list of the schools and districts with DLI programs as of 2017-2018; (Appendix III) an explanation of the requirements for schools and districts to receive state support for the program; (Appendix IV) a description of the instructional time requirements for each content area in grades 1-6; (Appendix V) a description of the secondary pathway that takes students from grade 7 through 9th or 10th grade; (Appendix VI) the AAPPL results when alphabetic languages are reported separately from Chinese as shown in Section I of this report, as well as the AAPPL results when the results of all languages are combined; (Appendix VII) materials describing the Bridge Program for students who have passed the AP Language and Culture exam in 9th or 10th grade and wish to enroll in post-secondary courses provided by one or more of the participating six Utah universities; and (Appendix VIII) the sources and resources that contributed to this report.

IV. Report on the Utah DLI Program: Commendations

A. National and International Impact of the Utah DLI Program:

Utah has shown America and the world that it is possible to institutionalize high quality immersion instruction in a public-school setting; that the program can be inexpensive, and that it can produce students with impressively high proficiency in a second language while assuring that they graduate with the same or higher level of grade-level knowledge and performance in the other content areas. The nation and the world are paying attention.

B. Outreach and Partnerships:

A mark of the citizens of Utah as a whole, the team represents the state well with its generosity in sharing ideas and materials. Their willingness to share is appreciated nationally and internationally. All languages and team members engage in partnerships with other programs and their counterparts elsewhere. They also share what they are learning in presentations at national and international conferences, in professional publications and in international partnerships (especially important in teacher recruitment). As a result of the program accepting leadership in immersion education in the US and elsewhere, the very word "Utah" means a fine world-language education for all children to thousands and thousands of professionals everywhere.

C. Selected Program Innovations:

1. Commercial Partnerships:

Collaborations with textbook publishers, for example, have resulted in the development of texts and supporting materials that are specifically designed to meet the needs of Utah DLI schools. It is generally said that Texas and California drive the textbook world, but it is *Utah* that drives the *world-language* textbook world. It is a win-win situation for both the state and for publishers.

2. Efforts to leverage increasingly stretched human resources by building internal capacity:

Several of the language teams are testing innovations that, if successful, will be highly efficient ways in which to leverage staff resources and improve support for schools and districts:

a) Creating cohorts of administrators who can pool experiences and resources via virtual support meetings;

b) Substituting when practical virtual professional development and informational meetings for face-to-face meetings, which require administrators and teachers to leave their schools in order to remain informed;

c) Identifying, developing and supporting "expert teachers." This effort has huge implications for maintaining and improving teaching and learning in the program by creating "portal teachers" who know the program inside out and can represent and talk about it, open their own classrooms to struggling teachers and administrators so they can observe excellent immersion teaching in action, and do intensive peer coaching when needed. These efforts will be evermore critical as the program continues to grow at a rapid pace.

c) Developing peer-coaching cohorts of teachers and administrators as one way in which to meet the rapidly increasing needs of this program without huge increases in staff. The cohort groups will also provide much needed additional support to struggling administrators and teachers, support that is intentionally being linked to site and district coaching programs so as to avoid duplication and take advantage of rather than compete with existing expertise within the districts and DLI schools. [1]

All of these linkages have great potential to increase support without demanding huge amounts of additional resources.

D. Teacher Recruitment:

1) The state teams work very hard to offer assistance in teacher recruitment to the schools and districts in the program. They provide lists of candidates who have been interviewed and vetted from which the principals may choose. The result is a system to make sure that, *when district administrators take advantage of this assistance*, with few exceptions, only highly qualified teachers are hired. [2]

2) The International Guest Teacher Program has played an extraordinary role in the Utah DLI program. Bringing teachers from many countries to Utah to teach in the program has provided access to cultural and linguistic expertise that otherwise would not have been available. Through this program Utah's students are meeting the world in their own classrooms. As one team member stated, "I am proud of the International Guest Teacher Program and the way the lives of teachers and students are being changed through this program."

E. Teacher Support and Development:

[1] Please see page 16 for suggestions to address challenges in this process.
[2] Please see page 15 for recommendations to enhance this system of teacher recruitment.

"Effective teacher training is at the forefront of how the bulk of our time is spent, and we continue to refine our approach at making it as practical as possible." Quote from a DLI team member

1) Professional development for DLI schools is structured around theory, modeling and practice. Further, focused attention is paid to transfer, i.e. making sure that what the teachers are learning in their professional development sessions is actually being transferred to the classroom.

2) The state team regularly solicits input from teachers and administrators regarding the professional development needs in their schools to assure that the training provided by the Utah State Board of Education is designed to meet the needs of the teachers and schools. An excellent example is the emphasis on STEM materials and lessons that is planned for the 2018-2019 sessions in several programs, a result of input from administrators about their most pressing needs.

3) The strong support for first and second year teachers provided at the Annual Utah Dual Language Immersion Institute (AUDII) has been shown to be highly effective in making sure that new and inexperienced teachers have the preparation and support they need to offer high quality instruction.

4) The team attempts to provide additional, as needed support to struggling teachers, in some instances by pulling them into small group coaching sessions, a process that includes having them observe and discuss model classrooms so they can see and analyze what good DLI instruction looks like. It also includes outside peer coaches when requested. As reported above in the Innovations Section, the teams are building a group of peer coaches made up of veteran teachers who can help extend mentoring support to new or struggling teachers in collaboration with principals and/or site and district coaches.

5) There is an admirable emphasis on the critical partnership between the English and the language partner teachers in this program- building and supporting collaboration so that the DLI students receive the best possible learning experiences. Utah is the only state that formally (and financially) recognizes the critical role of the English partner teachers by providing on-going, well-crafted support for them and their role in the two-teacher team partnership that is the bedrock of the Utah DLI program. As the program continues to grow, this work may well demand more resources. [3]

[3] A discussion of this need is found on page 17.

F. Curriculum and Instruction:

"By far I am most proud of the systemic improvement in instructional practices (that we see) across the DLI classrooms in the state." DLI Team Member

It is in the area of curriculum and instruction that the Utah DLI program has truly proven itself to be a national and international model, never being satisfied with what "is" or what is "good enough," but rather working constantly to build what "should be" and what is the best possible for children. This has happened through an incredible amount of hard work, through systematic monitoring of and adjustment of instruction, through the use of data and observations to inform curricular and instructional decisions, and through the program's commitment to assure that all of this is transferred into the classroom. It is evident that there have never been any casual decisions made in this program, Rather, all decisions have been painstakingly considered, have involved the gathering of a great deal of opinion and input, and have carefully balanced theory and practice.

"The development of explicit instructional protocols has truly been key to transferring content presented in professional development into classroom practices." DLI Team Leader

G. Program Structure:

1. The State Team:

The state team is an incredibly hardworking, talented, dedicated group of professionals who are valuable resources in their districts as well as statewide as they work with administrators and teachers to make sure that this huge, impressive program not only stays alive but continues to grow in size and quality. The fact that team members are all in a local school district assures that they are able to maintain a district focus i.e. they know intimately the needs and challenges of the schools and districts with which they work.[4]

2. Building and maintaining a state-wide model: Although there are some variations among districts, which can be a challenge for the state team, in general Utah has managed to develop and agree on the same expectations and instructional formats from district to district and school to school, which has contributed enormously to the stability and growth of the DLI program.

H. A Long, Uninterrupted Sequence of Study

One of the highlights of the Utah program is that students who remain in the DLI program through elementary school are provided a strong middle school program that builds on the high levels of language they have already developed and

[4] For a chart of the members of the state DLI team and their positions, please see Appendix I.

prepares them to take the Advanced Placement examination in 9th or 10th grades. Once they have taken the AP exam, the Bridge Program awaits them, providing courses designed specifically for their high levels of language and granting both high school and university credit for successful completion. Most graduating seniors in the DLI program will have completed a college minor in a language before they enter one of the state's colleges or universities. This long sequence of study is the first to be institutionalized in a large public system of education and is thus unique in the history of world-language education in the United States. Supported financially by the Utah State Legislature, it has taken the combined efforts of the Utah State Board of Education, the state DLI team, the K-12 system and six Utah colleges and universities to bring it to fruition. It is a masterful achievement.

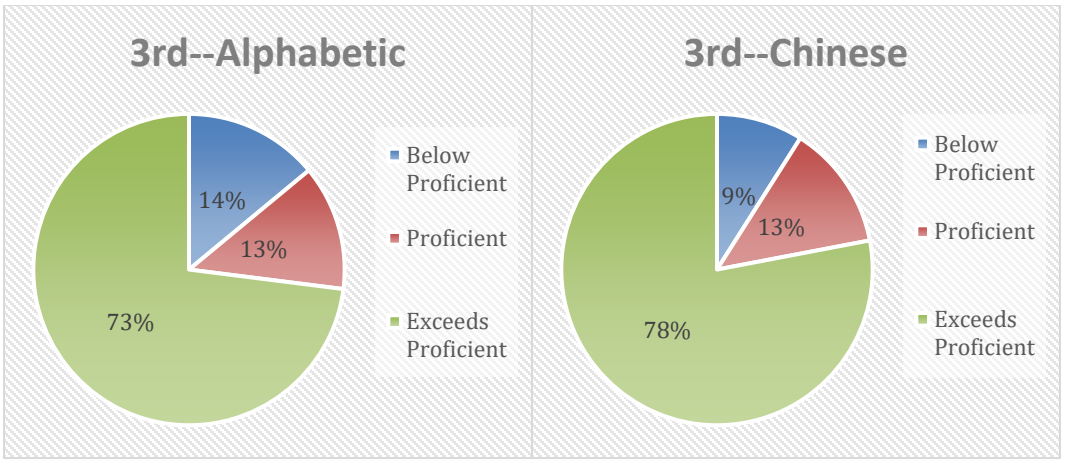
I. Measured Language Proficiency of Utah's DLI Students

The following graphs were prepared by Dr. Fernando Rubio, Co-Director of the University of Utah's Second Language Teaching and Research Center (L2TReC). They are graphic depictions of the performance levels that thousands of Utah DLI students demonstrated in six languages in 2017 as measured on the AAPPL, the ACTFL Assessment of Performance toward Proficiency in Languages. ACTFL, the American Council on the Teaching of Foreign Languages, offers the AAPPL, which is an assessment unlike any other in the nation. The AAPPL is based on the National World-Readiness Standards for Learning Languages and "uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability." [5] It is arguably the best measurement of what students not only know, but also what they can actually *do* with the language they are learning. The results are reported here in two categories: alphabetic languages, i.e. languages in which symbols, or letters of an alphabet, reflect the pronunciation of the words (French, German, Portuguese, Russian and Spanish) and Chinese, an ideographic language in which the written characters generally convey meaning rather than sounds. A brief discussion of the results and their significance follow.

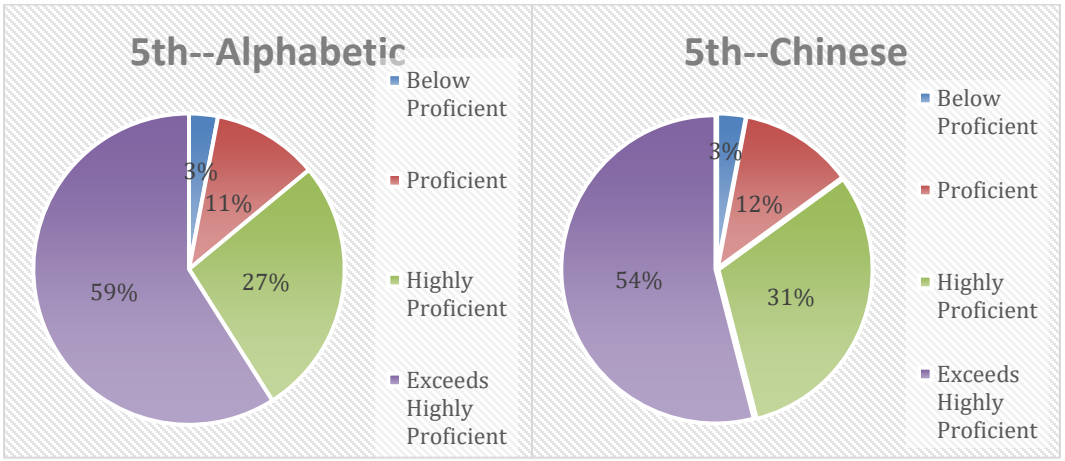
1. Percentages of students below, at, or above state benchmarks based on Fall 2017 testing[6]. The graphs are for 3rd, 5th, 7th and 9th grades.

[5] From the ACTFL AAPPL website at actfl.org.

