

TUCSON UNIFIED SCHOOL DISTRICT
Language Acquisition Department (LAD)
Dual Language (DL) TimeLine
2013-2014

Purpose: Department timeline for proposed Dual Language Program Model K-12 as approved by Leadership.

Process/Task	Person(s) Responsible	Outcome or Product	Date of Completion
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Proposed DL Model K-12 for Leadership Approval	LAD	Confirmation of proposed model to proceed with district implementation	September 2013
Develop detailed plan that specifies expectations from sites regarding implementation of a DL Model: <ul style="list-style-type: none"> • Instructional Design • Support Plan Protocol for Dual Language Programs • Dual Language Overview • Principal Commitment • Teacher Expectations • Elementary/MS/HS Materials • Data Monitoring 	LAD	Facilitation of site selection which will provide clear mutual understanding of district & site commitment	November 2013
Develop Dual Language Handbook for 2014-2015	LAD/Leadership	The TWDL handbook will provide a framework for developing and implementing a dual language instructional program.	December 2013 – July 2014
Two-Way Dual Language Symposium Planning	LAD	<ul style="list-style-type: none"> • PD for DL Teachers • Rollout of new model to TUSD community • Continue partnerships with Higher Ed. Institutions 	December 2013 – May 2014
Conduct Meeting with principals of existing DL sites to share document of DL Plan and expectations	LAD	Determination of participating sites	January 2013
Meet with committed sites’ leadership teams to present plan and discuss steps needed to be taken to align with new model	LAD	Development of site based action plan for implementation of DL model	February – March
Revise all relevant department documents and brochure to align with new model. <ul style="list-style-type: none"> • Upon board approval, documents will be uploaded and printed for availability 	LAD	Drafts of documents to inform all TUSD stakeholders	Nov./Dec./Jan.

<p>Re-Establish partnership with UofA to assist with implementation of new model</p> <ul style="list-style-type: none"> • U of A- <ul style="list-style-type: none"> ✓ Two presentations (Compliance and Two-Way Dual Language) to undergrads/ Dr. Carol Evans ✓ Two-Way Dual Language and SIOP presentation to undergrads/ Dr. Cecilia Valenzuela Gee ✓ Alternative Language Programs Presentation to U of A Language Reading & Culture (LRC) Bilingual Faculty-April 23rd ✓ Two-Way Dual Language presentation to undergrads/ Dr. Richard Ruiz-April 28th 	<p>LAD</p>	<p>Open line of communication in order to:</p> <ul style="list-style-type: none"> • Keep current on cutting edge research • Monitor effectiveness • Recruit well-prepared teachers 	<p>February/March/April</p>
<p>Dual Language Symposium with panel of experts and community representatives to showcase TUSD's Dual Language programs.</p> <ul style="list-style-type: none"> • Guest speakers • Researchers (U of A, ASU, experts) • Parents and students • Teachers 	<p>LAD</p>	<ul style="list-style-type: none"> • PD for DL Teachers • Rollout of new model to TUSD community • Continue partnerships with Higher Ed. Institutions 	<p>May</p>
<p>Ensure all committed sites have resources and procure resources from sites if needed:</p> <ul style="list-style-type: none"> • Reading Adoption • Math Adoption • Avenues • LAS Links • Achieve 3000 	<p>LAD/PD Associates</p>	<p>Inventory, budget and orders for DL instructional resources</p>	<p>May/June</p>

<ul style="list-style-type: none"> • Imagine Learning Español (K-1) • SSL • Science / FOSS • Social Studies <p>5-Day Summer Institute Planning:</p> <ul style="list-style-type: none"> • Consultants/procurement • Develop Agendas • Teacher Compensation • Venue • Printing • Materials/Handouts • Guest Speakers 	<p>LAD/PD Associates</p>	<p>Coordination of Institute completed</p>	<p>June</p>
<p>5-Day Summer Institute :</p> <ul style="list-style-type: none"> • <u>Days 1-3</u> - Literacy Squared • <u>Day 4</u> - Guest speaker- on the concept of bridging between languages • <u>Day 5</u> Imagine Learning Español K-1 LAS Links 	<p>LAD/PD Associates</p>	<p>In-Depth training for Cycle One implementation phase</p> <p><u>Literacy Squared</u></p> <ul style="list-style-type: none"> - On-going and extensive professional development that aligns with the new DL Model. It includes: paired literacy instruction beginning in kindergarten, literacy-based ELD, and an expanded view of literacy instruction in two languages including greater emphasis on oracy, writing, metalinguistic awareness, and cross-language connections. <p><u>Bridging</u></p> <ul style="list-style-type: none"> - Session will address the need for a strategic use of both languages in literacy and content 	<p>July 14-18</p>

			<p>instruction, with the help of the "Bridge." The concept of bridging between languages will be explored throughout the year</p> <p><u>Imagine Learning Español</u></p> <ul style="list-style-type: none">- Session will train K-1 teachers in the use of technology through a balanced approach to literacy in Spanish. This program provides the solid pedagogical foundation to help students become proficient readers in Spanish <p><u>LAS Links</u></p> <ul style="list-style-type: none">- Session will train teachers to administer and analyze data using LAS Links Español to inform instruction.	
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Two Way Dual Language (TWDL) Program



**Office of Curriculum Instruction and Professional
Development-*Language Acquisition Department***

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Current DL Schools

- Davis K-5 (Spanish Immersion)
- Grijalva K-5
- Hollinger K-5
- McCorkle PreK-3
- Mission View
- Roskruge K-8
- Van Buskirk K-5
- White K-5
- Pistor 6-8
- Pueblo 9-12



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TWDL Elementary Model

Office of Curriculum Instruction and Professional Development Language Acquisition Department															
TUSD Two-Way Dual Language (TWDL) Model PreK-8 th Self Contained															
Pre-Kindergarten		Kinder			First Grade			Second Grade							
Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish				
Reading	48		Reading	90	0-10	90-80	Reading	90	10-20	80-70	Reading	90	20-30	70-60	
Writing	48		Writing	30	0-5	30-25	Writing	30	5-10	25-20	Writing	30	10-15	20-15	
Mathematics	48		Mathematics	60	0-5	60-55	Mathematics	60	5-10	55-50	Mathematics	60	10-20	50-40	
Science/SS	48		Science/SS	45	0-5	45-40	Science/SS	45	5-10	40-35	Science/SS	45	15-20	30-25	
SLD	48		ELD/SLD	45	45	0	ELD/SLD	45	45	0	ELD/SLD	45	45	0	
Total Hours of Instruction	4 Hours		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		
			Intervention/Enrichment	30	Spanish and/or English as Needed		Intervention/Enrichment	30	Spanish and/or English as Needed		Intervention/Enrichment	30	Spanish and/or English as Needed		
			Total Hours of Instruction	5.5	Hours		Total Hours of Instruction	5.5	Hours		Total Hours of Instruction	5.5	Hours		
Third Grade			Fourth Grade			Fifth Grade			Sixth-Eighth Grade Self Contained						
Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish				
Reading	30-50	60-40	Reading	90	35-45	55-45	Reading	90	35-45	55-45	Reading	90	45	45	
Writing	20	20	Writing	40	25	15	Writing	40	20	20	Writing	40	20	20	
Mathematics	20-35	40-25	Mathematics	60	30-35	30-25	Mathematics	60	30	30	Mathematics	60	30	30	
Science/SS	25-30	35-30	Science/SS	60	30-35	30-25	Science/SS	60	30	30	Science/SS	60	30	30	
ELD/SLD	45		ELD/SLD	45			ELD/SLD	45			ELD/SLD	45			
Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30	Spanish and/or English as Available	
Intervention/Enrichment	30	Spanish and/or English as Needed		Intervention/Enrichment	30	Spanish and/or English as Needed		Intervention/Enrichment	30	Spanish and/or English as Needed		Intervention/Enrichment	30	Spanish and/or English as Needed	
Total Hours of Instruction	5.5			Total Hours of Instruction	5.5			Total Hours of Instruction	5.5			Total Hours of Instruction	5.5		

***Team Teaching Model recommended when available. This model requires the following qualifications:**
 Bilingual Education Endorsed teacher who provides all targeted Spanish instruction
 SEI or ESL Endorsed teacher who provides all targeted English instruction



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TWDL Secondary Model

Office of Curriculum Instruction and Professional Development
 Language Acquisition Department

TUSD Two-Way Dual Language (TWDL) Model

Team-Teaching Model*		
Secondary Dual Language Model 6 th – 12 th grades		
Period	Language of Instruction - English	Language of Instruction - Spanish
1		Spanish Language Arts or SLD
2	English Language Arts or ELD	
3	Additional period of ELD or elective	
4	Math Team Teaching	
5	Science Team Teaching	
6	Social Studies Team Teaching	
<p>Team Teaching in Dual Language 6th – 12th One teacher for each content area uses English as the language of instruction and the other teacher uses Spanish as the language of instruction. Students alternate between the Spanish and the English language content teachers by unit (not to exceed two weeks in duration).</p> <p>*Team Teaching Model requires the following qualifications:</p> <ul style="list-style-type: none"> ✓ A team of two teachers per content area <ul style="list-style-type: none"> ○ Bilingual endorsed teacher provides content in Spanish language. ○ ESL or SEI endorsed teacher provides content in English language. ✓ Highly Qualified in subject area 		



