

EXHIBIT G

TUSD

Tucson Unified School District

Two-Way
Dual Language Program
(TWDL)
Handbook

September 2014

Language Acquisition Department

**TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD**

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Tucson Unified School District does not discriminate on the basis of race, 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.

Aviso de No Discriminación

El Distrito Escolar Unificado de Tucson no discrimina en base a raza, color, origen nacional, sexo, orientación sexual, edad, religión, o inhabilidad en la admisión o acceso a, o tratamiento de personas o empleo, en sus programas educacionales o actividades.

 <p>Tucson, Arizona</p> <p>GOVERNING BOARD POLICY</p>	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**

<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 College & Career Ready Standards (AZCCRS), 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>		
	<p><u>Entrance Criteria</u></p> <p>All students whose parents request and who qualify for a <i>Bilingual Program Waiver</i> to participate in a dual language program are eligible.</p> <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 Dual Language classrooms will follow the TUSD Two-Way 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 been granted </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 Dual Language classrooms will follow the TUSD Two-Way 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 been granted
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**Office of Curriculum Instruction and Professional Development
Language Acquisition Department**

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

Kindergarten			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
Reading 90	0-10	90-80	Reading 90	10-20	80-70	Reading 90	20-30	70-60
Writing 30	0-5	30-25	Writing 30	5-10	25-20	Writing 30	10-15	20-15
Mathematics 60	0-5	60-55	Mathematics 60	5-10	55-50	Mathematics 60	10-20	50-40
Science/SS 45	0-5	45-40	Science/SS 45	5-10	40-35	Science/SS 45	15-20	30-25
ELD/SLD 45	45	0	ELD/SLD 45	45	0	ELD/SLD 45	45	0
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	45	0	ELD/SLD 45	45	0	ELD/SLD 45	45	0	ELD/SLD 45	45	0
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	

* Optional-Team Teaching Model as available. This model requires the following:

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

Secondary Two-Way Dual Language Model 6th – 12th grades 50/50		
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 as available	
5	Science *Team Teaching as available	
6	Social Studies *Team Teaching as available	
In the team teaching model: <ul style="list-style-type: none"> ○ One teacher for each content area uses English as the language of instruction ○ A second 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) * When team teaching is not available, the default model becomes one teacher implementing a 50/50 model.		
*Team Teaching Model requires the following: <ul style="list-style-type: none"> ✓ A team of two teachers per content area <ul style="list-style-type: none"> ○ Bilingual Education 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
 Language Acquisition Department (LAD)
Two-Way Dual Language (TWDL) Principal

Purpose: Two-Way Dual Language K-12 principal commitment to the implementation of TUSD’s TWDL Model

Process/Task	Outcome or Product
<ul style="list-style-type: none"> ➤ Recruit and strategically place the most qualified and proficient bilingually endorsed teachers. ➤ Recruit and place eligible students for designated dual language classrooms. ➤ Conduct an inventory of adopted and designated supplemental dual language materials and submit a request for materials as need. ➤ Attend TUSD’S TWDL Summer Institute. ➤ Participate in Literacy Squared® professional development. ➤ Attend quarterly principal sessions regarding professional development for DL teachers. ➤ Evaluate teacher implementation of the approved TUSD TWDL Model. ➤ Monitor and evaluate teacher instruction in the use of sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students. ➤ Monitor the implementation of Imagine Learning Español (K-2). ➤ Monitor the implementation of Achieve 3000 in grades 2-12 in English and in Spanish. ➤ Monitor teacher administration of required assessments and provide allocated time for teachers to analyze data. 	<ul style="list-style-type: none"> ✓ Quality instruction that will maximize program success ✓ Capacity building to maintain and grow dual language program ✓ Allocation of appropriate instructional materials for classroom use ✓ Knowledge of current research based methodologies/strategies in accordance with dual language professional development ✓ Support and articulation among teachers and leadership of professional development initiatives ✓ Support and articulation among teachers and leadership of professional development initiatives ✓ Consistent dual language program implementation ✓ Comprehensible instruction for all participating students ✓ Effective Implementation of program ✓ Effective implementation of program ✓ Ongoing evaluation of program effectiveness and student achievement

<ul style="list-style-type: none">➤ Release bilingual paraprofessionals to attend 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.).	<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
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TUCSON UNIFIED SCHOOL DISTRICT
 Language Acquisition Department (LAD)
Two-Way Dual Language (TWDL) Teacher

Purpose: Two-Way Dual Language K-12 teacher expectations over the course of the school year

