

## TUSD DUAL LANGUAGE ACTION PLAN

December 2019

<b>TWDL Access Plan (10 pages)</b> <b>Includes the 2016 Molina Report (26 pages)</b> <i>See 2016-17 DAR Appendix V-88 [ECF 2061-6 at 1-37]</i>	Pages 2-11 Pages 12-37
<b>TWDL Framework (63 pages)</b> <i>See 2018-19 DAR Appendix V-29 [ECF 2302-4, 2302-5, and 2302-6]<sup>1</sup></i>	Pages 38-100
<b>TWDL Expansion Plan (4 pages)</b> <i>See 2019 TWDL Expansion Completion Plan [ECF 2258-1]</i>	Pages 101-104

---

<sup>1</sup> The District completed the original TWDL Framework during the 2016-17 school year and submitted it with the 2016-17 DAR as Appendix V-36 [see ECF 2131-4 at 1-61]. As the Framework is a living, operational plan, the District will continue to update it as needed. Attached is the 2018-19 update of the Framework.

**TUSD Two-Way Dual Language (TWDL) Access Plan  
November 10, 2016**

**I. Background**

In late December 2015, the Court adopted the Special Master’s recommendation and ordered the District to “develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17.” Order of December 22, 2015 [ECF 1879]. The Court directed the District to engage one or more nationally recognized consultants to assist in studying and developing the plan and to “consider what types of dual language programs can be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds” (in the context of the then-developing integration initiatives. The Court also directed the District to prepare and present the plan to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.

In early January, District staff returned from winter break and immediately began work to secure a nationally recognized consultant to develop options for expansion to “other sections of the District” to improve integration and attract diverse groups of students to assess the existing dual language strategy and to develop the plan to increase student access to dual language programs. After engaging with several potential consultants, the District put out a Request for Quotations in the first week of February and by mid-February had selected Ms. Rosa Molina, Executive Director of the Association of Two-Way & Dual Language Education (ATDLE). For approximately three months, Ms. Molina worked with District staff on the immediate task of developing options for expansion for the 2016-17 school year, and the longer-term and much broader task of developing a dual-language access plan and strengthening the District’s dual language program. In May of 2016, Ms. Molina submitted her interim report with recommendations. In May and June of 2016, Ms. Molina continued to work with District staff to develop the following Dual Language Access Plan based on her recommendations.

The Plan is based on recommendations received from Ms. Molina in May. ***See Attachment A, Molina Report***; and see chart containing its recommendations on page 2, below. The following actions are critical for TUSD to build and expand the TWDL programs. Without these foundational pieces in place, the program cannot flourish and reach its full potential. Once all recommended building blocks are established, the District will have a viable TWDL program. This program will ultimately prepare students to contribute to full participation in their communities and participate in 21<sup>st</sup> century global citizenship and leadership.

**Recommendations from the Molina Report [May 2016]**

<b><i>Recommendations for Immediate Action</i></b>	
1.	Develop a comprehensive District Master Plan for Two-Way & Dual Language programs over the course of the 2016-17 school year by April 2017.
2.	Seek a waiver from the Federal Court to allow Spanish-speaking students an opportunity to fully participate in TWDL programs starting at the kindergarten level in an effort to linguistically balance the TWDL classrooms in the district and fully operationalize the TWDL program model by June 2017.
3.	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) by July 2016.
4.	Establish a yearly calendar with targeted professional training for Two-Way and Dual Language teachers, site-administrators, central office teams and the cabinet members by July 2016.
5.	Connect the TWDL teacher stipend to the completion/participation of professional training for all Two-Way and Dual Language teachers June 2016.
6.	Create and implement an Evaluation Plan for all TWDL programs that include assessments in the target language in all four domains: listening, speaking, reading, and writing by June 2016.
7.	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 by July 2016.
8.	Establish an enrollment policy that outlines the point of entry into TWDL classrooms after kindergarten and defines the screening process for students interested in entering after K-1 <sup>st</sup> grades by July 2016.
<b><i>Recommendations for Action</i></b>	
9.	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 by September – November 2016.
10.	Review the enrollment at each site and begin to design a two classroom TWDL structure to reduce programmatic isolation of the TWDL classes at the site and make the program accessible to additional students Sept –Dec 2016.
11.	Identify a coherent and differentiated Two-Way Dual Language Program Curricula by...Sept 2017.
12.	Create a district level Dual Language Advisory committee to work with TUSD to oversee the implementation of all programs in TUSD by October 2016. <sup>1</sup>
<b><i>Recommendations for Expansion</i></b>	
13.	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 and decide on the new schools by November 2016 to align to the district's enrollment procedures and begin the opening of program procedures.

<sup>1</sup> This committee will be comprised of teachers, LAD staff, and members of the Task Force.

14.	Conduct a Community Interest Survey of preschool and parents of 4 year-old students before establishing a new program at any of the proposed 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 October through January 2017.
15.	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 by January 2016.
16.	Conduct a district survey to identify staff for future TWDL programs and identify bilingual certified staff in the district (Human Resources) by October 2016.
17.	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 by November 2016.
18.	Create marketing materials for each new site by January 2017.
19.	Provide teachers and administrators training and support in the initial development of their Two-Way Dual Language programs by April – August 2017.
20.	Set up visitations to districts and programs that have fully developed programs...by October – December 2017.
21.	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 new team at Bloom and the other schools considering the program to study, learn and network with Two-Way program experts and educators.
22.	Plan to send additional teams to the national conference each year in California to ensure that all new principals and teachers have received foundational training in TWDL educational practices and schooling.

<b>Key Terms</b>	
Dual Language Task Force	A group of stakeholders guided by the consultant, charged with the task of developing the TWDL Framework.
Guiding Principles for Dual Language Education	A tool to help dual language programs with planning and ongoing implementation which is grounded in evidence from research and best practices. The “Guiding Principles” are provided by the Center for Applied Linguistics and are available at: <a href="http://www.cal.org/twi/guidingprinciples.htm">http://www.cal.org/twi/guidingprinciples.htm</a>
TWDL Framework (aka Master Plan)	A district document, aligned with the Guiding Principles. The Framework will serve as the foundation for the TWDL program districtwide.
TWDL Handbook (aka Program Practice Handbook)	A companion document to the Framework. Each Handbook will provide additional information unique to each site and site program.
Dual Language Advisory Committee	A group of stakeholders who will oversee implementation of the Framework and other aspects of the TWDL program.

## II. PROGRAM DEVELOPMENT

### A. Dual Language Task Force / TWDL Framework (aka Master Plan)

In order to build capacity and gain input from all stakeholders, TUSD will create a District-level Task Force made up of stakeholders engaged in TWDL practices with guidance from a nationally-recognized DL consultant by the fall of 2016. The Task Force will meet monthly throughout the fall and into the winter with a goal of completing the TWDL Framework in the winter of 2016-17. The target make-up of the TWDL Task Force is as follows:

- Lead facilitator/s (Language Acquisition Specialist/s)
- District level leadership and directors
- Two Dual Language program principals (one elementary and one secondary)
- Two teachers from the elementary Dual Language program
- Two teachers from the secondary Dual Language program (one middle and one high school)
- One community member (TUSD board member or U of A professor)

The Task Force will develop a comprehensive TWDL Framework by February of 2017. The Framework will align with the Guiding Principles to ensure consistent program implementation of present and future TWDL programs in TUSD. The Framework will also include an alignment of existing curriculum to reflect differentiation and coherence within the TWDL model. The Framework will include the following components:

- description of the TWDL program and aligned curriculum
- detailing its implementation as a viable K-12 option
- mission and vision
- research base, program elements, enrollment policies, and marketing strategies.

## **B. TWDL School Handbooks (aka Program Practice Handbook)**

In addition to the TWDL Framework, each TWDL School is developing a TWDL School Handbook that will be shared with teachers and parents. The Handbook includes pertinent information about that school's TWDL staff and outlines the school's TWDL program (based on the Framework). The handbook also includes the calendar for teacher training and parent activities related to the TWDL program, schedules, staff lists, and FAQs. The TWDL School Handbook is not a "stand alone" document but rather a companion document specific to each site that aligns each site with the overarching Framework. All TWDL School Handbooks will be completed by March 2017.

By December 2017, the District will send staff members to visit at least two districts with fully-developed TWDL program. The information gathered will be used to strengthen the TUSD TWDL program.

## **C. TUSD TWDL Program Assessment**

To assess the TWDL program implementation, each DL site will conduct a self-study of their dual language program utilizing the "Guiding Principles" rubrics. The principles reviewed in the rubric include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Training, Program Structure, Family and Community, and Program Resources. Each TWDL site will complete the survey in the fall of 2016, then the District will review the data and work with sites to begin realigning their programs during the principal quarterly meeting (see section VI(A) below).

# **III. PROGRAM IMPLEMENTATION**

## **A. TUSD TWDL Programmatic Pathway**

TUSD's has developed a TWDL Pathway that outlines a clear trajectory throughout elementary, middle school, and high school for students to nurture bilingualism and bi-literacy. TUSD's four-day Language Learning Symposium (June 27-30, 2016) covered the programmatic pathway as well as TWDL methodologies and research to support the model's effectiveness.

## **B. Dual Language Advisory Committee**

Upon completion of the TWLD Framework in the winter of 2017, the District will form a Dual Language Advisory Committee. This committee will be comprised of teachers, LAD staff, and members of the Task Force. The committee will work with other District departments and schools to

oversee the implementation of the TWDL Framework as well as serve as an oversight committee of all elements relating to TWDL programs and initiatives. The Dual Language Advisory Committee will meet regularly on dates to be determined by the committee when they convene.

### **C. TWDL Assessment Structure (aka Evaluation Plan)**

TWDL teachers will assess student progress in English and Spanish to derive valuable information on student performance that will allow them to alter their instructional practices, support the academic and linguistic growth of their students, and report their students' progress to their families. Establishing and implementing an assessment structure for all TWDL programs to include assessments in the target language in all four domains (listening, speaking, reading, and writing) will hold the TWDL programs accountable for progress in both languages for all the students at the TWDL school sites. TUSD's TWDL program will utilize the following resources in assessing progress:

- FLOSEM (Foreign Language Oral Skills Evaluation Matrix) - a holistic measure to analyze language development in both Spanish and English at all grade levels in SY 2016-17
- DIBELs (English), Canciones y Cuentos (Spanish), and DRA/EDL2- progress monitoring of reading fluency in both languages- Pre and Post in SY 2016-17
- Logramos- summative assessment of Spanish and Language Arts for grades 1-8 in spring 2017
- Achieve 3000 in English and Spanish – summative and formative assessment of English and Spanish Language Arts for grades 6-12
- Writing Assessments- use the District writing rubric and collect writing samples in the target language three times per year, create anchor papers and calibrate the writing for K-8 grades in fall 2016 and spring 2017
- District Quarterly Assessments- use School City assessment to assess progress in content areas in English in fall 2016 through spring 2017

The Structure outlines the District's required assessments, which will ensure teacher accountability for student progress with the overall goal of high-level achievement in both languages. In the future, the District may find and or develop additional assessment tools or change assessments in order to measure student progress in English and in Spanish.

### **D. Teacher Recruitment and Retention**

The District will work to encourage certified staff with bilingual endorsements to teach in a TUSD TWDL program, and to recruit such staff from outside the District. LAD will gather a list of bilingual endorsed teachers in the District not currently assigned to a TWDL classroom. The District will then send recruitment letters to the identified teachers to fill projected vacancies in TWDL programs. These letters will go out three times during the 2016-17 school year: in December 2016, February 2017, and May 2017.

In the winter of 2016-17, the District will also conduct a survey to identify staff for existing and future TWDL programs and identify bilingual certified staff in the District (in conjunction with Human Resources). The District will also invite prospective TWDL teachers to at least one informational meeting to be held no later than March 1, 2017. The meeting will include information about the TWDL programs including program design, program requirements, and incentives.

The District will inform all current and future TWDL teachers of the incentives available for teaching in a TWDL classroom such as additional support from paraprofessional, materials, supplemental resources, professional development resources, and a monetary stipend. The teachers will be informed that the receipt of the stipend is conditioned upon participation in a set number of professional development hours throughout each school year.

#### **IV. ENROLLMENT**

##### **A. Analysis of Dual Language Enrollment and Development of an Enrollment Policy/Regulation**

As TUSD commits to offer this program option to more families, it is critical for TUSD to establish a policy or regulation for TWDL programs that clearly outlines the point of entry into TWDL programs for both schools and families. In order to establish an enrollment policy or regulation that would delineate the criteria for participation in TUSD's TWDL program, LAD will review the enrollment at each site in order to design a two classroom TWDL structure, reduce programmatic isolation of the TWDL classes at the site, and make the program accessible to additional students. LAD, with the guidance of the Dual Language consultant, will begin to analyze the numbers of students who could potentially participate at each Dual Language school site. The District will continue outreach to the neighboring schools and community to recruit students in the Fall Semester of 2016. Both efforts will assist in the expansion of a two-strand TWDL structure at each site.

Eligibility at the entry grades (Kindergarten and 1<sup>st</sup> Grade) currently depends on parental interest and on each student's eligibility under State law. Eligibility for students entering in grades 2-8 will be determined through the use of a screening process which the District will develop by the spring of 2017, subject to State law. Eligibility criteria will apply beginning in the 2017-18 school year for new second graders and will apply to one additional grade each year.

Based on information gathered by LAD staff, and based on the newly-developed screening process, the District will seek to present the TWDL enrollment policy to the Governing Board (or the regulation to the Superintendent) for adoption in the spring of 2017.



## **B. Increase Access for Spanish-Speaking Students**

A viable TWDL program builds on the participation of native Spanish and English speakers as models of oral language practice, vocabulary, pronunciation and cultural norms to the native speakers of the opposite language. However, due to state laws requiring certain levels of proficiency in English, it is difficult to place native Spanish speakers in these programs. The District is developing an application to the State Board of Education with a proposal for an alternative program waiver pursuant to A.R.S. §15-756.02. The District plans on submitting the application no later than December 1, 2016. The success of the TWDL model is contingent upon the participation of native Spanish speakers. If the application is successful, the District will incorporate certain aspects into its revised enrollment policy, described above.

## **V. STUDENT OUTREACH AND RECRUITMENT**

TUSD will continue to provide outreach to parents in order to increase awareness and increase enrollment in the District's Two Way Dual Language program at 11 school sites.

The District will communicate the following to parents:

- a definition of TUSD's TWDL immersion program
- research on the benefits of participating in the program while promoting racial and ethnic diversity
- student growth data
- strategies for parents to support their children enrolled in the program

Specific efforts will include:

- hold annual parent informational meetings, such as Kinder Round-up and parent nights
- partner with Title I community liaisons at each school to meet with parents (Cafecitos) to promote the TWDL program and the academic benefits
- target local pre-schools both private and district programs (Headstart, P.A.C.E, etc.) to actively recruit students
- feature the TWDL program on the District's main website
- strengthen outreach through social media, Parentlink, phone calls, and other methods
- mail Two-Way Dual Language Parent Informational postcard to coincide with open enrollment (November through January) and in the spring. The postcard includes the academic and cultural benefits of the TWDL program. In May 2016, 1,600 postcards were mailed to parents districtwide.

The TWDL school handbooks described in section II(B) above will also be used as recruitment tools to describe each school's program to prospective parents. In addition, each site will create a description of its school TWDL program, which will be added to the *TUSD Catalog of Schools* by the beginning of the second semester of the 2016-17 school year. Finally, the LAD will share the District's dual language programmatic pathway with teachers, administrators, parents (present and prospective) and students to clearly outline the program from elementary to high school. Initially, the LAD will share the pathway with principals and teachers so that they are able to effectively speak about their program to parents and communities and recruit both potential DL teachers and students. The District will utilize professional development trainings, parent meetings, kindergarten orientation, TUSD website, social media, and TWDL postcards or mailers to share the programmatic pathway to the rest of our stakeholders. This will be a year-long effort beginning in the fall of 2016.

## **VI. PROFESSIONAL DEVELOPMENT**

### **A. Dual Language Professional Development Calendar**

In order for principals to learn about TUSD's TWDL program and effectively market the program to their communities, TUSD's Language Acquisition Department (LAD) will establish a yearly calendar with targeted professional training for TWDL teachers, site-administrators, central office teams and Leadership teams. This calendar will be developed at the beginning of the 2016-17 school year. The calendar will include, but may not be limited to, the following activities:

1. **TWDL Teachers' Quarterly Mandatory Training:** LAD will conduct mandatory dual language workshops focused on Dual Language instructional strategies, instructional resources, and the Guiding Principles. The workshops will occur:
  - September: orientation and review to the TWDL design, research, and components. The professional development training session participants will be site administrators and directors.
  - December, February, and March: in-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language. The participants at these professional development training sessions will include site administrators, teachers, and directors.
2. **Principals Quarterly Mandatory Training:** Principals at Dual Language schools will attend the mandatory Dual Language workshops with their teachers. Each professional development training session will be completely aligned to the Guiding Principles in order

to promote the goal of attaining high levels of academic achievement and language proficiency. The workshops will occur:

- September: orientation and review to the TWDL design, research, and components. The professional development training session participants will be site administrators and directors.
  - December, February and March: in-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language. The participants at these professional development training sessions will include site administrators, teachers, and directors.
3. Central office and leadership teams will attend two, hour long Instructional Leadership Academy (ILA) workshops to all coordinators, directors, and assistant superintendents in the fall 2016 and spring 2017 ILAs at the Duffy Center. The LAD, Dual Language Consultant, and select Dual Language principals will present a workshop on the “Guiding Principles” report and on the TUSD’s Dual Language Model.
  4. Governing Board members will receive informational presentations annually on the status and growth of the TWDL program.
  5. Teachers and administrators at TWDL sites will received additional training and support to further develop their programs during the summer of 2017.