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Team Teaching Model

- Fidelity to both Languages
- Promotes collaboration between teachers
- Involves a larger portion of the faculty dedicated to the common goal of biliteracy
- Serves twice as many students

“Team teaching is a way to use valued monolingual English staff who are invested in the program and eager to partner with a bilingual teacher”

Thomas and Collier, 2012

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Program Implementation Timeline

TUSD District Schools District Language Acquisition Department (LAD) Dual Language (DL) Timeline 2013-2014				
Outcomes Department Issues for Proposed Dual Language Program Model K-12 as approved by categories				
Process / Task	Person(s) Responsible	Outcome or Product	Date of Completion	
Proposed DL Model K-12 for Leadership Approval	LAD	Confirmation of proposed model to proceed with district implementation	October 2013	
Work with HR and Leadership to develop compensation package	Leadership/HR/LAD	Established compensation package to increase recruitment potential of quality DL teachers	November 2013	
Develop detailed plan that specifies expectations from sites regarding implementation of a DL Model:	LAD	Facilitation of site selection which will provide clear mutual understanding of district & site commitment	October/November 2013	
<ul style="list-style-type: none"> Instructional Design Support Plan Protocol for Dual Language Programs Dual Language Overview Principal Commitment Teacher Expectations Elementary/MS/HS Materials Data Monitoring 				
Conduct Meeting with principals of existing DL sites to share document of DL Plan and expectations	Leadership/LAD	Determination of participating sites	December 2013	
Meet with committed sites' leadership teams to present plan and discuss steps needed to be taken to align with new model	LAD	Development of site based action plan for implementation of DL model	January 2013	
Revise all relevant department documents and brochure to align with new model.	LAD	Drafts of documents to inform all TUSD stakeholders	Nov./Dec./Jan.	
<ul style="list-style-type: none"> Upon board approval, documents will be uploaded and printed for availability 	LAD	Informing and approval of DL model by school board		
Present Model To Governing Board	SLT/LAD	Parent commitment to revised DL program	December	
Meet with Parents/Community of committed sites to provide information about DL model and rationale	LAD/Site Leadership		February	
Re-Establish partnership with UofA to assist with implementation of new model	LAD	Open line of communication in order to:		
Ensure all committed sites have resources and procure resources from sites if needed:	LAD	<ul style="list-style-type: none"> Keep current on cutting edge research Monitor effectiveness Recruit well-prepared teachers 	January	
<ul style="list-style-type: none"> Reading Adoption Math Adoption Avenues LAS Links Achieve 3000 Imagine Learning Español (K-1) SSL Science / FOSS Social Studies 	LAD	Inventory, budget and orders for DL instructional resources	February/March/April	
Conduct initial training with site staff to align on the following:	LAD/PPD Associates	Staff will have received a preliminary overview of subsequent professional development to launch new DL model	March	
<ul style="list-style-type: none"> Use of resources Sheltered Immersion Strategies Assessment Blending Team teaching 				
5-Day Summer Institute Planning:	LAD/SLT /PPD Associates	Coordination of Institute completed	March - May	
<ul style="list-style-type: none"> Consultants/procurement Develop Agendas Teacher Compensation Venue Printing Materials/Handouts Guest Speakers 				
Conduct 5-Day Summer Institute	LAD/PPD Associates	In-Depth training for Cycle One implementation phase	TBA pending district summer PD calendar	

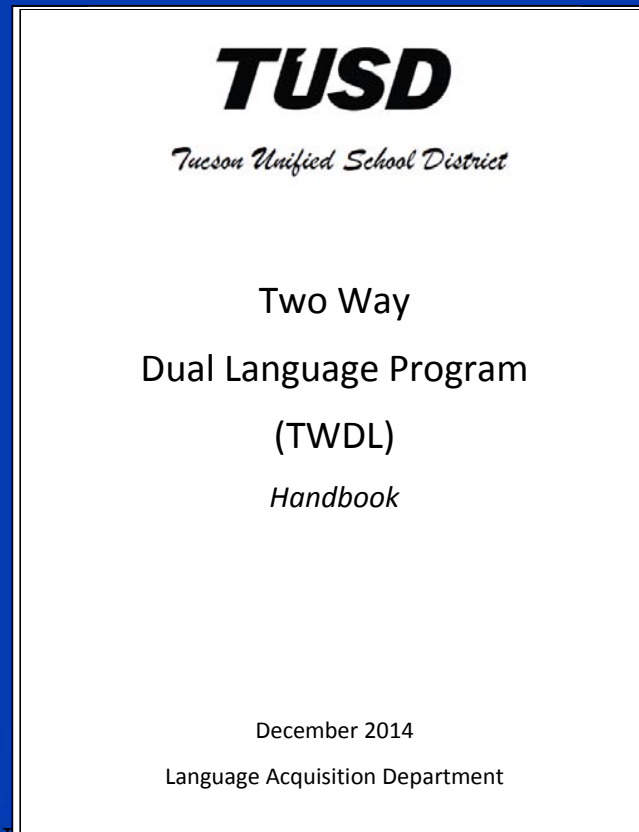


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TWDL Handbook

- Review Contents



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Questions????

- How many schools per cycle will be accepted?
- Criteria for Cycle I school selection?
- In Cycle I, do we phase in new model and grandfather the old model and maintain support during the phase-in period?
- Can schools continue to run their own bilingual classes if they do not decide to adopt the new model?
- Where does Magnet fit in? (e.g. Dietz, Davis, Roskruge)



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Next Steps

- Meet with all stakeholders at your site
- Site Commitment - January 10, 2014



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El mundo en sus manos... siendo bilingüe



Tucson Unified School District

Two-Way Dual Language Symposium

Tuesday, May 6, 2014

The Language Acquisition Department invites you to join us for the introduction of TUSD's new Advanced Learning Experience 2014-2015!



- ❖ Entertainment and student work by TUSD's Dual Language schools
- ❖ Presentation of Model
- ❖ TUSD Bilingual Education Success Stories
- ❖ Students who attend the symposium will receive a certificate towards requirements for the Seal of Biliteracy

4:30 – 7:00 p.m.
Pueblo Magnet High School
3500 S. 12th Ave.

Participating Schools:

Davis Bilingual Magnet, Grijalva Elementary, Hollinger Elementary, McCorkle Elementary, Mission View Elementary, Van Buskirk Elementary, White Elementary,

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www.tusd1.org

520-225-4600

Pistor Middle School, Roskruge Bilingual Magnet and Pueblo Magnet High School

TUSD

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Tucson Unified School District

El Simposio de Lenguaje Dual de Doble Vía

El martes 6 de mayo de 2014

¡Acompañe al Departamento de Adquisición de Idiomas en su estreno del nuevo modelo de lenguaje dual de doble vía 2014-2015!



- ❖ Entretenimiento y trabajo estudiantil por las escuelas de lenguaje dual de TUSD
- ❖ Presentación del modelo
- ❖ Historias de éxito de la Educación Bilingüe de TUSD
- ❖ Los estudiantes que asistan al simposio recibirán un certificado como parte de los requisitos para obtener el Sello de Lectoescritura Bilingüe

4:30 – 7:00 p.m.
Escuela Secundaria Pueblo Magnet High
3500 S. 12th Ave.

www.tusd1.org

520-225-4600

Escuelas participantes:

Davis Bilingual Magnet, Grijalva Elementary, Hollinger Elementary, McCorkle Elementary, Mission View Elementary, Van Buskirk Elementary, White Elementary, Pistor Middle School, Roskrige Bilingual Magnet and Pueblo Magnet High School

Dear Dual Language teachers,

The Language Acquisition Department cordially invites you to attend:

Tucson Unified School District
Two-Way Dual Language Symposium
Tuesday, May 6, 2014
Pueblo Magnet High School
3500 S. 12th Ave.



Join the Language Acquisition Department's premiere of the new
2014-2015 Two-Way Spanish/English Dual Language Model!

4:00 to 4:30 Registration

4:30 to 7:00

- **Keynote Presentation – *Common Core & Dual Language***
Dr. Kathy Escamilla, Director
BUENO Center for Multicultural Education
University of Colorado Boulder
- **TWDL Presentation**
- **TUSD Bilingual Education Success Stories**

Entertainment and student work by TUSD Dual Language schools

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Since you are currently assigned as a teacher in a Dual Language classroom, we are offering you priority registration to attend the symposium as part of your professional development and to receive workshop compensation of \$40 for your attendance. Your priority registration is open until April 18, at which time registration will be opened to other district teachers who are bilingually endorsed.

To ensure your spot, we encourage you to register before April 18. Please go to: <https://tucson.truenorthlogic.com> (See “screen shot” below for course information.)

Contact the Language Acquisition Department if you need additional information at 225-4600.

 1070

Language Acquisition: Dual Language-The Puzzle Pieces Come Together

Participants will learn of theory, current research and instructional strategies as it relates and supports the instruction of the first and second language acquisition of students who participate ...

