APPENDIX V – 70
Building Partnerships to Support Language Learning

Language Acquisition Department

Anna Manzano,

November 7, 2016
Agenda

- Historical Prospective
  - State Mandate (Prop. 203)

- Language Rights of English Language Learners (ELLs)

- Language Education Policy

- Student Identification, Assessment and Placement

- Instruction: Program Overviews
  - Structured English Immersion/English Language Development (ELD)
  - ILLP
  - Dual Language
Agenda

- Two-Way Dual Language programs in the United States
- TWDL Program in TUSD
  
  Program Elements
  
  Model
  
  Curriculum Outline
  
  Guiding Principles of Dual Language Education
Historical Perspective

1960’s
- I-C Americanization program is abolished
- TUSD establishes first bilingual Education Program

1970’s
- Desegregation suit is filed (Fisher-Mendoza)
  ✓ District is granted taxing authority to address desegregation agreement
  ✓ Busing begins for desegregation purposes
- TUSD reaches its highest enrollment: 65,000
- Davis becomes a bilingual magnet school

1980’s
- Board eliminates corporal punishment
- Roskruge becomes a bilingual middle magnet
- Bonillas becomes a back-to-basics school
- University High is created
- $350M bond project for refurbishing schools
- TUSD now AZ’s 2nd largest—behind Mesa USD

1990’s
- 1992: TUSD enters corrective action agreement with OCR regarding services to ELLs
- 1992: Flores suit filed vs. Nogales USD & AZ
- 1995: TUSD becomes majority minority district
- 1999: Supt. Keegan initiates AIMS test

2000’s
- 2000: Prop. 203—TUSD which limits bilingual education in our schools and requires SEI for all ELLs
- 2002: TUSD enters corrective action agreement with OCR regarding LEP translation services
- 2006: Arizona mandates 4-hours of ELD
Proposition 203 (November 2000)

- Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)
- All instructional materials and instruction in English
- “Not normally intended to exceed one year”
The ELL legislation consolidated and expanded state laws.

- Requires AZELLA annual assessment (A.R.S. §15-756, §15-756.05, §15-756.06)
- Requires compliance and monitoring of all aspects of the Federal and State laws including the SEI Models (A.R.S. §15-756.08)
- Four (4) hours of ELD driven by ELP Standards
- Highly qualified and trained teachers
ELLs have the right to:

• Learn English and at least one other language in school
• A high quality instruction that is comprehensible and appropriate to their academic and linguistic development
• Use their native language whether in or out of school
• Have access to native language reading materials
• Interpretation services when communicating with the school
The Tucson Unified School District prepared the following guidelines for district administrators, principals, teachers, and other school employees regarding the use of languages other than English.

**Use of Languages Other than English in TUSD Schools**

State law regarding instruction in structured English immersion (SEI) classes specifies "teachers may use a minimal amount of the child's native language when necessary" but "no subject matter may be taught in any language other than English." In other words, whole class instruction should always be in English, while native language instruction for individuals and small groups may be appropriate to clarify concepts and ideas not understood in English. The law's restrictions on language apply only to teachers—not to students.

The following five points provide more specific guidance:

1. **The Right to Acquire Language**: Students have the right to acquire English and other languages that may be available at the school for students to study.

2. **The Right to Meaningful Instruction**: Students have the right to high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.

3. **The Right to Make Use of the Native Language**: Students have a right to a classroom environment that encourages the use of English, promotes appreciation of other languages, and respects students' right to use their native language to facilitate communication and enhance academic achievement.

4. **The Right to Self-Select Reading Material**: Students have a right to access books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.

5. **The Right to Meaningful School-Family Interaction**: Students and parents who are not proficient in English have a right to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school-related documents.
Instructional Program Overview

- Structured English Emersion Program (SEI)
  - Students in this program will develop the ability to speak, read and write in English. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by SEI, bilingual education or ESL endorsed teachers.

- Dual Language Program
  - Students in this program will develop the ability to speak, read and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by bilingual education endorsed teachers.
Language Education Policy

POLÍTICA DE LA EDUCACIÓN DEL LENGUAJE

LANGUAGE ACQUISITION DEPARTMENT

DEPARTAMENTO DE ADQUISICIÓN DE IDIOMAS
How are ELL’s Identified?

Home Language Inventory (HLI)

PHLOTE

- Primary
- Home
- Language
- Other
- Than
- English
Case: PHLOTE PLACEMENT FLOW CHART (Including NELL Students)

Check the responses to the three language questions on the Registration Form and Home Language Survey

If all three responses are “English” on both forms...

Place the student in the Mainstream program or, if requested, in Dual Language (DL)

If the response to one or more questions on either form is other than “English”...

