

APPENDIX V – 83



**TUCSON UNIFIED**  
SCHOOL DISTRICT

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## **Two-Way Dual Language Program Review**

Rosa G. Molina, Executive Director

**Association of Two-Way & Dual Language Education (ATDLE)**

TUSD Language Acquisition Department • Director Mark Alvarez

April 18, 2016

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# Tucson Unified School District

## Two-Way Dual Language Programs

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- Develop a comprehensive District Master Plan for Two-Way & Dual Language Programs.
- Ø Update the current Two-Way Dual Language Program Practice Handbook and align it to the Guiding Principles for Dual Language Education (Center for Applied Linguistics).
- Establish a yearly calendar with targeted professional training for Two-Way and Dual Language teachers and administrators.
- Connect the TWDL teacher stipend to completion of professional training for all Two-Way and Dual Language teachers.
- Create an Assessment Framework for all TWDL programs that include assessments in the target language in all four domains: listening, speaking, reading, and writing.

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- Develop a programmatic pathway to be shared with teachers, administrators, parents (present and prospective) and students.
  - Create an Alternative Program Waiver to allow Spanish-speaking students to fully participate in TWDL programs starting at kindergarten.

### **Section VII: Recommendations for Action in the 2016-19 School Years**

- Conduct a Program Assessment with all administrators and teachers working in Two-Way Dual Language programs to realign the program at each site
- Identify a coherent and differentiated Two-Way Dual Language Program Curricula
- Create a District level Two-Way Dual Language Program Committee to oversee the implementation of all programs in TUSD

### **Section VIII. Recommendations for Expansion (April – July 2016)**

- Consider expansion to new District neighborhood schools for the 2016-17 School year
- Conduct a Community Survey of preschool and parents of 4 year old students before establishing the new program.
- Schedule Parent Information Meetings for interested parents of incoming Kindergarten students.
- Conduct a feasibility study to identify the teaching staff as the program grows.
- Provide teachers and administrators training and support in the Two-Way Dual Language program.

### **Conclusion**

## Section I: Background and Program History



Positive messages about Bilingualism at the Roskrige Bilingual Magnet School April 2016

The initial meeting between Rosa G. Molina, Executive Director of the Association of Two-Way & Dual Language Education (ATDLE) and key Tucson Unified School District (TUSD) program staff from the Language Acquisition Department, led by Director Mark Alvarez, was conducted on March 13, 2016. This meeting consisted of a three-hour overview of the current state of its Two-Way Dual Language (TWDL) programs in TUSD and an open discussion outlining the factors affecting the “quality” of their implementation. The staff shared the TWDL program handbook, policies, assessments and curricula currently in place in the District and utilized by TWDL programs. In addition to this meeting, a special hour session took place with the TUSD Desegregation Director Sam Brown, who carefully reviewed the federal court order, the

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timelines, and the rationale for the expansion of new Two-Way Dual Language (TWDL) programs.

Classroom observations and program walkthroughs were conducted in the afternoon. ATDLE and members of the Language Acquisition department visited five schools on Thursday, March 15 (half day) and Friday, March 16, in an effort to review the efficacy of the program and the level of implementation by the teachers and administrators at each site. When possible, informal discussions were held with the site administrators and key personnel in an effort to determine the strengths and challenges at each site.

Staff from the Language Acquisition department also scheduled meetings with three potential TWDL program sites but due to time constraints, only two interviews were completed. The third interview was conducted via a conference call on Monday, April 18, 2016 in an effort to determine the feasibility of starting a new program at that site.

Assistant Superintendent Richard Foster requested a report of findings after the first two days of review and requested recommendations for the (a) next phase of development for new TWDL programs in accordance to the language of the Court Order and (b) the alignment of the existing TWDL programs. ATDLE had hoped to conduct walkthroughs of all TUSD's Dual

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Language classrooms and hold more formal interviews of the site principals but the District timeline would not allow for a more complete review of the programs.