Hide Sections

	Section Title	Section #	Start Date	Section Time	Training Location
Info	(By Invitation only) Two-Way Dual Language Symposium for Dual Language Staff at Participating Sites	14426	05/06/2014	4:15 PM - 7:15 PM See All Times	Pueblo Magnet High School Auditorium

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Tucson Unified School District

Two-Way Dual Language Symposium

Tuesday, May 6, 2014

Pueblo Magnet High School

3500 S. 12th Ave.



**Join the Language Acquisition Department's premiere of the new
2014-2015 Two-Way Spanish/English Dual Language Model!**

4:30 to 7:00

- **Keynote Presentation – *Common Core & Dual Language***
Dr. Kathy Escamilla, Director
BUENO Center for Multicultural Education
University of Colorado Boulder
- **Presentation of Two-Way Dual Language Model**
- **TUSD Bilingual Education Success Stories**

Entertainment and student work by TUSD Dual Language schools

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TUCSON UNIFIED SCHOOL DISTRICT

TWO-WAY DUAL LANGUAGE SYMPOSIUM

EL SIMPOSIO DE LENGUAJE DUAL DE DOBLE VÍA

MAY 6, 2014

Join the Language Acquisition Department's premiere of the new 2014-2015 Two-Way Dual Language Model!

- Entertainment and student work by TUSD Dual Language schools
- Presentation of Model
- TUSD Bilingual Education Success Stories

El mundo en sus manos...siendo bilingüe



Being bilingual...the world is in your hands

6 DE MAYO DE 2014

¡Acompañe al Departamento de Adquisición de Idiomas en su estreno del nuevo modelo de lenguaje dual de doble vía 2014-2015!

- Entretenimiento y trabajo estudiantil por las escuelas de lenguaje dual de TUSD
- Presentación del modelo
- Historias de éxito de Educación Bilingüe de TUSD

TUSD
WWW.TUSD1.ORG

4:30 PM - 7:00 PM
PUEBLO MAGNET HIGH SCHOOL
3500 S. 12TH AVE.

LANGUAGE ACQUISITION DEPARTMENT
520-225-4600

Symposium Event Schedule (Auditorium)

4:30-4:45 Student Entertainment

4:30-4:37 Hollinger K-8~ Mariachi

4:37-4:45 White Elementary~ Mariachi & Folklorico Group

4:45-5:00 Welcome

4:45-4:50 Superintendent ~ Dr. H. T. Sánchez

4:50-4:55 Master of Ceremonies
Director of Language Acquisition ~ Ignacio Ruiz

4:55-5:00 Deputy Superintendent ~Dr. Adrian Vega

5:00-5:45 Keynote Presentation

Common Core & Dual Language~

Dr. Kathy Escamilla,
Director BUENO Center for Multicultural Education

5:45-6:00 Student Entertainment

5:45-5:52 Van Buskirk Elementary~ OMA Performing Group

5:52-6:00 Davis Bilingual Magnet ~ Las Aguilitas Mariachi

6:00-6:10 Special Recognition~ Esteemed Guests

6:10-6:30 Presentation of the TWDL Model for TUSD

6:10-6:20 Director of Language Acquisition ~ Ignacio Ruiz

6:20-6:25 University of Arizona Mexican American Studies
College of Social & Behavioral Science
~ Dr. Richard Ruiz

6:25-6:30 NABE Vice President ~ Dr. Julio Cruz

6:30-7:00 TUSD Bilingual Education Success Stories

Moderator ~ Dr. Conrado Gomez

Guest Panel~ Sam Brown, Dr. Kathy Escamilla, Janice Granillo-Gil, Julian Herrera, Alma Montemayor, and Jesús Orduño

7:00-7:15 Reception/Student Entertainment

7:00-7:07~Roskruge Bilingual Magnet~ Mariachi Pumas

7:07-7:15~Mariachi Aztlán de Pueblo High School

7:15-7:30 Cake and punch in the foyer



TUCSON UNIFIED SCHOOL DISTRICT



Two-Way Dual Language Symposium Language Acquisition Department May 6, 2014

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STUDENT ENTERTAINMENT

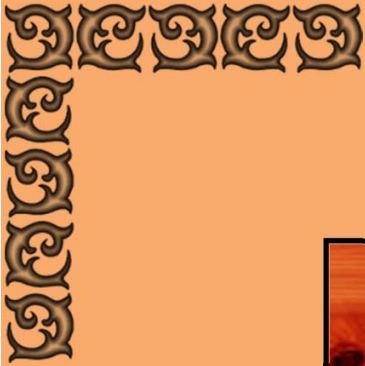
HOLLINGER K-8 MARIACHI

BULLDOG MARIACHI AND FOLKLORICO GROUP



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BIENVENIDOS



WELCOME

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KEYNOTE PRESENTATION

Common Core and Dual Language



Dr. Kathy Escamilla

Professor, Educational Equity &
Cultural Diversity

Project Director, BUENO Center
School of Education

University of Colorado, Boulder

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STUDENT ENTERTAINMENT

**VAN BUSKIRK-FINAL
MOMENTS(OPENING MINDS WITH THE
ARTS DANCE)-MS. HOUTZ' 5TH GRADE**

**LAS AGUILITAS MARIACHI
de
DAVIS BILINGUAL MAGNET**

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SPECIAL RECOGNITION

~ Esteemed Guests ~

Dr. Kathy Escamilla

Dr. Leonard Basurto

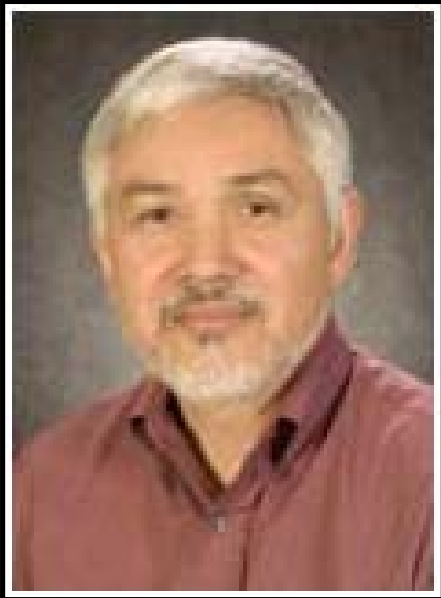
Mr. Steven Holmes

Mr. Mark Alvarez

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WELCOME



Dr. Richard Ruiz
Department Head and Professor,
Mexican American Studies
College of Social & Behavioral Sciences



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GLOBAL OUTLOOK...



**420 million
people
worldwide
speak Spanish
as a first
language**

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**By 2050, the
United States
will be home to
approximately
100 million
people who
speak Spanish**

TUSD TWDL BROCHURE

TUSD

Two-Way Dual Language
(TWDL) Program
An Advanced Learning
Experience



Language Acquisition Department
Lee Instructional Resource Center

2025 E. Winsett St.
Tucson, AZ 85719
(520)225-4600



TUSD

Programa de Lenguaje Dual
de Doble Vía

Una Experiencia de
Aprendizaje Avanzada



Departamento de Adquisición de Idiomas
Lee Instructional Resource Center

2025 E. Winsett St.
Tucson, AZ 85719
(520)225-4600

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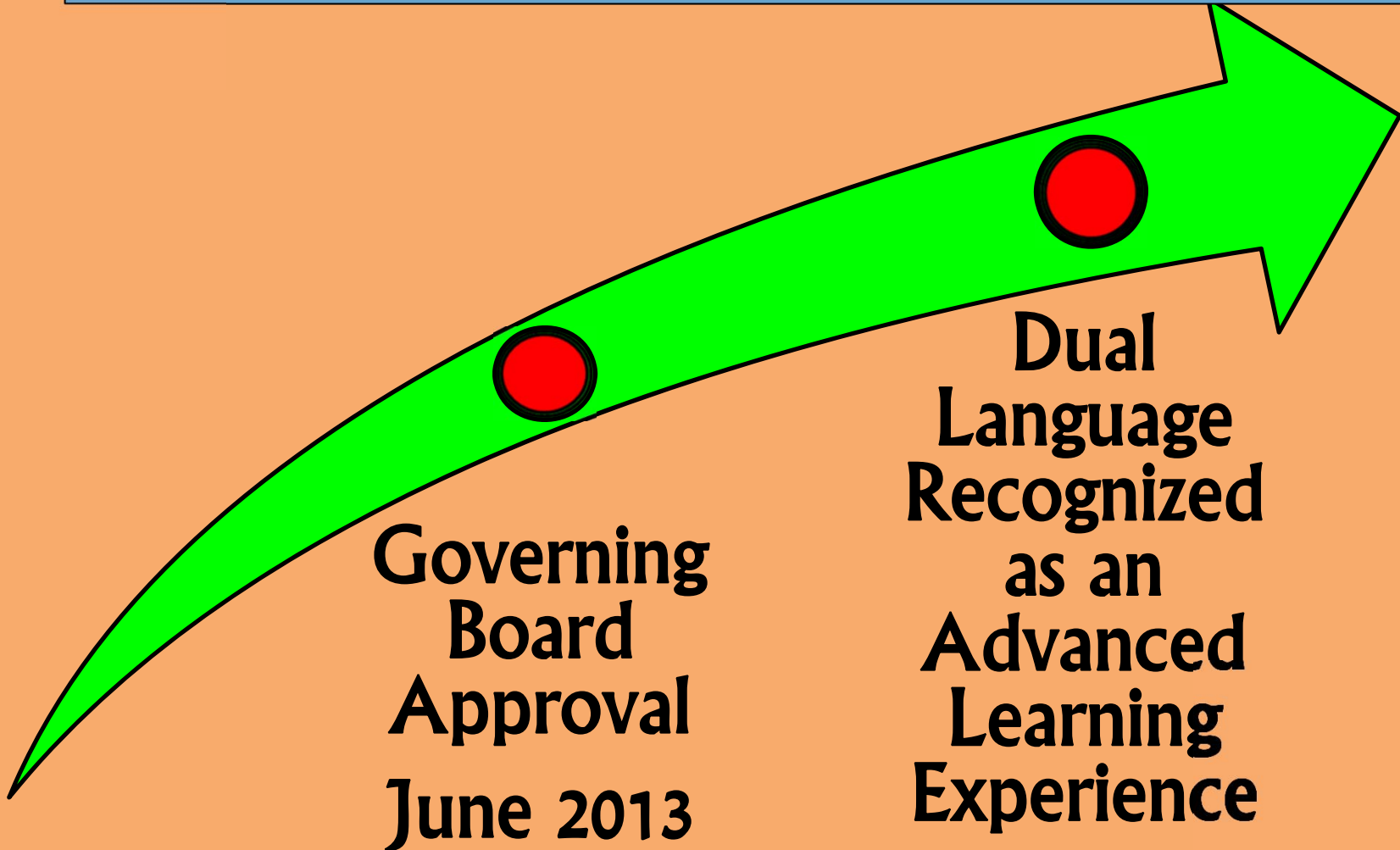
TWDL PROGRAM GOAL