Administer AZELLA

If Kinder student scores “Proficient,” becomes IFEP; place in ELD (SEI Mix), DL or Mainstream determined by site

If student Grade 1-12 scores “Proficient,” becomes IFEP; place in the Mainstream or, if requested, in DL

If student does not score “Proficient,” becomes ELL; place in ELD or, if requested & qualified, in DL

Newly identified ELLs reassess in the Spring of the same school year.

Continuing ELLs reassess annually every Spring until reclassified.

If student scores “Proficient,” place in Mainstream or DL, if requested. Monitor for 2 years. (Not Given AZELLA after reclassification)

If student does not score “Proficient,” place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified

If student is “Proficient,” place in Mainstream or DL if requested. Monitor for 2 years. (Not given AZELLA after reclassification)

If student does not score “Proficient,” place in ELD or DL, if requested & qualified, the following school year. Reassess annually until Reclassified
Two-Way Dual Language Program (TWDL)

- What is the TWDL program?
- What are the benefits?
Dual Language Programs in the USA

Heritage
Developmental
Two-Way Bilingual Immersion / Dual Immersion
One Way Foreign Language Immersion

Revitalization
Maintenance
Cross-Learning
Enrichment
Two different language groups work together to cross learn the language from each other. Teachers serve as the academic language model while the students serve as peer models to each other.
Two-Way Dual Language Program (TWDL)

- Choice program and an Advanced Learning Experience for students (ALE)
- Students engage in formal second language study K-12th grade
- Bilingualism and biliteracy is the goal for all students
Two-Way Dual Language Program (TWDL)

- Additive bilingualism, students keep their first language while acquiring a second language
- Students learn a new language while working side by side with speakers of that language
The Goals of TWDL Programs

Bilingualism and Biliteracy

High Academic Achievement

Cross-cultural understanding
Pathway for TWDL Programs

Elementary School

- **Kinder 90/10**
  - 1 90/10
  - 2 80/20
  - 3 70/30
  - 4 60/40
  - 5 50/50
- Content areas designated in one language or another

Middle School

- **Award of Biliteracy**
- Two courses in Spanish minimum
  - Advanced Spanish classes
  - Core content classes

High Schools

- **Certificate of Biliteracy**
- Completion of Advanced Placement courses

- **Possibility of:**
  - Spanish for Special Purposes.
  - Third Language

College

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TWDL Program Model

Dual Language Program participation maintains the same curriculum as in the Traditional/Mainstream classroom with the goal of rigor, student achievement and biliteracy development in a bilingual setting.
Cómo escribir un SUPER PÁRRAFO
Mi comida favorita
Los tamales de pollo son mi comida favorita. Huelen a maíz y a salsa verde. Cuando cortas uno, puedes ver el pollo adentro. Hay tamales de salsa verde y también de salsa roja. Me gustan tanto que podría comer uno todos los días.

Un verbo es una palabra que muestra acción física o mental.
- correr
- cantar
- brincar
- girar
- resbalar
- nadar
- imaginar
- pensar
- aprender
- soñar

Hacer Preguntas
- quién?
- qué?
- por qué?
- cuándo?
- cuánto?
- dónde?
- cuál?
- hizo?
- tuvo?
- para qué?

Valor Posicional
3,496,217

En palabras: Tres millones, cuatrocientos noventa y seis mil, doscientos diecisiete.

Forma Desarrollada: 3,000,000 + 400,000 + 90,000 + 6,000 + 200 + 17

E = mc²
TWDL Program Elements

– Clearly Defined Program Model
– Assessment that guides instruction in a TWDL Program
  • DRA/EDL
  • Canciones y Cuentos (Assessment Components)
– Technology to enhance instruction in TWDL Program
  • Achieve 3000 (2nd grade on up)
  • Imagine Learning (K-1)
– Second Language Learning Strategies
  • Lotta-Lara / Dictado / Strategic use of language / SIOP
– Professional Development
TWDL Program Non-Negotiable Components

* Adhere to the Program Model
* Classroom Environment
  * Visually reflects the model and language of instruction
* Schedules that reflect the model and language of instruction
* Strategic use of language
* Lesson Plans/Posted Objectives/Language of instruction all aligned with the model
* Evidence of adherence to model
  * Data Binder with required assessment scores (Pre, Mid and Post)
  * Student portfolios
### TUSD TWDL Program Model