### Evaluation Questions

ATDLE used three specific questions to conduct its initial meetings with district and school site personnel and determine the current status of the TWDL program at each of the ten sites.

Again, the district timeline did not allow ATDLE to conduct a comprehensive review of student performance data to answer question #2 and analyze the progress of students in both languages. ATDLE hopes to continue to review student outcomes by examining disaggregated data in both languages in the next few months.

#### Question 1: What is the status of the current TWDL Programs in TUSD?

- Is the current TWDL program implemented in the ten TWDL schools meeting its stated goals of bilingualism, biliteracy and, high academic achievement for all students?
- Can each of the ten TWDL schools define the expected outcomes for its students in Grades K-5<sup>th</sup> and Middle School in both languages?
- Are the programs using the **Guiding Principles of Dual Language** (Center for Applied Linguistics) and the rubrics and guidelines outlined in this monitoring instrument to guide their implementation?
- What are the state and district policies and practices that guide or impede the progress of its present TWDL program implementation.
- Is the leadership and classroom staff able to deliver a robust and well-articulated TWDL program at each of the ten sites?
- How does the district leadership articulate its commitment to the full implementation of a TWDL program?
- What assessments are in place to monitor the students' progress in both languages?

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**Question 2: How is the program organized at each site to ensure success in both languages?**

- Are the classrooms linguistically balanced as outlined by the research on Two-Way and Dual Language Program?
- Is the TWDL program fully operational at all grade levels and focused on meeting the goals of bilingualism, biliteracy and high academic achievement for all students in the program?
- Is there evidence in the TWDL classrooms that students are progressing in both languages in all four domains: listening, speaking, reading and writing?
- How does each school and the district monitor the growth of both languages for the students in this program?

**Question 3: Can we identify TUSD schools that meet the integration criteria and possess the necessary demographics ready to initiate a new Two-Way Dual Language Program for the upcoming 2016-17 school year and the following school year 2017-18?**

- Does the school site meet the integration goals set out by the Court Order?
- Does the school have a school leader that has both the commitment and vision for starting a new TWDL program at their site?
- Does the school have a teaching force that can be positioned to start a new program in the fall of 2016?
- Does the school have parent interest in starting a new program in their community?

By answering these questions, ATDLE hopes to work with the District team to outline clear and viable goals in an effort to align the current TWDL program. We will review the conditions outlined by the District to recommend additional sites for the expansion of Two-Way and Dual Language programs into different district neighborhood schools.

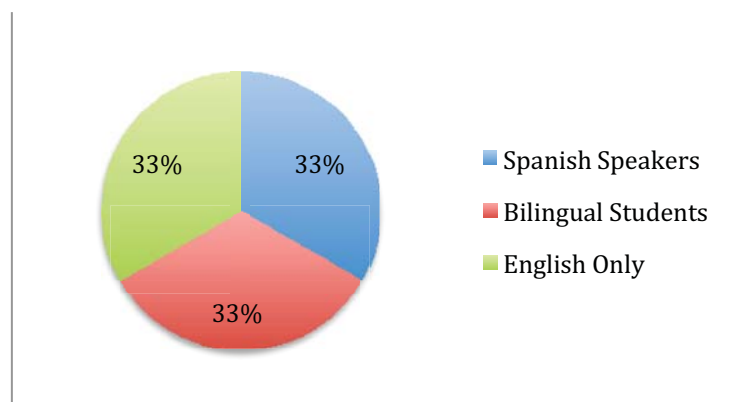


## Section II: Major Factors Impeding the Growth of TWDL Programs in TUSD

Ten TWDL programs have been in place for over years and implemented in ten different district schools. Currently, there are four major factors impacting the development of a robust and well-implemented Two-Way Dual Language program in TUSD.

A. The first and most compelling factor is the **classroom composition of the current TWDL classes**. A Two-Way Bilingual Immersion program is a carefully constructed program design that consists of “linguistically balanced classrooms” where two language groups cross-learn the language by serving as language models for each other (Lindholm-Leary 2001). Each student has a very important role in the development of language and fluency of both languages.