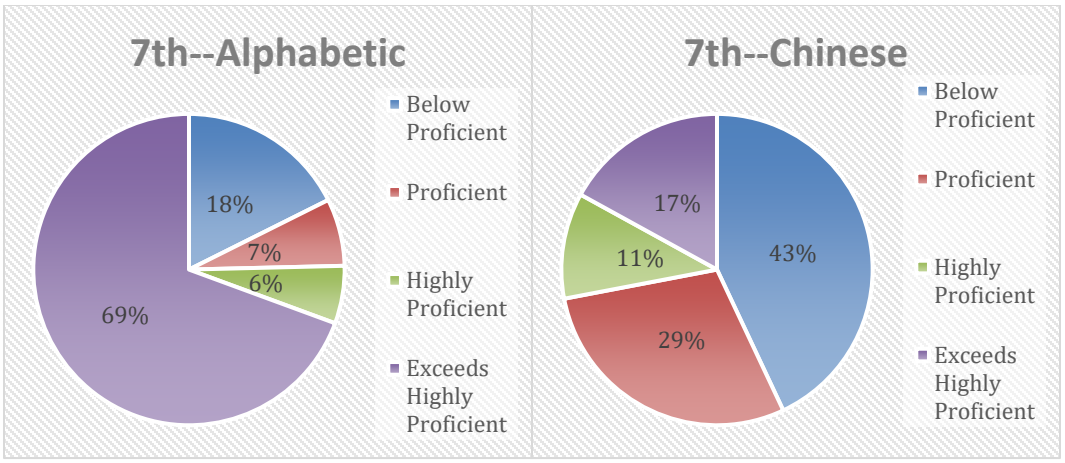
[6] Descriptive data provided by the University of Utah's Second Language Teaching and Research Center (L2TReC)



ALPHA: Students at the **Proficient** level are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions.
CHIN: Students at the **Proficient** level can list, name, and identify everyday things with words and phrases that they have learned. They can understand and answer some very common and familiar questions.

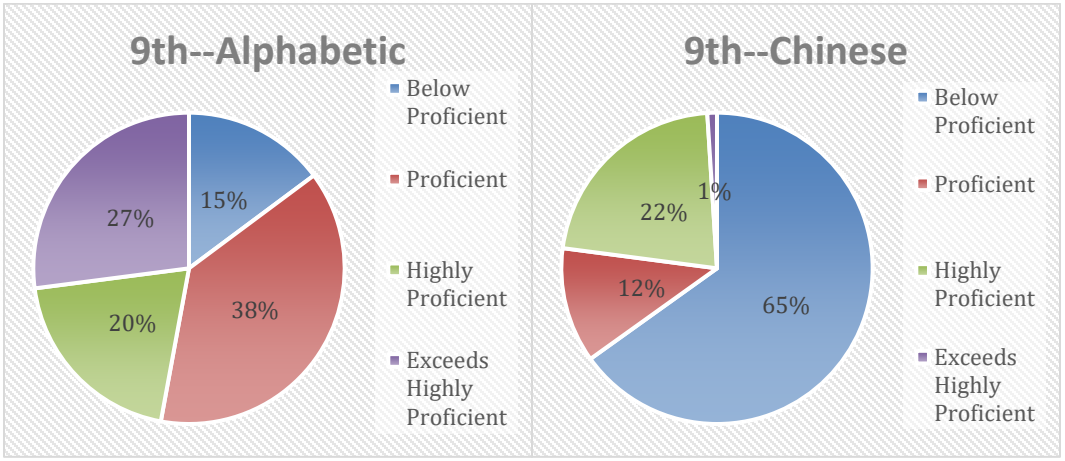


ALPHA: Students at the **Proficient** level can be part of a conversation about themselves and often express their own thoughts and get the things that they need. Students at the **Highly Proficient** level can consistently participate in conversations about themselves and their lives and often ask and answer simple questions.
CHIN: Students at the **Proficient** level are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions. Students at the **Highly Proficient** level can be part of a conversation about themselves and often express their own thoughts and get the things that they need.



ALPHA: Students at the **Proficient** level can maintain a conversation about themselves and their life. They can also express their own thoughts and get the things that they need producing several sentences at a time. Students at the **Highly Proficient** level can maintain conversations about themselves and their life producing some connected sentences and asking and answering a variety of questions.

CHIN: Students at the **Proficient** level can consistently participate in conversations about themselves and their lives and often ask and answer simple questions. Students at the **Highly Proficient** level can maintain a conversation about themselves and their life. They can also express their own thoughts and get the things that they need, producing several sentences at a time.



ALPHA: Students at the **Proficient** level can keep the conversations going by asking questions and describing or telling stories about themselves or their personal experiences with well-connected sentences. Students at the **Highly Proficient** level can ask questions, tell stories, describe people, places, and things, and report events. They can talk about some topics beyond Themselves. They can also resolve a problem that they might encounter in their daily life.

CHIN: Students at the **Proficient** level can maintain conversations about themselves and their life producing some connected sentences and asking and answering a variety of questions. Students at the **Highly Proficient** level can keep the conversations going by asking questions and describing or telling stories about themselves or their personal experiences with well-connected sentences.

2. Languages and grade levels included in the results reported above:
The highest grade level of students taking the AAPPL in 2017 varies by language due to the fact that not all programs began at the same time, i.e. the Spanish, French and Chinese programs are the oldest following the current DLI model so the students in those languages have completed the sequence of study through 9th grade. By contrast, Portuguese and German are younger programs so their oldest students have not yet reached 7th grade. The Russian program is the newest so its students had not yet reached 3rd grade when this testing was done
Therefore:
* 3rd Grade results include Chinese, French, German, Portuguese and Spanish;
* 5th grade results include Chinese, French, Portuguese and Spanish; and
* 7th and 9th grade results include Chinese, French and Spanish.

3. **Discussion of the AAPPL Results:**
As one can quite readily see, Utah DLI students are doing exceptionally well on the AAPPL as measured against their performance targets for each grade level. One can see that most Utah students are not only meeting expectations but many of them are exceeding those targets, a finding that supports the high quality of the program. The state can be justifiably proud of how well the students of all languages are building their language proficiency. This level of performance in young students has not been seen before in a program of such breadth and depth in the history of world-language education in this country. In fact, in recognition of these high levels of achievement, those reporting on the results have had to create three categories to describe successful student performance: Proficient, Highly Proficient, and Exceeds Highly Proficient.

It is also important to address the differences demonstrated between the students of the alphabetic languages and those of the students of Chinese. While their scores are markedly similar until middle school, the scores of *this group* of Chinese students fall well below those in the other languages in 7th and 9th grades. This finding is not surprising, due to a number of unique challenges that the Chinese program faced in the early years as this cohort passed through the grade levels, challenges that were magnified by the increased difficulty of learning a non-alphabetic language for native English speakers.

When one looks at these scores, one should keep in mind that:
1) There are several important considerations when attempting to compare Chinese and the alphabetic languages. As Dr. Rubio has noted, when students approach middle school, their literacy skills in English are easily transferred to the alphabetic languages; not so in Chinese. One also needs to keep in mind that Chinese is considered a Category 4 language in the FSI scale, which means it is typologically much more distant from English than French, German and Spanish, making it more difficult to learn. This is not an issue at the lower levels, but as the students' proficiency progresses, the pace of progress in Chinese tends to lag behind that of the other languages.

2) It is also important to note that the Chinese students measured here are the first cohort of students to pass through the elementary DLI program. When the Chinese DLI program was first introduced the designers of and expert consultants to the program were breaking new ground, not just in Utah but nationally. While there were models and materials backed by years of experience for the other languages, there were no existing models, curriculum frameworks, or supporting materials on which to base early planning and instruction for developing Chinese literacy in very young English-speaking children The result was an informed trial-and-error, constantly evolving approach, which resulted in the Chinese DLI teachers having to spend much more time developing materials and instructional plans than did their counterparts in the alphabetic languages.

This has now changed and the curriculum in the early grades has been redesigned, tested, and well implemented. There is now a strong Chinese curriculum with supporting materials and teaching approaches. The best indicators of those changes are the AAPPL results reported above of the Utah children learning Chinese in grades 3 and 5 as compared to their counterparts learning French, German, Portuguese, Russian and Spanish at the same grade levels. They are very similar. If those results hold through middle and high school assessments, and there is every reason to think that they will do so with the current materials and curricula, then the gap between the performance scores of students in alphabetic languages and those learning Chinese may well narrow considerably. [7]

4. Implications from this reporting on the AAPPL Results:

It must be noted that having the capacity to give these assessments on an annual basis allows the program team not only to gauge the health of the program as a whole, but also to engage in on-going data-driven conversations about the targets for student learning and student progress toward meeting them, the articulation of programs from K-12 through the state's universities, and the measurable benefits to students and, in the end, to the state of Utah as a whole. In addition, offering these assessments on an annual basis allows the program team and state evaluators to see trends over a number of years, avoiding knee-jerk decisions and supporting long-term planning and informed decisions.

It is not an exaggeration to say that the entire world-language field, nationally and internationally, is in awe of the support demonstrated for this process by the Utah State Legislature and the Utah State Board of Education. Both must be highly commended for their foresight and commitment to offering the highest quality experiences possible for Utah students through the Utah Dual Language

[7] To see the results of the 2017 AAPPL assessments when all languages are grouped together, please see Appendix VI.

Immersion Program. Supporting a strong assessment program is a critical part of this commitment.

J. Other Data Reports:

There are two sets of data that will be available in the near future but were not available to this evaluator for the current report: AP test results on students completing the K-10 DLI program and regular content-area scores of DLI students as compared with non-DLI students.

A. There is no discussion of or reporting on the first AP test results in this report. This decision was made for two reasons: the first group of students who were eligible to take the AP tests began their immersion study before the Utah DLI Model was developed and implemented; therefore, their results, while generally positive, are not accurate reflections of the effectiveness of the model, one way or the other. In addition, this first group of students were only in one language, Spanish. Certainly, within the next few years, these results will be available.
B. The scores on the regular content-area Utah state assessments will be reported by the program itself. Access to those scores were not available for this evaluation.

V. Challenges for the Future: Observations and Recommendations

A. Recruiting and Retaining Highly Qualified Teachers

It is no secret to anyone that finding and retaining great teachers is an on-going challenge in any program, but especially in an immersion setting. Nevertheless, doing so must remain at the top of the challenges facing the Utah DLI program, especially in light of its exponential growth. There are a number of approaches to meet this challenge that are already in place and that are highly effective, but input from the schools and the team indicates that the following are areas that might be considered in meeting this challenge:

Continuing to strengthen relationships between the DLI team and school and district personnel in the recruitment area, including:

a. Adopting a common definition of what a highly qualified DLI teacher is, thus avoiding hires that may not be successful; and
b. Developing protocols to help districts avoid problems in the hiring process, thus making it more likely that the teachers hired will be successful and consequently retained.

B. Providing Job-embedded Professional Development for Teachers and Administrators

As the Utah DLI program continues to grow, there will be increasing

demands on the program team to work with individual teachers, administrators, district specialists, schools and districts to assure that every DLI teacher- both English and target-language teachers- has access to ongoing and job-embedded professional development.

The first indication of how daunting meeting this expectation is and will continue to be was when, due to exploding numbers of teachers, it was necessary to limit attendance at AUDII to first and second year teachers, leaving the more experienced teachers to other means of accessing professional development. While certainly justified by the sheer numbers of teachers, this decision created enormous demands on the state team to develop and deliver high quality support for teachers in their third year and beyond. When one considers the numbers of teachers and the numbers of the state support people, it is obvious that this situation will require innovative thinking and means of delivery. There are already trials in several languages to develop capacity by identifying and supporting "lead teachers," utilizing them as model teachers, as "portal teachers" who can train and support their less experienced or struggling colleagues, and as peer coaches. There is also a pilot to use technology to provide support to administrators. These are commendable efforts. Nevertheless, the program as a whole will need to identify, pilot, refine, and deliver support in a number of ways and using a number of technologies in order to leverage and maximize the efficiency of available human and material resources These resources will undoubtedly always be limited when compared to the escalating needs of this rapidly expanding program. Therefore, this effort should be a major emphasis for the team as a whole, not just happening language by language.

C. Addressing Communication Challenges:

During interviews about the program and analyzing survey results, this evaluator identified two communication gaps about which there is general agreement:

1. There appears to be some misunderstanding among educators and parents alike about the vertical articulation and program evolution from K-6 through the secondary program. This challenge demands a strong communication effort so that parents, students, and educators all understand the overall DLI program as it leaves the elementary grades and evolves into a secondary program.

2. There appear to be instances and situations in which district-based programs and the DLI program are not working as well together as is optimal for student success and teacher support. In some situations, there is a lack of understanding of the DLI model among district specialists, and certainly the reverse situation is true, where DLI team members are not fully informed about some district programs. This miscommunication can put a great deal of pressure on the DLI teachers, who must meet the expectations of both groups. Strengthening this relationship will require a program-wide effort,

probably through the principals and district administrators, to improve communication and understanding and assure that everyone is pulling in the same direction.