**To provide instruction for
cognitive and linguistic development
in two languages for all students
who enroll with the educational goals of
bilingualism, biliteracy and biculturalism.**

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ADVANCED LEARNING EXPERIENCE



TWO-WAY DUAL LANGUAGE MODEL

**Two Way Dual
Language
(TWDL)= Balanced
Number
of
Two Groups
of
Students**

**Native Speakers of
Spanish or Other
“Target” Language**

**Native English
Speakers**

2014-2015 PARTICIPATING SITES

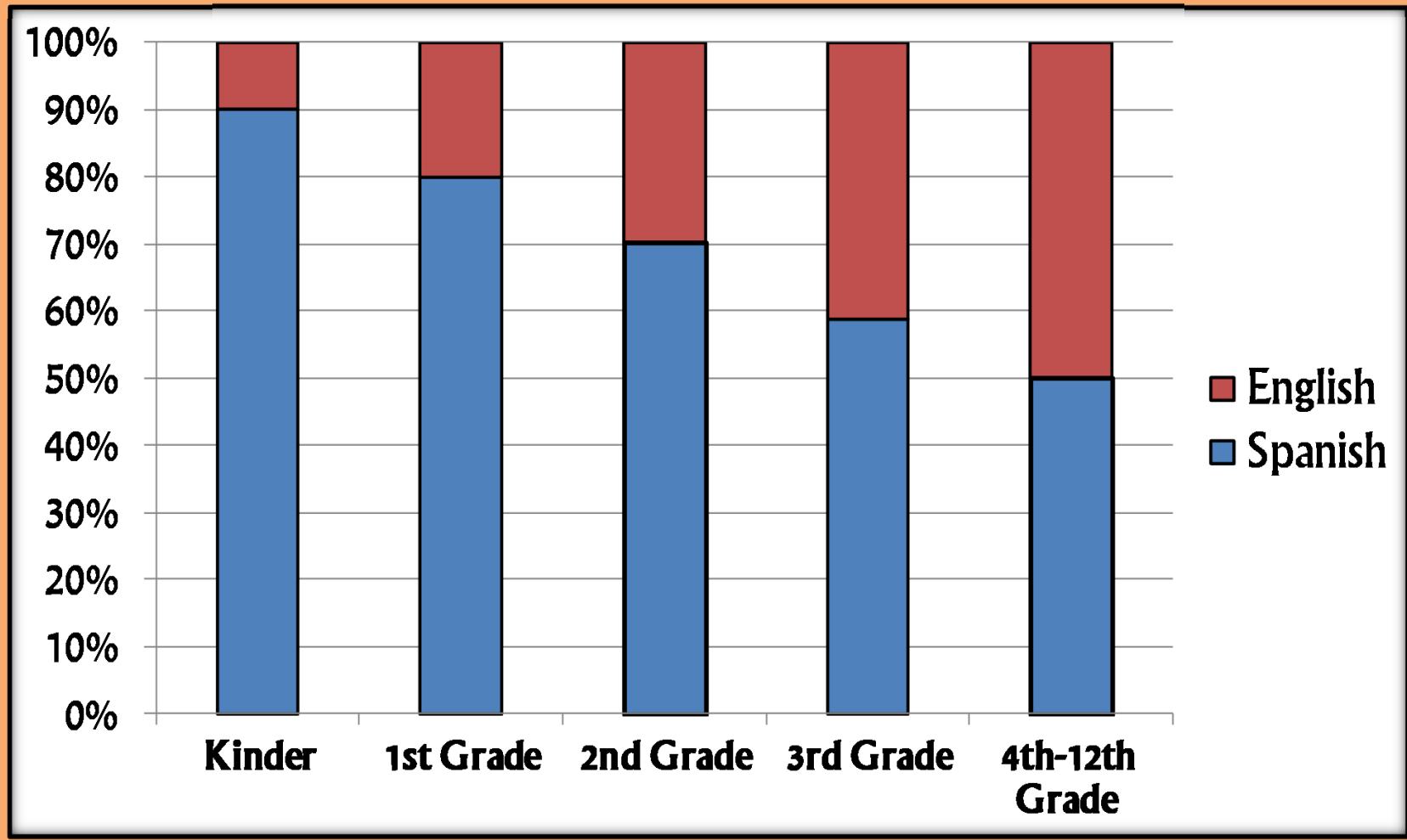
Cycle I

K-2, 6th, 9th

**All other
grades will
continue with
a 50/50 model*

- Davis Bilingual Magnet
- Grijalva
- Hollinger
- McCorkle (K-2)
- Mission View
- Roskruge Bilingual Magnet (K-8)
- Van Buskirk
- White
- Pistor
- Pueblo

TWDL K-12 LANGUAGE of INSTRUCTION





Reading/Lectura



Grammar/ Gramática



◻ period ? question mark , Comma ! (ELD) exclamation

Interjections
 Hooray! Yikes!
 Wow! Oh boy!

Contraction Words

Verb Two Words ~~Two Words~~

am - I am - I'm

have - I have = I've

is - he's = he's

it's = it's

she's = she's

Compound Sentences
 Put two sentences together use a comma

Connecting Words
 and, but, or

Ideas Alike Show difference Choice between two ideas

5 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Diptongo

Es la unión de dos vocales, una fuerte y una débil o dos débiles, en una misma sílaba.

a e i u
o

VOCALES FUERTES VOCALES DEBILES

baí-le au-men-to vio-lín cua-les

5 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41

La sílaba

La sílaba es el conjunto de letras que se pronuncia con un solo golpe de voz.