## **VII. EXPANSION**

The Coordinated Student Assignment (CSA) committee worked with LAD and Ms. Molina in the spring of 2016 to expand dual language to Bloom elementary school. During the 2016-17 school year, the District will consider further expansion opportunities for the 2017-18 school years. The District will also conduct a community interest survey of parents of preschool 4 year-old students before establishing a new program at any of the proposed sites. If a new site is recommended for the 2017-18 school year, the District will host 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 beginning in the winter of 2016-17. The District will also work with the school to address new class make-up, staffing, and transportation issues. The principal and teacher(s) at any new program, including Bloom, will attend the National Two-Way Bilingual Immersion Conference in the summer of 2017.



**TUCSON UNIFIED**  
SCHOOL DISTRICT

---

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

Submitted by:

Rosa G. Molina, Executive Director

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

TUSD Language Acquisition Department • Director Mark Alvarez May 3, 2016 (Final Report)

# Tucson Unified School District

## Two-Way Dual Language Programs

### Table of Contents

<b>Introduction: Background &amp; Evaluation Questions</b>	p 4
<b>Section I: Review Questions (TWDL) Programs</b>	p 7
<b>Section II: Policies &amp; Issues Impacting TUSD's TWDL Programs</b>	p 8
<b>Section III: Guiding Principles of Two-Way and Dual Language Education</b>	p 15
<b>Section IV: Professional Training Needs at all levels of the TUSD organization</b>	p 17
<b>Section V: Expansion Sites</b>	p 19
<b>Section VI: Recommendations for Immediate Action</b>	p 21
➤ Develop a comprehensive District Master Plan for Two-Way & Dual Programs.	
➤ 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 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 to include assessments in the target language in all four domains: listening, speaking, reading, and writing.	
➤ Develop a programmatic pathway to be shared with teachers, administrators, parents (present and prospective) and students.	
➤ Create an Alternative Program Waiver or attain a Federal Court Exemption that allows Spanish-speaking students full access to TWDL programs starting at their kindergarten level.	

---

**Section VII: Recommendations for Action in the 2016-17 School Year** p 23

- 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)** p 23

- Consider expansion to new District neighborhood schools for the 2016-17 school year
- Conduct a *Community Interest Survey* of preschool and parents of 4 and 5 year old students before establishing a new program at any of school.
- Schedule *Parent Information Meetings* for interested parents of incoming Kinder 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** p 25

---

**Section I: Background and Evaluation Questions**

Positive messages about Bilingualism at the Roskruge 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 timelines, and the rationale for 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 five different schools to speak the site leadership, discuss the feasibility of placing a TWDL program at the their respective schools and discuss the issues that would need to be mitigated in order to initiate these new programs. Due to time constraints, four interviews were completed. The fifth interview was conducted via a conference call on Monday, April 18, 2016.

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

### **Evaluation Questions**

ATDLE used three overarching questions specific to Two-Way Bilingual Immersion research and best practices 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?

**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 plans to work with the District team to outline clear and viable goals in an effort to align the current TWDL program. We will work to analyze 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.

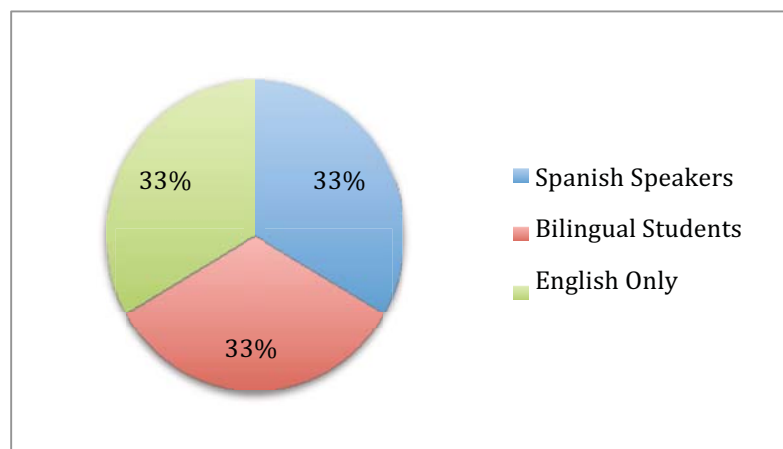
**Section II: Major Factors Impeding the Growth of TWDL Programs in TUSD**

Tucson Unified School District is not new to Two-Way and Dual Language education. In 2016, ten Two-Way Dual Language (TWDL) programs were developed as 50/50 programs over ten years ago. In 2015-16 TWDL began its redesign to convert its programs into 90/10 programs. Currently, there are five major factors impacting the development of a robust and well-implemented Two-Way Dual Language program in TUSD.

### **A. The Classroom Composition of TWDL Classes**

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 each other’s oral language and while developing the languages academically and socially.

**Table 1: Linguistic  
Balanced Classroom**



Arizona State statute, namely Proposition 203, severely restricts the development of viable TWDL programs by not allowing Native Spanish speakers access to the TWDL classrooms at the kindergarten and first grade levels until they demonstrate fluency in English. In not forming classes that 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 also 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 that are designed to serve English speakers exclusively 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 throughout the state...

*“(Prop 203) 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 “program exemption” for English Learners from the federal court who mandated the expansion of the Dual Language program for TUSD. This program waiver or court exemption would allow families who choose to enroll their children in the TWDL program full access to this biliteracy program effort. Whatever action TUSD seeks, the native-speaking students in these programs need special protections which would allow the district to fully implement well-designed and carefully articulated Two-Way Dual Language programs.

#### **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 teachers and administrators to examine the program's effectiveness in ensuring that the students are reaching the bilingual and biliteracy goals set out by the program and inform parents of their child's progress in both languages. 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 fully assess student progress in English and the target language and these assessments must include monitoring tools in the target language (Spanish). With this data, teachers would be able to derive valuable information on student performance that allows them to refine their instructional practices, support the academic and linguistic growth of their students, and report their students' progress to their families. Without these allowances, the programs are not held accountable for progress in both languages for all the TWDL students at their schools.

The walkthroughs of TWDL classrooms showed significant weaknesses at the intermediate and middle school levels. It appeared that both 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 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 students' performance on the state's annual assessments. Again, these assessments are measuring student performance exclusively in English even though a significant percentage of instructional time is conducted in TWDL classrooms are conducted in the target language. If TUSD continues this practice of teacher effectiveness and students outcomes, TUSD should re-examine its expectations on TWDL teacher effectiveness and institute student performance measures to hold teachers accountable for student progress in both languages, not just English.

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

Over the past thirty years of TWDL program development it has been found that schools with single classroom strands have great difficulty in fully developing their program from the elementary level to the middle school level. Single strand programs often face student mobility and attrition issues that affect the implementation of the program at the intermediate and middle school years. As a result, ATDLE highly recommends the development of a minimum of **two** classes of students per grade level starting at the kindergarten level and the primary years to establish the program numbers. Two classes at each grade levels allows the TWDL teachers to work together to plan their instruction, sync their practices, **and** offsets the mobility rate which erodes the program in the upper grades.

At this time, most, if not all, of TUSD's TWDL programs exist as single strand programs and most

---

of the TWDL programs have been adversely affected by the high mobility rates of the students in this program. The loss of students in TWDL is an issue because point of entry into the program for all students is primarily at the kindergarten or first grade levels. It is rare to find an English speaker that can enter successfully after first grade. Even though native speakers can be allowed in after first grade, the number of newcomers is often not enough to offset the low classroom numbers. TWDL Schools with high mobility rates usually end up with smaller class sizes, as compared to their mainstream classes, and in many instances, classes that are half full as the student go up the grade levels. This also builds resentment between the various program strands at schools when teachers may end up with larger class sizes with mainstream students. I suspect that the loss of students in the upper grades has also been the genesis of school practices that allow students who are not fluent in the target language entry into the program in an effort to fill classroom seats.

### **E. Enrollment Policies for TWDL Programs**

Two-Way and dual language programs throughout the United States have carefully outlined enrollment policies for students interested in fully participating in TWDL programs to allow students the maximum time possible to fully develop their proficiencies and academic abilities in two languages. By starting the students at the kindergarten or first semester of first grade, students have an early immersion experience that allows them to build their foundational literacy skills in the target language and have the necessary 7-9 years of study to become truly proficient in the language and English.

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 time frame, experienced TWDL teachers at this level found

---

that most English-speaking students were unable to keep up with their peers linguistically and academically. The TWDL teachers also struggled to teach the late enrollees grade level literacy and academic content because of their lack of language proficiency in the target language. This phenomenon is occurring in TUSD. After talking with students and teachers, it was clear that TWDL teachers at the intermediate levels were forced to dramatically alter their program in an effort to accommodate the English proficient students who had entered **after** first grade often to the detriment of the TWDL program designed for the students who entered at the kinder and first grade levels.

It is important that in establishing an enrollment policy into the program, that native Spanish-speaking students be allowed to enter at any grade level if they can meet the criteria for entry at their grade level. Native speakers of the target language who wish to enter the TWDL Program as *late enrollees* must demonstrate literacy in Spanish, have had schooling experience in their country of origin, and must demonstrate writing skills in their first language appropriate to their grade level.

As TUSD commits to offer this program option to more families, it is critical for TUSD to establish an **Enrollment Policy for TWDL programs** that clearly outlines the “point of entry” into TWDL programs for both the schools and families. Without it, students enter the program at all grade levels with and without linguistic preparation for participating in the program. An enrollment policy will delineate the criteria for the programs at all of the schools, set the screening mechanism for new students after first grade and may stave off the mobility of the students that occurs when students are not successful at the intermediate levels.



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

<b>Classroom Composition</b>	Arizona State Statute 203 does not allow Native Spanish speakers into Dual Language classrooms at kindergarten or first grades unless they are fluent in English; the TWDL classrooms are not linguistically balanced
<b>English Only Assessments</b>	Dual language programs do not assess the students in both languages as part of the district's accountability system
<b>Teacher Evaluations</b>	Teacher effectiveness in TUSD is determined by their students' performance on their English-only state assessments
<b>Single program Strands</b>	TUSD's TWDL programs have single classes that have been impacted by student mobility and attrition.
<b>Enrollment Policies</b>	Lack of strict guidelines for entry into the TWDL programs after first grade allows non-fluent students entry into the program impacting the efficacy of the program.

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

There is a significant body of scientifically based research on effective language and academic programs and practices for English Language Learners. Research studies also exist that outlines the programmatic outcomes of students in Dual Language and Two Way programs. Effective Two-Way and Dual Language programs are defined as programs that are successful in promoting (a) high levels of academic achievement in two or more languages, and (b) 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 programmatic 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 exist in all but four states in the country. Many districts implement

---

Two-Way and Dual Language programs as part of their School improvement planning or Turn-Around strategies.

The growth of programs and the implementation of TWDL educational policy is not without its challenges! Those challenges are very similar to the ones 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 the realignment of the existing programs and getting them “back on track”. The realignment process begins by program and district administrators’ commitment to keeping their focus on the academic and linguistic goals set out for both English dominant and Spanish dominant students in the programs in the forefront of their work and adhering to the carefully designed program model. Schools should be asked to use the *Guiding Principles for Dual Language rubrics* to conduct programmatic self-study every two years and carefully review TWDL elements/ practices.

### **The Two-Way Dual Language Program Master Plan**

Most of the successful Two-Way and Dual Language programs in the United States engage in formalizing the TWDL program 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 school 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.

**Site Leadership**

Principals and teachers need to attend on-going training and planning sessions on Two-Way Bilingual Immersion practices, programmatic structures, and monitor student achievement outcomes in both languages in order to be effective TWDL administrators 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 and very knowledgeable about all aspects of their TWDL program. The principals and lead teachers are the marketing agents of their program to their community and must work closely with their teachers to deliver a powerful academic program in two languages. The most

---

effective school leaders understand that a TWDL program can be transformational in terms of student achievement and academic success and promote the program with this perspective in the forefront of their work.

### **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 the 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.

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 classrooms to 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 the last 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. This has been done very effectively in other school districts.

### **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:

**1. Bloom Elementary School:** 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 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.

**2. Marshall School:** The next visit was to Marshall School and a meeting with Principal Chris Loya. Marshall school has an SEI and English-only strand. Principal Loya shared that he possesses extensive knowledge in TWBI methodology and research because of his pre-doctoral studies 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.

**3. Dietz K-8 School:** 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 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.

**4. Davidson School:** The meeting with Principal Jason Weaver helped us to understand the demographics, staffing capacity and facilities at the school. Principal Weaver came to Tucson with an extensive knowledge of Two-Way and Dual Language programs from having led a TWBI program in Salem-Keizer USD in Salem, Oregon. He knew firsthand the programmatic possibilities a TWDL program brings to a community. He shared that his first concern was the incredibly mobility rate of Davidson School and the current student make-up that consisted of many more immigrant students than other schools in the district. He also shared that he was constrained by a small facility as we shared that we would be recommending the implementation of a two class TWDL program at each grade level for all schools with TWDL programs. This program would also need to shift all of his teachers to bilingually endorsed

---

credentialed teachers to be able to fully develop the program at this site.

**5. Roberts-Naylor K-8 School:** 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 PHOAT 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: Recommendations

This section lists 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.

### 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 by April 2017.
- Seek a waiver from the Federal Court *to* allow Spanish-speaking students an opportunity to fully participate in TWDL programs starting at the kindergarten level in an effort to

linguistically balance the TWDL classrooms in the district and fully operationalize the TWDL program model by June 2017.

- 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) by July 2016.
- Establish a yearly calendar with targeted professional training for Two-Way and Dual Language teachers, site-administrators, central office teams and the cabinet members by July 2016.
- Connect the TWDL teacher stipend to the completion/participation of professional training for all Two-Way and Dual Language teachers June 2016.
- Create and implement an Evaluation Plan for all TWDL programs that include assessments in the target language in all four domains: listening, speaking, reading, and writing by June 2016.
- 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 by July 2016.
- Establish an **enrollment policy** that outlines the point of entry into TWDL classrooms after kindergarten and defines the screening process for students interested in entering after K-1<sup>st</sup> grades by July 2016.

### Recommendations for Action in the 2016-17 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 by September – November 2016.



- 
- Review the enrollment at each site and begin to design a two classroom TWDL structure to reduce programmatic isolation of the TWDL classes at the site and make the program accessible to additional students September –December 2016.
  - Identify a coherent and differentiated Two-Way Dual Language Program Curricula by September – June 2017.
  - Create a district level Dual Language Advisory committee to work with TUSD to oversee the implementation of all programs in TUSD by October 2016.

#### **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 and decide on the new schools by November 2016 to align to the district's enrollment procedures and begin the opening of program procedures.
- Conduct a *Community Interest Survey* of preschool and parents of 4 year-old students before establishing a new program at any of the proposed 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 October through January 2017.

- 
- 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 by January 2016.
  - Conduct a district survey to identify staff for future TWDL programs and identify bilingual certified staff in the district (Human Resources) by October 2016.
  - 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 by November 2016.
  - Create marketing materials for each new site by January 2017.
  - Provide teachers and administrators training and support in the initial development of their Two-Way Dual Language programs by April – August 2017.
  - 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 by October – December 2017.
  - 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 new team at Bloom and the other schools considering the program to study, learn and network with Two-Way program experts and educators.
  - Plan to send additional teams to the national conference each year in California to ensure that all new principals and teachers have received foundational training in TWDL educational practices and schooling.

## Section IX. Conclusion

As the executive director of the national organization, ATDLE, I am most impressed by the District's efforts to work to expand the TWDL program to more schools and more families in the community in an effort to allow more students the opportunity to develop first and second language proficiencies through their K-12 schooling experience. TUSD has all the elements necessary to implement exemplary TWDL programs throughout the District but needs to refocus its efforts to ensure fidelity to the model. 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. TUSD understands the importance of establishing a strong academic program option that will 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, I do believe that a two prong process can take place: the re-alignment of the existing programs and the initiation of new programs to allow additional families access to the possibilities of first and second language development for their children. This report will serve as an interim report that will be finalized as ATDLE works with Dr. Lindholm-Leary to review student data and design a program evaluation plan,

---

complete the walkthroughs of all schools, and meet with all Dual Language program principals and their supervisors to review the elements of the TWDL program at each of their sites.

This report reviewed the language from the Court Order and incorporated many of the issues raised by the plaintiffs into action items for the district.

The following statement is from the court order of 1/28/16 on the TUSD Desegregation Budget.