D. Collecting, Analyzing and Making Best Use of Data

The Utah DLI program has an immense data bank that can and should be used for more detailed analysis of the program, the students who enroll in and complete the program, and the very small number of children who leave it before completing the entire sequence of study.

It is difficult to overstate the importance of this task. Never before in the history of world-language education has there been so much information available on students and the programs in which they are enrolled, data that can be disaggregated by any number of factors, data that the state can use to improve and enhance the learning experiences of the thousands of children who enroll in DLI programs and their counterparts who do not choose that path. Literally, the rest of the nation is waiting to see what insights come out of the Utah DLI program.

For any number of reasons, the potential of existing data has not been fully realized, even though there are ongoing efforts to do so. The role of the University of Utah's L2TReC (Second Language Teaching and Research Center) has been integral to this process and their professors have been incredibly dedicated and generous with their efforts to support the Utah DLI program through research and data analysis. Nevertheless, there is room for additional researchers and analysts. Carefully controlled by the State of Utah and collaborated with L2TReC, every effort should be expended to take full advantage of this huge amount of information to engage in research and in conversations to improve the education of the children of Utah and, really, the nation. This is not an opportunity to be wasted.

E. Developing and Implementing a Marketing Plan for DLI:

One of the issues that has emerged from numerous conversations with team members and others is the fact that the Utah DLI program is in great need of a communication plan that "markets" DLI to, among others, school staffs, especially to current and potential partner teachers. Some educators feel excluded and resent what they perceive as "extra work" caused by the existence of a DLI program in their schools. Others apparently feel excluded. These are but examples of the effects of not consciously broadcasting a consistent, well-crafted rationale for the program and its benefits for all kids and schools.

It is also critical that the marketing plan address the concerns of parents whose children are not in the program. This may well call for a PR campaign within the districts and around the state that "sells" the benefits to all children of

having a DLI program in their schools, even for students not in the program itself.

Another critical PR need is that of making the English partner teachers feel more appreciated and needed. They are, after all, absolutely critical to the success of this program. The state team has recognized this need by hiring an outstanding and experienced English partner teacher to work with other English partner teachers. Nevertheless, it is difficult to see how having one person specifically assigned to the entire corps of English partner teachers is even close to sufficient. There may be ways to create a cadre of English partner teachers who can work with others in this effort. It might also be possible to use technology to network them and provide on-going support. Whatever the team decides, this should be an important focus of future efforts.

Appendix I

Program Staff and Structure

UTAH DUAL LANGUAGE IMMERSION

Providing a world of opportunities for students.

UTAH DUAL LANGUAGE IMMERSION 2017-18

State Legislature / Utah State Board of Education / Governor's Office

22 School Districts / 4 Charters / 196 schools

Karl Bowman
DLI Specialist

Carolyn Schubach
Administrators
DLI Director

Stacy Lyon
Chinese
DLI Director

Yu Jayne Young
Chinese DLI
Coordinator

Marty Chen
Chinese DLI
Coordinator

He De
Chinese DLI
Coordinator

Lois Lovell
English
DLI Director

Georgia Geerlings
French DLI
Coordinator

Emmanuel Collins-Peynaud
French DLI
Coordinator

Michèle Harward
French DLI
Coordinator

Brandee Mau
German
& Russian
DLI Director

Jamie Leite
Portuguese
DLI Director

Silvia Juhas
Portuguese DLI
Coordinator

Ofelia Wade
Spanish
DLI Director

Natziely Torres
Spanish DLI
Coordinator

Leo Valladares
Spanish DLI
Coordinator

Lidia Ordaz
Spanish DLI
Coordinator

Raul Martín
Spanish DLI
Coordinator

Shauna Winegar
STEM
DLI Director

UTAH DLI Advisory Council

Principals / District Specialists / District Administrators

07/2017

Appendix II

2017-2018 K-6 DLI Schools

UTAH DUAL LANGUAGE IMMERSION

Providing a world of opportunities for students.

2017-18 School Year - 195 Schools (revised 6/25/17)

School & Language	Address	Phone number	School District
Chinese - 55			
Cascade Elementary	160 North 800 East, Orem, UT 84097	801-610-8102	Alpine
Alpine Elementary	400 East 300 North, Alpine, UT 84004	801-756-8525	Alpine
Riverview Elementary	273 West Aspen Hills Blvd., Saratoga Springs, UT 84045	801-610-8726	Alpine
Aspen Elementary	945 West 2000 North, Orem, Ut 84057	801-610-8100	Alpine
Black Ridge Elementary	9358 North Sunset Drive, Eagle Mountain, UT 84005	801-610-8729	Alpine
Canyon View Jr. High	655 East 950 North, Orem 84097	801-610-8130	Alpine (S)
Foothill Elementary	820 North 100 East, Brigham City, UT 84302	435-734-4916	Box Elder
Adele Young Intermediate	830 Law Drive, Brigham City, UT 84302	435-734-4940	Box Elder (S)
Cedar Ridge Elementary	2800 North 800 East, North Logan, UT 84341	435-752-5121	Cache
Draper Elementary	1080 East 12660 South, Draper, UT 84020	801-826-8275	Canyons
Lone Peak Elementary	11515 High Mesa Drive, Sandy, UT 84092	801-826-8650	Canyons
Ridgecrest Elementary	1800 East 7200 South, Salt Lake City, UT 84121	801-826-9250	Canyons
Indian Hills Middle	1180 East Sanders Road, Sandy, UT 84094	801-826-7100	Canyons (S)
Draper Park Middle	13133 South 1300 East, Draper UT 84020	801-826-6900	Canyons (S)
Butler Middle	7530 South 2700 East, Salt Lake City, UT 84121	801-826-6800	Canyons (S)
Corner Canyon High	12943 South 700 East, Draper, UT 84020	801-826-6400	Canyons (S)
Alta High	11055 South 1000 East, Sandy, UT 84094	801-826-5600	Canyons (S)
Renaissance Academy	3435 North 1120 East, Lehi, UT 84043-	801-768-4202	Charter
JP Stewart Elementary	1155 North Main Street, Centerville, UT 84014	801-402-1850	Davis
Syracuse Elementary	1503 South 2000 West, Syracuse, UT 84075	801-402-2600	Davis
Heritage Elementary	1354 West Weaver Lane, Layton, UT 84041	801-402-1200	Davis
Muir Elementary	2275 South Davis Blvd., Bountiful, UT 84010	801-402-1550	Davis
Syracuse Jr. High	1450 South 2000 West, Syracuse, UT 84075	801-402-6800	Davis (S)
Centerville Jr. High	625 South Main Street, Centerville, UT 84014	801-402-6100	Davis (S)
Calvin Smith Elementary	2150 West 6200 South, Taylorsville,UT 84129	385-646-5020	Granite
Spring Lane Elementary	5315 South 1700 East, Salt Lake City, UT 84117	385-646-4906	Granite
Bennion Jr. High	6055 South 2700 West, Taylorsville, UT 84129	385-646-5114	Granite (S)
Bonneville Jr. High	5330 South 1600 East, Holladay, UT 84117	385-646-5124	Granite (S)
Cottonwood High	5715 South 1300 East, Murray, UT 84121	385-646-5264	Granite (S)
Eastlake Elementary	4389 West Isla Daybreak Road, South Jordan, UT 84095	801-446-0778	Jordan
Foothills Elementary	13717 Shaggy Peak Drive, Riverton, UT 84096	801-302-8599	Jordan
Monte Vista Elementary	11121 South 2700 West, South Jordan, UT 84095	801-254-8040	Jordan
Southland Elementary	12675 South 2700 West, Riverton, UT 84065	801-254-8047	Jordan
Copper Mountain Middle	12106 Anthem Park Blvd., Herriman, UT 84096	801-412-1200	Jordan (S)
Fort Herriman Middle	14058 South Mirabella Drive, Herriman, UT 84096	801-412-2450	Jordan (S)
Oquirrh Hills Middle	12949 South 2700 West, Riverton, UT 84065	801-412-2350	Jordan (S)
South Jordan Middle	10245 South 2700 West, South Jordan, UT 84095	801-412-2900	Jordan (S)
Fiddlers Canyon Elementary	475 East 1935 North, Cedar City, UT 84721	435-586-2860	Iron
Sage Creek Elementary	1050 South 700 East, Springville, UT 84663	801-489-2860	Nebo
Springville Jr. High	362 East 1200 North, Mapleton, UT 84664	801-489-2892	Nebo (S)
Wasatch Elementary	1080 North 900 East, Provo, UT 84604	801-374-4910	Provo
Centennial Middle	305 East 2320 North, Provo, UT 84604	801-370-4621	Provo (S)
Timpview High	3570 Timpview Drive, Provo, UT 84604	801-221-9720	Provo (S)

Northlake Elementary	268 North Coleman, Tooele, UT 84074	435-833-1940	Tooele
Arrowhead Elementary	545 Arrowhead Trail, Santa Clara, UT 84765	435-674-2027	Washington County
Bloomington Elementary	425 Man of War Road, St. George, UT 84790	435-673-6266	Washington County
Horizon Elementary	1970 South Arabian Way, Washington, UT 84780	435-652-4781	Washington County
Santa Clara Elementary	2950 West Crestview Drive, Santa Clara, UT 84765	435-628-2624	Washington County
Three Falls Elementary	789 South 700 West, Hurricane, UT 84737	435-635-7229	Washington County
Lava Ridge Intermediate	2425 Rachel Drive, Santa Clara, UT 84765	435-652-=4742	Washington County (S)
Sunrise Ridge Intermediate	3167 South 2350 East, St. George, UT 84790	435-652-4772	Washington County (S)
Hurricane Intermediate	1325 South 700 West, Hurricane, UT 84737	435-635-8931	Washington County (S)
Bates Elementary	850 East 3100 North, North Ogden, UT 84414	801-452-4580	Weber
Uintah Elementary	6115 South 2250 East, Ogden, UT 84403	801-452-4980	Weber
South Ogden Jr. High	650 East 5700 South, South Ogden, UT 84405	801-452-4460	Weber (S)

School & Language	Address	Phone number	School District
French - 27			
Providence Elementary	91 East Center, Providence, UT 84332	435-752-6010	Cache
Butler Elementary	2700 East 7000 South, Salt Lake City, UT 84121	801-826-7975	Canyons
Oak Hollow Elementary	884 East 14400 South, Draper, UT 84020	801-826-8875	Canyons
Draper Park Middle	13133 South 1300 East, Draper UT 84020	801-826-6900	Canyons (S)
Butler Middle	7530 South 2700 East, Salt Lake City, UT 84121	801-826-6800	Canyons (S)
Corner Canyon High	12943 South 700 East, Draper, UT 84020	801-826-6400	Canyons (S)
Samuel Morgan Elementary	1065 North Thornfield Road, Kaysville, UT 84037	801-402-3450	Davis
Foxboro Elementary	587 North Foxboro Drive, North Salt Lake, UT 84054	801-402-5050	Davis
Odyssey Elementary	2000 South 1950 West, Woods Cross UT 84087	801-402-5500	Davis
Fairfield Jr. High	951 North Fairfield Road, Kaysville, UT 84037	801-402-7000	Davis (S)
Mueller Park Jr. High	955 East 1800 South, Bountiful, UT 84010	801-402-6300	Davis (S)
South Davis Jr. High	298 West 2600 South, Bountiful, UT 84010	801-402-6400	Davis (S)
Diamond Ridge Elementary	6034 West Mill Valley Lane, West Valley, UT 84118	385-646-4858	Granite
Morningside Elementary	4170 South 3000 East, Salt Lake City, UT 84124	385-646-4924	Granite
Churchill Jr. High	3450 East Oakview Drive, Salt Lake City, UT 84124	385-646-5144	Granite (S)
Jefferson Jr. High	5850 South 5600 West, Kearns, UT 84118	385-646-5194	Granite (S)
Kearns High	5525 Cougar Lane, Kearns, UT 84118	385-646-5380	Granite (S)
Skyline High	3251 East 3760 South, Salt Lake City, UT 84109	385-646-5420	Granite (S)
Fox Hollow Elementary	6020 West 8200 South, West Jordan, UT 84081	801-282-1818	Jordan
Sunset Ridge Middle	8292 Skyline Arch Drive, West Jordan, UT 84081	801-412-2475	Jordan (S)
Trailside Elementary	5700 Trailside Drive, Park City, UT 84098	435-645-5680	Park City
Jeremy Ranch Elementary	3050 Rasmussen Road, Park City, UT 84098	435-645-5670	Park City
Ecker Hill Middle	2465 West Kilby Road, Park City, UT 84098	435-645-5610	Park City (S)
Edgemont Elementary	566 East 3650 North, Provo, UT 84064	801-221-9984	Provo
Timpview High	3570 Timpview Drive, Provo, UT 84604	801-221-9720	Provo (S)
Centennial Middle	305 East 2320 North, Provo, UT 84604	801-370-4621	Provo (S)
Grantsville Elementary	50 South Park Street, Grantsville UT 84029	435-884-9991	Tooele

