TUSD
Two-Way
Dual Language Program
Agenda

• Welcome!

• Learn about the new TWDL Program in Tucson Unified School District

• Understand the program elements of Two-Way Dual Language Immersion Programs

Welcome!
Two-Way Dual Language Program

• Choice Program and an Advanced Learning Experience (ALE) for children

• Students engage in formal second language from Kindergarten through 12th grade

• Bilingualism and biliteracy, high academic achievement and cross cultural understandings are the goals for all students in a TWDL program
Collier and Thomas Research

Programs look similar in their achievement patterns K-2
Collier and Thomas Research

![Graph showing NCE scores across different grades for various ESL programs compared to Native English Speakers.](image)

- **Two-Way BE**
- **Late-Exit BE + Content ESL**
- **Early-Exit BE + Content ESL**
- **Early-Exit BE + Trad. ESL**
- **ESL thru Academic Content**
- **ESL Pullout-Trad.**
- **Native English Speakers**
TWBI/Dual Language Programs are considered the “gold standard” of all Bilingual Programs

• TWBI/DL education is the best program option for native speakers & English-only students to develop high proficiency levels in a target language & English & develop a new worldview!
Additive Bilingualism

“No child loses a language to learn a language”
Each language supports the learning of the second!
Dual Language Programs in the U.S.A.

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

Revitalization | Maintenance | Cross Learning | Enrichment

V-79, p. 8
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.
Guiding Principles of Dual Language

**Program Structure**

The program has well defined and clearly articulated model. An effective process exists for continual program planning, implementation, and evaluation.

**Instruction**

Instructional methods are derived from research-based dual language principles that enhance the development bilingualism, biliteracy and academic achievement.

**Staff Quality & Training**

The program recruits and retains high quality DL staff, has a professional development plan and adequate resources and support.

**Curriculum**

The curriculum is standards based and promotes bilingual, biliterate and multicultural competencies.

**Assessment & Accountability**

Student assessment is aligned with content and language standards, program goals. Assessment is used to evaluate the program and instruction.

**Family & Community**

There is a positive, active and ongoing relationship with students, families and the community. Support services are reflective of the program goals.

**Resources & Support**

The program is supported by all school staff, families and the community.
Critical Components of Successful Dual Language Programs

1. Strong focus on **biliteracy and bilingualism** for all
2. Emphasis on **equity and excellence** for all
3. Administrative **support** and instructional leadership
4. High quality **teachers** and professional development
5. Parent **engagement** and home/school collaboration
Two-Way Bilingual Immersion

Combines native speakers of a target language with English-speaking students to develop a second language (bilingualism & biliteracy) for both groups of students

Researchers: Kathryn Lindholm-Leary, David Dolson, Tove Skutnabb-Kangas, Donna Christian (CAL Research Team)
Linguistically Balanced Classrooms

- **Native Speakers**
  - Spanish models
target language speakers

- **Bilinguals**
  - Language Navigators
  "Bridge for each group"

- **English Speakers**
  - English Language models
Case 4:74-cv-00090-DCB   Document 2061-5   Filed 09/01/17   Page 91 of 122

**Pathway for Two-Way Dual Language Programs**

6 Years: TWDL Elementary School

- Kindergarten: 90/10
- 1st Grade: 90/10
- 2nd Grade: 80/20
- 3rd Grade: 70/30
- 4th Grade: 60/40
- 5th Grade: 50/50

- Content areas designated in one language or another

3 Years: TWDL Middle School

- Two Courses in Spanish minimum
  - Spanish Language Arts
  - Core Content class in Spanish

4 Years: TWDL High School

- Completion of Advanced Placement Courses

- Possibility of:
  - Spanish for Special Purposes
  - Third Language
  - Concurrent University credit

College

- Seal of Biliteracy
90/10 Model of TWDL

![Graph showing the 90/10 Model of TWDL]

- Spanish
- English
## TUSD Two-Way Dual Language Program (TWDL) 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 305mins/30 mins</td>
<td>SLA Math PE Science Social Studies</td>
<td>Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>90/10 305mins/30 mins</td>
<td>SLA Math PE Science Social Studies</td>
<td>Academic English Language Development (AELD) Listening and Speaking Beginning Reading</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>80/20 272 mins/68 mins</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>3rd</td>
<td>70/30 234 mins/102 mins</td>
<td>SLA Math PE Science Social Studies</td>
<td>AELD Listening, Speaking, Reading, Writing ELA</td>
<td>Math - English (10 min. maximum, Test Prep and English Vocabulary)</td>
</tr>
<tr>
<td>4th</td>
<td>60/40 204 mins/136 mins</td>
<td>SLA Math PE Science Social Studies</td>
<td>ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies</td>
<td>Math - English (10 min. maximum, Test Prep, English Vocabulary)</td>
</tr>
<tr>
<td>5th</td>
<td>50/50 170 mins/170 mins</td>
<td>SLA Math PE Science Social Studies</td>
<td>ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies</td>
<td>Math - English (10 min. maximum, English Vocabulary and Test Prep)</td>
</tr>
</tbody>
</table>
## Middle School Program (Sample)

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language Arts</td>
<td>Spanish Language Arts</td>
<td>Spanish Language Arts</td>
</tr>
<tr>
<td>Spanish Social Studies – Ancient Civilizations</td>
<td>Spanish Social Studies State and U.S. History</td>
<td>Spanish Science</td>
</tr>
<tr>
<td>English 6th Grade Math</td>
<td>English 7th Grade Pre-Algebra</td>
<td>English 8th Grade Algebra</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>P.E.</td>
<td>P.E.</td>
<td>P.E.</td>
</tr>
<tr>
<td>Science or <strong>Elective</strong></td>
<td>Science or <strong>Elective</strong></td>
<td>Social Studies or <strong>Elective</strong></td>
</tr>
</tbody>
</table>
TUSD Elementary (K-5) Programs

• Bloom (K-1)
• Davis (School wide)
• Grijalva
• McCorkle Mission View
• White
• Van Buskirk
TUSD K-8 Programs

- Roskruge (School wide)
- Hollinger (K-6)

TUSD Middle School

- Pistor

TUSD High School

- Pueblo
Benefits of teaching in the TWDL Program

- An abundance of curriculum resources to support instruction
- Para-professionals (K-2\textsuperscript{nd} 4 hours and 3\textsuperscript{rd}-5\textsuperscript{th} 2 hours)
- Professional Development
- Coaching support
- $2500 stipend
Bloom TWDL Expansion Program

https://www.youtube.com/watch?v=E_k8XvoDoNk&feature=youtu.be
Thank You

Director:
Patricia Sandoval-Taylor

Coaches:
Paula Cortes
Jean D’Andrea
Cathy Espinoza
Anna Manzano
Angela Moore
Marisa Pargas