Dual Language

*Again, the Mendoza Plaintiffs express concern that the District has failed to use 910(G) funding to expand the dual language program. Last year, the Mendoza Plaintiffs challenged proposed expenditures for dual language teaches on supplant vs. supplement grounds, and noted that the District must “build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs.” (R&R (Doc. 1833), Ex. B: Mendoza Objections (Attach 2) at 3 (citing USP, Section V.C.1: Quality of Education)). Still this year, the District fails to budget 910(G) money to expand dual language programs. “In fact the number of schools offering dual language programs and overall enrollment in the programs has substantially declined.” Id. at 4. Suffice it to say: “If not now, when?” The target end-date for operating TUSD under the USP is SY 2016-17.*

*The Court adopts the Special Master’s recommendation that the District be required to develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17. Given the delay in moving forward with the dual language component of the USP, the District should engage one or more nationally recognized consultants to assist in studying and developing the plan, which must be prepared and presented to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.*

*Additionally, the District’s study should consider what types of dual language programs may be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds. See (Stipulation (Doc. 1865) ¶ E.)*



TUCSON UNIFIED  
SCHOOL DISTRICT

# TWO-WAY DUAL LANGUAGE FRAMEWORK

LENGUAJE DUAL DE DOBLE VÍA

# DUAL

TWO-WAY DUAL LANGUAGE



# Background

Tucson Unified School District (TUSD), in its district wide effort to align existing Two-Way Dual Language (TWDL) programs and implement new programs, formed a Two-Way Dual Language District Task Force to review, discuss and shape the TWDL programs that have been in place for over 15 years. This task force, consisting of teachers, administrators, and community representatives, met over a period of six months to review TWDL researched best practices, review programmatic components, identify program strengths, and review the benefits for the general TUSD community. This work is reflected in this document, the 2018-19 Two-Way Dual Language Program District Framework.

The TWDL Program Framework will guide the development of the district's 15-year-old TWDL program and lay the groundwork for new programs to prepare students for success in a multilingual, multicultural world. As with any other district program, actions taken through the implementation of this plan that have significant fiscal impact on the general fund shall be carefully analyzed and considered by the Board of Education and the Superintendent.

TUSD's multi-site Spanish TWDL programs, nurture a vibrant K-12 learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. The program's goals for students are:

Bilingualism and Biliteracy

Academic Excellence

Multicultural Understanding



# Acknowledgements

## Lead Facilitators

Patricia Sandoval-Taylor, Director  
Language Acquisition Department

Anna Manzano, Language Acquisition Department

## Language Acquisition Department

Angela Moore

Marisa Pargas

Catherine Espinoza

Paula Cortés

Jean D'Andrea

## District Leadership

Mark Alvarez  
Assistant Superintendent, K-8 Leadership

Maria Marín  
Director of Elementary and K-8 schools

## Principals

Angela Wichers, Pistor Middle School

Jose Olivas, Roskruge K-8

Carmen Campuzano, Davis School

## Tucson Unified Teachers

Manuel Avila: 6th – 8th grade Spanish, Roskruge

Lorraine Cruz: 7th – 8th grade, DL, Pistor

Jon Slingerland: 7th – 8th grade, DL, Pistor

Irina Gomez: 5th grade, DL, Roskruge

Micaela Campos: 3rd grade, DL, Davis

Eloisa Roman: 3rd grade, DL, Davis

## Community Member

Francesca López, PhD, Associate Professor  
Educational Policy Studies and Practice  
College of Education  
University of Arizona

## Consultant

Rosa G. Molina, Executive Director, ATDLE



# Superintendent's Message

## TUCSON UNIFIED SCHOOL DISTRICT

### Office of the Superintendent

Dear Tucson Unified School District Community,

It is with pride that the Tucson Unified School district has selected a Two-Way Dual Language (TWDL) program to further the goal of graduating students who are prepared for our global communities. This program is consistent with the district's goals of preparing students to reach academic targets in both English and Spanish while developing critical intercultural proficiencies. This highly research based program sets students on the pathway to full bilingualism and biliteracy. Ultimately, they will have the opportunity to attain the *Arizona State Seal of Biliteracy* on their high school diploma. This will afford them future opportunities for college and employment.

In March of 2016, the TUSD began to align 10 TWDL programs and selected a new school, Bloom Elementary to expand the program. Currently, TUSD has eleven schools, ranging from K-12 grade, which are working toward full implementation of this program.

This TWDL Framework outlines the pathway for all students in the program, and provides guidance for teachers and administrators to have a full understanding of the program at all grade levels. TUSD has worked closely with stakeholders to complete this framework both locally and at the state level. TUSD is committed to ongoing work with these groups in order to continue successful development of our program. We are pleased to offer this program which will provide opportunities for TUSD students to prepare them to be leaders in a multilingual and multicultural world.

Sincerely,



Dr. Gabriel Trujillo  
Superintendent  
Tucson Unified School District

---

Morrow Center • 1010 E. Tenth Street • Tucson, AZ 85719 • Phone: (520)225-6060 • Fax: (520)225-6174

**Governing Board**

*Mark Stegeman; President, Kristel Ann Foster; Clerk, Adelita S. Grijalva, Rachael Sedgwick, Michael Hicks*

# Table of Contents

Background .....	2
Acknowledgements .....	3
Superintendent’s Letter .....	4
Guiding Principles .....	6
Chapter 1: TUSD Mission, Vision & Policy Statements .....	7
Chapter 2: Two-Way Dual Language Program History .....	11
Chapter 3: Rationale & Benefits of Two-Way Dual Language Programs .....	12
Chapter 4: Programmatic Elements of Successful Two- Way Dual Language Programs.....	16
Chapter 5: Foundational Research for Two-Way Dual Language Program .....	18
Chapter 6: Programmatic Design and Programmatic Elements.....	20
Chapter 7: Assessing Student Progress in Two Languages .....	29
Chapter 8: Arizona State Seal of Biliteracy .....	32
Chapter 9: Two- Way Dual Language Program Policies .....	34
Chapter 10: Marketing and Parent Outreach .....	37
Chapter 11: Professional Development Plan .....	39
Glossary of Terms .....	40
Appendices.....	43

## Guiding Principles for Two-Way Dual Language Education

The Guiding Principles of Dual Language Education serve as the guide for successful implementation of all Two Way and Dual Language programs throughout the nation. Tucson Unified School District (TUSD) is engaged in an alignment process to ensure that students are achieving the biliteracy, academic achievement and inter-cultural goals set out by the programs. Tucson Unified School District Two-Way Dual Language (TWDL) educators understand the importance of aligning their present practices to these seven principles of Dual Language programs that result in practices that ensure positive student outcomes in two languages. Students who are engaged in formal first and second language study through the TWDL programs must achieve academic and linguistic proficiency in both languages, as well as develop an intercultural perspective that allows them to use the language appropriately in their respective communities. The Guiding Principles outline the research base for this work and supports TUSD's efforts to focus on the programmatic elements that will result in high achievement in both languages.



*Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm Leary, & David Rogers, 2007, Second Edition Supported by the National Clearinghouse for English Language Acquisition at the George Washington University.*

The framework was completed under the leadership of the Language Acquisition Team. The TWDL Framework is consistent with current state and federal laws and District board policies, and reflects language acquisition research, pedagogy and practice.

# Chapter I

## TUSD Mission, Vision and Policy Statements

The mission of the Tucson Unified School District (TUSD), in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

### Vision for Action Statement

*Delivering Excellence in Education Every Day*

*Grow • Reach • Succeed*

### Organizational Values

Student Centeredness

*Making every decision with student success in mind*

Caring

*Acting with respect, dignity and concern for all*

Diversity

*Celebrating and accepting our differences as our strength*

Collaboration

*Partnering to reach common goals*

Innovation

*Embracing new ideas and challenging assumptions*

Accountability

*Taking responsibility to do things right and to do the right thing*

*Adopted: August 9, 2005*

*Revised: September 20, 2005*

*Revised: October 2, 2012*

*Revised: December 10, 2013*

*LEGAL REF.: Arizona State Constitution, Article XI, Section 1*

## Policy Statement

Tucson Unified School District (TUSD) is committed to creating and fostering a systemic educational ecology that respects the cultural diversity and inherent cultural wealth of the various TUSD communities and cultures that TUSD serves.

Tucson Unified School District recognizes the growing diversity of cultures in the District and commits itself to ensure that all aspects of policies, regulations, practices, programs, and services promote understanding and value for that diversity.

TUSD further recognizes that culture exerts a powerful influence on teaching and learning and will therefore promote cultural understanding in all aspects of a student's school experience by adopting curriculum, learning activities and teaching practices that lead to intercultural proficiency. All students have the opportunity to learn their cultural heritage and appreciate its uniqueness as well as that of others.

TUSD will assess and hold accountable District staff for increasing intercultural proficiency and understanding that leads to academic success.

In recognition of intercultural proficiency, the Governing Board shall promote the concept of active and positive multiculturalism within its schools. In its support of multicultural education TUSD directs the implementation of programs and activities which foster recognition of and respect for, basic human rights and fundamental freedoms for all, regardless of race, gender, socioeconomic status, linguistic proficiency, language, ethnicity, national origin, religion, age, disability, sexual orientation, or gender identity/expression.

All staff are held accountable for implementation of multicultural education within their areas of responsibility.



## Definitions

**Culture** – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs.

**Diversity** – the unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups. Diversity and diverse populations may include but not be limited to:

- Race and ethnicity
- Gender
- Gender identity/expression
- Sexual orientation
- Ability/disability status
- Religion and spirituality
- Age
- Education
- Socio-economic status
- Language/communication modality
- Individual experiential background
- Lifestyle (interests, hobbies, activities, affiliations)
- Family dynamics

**Multiculturalism** – is the recognition of the cultural differences that exist in a diverse society and the endorsement of a society in which individuals of all cultures are accorded acceptance and respect. Multiculturalism encourages a positive acceptance of ethnic, religious, cultural and other forms of diversity and views.

**Multicultural Education** – is an approach to education, including administrative policies and regulations, procedures, curriculum and learning activities, that recognizes the experiences and contributions of diverse cultural groups.

**Multicultural Competency** – is a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social and cultural diversity. It is the knowledge, skills and personal attributes needed to live and work in a diverse world.

**Intercultural Proficiency** – Is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values, and reflection in daily practice for the benefit of each individual and community in a diverse world.

*Adopted: July 12, 2005*

*Corrected: November 8, 2006 [Lead Department Title]*

*Revised: January 17, 2013 [Cross Reference Correction Only]*

*Revised: July 2, 2013 [Removal of Lead Dept Only]*

## The Two-Way Dual Language program responds to TUSD's mission and policy statement in the following manner:

In its core belief and values statement, TUSD is committed to providing a comprehensive, engaging education while remaining inclusive and non-discriminatory in its practices. TUSD believes, and research validates, that Two-Way Dual Language (TWDL) Programs are consistent with these values and beliefs and will assist in achievement of our goals.

TUSD commits to implementing a TWDL Program that will:

- a. Have a positive impact on academic achievement across the subject areas and the language proficiency of students engaged in the TWDL program.
- b. Prepare students for advanced courses in high school and thus complete a pathway that results in high levels of biliteracy for students over the course of their program. This effort is reliant on a well-designed and well-implemented program in order to demonstrate significant program effect. After 4-7 years, bilingually schooled students in 90/10 and 50/50 models have been found to outperform their English-speaking peers educated in only one language. *(Thomas and Collier 1997-2002)*
- c. Ensure that Native Spanish and native English speakers in TWDL programs perform at or above grade level in the content areas in their first language and achieve standardized mathematics and reading test scores on par with their statewide peers by grade 7. *(Lindholm-Leary, 2001)*
- d. Implement a standards-based curriculum in two languages: Spanish and English.
- e. Design a curriculum that is academically challenging and integrates higher order thinking skills, creative problem solving lessons and promotes high levels of communication in two languages.
- f. Secure a program where both groups of students reach the academic and linguistic targets set for both languages and ensure that students fluent in either Spanish or English remain that way with no evidence of delay or interference caused by participation in a TWDL program. *(Christian, 1997 and Lindholm-Leary, 2001)*
- g. Ensure that Native Spanish speakers develop strong English oral skills, rated fluent by 3rd grade and show no significant differences in oral English proficiency between themselves and the native English speakers in their program. *(Christian, 1997 and Lindholm-Leary, 2001)*

## Organizational Values

The schools implementing the TWDL Program value:

### Student Centeredness and Caring

Providing educational opportunities that promote key development assets such as identity, social competency, empowerment and commitment to learning

### Diversity and Collaboration

Adhering to a program model that is linguistically and ethnically balanced. Developing pro-social skills as a result of students cross-learning language from each other.

### Innovation

Committing to a research-based design that results in bilingualism and biliteracy in all children.

### Accountability

Following progress of all students in the program in both languages over the course of their K-12 education. Fully implementing the Arizona State Seal of Biliteracy pathway at Elementary, Middle School and High School. Ensuring that students in the TWDL program enter High School at the most advanced levels of second language study possible.

## Chapter 2

# Two Way Dual Language Program History

In 1969, TUSD established its first developmental English/Spanish bilingual education programs at Drachman and Mission View Elementary School. By the 1980-81 school year, there were developmental bilingual education programs throughout TUSD from kindergarten through 12th grade.

Beginning in the late 1980's, persuaded by research on the effectiveness of dual language programs; individual elementary schools converted their developmental bilingual education programs into one-way 90/10 dual language models. These schools included Davis Bilingual Magnet Elementary School and Lawrence Elementary School. Johnson Primary School opened in 1991, and started a two-way 90/10 dual language model.

In 2000, there was a change in Arizona State Law that required all students nine years of age and younger to be orally proficient in English in order to qualify to be in a bilingual program. After the law went into effect, it severely reduced TUSD schools dual language and developmental bilingual programs. In 2006, the Language Acquisition Department began to rebuild by gradually converting its remaining developmental bilingual education elementary programs into one-way 50/50 dual language programs. In 2014, the majority of these 50/50 dual language programs began phasing in a 90/10 program model.

Historical Perspective				
1960's	1970's	1980's	1990's	2000's
<ul style="list-style-type: none"> <li>• I-C Americanization program is abolished</li> <li>• TUSD establishes its first Bilingual Education Program</li> </ul>	<ul style="list-style-type: none"> <li>• Desegregation suit is filed (Fisher-Mendoza)</li> <li>• Districts granted authority to address desegregation agreement</li> <li>• Busing begins for desegregation purposes</li> <li>• TUSD reaches its highest enrollment: 65,000</li> <li>• Davis becomes a bilingual magnet school</li> </ul>	<ul style="list-style-type: none"> <li>• Board eliminates corporal punishment</li> <li>• Roskrige becomes bilingual middle magnet</li> <li>• Bonillas becomes a back-to-basics magnet school</li> <li>• \$860M bond project for refurbishing schools</li> <li>• TUSD now AZ's 2<sup>nd</sup> largest-behind Mesa USD</li> </ul>	<ul style="list-style-type: none"> <li>• 1992: TUSD enters corrective action agreement with OCR regarding services to ELLs</li> <li>• 1992: Flores suit filed vs. Nogales USD &amp; AZ</li> <li>• 1995: TUSD becomes majority minority district</li> </ul>	<ul style="list-style-type: none"> <li>• 2000: Prop. 203—which limits bilingual education in our schools and requires SEI for all ELLs</li> <li>• 2002: TUSD enters corrective action with OCR regarding LEP translation services</li> <li>• 2006: Arizona mandates 4 hours of ELD</li> <li>• 2014: TUSDs 50/50 dual language programs begin phasing in a 90/10 program model</li> </ul>



# Chapter 3

## Rationale & Benefits of Two-Way Dual Language Programs

### Rationale

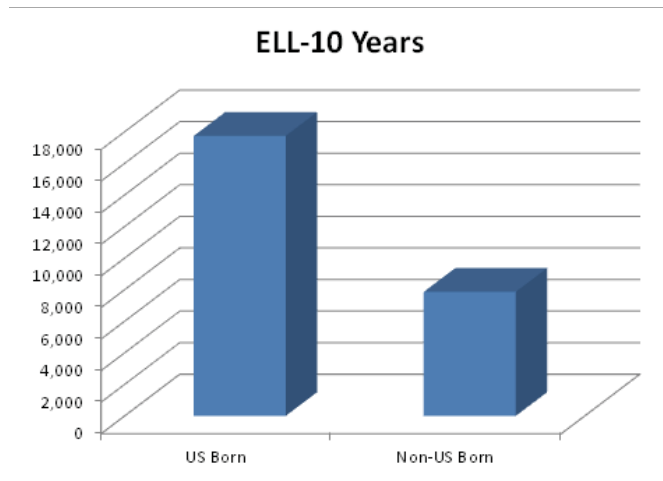
Tucson Unified School District (TUSD) is engaged in the implementation of the TWDL program in an effort to improve student performance for both English Language Learners and English dominant students. Over the course of the program implementation, TUSD experienced a significant increase of students interested in the TWDL program. Spanish speakers make up the largest number of English Learners in TUSD. The District seeks to engage the cultural and linguistic capital that the students bring to the school community.