School & Language	Address	Phone number	District
German - 2			
Summit Academy	15327 South 1000 West, Bluffdale, UT 84096	801-572-4166	Charter
West Elementary	451 West 300 South, Tooele, UT 84074	435-833-1931	Tooele

School & Language	Address	Phone number	District
Portuguese - 9			
Rocky Mountain Elementary	55 South 500 East Street, Lindon, UT 84042	801-610-8117	Alpine
Sunrise Elementary	225 South 455 East, Smithfield, UT 84335	435-563-3866	Cache
Bluffdale Elementary	14323 South 2700 West, Bluffdale, UT 84065	801-254-8090	Jordan
Hillcrest Elementary	960 North 1400 East, Logan, UT 84321	435-755-2360	Logan
Mount Logan Middle	875 North 200 East, Logan, UT 84321	435-755-2370	Logan (S)
Lakeview Elementary	2899 West 1390 North, Provo, UT 84601	801-374-4990	Provo

Sterling Elementary	251 North 1st Street, Tooele, UT 84074	435-833-1961	Tooele
Rose Springs Elementary	5349 Inns Brook Place, Erda, UT 84074	435-833-9015	Tooele
Majestic Fields Elemenary	675 East Majestic Drive, Washington, UT 84780	TBD	Washington County
School & Language	**Address**	**Phone number**	**District**
Russian - 1			
Overlake Elementary	2052 North 170 West, Tooele, UT 84074	435-843-3805	Tooele
School & Language	**Address**	**Phone number**	**District**
Spanish - 101			
Cherry Hill Elementary	250 East 1650 South, Orem, UT 84097	801-610-8105	Alpine
Harvest Elementary	2105 North Providence Drive, Saratoga Springs, UT 84045	801-610-8709	Alpine
Orchard Elementary	1035 North 800 East, Orem, UT 84097	801-610-8115	Alpine
Windsor Elementary	1315 North Main, Orem, UT 84057	801-610-8124	Alpine
Vista Heights Middle	484 West Pony Express Parkway, Saratoga Springs, UT 84004	801-610-8770	Alpine (S)
Lakeridge Jr. High	951 South 400 West, Orem, UT 84058	801-610-8134	Alpine (S)
Canyon View Jr. High	655 East 950 North, Orem 84097	801-610-8130	Alpine (S)
Garland Elementary	450 South 100 West, Garland, UT 84312	435-257-2600	Box Elder
Lake View Elementary	851 South 200 West, Brigham City, UT 84302	435-734-4922	Box Elder
Willard Elementary	40 West 50 South, Willard, UT 84340	435-734-4934	Box Elder
Adele Young Intermediate	830 Law Drive, Brigham City, UT 84302	435-734-4940	Box Elder (S)
Heritage Elementary	925 West 3200 South, Nibley, UT 84321	435-792-7696	Cache
Alta View Elementary	10333 South Crocus Street, Sandy, UT 84094	801-826-7600	Canyons
Midvale Elementary	362 West Center Street, Midvale, UT 84047	801-826-8725	Canyons
Silver Mesa Elementary	8920 South 1700 East, Sandy, UT 84093	801-826-9400	Canyons
Mount Jordan Middle	9360 South 300 East, Sandy, UT 84070	801-826-7400	Canyons (S)
Midvale Middle	7852 S Pioneer Street, Midvale, UT 84047	801-826-7300	Canyons (S)
Union Middle	615 East 8000 South, Sandy, UT 84070	801-826-7500	Canyons (S)
Jordan High	95 Beetdigger Blvd., Sandy, UT 84070	801-826-6200	Canyons (S)
American Leadership Academy	898 West 1100 South, Spanish Fork, UT 84660	801-794-2226	Charter
North Davis Preparatory	1765 West Hill Field Road, Layton, UT 84041	801-547-1809	Charter
Eagle Bay Elementary	1933 West Clark Lane, Farmington, UT 84025	801-402-3800	Davis
Sand Springs Elementary	242 North 3200 West, Layton, UT 84041	801-402-3850	Davis
Buffalo Point Elementary	1924 South Doral Drive, Syracuse, UT 84075	801-402-8400	Davis
Lincoln Elementary	591 West Antelope Drive, Layton, UT 84041	801-402-2450	Davis
Canyon Creek Elementary	755 South 1100 West, Farmington UT 84025	801-402-0300	Davis
Farmington Jr High	150 South 200 West, Farmington, UT 84025	801-402-6900	Davis (S)
Legacy Jr. High	411 North 3200 West, Layton, UT 84041	801-402-4700	Davis (S)
Syracuse Jr. High	1450 South 2000 West, Syracuse, UT 84075	801-402-6800	Davis (S)
Layton High	440 Lancer Lane, Layton, UT 84041	801-402-4800	Davis (S)
Viewmont High	120 West 1000 North, Bountiful, UT 84010	801-402-4200	Davis (S)
Vista Elementary	4925 South 2200 West, Taylorsville, UT 84118	385-646-5067	Granite
William Penn Elementary	1670 Siggard Drive, Holladay, UT 84106	385-646-4960	Granite
Mill Creek Elementary	3761 South 1100 East, Salt Lake City, UT 84106	385-646-4912	Granite
Valley Crest Elementary	5240 West 3100 South, West Valley City, UT 84120	385-646-5061	Granite
Monroe Elementary	4450 West 3100 South, West Valley City, UT 84120	385-646-4918	Granite
Granger Elementary	3700 South 1950 West, West Valley City, UT 84119	385-646-4852	Granite
Hillsdale Elementary	3275 West 3100 South, West Valley City, UT 84119	385-646-4864	Granite
Stansbury Elementary	3050 South 2700 West, West Valley City, 84119	385-646-5032	Granite
West Kearns Elementary	4900 South 4620 West, Salt Lake City, UT 84118	385-646-5073	Granite
Eisenhower Jr. High	4351 South Redwood Road, Taylorsville, UT 84123	385-646-5154	Granite (S)
Evergreen Jr. High	3401 South 2000 East, Salt Lake City, UT 84109	385-646-5164	Granite (S)
West Lake Jr. High	3400 South 3450 West, West Valley City, UT 84119	385-646-5254	Granite (S)
Olympus High	4055 South 2300 East, Holladay, UT 84124	385-646-5400	Granite (S)
Taylorsville High	5225 South Redwood Road, Taylorsville, UT 84123	385-646-5455	Granite (S)

East Elementary	255 East College Avenue, Cedar City, UT 84720	435-586-2840	Iron
Cedar Middle	2215 West Royal Hunte Drive, Cedar City, UT 84720	435-586-2810	Iron (S)
Heartland Elementary	1451 West 7000 South, West Jordan, UT 84084	801-565-7533	Jordan
Majestic Elementary	7430 South Redwood Road, West Jordan, UT 84084	801-565-7458	Jordan
Riverside Elementary	1220 West 8737 South, West Jordan, UT 84088	801-565-7484	Jordan
Herriman Elementary	13170 South 6000 West, Herriman, UT 84096	801-446-3215	Jordan
Welby Elementary	4130 West 9580 South, South Jordan, UT 84095	801-280-1456	Jordan
West Jordan Middle	7550 South Redwood Road, West Jordan, UT 84084	801-412-2100	Jordan (S)
Bridger Elementary	1261 North 400 West, Logan, UT 84341	435-755-2345	Logan
Horizon Elementary	5180 South 700 West, Murray, UT 84123	801-264-7420	Murray
Riveview Jr. High	751 West Tripp Lane, Murray, UT 84123	801-264-7446	Murray (S)
Westside Elementary	740 West Center Street, Springville, UT 84663	801-489-2800	Nebo
Springville Jr. High	189 South 1470 East, Springville, UT 84663	801-489-2880	Nebo (S)
T.O. Smith Elementary	3295 Gramercy Avenue, Ogden, UT 84403	801-737-8350	Ogden
Bonneville Elementary	490 Gramercy Avenue, Ogden, UT 84057	801-737-8900	Ogden
Mt. Ogden Jr. High	3260 Harrison Blvd., Ogden, UT 84403	801-737-8600	Ogden (S)
Highland Jr. High	325 Gramercy Avenue, Ogden, UT 84404	801-737-7700	Ogden (S)
Moroni Elementary	98 North 200 West, Moroni, UT 84646	435-436-8291	North Sanpete
Parley's Park Elementary	4900 N. Silver Springs Drive, Park City UT 84098	435-645-5620	Park City
McPolin Elementary	2270 Kearns Blvd., Park City, UT 84060	435-645-5630	Park City
Ecker Hill Middle	2465 West Kilby Road, Park City, UT 84098	435-645-5610	Park City (S)
Treasure Mountain Jr. High	2530 Kearns Blvd., Park City UT 84060	435-645-5640	Park City (S)
Canyon Crest Elementary	4664 North Canyon Road, Provo, UT 84604	801-221-9873	Provo
Timpanogos Elementary	449 North 500 West, Provo, UT 84601	801-374-4955	Provo
Dixon Middle	750 West 200 North, Provo, UT 84601	801-374-4980	Provo (S)
Centennial Middle	305 East 2320 North, Provo, UT 84604	801-370-4621	Provo (S)
Provo High	1125 North University Avenue, Provo, UT 84604	801-373-6550	Provo (S)
Emerson Elementary	1017 East Harrison Avenue, Salt Lake City, UT 84105	801-481-4819	Salt Lake
Jackson Elementary	750 West 200 North, Salt Lake City, UT 84116	801-578-8165	Salt Lake
Mountain View Elementary	1380 South Navajo, Salt Lake City, UT 84104	801-974-8315	Salt Lake
Bryant Middle	40 South 800 East, Salt Lake City, UT 84102	801-578-8118	Salt Lake (S)
Glendale Middle	1430 Andrew Avenue, Salt Lake City, UT 84104	801-974-8319	Salt Lake (S)
West High	241 North 300 West, Salt Lake City, UT 84103	801-578-8500	Salt Lake (S)
South Summit Elementary	535 East 300 South, Kamas, UT 84036	435-783-4318	South Summit
South Summit Middle	355 East 300 South, Kamas, Utah 84036	435-783-4341	South Summit (S)
Middle Canyon Elementary	751 East 1000 North, Tooele UT, 84074	435-833-1906	Tooele
Anna Smith Elementary	731 North Aria Blvd., Wendover, UT 84083	435-665-0470	Tooele
Discovery Elementary	650 West 1200 South, Vernal, UT 84078	435-781-3146	Uintah
Heber Valley Elementary	600 West 730 South, Heber City, UT 84032	435-654-0112	Wasatch
J.R. Smith Elementary	235 East 500 North, Heber City, UT 84032	435-654-2201	Wasatch
Midway Elementary	225 South 100 East, Midway, UT 84049	435-654-0472	Wasatch
Old Mill Elementary	1600 East 980 South, Heber City, UT 84032	435-657-3130	Wasatch
Daniel's Canyon Elementary	688 E Wheeler Road, Heber City, UT 84032	TBD	Wasatch
Timpanogos Middle	200 East 800 South, Heber City, UT 84032	435-654-0550	Wasatch (S)
Rocky Mountain Middle	800 West School House Way, Heber City, UT 84032	435-654-9350	Wasatch (S)
Wasatch High	930 South 500 East, Heber City, UT 84032	435-654-0640	Wasatch (S)
Dixie Sun Elementary	1795 West 1230 North, St. George UT, 84770	435-673-8978	Washington County
East Elementary	453 South 600 East, St. George, UT 84770	435-673-6191	Washington County
Hurricane Elementary	948 West, 325 North, Hurricane, UT 84737	435-635-4668	Washington County
Lava Ridge Intermediate	2425 Rachel Drive, Santa Clara, UT 84765	435-652-4742	Washington County (S)
Hurricane Intermediate	1325 South 700 West, Hurricane, UT 84737	435-635-8931	Washington County (S)
Snow Canyon Middle	1215 North Lava Flow Drive, St. George, UT 84770	435-674-6474	Washington County (S)
Snow Canyon High	1385 North 2400 West, St. George, UT 84770	435-634-1967	Washington County (S)
Freedom Elementary	4555 West 5500 South, Hooper, UT 84315	801-452-4100	Weber
Majestic Elementary	425 West 2550 North, Ogden, UT 84414	801-452-4260	Weber
Orion Jr. High	370 West 2000 North, Harrisville, UT 84414	801-452-4700	Weber (S)

