

Utah Bridge Program Fidelity Assurances Grades 10-12

Fidelity Assurances for state programming serve to clearly define the core expectations of the program. LEAs and universities participating in the Bridge Program follow Assurances and provide Evidence Sources in order to qualify for DLI and Bridge Program legislative funding. (updated 9/24)



ASSURANCES	EVIDENCE SOURCE
<p>1. Instructor Qualifications</p>	
<p>For the 2-Teacher Model (high school and univeristy co-teaching) <u>High school faculty:</u></p> <ul style="list-style-type: none"> • Before date of hire, submit proof of Oral Proficiency Test (OPI) score of <i>Advanced-Mid</i> or higher (highly recommended to have current test score within the past 3 years and ability to easily maintain 100% instruction in the Target Language for academic/college course topics and content) • Has obtained or is in pursuit of: <i>Secondary Licensure with Endorsement in World Language and Endorsement in DLI</i> (DLI Endorsement may be obtained via Foundations of DLI course + participation in Summer Bridge Institute) <p><u>University faculty:</u></p> <ul style="list-style-type: none"> • Before date of hire, submit proof of Oral Language Proficiency (OPI) of <i>Advanced-High</i> or higher within the past 3 years • Each participating university will hire according to the standards at their institution for teaching 3000-level course <p>For the 1-Teacher Model (high school instructor)</p> <ul style="list-style-type: none"> • Before date of hire, submit proof of Oral Proficiency Test (OPI/OPIc) and Writing Proficiency Test (WPT) score of <i>Advanced-High</i> or higher (highly recommended to have current test score within the past 3 years and ability to easily maintain 100% instruction in the Target Language for academic/college course topics and content) • Has obtained or is in pursuit of: <i>Secondary Licensure with Endorsement in World Language and Endorsement in DLI</i> (DLI Endorsement may be obtained via Foundations of DLI course + participation in Summer Bridge Institute) • Holds a MA or 18+ credits in the content area or relative field (e.g. culture, literature, second language acquisition) • Has either a.) previously co-taught the three high school courses or b.) taught 3000-level courework on campus 	<p>For the 2-Teacher Model, instructor meets all requirements:</p> <ul style="list-style-type: none"> • High school faculty provides evidence of the OPI and WPT score showing Advanced-Mid or higher prior to date of hire; High school faculty has obtained (or is in pursuit of): <ul style="list-style-type: none"> - Secondary Licensure - Endorsement in World Language - Endorsement in DLI • University faculty submits official certificate of the OPI score showing Advanced-High or higher prior to date of hire <p>For the 1-Teacher Model, high school instructor meets all requirements:</p> <ul style="list-style-type: none"> • Provides evidence of OPI/OPIc and WPT score showing Advanced-High or higher prior to date of hire • High school faculty has obtained (or is in pursuit of): <ul style="list-style-type: none"> - Secondary Licensure - Endorsement in World Language - Endorsement in DLI • Submits official transcript of MA or 18+ credits in the course content area or related field (e.g. culture, literature, second language acquisition) • Submits evidence of co-teaching the high school course or having taught 3000-level courework on campus
<p>2. 100% Target Language use: for instruction and by students</p>	
<ul style="list-style-type: none"> • <u>Instruction and communication</u> in the classroom is conducted 100% of the time in the Target Language • When appropriate, communication outside of the classroom and outside of instructional setting is maintained in the Target Language • Students receive clear, enforced, and reinforced expectations and positive reinforcement to communicate in the Target Language in the classroom 100% of the time 	<ul style="list-style-type: none"> • Classroom observations of students and teacher in the Target Language, conducted by L2TReC and Partner University • Evidence of 80% of students meeting Utah DLI grade level proficiency benchmarks • Evidence of motivational behavior plan that encourages accountability and positively reinforces target language use expectations