Process/Task	Outcome or Product
<ul style="list-style-type: none"> ➤ Participate in all dual language professional development initiatives, e.g. <ul style="list-style-type: none"> • Summer Institutes • Quarterly full-day professional development • Periodic in-class observations, coaching, modeling, and/or reflection opportunities ➤ Implement targeted strategies that pertain to professional development initiatives on a daily basis. ➤ Adhere to the language of instruction according to the approved TUSD TWDL 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 assigned to the grade level according to the model. ➤ Use sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students. 	<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

<ul style="list-style-type: none">➤ 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:<ul style="list-style-type: none">○ LAS Links (K-12)○ DRA2/EDL2 (K-5)○ Achieve 3000 (2-12)○ Imagine Learning Español (K-2)○ Avenues eAssessment (K-5)○ Other district-mandated assessments	<ul style="list-style-type: none">✓ 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 Two-Way Dual Language Programs

Language Acquisition Department

Process for Support for Two-Way Dual Language Program Schools

Purpose: Maintenance of an on-going systematic approach to support Two-Way Dual Language Program schools

Initiative: Leadership commitment to the implementation and support of TUSD's Two-Way Dual Language Model

Process/Task	Person(s) Responsible	Outcome or Product
1. Lead district in the implementation of TUSD's Two-Way Dual Language Model.	Leadership	Commitment from district departments that impact the implementation of the TUSD's Two-Way Dual Language Model
2. Deliver necessary authority to ensure successful implementation of model.		Leadership commitment and infrastructure necessary for schools to successfully maximize program success
3. Develop incentive(s) for participating dual language teachers.		Increase recruitment potential and retention of qualified teachers
4. Determine participating schools for Cycle 1, Cycle 2, and Cycle 3.		Capacity building to maintain and grow dual language program
5. Lead principals in the implementation of the TWDL instructional program.		Multi-level accountability measures to guarantee program success
6. Monitor adherence to the approved TUSD TWDL Program Model.		Consistent TWDL program implementation
7. Ensure that appropriate staff continuously monitors implementation of program.		Accountability of consistent TWDL program implementation
8. Support bilingual/biliteracy instruction at participating schools		Increased student bilingual/ biliteracy achievement
9. Oversee staffing practices at TWDL schools to ensure that qualified bilingual education endorsed teachers are assigned.		Strategic placement of qualified staff to support effective program implementation
10. Re-establish contact with state universities as well as other Institutions of Higher Education (IHE).		Collaboration and partnership for recruitment and access to current research and to professional development opportunities

Initiative: Language Acquisition Department commitment to the implementation and support of TUSD's Two-Way Dual Language Model		
Process/Task	Person(s) Responsible	Outcome or Product
1. Select a dual language program model.	LAD	An established dual language instructional framework that develops bilingualism/biliteracy and meets the linguistic needs of the district's diverse population
2. Provide staff development that addresses the implementation of the model to personnel at all district levels.		Congruency of professional development initiatives among leadership and sites
3. Collaborate with HR to establish a recruitment program for bilingual endorsed elementary, secondary and exceptional education teachers.		Increased access to a pool of qualified bilingual endorsed teachers to fill program vacancies
4. Provide technical assistance to the schools and the administration in the implementation of the district's dual language instructional program.		Knowledge of current research based methodologies/strategies in accordance with dual language professional development
5. Order and supply schools with required instructional dual language materials as needed based on a school inventory.		Allocation of appropriate instructional materials for classroom use
6. Coordinate all required assessments and data collection.		Quantitative analysis of program effectiveness Pre/Post and intermittently
7. Provide information regarding dual language to schools for community outreach (e.g., dual language brochure, parent presentations, parent trainings, etc.).		Increased articulation and promotion of TUSD Dual Language Program

Initiative: Assistance to dual language schools with State and Federal compliance requirements		
Process/Task	Person(s) Responsible	Outcome or Product
<ol style="list-style-type: none"> 1. Check for identification, placement and waivers of enrolled students. 2. Provide feedback to dual language school regarding student assessment, program eligibility and placement. 	LAD	Compliance with ADE and TUSD Dual Language Model requirements regarding bilingual education programs.
Initiative: Monitoring of Two-Way Dual Language program effectiveness through formal and informal visitations by Language Acquisition Department		
Process/Task	Person(s) Responsible	Outcome or Product
<u>Formal:</u> <ol style="list-style-type: none"> 1. Schedule semester walkthroughs with participating sites and send Two-Way Dual Language Monitoring Form to schools. 2. Conduct walkthrough using the TWDL 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. <u>Informal:</u> <ol style="list-style-type: none"> 1. Visit TWDL classrooms to collect evidence of needed support. 2. Meet with teacher to discuss ways to provide needed support. 	LAD	<p>Notification of date and protocol of monitoring visit</p> <p>Identification of strengths and areas of refinement for continuous feedback to improve student achievement in district's Two- Way Dual Language Program</p> <p>On-going feedback regarding implementation and instruction of the TWDL model</p>