Appendix III

Fidelity Assurances Grades 1-5/6
Fidelity Assurances Grades 6-7-9

UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Utah DLI Program
Fidelity Assurances Grades 1-5/6

Updated: June 2017

Assurances	Evidence Source	Evaluation Criteria
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.	• Master schedule that aligns with DLI instructional model • Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks	• Instructional day is divided according to percentages on state pie charts. • Materials are purchased and implemented according to buy orders from DLI directors. • TARGET LANGUAGE MINIMUMS: **1st – 3rd** - 4 x/week of 50 min literacy & 60 min math - 2 x/week of 30 min science/social studies **4th – 5th** - 4 x/week of 75 min literacy & 20 min math - 3 x/week of 45 min science **6th** (elementary) - 4 x/week of 75 min literacy - 4 x/week of 50 min science/social studies **6th** (middle school) - 2 courses: DLI 2 Honors and Social Studies • ENGLISH MINIMUMS: **1st – 3rd** - 4 x/week of 20 min math reinforcement - implementation of district language arts block **4th – 5th** - implementation of district math, language arts and social studies blocks -reinforcement of science **6th**(elementary) - implementation of district math and language arts -reinforcement of science and social studies

2. All programs must be started with two-teacher model and sustained as such unless enrollment necessitates other alternatives.	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 Immersion.	• 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.
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.	• Documented observations by third party evaluation team • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks • Random parent and student surveys	• 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.
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	• 80% 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	• Enrollment policies are consistent with open access for students of varying backgrounds and all ability levels (no prerequisite

	policy published and accessible to the public • Report comparing DLI enrollment demographics to school-wide enrollment demographics	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

UTAH DUAL LANGUAGE IMMERSION

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Utah Secondary DLI Program- Fidelity Assurances Grades 6/7-9

Updated: June 2017

Assurances	Evidence Source

1. Required courses:
• Required course grade 7-8
  ○ WL 3 DLI H (grade 7)
  ○ WL 4 DLI H (grade 8)
  ○ WL 5 DLI H (grade 9)
• Elective course: Culture, History and Media
• If 6th grade in the middle school, then 2 courses required (WL 2 DLI H and Social Studies), with Science as a 3rd course highly recommended
	• Master schedule provides evidence of required course(s)
	• Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks

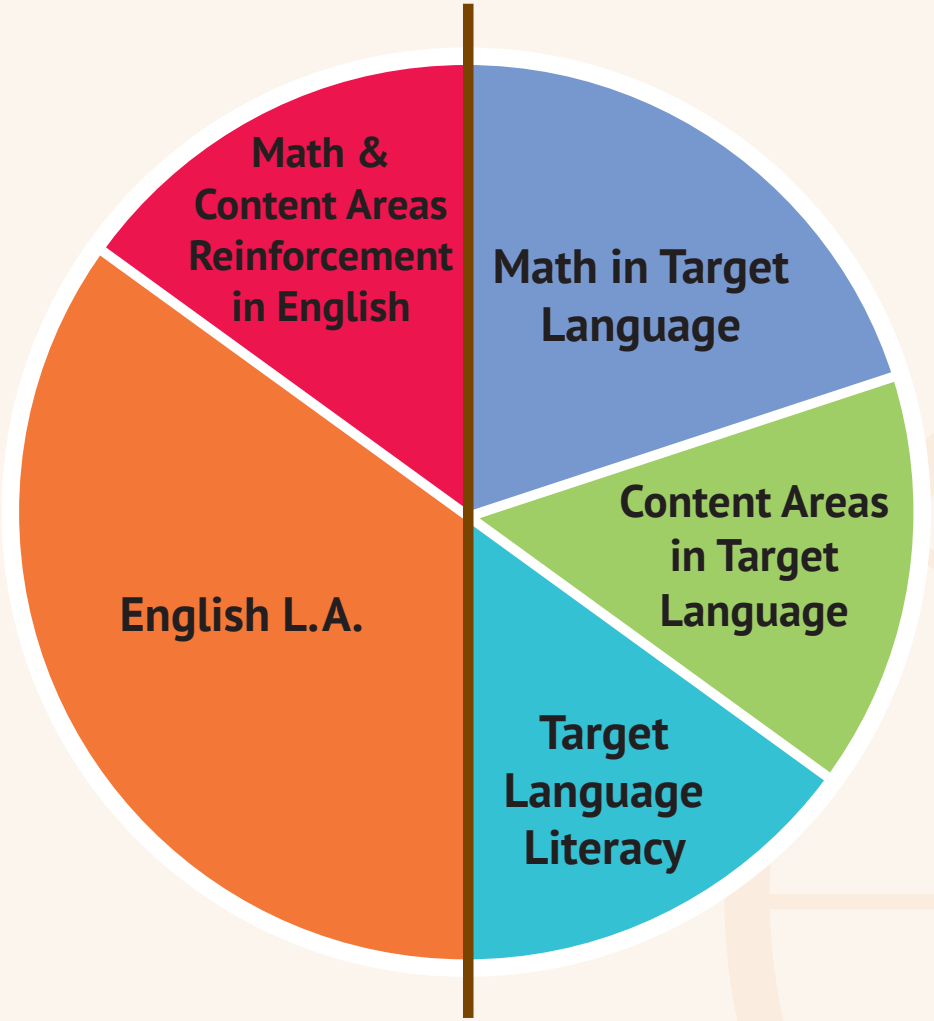
2. Use of state-adopted target language materials	• Materials are purchased and implemented according to buy orders from DLI directors
3. Target Language Teacher Licensure & Endorsement Requirements	Target language teacher provides evidence of: • Minimum score of Advanced-Mid on an Oral Proficiency Interview (OPI) prior to date of hire Target language teacher has obtained (or is in pursuit of): • 6-11 Secondary Licensure or 1-8 Elementary Licensure • Endorsements (or SAEPs) in World Language and Dual Immersion

4. Target Language Teachers: • Delivers instruction in the target language, to target language students, 100% of the time. • Communicates in the target language when appropriate while interacting with his/her students outside of the instructional setting	• Classroom observations of students and teacher in the Target Language • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks
5. There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom 100% of the time.	• Classroom observations of students and teacher in the Target Language • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks • Evidence of motivational program that encourages accountability and reinforces target language use expectations
6. Schools and districts conduct annual AAPPL testing in grades 7–9 according to state guidelines • Parents are informed on how to access AAPPL test results, and how to interpret test results	• Evidence of AAPPL test results • Evidence of 70% of students meeting Utah DLI grade level proficiency benchmarks
7. 100% DLI teachers participate in professional development, unless absence is pre-approved by state and district personnel: • All state-sponsored professional development days for all Target Language teachers • AUDII Conference for first and second year teachers	• Documented attendance rolls from professional development days
8. DLI principals and district administrators are required to: • Attend AUDII new administrator's sessions • Dual Language Immersion Advisory Council meetings (two times/year) • Provide evidence of adherence to DLI fidelity assurances	• Documented attendance rolls from trainings and meetings

Appendix IV

Instructional Time Requirements
Grades 1-3
Grades 4-5
Grade 6

Dual Language Immersion Instructional Time : Grades 1-3



- Math in Target Language (20%)
- Content Areas in Target Language (15%)
- Target Language Literacy (15%)

- English L.A. (35%)
- Math and Content Areas Reinforcement in English (15%)

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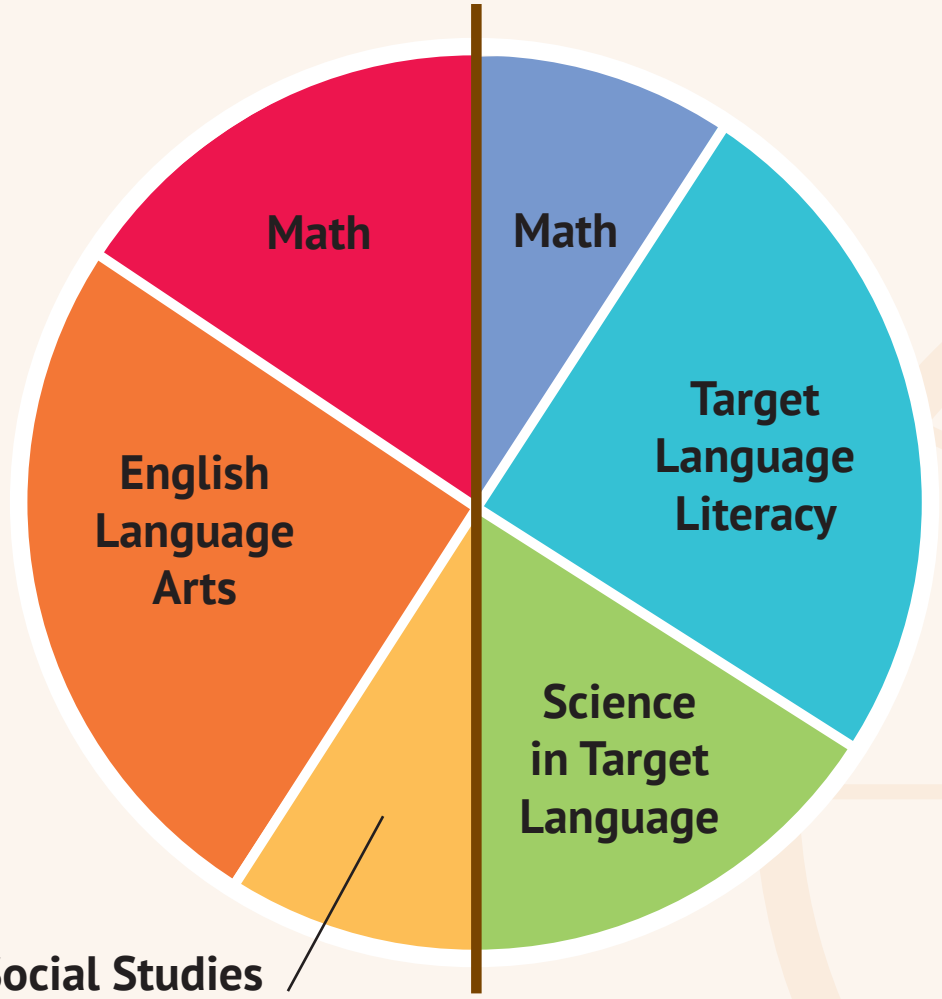
Revised 03/05/17

Dual Language Immersion
Instructional Time : Grades 4-5



- Math Reinforcement in Target Language (8.5%)
- Target Language Literacy (25%)
- Science in Target Language (16.5%)

- Math in English (16.5%)
- English Language Arts (25%)
- Social Studies & Content Areas Reinforcement in English (8.5%)

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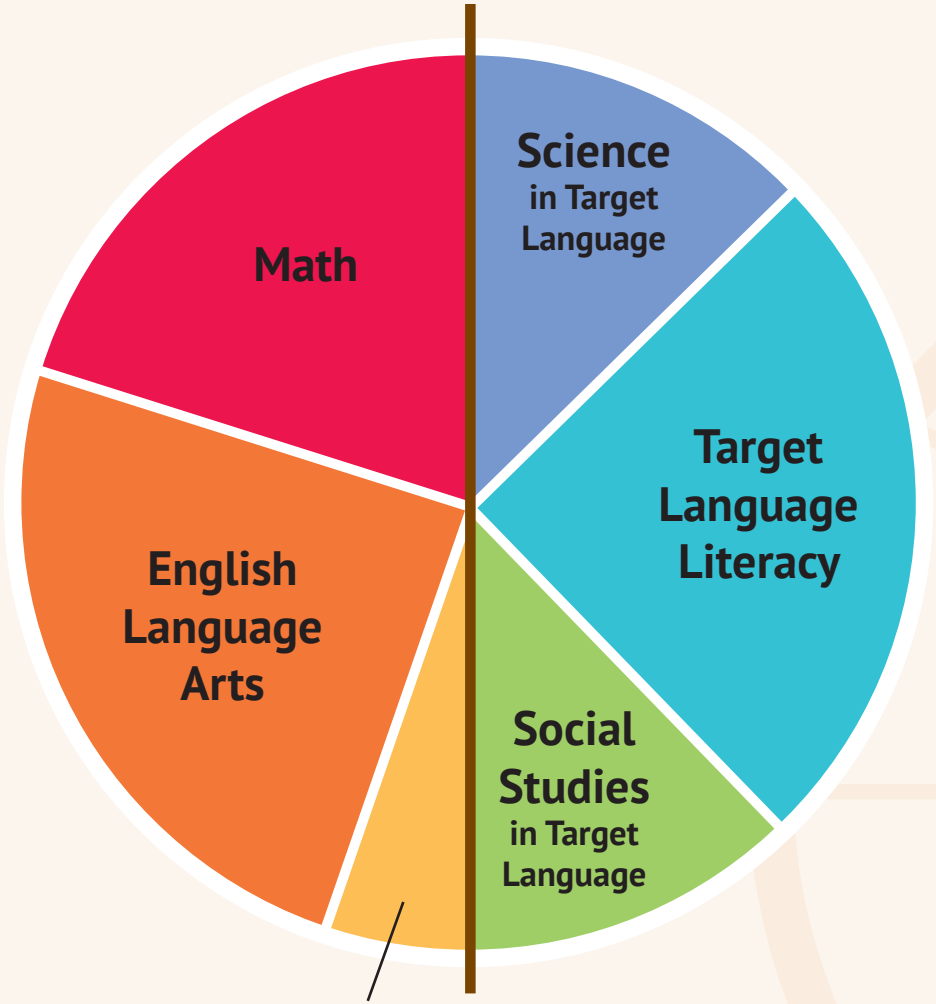
Revised 03/05/17