**Table 1: Linguistic Make-up of Two-Way Classrooms in the U.S.**



Arizona State statute, namely Proposition 203, negatively impacts the development of these programs by not allowing Native Spanish speakers access to the TWDL classrooms at the kindergarten and first grade levels unless they are fluent in English. In not forming classes that

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are linguistically balanced, English speakers are left to study the target language (Spanish) in a classroom of students who are also English dominant and bereft of native speakers who help supply the oral language practice, vocabulary, pronunciation, and the cultural norms of the target language. Native speakers of Spanish are not permitted to fully develop their first language base and study in an integrated language setting that supports their literacy development both languages. The end result of following this statute is that TWDL programs serve only English-speaking (ESS) students and the Native Speakers (NSS) of the target language are not able to access these programs during the early and critical stage of literacy development (K-2<sup>nd</sup>). These programs become closer to One-Way Immersion programs and not Two-Way Dual Language programs that benefit both groups of students.

It is important to note that the full implementation of Proposition 203 has been problematic through out the state and *“caused widespread confusion throughout the state because of differences of opinion regarding the language used in the text of the proposition. Following the implementation, some schools changed their approach to educating ELLs, while several districts obtained waivers for their ELL students and continued their bilingual education programs. For the most part, neither the bilingual nor the immersion programs were in compliance with the law. Fewer than 11% of the state's ELL students achieved proficiency in a year's time.”* <sup>[6]</sup> Wikipedia

2016.

The question at hand is to determine whether or not TUSD should seek a waiver from the State to ensure that its TWDL programs can serve as an Alternative Academic Program option. This

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program waiver would give families who choose to enroll their children in the TWDL program access to this program, and allow TUSD to remain complainant by ensuring that English Language Learners have the option of Structured English Immersion program settings as well in other schools.

### **B. English-Only Assessments**

There is no question that Two-Way Dual Language program participants must meet the accountability goals set by TUSD and the State of Arizona in English. It is, however, important to note that teachers and administrators in Two-Way programs have an additional responsibility to have an assessment structure that allows them to report the program's effectiveness in ensuring that the students are reaching the bilingual and biliteracy goals set out by the program. The present accountability system set up in TUSD does not outline the formative and summative assessments needed to monitor the progress of each program in both languages. At this time, it appears that the absence of a progress monitoring system for TWDL programs marks the lack of the District's overall understanding and commitment to ensuring that all students in the TWDL program are meeting the academic and linguistic goals set out by this design.

TWDL teachers must be allowed to assess student progress in English and include monitoring tools in the target language (Spanish). Teachers can derive valuable information on student performance that allows them to alter their instructional practices, support the academic and

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linguistic growth of the students, and report a their students' progress to their families.

Without the appropriate data, the school/teacher/district is unable to monitor the program's effectiveness! The walkthroughs of TWDL classrooms last week showed significant weaknesses at the intermediate and middle school levels. It appeared that the teacher practices and the students' use of language had been significantly compromised by the lack of fidelity to the program model, pressure to perform in English, and very low expectations for students to achieve high levels of Spanish proficiencies in reading, writing and oracy. As a result, many TUSD students in TWDL classes may not be able to fully realize the goals of this biliteracy effort and its academic and cognitive benefits because both the teachers and administrators have become hyper-focused on the students' progress in English rather than their progress in both languages.

### **C. Teacher Evaluations tied to Student Performance in English**

In addition to English only assessments, TUSD instituted a teacher evaluation policy that ties teacher effectiveness directly to their student performance on the state's annual assessments. Again, these assessments are measuring student performance exclusively in English even though the percentage of instructional time in English and Spanish is varied in TWDL classrooms. If TUSD continues this practice of teacher effectiveness and students outcomes, TUSD should re-examine its expectations on TWDL teacher effectiveness and student performance measures to hold teachers accountable for student progress in both languages, not just English.