Developing a program option that creates an opportunity for students to cross learn and share the language with each other will result in the development of higher levels of bilingualism and biliteracy for both groups of students while staving off language loss for native speaking students in the community.

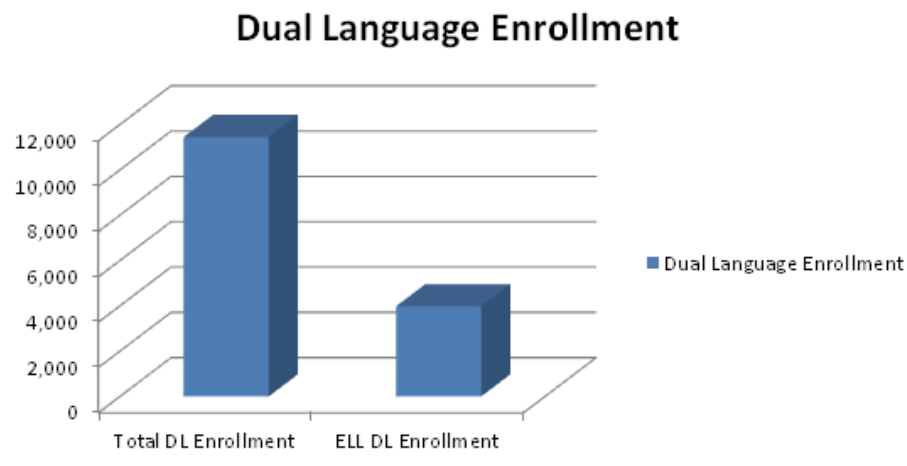
**Table 1**  
**Ten-Year English Language Learner Numbers for TUSD**

Year	ELL Count
Year 2008	10,471
Year 2009	10,088
Year 2010	8,277
Year 2011	7,008
Year 2012	7,355
Year 2013	5,499
Year 2014	5,677
Year 2015	4,589
Year 2016	4,638
Year 2017	4,813

**Table 2**  
**Origin and Birthplace of ELLs in TUSD**



**Table 3**  
**English Learners in TUSD in 2017 as Compared to 2008**



## Benefits of Two-Way Bilingual Immersion Programs

The Two-Way Bilingual Immersion Program, referred to as Two-Way Dual Language Education program in TUSD, was designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based. Research has established many benefits for learning a second language. These benefits are cognitive, academic, economic and social. One of the most important advantages of learning other languages is that it encourages students to participate actively in an increasingly interdependent world.

Studies on second language learning provide the following evidence: the “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (*Howard, Sugarman, Perdomo and Adder, 2005*). Second language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (*Thomas and Collier, 2002*). The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (*Genesee and Lindholm-Leary, 2009*).

Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (*Cummins, 1986; Ager 2005*). Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (*ACTFL 2006*). Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know (*ACTFL 2006*). Immersion helps close the achievement gap between English Learners and their English only counterparts.

Research shows that English Learners have a higher rate of success in Two-Way Dual Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (*Genesee and Lindholm-Leary, 2009*). Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes (*Thomas and Collier, 2002*).



## Benefits for Native Spanish Speakers

The research on Two Way Bilingual Immersion (TWBI) Programs in the United States demonstrates that native speakers can indeed attain grade level proficiencies in both languages and in turn, close the performance gap between themselves and their English-speaking counterparts. The following research studies indicate:

- Students in TWDL programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting. *(Genesee and Lindholm Leary, 2009)*
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to NSS peers mainstream classes. *(Thomas and Collier 2002)*
- English Learners who enter high school reclassified to fluent status and are able to fully participate in college bound schedules and courses and develop a college going mindset. *(Lindholm-Leary, Promise Initiative, 2012)*
- English Learners in TWDL programs outperform Native English speakers on the 4th grade Reading National Assessment of Educational Progress. *(López, 2016)*
- Native Spanish Speakers continue to stay connected with their families by maintaining and strengthening their native language, as well as, learning English in school.

**Table 4**  
**Benefits to Each Language Group**

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can then be applied to the acquisition of English literacy.	Outperform NES students on a variety of English language tests including reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade appropriate level in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as NES students in mainstream English programs.
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication with more members of the community and social support network.

## Unitary Status Plan for TUSD:

“The District shall develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17. The District should engage one or more nationally recognized consultants to assist in studying and developing the plan, which must be prepared and presented to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.

The District shall consider what types of dual language programs can be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds.”

*DATED this 21st day of December, 2015.*



## Chapter 4

# Programmatic Elements of Successful Two-Way Dual Language Programs

The Tucson Unified School District (TUSD) TWDL Program is a program of choice that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the TUSD school community. Families must adhere to the same enrollment process as all students in the community and must select their program once they have shown evidence that they attended a community meeting that explains the program long term K-12 pathway and a coherent explanation of the elements of the Two-Way Dual Language (TWDL) program design.

TUSD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understandings between students:

- Students start second language learning at the primary level through an “early” immersion process by entering at kindergarten or first grades only.
- Each school begins with a minimum of two classes per grade level to mitigate the mobility rate as the program progresses through the upper grades.
- Teachers provide instruction based on additive bilingualism and language separation.
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- A K-12 TWDL Program sequence is established and will continue through middle school with a plan to place the TWDL students in the appropriate foreign language courses as they enter high school.
- Students will take an end of course placement test at the end of their 8th grade year in order to continue to study in advanced courses at the high school level and receive their Arizona State Seal of Biliteracy on their high school diplomas.
- Each school fosters home/school collaboration.
- The district has a plan to attract and retain high quality program personnel who are able to deliver the academic and linguistic program at each grade level.

# Chapter 5

## Foundational Research in Two-Way Dual Language Education

Tucson Unified School District's Two-Way Dual Language program is designed to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient in both languages.

Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. Tucson schools are facing rapidly changing demographics and working not to stave off the linguistic capital that families and students possess. Students who participate in TWDL programs will be able to develop skills throughout their K-12 experience that will serve them well throughout their lives.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion and (4) One-Way Immersion Programs. Tucson Unified School District will adhere to the principles of the Two-Way Dual Language programming to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 academic program.

### Research Review

The first Two-Way Bilingual Immersion programs, also known as Dual Language Immersion (DLI), in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DL Programs in the United States has grown to over 1850 programs. As of May 2016, forty-seven states in the U.S. have Dual Language programs. More than 95% of these programs throughout the United States have Spanish as the target language.

In order for a program to be a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used for a significant portion of the students' instructional day (from 50% to 90%).
2. The program involves daily periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.
3. Linguistically balanced classrooms made up of Spanish Speakers (NSS), Bilingual (BSS), and native English Speakers (NES) are developed and maintained through the grade levels.
4. The students are integrated for most or all instruction acting as peer models of the language for each other.

## Research Findings

The leading researcher in Two-Way Bilingual Education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education*, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for TUSD focuses on three areas:

- (A) Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- (B) Variances between 50/50 and 90/10 TWBI models
- (C) Academic achievement levels for both groups of students

### A. Oral Language Proficiency Levels of NSS and NES Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs (Lindholm-Leary 2001).

### B. Variances in the 50/50 and 90/10 Models

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs")



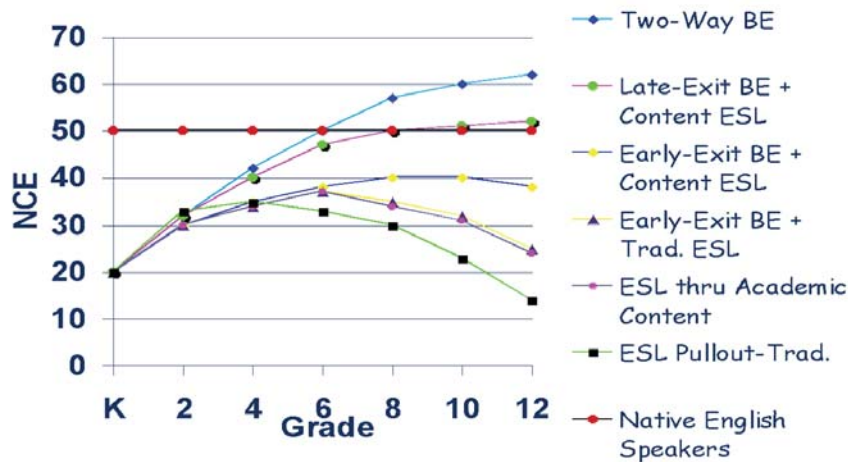
**C. Academic Achievement**

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of NSS during their K-12 academic experience and found that when programs are implemented well, there is a significant program academic effect that is apparent by late high school. The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs, NSS students tend to out-perform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs. *(English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas \* & Collier, 2000, 2010 and 2014)*

**Table 5**

**English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models**

*(Thomas \* & Collier, 2000)*



# Chapter 6

## Program Design and Programmatic Components

In the Tucson Unified School District (TUSD), Two- Way Dual Language programs are designed as 90/10 programs with classroom instruction in Spanish. This program is designed as sequential literacy models where students develop their initial literacy in the target language and add on the second literacy system in English over the first three years of their schooling. The programs are standards-based in all content areas. In TWDL programs, students are not separated for instruction and instead, work together supporting one another in each other's learning and language practice. Starting early and studying formally in a second language prepares students to become highly proficient by the end of high school.

### Communicatively Based Instructional Model

The over-arching goal of the K-8 TWDL program is communication. A communication-based instructional model for second language study outlines the various stages of language learning and focuses on the *Communication Standard of the World Language Standards*. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish-speaking country. TWDL program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows TWDL students to enter a grammar-based high school instructional model. Their placement into world language classes in high school will allow the students to fine-tune their reading and writing skills, prepare students to pass the Advanced Placement (AP) or International Baccalaureate exams, meet the requirements for the AZ State Seal of Biliteracy, and receive college credit for their years of study.

The program is carefully designed with set percentages of time in each language. These time frames allude to the time students receive Spanish instruction, while the second number indicates instruction in English. In the 90/10 model, Spanish instruction decreases yearly as English instruction increases, until there is an equal split of instructional time spent between Spanish and English. For high levels of literacy and academic achievement to be reached in both languages, the TUSD Two-Way Dual Language programs will continue through middle school, and students will enter the high school years at the highest world language pathway available. TWDL students will be given the opportunity to meet the requisites for the Arizona Seal of Biliteracy. Students will also receive college credit as they complete Advanced Placement and Honors coursework in Spanish and English. Tucson Unified School District's pathway for the TWDL Program is pictured in the following chart.



TUCSON UNIFIED  
SCHOOL DISTRICT

## PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS (TWDL)



### 6 YEARS

Kinder	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

Two courses in Spanish minimum

Spanish Language Arts

Core content classes in Spanish



### 4 YEARS

Completion of Advanced Placement courses

*Possibility of:* Spanish for Special Purposes.

Third Language

Concurrent University credit.



## 90/10 Elementary Program Instructional Design

The TWDL program begins at Kindergarten and First grades where the percentage of time in the target language is scheduled as 90% for Spanish and 10% in English. Each year after Grade 2, the percentage of time in English is increased until the students reach 5th grade where 50% of the student's day is conducted in Spanish and 50% of their day is conducted in English. Careful consideration is taken to ensure that teachers have a clear separation of language instruction to ensure that students enter the middle school years with a strong foundation in both the target language (Spanish) and English.

At the middle school level, the program may continue to be a 50/50 design if the teaching staff possesses the appropriate credentials and has the language capacity to deliver the program in the target language. This chart reflects that there must be a minimum of two courses taught in Spanish from 6th-8th grades, but allows the school program to add additional courses in Spanish if the school has the staffing to do so.

Two-Way and Dual Language teachers must carefully design their daily schedule to ensure that both languages have protected blocks of language. Each school must plan its schedules to ensure that students are engaged in content instruction in both languages as the program develops through the grade levels. In grades 3rd – 8th students engage in two language arts blocks: target language arts (Spanish) and English language arts. At these levels, both language arts times must be carefully organized so that they are not a repetition of each other. The charts below outline the percentages of time and the content areas taught in each language for the elementary program.

**Table 7**

### K-5th Grade Program Model (percentages of time)

Grades	K – 1st	2nd	3rd	4th	5th
Spanish	90%	80%	70%	60%	50%
English	10%	20%	30%	40%	50%

**Table 8**  
**TUSD Elementary Program Content Areas**

*NOTE: See Appendices for sample school schedules.*

Grade	Language Percentage Span/Eng.	Spanish	English	Specials
Kinder	90/10	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills	Examples may include: Art, Library, Music, Technology, PE, etc.
1 <sup>st</sup>	90/10	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Beginning Reading	Examples may include: Art, Library, Music, Technology, PE, etc.
2 <sup>nd</sup>	80/20	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	Examples may include: Art, Library, Music, Technology, PE, etc.
3 <sup>rd</sup>	70/30	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)
4 <sup>th</sup>	60/40	SLA Math PE Science or Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)
5 <sup>th</sup>	50/50	SLA Math PE Science or Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)

## Student Make-Up

The TWDL Program classrooms consist of linguistically balanced classrooms where a 1/3 of students are Native-speakers of Spanish, 1/3 of the students are Bilingual, and 1/3 of the students are English speakers. This is the ideal classroom configuration. There may be some years when this linguistic balance is difficult to attain because of the linguistic capabilities of the students who enter any given year. In that case, the classrooms might be 2/3 English Speakers or 2/3 Spanish speakers. A TWDL Program must have no less than 1/3 of the students of either language. See the two student profiles below:

### Profile 1



### Profile 2



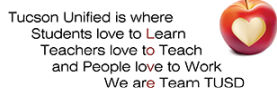
## Middle School Program

As students enter middle school, the level of students' proficiencies in the target languages delineates the type of program in which they will participate. Two-Way Dual Language students must be allowed to continue their pathway from 5th grade into middle school to fully realize the advantages of their TWDL schooling. At this level, students will be scheduled into a minimum of two courses in Spanish (within their 6 period day). The courses that make up the TWDL Program Core are Spanish Language Arts and either Spanish Science or Spanish Social Studies depending on the grade level. A Spanish Mathematics course might be added if a qualified, credentialed teacher is available to teach math in Spanish. The two or three courses that make up the Immersion core are taught exclusively in Spanish.

In addition, TUSD middle schools are reorganizing the middle school schedule to offer more than just a TWDL strand. Students without TWDL experience should be given the option of taking high school equivalent Spanish courses for English speakers. Native Speaker courses for Native-speaking students who have oral language capabilities but need literacy development in the Spanish language should also be offered. All students at this level must have the opportunity to engage in formal second language study. Furthermore, all students, TWDL and the students in Spanish for Native Speakers and Foreign Language classes, will be given an 8th grade placement test to place them appropriately at the high school level. The following chart outlines the different student profiles and program strands at the middle schools.



**Table 9**  
**TUSD Middle School Program**



**Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS  
in Spanish Instruction**

Student Profile Two-Way Dual Language Program	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*Spanish and English speakers in the TWDL Program for 5 years+</b>	<b>*Spanish Language Arts 6</b> (Reading, Writing, Grammar & Oracy)	<b>*Spanish Language Arts 7</b> (Reading, Writing, Grammar & Oracy)	<b>*Spanish Language Arts 8</b> (Reading, Writing, Grammar & Oracy)
<b>* Spanish speakers not from TWDL (literate)</b> (assessed by the school with grade level proficiency in Spanish)	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <b>*or equivalent</b>	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <b>*or equivalent</b>	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <b>*or equivalent</b>

Student Profile Native Spanish/non TWDL	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*Spanish speakers not from TWDL Program</b> (assessed by the school without Grade level proficiency in Spanish)	<b>Spanish for Native Speakers (year 1)</b> Focus on Literacy development Tutorials for literacy as needed	<b>Spanish for Native Speakers (year 2)</b> Focus on Literacy development Tutorials for literacy as needed	<b>Spanish for Native Speakers (year 3)</b> Focus on Literacy development Tutorials for literacy as needed
<b>* Spanish speakers (interrupted schooling)</b> (Newcomers assessed by the school without Grade level proficiency in target language)	<b>Spanish Content</b> (as available)	<b>Spanish Content</b> (as available)	<b>Spanish Content</b> (as available)

Student Profile English Speaker not in TWDL	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*English speaker without TWDL program experience</b>	<b>Spanish (year 1)</b> (HS equivalent)	<b>Spanish (year 2)</b> (HS equivalent)	<b>Spanish (year 3)</b> (HS equivalent)

**Note:** Each group will be given a Spanish Language Placement Test after 8<sup>th</sup> grade to determine the awarding of High School credit and to ensure that they are placed in the appropriate World Language Program sequence in High School.

Language Acquisition Department, Sandoval-Taylor, Cortes, 2-15-17



## 8th Grade into High School World Language Course Sequence

Students who successfully pass their placement test in 8th grade will be placed in the most advanced courses at the high school level. They will work to complete their requisites for the Arizona Seal of Biliteracy and will be given opportunities to either continue their second language development by taking a third language option, enrolling in concurrent college courses in advanced Spanish literature, or taking Spanish for Special Purposes courses (legal and medical translation/interpretation courses or internships). The possible course sequences for high school are shown below.