Dual Language Immersion
Instructional Time : Grade 6



- Science in Target Language (12.5%)
- Target Language Literacy (25%)
- Social Studies in Target Language (12.5%)

- Math in English (20%)
- English Language Arts (25%)
- Content Areas Reinforcement (5%)

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Revised 03/05/17

Appendix V

DLI Secondary Pathway

Utah DLI Secondary Pathway

UTAH DUAL LANGUAGE IMMERSION
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7th • World Language 3 DLI (required)

8th • World Language 4 DLI (required)

9th • World Language 5 DLI (required)
+ option for AP test (1.0 high school credit)

7th • DLI Culture, History & Media

8th • DLI Culture, History & Media

If AP test in 9th

10th • 3000 Level Bridge Course #1
(3 university credits &
1.0 high school credit)

11th • 3000 Level Bridge Course #2
(3 university credits &
1.0 high school credit)

12th • 3000 Level Bridge Course #3
(3 university credits &
1.0 high school credit)

If AP test in 10th

10th • AP Language & Culture
(1.0 high school credit)

11th • 3000 Level Bridge Course #2
(3 university credits &
1.0 high school credit)

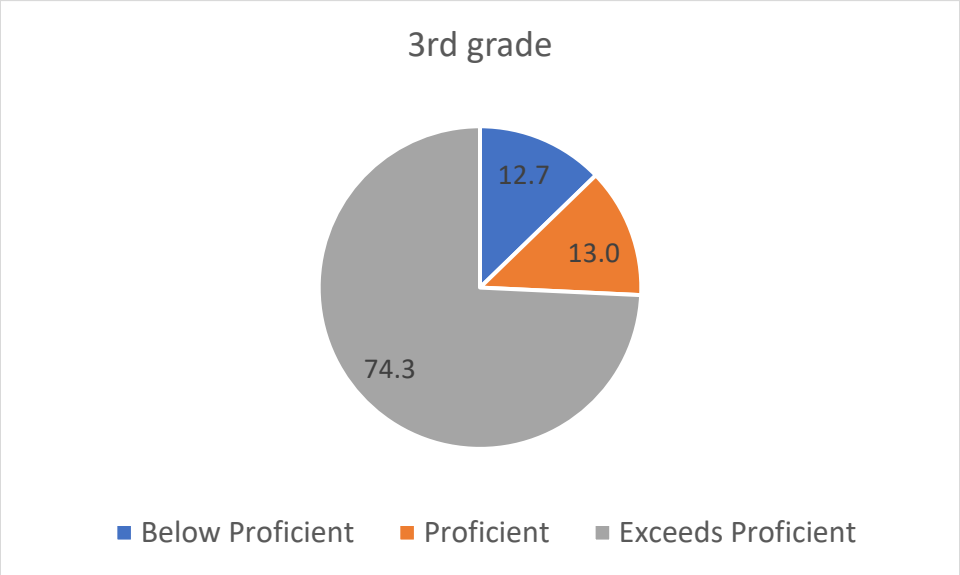
12th • 3000 Level Bridge Course #3
(3 university credits &
1.0 high school credit)

Revised 01/18/18

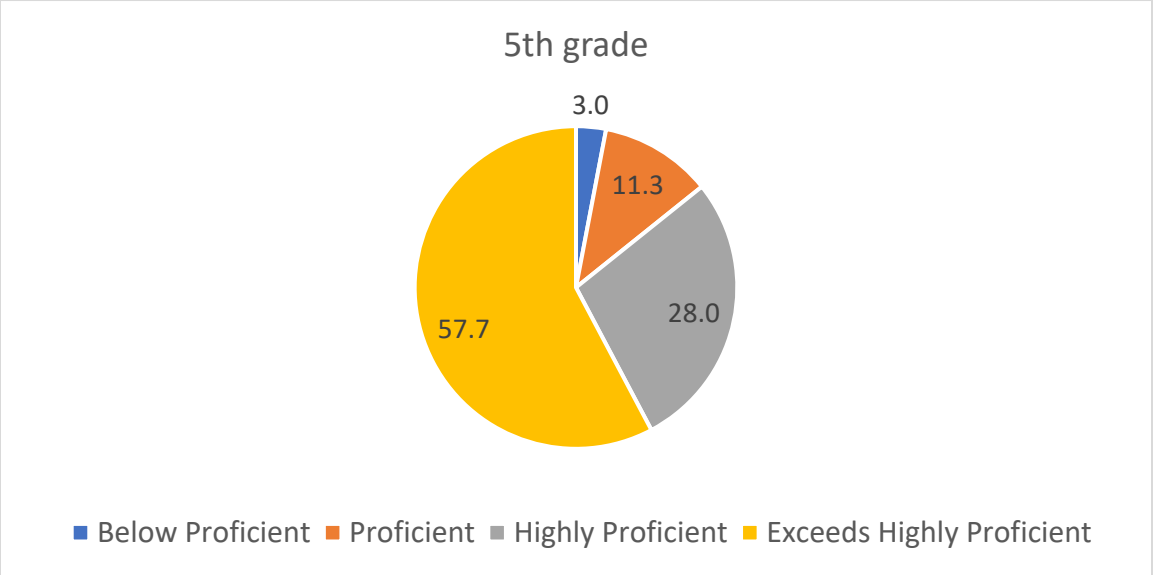
Appendix VI

2017 AAPPL Results
Disaggregated- Alphabetic and Chinese
Aggregated- All Languages Combined

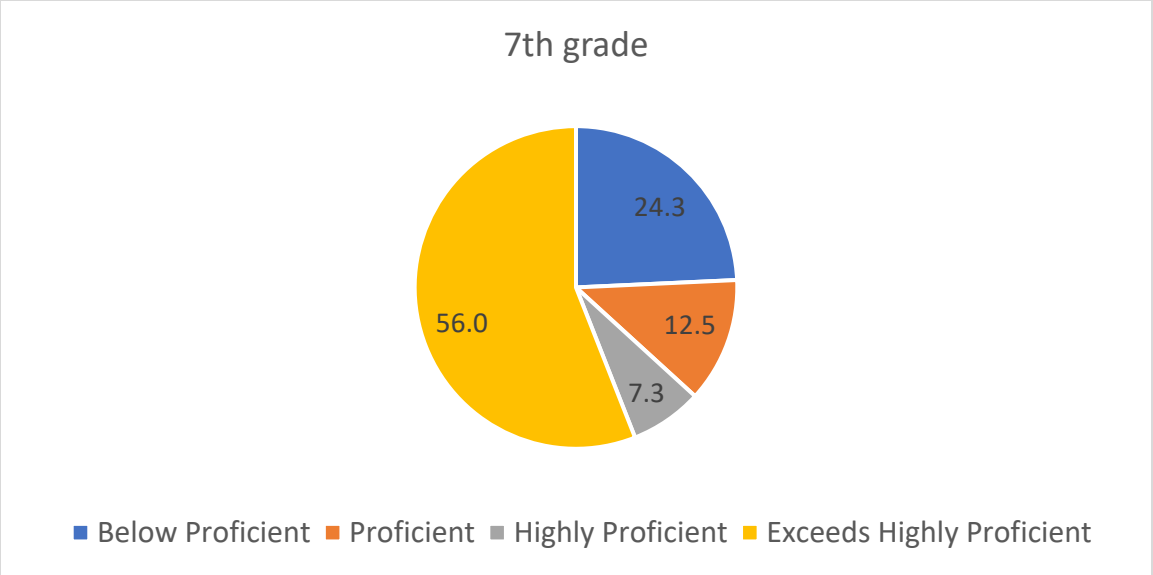
Percentages of students below, at, or above state benchmarks based on Fall 2017 testing.



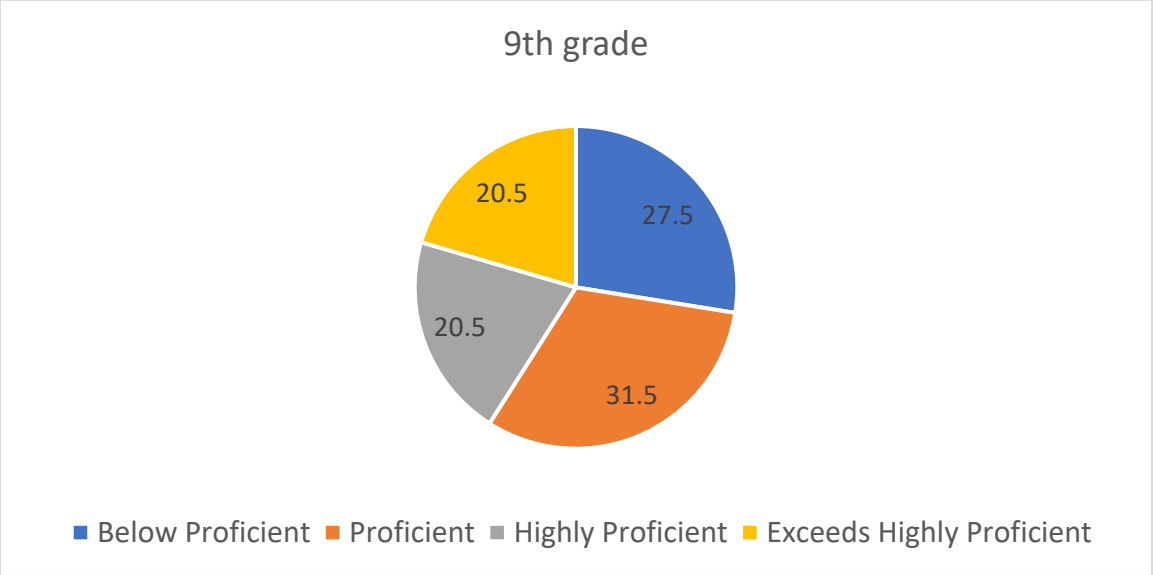
In 3rd grade, proficient students are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions.



In 5th grade, proficient students can be part of a conversation about themselves and often express their own thoughts and get the things that they need.

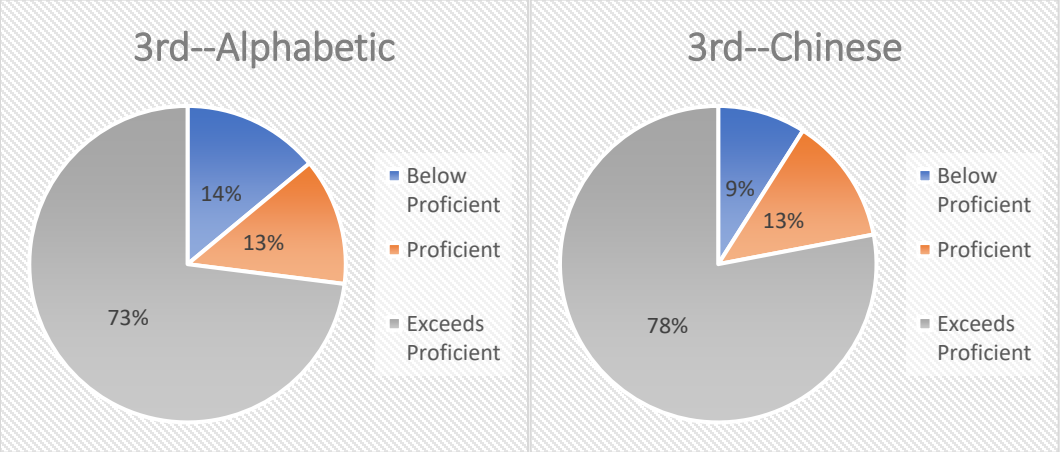


In 7th grade, proficient students can maintain a conversation about themselves and their life. They can also express their own thoughts and get the things that they need producing several sentences at a time.