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3. Required courses	
<ul style="list-style-type: none"> Institutions/high schools offer 1 course/year, following statewide program rotation and utilizing courses developed by the statewide curriculum team (3116, 3117, 3118) Course assignments and grades are recorded/published and accessible for students and co-instructors via the university Canvas course AND high school gradebook 	<ul style="list-style-type: none"> High school master schedule provides evidence of required course; university instructor is invited as co-instructor on the high school Canvas platform
4. Professional Development	
<ul style="list-style-type: none"> University and high school faculty participate in 100% of professional development for Bridge Program instructors (1.) <i>Bridge Program Summer Institute</i>- 3 days for new instructors, 2 days for returning instructors; during the first week of August (2.) Two <i>Bridge Program Workshop Dates</i>- typically in the fall and spring, during the school year Additional optional workshops will be developed according to Bridge instructors' feedback and needs 	<ul style="list-style-type: none"> Documented attendance from professional development workshop days
5. Instructional Delivery, 2-Teacher Model Co-planning, co-teaching	
<ul style="list-style-type: none"> University and high school instructors jointly develop a <u>Co-teaching Plan</u> for co-instruction, -planning, and -assessment, facilitated by the L2TReC through professional development support <ul style="list-style-type: none"> Co-teaching days: Both instructors actively teach and provide student feedback/support (e.g. alternating lead teaching for activities, small-group instruction, individual feedback/support) Weekly Lesson Debrief & Planning Meeting: University and HS instructors schedule and conduct meeting 1x/week minimally HS-led instructional day(s): During <i>Lesson Debrief and Planning Meeting</i>, both instructors discuss student outcomes and next steps for teaching and learning, following course curriculum and according to student needs. Based on debrief meeting discussion, HS instructor develops lesson plans on day(s) s/he teaches. HS instructor communication after HS-led teaching days: Prior to the next co-teaching day, HS instructor communicates to the University instructor an overview of the lesson plan taught <p><u>Academic Calendar:</u> Both instructors co-teach 1 day/week at the HS site. All instructors follow the HS academic calendar and bell schedule</p>	<ul style="list-style-type: none"> HS Administration creates master schedule with planning period scheduled either before or after the instructional period Written co-teaching plan containing elements of the Co-teaching Checklist Calendar of collaborative planning dates and grading deadlines Classroom observations conducted by Bridge Program Team and Partner University; Both instructors actively involved in daily classroom instruction, feedback, and assessment.
6. Curriculum, Assessment & Grades	
<ul style="list-style-type: none"> <u>Curriculum and instruction</u> adhere to the common course framework: a.) Course number & title, b.) Course description, c.) Learning Outcomes, d.) Unit number and unit themes, and e.) Summative & diagnostic unit assessments <u>The university instructor co-teaches</u> live-in-person one day per week with the high school instructor for all sites within a 1-hr. drive of the main campus. Rural high school sites (located more than a 1 hr. drive from the main campus) may develop a blended teaching schedule for the university instructor with rotation of live-in- person and live-virtual learning connection with the high school instructor on site. <u>Grades:</u> Weekly and end-of-term grades are agreed upon by both instructors, and are entered weekly in both Canvas and the HS gradebook. The grade recorded on the HS transcript for each term reflects the student's level of performance at the end of the term. The final course grade 	<p>Common curriculum and assessment is a Program Assurance in order to assure all institutions that 3000 level coursework meets expectations of their Department, and for credit to be transferable across institutions.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Course syllabus adheres to common course framework and assessments All graded assignments and assessments posted in Canvas & HS gradebook Proposed changes to <i>unit themes</i> or <i>summative unit assessments</i> shall be submitted to the Bridge Program director of curriculum prior



recorded by the institution on a permanent university transcript shall be calculated as the cumulative grade for the entire course.

- **Assessment:** Homework, formative assessments, projects and tests should be assessed (grading and feedback) in a manner that utilizes both the HS and the university instructor as grader.
- If grade falls below a C at any point, instructors work with student(s) to develop a support/intervention plan.

to implementing the change, and shall be shared with the partnering university Department Chair and Bridge Program team.

7. Principal(s), department chairs, counselors & district coordinator

- **New Program Meeting:** 1 year prior to new HS site program implementation, each high school site meets with Bridge Program (including: district administrator, HS administrator, counselor, CE coordinator, and potential Bridge instructor candidates)
- **HS CE Instructor qualifications:** As a CE course awarding upper division college credit, district or high school administrator communicates instructor qualifications to Bridge Program and to partner university
- **Recruit & support students from all demographic groups** to enroll and succeed in Bridge Program and other advanced high school coursework (CCR)
- **Annual deadlines:**
 1. **HS master schedule:** a.) schedule co-planning prep period before or after Bridge course instructional period(s), & b.) coordinate with university instructor multi-site schedule
 2. **July 1-31:** HS Administrator submit **Bridge Course Prerequisite Confirmation Report** to partner university CE Director (**student roster and Yes/No to indicate student met 3+ AP score**); adhere to enrollment cap per section (30)
 3. **August-September:** Support student enrollment via partner university's CE platform
 4. **November 1-30:** Conduct **Early Enrollment Projection**, send student and parent communication on following year Bridge Program course options
 5. **December 1-7:** Submit **District Early Enrollment Report with final section number confirmed** (Template: <https://12trec.utah.edu/bridge-program/administrators/index.php>)
 6. **February:** University may submit instructor scheduling requests to high school.
 7. **Support instructor** to a.) attend required Bridge Program Summer Institute and 2 workshops during the academic year, b.) maintain Program Assurances