**Table 10**  
**High School Program Options**

Student Profile	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Ongoing TWBI & Native Spanish-Speakers who pass placement test (Advanced) content in Spanish if available	<ul style="list-style-type: none"> <li>Spanish AP Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Literature</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes</li> <li>Internship</li> <li>Concurrent college enrollment</li> <li>3<sup>rd</sup> Language I</li> <li>International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes</li> <li>Internship</li> <li>Concurrent college enrollment</li> <li>3<sup>rd</sup> Language II</li> <li>International Baccalaureate</li> </ul>
Ongoing TWBI students who do not pass placement test (Intermediate)	<ul style="list-style-type: none"> <li>Spanish IV</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Lit</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> <li>International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes II</li> <li>Internship</li> <li>Concurrent college enrollment II</li> <li>3<sup>rd</sup> Language II</li> <li>International Baccalaureate</li> </ul>
English Speaker in MS Pathway (not TWBI)	<ul style="list-style-type: none"> <li>Spanish IV</li> </ul>	<ul style="list-style-type: none"> <li>AP Spanish Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Lit</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> <li>International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes II</li> <li>Internship</li> <li>Concurrent college enrollment II</li> <li>3<sup>rd</sup> Language II</li> <li>International Baccalaureate</li> </ul>
Native Spanish speakers not in TWDL (administer screener) content in Spanish if available	<ul style="list-style-type: none"> <li>Native Spanish II or III</li> </ul>	<ul style="list-style-type: none"> <li>Native Spanish III or IV</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Language</li> <li>International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Lit</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> <li>International Baccalaureate</li> </ul>
English Speaker new to Spanish	<ul style="list-style-type: none"> <li>Spanish I</li> </ul>	<ul style="list-style-type: none"> <li>Spanish II</li> </ul>	<ul style="list-style-type: none"> <li>Spanish III</li> <li>International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>Spanish IV or Spanish AP Lang</li> <li>International Baccalaureate</li> </ul>

# Chapter 7

## Assessing Student Progress in Two Languages

Dual language programs have the largest amount of research on program effectiveness of all ELL program types. The instructional acceleration in two languages leads to higher than normal yearly achievement for ELLs and allows them to outgain typical native English speakers for each year that they participate in the dual language program (Thomas & Collier, 2002).

Teachers need to have a holistic understanding of their students and consider both languages when assessing a student's understanding of content (rather than language). "...the linguistic capacities of emergent bilingual learners are integrated, and we can never fully understand what a student comprehends and is able to do by examining only one language" (Valdés et al., 2015). Thus, students need to have the opportunity to demonstrate knowledge in their native language as their partner language is developing.

Assessment is a foundational component of the feedback loop between teachers and students in a TWDL program. Through proper assessment, students demonstrate knowledge and abilities in terms of academic language, literacy, and content. Valid assessments must be aligned to both content and language standards.

The Guiding Principles for Dual Language Education (CAL) notes that assessment should be carried out in "consistent and systematic ways" and requires the use of "multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals" (Howard et al., 2007). The site implementation team must account for the time teachers need to design common assessments, both summative and formative. Additionally, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs indicated on formative and summative assessments. Whether the site implementation team includes this protocol through regular learning teams or through periodic in-service activities, student assessment data should inform planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.

Content should be assessed in the language of instruction. Research studies have suggested the following: "Bilingual and dual language programs are using more multilingual approaches, such as interviews with parents, documenting interactions with students in both languages, and using anecdotal evidence and formative assessments that capture what students can do in two languages to identify student language abilities. These districts are questioning the monolingual perspective that assesses student knowledge exclusively in one language and looks incorrectly at students as two monolinguals in one mind" (Grosjean, 1989).

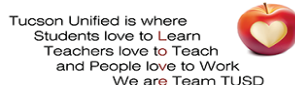
Although literacy development is assessed in each language separately, the analysis should be concurrent in order to document students' biliteracy trajectories (Escamilla et al., 2014). Formative assessments in both languages should take into account the different ways in which children develop their two languages orally so that "we don't mistake normal use of language for a sign of confusion or other problems" (Beeman & Urow, 2012).

## Programmatic Assessments

In the chart below, TUSD organized the testing of their TWDL students to ensure that schools are able to collect data that will help them monitor the linguistic and academic growth of their students.

Students in a TWDL program must meet both state and programmatic proficiency targets for their grade levels. TUSD has analyzed the testing demands on students and organized the assessments to inform teachers and parents of the progress of the students over the course of their participation in the program. The table below was created as a descriptor of the assessments in both languages within the four language domains: speaking, listening, reading and writing.

**Table 11.a**  
**Assessment Framework**



**TUCSON UNIFIED**  
SCHOOL DISTRICT

### Assessments Framework for TWDL Programs in TUSD

Proficiency/Achievement	Measurement Instrument	Grade Levels	Timeline
State Standardized Assessments- Language Arts, Math-English	<b>AzMerit</b> (ELLs, Parent Withdrawn ELLs, and 1 <sup>st</sup> and 2 <sup>nd</sup> year reclassified must be offered accommodations and these accommodations <u>must</u> be ongoing during classroom instruction.) <b>(AzMerit PRACTICE Tests)</b> <a href="https://tinyurl.com/PracticeAZ2017">https://tinyurl.com/PracticeAZ2017</a>	Grades 3-12	Spring April 2-27, 2017
State English Language Proficiency Assessments (English Language Learners only)	<b>AZELLA</b> (Arizona English Language Learner Assessment) until students reclassify to fluent status.  Reassessment for Continuing ELLS & ELLS Withdrawn from Services	ELs only Grades K-12	Placement for new PHLOTES  July-May  Spring Reassessment February-March
District Standards-based Benchmarks Language Arts	<b>SchoolCity Spanish Language Arts (in Spanish only)</b>  <b>SchoolCity English Language Arts (in English only)</b>	Grades 2-5  Grades 2-5  Grades 6-8	Quarter 1 and 2 Spanish  Quarter 3 and 4 English  English and Spanish Quarterly
District Standards-based Benchmarks Math  (ELs are eligible for accommodations)	<b>SchoolCity Math (in English only)</b>  <b>SchoolCity Math Benchmarks will be available in Spanish SY19-20</b>	Grade 2-8	All Quarters
Reading Fluency and Comprehension	<b>Canciones y Cuentos-Spanish</b> <b>DIBELS-English</b>  <b>EDL2-Spanish</b>	Grades K-2  Grades K-5	Benchmark Assessments  Pre/Post August/May

Language Acquisition Department 05/07/18 Sandoval-Taylor

**Table 11.b**  
**Assessment Framework (continued)**

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**TUCSON UNIFIED**  
SCHOOL DISTRICT

	<b>DRA-English</b>	Grades 2-5	Pre/Post August/May
	<b>Achieve 3000- English and Spanish</b>	Grades 6-8	Pre/Post August/May
<b>Language Proficiency in Spanish</b>	<b>Spanish FLOSEM- holistic measure to analyze language development in the target language</b>	Grades K-8	Fall- August-September
<b>Standards Based Assessments Language Arts-Spanish</b>	<b>LOGRAMOS (Summative Assessment) Spanish and Language Arts (subsections only)</b>	Grades 2-8	Spring April 23-May 16

Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup> *	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 *DRA FLOSEM SchoolCity SLA (Spanish) Qtr. 1 and 2 School City ELA Quarter 3 and 4 SchoolCity Math Spanish Quarters 1-4 LOGRAMOS	AZELLA (ELs) DIBELS EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish AzMerit LOGRAMOS

Language Acquisition Department 05/07/18 Sandoval-Taylor

# Chapter 8

## Arizona State Seal of Biliteracy



### Arizona Department of Education Seal of Biliteracy Program

Arizona SB 1239 was passed in 2016 by the Legislature of the State of Arizona. The Arizona Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student’s diploma and noted on the transcript.

Eligibility for the State Seal of Biliteracy:

- The student must successfully complete all English Language Arts requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale.
- Pass ELA end of course examinations.
- If the student has a primary home language other than English, the student shall obtain a score of proficient based on the AZELLA.
- Students must demonstrate proficiency in a second language through an assessment method or an alternative evidence model.
  - Assessment Method: To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education.
  - Alternative Evidence Method: An alternative evidence method may be used in specified circumstances.

**Table 12**  
**Criteria for Biliteracy Pathway Awards**

<p><b>Kindergarten – “Off to a Great Start” Certificate</b></p> <ul style="list-style-type: none"> <li>• Oral proficiency in Spanish</li> </ul>	<p><b>8<sup>th</sup> grade – Attainment of Biliteracy Certificate</b></p> <ul style="list-style-type: none"> <li>• Special project on a topic relevant to bilingualism</li> <li>• State testing – at grade level or above</li> <li>• <i>Logramos</i> Test score of 50% or higher</li> </ul>
<p><b>5<sup>th</sup> grade – Bilingual/Biliteracy Proficiency Award</b></p> <ul style="list-style-type: none"> <li>• Reclassification (if student ELL)</li> <li>• Essay with an oral presentation</li> <li>• Spanish scores – at grade level or above</li> </ul>	<p><b>High School Seal of Biliteracy</b></p> <p>Meet the state criteria for the Seal of Biliteracy upon successful completion of the Advanced Placement test</p>

# Chapter 9

## Two-Way Dual Language Program Policies

### Enrollment Policies

For open enrollment and magnet programs, the first phase of enrollment takes place by the parents submitting a School Choice Application to the School Community Services to begin the student placement process. Applications are released in October. For students attending a neighborhood school with a TWDL program, parents will enroll them at the school site. By end of January of each school year, the enrollment reports will be reviewed to determine the language proficiency of each student.

During the enrollment period, children whose families signed a Home Language Inventory (HLI) indicating that they speak a language other than English at home and have expressed an interest in participating in the Dual Immersion Program will be asked to take an assessment to determine their level of proficiency in Spanish. The results of this assessment will be used to form classes balanced in the following way: equal percentages of native Spanish speakers (to include English Language Learners), bilingual speakers, and native English dominant students.

In the absence of students to balance in this manner, careful attention will be given to ensure that each class has no less than one third (1/3) of a given language group necessary to fully implement the program.

### Application and Admittance

#### A. Application for Enrollment Admission

##### 1. Neighborhood School

For students attending a neighborhood school with a TWDL program, parents enroll them at the school site.

- a. Attend an informational meeting, or meet with a site administrator.
- b. Return their completed Two-Way Dual Language Application.

##### 2. Non-neighborhood School - School Choice Application Required (Lottery Process)

Each year, beginning in October and until the program enrollment is filled, parents may submit a School Choice Application for the Two-Way Dual Language Program. Applications received after the program is filled at the school of choice will be placed into an applicant pool. Prospective parents of students applying to the Two-Way Dual Language Program must attend an informational meeting before their application will be considered. Informational meetings will be held at each school site, as well as, TUSD Family Centers during the months of October through December.

Families wishing to enroll their children in the Tucson Unified School District TWDL Program must:

- a. Attend a TWDL Program Informational Meeting or meet with a site administrator.
- b. Return their completed Two-Way Dual Language Application.
- c. Submit School Choice Application.
- d. Include signed application with verification of attendance at informational meeting.

3. Application Packets

Application packets will include:

- a. TUSD district application form, school/district contact information,
- b. FAQ - frequently asked questions, a Dual Language Program brochure,
- c. TWDL Program Application form,
- d. Home Language Inventory.

4. Siblings

Applications will be available at Dual Language school sites and at the TUSD School Community Services office. The deadline for submitting completed applications will be the end of March. Completed applications will be accepted at the TUSD School Community Services office.

5. Lottery

A selection lottery is held only if the number of students interested outnumbers the number of spaces available at a site.

- a. If a selection lottery is necessary, it will take place within two weeks following the closing date of when applications are to be received.
- b. In the event that a balance of 50% native Spanish speakers and 50% native English speakers is not reached, the application process will continue until the language balance is met.

6. Notification

The districts School Community Services office will notify parents by written notification if their child has been selected by lottery. Parents will also be notified of the required parent orientation meeting at the school.

7. Ongoing Placements

Placements made during the rest of the year will be made by school site principals in consultation with the district School Community Services. The School Community Services office will notify parents by phone and written notification of placements made during the remainder of the year.

8. Wait List Placements

Students on the waiting list will be placed into the TWDL Program as openings become available. The “wait lists” for the TWDL Program will be maintained by the district’s School Community Services contact person.



## **B. Grade Levels for Entry**

### **1. Kindergarten and First Grade**

Each year to ensure that classrooms within the Dual Language Program are linguistically balanced, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the HLI and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.

### **2. Second to Eighth Grade**

Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in grades 2 – 8 will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.

### **3. Ninth to Twelfth Grade**

All students may participate in one of the pathways to biliteracy. Student placement in Spanish will be determined by a Spanish placement test to be administered early spring semester to all 8th graders in TWDL programs. This placement exam will also be available for students not previously enrolled in a TWDL program, but who would like to enter the high school pathway toward biliteracy.

## **C. Out of District Applicants**

Priority is given to those families that reside in the Two-Way Dual Language Program neighborhood school attendance boundaries and next to those within Tucson Unified School District boundaries. In the event that all in-district candidates are placed and there are remaining slots available, applicants residing outside of the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district's procedures for requesting an intra-district transfer.



## Acceptance and Enrollment

### A. Notification

All applicants will be notified by written notification within two weeks of the lottery drawing to inform them of acceptance into the Tucson Unified School District Two-Way Dual Language Program or their placement on the waiting list.

### B. Orientation

Parents of students accepted into the program are required to attend an orientation meeting before the end of the school year that further describes the program model and provides question/answer sessions. These orientation sessions will take place at the school sites. Parents must attend an orientation meeting in order for their student to enter the program.

Parents will be asked to:

1. Attend a Parent Orientation.
2. Support their child's second language acquisition and development by stressing the value of biliteracy and multiculturalism to their child.
3. Support their child's first language development at home by reading to and with their child in their first language each day.
4. Communicate with their child's teacher and district administrators periodically to avoid misunderstandings about their child's learning and the program.
5. Commit to keeping their child enrolled in the Dual Language Immersion Program through at least 6th grade.
6. Notify the school office in advance in the event the family plans to move.

### C. Students with Special Needs

Students with special education needs will have equal access to the Dual Language Program within the allowances of a student's IEP. Upon enrollment, students will receive the same level of service and support provided to all Tucson Unified School District students.



# Chapter 10

## Marketing & Parent Outreach

The Two-Way Dual Language program will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools. The program will expand and improve its communications with the Spanish-speaking community in the Tucson school community, including key information about the documented success of TWDL programs for English learners.

The active engagement of participants' families is critical to the success of the TWDL Program. Each school must encourage parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as in the PTA /Home School clubs, EL Advisory, and/or School Site Council, and (4) fund-raising activities.

Parents can also support the school program by:

- Serving on school committees.
- Serving as Room Parents.
- Serving on planning teams for special cultural events.
- Creating and working on fund-raising events.
- Translating materials.
- Chaperoning field trips.
- Volunteering for specific classroom activities.

There must be many opportunities for families from all linguistic and cultural backgrounds to participate in the ongoing administration and development of the TWDL program at their respective schools. It is the hope of the district that hands-on involvement by families will facilitate communication and provide a better understanding of the TWDL program development. In addition, families can benefit from involvement in the overall school, as they learn how to better assist in their child's own linguistic and academic development and gain new multicultural perspectives.

### Sharing News and Information

It is the desire of the TUSD, that information about the TWDL Program, a program designed to serve Tucson Unified School District schools, be distributed widely. TWDL Program participants and their families must receive on-going information about the program design, their children's progress in both languages, research on the programmatic components, and ideas and perspectives from program leaders at the school site and district level.

Throughout the district, but particularly at each TWDL school site school, there are a number of events to keep families informed of classroom activities and students' progress, including Back-to- School Night, parent-teacher conferences, recruitment meetings for prospective parents, and site tours. There are also orientation meetings (conducted by administrators and parent leaders several times a year) offering families information and advice about the TWDL program challenges and opportunities.

Regular communications include school newsletters written in both languages, a program handbook for each site, postings on district web sites, site web sites, and email announcements. Key channels of communications include:

- The TUSD Two-Way Dual Language Informational Brochure.
- TWDL Program Handbook for TWDL parents and staff.

- Electronic messages and notices from the school district.
- School newsletters.
- Online subscription list-serves (sponsored by each site Parents Groups and each classroom Room Parents).
- Variety of information forums, including Back to School Night, Open House, Parent Info Nights, and Site Tours.
- Parent Education Presentations designed to respond to programmatic issues for the TWDL parents.
- Social gatherings of TWDL parents to include cultural events.

## Inviting Input and Ideas

In TWDL Schools, the principals will create structures and processes for parents and community members to become involved in the development and implementation of the TWDL program initiatives, in collaboration with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the TWDL program by contacting the principal or district administrators.

Principals may also use annual surveys to collect input from students, parents and staff on the progress of the program with their children. This data may be used for decision-making as the school continues to develop the TWDL program at the site.

## Showcasing Accomplishments

In TWDL classrooms, teachers frequently organize events celebrating Spanish language and culture. Events also demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

The district should showcase and document (in writing or video) student successes in the program.