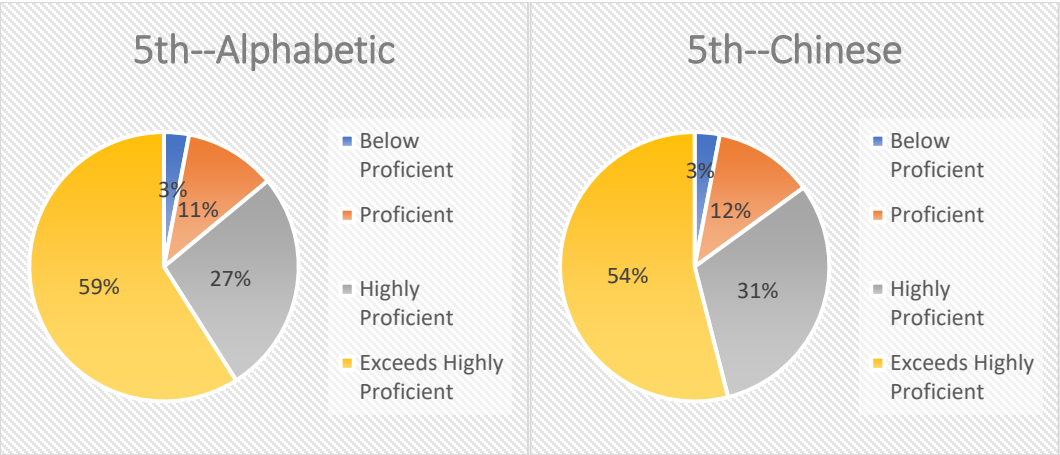


In 9th grade, proficient students can keep the conversations going by asking questions and describing or telling stories about themselves or their personal experiences with well-connected sentences.

Percentages of students below, at, or above state benchmarks based on Fall 2017 testing[1].

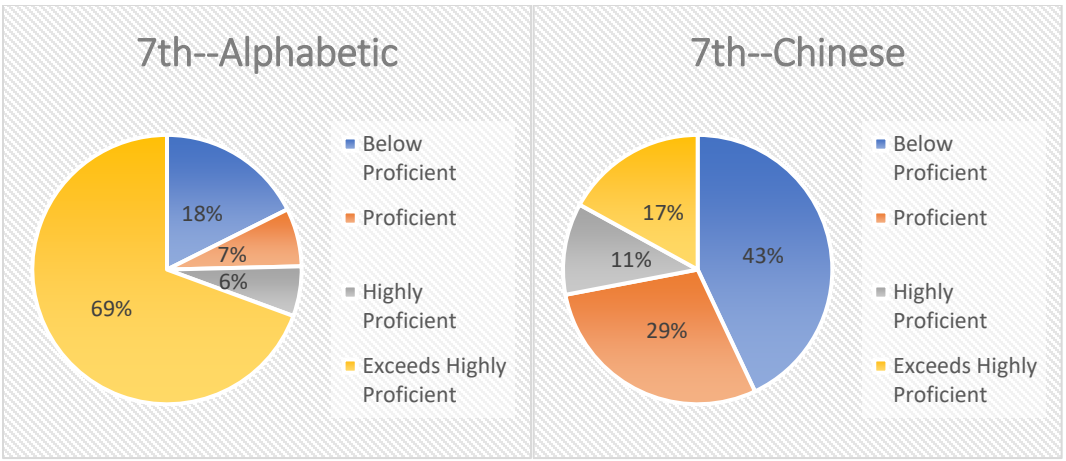


ALPHA: Students at the **Proficient** level are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions.
CHIN: Students at the **Proficient** level can list, name, and identify everyday things with words and phrases that they have learned. They can understand and answer some very common and familiar questions.



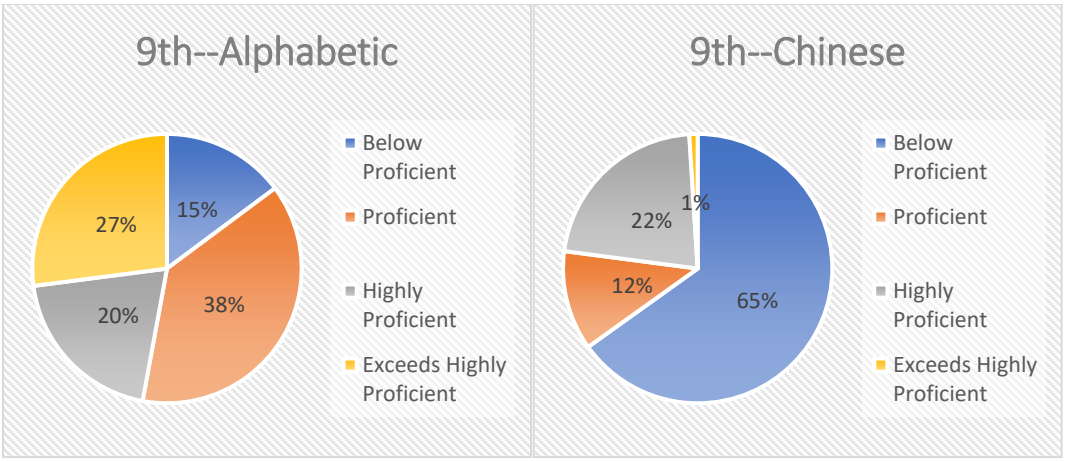
ALPHA: Students at the **Proficient** level can be part of a conversation about themselves and often express their own thoughts and get the things that they need. Students at the **Highly Proficient** level can consistently participate in conversations about themselves and their lives and often ask and answer simple questions.
CHIN: Students at the **Proficient** level are able to name and identify everyday things with words and phrases and an occasional simple sentence. They can ask and answer some very common and familiar questions. Students at the **Highly Proficient** level can be part of a conversation about themselves and often express their own thoughts and get the things that they need.

[1] Descriptive data provided by the University of Utah's Second Language Teaching and Research Center (L2TReC)



ALPHA: Students at the **Proficient** level can maintain a conversation about themselves and their life. They can also express their own thoughts and get the things that they need producing several sentences at a time. Students at the **Highly Proficient** level can maintain conversations about themselves and their life producing some connected sentences and asking and answering a variety of questions.

CHIN: Students at the **Proficient** level can consistently participate in conversations about themselves and their lives and often ask and answer simple questions. Students at the **Highly Proficient** level can maintain a conversation about themselves and their life. They can also express their own thoughts and get the things that they need producing several sentences at a time.



ALPHA: Students at the **Proficient** level can keep the conversations going by asking questions and describing or telling stories about themselves or their personal experiences with well-connected sentences. Students at the **Highly Proficient** level can ask questions, tell stories, describe people, places, and things, and report events. They can talk about some topics beyond Themselves. They can also resolve a problem that they might encounter in their daily life.

CHIN: Students at the **Proficient** level can maintain conversations about themselves and their life producing some connected sentences and asking and answering a variety of questions. Students at the **Highly Proficient** level can keep the conversations going by asking questions and describing or telling stories about themselves or their personal experiences with well-connected sentences.

* 3rd Grade includes Chinese, French, German, Portuguese and Spanish
* 5th grade includes Chinese, French, Portuguese and Spanish
* 7th and 9th grade includes Chinese, French and Spanish

Appendix VII

The Bridge Program:
Overview
Multiple Points of Entry
Participating Universities

Bridge Program
for Advanced Language Learning
Second Language Teaching and Research Center (L2TReC)
255 S. Central Campus Drive | Room 1930 | Salt Lake City | UT | 84112
phone 801.587.8554 | l2trec.utah.edu/ bridge-program/

The Bridge Program
Utah's Advanced Language Pathway for Post-AP Language Study

Utah's **Bridge Program** offers an advanced language pathway for high school students who have passed the AP Language and Culture exam. Students have the opportunity to complete one to three Bridge courses while in high school earning both high school and university credit. A student who completes three Bridge courses will graduate from high school with nine upper division college credits that count towards a major or minor in the language of study. Utah House Bill 152, sponsored by Senator Howard Stephenson and Representative Eric Hutchings and passed during the 2016 legislative session, facilitates infrastructure and provides ongoing funding for this critical continuation of Utah's ambitious Dual Language Immersion (DLI) Program.

Since 2008, Utah's K-9 DLI Program has grown to include five languages, Chinese, French, German, Portuguese and Spanish, in 161 schools reaching more than 32,000 students. In 2017, Utah DLI will add Russian and is projected to reach 39,000 students in 196 schools. DLI students aim to take the AP Language and Culture exam at the end of 9th grade; the **Bridge Program** is designed to 'bridge' the gap between completion of the exam and the start of higher education. It ensures uninterrupted language education and promotes an articulated vision for K-16 language study, establishing a clear K-16 pathway as well as a career pathway in two languages. In the **Bridge Program**'s inaugural year, 2016-17, two universities are delivering a Spanish course at four high schools across two school districts. In 2017-18, the second Spanish course will be offered by three universities at six high schools across four school districts; in 2018-19, courses in Spanish, French and Chinese will be offered by four universities at 23 high schools across eleven districts, and by 2020-21 courses in all three languages will be offered by five universities at 48 high schools across fifteen districts.

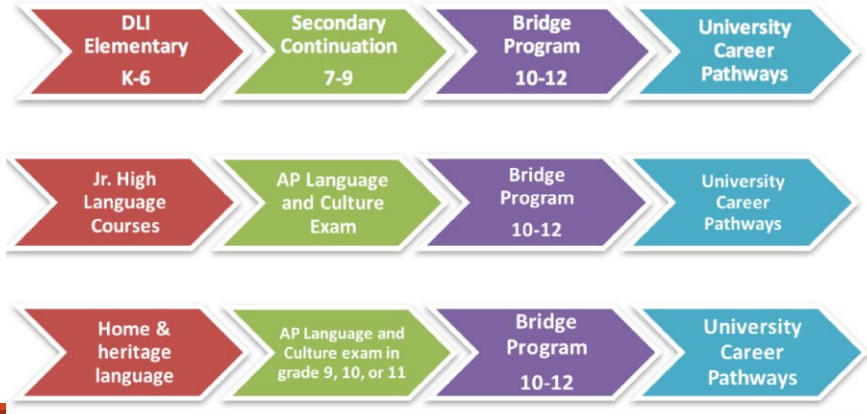
The **Bridge Program** is a unique partnership between all Utah state institutions of higher education and school districts with DLI programs. Each Bridge course is developed by a statewide team of university and high school instructors and delivered during a full academic year by a pair of instructors, one from the university hosting the course and one from the high school site working in a co-teaching model. Through challenging and sophisticated approaches to cultural content, Bridge courses focus on developing critical thinking skills and advancing students' language proficiency towards state grade level targets. The courses further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college. Utah's institutions of higher education are actively preparing for this influx of linguistically advanced students.

The **Bridge Program** meets the need for a secondary pathway for DLI students, but its impact goes beyond this. Enrollment in Bridge courses is open to any student who passes the requisite AP Language and Culture exam, thus broadening its reach to heritage speakers and other students who pass the exam at any point prior to their final year of high school. The **Bridge Program** promotes equity and access to *bilingual and bicultural citizenship* in Utah by offering rigorous, upper division university language and culture courses to any qualified student in designated high schools as determined by each district.

Utah's **Bridge Program** is administered by the University of Utah's Second Language Teaching and Research Center (L2TReC): l2trec.utah.edu/bridge-program/

Bridge Program-
Multiple Points for Entry

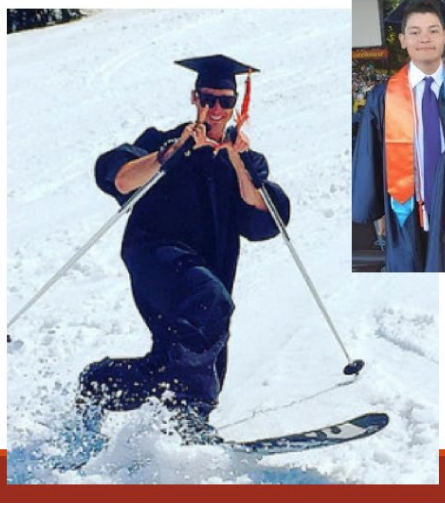
Three Pathways to Bridge Program Enrollment



The Bridge Program & College Readiness in TWO Languages

Bridge Program
for Advanced Language Learning

- DIXIE STATE UNIVERSITY
- SOUTHERN UTAH UNIVERSITY
- UNIVERSITY OF UTAH
- UTAH STATE UNIVERSITY
- UTAH VALLEY UNIVERSITY
- WEBER STATE UNIVERSITY



Appendix VIII

Sources and Resources

Appendix ----
Sources and Resources Considered in This Report

Building Bilingual Education Systems: Forces, Mechanisms and Counterweights
The Cambridge Research Series- Cambridge Press 2015
Mehisto and Genesee Editors
Chapter 5- Utah: Making Immersion Mainstream
Jamie Leite and Raquel Cook, Utah Valley University

Contributors to the information included in this report include:

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Ofelia Wade, Utah Spanish DLI Program Director
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Shauna Winegar- Utah STEM DLI Director
Jayne Yu Young, Utah Chinese DLI Coordinator

Utah State Board of Education
Response to the Challenges from the Report

The format of this document contains the challenges as taken from the report (in bold) and then the response in italics.