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**D. Single strands of TWDL programs in existing TWDL Program Schools**

For the past twenty years, best practices in the development TWDL programs demonstrates the need for schools to develop **two** classes of students at each grade level starting at the kindergarten level (and each following year). Two classes at each grade levels allows the teachers to work together to sync their practices, prevents the isolation of the program teachers and students into single strands in a school setting **and** offsets the mobility rate which erodes the program over time. Most of TUSD's programs exist as single strands in most of its schools and over time, it appears that mobility has become a big factor in leaving the schools with smaller class sizes than the mainstream classes and in many instances, half classes. This loss of students in the upper grades has been the genesis of allowing students that are not fluent in the target language entry into the program at all grade levels to fill the classes.

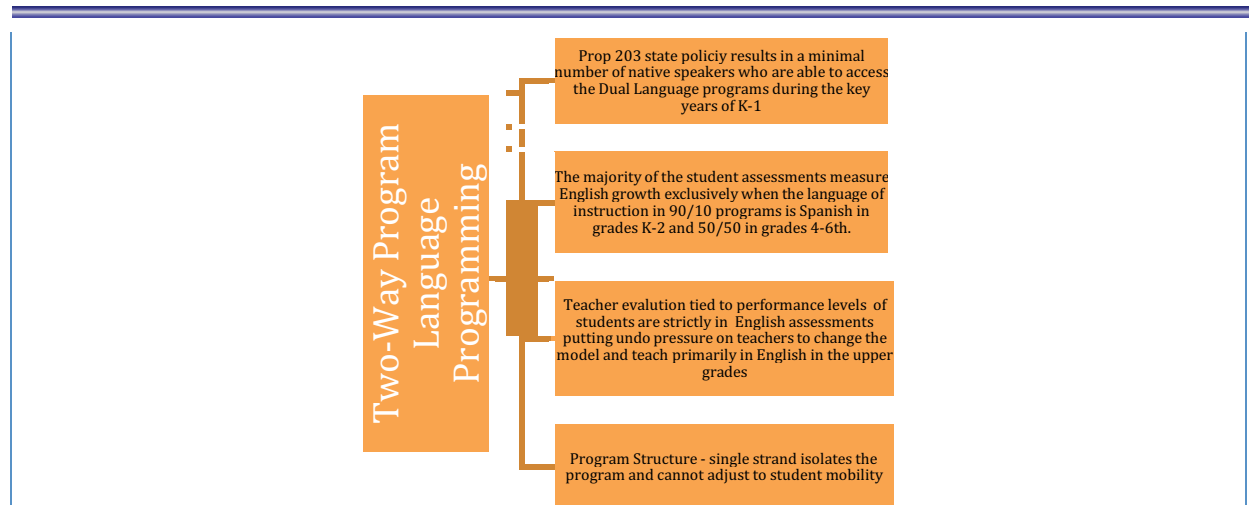
In order to ensure that all students have the full 5 -7 years in a program to support their exposure to the target language and meet the program goals, students are required to enter a program at the kindergarten or first grade level. As a rule, the point of entry into TWDL programs for English speakers is strictly at the kindergarten level or the first semester of first grade. After this point, English-speaking students cannot catch up with their peers and teachers struggle to teach them grade level content and the language at their level. Currently, students in TUSD's TWDL program are allowed to enter at all grade levels without a careful analysis of the students' proficiency levels in Spanish for both literacy and oral language. The

TWDL teachers end up adjusting their instructional practices to incorporate the new students often to the detriment of their students and the program design.

Point of entry into TWDL classes is open for native Spanish-speaking students at all grade levels if the students can demonstrate literacy in Spanish, have had schooling in their country of origin, and are able to demonstrate writing skills in their first language appropriate to their grade level. It is time for TUSD to create a an Enrollment Policy for TWDL programs and identify the Point of Entry into TWDL programs, and the profile of students who can be incorporated as “late enrollees”.

