

Credentials for teaching a Bridge Program course

- Before interviewing (ideally) or before date of hire,
 - HS instructors submit proof of OPI/OPIc and WPT language proficiency test of Advanced-Mid or higher (highly recommended to have current test score within the past 3 years).
 - University instructors submit proof of OPI/OPIc and WPT language proficiency test of Advanced-High or higher (highly recommended to have current test score within the past 3 years).
- High School instructor as obtained or is in pursuit of:
 - Secondary Licensure
 - Endorsement in World Language
 - Endorsement in DLI (DLI Endorsement may be obtained via Foundations of DLI course + participation in Summer Bridge Institute)
- High School Guest Teachers (coming to teach in Utah from another country) may also meet DLI/Bridge credentials according to USBE Guest Teacher guidelines. Please contact karl.bowman@schools.utah.gov
- Critical: Before making final selection, please require the educator to submit a 10-20 minute video of their classroom teaching in an immersion lesson and in the Target Language that will be taught. (Please reach out to the State Bridge Program team if you would like support and reflection on the teaching demo lesson.)

Characteristics and Evidence/Criteria of a strong Bridge Program candidate

Characteristic	Evidence Tool	Criteria of Evidence
Language Proficiency	OPI/OPIc WPT	<ul style="list-style-type: none"> ● HS: Advanced Mid OPI & WPT score in the Instructional Language ● University: Advanced High score in the instructional language ● Proficiency in English (B2)
Coachable	1. Demo Lesson 2. Reference Checks 3. Interviews	<ul style="list-style-type: none"> ● Give a coaching tip during the demo lesson and observe how the candidate responds to the feedback. ● Genuine and specific accounts of how the teacher benefitted from coaching are evident during the interviews and reference checks.
Collaborative Disposition	Reference Checks Interviews	<ul style="list-style-type: none"> ● Genuine and specific accounts of how the teacher has been collaborative and is willing to “co-plan” and “co-teach” in previous settings are evident during interviews and from references.

Strong Pedagogy	Demo Lesson Interviews	<ul style="list-style-type: none"> ● What strategies is the teacher using to make the content and the language comprehensible to the students? ● Who is doing the talking in the class? (Goal = student written/spoken language production more than half of the lesson time) ● Are all students doing all the time? (opportunity for ALL students to speak and write, not one student at a time speaking) ● How is the teacher checking for understanding? What student product and language production is visible by the end of the lesson?
Classroom Management	Demo Lesson Interviews	<ul style="list-style-type: none"> ● How often does the teacher have to refocus students during the lesson? ● How many students are on task/off task? ● How does the teacher manage the off-task students or students who elect to not participate? ● How does the teacher address, redirect, or motivate students to stay in the TL when they slip into English in small-group or pair work? ● (Interview) How does the teacher support students and communicate with parents about expectations and achievement in a Concurrent Enrollment (university level) course?