A. Recruiting and Retaining Highly Qualified Teachers
It is no secret to anyone that finding and retaining great teachers is an on-going challenge in any program, but especially in an immersion setting. Nevertheless, doing so must remain at the top of the challenges facing the Utah DLI program, especially in light of its exponential growth. There are a number of approaches to meet this challenge that are already in place and that are highly effective, but input from the schools and the team indicates that the following are areas that might be considered in meeting this challenge:

Continuing to strengthen relationships between the DLI team and school and district personnel in the recruitment area, including:

a. Adopting a common definition of what a highly qualified DLI teacher is, thus avoiding hires that may not be successful.

USBE Response:
Minimum Qualified Eligibility for Hiring DLI Teachers: hiring a teacher in this category sometimes introduces risks to the students learning trajectory.

- *Candidate that is eligible to receive the World Languages Endorsement*
- *Praxis Passing Score for that language*
- *OPI of at least advanced-mid in language as required*

Highly Qualified Eligibility for Hiring DLI Teachers:

- *Education Major - Education Pedagogical Training*
- *Ask for demo of candidates teaching to see evidence of Utah Effective Teaching Standards https://www.preview.uen.org/k12educator/uets/*
- *Or have the candidate conduct a demo lesson in a current classroom*
- *Ask candidate to submit Student Teaching Ratings*
- *Ask candidate to submit evaluations from previous year*
- *At a minimum, provide questions and have candidate provide evidence of understanding and successful application of:*
    - *Classroom Management - creating a positive learning environment that contributes to building a sense of community, motivation among learners, establishing appropriate procedures, and routines.*
    - *Ability to relate and communicate effectively with parents.*
    - *Core Instructional Strategies critical to learning:*
        - *Comprehensible Input*
        - *Engagement*
        - *Linguistic Support appropriate for language proficiency goals*

- *(e.g. Sentence Frames, modeling, word bank, thematic walls)*

International Teacher Candidates:
They must have successfully gone through the process and received a Utah Teaching License and

J1 Visa International Guest Teacher Candidates:
They must go through the USBE process dictated by the MOU with their country of origin.

b. Developing protocols to help districts avoid problems in the hiring process, thus making it more likely that the teachers hired will be successful and consequently retained.

USBE Response:
Guidelines for Hiring Dual Immersion Teachers
In an effort to ensure that LEAs hires highly qualified dual language immersion teachers, please consider having the Human Resources Department in collaboration with the Dual Language Immersion LEA Coordinator or the State DLI Language Director use the following guidelines to hire Chinese, French, German, Portuguese, Russian, and Spanish dual language Immersion elementary teachers.

1. Dual language immersion candidates will be screened by HR and a District DLI Coordinator/Coach or a State DLI Language Director.

2. Candidates must have proof of passing the Oral Proficiency Test at the "Advanced Mid" level or higher before they will be referred to the principal for interviews. This requirement does not apply to international hires.

3. It is highly recommended that the school level interview includes the partner English teacher (when applicable) and another member of the school DLI Team/ dept./grade level team. The candidate must have presented a "model lesson" to the hiring dual language immersion principal before an offer of employment can be extended. International hires are requested to submit a video of a model lesson.

4. Candidates must have a current Utah teaching license OR an acceptance letter from the State Board of Education Alternative Pathway to Professional Educator Licensure Program (APPEL) Department and have met all other requirements outlined in 1-3 before they can be offered a position (it is generally recommended to consider hiring guest teachers over an APPEL candidate without previous teaching experience).

5. All other hiring policies the LEA has in place remain in effect.

6. Please review the descriptions of "Minimally Qualified" and "Highly Qualified" teacher candidates detailed under Section a.

B. Providing Job-embedded Professional Development for Teachers and Administrators

As the Utah DLI program continues to grow, there will be increasing demands on the program team to work with individual teachers, administrators, district specialists, schools and districts to assure that every DLI teacher- both English and target-language teachers- has access to ongoing and job-embedded professional development.

The first indication of how daunting meeting this expectation is and will continue to be was when, due to exploding numbers of teachers, it was necessary to limit attendance at AUDII to first and second year teachers, leaving the more experienced teachers to other means of accessing professional development. While certainly justified by the sheer numbers of teachers, this decision created enormous demands on the state team to develop and deliver high quality support for teachers in their third year and beyond. When one considers the numbers of teachers and the numbers of the state support people, it is obvious that this situation will require innovative thinking and means of delivery. There are already trials in several languages to develop capacity by identifying and supporting "lead teachers," utilizing them as model teachers, as "portal teachers" who can train and support their less experienced or struggling colleagues, and as peer coaches. There is also a pilot to use technology to provide support to administrators. These are commendable efforts. Nevertheless, the program as a whole will need to identify, pilot, refine, and deliver support in a number of ways and using a number of technologies in order to leverage and maximize the efficiency of available human and material resources These resources will undoubtedly always be limited when compared to the escalating needs of this rapidly expanding program. Therefore, this effort should be a major emphasis for the team as a whole, not just happening language by language.

USBE Response:
Moving forward we plan to certify all team members through the Be GLAD professional development model which will then enable our state team to train any DLI teacher in the GLAD principles. The training will be available to DLI teachers with 3 or more years of successful teaching experience. This will include things like Thinking Maps which are graphic organizers in thinking, speaking, and writing.

We are also considering Kagan Engagement training for our state team members. State Team members can become a coach in the Kagan Engagement principles to train DLI teachers. Our goal is to find outstanding teachers after their 3 years to empower these teachers with the training to be a Kagan classroom. Then use their classrooms as model classrooms for other teachers in the state.

High School Bridge Program - In 2019-2021, we are piloting College-Readiness Academic Skills & Behaviors professional development with the state coordinator team to support college-readiness for all DLI High School Bridge Program students. In schools with high numbers of students from historically underrepresented populations in higher education (minority, low-income, and first-generation college going students) these skills and behaviors can be critical to college access and completion. The state team will continue supporting developing professional development via lesson plans and small cohorts of teachers focusing on student supports in these areas.

C. Addressing Communication Challenges:
During interviews about the program and analyzing survey results, this evaluator identified two communication gaps about which there is general agreement:

1. There appears to be some misunderstanding among educators and parents alike about the vertical articulation and program evolution from K-6 through the secondary program. This challenge demands a strong communication effort so that parents, students, and educators all understand the overall DLI program as it leaves the elementary grades and evolves into a secondary program.

USBE Response:
We have created DLI pathway documents that articulate the progression of the DLI program from elementary schools through middle/jr. high schools into high schools. These documents clearly define the pathway for DLI students will take as they progress through the grade levels. Please review these documents at this weblink: http://www.utahdli.org/instructional-model/

2. There appear to be instances and situations in which district-based programs and the DLI program are not working as well together as is optimal for student success and teacher support. In some situations, there is a lack of understanding of the DLI model among district specialists, and certainly the reverse situation is true, where DLI team members are not fully informed about some district programs. This miscommunication can put a great deal of pressure on the DLI teachers, who must meet the expectations of both groups. Strengthening this relationship will require a program-wide effort, probably through the principals and district administrators, to improve communication and understanding and assure that everyone is pulling in the same direction.

USBE Response:
Our state team has personally worked with school districts as we visited with district leadership and school principals discussing the state model and answering questions to improve the relationship and communication we have with the different LEAs throughout the state. This has brought great dividends and a stronger communication pattern with our LEAs and school principals.

D. Collecting, Analyzing and Making Best Use of Data

The Utah DLI program has an immense data bank that can and should be used for more detailed analysis of the program, the students who enroll in and complete the program, and the very small number of children who leave it before completing the entire sequence of study.

It is difficult to overstate the importance of this task. Never before in the history of world-language education has there been so much information available on students and the programs in which they are enrolled, data that can be disaggregated by any number of factors, data that the state can use to improve and enhance the learning experiences of the thousands of children who enroll in DLI programs and their counterparts who do not choose that path. Literally, the rest of the nation is waiting to see what insights come out of the Utah DLI program.

For any number of reasons, the potential of existing data has not been fully realized, even though there are ongoing efforts to do so. The role of the University of Utah's L2TReC (Second Language Teaching and Research Center) has been integral to this process and their professors have been incredibly dedicated and generous with their efforts to support the Utah DLI program through research and data analysis. Nevertheless, there is room for additional researchers and analysts. Carefully controlled by the State of Utah and collaborated with L2TReC, every effort should be expended to take full advantage of this huge amount of information to engage in research and in conversations to improve the education of the children of Utah and, really, the nation. This is not an opportunity to be wasted.

USBE Response:
The Teaching and Learning department is working closely with the Data department in USBE to analyze the student learning outcomes in English Language Arts as compared to a control group. This will continue to be a partnership we will continue to use as needed for data analysis over time.

E. Developing and Implementing a Marketing Plan for DLI:

One of the issues that has emerged from numerous conversations with team members and others is the fact that the Utah DLI program is in great need of a communication plan that "markets" DLI to, among others, school staffs, especially to current and potential partner teachers. Some educators feel excluded and resent what they perceive as "extra work" caused by the existence of a DLI program in their schools. Others apparently feel excluded.

These are but examples of the effects of not consciously broadcasting a consistent, well-crafted rationale for the program and its benefits for all kids and schools.

It is also critical that the marketing plan address the concerns of parents whose children are not in the program. This may well call for a PR campaign within the districts and around the state that "sells" the benefits to all children of having a DLI program in their schools, even for students not in the program itself.

Another critical PR need is that of making the English partner teachers feel more appreciated and needed. They are, after all, absolutely critical to the success of this program. The state team has recognized this need by hiring an outstanding and experienced English partner teacher to work with other English partner teachers. Nevertheless, it is difficult to see how having one person specifically assigned to the entire corps of English partner teachers is even close to sufficient. There may be ways to create a cadre of English partner teachers who can work with others in this effort. It might also be possible to use technology to network them and provide on-going support. Whatever the team decides, this should be an important focus of future efforts.

USBE Response:
The English Director on the State DLI Team works closely with a cadre of experienced and successful English partner teachers. This group of successful educators provide training across the state to new English Partner teachers through the Annual Utah Dual Immersion Institute. They also work closely with English partner teachers as needed around the state to improve collaboration with their language partner teacher.

We have developed protocols and documents which aid both teachers in the partnership to be successful in their collaboration as they teach in a DLI classroom. Documents and protocols can be reviewed at the following website link:

http://www.utahenglishdli.org/teachers/

Here is a sample list of documents at this site:

Collaboration – Logistics:

- ***Collaboration – Logistics:***
  New DLI Partner Collaboration Checklist-PDF
  New DLI Partner Collaboration Checklist-Document

Collaboration – Management:

- ***Collaboration – Communication and Public Relations:***
  Beginning of Year Letter-Document
  Beginning of Year Letter-PDF
  Disclosure Letter #1-Document

Disclosure Letter #1-PDF
Disclosure Letter #2-Document
Disclosure Letter #2-PDF
Disclosure Letter #3-Document
Disclosure Letter #3-PDF
Sample PLC Schedule

- ***Collaboration – Curriculum & Instruction:***
  Editable Files:
  Collaboration Protocol Template Grades K-3
  Collaboration Protocol Template Grades 4-5
  Collaboration Protocol Template Grade 6
  Templates:
  Collaboration Protocol Template Grades K-3
  Collaboration Protocol Template Grades 4-5
  Collaboration Protocol Template Grade 6
- ***Collaboration – Student Monitoring:***
  ACTFL Proficiency Scale
  Proficiency Pyramid
  Proficiency Targets 2019-2020
  DLI Assessment Schedule 2019-2020
- ***Collaboration – Conferencing:***
  Conferencing Parent Letter
  Conferencing Goal Sheet
  Conferencing Outline
  Conferencing Parent Outline
- ***DLI Program Fidelity Assurances:***
  DLI Assurances Grades 1-5/6
  Classroom Level Assurances Summary
- ***Instructional Plans:***
  Instructional Time Grades 1-3
  Instructional Time Grades 4-5
  Instructional Time Grade 6
  Secondary Sequencing
- ***Writer's Workshop:***
  Writer's Workshop Checklist
  Rainbow Editing
  Ideas to Write About
  What Can I Write About?
  Transition Words

Please explore this website to find other helpful information. http://www.utahenglishdli.org/

Marketing DLI:

We have a Media and Technology Coordinator on our State Team who works to market DLI by providing documents, flyers, brochures, and other marketing materials as needed by USBE and the State DLI Team. This is an ongoing effort to inform the public about the State DLI Model and program. http://www.utahdli.org/