## Informing the Community

The TWDL Program will strive to keep the TUSD community informed of progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share instructional ideas with staff at other elementary and secondary school sites, and inform the general TUSD populace about this exciting and unique program in their community. A growing awareness and understanding of the TWDL program attracts new students, generates both tangible support and goodwill, and lays the groundwork for development of other language immersion programs in the TUSD community.

School-wide activities may include:

- Kindergarten Information Nights.
- Parent organization meetings (PTA, Booster Club) and special events.
- Multicultural fairs & celebrations.
- A Parent Speakers' Series on second language learning, program components, ways to support the development of the student's language growth at home, etc.
- Written brochures about the program.
- Newspaper and other media articles about the TWDL program and student success.
- Web sites at the district and all schools that call out to the general community and describe the program's achievement information, special events, research articles, etc.

# Chapter 11

## Professional Development Plan

Throughout the Tucson Unified School District (TUSD), TWDL educators engage in regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is a proposed training list from the Association of Two-Way & Dual Language Education (ATDLE) that organizes the training in tiers for novice and experienced classroom teachers, lead teachers and administrators.

It is the expectation of the District that the TUSD TWDL program staff members participate in focused professional development, meet continuously as a program team, and form professional learning communities (PLCs) with TWDL teachers throughout the district in an effort to build capacity in both the methodology and pedagogical understanding of the students at their respective grade levels. TWDL teachers need funding and time to attend professional conferences annually that include the National Two-Way Bilingual Immersion Conference, ACTFL, or La Cosecha Annual Conference, to name a few and become fully engaged in the professional network of Two-Way and Dual Language educators.

The following training structure is designed to keep teachers focused on the specific instructional components that make up an effective TWDL teacher's teaching toolbox of strategies & methodologies:

### Tier One:

- Two-Way Bilingual Immersion Theory and Framework- An Overview
- FLOSEM Calibration- overview and training
- Curriculum Trainings- New Adoption/curricula
- Using grade level standards for instruction in both languages
- Literacy Development in two languages- Reading and Writing
- Teaching AELD in the TWDL classroom
- Data Management Systems- following academic progress in both languages
- Conversational Management Strategies- oral language development

### Tier Two:

- Literacy Strategies: Guided Reading, Shared Reading and Writing, Literacy Work Stations, Phonemic Awareness
- Development of Oral Language Proficiencies in both languages
- Using data to inform instruction
- Curriculum Mapping and Unit Planning
- Integration of technology to meet State and District standards in both languages.

### Tier Three:

- SIOP
- Standards-based Unit Planning
- Advanced reading and writing strategies in both languages
- GLAD Training

# Glossary

## Achievement vs. Proficiency Assessments

Achievement tests measure knowledge that has been arduously learned or memorized, and are dependent on specific curriculum or course materials (i.e., math, history, science). Typically, test results are directly related to the amount of work invested in studying or memorizing specific content knowledge. Proficiency assessments do not measure a particular class content or learned or memorized information. Rather, they measure a student's ability to communicate in a language. They assess the student's performance, that is, his/her communicative language skills as applied in unrehearsed situations, regardless of the person's background in, or mode of learning, that language.

## ACTFL Performance Guidelines for K-12 Learners

Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

## Additive Bilingualism

Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to subtractive bilingualism, in which the second language is added at the expense of the first language and culture, which diminish as a consequence. (Cummins, 1994)

## Alignment

Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. Relevance: Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices."

*(Levin, Haertel, Kirst, Williams, & Perry, 2006)*

## American Council on the Teaching of Foreign Languages (ACTFL)

The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

## Assessment Teams

Assessment Teams for the TWDL Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

## **AZ State Seal of Biliteracy**

This state statute allows students to be recognized for reaching academic standards and proficiency levels in both English and other languages. The Seal of Biliteracy is added to a student's HS Diploma after the student meets the proficiency standards laid out by each District and the State. Colleges and universities recognize the Seal as exceeding the foreign language requirements for high school, in addition to, meeting the foreign language requisites for college and university level.

## **Content-Based Language Instruction (also known as Content Based Instruction, Content- Based Second Language Instruction or Content-Centered Language Learning)**

A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion-referenced. Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.

## **Curriculum Maps**

A curriculum map is a document for each grade level that outlines the curriculum, concepts, topics, and skills to be addressed over a defined period of time. Pacing guides can be developed after curriculum maps have been written as a way to ensure programmatic alignment and range from simple lists of topics organized by week to comprehensive schedules which include instructional strategies, assessments, materials and alignment to a set of standards. DLI teachers must collaborate by grade level team and program to ensure that each year's curriculum is rigorous, standards-based and designed to build on the previous year's work. Relevance: Every year in DLI serves as an important building block requiring careful planning and articulation through the grade levels. Pacing has also been shown to be very important in learning. The right pacing is necessary for students to receive sufficient opportunities to practice and master a given standard. A pacing schedule for instruction promotes teacher collaboration and creates a uniform expectation for teachers across classrooms and school sites to skillfully deliver specific lessons at a rate that will maximize the potential for learning.

## **Interventions**

Working with the classroom teacher to determine the academic and language supports for students who are not progressing in either the target language or English. Students are recommended to a Student Study Team (MTSS) for review and analysis. It is important to consider a "catch up and keep up" effort so that students do not fall further and further behind. The team reviews the student's instructional program and determines supports in either the language of instruction or in the child's first language.

## **Language Learning Continuum**

Performance-based model which identifies the performance characteristics of each stage of language learning.

*(Jackson 1999, Zaslow 2005)*

### Language Separation Policy

Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students' second language abilities.

### Logramos Test-3rd Edition–HMH

[www.hmhco.com/hmh-assessments/bilingual/logramos-3](http://www.hmhco.com/hmh-assessments/bilingual/logramos-3)

A nationally normed test designed to measure the achievement of the students in Spanish. The test will be administered at the end of each school year to 2nd -8th grade students in the TWDL Program. The test is produced by Houghton Mifflin and purchased by the district. Test results are administered to the school site each to monitor the growth and development of the TWDL students in the areas of reading, comprehension, language, grammar, spelling and writing in the Spanish language.

### Professional Learning Communities(PLCs)

In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results. This effort will be supported as an extension of the District's commitment to collaboration and teamwork.

### Proficiency

It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

### Proficiency Pathway

Progression through the TWDL Program, along the language learning continuum towards higher levels of proficiency. The "Language Learning Continuum" is a performance-based model which identifies the performance characteristics of each stage of language learning. (*Jackson 1999, Zaslów 2005*)

### Standards-based Measurement of Proficiency (STAMP)

Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels

### The Association of Two-Way Dual Language Education (ATDLE)

A non-profit educational organization that works with districts, schools and teachers in CA and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.

## Appendices (Program Documents)

A. Guiding Principles for Dual Language Education .....	44
B. Program Pathway in English .....	45
C. Program Pathway in Spanish .....	46
D. Parent Commitment Form, English.....	47
E. Parent Commitment Form, Spanish.....	48
F. Sample Full School Program Schedule .....	49
G. Elementary Program Model.....	50
H. Middle School Program Pathway.....	51
I. High School Program Pathway .....	52
J. Language Model with Materials.....	53
K. Assessments Framework.....	55
L. Frequently Asked Questions (English).....	57
M. Frequently Asked Questions (Spanish).....	60
N. Program Brochure .....	63




## APPENDIX A: Guiding Principles for Dual Language Education

### GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

<b>STRAND 1</b>	<b>PROGRAM STRUCTURE</b>
<b>Principle 1</b>	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
<b>Principle 2</b>	The program ensures equity for all groups.
<b>Principle 3</b>	The program has strong, effective, and knowledgeable leadership.
<b>Principle 4</b>	An effective process is in place for continual program-planning, implementation, and evaluation.
<b>STRAND 2</b>	<b>CURRICULUM</b>
<b>Principle 1</b>	The program has a process for developing and revising a high-quality curriculum.
<b>Principle 2</b>	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
<b>Principle 3</b>	The curriculum effectively integrates technology to deepen and enhance learning.
<b>STRAND 3</b>	<b>INSTRUCTION</b>
<b>Principle 1</b>	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
<b>Principle 2</b>	Instructional strategies support the attainment of the three core goals of dual language education.
<b>Principle 3</b>	Instruction is student-centered.
<b>Principle 4</b>	Instructional staff effectively integrate technology to deepen and enhance the learning process.
<b>STRAND 4</b>	<b>ASSESSMENT &amp; ACCOUNTABILITY</b>
<b>Principle 1</b>	The program creates and maintains an infrastructure that supports an assessment and accountability process.
<b>Principle 2</b>	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
<b>Principle 3</b>	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
<b>Principle 4</b>	Student progress toward program goals and state achievement objectives is systematically measured and reported.
<b>Principle 5</b>	The program communicates with appropriate stakeholders about program outcomes.
<b>STRAND 5</b>	<b>STAFF QUALITY &amp; PROFESSIONAL DEVELOPMENT</b>
<b>Principle 1</b>	The program recruits and retains high-quality dual language staff.
<b>Principle 2</b>	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
<b>Principle 3</b>	The program collaborates with other groups and institutions to ensure staff quality.
<b>STRAND 6</b>	<b>FAMILY &amp; COMMUNITY</b>
<b>Principle 1</b>	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
<b>Principle 2</b>	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
<b>Principle 3</b>	The program views and involves families and community members as strategic partners.
<b>STRAND 7</b>	<b>SUPPORT &amp; RESOURCES</b>
<b>Principle 1</b>	The program is supported by all key stakeholders.
<b>Principle 2</b>	The program is equitably and adequately funded to meet program goals.
<b>Principle 3</b>	The program advocates for support.

**APPENDIX B: Program Pathway in English**

LENGUAJE DUAL DE DOBLE VÍA




TWO-WAY DUAL LANGUAGE

**TUCSON UNIFIED**  
SCHOOL DISTRICT


## PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS (TWDL)

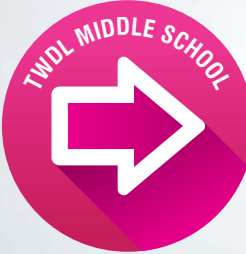


**6 YEARS**

Kinder	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**

Two courses in Spanish minimum

Spanish Language Arts

Core content classes in Spanish







**4 YEARS**

Completion of Advanced Placement courses

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





**COLLEGE**

**APPENDIX C: Program Pathway in Spanish**

LENGUAJE DUAL DE DOBLE VÍA



**DUAL**

TWO-WAY DUAL LANGUAGE

**TUCSON UNIFIED**  
SCHOOL DISTRICT

**SENDERO DE PROGRAMAS DE LENGUAJE DUAL DE DOBLE VÍA (TWDL)**



**6 AÑOS**

Kínder	90/10
1er Grado	90/10
2ndo Grado	80/20
3er Grado	70/30
4to Grado	60/40
5to Grado	50/50

Las materias son designadas en un idioma u otro



**3 AÑOS**

Dos cursos en Español mínimo

Artes de Lenguaje en Español

Clase de materias principales en Español



**4 AÑOS**

Cumplimiento de cursos de Colocación Avanzada

*Posibilidad de:* Español para propósitos especiales

Tercer idioma Crédito Universitario concurrente



**COLEGIO**



CERTIFICADO DE ALFABETISMO EN DOS IDIOMAS



GALARDÓN DE ALFABETISMO EN DOS IDIOMAS



SEAL OF BILITERACY  
ARIZONA DEPARTMENT OF EDUCATION

APPENDIX D: Parent Commitment Form, English

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



TUCSON UNIFIED  
SCHOOL DISTRICT

---

DUAL LANGUAGE IMMERSION PROGRAM  
PARENT COMMITMENT FORM

By signing this form, I am making a commitment as a parent to the Two Way Dual Language Immersion Program:

1. I attended the Parent Information Meeting, and have received an orientation to Two-Way & Dual Language Education program.
2. I understand that the Two-Way & Dual Language program is an Advanced Learning Experience.
3. I understand that the success of this program is dependent upon continuous enrollment through eighth grade.
4. I understand that in this Dual Language Immersion 90/10 Model:
  - 90% of instruction is divided in Spanish in kindergarten- first grade and the percentages of time in the Spanish decreases as English increases over the 2-8<sup>th</sup> grades.
  - Kindergarten through second grade students work with their primary teacher to learn and speak Spanish only and work with the partner teacher for English instruction.
  - English literacy (reading & writing) instruction begins as part of the Academic English Language time in Kinder and increases over the grade levels.
  - By fifth grade 50% of instruction is provided in English and 50% of instruction in Spanish.
5. The teachers and staff of the Two-Way Dual Language Immersion Program are committed to supporting your child in:
  - Mastery of grade level academic content.
  - The ability to understand, speak, read and write both English and Spanish at grade level by the end of eighth grade.
  - The development of positive cross-cultural attitudes.

Thank you for choosing the Two-Way Dual Language Immersion Program for your child! We are here to support your child as he/she develops linguistic, academic, and cultural skills that will positively affect your child for the rest of his/her life.

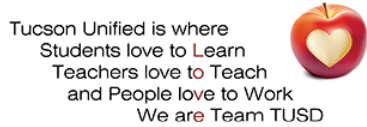
\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dual Language Immersion Staff Signature

\_\_\_\_\_  
Date

APPENDIX E: Parent Commitment Form, Spanish



PROGRAMA DE INMERSIÓN DE LENGUAJE DUAL DE DOS VIAS

---

PROGRAMA DE INMERSIÓN DE LENGUAJE DUAL  
FORMA DE COMPROMISO DE LOS PADRES

Al firmar esta forma, me comprometo como padre al Programa de Inmersión de Lenguaje Dual de Dos Vías:

1. Asistí a la Reunión Informativa para Padres, y recibí una orientación sobre los programas de Educación de Lenguaje Dual de Dos Vía.
2. Comprendo que el programa de Lenguaje Dual de Dos Vías es una Experiencia de Aprendizaje Avanzado.
3. Comprendo que el éxito de este programa depende de la inscripción continua hasta el octavo grado.
4. Comprendo que en este Modelo 90/10 de Inmersión de Lenguaje Dual:
  - 90% de la instrucción está dividida en español en kínder, primer grado y que los porcentajes de tiempo en español disminuyen a la vez que el inglés aumenta durante los grados 2-8.
  - De kínder hasta segundo grado los estudiantes trabajan con su maestro principal para aprender y hablar español solamente y trabajan con el maestro asociado para la instrucción del inglés.
  - La instrucción del alfabetismo en inglés (lectura y escritura) comienza como parte del tiempo del Lenguaje Inglés Académico en kínder y aumenta durante los niveles de grado.
  - Para el quinto grado, el 50% de la instrucción es proporcionada en inglés y 50% de la instrucción en español.
5. Los maestros y el personal del Programa de Inmersión de Lenguaje Dual de Dos Vías están comprometidos a apoyar a su niño(a) en:
  - El dominio de las materias académicas del nivel de grado.
  - La habilidad de comprender, hablar, leer y escribir tanto inglés como español a nivel de grado al final de octavo grado.
  - El desarrollo de actitudes positivas interculturales.

¡Gracias por seleccionar el Programa de Inmersión de Lenguaje Dual de Dos Vías para su niño(a)! Aquí estamos para apoyar a su niño(a) mientras desarrolla habilidades lingüísticas, académicas, y culturales que afectarán positivamente a su niño(a) para el resto de su vida.