árboles

á - bo - les

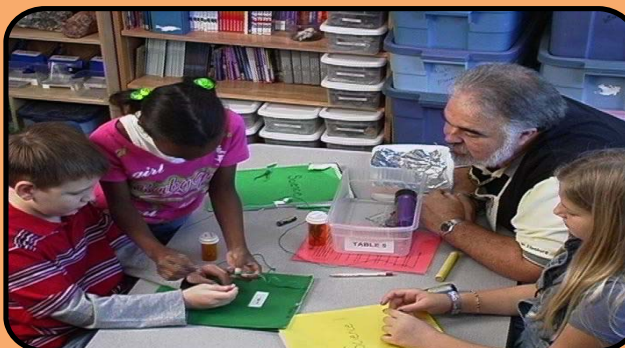
antepenúltima penúltima última

ba - úl le - er hu-man-os

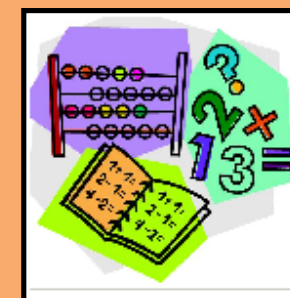
VOCALES FUERTES VOCALES DEBILES

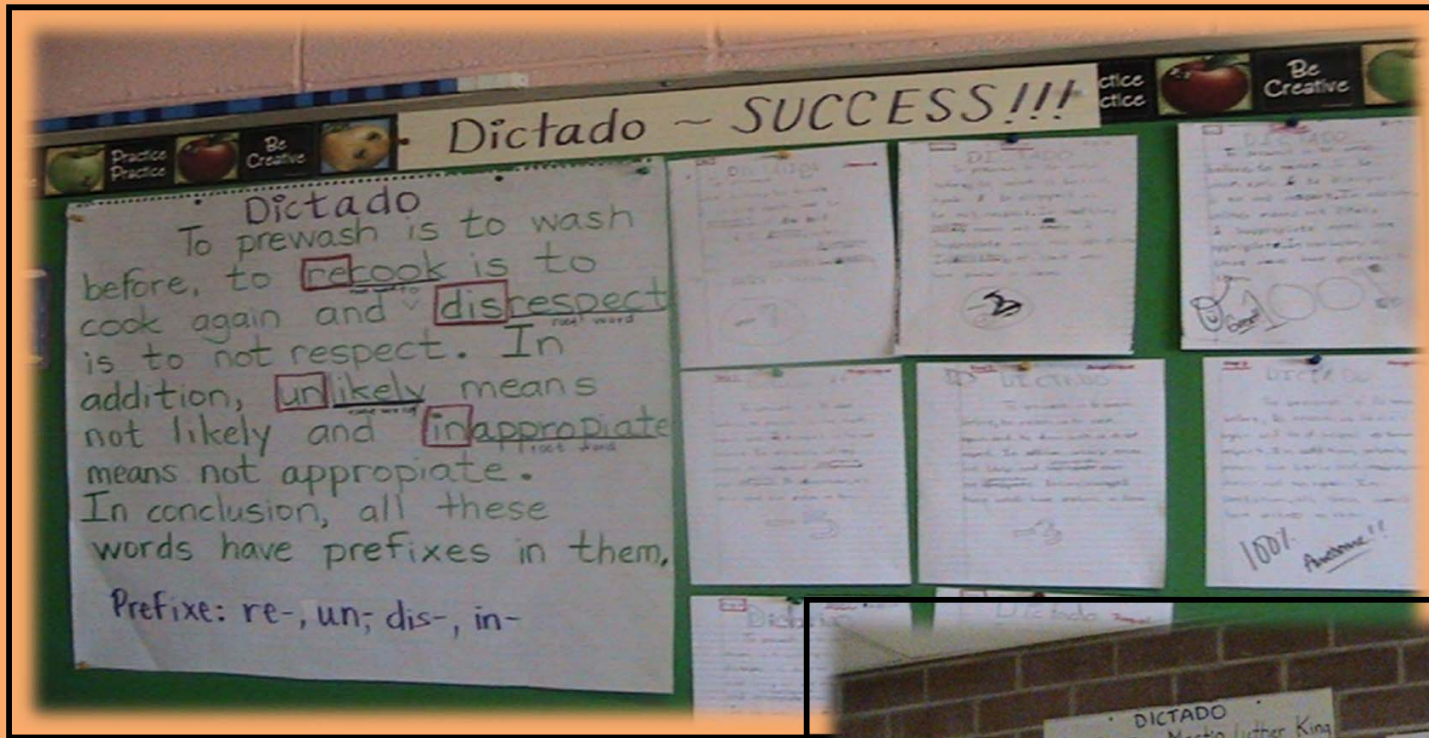
PALABRAS AGUDAS

Llevar la pronunciación en la última sílaba. Se acerca a la terminación consonante.



Math/Science Matemáticas/ Ciencia





Dictados

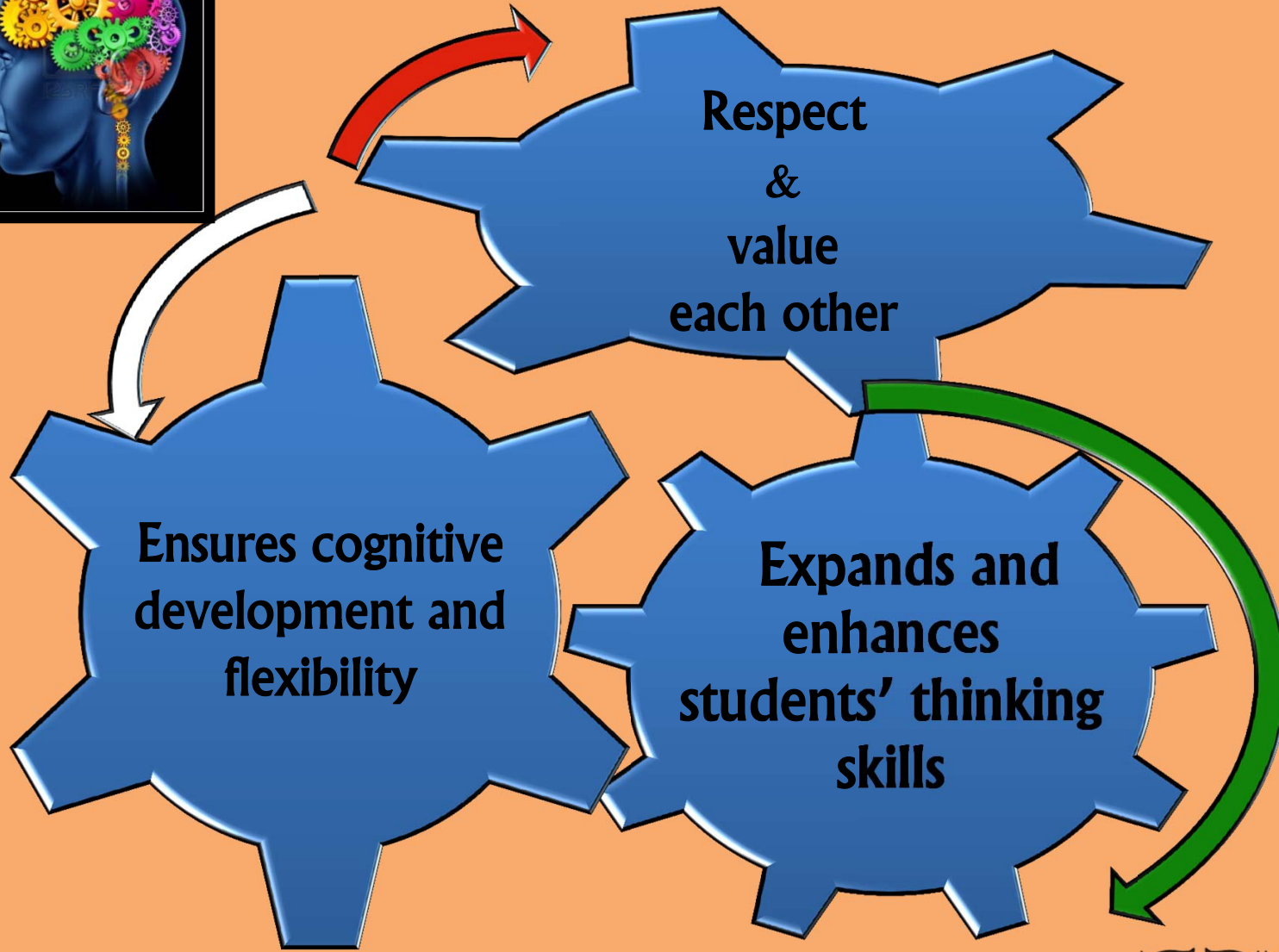
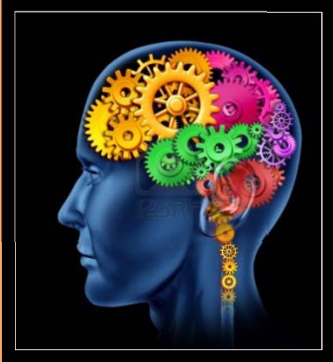




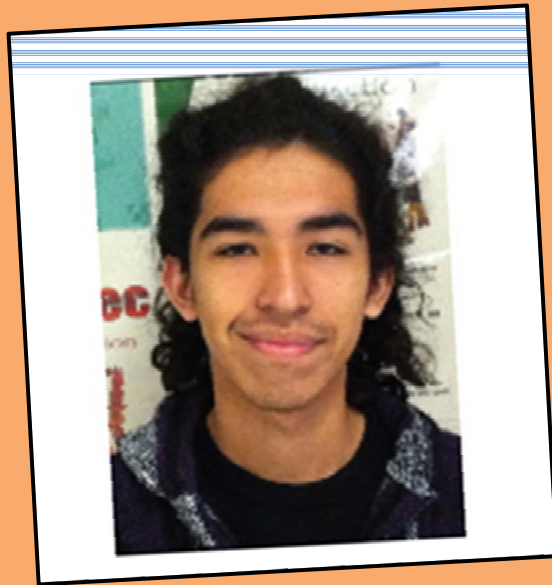
Fine Arts/ Bellas Artes



THOMAS AND COLLIER



2013 National Association for Bilingual Education Student Essay Contest Winner!



**Enrique Garcia Jr.
Pueblo Magnet
High School**



**Spanish Teacher
Pueblo Magnet
High School**



SEAL OF BILITERACY AWARD

- ✓ Honors Graduating Seniors
- ✓ Recognizes Students at *Pathways to Biliteracy*
- ✓ Encourages the pursuit of biliteracy, bilingualism, and multicultural proficiency



SEAL OF BILITERACY

El mundo en sus manos...siendo bilingüe

Certificate of Attendance

...qualifies toward the requirements for the Pathway to Biliteracy Award

Is presented to

In recognition for attending a Multicultural Event

Two-Way Dual Language Symposium

School _____ Date *May 6, 2014*

Signature *I. Ruiz* Date *May 6, 2014*

Ignacio Ruiz
Director of Language Acquisition Department

Being bilingual...the world is in your hands **TUSD**



SEAL OF BILITERACY

National Association for Bilingual Education (NABE)



Dr. Julio Cruz
Vice President



Dr. Mariella
Espinoza-Herold
Secretary

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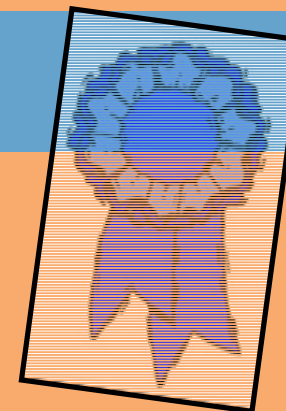
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TUSD BILINGUAL
EDUCATION
SUCCESS STORIES

Being bilingual... the world is in your hands

PANEL OF EXPERTS



Dr. Kathy Escamilla
Professor, Project Director
University of Colorado Boulder
TUSD Bilingual Education Director