If TUSD is truly committed to offering this program option to more families and ensure success in two languages for all students, the program must be allowed to function at the highest level possible. Teachers and administrators must never accept late enrollees who are not linguistically capable of functioning in both languages within a TWDL program setting.

**Table 2: District and State Policies Impeding the Full Development of TWDL Programs**

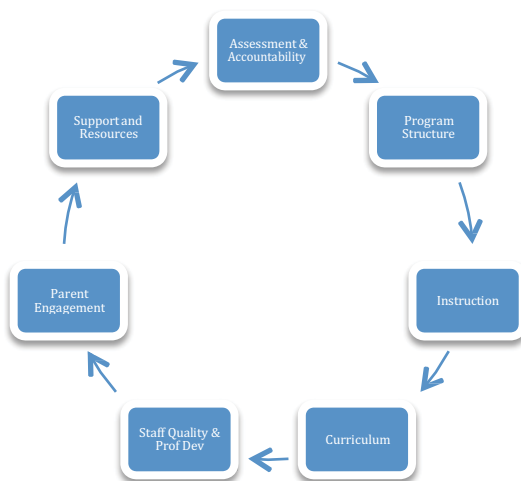


### Section III. Guiding Principles of Dual Language Education (cal.org)

There is a considerable amount of scientifically based and sound research on the education of English Language Learners. This research should be examined in discussions of programs, instructional approaches and strategies (Genessee, Lindholm-Leary, Saunders & Christian 2006). A substantial body of research also exists outlining the various types of dual language programs for English speakers. Effective Two-Way and Dual Language programs are defined as programs that are successful in promoting both high levels of academic achievement in two or more languages and high levels of language proficiencies for all students. An examination of the research on Two-Way and Dual Language programs points to a set of consistent factors that contribute to successful student outcomes. These factors when carefully studied, followed with fidelity and incorporated at all grade levels, will produce the outcomes that makes Two-Way and Dual Language programs one of the most successful program designs in the United States. Today, over 1800 programs are being implemented throughout the country. The growth of programs and the implementation of TWDL educational policy is not without its challenges and

very similar to those TUSD is now facing. It is clear that a renewed commitment to the alignment of the K-12 TWDL program and a review of current policies and practices could result in getting most of the existing programs can get back on track. Program and district administrators must keep their focus on the academic and linguistic goals set out for both English dominant and Spanish dominant students. Using the *Guiding Principles for Dual Language* to conduct self-studies and review TWDL practices allows each school to make the necessary adjustments to ensure that are moving forward in establishing a program of excellence.

**Table 3: The Principles of Dual Language (cal.org)**



The most successful Two-Way and Dual Language programs in the United States engage in formalizing each component by writing and developing a **Two-Way Dual Language Program Master Plan**. This master plan outlines the District's commitment and program development in each of these areas. TUSD seeks to standardize its practices in all TWDL classrooms and schools



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and it is highly recommended that the district engage in forming a Task Force made up of stakeholders engaged in TWDL practices and programs to write this document, have it Board reviewed and utilized as a guide for present and future programs.

#### **Section IV. Professional Training of all Dual Language Teachers and Key Personnel (mandatory)**

##### **District Leadership Training**

Board presentations and training sessions on the TWDL model, its research base, and the outcomes in two languages is fundamental for District level administrators and Board Members to re-establish the organization's understanding of how this powerful second language model benefits both the NSS and ESS students through their K-12 schooling. TUSD must establish a district-wide commitment to ensure that this program is instituted in TUSD schools as a tool for integration, transformation, improved student academic performance, and to stave off language loss in this new generation of students. Every department in TUSD must work to ensure that the TWDL programs in the district are fully operationalized by being cognizant that the policies and regulations from all levels of the organization directly impacts the program's effectiveness and student outcomes. The District leadership must review its current practices and policies and make the necessary modifications to those policies that are currently impeding the progress of the students in these programs.