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Percentage Span/Eng.</th>
<th>Spanish</th>
<th>English</th>
<th>Test Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>90/10</td>
<td>SLA Math PE Science Social Studies</td>
<td>Academic English Language Development (AELD) Listening and Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>305mins/30 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>90/10</td>
<td>SLA Math PE Science Social Studies</td>
<td>Academic English Language Development (AELD) Listening and Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>305mins/30 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>80/20</td>
<td>SLA Math PE Science Social Studies</td>
<td>Academic English Language Development (AELD) Listening, Speaking, Reading, Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>272 mins/68 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>70/30</td>
<td>SLA Math PE Science Social Studies</td>
<td>AELD Listening, Speaking, Reading, Writing ELA Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>234 mins/102 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>60/40</td>
<td>SLA Math PE Science Social Studies</td>
<td>AELD Listening, Speaking, Reading, Writing ELA Science Social Studies Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>204 mins/136 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>50/50</td>
<td>SLA Math PE Science Social Studies</td>
<td>AELD Listening, Speaking, Reading, Writing ELA Science Social Studies Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>170 mins/170 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Two-Way Dual Language Model

## Curriculum Content Per Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish</th>
<th>English</th>
<th>Test Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td></td>
<td>Academic English Language Development (AELD)</td>
<td>Not addressed at this grade level</td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td>Listening and Speaking</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>Spanish Language Arts, Math, Science, Social Studies</td>
<td>AELD Listening, Speaking, Reading, Writing</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td>AELD Listening, Speaking, Reading, Writing, ELA</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td>AELD Listening, Speaking, Reading, Writing, ELA</td>
<td>Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)</td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td>AELD Listening, Speaking, Reading, Writing, ELA</td>
<td></td>
</tr>
</tbody>
</table>

|                                 | Science, Social Studies            |                                                |
### Language of Instruction and Materials by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spanish Language Arts SLA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>English Language Arts ELA (A/CCSS)</th>
<th>Academic English Language Development AELD (ELP Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1st</td>
<td>Spanish Common Core Standards</td>
<td>Spanish FOSS Kits</td>
<td>Spanish District Adopted Material</td>
<td>English (Listening/Speaking) Acore</td>
<td>English (Listening/Speaking) Acore reading materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholastic Book Room en Español</td>
<td>National Geographic Windows on Literacy</td>
<td>Science Kits</td>
<td>Social Studies/Science Materials</td>
<td>Reading A-Z</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Canciones y Cuentos</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Scholastic News Exp.</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Elenoticas</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Scholastic News Exp.</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Reading A-Z</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Shay 3000</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Scholastic News Exp.</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Spanish Harcourt Trophies</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Shay 3000</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Spanish Harcourt Trophies</td>
<td>Social Studies/Science Materials</td>
</tr>
<tr>
<td></td>
<td>Spanish Harcourt Trophies</td>
<td>Science Kits</td>
<td>Social News</td>
<td>Social Studies/Science Materials</td>
<td>Spanish Harcourt Trophies</td>
<td>Social Studies/Science Materials</td>
</tr>
</tbody>
</table>

**Remember:**
Lessons in Spanish are not repeated during the English portion of the day.

[TUSD Two-Way Dual Language Program (TWDL) Model](https://www.engageny.org/resource/translated-modules) Engage NY/Eureka resources in Spanish

**TUSD K - 5 Integrated Literacy Continuum**

**Literacy Work Stations**
- Read to Self (monitored)
- Work on Writing
- Word Work
- Read to Someone
- Listen to Reading

**English Language Arts**
- Reading Literature
- Reading Information
- Speaking and Listening
- Language
- Writing
- Reading Foundations
  - Print Concepts
  - Phonological Awareness
  - Phonics & Word Recognition
  - Fluency
  - Comprehension
  - Vocabulary

**Assessments**
- Universal Screener: DIBELS Next
- Scholastic, Next Step Guided Reading Assessment
- Diagnostic: Assessing Reading Multiple Measures
- District Common Assessments

**Daily Teaching Structure**
- Whole Group Instruction (20 minutes)
  - Read Aloud or
  - Interactive Read Aloud or
  - Focus Lessons
- Guided Reading Instruction (4-6 students)
  - Guided Reading Components:
    - Select the Text
    - Introduce the Text
    - Read the Text
    - Revisit & Discuss Text
    - Closure
    - Extend Meaning of the Text
- One-on-One Instruction
  - Conferring or
  - Assessing
- Literacy Block Closure
  - (10 minutes)
  - Purposeful Accountable Talk
Continuidad de Alfabetización Integrada en los salones de clase lenguaje dual de TUSD K-5 (TWDL)

Artes de lenguaje en Español
- Lectura-Literatura
- Lectura- Texto Informativo
- Audición y Expresión oral
- Lenguaje
- Escritura y Redacción
- Destrezas Fundamentales
  - Conceptos de la impresión
  - Conciencia fonológica
  - Fonética y reconocimiento de palabras
  - Acentuación
  - Fluidez
  - Comprensión
  - Vocabulario