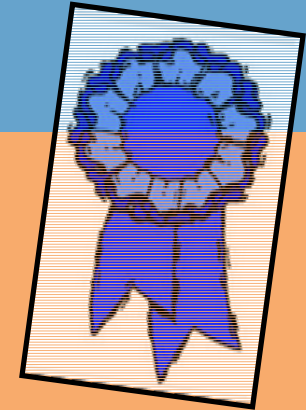


Sam Brown
Desegregation Director, TUSD
Attended Davis Bilingual Magnet,
Roskruge Bilingual Magnet,
Tucson High Magnet School

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PANEL OF EXPERTS



Janice Gill

**Human Resources Information
Systems Specialist**

**Attended Harriet Johnson, Lawrence,
Hollinger, Pistor MS, University High
School, Pueblo High School**



Julian C. Herrera

**Tucson Fire Department Paramedic/
Fire Fighter**

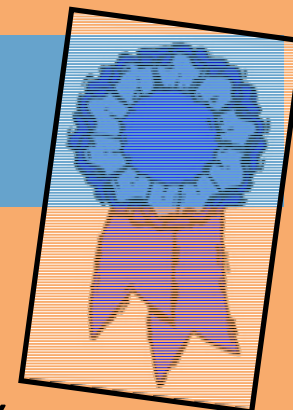
TUSD Bilingual Education

4th & 5th Grade Hollinger Teacher

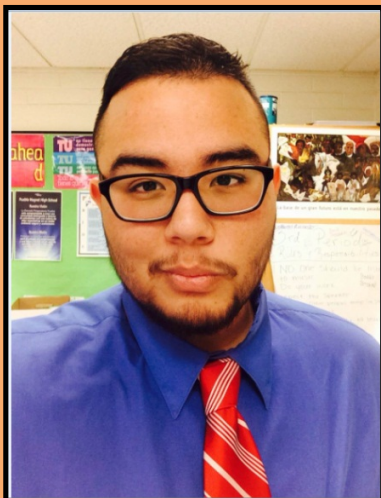
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PANEL OF EXPERTS



Alma Montemayor Sandigo
**BME/ESL Assistant Clinical Professor/
NAU-Yuma**
Pueblo Magnet High School Graduate



Jesus Orduño
**Pueblo Magnet High School Spanish
Teacher/ 2014-15 World Languages
Department Chair**
**Attended Warren, Pistor MS,
Pueblo Magnet High School**

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MODERATOR



Dr. Conrado Gomez

Clinical Assistant Professor/ASU



**TUSD Principal of Davis Bilingual
Learning Center**

**Principal of Roskrige Elementary & Bilingual
Middle Magnet School**

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El mundo en sus manos... siendo bilingue



TUSD BILINGUAL
EDUCATION
SUCCESS STORIES

Being bilingual... the world is in your hands

STUDENT ENTERTAINMENT

ROSKRUGE BILINGUAL MAGNET
MARIACHI PUMAS

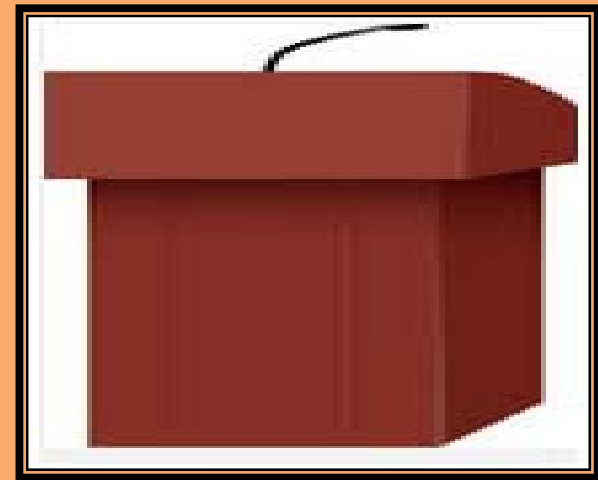
MARIACHI AZTLAN DE PUEBLO HIGH
SCHOOL



INVITED & ESTEEMED GUESTS



GUEST PANEL & MODERATOR



STUDENT PERFORMANCES



CONTRIBUTORS



**Los Viejos
Amigos**

&

**League of Mexican-
American Women**



CONTRIBUTORS



**United Way of Tucson
and Southern Arizona**



**LET'S TRANSFORM OUR COMMUNITY
TOGETHER**

ARTIST IN RESIDENCE



C. DIANE ALVAREZ

PARTICIPATING SCHOOLS



Davis Bilingual Magnet

Grijalva

Hollinger

McCorkle (K-2)

Mission View

Roskruge Bilingual Magnet (K-8)

Van Buskirk

White

Pistor

Pueblo Magnet High School



**“El mundo en sus
manos...siendo bilingüe.
Being bilingual...the world
is in your hands.”**



**Schools Currently Offering
Dual Language Enrichment:**

Davis Bilingual Magnet

Grijalva Elementary

Hollinger Elementary

Mary Belle McCorkle

Mission View Elementary

Roskrue Bilingual Magnet

Van Buskirk Elementary

White Elementary

Pistor Middle School

Pueblo Magnet High School



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If you talk to a man in a language
he understands, that goes to his head. If
you talk to him in his own language, that
goes to his heart. *Nelson Mandela*

TUCSON UNIFIED SCHOOL DISTRICT

Governing Board

Adelita S. Grijalva, President

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Michael Hicks, Member

Cam Juárez, Member

Dr. Mark Stegeman, Member

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Dr. H.T. Sánchez

Deputy Superintendent

Dr. Adrian Vega

Asst. Superintendent of Curriculum Instruction

Steven Holmes

Language Acquisition Department

Ignacio Ruiz, Director

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color, national origin, sex, sexual orientation, age, religion, or disability in
admission or access to, or treatment or employment,
in its educational programs or activities.

TUSD

**Two-Way Dual Language
(TWDL) Program**

**An Advanced Learning
Experience**



Language Acquisition Department

Lee Instructional Resource Center

2025 E. Winsett St.

Tucson, AZ 85719

(520)225-4600

A 21st Century Education

The Benefits of Dual Language

New research indicates that students who master two or more languages develop key cognitive advantages, including:

- better impulse control
- greater attention span
- enhanced mental agility

Dual Language learning also enhances students' preparation for college and university, as well as for career opportunities in the global market.

Entrance Criteria

As space allows, the TWDL program accepts all previously participating students and all new students with qualifying exam scores.

Qualifying Exam Score

English Speakers: An English SOLOM score of at least 15 (P-1) & 3 on the Spanish LAS oral (2-8).

Spanish Speakers: A Spanish SOLOM score of at least 15 (4-8) & proficiency on AZELLA oral (K-3).

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How Dual Language Works

In preschool all students are fully immersed in Spanish. In Kindergarten students receive 90% instruction in Spanish with 10% instruction in English. Continuing students receive instruction where the two languages gradually reach 50% Spanish and 50% English by fourth grade. The expected goal is for students to demonstrate grade-level literacy and fluency in both languages.

Why English and Spanish?

These languages are the two most commonly spoken in the U.S. and hold official U.N. status as international languages.



Language of Instruction

GRADE	SPANISH	ENGLISH
P	100%	0%
K	90%	10%
1	80%	20%
2	70%	30%
3	60%	40%
4	50%	50%
5	50%	50%
6-12	50%	50%



Escuelas que actualmente ofrecen enriquecimiento de Lenguaje Dual:

- Davis Bilingual Magnet
- Grijalva Elementary
- Hollinger Elementary
- Mary Belle McCorkle
- Mission View Elementary
- Roskruge Bilingual Magnet
- Van Buskirk Elementary
- White Elementary
- Pistor Middle School
- Pueblo Magnet High School

Si le hablas a un hombre en un idioma que entiende, se va a su cabeza.
Si le hablas en su propio idioma, se va a su corazón. *Nelson Mandela*

DISTRITO ESCOLAR UNIFICADO DE TUCSON

Mesa Directiva
Adelita S. Grijalva, Presidenta
Kristel Ann Foster, Secretaria
Michael Hicks, Miembro
Cam Juárez, Miembro
Dr. Mark Stegeman, Miembro

Superintendente
Dr. H.T. Sánchez

Superintendente Delegado
Dr. Adrián Vega

Superintendente Asistente de Instrucción Curricular
Steven Holmes

Departamento de Adquisición de Idiomas
Ignacio Ruiz, Director

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TUSD

Lenguaje Dual de Doble Vía

Una Experiencia de Aprendizaje Avanzada



Departamento de Adquisición de Idiomas

Lee Instructional Resource Center

2025 E. Winsett St.
Tucson, AZ 85719
(520)225-4600



Una Educación del siglo 21

Los Beneficios del Lenguaje Dual

Las investigaciones indican que los estudiantes que dominan dos o más idiomas desarrollan ventajas cognitivas clave, incluyendo:

- mejor control de los impulsos
- mejor capacidad de atención
- mayor agilidad mental

El aprendizaje de lenguaje dual también mejora la preparación de los estudiantes para la universidad/colegio, así como las oportunidades profesionales en el mercado global.

Criterios de Admisión

Son elegibles todos los estudiantes cuyos padres han solicitado y han calificado para una solicitud de exención para participar en un programa de lenguaje dual.

- Todos los estudiantes serán evaluados con el examen LAS oral en español.
- Los estudiantes que sean identificados menos competentes oralmente ya sea en inglés o en español serán recomendados para apoyo adicional de lenguaje.