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### Site Leadership

Principals and teachers need to attend on-going training and planning sessions on Two-Way Bilingual Immersion practices, structures, and student outcomes to be able to lead this effort at their schools. Site administrators and teachers must be capable of describing the academic and linguistic goals to their students, parents and the community at large. Principals must be very knowledgeable about all aspects of their TWDL program and act as marketing agents of their program to their community. They must also work closely with their teachers to deliver a powerful academic program in two languages.

### Classroom Teacher Training

A TWDL teacher is a language and grade level specialist that must continuously develop their skills to meet the academic and linguistic demands of the students they teach. Special professional training in TWDL strategies and methodology must be developed at TUSD to ensure that all Two-Way teachers acquire these skills and understandings. TWDL teachers must be required to attend training a minimum of three times a year: before the beginning of school, a mid-year check-in and at the end of the year. No teacher should be allowed to work in TWDL classrooms without professional training in the fundamentals of Dual Language and methodology to ensure first and second language development of the students at their respective grade levels.

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A stipend for TWDL teachers is being considered for teachers that work in TWDL classrooms and this stipend should stipulate and require that all TWDL teachers assigned to teach in TWDL classes attend a minimum of three training sessions a year and follow the Two-Way program design/framework as developed by the district. I highly recommend that the Director of Language Acquisition work with Human Resources to create a payment schedule that pays the TWDL teacher their stipend upon completion of each training cycle: 1/3 of the stipend will be distributed to all teachers who complete the first training, 1/3 after the second, and 1/3 after the third session. Payments could be administered at the actual trainings in order to ensure that teachers and administrators attend this much-needed professional training.

### **Section V. Program Expansion**

TUSD seeks to expand its programs to other schools in the district by instituting this program as a tool for integration and respond to families to seek this program for their children. Meetings were organized with the principals of four sites:

Principal Norma Flores at Bloom Elementary held a conversation with Director Mark Alvarez inquiring about the placement of a program at Bloom Elementary School last fall and was excited to know that her school met the integration and demographic profile to start a program in the Fall 2016. Ms. Flores immediately came on board asking key questions about student enrollment, recruitment of families, staffing, transportation, program training, school visitations

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to fully articulated Dual Language schools in the region, etc. She asked to see start-up program materials and the timeline when she would receive the official verification from the District that the program would be starting in the fall of 2016. She understands the need to move quickly on the enrollment of students, parent information evenings, and mitigate the staffing issues to ensure that she has two classes ready for the fall implementation. She also expressed that she would be able to accommodate the program in her present facilities.

The next visit was to Marshall School and a meeting with Principal Chris Loya. Marshall school had an SEI and English-only strand. Principal Loya shared that he had an extensive background in TWBI methodology and research and expressed a high interest in the possibility of starting a program. He would, however, need to start from “scratch” to develop a new TWDL program because he does not have the staffing or the student population on site at this time to start even one Kindergarten class in the fall. It was explained that students and families might be recruited from other parts of the District and the Principal expressed his willingness to stay open to this possibility.

The visit with Dietz K-8 School with Principal Tiffany McKee was very productive as well. The principal expressed great excitement at the possibility of starting a program at Dietz and explained that her community school was highly impacted by new refugees to the area and that her facility was at capacity. She shared that there was a discussion about moving the school to

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a larger site and should that happen, she would be very excited about starting a program at her school. Principal McKee had many questions about the design, implementation and timelines. We shared that her school might need to be stabilized in terms of facilities before being considered for a new TWDL program at her site.

The conference call with the Principal Connie Zepeda on Monday, April 18 from Roberts -Naylor K-8 school was very similar to the conversation held at Dietz School. Her school is also in transition and highly impacted by new refugee families from all over the world. Principal Zepeda principal was unable to predict her enrollment as the influx of families was changing the face of her program each month. The Principal expressed a strong commitment to ensuring that the students would have both the academic program necessary to help the new students adjust to their schools (ELD, mainstream and language tutoring) but did not feel that she could take on a new program until her school was stabilized. Her roster did indicate that she had 16 FLOAT students for the Fall of 2016 but those student might be invited to another school if their parents choose to send them to a TWDL program.