\_\_\_\_\_  
Firma del Padre/Madre

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Personal de Lenguaje Dual

\_\_\_\_\_  
Fecha

**APPENDIX F: Sample Full School Program Schedule**



**TUCSON UNIFIED**  
SCHOOL DISTRICT

SAMPLE SCHEDULE for Tucson Unified School District TWDL Program

Grado	AM	AM	AM	Almuerzo	PM	PM	PM	PM	PM	Despedida
<b>Kinder</b>		100 min.			60 min.	90 min.	60 min.		30 min.	
<b>90/10</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Estudios Sociales	Matemáticas	Ciencia	*Spanish Specialists (Art, Music, PE, Counseling, etc.)	Academic English Language Development	
<b>Primer</b>		100 min.			60 min.	90 min.	60 min.		30 min.	
<b>90/10</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Estudios Sociales	Matemáticas	Ciencia	*Spanish Specialists (Art, Music, PE, Counseling, etc.)	Academic English Language Development	

Grado	AM	AM	Almuerzo	PM	PM	PM	PM	Despedida
<b>Segundo</b>		90 min.	45 min.		90 min.	45 min.		68 min.
<b>80/20</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Academic English Language Development

Grado	AM	AM	Almuerzo	PM	PM	PM	PM	PM
<b>Tercero</b>		90 mins.	25 mins.		60 mins.	60 mins.		45 mins.
<b>70/30</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)
								Math (Test prep or Spiral review)

Grado	AM	AM	Almuerzo	PM	PM	PM	PM	PM	PM
<b>Cuarto</b>		90 mins.	25 mins.		60 mins.	30 mins.		90 mins.	40 mins.
<b>60/40</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)	Social Studies/ Science
									Math (Test prep or Spiral review)

Grado	AM	AM	Almuerzo	PM	PM	PM	PM	PM	PM
<b>Quinto</b>		90 mins.	60 mins.		20 mins.	30 mins.		90 mins.	70 mins.
<b>50/50</b>	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Matemáticas		Escritura/ Gramática	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)	Social Studies/ Science
									Math (Test prep or Spiral review)

**APPENDIX G: Elementary Program Model**

Tucson Unified is where  
 Students love to Learn  
 Teachers love to Teach  
 and People love to Work  
 We are Team TUSD

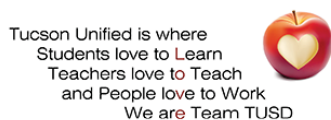


**TUCSON UNIFIED**  
 SCHOOL DISTRICT

Office of Curriculum Instruction and Professional Development Language Acquisition Department TUSD Two-Way Dual Language Program (TWDL) Model				
Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
Kinder	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills	
1 <sup>st</sup>	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Beginning Reading	
2 <sup>nd</sup>	80/20 272 mins/68 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	
3 <sup>rd</sup>	70/30 234 mins/102 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	Math - English (10 min. maximum, Test Prep and English Vocabulary)
4 <sup>th</sup>	60/40 204 mins/136 mins	SLA Math PE Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	Math - English (10 min. maximum, Test Prep, English Vocabulary)
5 <sup>th</sup>	50/50 170 mins/170 mins	SLA Math PE Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	Math - English (10 min. maximum, English Vocabulary and Test Prep)

Language Acquisition Department, 01/09/17 Sandoval-Taylor

APPENDIX H: Middle School Program Pathway



**Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS  
in Spanish Instruction**

Student Profile Two-Way Dual Language Program	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*Spanish and English speakers in the TWDL Program for 5 years+</b>	<b>*Spanish Language Arts 6</b> (Reading, Writing, Grammar & Oracy)	<b>*Spanish Language Arts 7</b> (Reading, Writing, Grammar & Oracy)	<b>*Spanish Language Arts 8</b> (Reading, Writing, Grammar & Oracy)
<b>* Spanish speakers not from TWDL (literate)</b> (assessed by the school <i>with</i> grade level proficiency in Spanish)	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <i>*or equivalent</i>	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <i>*or equivalent</i>	<b>Spanish Content:</b> Social Studies <i>and/or</i> Science Math (if available)  <i>*or equivalent</i>

Student Profile Native Spanish/non TWDL	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*Spanish speakers not from TWDL Program</b> (assessed by the school <i>without</i> Grade level proficiency in Spanish)	<b>Spanish for Native Speakers (year 1)</b> Focus on Literacy development Tutorials for literacy as needed	<b>Spanish for Native Speakers (year 2)</b> Focus on Literacy development Tutorials for literacy as needed	<b>Spanish for Native Speakers (year 3)</b> Focus on Literacy development Tutorials for literacy as needed
<b>* Spanish speakers (interrupted schooling)</b> (Newcomers assessed by the school without Grade level proficiency in target language)	<b>Spanish Content</b> (as available)	<b>Spanish Content</b> (as available)	<b>Spanish Content</b> (as available)

Student Profile English Speaker not in TWDL	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>*English speaker without TWDL program experience</b>	<b>Spanish (year 1)</b> (HS equivalent)	<b>Spanish (year 2)</b> (HS equivalent)	<b>Spanish (year 3)</b> (HS equivalent)

**Note:** Each group will be given a Spanish Language Placement Test after 8<sup>th</sup> grade to determine the awarding of High School credit and to ensure that they are placed in the appropriate World Language Program sequence in High School.

Language Acquisition Department, Sandoval-Taylor, Cortes, 2-15-17



**APPENDIX I: High School Program Pathway**

Tucson Unified is where  
 Students love to Learn  
 Teachers love to Teach  
 and People love to Work  
 We are Team TUSD



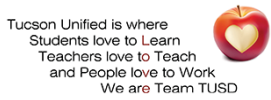
**TUCSON UNIFIED**  
 SCHOOL DISTRICT

**High School Pathway toward Biliteracy - World Language Sequence**

Student Profile	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
*Ongoing TWDL * Native Spanish-Speakers who pass placement test (Advanced) content in Spanish if available	<ul style="list-style-type: none"> <li>Spanish AP Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Literature</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes</li> <li>Internship</li> <li>Concurrent college enrollment</li> <li>3<sup>rd</sup> Language I</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes</li> <li>Internship</li> <li>Concurrent college enrollment</li> <li>3<sup>rd</sup> Language II</li> </ul>
*Ongoing TWDL students who do not pass placement test (Intermediate)	<ul style="list-style-type: none"> <li>Spanish IV</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Literature</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes II</li> <li>Internship</li> <li>Concurrent college enrollment II</li> <li>3<sup>rd</sup> Language II</li> </ul>
*English Speaker in MS Pathway (not TWDL)	<ul style="list-style-type: none"> <li>Spanish IV</li> </ul>	<ul style="list-style-type: none"> <li>AP Spanish Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Literature</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> </ul>	<ul style="list-style-type: none"> <li>Spanish for Special Purposes II</li> <li>Internship</li> <li>Concurrent college enrollment II</li> <li>3<sup>rd</sup> Language II</li> </ul>
*Native Spanish speakers not in TWDL (administer screener) content in Spanish if available	<ul style="list-style-type: none"> <li>Native Spanish II or III</li> </ul>	<ul style="list-style-type: none"> <li>Native Spanish III or IV</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Language</li> </ul>	<ul style="list-style-type: none"> <li>Spanish AP Literature</li> <li>Spanish for Special Purposes I</li> <li>Internship</li> <li>Concurrent college enrollment I</li> <li>3<sup>rd</sup> Language I</li> </ul>
*English Speaker new to Spanish	<ul style="list-style-type: none"> <li>Spanish I</li> </ul>	<ul style="list-style-type: none"> <li>Spanish II</li> </ul>	<ul style="list-style-type: none"> <li>Spanish III</li> </ul>	<ul style="list-style-type: none"> <li>Spanish IV or</li> <li>Spanish AP Language</li> </ul>

Language Acquisition Department, 11-17-16 Sandoval-Taylor/Cortés

APPENDIX J: Language Model with Materials, Page 1:



**TUCSON UNIFIED**  
SCHOOL DISTRICT

Office of Curriculum Instruction and Professional Development • Language Acquisition Department

**Language of Instruction and Materials by Grade Level**

	K-1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Spanish Language Arts SLA</b>	<b>Spanish</b> <b>Spanish Common Core Standards</b> Scholastic Book Room en Español Canciones y Cuentos Elefónicas Reading A-Z Scholastic News Esp. Imagine Learning Español <i>Harcourt Trofeos</i>	<b>Spanish</b> <b>Spanish Common Core Standards</b> Scholastic Book Room en Español Canciones y Cuentos Elefónicas Reading A-Z Scholastic News Esp. Achieve 3000-Spanish <i>Harcourt Trofeos</i>	<b>Spanish</b> <b>Spanish Common Core Standards</b> Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish <i>Harcourt Trofeos</i>	<b>Spanish</b> <b>Spanish Common Core Standards</b> Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish <i>Harcourt Trofeos</i>	<b>Spanish</b> <b>Spanish Common Core Standards</b> <i>Scholastic Book Room en Español</i> <i>Reading A-Z</i> <i>Scholastic News Esp.</i> <i>Achieve 3000-Spanish</i> <i>Harcourt Trofeos</i>
<b>Mathematics</b>	<b>Spanish</b> Engage NY/Eureka Investigations	<b>Spanish</b> Engage NY/Eureka Investigations	<b>Spanish</b> Engage NY/Eureka Investigations	<b>Spanish</b> Engage NY/Eureka Investigations	<b>Spanish</b> Engage NY/Eureka Investigations
<b>Science</b>	<b>Spanish</b> FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	<b>Spanish</b> FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	<b>Spanish English</b> FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	<b>Spanish English</b> FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	<b>Spanish English</b> FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News

**APPENDIX J: Language Model with Materials, Page 2**

<b>Social Studies</b>	<b>Spanish</b> District Adopted Material Scholastic News	<b>Spanish</b> District Adopted Material Scholastic News Achieve 3000 Español	<b>Spanish English</b> District Adopted Material Scholastic News Achieve 3000 Español	<b>Spanish English</b> District Adopted Material Scholastic News Achieve 3000 Español	<b>Spanish English</b> District Adopted Material Scholastic News Achieve 3000 Español
<b>Remember: Lessons in Spanish Are Not Repeated During the English Portion of the Day</b>					
<b>English Language Arts ELA (AzCCSS)</b>	<b>English</b>	<b>English</b>	<b>English</b> Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English <i>Harcourt Trophies</i>	<b>English</b> Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English <i>Harcourt Trophies</i>	<b>English</b> Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English <i>Harcourt Trophies</i>
<b>Academic English Language Development AELD (ELP Standards)</b>	<b>English (Listening/Speaking)</b> Avenues Social Studies/Science Materials	<b>English (Listening/Speaking Reading/Writing)</b> Avenues Social Studies/Science Materials	<b>English (Listening/Speaking Reading/Writing)</b> Avenues Social Studies/Science Materials	<b>English (Listening/Speaking Reading/Writing)</b> Avenues Social Studies/Science Materials	<b>English (Listening/Speaking Reading/Writing)</b> Avenues Social Studies/Science Materials

<https://www.engageny.org/resource/translated-modules> Engage NY/Eureka resources in Spanish

<http://www.fossweb.com/> AME2EL7862 (2nd Edition Elementary Access) FOSS Science resources in Spanish

## Appendix K: Assessments Framework, Page 1

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**TUCSON UNIFIED**  
SCHOOL DISTRICT

## Assessments Framework for TWDL Programs in TUSD

Proficiency/Achievement	Measurement Instrument	Grade Levels	Timeline
State Standardized Assessments- Language Arts, Math-English	AzMerit (ELLs, Parent Withdrawn ELLs, and 1 <sup>st</sup> and 2 <sup>nd</sup> year reclassified must be offered accommodations and these accommodations <u>must</u> be ongoing during classroom instruction.) (AzMerit PRACTICE Tests) <a href="https://tinyurl.com/PracticeAZ2017">https://tinyurl.com/PracticeAZ2017</a>	Grades 3-12	Spring April 2-27, 2017
State English Language Proficiency Assessments (English Language Learners only)	AZELLA (Arizona English Language Learner Assessment) until students reclassify to fluent status.  Reassessment for Continuing ELLS & ELLS Withdrawn from Services	ELs only Grades K-12	Placement for new PHLOTES  July-May  Spring Reassessment February-March
District Standards-based Benchmarks Language Arts	SchoolCity Spanish Language Arts (in Spanish only)  SchoolCity English Language Arts (in English only)	Grades 2-5  Grades 2-5  Grades 6-8	Quarter 1 and 2 Spanish  Quarter 3 and 4 English  English and Spanish Quarterly
District Standards-based Benchmarks Math  (ELs are eligible for accommodations)	SchoolCity Math (in English only)  SchoolCity Math Benchmarks will be available in Spanish SY19-20	Grade 2-8	All Quarters
Reading Fluency and Comprehension	Canciones y Cuentos-Spanish DIBELS-English  EDL2-Spanish	Grades K-2  Grades K-5	Benchmark Assessments  Pre/Post August/May

Language Acquisition Department 05/07/18 Sandoval-Taylor

Appendix K: Assessments Framework, Page 2

Tucson Unified is where  
 Students love to Learn  
 Teachers love to Teach  
 and People love to Work  
 We are Team TUSD



**TUCSON UNIFIED**  
 SCHOOL DISTRICT

	<b>DRA-English</b>	Grades 2-5	Pre/Post August/May
	<b>Achieve 3000- English and Spanish</b>	Grades 6-8	Pre/Post August/May
<b>Language Proficiency in Spanish</b>	<b>Spanish FLOSEM-</b> holistic measure to analyze language development in the target language	Grades K-8	Fall- August-September
<b>Standards Based Assessments Language Arts-Spanish</b>	<b>LOGRAMOS</b> (Summative Assessment) Spanish and Language Arts (subsections only)	Grades 2-8	Spring April 23-May 16

Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 *DRA FLOSEM FLOSEM <b>SchoolCity SLA</b> (Spanish) Qtr. 1 and 2 School City ELA Quarter 3 and 4 <b>SchoolCity Math</b> Spanish Quarters 1-4  LOGRAMOS	AZELLA (ELs) DIBELS EDL2 DRA FLOSEM <b>SchoolCity SLA</b> Qtr. 1 and 2 <b>SchoolCity ELA</b> Qtr. 3 and 4 <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM <b>SchoolCity SLA</b> Qtr. 1 and 2 <b>SchoolCity ELA</b> Qtr. 3 and 4 <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM <b>SchoolCity SLA</b> Qtr. 1 and 2 <b>SchoolCity ELA</b> Qtr. 3 and 4 <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish  AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish  AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA <b>SchoolCity Math</b> Qtr. 1 and 2 Spanish Qtr. 3 and 4 English  *provided that math content instruction is being provided in 6 <sup>th</sup> – 8 <sup>th</sup> grade in Spanish  AzMerit LOGRAMOS

Language Acquisition Department 05/07/18 Sandoval-Taylor

## Appendix L: Frequently Asked Questions (English) Page 1

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**TUCSON UNIFIED**  
SCHOOL DISTRICT

### Two-Way Language Immersion Program FAQ

Two-Way Bilingual Immersion Programs in Tucson frequently asked questions on two-way instructional approaches and other issues.

---

#### What is the 90:10 model?

The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages in grade five.

In middle school, students will take on content area in the target language, and will also have the opportunity to continue to take a Spanish language arts class. In high school, students will be able to take AP Spanish classes much earlier than students who are not enrolled in the program.

#### Why is it okay to immerse English speakers in a language, but not Spanish speakers?

The English speaker is not at risk of losing the English language. English is spoken at home, in the community, and in the media. Two-way bilingual immersion programs are not replacing English with another language, but provide the students the opportunity to acquire a second language. Two-way bilingual immersion programs are additive programs in that a second language is acquired while maintaining the first language of the students.

#### Which model is more effective - 50:50 or 90:10?

Regardless of the model implemented, both models have been found to effectively achieve the goals of bilingualism and biliteracy; however, the 90:10 model has been shown to create higher levels of bilingualism. For specific research studies, consult the [Center for Applied Linguistics](#) FAQs.

#### What is the best ratio of native English speakers to native Spanish speakers?

The ideal ratio of Spanish speakers to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33 percent for either language group.

#### What are the criteria for students to be in a dual immersion program?

There are no specific criteria for students except parental choice.

#### Can students enter the dual immersion program after first grade?

Usually dual immersion programs do not accept English-only speakers after first grade, and English learners after second grade. Bilingual and biliterate students can enter the program at any time.

#### Must you have parallel materials in both languages in the content areas?

No, materials are acquired according to the language of instruction of the content area. The difference is in the language of delivery, not the content.

Language Acquisition Department, 01/10/17, Sandoval-Taylor

## Appendix L: Frequently Asked Questions (English) Page 2

### **Does it cost more to implement a dual immersion program?**

Not necessarily. However, our program has found that some extra funding is necessary to provide staff development and purchase materials in the target language, especially for library and research materials.

### **How is a dual immersion program integrated with other programs at a school site?**

The DI program should not be viewed as a separate program. Our schools that have the DI program have a common vision of equity for all students that values the students' language and culture. The same standards-based curriculum is taught in the dual immersion program that is taught in other school programs. Staff development is provided for all staff so that the philosophy and program goals are shared. Sufficient time is also allocated to the specific needs of the two-way program staff.

### **How do we know that the dual immersion program is effective?**

Ongoing monitoring of the program is very important. Time is allocated for teachers to meet in grade-level groups and across grades to discuss program design issues and to interpret student data. These sessions are facilitated by an administrator, teacher specialist, or designated lead teacher who is knowledgeable in two-way bilingual immersion program design and instruction.

### **Do you need two teachers per classroom to implement a two-way bilingual immersion program?**

No, one teacher who is proficient in the target language and English can successfully implement a two-way bilingual immersion program in the classroom. It is recommended, however, that teachers team teach for the language blocks of instruction, especially in the primary (kindergarten through second) grades so that students identify with a target language speaking model and an English-speaking model.

It is advantageous that during the first couple of years of the program, particularly during English instruction, teachers who understand the target language are used so that they can communicate with the target language speakers.

### **Do English Learners (ELs) get enough English instruction in a 90:10 model?**

English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD)

During the English part of the day, the English teacher provides both designated English Language Development (ELD) instruction and English Language Arts (E/LA) instruction. The designated ELD builds into and from the standards in the content areas, such as science and social studies. E/LA instruction focuses on explicit teaching of skills that don't transfer directly from Spanish to English.

### **How can students who speak only English learn when they are instructed for up to 90 percent of the day in a language they don't understand?**

Understanding or reviewing the research on which these programs are based best answers this question. Dual immersion programs are based on years of research from the foreign language immersion models in Canada designed for English speakers learning French. This model, in which

Language Acquisition Department, 01/10/17, Sandoval-Taylor

## Appendix L: Frequently Asked Questions (English) Page 3

English-speaking students have been instructed in French for up to 100 percent of their day, shows students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English. Fifteen years of results on two-way immersion programs in the US and other countries show similar results.