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¿Cómo trabaja el Lenguaje Dual?

En el preescolar todos los estudiantes están totalmente inmersos en español. En Kinder los estudiantes reciben 90% de instrucción en español con un 10% de instrucción en inglés. Los estudiantes que continúan reciben instrucción donde los dos idiomas llegan gradualmente a un 50% en español y un 50% en inglés para el cuarto grado escolar. La meta esperada es que los estudiantes demuestren alfabetismo a nivel de grado y la fluidez en ambos idiomas.

¿Por qué inglés y español?

Estos idiomas son los dos más comúnmente hablados en Estados Unidos y tienen un estatus oficial en las Naciones Unidas como idiomas internacionales.



Idioma de Enseñanza

GRADO	ESPAÑOL	INGLÉS
P	100%	0%
K	90%	10%
1	80%	20%
2	70%	30%
3	60%	40%
4	50%	50%
5	50%	50%
6-12	50%	50%



TUSD

Tucson Unified School District

Two Way
Dual Language Program
(TWDL)
Handbook

December 2014

Language Acquisition Department

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

Adelita S. Grijalva	President
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Michael Hicks	Member
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Dr. Mark Stegeman	Member

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Dr. H.T. Sánchez

Deputy Superintendent, Teaching and Learning
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Asst. Superintendent, Curriculum and Instruction
Steven Holmes


Director of Language Acquisition Department
Ignacio Ruiz

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 Tucson, Arizona GOVERNING BOARD POLICY	POLICY TITLE: English Instruction
	POLICY CODE: IHAA

All students have a right to the opportunity to develop a full command of the English language and to be provided at their local school with an English language public education and, as permitted by law, to develop skills in the use of other languages. English Language Learners (ELLs) shall be educated through Structured English Immersion (SEI). All students, however, whose parents have requested and received approval for waivers shall have their children taught through bilingual education techniques or other generally approved methodologies.

In the majority of educational research studies, Dual Language Instruction (DLI) is considered the most effective form of bilingual education and shall be implemented, wherever possible, as part of the curriculum for students with an approved waiver. The goal of Dual Language Instruction is to promote individual student achievement, to provide students full access to the curriculum, to ensure students' rapid acquisition of Basic English language skills, and to secure for students the opportunity to demonstrate mastery of at least two languages, one of which will be English.

The Superintendent, from time to time, shall issue Administrative Regulations containing procedures for the identification, assessment, placement, reassessment and reclassification of ELLs and develop and implement procedures for continuous and appropriate assessment of the effectiveness of all educational programs and activities governed by this policy.

THE ADMINISTRATIVE REGULATIONS WILL ESTABLISH A PLAN FOR LANGUAGE EDUCATION WHICH SHALL INCLUDE THE TRAINING AND PROFESSIONAL GROWTH OF EMPLOYEES INVOLVED IN THE EDUCATIONAL PROGRAMS AND ACTIVITIES GOVERNED BY THIS POLICY.

- Adopted: March 17, 1981
- Revision: March 27, 1990
- Revision: November 17, 1992
- Revision: January 23, 2001

Revision: May 18, 2006 (from Policy #6110 to IHAA)
Review: June 5, 2012

LEGAL REF.: A.R.S. §15-751 through §15-756

15-706.02 through 15-706.06

15-756.10

15-756.11

15-756.12

15-756.13

15-757

A.A.C. R7-2-306

CROSS REF: ADF Intercultural Proficiency

IHBE - Parental Waivers for English Learners in Dual language Classrooms

Statement of Philosophy

Tucson Unified School District recognizes the inherent linguistic and cultural diversity of its students. Within this context, dual language is incorporated as a sound programmatic response to an equal educational opportunity.

Dual language incorporates each student's linguistic and cultural attributes into a total learning experience producing individuals who will be full participants in our pluralistic society while continuing to preserve, manifest and enjoy their own cultural uniqueness.

Dual language is based on linguistic, sociological, psychological and pedagogical theories that emphasize learning through the use of the student's first and second languages as mediums of instruction that will result in strong bilingual and biliteracy development.

Purpose

The Language Acquisition Department has developed a Two-Way Dual Language (TWDL) program model for addressing the linguistic needs of our diverse student population. The TWDL program model provides a framework for developing and implementing a dual language instructional program. Primary and second language development are integral components of the framework.

The goal of the program model is to implement the goals stated in Governing Board policy IHAA.



**OFFICE OF CURRICULUM INSTRUCTION AND PROFESSIONAL DEVELOPMENT
LANGUAGE ACQUISITION DEPARTMENT**

Bilingual Education Program
**Two Way Dual Language (TWDL) Model
Overview**

<i>Bilingual Education Program</i> Two Way Dual Language (TWDL) Model Overview			
<u>Rationale:</u>	To provide instruction for cognitive and linguistic development in two languages for mainstream and ELL students with the educational goals of bilingualism, biliteracy, and biculturalism.		
<u>Curriculum:</u>	The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.		
<u>Materials:</u>	District adopted texts in English and Spanish and supplemental materials in both languages.		
<u>Assessment:</u>	Student progress in listening, speaking, reading and writing, both English and Spanish, will be assessed.		
<u>Population Served:</u>	<u>Elementary/ Secondary</u> <u>Entrance Criteria</u> All students whose parents request and qualify for a <i>Parental Waiver Application</i> for participation in a dual language program are eligible. <ul style="list-style-type: none"> • All students will be screened with LAS Oral in Spanish. • Students who are identified as less than orally proficient in either English or Spanish will be recommended for additional language support. 		
<u>Scope:</u>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p align="center"><u>Elementary</u></p> <p>All Dual Language classrooms will follow the TUSD Two Way Dual Language Model of implementation.</p> </td> <td style="width: 50%; vertical-align: top;"> <p align="center"><u>Secondary</u></p> <p>All bilingual education classrooms will follow the Dual Language Model.</p> <ul style="list-style-type: none"> • Each year, students in grades 6-8 are required to take: <ul style="list-style-type: none"> ○ one Spanish Language Arts or SLD class ○ one English Language Arts or two ELD classes ○ at least two Dual Language content classes • Each semester, students in grades 9-12 are required to take: <ul style="list-style-type: none"> ○ one Spanish class (or each year until they pass AP Spanish) ○ one English class or two ELD classes ○ at least two Dual Language content classes, unless prior permission has </td> </tr> </table>	<p align="center"><u>Elementary</u></p> <p>All Dual Language classrooms will follow the TUSD Two Way Dual Language Model of implementation.</p>	<p align="center"><u>Secondary</u></p> <p>All bilingual education classrooms will follow the Dual Language Model.</p> <ul style="list-style-type: none"> • Each year, students in grades 6-8 are required to take: <ul style="list-style-type: none"> ○ one Spanish Language Arts or SLD class ○ one English Language Arts or two ELD classes ○ at least two Dual Language content classes • Each semester, students in grades 9-12 are required to take: <ul style="list-style-type: none"> ○ one Spanish class (or each year until they pass AP Spanish) ○ one English class or two ELD classes ○ at least two Dual Language content classes, unless prior permission has
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		been granted
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**Office of Curriculum Instruction and Professional Development
Language Acquisition Department**

**TUSD Two-Way Dual Language (TWDL) Model
PreK-8th Self Contained**

Pre-Kindergarten		Kinder			First Grade			Second Grade		
Total Minutes Assigned	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish	Total Minutes Assigned	Minutes In English	Minutes In Spanish
Reading	48	Reading 90	0-10	90-80	Reading 90	10-20	80-70	Reading 90	20-30	70-60
Writing	48	Writing 30	0-5	30-25	Writing 30	5-10	25-20	Writing 30	10-15	20-15
Mathematics	48	Mathematics 60	0-5	60-55	Mathematics 60	5-10	55-50	Mathematics 60	10-20	50-40
Science/SS	48	Science/SS 45	0-5	45-40	Science/SS 45	5-10	40-35	Science/SS 45	15-20	30-25
SLD	48	ELD/SLD 45	45	0	ELD/SLD 45	45	0	ELD/SLD 45	45	0
Total Hours of Instruction	4 Hours	Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available		Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available	
		Intervention/ Enrichment	30 Spanish and/or English as Needed		Intervention/ Enrichment	30 Spanish and/or English as Needed		Intervention/ Enrichment	30 Spanish and/or English as Needed	

Third Grade			Fourth Grade*			Fifth Grade*			Sixth-Eighth Grade Self Contained*		
Total Minutes Assigned	Minutes in English	Minutes in Spanish	Total Minutes Assigned	Minutes in English	Minutes in Spanish	Total Minutes Assigned	Minutes in English	Minutes in Spanish	Total Minutes Assigned	Minutes in English	Minutes in Spanish
Reading 90	30-40	60-50	Reading 90	45	45	Reading 90	45	45	Reading 90	45	45
Writing 40	20	20	Writing 40	20	20	Writing 40	20	20	Writing 40	20	20
Mathematics 60	20-35	40-25	Mathematics 60	30	30	Mathematics 60	30	30	Mathematics 60	30	30
Science/SS 60	25-30	35-30	Science/SS 60	30	30	Science/SS 60	30	30	Science/SS 60	30	30
ELD/SLD	45		ELD/SLD	45		ELD/SLD	45		ELD/SLD	45	

Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available	Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available	Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available	Specials: OMA, PE, Computers, Library, Music- Mariachi, Art	30 Spanish and/or English as Available
Intervention/ Enrichment	30 Spanish and/or English as Needed	Intervention/ Enrichment	30 Spanish and/or English as Needed	Intervention/ Enrichment	30 Spanish and/or English as Needed	Intervention/ Enrichment	30 Spanish and/or English as Needed

***Team Teaching Model as indicated. This model requires the following qualifications:**

- ✓ Bilingual Education Endorsed teacher who provides all targeted Spanish instruction
- ✓ SEI or ESL Endorsed teacher who provides all targeted English instruction

**Office of Curriculum Instruction and Professional Development
Language Acquisition Department**

TUSD Two-Way Dual Language (TWDL) Model

Team-Teaching Model*		
Secondary Dual Language Model 6th – 12th grades		
Period	Language of Instruction - English	Language of Instruction - Spanish
1		Spanish Language Arts or SLD
2	English Language Arts or ELD	
3	Additional period of ELD or elective	
4	Math Team Teaching	
5	Science Team Teaching	
6	Social Studies Team Teaching	
Team Teaching in Dual Language 6th – 12th		
<p>One teacher for each content area uses English as the language of instruction and the other teacher uses Spanish as the language of instruction. Students alternate between the Spanish and the English language content teachers by unit (not to exceed two weeks in duration).</p>		
<p>*Team Teaching Model requires the following qualifications:</p> <ul style="list-style-type: none"> ✓ A team of two teachers per content area <ul style="list-style-type: none"> ○ Bilingual endorsed teacher provides content in Spanish language. ○ ESL or SEI endorsed teacher provides content in English language. ✓ Highly Qualified in subject area 		

TUCSON UNIFIED SCHOOL DISTRICT <i>Language Acquisition Department (LAD)</i> Dual Language (DL) Principal 2014-2015	
Purpose: Dual language K-12 principal commitment for the implementation of TUSD’s Dual Language Model.	
Process/Task	Outcome or Product
➤ Recruit and strategically place the most qualified and proficient bilingually endorsed teachers	✓ Quality instruction that will maximize program success
➤ Recruit and place eligible students for designated dual language classrooms	✓ Capacity building to maintain and grow dual language program
➤ Conduct an inventory of adopted and designated supplemental dual language materials and submit a request for materials as needed	✓ Allocation of appropriate instructional materials for classroom use
➤ Attend dual language summer institute 2014-2015	✓ Acquired knowledge of current research based methodologies/strategies in accordance with dual language professional development
➤ Facilitate and participate in Literacy Squared on site professional development	✓ Support and articulation among teachers and leadership of professional development initiatives
➤ Attend quarterly principal sessions regarding professional development for DL teachers	✓ Support and articulation among teachers and leadership of professional development initiatives
➤ Evaluate teacher implementation of the approved TUSD Dual Language Model	✓ Consistent dual language program implementation
➤ Monitor and evaluate teacher instruction in the use of sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students	✓ Comprehensible instruction for all participating students
➤ Monitor the implementation of Imagine Learning Español (K-1)	✓ Effective Implementation of program
➤ Monitor the implementation of Achieve 3000 in grades 2-12 in English and in Spanish	✓ Effective implementation of program
➤ Monitor teacher administration of required assessments	✓ Ongoing evaluation of program effectiveness and

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<p>and provide allocated time for teachers to analyze data</p> <ul style="list-style-type: none"> ➤ Release bilingual paraprofessionals to attend quarterly professional development sessions ➤ Monitor and ensure the use of bilingual paraprofessionals according to the following criteria: <ul style="list-style-type: none"> • 80 % instructional support through student contact in the designated language of instruction • 20% compliance/clerical ➤ Promote a school wide climate that nurtures bilingualism (e.g. utilizing social and extra-curricular activities to reinforce the use and practice of the target language during announcements, assemblies, lunch, field trips, etc.) 	<p>student achievement</p> <ul style="list-style-type: none"> ✓ Optimal use of bilingual paraprofessional to maximize student achievement ✓ Optimal use of bilingual paraprofessional to maximize student achievement ✓ School environment that reflects a respect for bilingualism/biculturalism
---	--

<p>TUCSON UNIFIED SCHOOL DISTRICT <i>Language Acquisition Department (LAD)</i> Dual Language (DL) Teacher 2014-2015</p>	
<p>Purpose: Dual language K-12 teacher expectations to be completed over the course of the school year.</p>	
<p>Process/Task</p>	<p>Outcome or Product</p>

<ul style="list-style-type: none"> ➤ Participate in all dual language professional development initiatives <ul style="list-style-type: none"> • 2014 5-day Summer Institute • Quarterly all day book study • Monthly in-class observation, coaching, modeling, reflection ➤ Implement targeted strategies that pertain to professional development initiatives on a daily basis ➤ Adhere to the language of instruction according to the approved TUSD Dual Language Model ➤ Utilize adopted and designated supplemental dual language materials ➤ Implement Achieve 3000 in grades 2-12 in English and in Spanish 2 to 3 times per week ➤ Use bilingual paraprofessionals as an additional resource <ul style="list-style-type: none"> • 80 % instructional support through student contact in the designated language of instruction • 20% compliance/clerical ➤ In co-teaching model teachers must meet weekly during their designated planning time to collaborate ➤ Establish a classroom environment that reflects the percentages of language distribution according to the model of the assigned grade level ➤ Use sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students ➤ Communicate monthly with parents through means such as: newsletter, website updates, parent meetings and/or phone calls ➤ Administer and analyze results (as available) of required assessment data (see table below): 	<ul style="list-style-type: none"> ✓ Application of current research based methodologies/strategies that pertain to dual language ✓ Application of current research based methodologies/strategies that pertain to dual language ✓ Consistent dual language program implementation ✓ Consistent dual language program implementation ✓ Completion of approximately 80 multiple choice activities per year according to the percentage of language use for the assigned grade level ✓ Optimal use of bilingual paraprofessional to maximize student achievement ✓ Alignment and pacing of content instruction in their designated language of instruction ✓ Reflection of cultural and bilingual/biliterate learning that is occurring in the classroom to instill a respect for Spanish and English ✓ Comprehensible instruction for all participating students ✓ Engagement of families in the dual language program ✓ Monitoring of program effectiveness and student achievement to align instruction to student data
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TUSD

Tucson Unified School District

Support Plan Protocol for Dual Language Programs

2014-2015

Language Acquisition Department

Process for Support for Dual Language Program Schools 2014-2015

Purpose: To establish an on-going systematic approach to support our Dual Language Program schools

Initiative: Leadership commitment for the implementation of TUSD's Dual Language Model.

Process/Task	Person(s) Responsible	Outcome or Product	Date of Completion
1. Lead district in the implementation of TUSD Dual Language Model	Leadership	Commitment from district departments that impact the implementation of the TUSD Dual Language Model	
2. Deliver necessary authority for the successful implementation of TUSD Dual Language Model		Leadership commitment and infrastructure necessary for schools to successfully maximize program success	
3. Lead principals in the implementation of the dual language instructional program		Multi-level accountability measures to guarantee program success	
4. Monitor adherence to the approved TUSD Dual Language Program Model		Consistent dual language program implementation	
5. Ensure that appropriate staff continuously monitors implementation of dual language		Accountability of consistent dual language program implementation	

<p>6. Support dual language instruction at participating schools</p> <p>7. Oversee staffing practices at dual language schools to ensure that qualified bilingual endorsed teachers are Assigned</p> <p>8. Re-establish contact with state universities as well as other institutions of higher education (IHE)</p>		<p>Increased student bilingual/ biliteracy achievement</p> <p>Strategic placement of qualified staff to support effective program implementation</p> <p>Strengthen collaboration and partnership for recruitment, access to current research and professional development opportunities</p>	
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Initiative: Assist dual language schools with State and Federal compliance requirements

Process/Task	Person(s) Responsible	Outcome or Product	Date of Completion
<p>1. Check for identification, placement and waivers of enrolled students.</p> <p>2. Provide feedback to dual language school regarding student placement.</p>	LAD	Compliance with ADE and TUSD Dual Language Model requirements regarding bilingual education programs.	August 2014

Initiative: Language Acquisition Department will monitor Dual Language program effectiveness through formal Walkthroughs (once/semester).

Process/Task	Person(s) Responsible	Outcome or Product	Date of Completion
<p>1. Schedule semester walkthroughs with participating sites and send Dual Language monitoring form to schools.</p>	LAD	Notification of date and protocol of monitoring visit	All walk-throughs completed by

<ol style="list-style-type: none"> 2. Conduct walkthrough using the DL Monitoring Protocol 3. Debrief and compile team evidence for the exit report. 4. Share and record Strengths/Positives, LAD Recommendations and Principal Action Plan with site leadership. 5. Establish specific assigned tasks to be completed by the next formal walk-through. 6. Follow-up at the next formal walkthrough with tasks that were assigned. 		Identification of strengths and areas of refinement for continuous feedback to improve student achievement in Dual Language Programs	end of each semester
Initiative: Informal visitation for purpose of progress monitoring (every month when a formal walkthrough is not conducted)			
Process/Task	Person(s) Responsible	Outcome or Product	Date of Completion
<ol style="list-style-type: none"> 1. Visit DL classrooms to collect evidence of needed support 2. Meet with teacher to discuss ways to provide needed support 	LAD member	Provide on-going feedback regarding instruction, DL model and to inform support LAD will provide	Monthly