



Immersion Program Assurances

Assurance	Indicator(s) of Fidelity
1. Instructional model for both English and the target language is implemented with fidelity.	<ul style="list-style-type: none"> Subjects taught according to grade-level content area split. Use of state-provided target language literacy materials. Minutes of instruction in the target language in math, science, and target language arts meet the state recommended minimums from the content area split documents.
2. Program is started in kindergarten with a two-teacher model and sustained in future grades as such unless decline in enrollment necessitates other alternatives.	<ul style="list-style-type: none"> Immersion language teachers are “highly qualified” and hold both an Elementary Certificate and either a K-12 World Language Certificate or a K-12 Bilingual Certificate.
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.	<ul style="list-style-type: none"> Teachers deliver instruction in the target language 100% of the time.
4. Target language teachers provide clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.	<ul style="list-style-type: none"> By January 15th of kindergarten, all students use the target language to communicate with the immersion teacher. By January 15th of 1st grade, all students use the target language to communicate with the immersion teacher and other students in the immersion classroom.
5. Schools and districts monitor student language development.	<ul style="list-style-type: none"> The Student Proficiency Report (SPR) is completed for all students each year in grades K-5. External student proficiency assessment is administered in grades 3-5 according to state guidelines.
6. Schools and districts monitor student academic progress in math and ELA.	<ul style="list-style-type: none"> LEA collects comparative data between immersion and non-immersion students within the same school at least twice per year.
7. English and target language partner teachers collaborate as an immersion team on a weekly basis.	<ul style="list-style-type: none"> Immersion teams dedicate at minimum 30 minutes per week to collaborative planning and use a collaboration template to ensure high-quality content instruction in both languages.
8. Immersion teachers (both English and target language) participate in ongoing immersion-specific professional learning.	<ul style="list-style-type: none"> 100% full-day attendance by all teachers at state-sponsored professional learning sessions* 100% full day attendance at ADII for first and second year teachers*
9. School principals and district immersion administrators engage in professional learning around immersion that increases their capacity to scale and support immersion programming.	<ul style="list-style-type: none"> 100% attendance by LEA immersion administrators in ADII district teaming day* 100% attendance by principal and/or designated school-level representative in quarterly Immersion Principal and Administrator Council (IPAC) meetings* Provide evidence of adherence to Immersion Fidelity Assurances.

* Unless absence is pre-approved by state and district personnel