Estaciones de trabajo de la alfabetización
- Leer solo (con supervisión)
- Trabajar en la escritura
- Trabajar con palabras
- Leer a alguien

Estructura de enseñanza diaria
- Instrucción en grupo
  - Lectura en voz alta
  - Lectura en voz alta interactiva
  - Lección de enfoque
- Lectura Dirigida (4-6 estudiantes)
  (20 minutos x 3)
  Componentes de la lectura dirigida:
  - Seleccionar el texto
  - Introducir el texto
  - Leer el texto
  - Revisar y hablar del texto
  - Conclusión
  - Extender el significado del texto
- Instrucción individual
  - Conferir
  - Evaluar

Fin de la hora de alfabetización
(10 minutos)
- Conversación responsable con propósito

Academic English Language Development (AELD)
45 minutes

Arizona’s ELP Standards:
- Listening & Speaking
- Language
- Reading
- Writing

Evaluaciones
- Universal Screener: DIBELS
- DRA2 / EDL2
- Canciones y Cuentos (fonética)
- Avenues e-Assessment
- District and State Assessments

Language Acquisition Department
Think Pair Share

• How do you decide what you will be teaching, what is your starting point?

• Are you familiar with TUSD ELA Curriculum Maps?

• When teaching in a Dual Language program, what do you do when you come to an item that is not addressed in the ELA curriculum (Non-Transferable Spanish Skills)
ELA Curriculum Maps to meet the needs of TWDL Programs

- Two focus areas
  - Foundational Skills and Language
Supplementing ELA Curriculum Maps to meet the needs of TWDL Programs

http://tusd1.org/resources/curriculum/elaV3.asp
https://commoncore-espanol.sdcoe.net
Guiding Principles for Dual Language Education

• A tool to help Dual Language Programs with planning, ongoing implementation, self reflection and growth

• Grounded in research on effective features of DL programs

• Tool used by ATDLE our Dual Language consultant, to assess the efficacy of our programs and guide to help us realign elements of the program
Two-Way Language Immersion Room Environment Checklist

A variety of literacy contexts are evident throughout the classroom to develop language through listening, speaking, reading, and writing:

1. Evidence of student writing in the target language and English for each student over the course of the school year, including examples, rubrics for scoring, commented and final products displayed
2. Rich verbal and visual classroom literature is evident with a variety of books in both languages
3. Classroom walls and bulletin boards promote language development, mathematics, and concepts
4. Charts are created and displayed reflecting a variety of teacher/student models for listening, summarizing, and language development strategies
5. The opposite glass panel(s) are documented through the use of writing tools, inverse as the teacher, through or in advance of a unit of study

Classroom work stations are organized with guided or independent work areas that (

1. Work stations reflect the current standards
2. Students are offered multiple opportunities to practice and learn
3. Work stations are created at the appropriate developmental level

Manipulatives and visual aids are utilized for lesson delivery and development of concepts

1. Hands-on and age-appropriate activities are developed to convey concepts and skills beginning at the concrete level
2. Simple tools or sets of numbers are developed for conceptual and basic mathematical skills
3. Manipulatives used for written language development and investigative activities

Learning walls are designed to promote language and content:

1. Wall spaces in the classroom reflect curricular topics of study and a balanced curriculum
2. Student boards reflect autonomy, creativity, and student-opened investigations and projects
3. Languages are separated into different learning walls and reflect the likes of study and content

Classroom culture reflects respect, careful planning, and preparation

1. Teachers encourage a climate of positive professional attitudes and collegiality
2. Teachers foster vision-building and high expectations for all students
3. Teachers use effective teaching strategies, such as differentiated instruction, whole class responses, etc.
4. Varied grouping and compensatory learning strategies are utilized to create student practice opportunities
5. Teachers use varied grouping strategies, whole group for initial instruction, small group instruction for practice and reinforcement, individual and small group with remediation for struggling students
6. Teachers use strategies that ensure meaningful connections to students have opportunities to connect and expand on their interests and learn
7. Heterogeneous and homogeneous grouping are utilized during small group instruction

Classroom information is posted by each classroom with information on behaviors, rules, core vocabulary and

- Classroom procedures
- Classroom physical layout
- Visuals are used for purpose, focus, summary, and support in lessons/lessons
- The room environment reflects cultural and teacher student needs within the target language
- The environment promotes appreciation of the target language and culture, as represented in
- Visuals and concrete objects in language and activities are utilized for comprehension and interaction
- Graspable concepts and tasks are developed within the context of learning and practice

Handout

V - 70, p.
“One language sets you in a corridor for life. Two languages open every door along the way.”

—Frank Smith
Questions

¡QUÉ QUEREMOS?! ¡SER BILINGÜES!

¡WHEN?! FINE! THANK YOU!