#### **Section VI:**

This section will list the recommendations for immediate action, considerations for the next two years and recommended sites for expansion. Many of these recommendations have been outlined in the body of this report.

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**Recommendations for Immediate Action**

- Develop a comprehensive District Master Plan for Two-Way & Dual Language Programs over the course of the 2016-17 school year.
- Update the current Two-Way Dual Language Program Practice Handbook and align it to the Guiding Principles for Dual Language Education (Center for Applied Linguistics)
- Establish a yearly calendar with targeted professional training for Two-Way and Dual Language teachers, site-administrators, central office teams and the cabinet members.
- Connect the TWDL teacher stipend to the completion/participation of professional training for all Two-Way and Dual Language teachers
- Create an Evaluation Plan for all TWDL programs that include assessments in the target language in all four domains: listening, speaking, reading, and writing.
- Develop and establish a programmatic pathway to be shared with teachers, administrators, parents (present and prospective) and students that clearly outlines the program from elementary to high school.
- Develop and submit an Alternative Program Waiver to the State or federal court to allow Spanish-speaking students an opportunity to fully participate in TWDL programs starting in kindergarten and linguistically balance the TWDL classrooms in the district.
- Establish an enrollment policy that outlines the point of entry into TWDL classrooms after kindergarten. Define the screening measures for late-enrollees into the program.

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**Section VII: Recommendations for Action in the 2016-19 School Years**

- Have all existing TWDL programs conduct a Program Assessment using the *Guiding Principles for Dual Language* programs and use the data findings to realign the program at each site
- Identify a coherent and differentiated Two-Way Dual Language Program Curricula
- Create a District level Two-Way Dual Language Program Committee to oversee the implementation of all programs in TUSD.

**Section VIII: Recommendations for Expansion (April – July 2016)**

- Consider expansion to new District neighborhood schools for the 2016-17 School year and explore the development of a new program at Bloom Elementary for the 2016-17 school year and strongly consider Dietz K-8 and Marshall Schools for the 2017-18 school years.
- Conduct a Community Survey of preschool and parents of 4 year-old students before establishing the new program at any of the new sites. Conduct Parent Information Meetings for interested parents of incoming Kindergarten students and establish the components that will assist the principal and school site staff in recruiting their first classes to the school.

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- Work with the school to create the new TWDL classes at the proposed schools and establish the busing and program components necessary for the program to be successful.
  - Conduct a district survey to identify staff for future TWDL programs and identify bilingual certified staff in the district (Human Resources).
  - Invite prospective TWDL teachers to an Informational Meeting about Two-Way Dual Language programs in the fall to explain the program design and its requirements.
  - Create marketing materials for each new site.
  - Provide teachers and administrators training and support in the initial development of their Two-Way Dual Language programs.
  - Set up visitations to districts and programs that have fully developed programs, ie. Alicia Chacon Multilingual School in Ysleta School District, El Paso, Texas; Nestor School in South Bay School District in the San Diego area.
  - Send the new principal and the kindergarten teachers to this year's National Two-Way Bilingual Immersion Conference, June 27-29, 2016 in Sacramento, CA to allow the team to plan their program and hear experts in the field of TWDL Program implementation.

## Conclusion

As an evaluator I am most impressed by the District's efforts to extend the TWDL program to many more families in the community allowing more students an opportunity to develop first



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and second language proficiencies through their K-12 schooling experience. TUSD has all the elements necessary to implement exemplary TWDL programs throughout the District. TUSD has entered an era, common to many school districts, that necessitates a renewed focus and alignment of its present TWDL programs as it works to expand to new neighborhoods. I do believe that the TUSD can successfully create TWDL programs that will allow students to reach the levels of bilingualism, biliteracy, and cultural proficiency. Successful programs also prepare students to contribute to full participation in their communities and participate in 21<sup>st</sup> century global citizenship and leadership. Because TUSD has the right people with the right mindset, it is possible to strengthen existing programs while developing new TWDL programs!