In TUSD, teachers carefully plan thematic lessons using enriching materials that are meaningful and academically challenging. They incorporate a variety of materials, use visual aids and a wide range of presentation strategies, and allow students to act as mediators and facilitators. Students are successful because they are engaged in cooperative learning, direct instruction, and plenty of opportunities to use language.

Modified from a list of FAQs on the California Department of Education website:

<http://www.cde.ca.gov/sp/el/ip/faq.asp>

Language Acquisition Department, 01/10/17, Sandoval-Taylor



## Appendix M: Frequently Asked Questions (Spanish)

Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**TUCSON UNIFIED**  
SCHOOL DISTRICT

### **Preguntas frecuentes de los programas de inmersión bilingüe**

Preguntas frecuentes sobre las maneras de instrucción y otros temas del programa bilingüe de inmersión dual en Tucson.

---

#### **¿Qué es el modelo 90:10?**

El primer número se refiere a la cantidad de tiempo que se usa inicialmente para la instrucción en kindergarten en el idioma objetivo de estudio o un idioma que no sea inglés. El segundo número se refiere al inglés. En un modelo de 90:10 la cantidad de instrucción de la lengua objetiva de estudio, disminuye anualmente mientras que el inglés aumenta hasta llegar a un balance de 50:50 en los dos idiomas, esto ocurre en el quinto grado.

En la escuela secundaria, los alumnos...

#### **¿Por qué es permisible la inmersión en un idioma para los que únicamente hablan inglés, pero no para los que hablan español?**

El que únicamente habla inglés no corre el riesgo de perder el idioma inglés. El inglés se habla en la casa, en la comunidad, y en los medios de comunicación. Los << Programas de inmersión bilingüe >> no reemplazan el inglés con otro idioma sino que les da a los estudiantes la oportunidad de adquirir un segundo idioma. Los << Programas de inmersión bilingüe >> son programas aditivos en el sentido de que el segundo idioma se adquiere mientras se mantiene el primer idioma de los estudiantes.

#### **¿Cuál modelo es más efectivo – el 50:50 o el 90:10?**

Sin importar cuál sea el modelo empleado, se ha encontrado que los dos modelos pueden ser efectivos para alcanzar las metas del bilingüismo. Para consultar estudios de investigación específicos, visite el portal de [Center for Applied Linguistics FAQs](#).

#### **¿Qué es la mejor proporción de estudiantes que hablan cada idioma?**

La proporción ideal de estudiantes que están aprendiendo inglés y de estudiantes que únicamente hablan inglés es de 50:50, pero para permanecer dentro del diseño del programa, la recomendación de muchos practicantes es que la proporción nunca debe bajar a menos del 33 por ciento para cualquiera de los dos grupos.

#### **¿Cuál es el criterio empleado para admisión a un << Programas de inmersión bilingüe >>?**

No hay ningún criterio específico para los estudiantes excepto la voluntad de los padres.

#### **¿Deben los estudiantes entrar a un << Programas de inmersión bilingüe >> después del primer grado?**

Usualmente los <<Programas de inmersión bilingüe>> no aceptan a los estudiantes que únicamente hablan inglés después del primer grado y a los estudiantes que están aprendiendo inglés después del segundo grado. En el programa de TUSD, no aceptamos estudiantes que únicamente hablan inglés después del primer semestre del primer grado. Los estudiantes bilingües y los que tienen conocimientos académicos bilingües pueden ingresar al programa en cualquier momento.

#### **¿Deben tenerse materiales paralelos en las áreas del contenido en los dos idiomas?**

No, los materiales se adquieren de acuerdo con el idioma de instrucción del área de contenido. La diferencia se encuentra en el idioma de enseñanza, no en el contenido.

Language Acquisition Department, 01/10/17, Sandoval-Taylor

## Appendix M: Frequently Asked Questions (Spanish) Page 2

### ¿Cuesta más implementar un <<Programa de inmersión bilingüe>>?

No necesariamente. Sin embargo, muchos programas que tienen éxito han encontrado que sí necesitan algunos fondos adicionales para proveer programas de desarrollo profesional para el personal docente y para adquirir materiales didácticos en el idioma objetivo de estudio, especialmente materiales para la biblioteca y para hacer investigaciones.

### ¿Cómo se integra el <<Programa de inmersión bilingüe>> a otros programas en la escuela?

El <<Programa de doble inmersión>> no se debe ver como un programa separado. La escuela debe desarrollar una equitativa visión en común que valore el idioma y la cultura del estudiante. En el <<Programa de inmersión bilingüe>> se enseña el mismo currículo que se emplea en otros programas de la escuela y que está basado en los estándares educativos. Se deben ofrecer actividades de desarrollo profesional a todos los miembros del personal docente para compartir la filosofía y metas del programa. También se debe asignar suficiente tiempo para atender a las necesidades específicas del personal docente del <<Programa de inmersión bilingüe>>.

### ¿Cómo sabemos que el <<Programa de inmersión bilingüe>> es efectiva?

La supervisión continua del programa es muy importante. Asignan tiempo para que los maestros se reúnen en grupos de nivel de grado y de todos los grados para discutir asuntos concernientes al diseño del programa y para interpretar los datos de los estudiantes. Estas sesiones son facilitadas por un administrador, especialista maestro o maestra líder designada que conozca el diseño del programa y la manera de instrucción del <<Programa de inmersión bilingüe>>.

### ¿Se necesitan dos maestros por salón para implementar el <<Programa de inmersión bilingüe>>?

No, un maestro competente en el idioma objetivo de estudio e inglés puede implementar un <<Programa de inmersión bilingüe>> con éxito. Sin embargo, se recomienda que los maestros enseñen en equipo durante los períodos de instrucción de lenguaje, especialmente en los grados principiantes (kindergarten a segundo) para que los estudiantes se identifiquen con el modelo en el idioma objetivo de estudio y con el modelo en inglés.


También resulta provechoso emplear a maestros que entiendan el idioma objetivo de estudio durante los primeros años del programa, particularmente durante los primeros años de instrucción, para que se puedan comunicar con los hablantes del idioma.

### ¿Obtienen suficiente instrucción en inglés los estudiantes que únicamente hablan inglés en el modelo 90:10?

El tiempo de instrucción en inglés debe ser cuidadosamente definido e implementado. Un currículo e instrucción de alta calidad son esenciales ya que las investigaciones demuestran que cuando los programas se implementan completamente de acuerdo a su diseño, los estudiantes que están aprendiendo inglés en los modelos 90:10 obtienen una puntuación en los exámenes de inglés igual o mejor que la de sus compañeros en otros programas. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

Durante la parte del día cuando la instrucción es en inglés, el maestro de Inglés provee instrucción en las artes del idioma inglés y también el Desarrollo del Idioma Inglés designado (A/ELD). El ELD designado se basa en y de los estándares en las áreas de contenido, tales como la ciencia y estudios sociales. Instrucción en las artes del idioma inglés se centra en la enseñanza explícita de habilidades que no transfieren directamente de español al inglés.

### ¿Cómo pueden aprender los estudiantes que sólo hablan inglés cuando se les instruye hasta un 90 por ciento del día en un idioma que no entienden?

Entendiendo o repasando las investigaciones en la cual se basan estos programas, ayuda a contestar mejor esta pregunta. Los <<Programas de inmersión bilingüe>> se basan en años de investigación de los modelos de <<Inmersión de idiomas extranjeros>> en Canadá, diseñados para los estudiantes que hablan inglés y estudian francés. Este modelo, en el cual los estudiantes que únicamente hablan inglés han sido instruidos en francés aproximadamente un 100 por ciento del día, demuestra que los estudiantes obtienen igual o mejores resultados en sus exámenes de inglés que sus compañeros que únicamente hablan inglés y que han sido enseñados solamente en inglés. Para más información sobre los <<Programas de inmersión bilingüe>>, visite el portal [Center for Advanced Research on Language Acquisition](#) .

Language Acquisition Department, 01/10/17, Sandoval-Taylor

## Appendix M: Frequently Asked Questions (Spanish) Page 3

Quince años de información de los resultados de los <<Programas de inmersión bilingüe>> también demuestran resultados similares.

En el Distrito Unificado de Tucson, los maestros preparan planes de lecciones temáticas utilizando materiales enriquecedores que son significativos y académicamente desafiantes. Incorporar una variedad de materiales, uso de ayudas visuales y una amplia gama de estrategias de presentación y permiten a los estudiantes a actuar como mediadores y facilitadores. Los estudiantes tienen éxito porque están ocupados en aprendizaje cooperativo, instrucción directa y una variedad de oportunidades para usar el lenguaje.

Modificaciones a las preguntas frecuentes del Departamento de Educación de California:

<http://www.cde.ca.gov/sp/el/ip/faqsp.asp>

Language Acquisition Department, 01/10/17, Sandoval-Taylor

Appendix N: Program Brochure

**Two-Way Dual Language**  
*An Advanced Learning Experience*

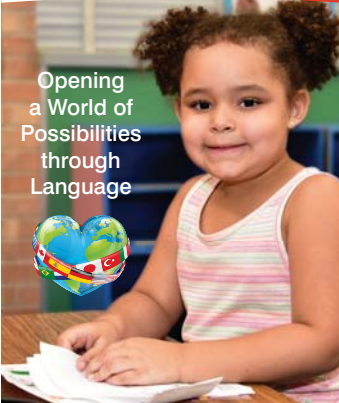
For information about schools that offer the program and to learn more about entrance criteria, please visit our Two-Way Dual Language program page [TucsonUnified.org](http://TucsonUnified.org)

Abriendo un mundo de posibilidades a través del lenguaje.


LENGUAJE DUAL DE DOBLE VÍA

**DUAL**

TWO-WAY DUAL LANGUAGE



Opening a World of Possibilities through Language



LANGUAGE ACQUISITION DEPARTMENT

DEPARTAMENTO DE ADQUISICIÓN DE IDIOMAS

**Lenguaje Dual de Doble Vía**  
*Una experiencia de aprendizaje avanzado*

Para obtener información sobre las escuelas que ofrecen el programa y para obtener detalles sobre los criterios de ingreso, visite la página del programa Lenguaje Dual de Doble Vía [TucsonUnified.org](http://TucsonUnified.org)

**Notice of Nondiscrimination**  
*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 discapacidad en la admisión o acceso a tratamiento o empleo en sus programas o actividades educativas.*

**How it works:**

The first two years, 90 percent of instruction is in Spanish. This immerses the children in the language. As they get older, the balance of language shifts, until fifth grade when the language of instruction shifts to 50 percent in English and 50 percent in Spanish.

Children exit the program fluent in both languages and can eventually achieve a special bilingual distinction on their diploma, the *Arizona State Seal of Biliteracy*.

**Cómo funciona:**

Durante los primeros dos años, el 90 por ciento de la instrucción es en español. Esto sumerge a los niños en el lenguaje. A medida que crecen, el equilibrio del idioma cambia, hasta quinto grado la instrucción se desplaza a 50 por ciento en Inglés y 50 por ciento en español.

Los niños salen del programa con fluidez en ambos idiomas y pueden eventualmente lograr una distinción bilingüe especial en su diploma, el *Sello Estatal de Arizona de Alfabetismo en Dos Idiomas*.

"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*

"Si le hablas a un hombre en un idioma que entiende, va a su cabeza. Si le hablas en su propio idioma, le va al corazón".

*Nelson Mandela*

**TUCSON UNIFIED SCHOOL DISTRICT**

**TUCSON UNIFIED SCHOOL DISTRICT**

**TWO-WAY DUAL LANGUAGE FRAMEWORK**

## Expanding Two-Way Dual Language Programs at Tucson Unified

The benefits of a TWDL program are widely-recognized, and addressed in detail in the District's carefully-developed guiding document for implementation of its TWDL program, the *TWDL Framework* (copy attached as Exhibit 1). Currently, the district has eleven TWDL program schools: one K-3, five K-5 programs, one K-7, two K-8, one middle school and one high school.<sup>1</sup> Overall student enrollment in dual language programs recently expanded from approximately 2100 students to over 2400 students, despite an overall drop in enrollment at the District:

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	2163	2106	2144	2132	2446

In the 2018-19 school year there were approximately 4,100 students enrolled in the District who were classified as ELL Students. Tucson Unified has approximately 14,000 students with a Primary or Home Language Other than English (PHLOTE).

The District is committed to continuing the expansion of its two-way dual language program. This documents sets out the District's plan for expansion.

### Planned Expansion:

The District intends to expand its overall TWDL program in three ways: (a) by adding TWDL programs to schools which do not currently have them; (b) by adding TWDL classes at schools which already have a TWDL program (adding a "strand"); and (c) by adding students to existing strands. The District's expansion plan is as follows:

1. Change Roskruge K-8 to a school-wide, no-boundary magnet. The cost of this proposal is expected to be covered by the current Roskruge magnet school budget.
2. Complete the expansion of the strand at Bloom (currently K through 3), adding grades 4 and 5.
3. Complete the expansion of the first strand at McCorkle (adding 8<sup>th</sup> grade), and adding to the second strand at McCorkle by adding a second grade (currently K-1).
3. Over the next five years, expand to a double-strand TWDL program at Grijalva and White.
4. Within a seven-year period, add a TWDL program in all grades at Magee Middle School.
5. Conduct short term Language Academies at TWDL elementary schools to develop interest and qualification among PHLOTE students who are interested in participating in a TWDL program, to increase enrollment in existing programs. The focus of the instruction is on Oral Language Development in English. These academies take place in January and February of every school year with four weeks of after- school tutoring for

<sup>1</sup> Davis Bilingual Magnet ES, Roskruge Bilingual Magnet K-8, Bloom ES, Grijalva ES, Hollinger K-8, Van Buskirk ES, Mission View ES, White ES, McCorkle K-8, Pistor MS 6-8, Pueblo HS.

Kindergarten through Third grade and in June with summer school participation for incoming Kindergarten students.

The expansion plan was developed with a realistic assessment of a number of limiting factors, including cost, the difficulty in getting “entry point” students given state statutory requirements for the Structured English Immersion instruction for non-English proficient students,<sup>2</sup> and the importance of an identified and workable feeder pattern providing a continuous TWDL pathway through all grade levels. The District is also mindful of the need to follow the District’s TWDL Framework with fidelity, in order to achieve the benefits of the program, including adherence to the enrollment policy ensuring entry points for students in the TWDL program at Kindergarten and 1<sup>st</sup> grade. Notably, as discussed below, the availability of bilingual endorsed teachers for the program does not appear to be a limiting factor.

Individual schools identified in this plan were selected based on these factors, and consideration to additional concerns including integration impact, location and neighborhood demographics, school leadership, school staff, parent interest, physical capacity.

Over the next seven years, this planned expansion will give the District the capacity for an additional 550 students in TWDL classrooms.

**Cost:**

The initial-year cost for expansion at the elementary school level is approximately \$77,000 per classroom in the first year.<sup>3</sup> This amount includes basic teacher salary, Dual Language teacher stipend, and materials, textbooks, and program licenses. Teacher salaries are included in initial expansion costs because it is assumed that for some time as the program builds, class size will not be large enough to justify a teacher in the school budget under normal budgets and formulas. In the second year, costs drop to \$60,000, reflecting the fact that textbooks have already been purchased.

Once the size of the class meets District standards, the basic cost of the teacher in the classroom becomes part of the regular school budget, and the only remaining TWDL program costs are the Dual Language teacher stipend, and materials, textbooks, and program licenses. The District has estimated the continuing program cost per classroom at approximately \$8,000.<sup>4</sup> For planning purposes, the District has assumed that a classroom shifts from the higher initial cost levels to the lower sustaining cost levels in the third year of operation.

In middle and high schools, the initial cost of expansion is \$54,000 per year per grade level, second year cost is \$44,000, and the sustaining cost thereafter is \$9,000.<sup>5</sup>

<sup>2</sup> The District successfully persuaded the legislature to bring flexibility to the 4-hour model that resulted in passing Senate Bill 1014. The District also worked with the Arizona Department of Education in the development of the alternate kindergarten assessment. The District anticipates this will positively impact the number of available and qualified “entry point” students. The District will continue to collaborate with other consortiums and EL advisory committees in the state to urge the state to change policy to allow ELLs full access to Dual Language programs.

<sup>3</sup> This initial cost includes \$52,000 for an experienced teacher, \$5,000 Dual Language stipend, \$17,000 for textbooks, and \$3,000 for materials and licenses. In the second year of operation, there are no textbook costs.

<sup>4</sup> After the second year, the continuing cost of \$8,000 includes the stipend, materials and licensing.

<sup>5</sup> This initial cost includes \$35,000 for 2/3 FTE for an experienced teacher, based on the assumption that expansion of the program at middle school and high school will require two sections each of a core content course and SLA, or four sections total. In addition, the cost includes \$4,000 for partial FTE Dual Language stipend, \$10,000 for

The District anticipates that additional students for these programs will come from within the existing attendance boundaries of each school, as is the case with the TWDL programs at the eleven existing program schools. Thus there would be little or no additional transportation and associated costs from this planned expansion of TWDL programs.

Accordingly, the District anticipates total additional costs for the planned TWDL expansion over the next seven years as follows:

Year/School	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Bloom	1a	1a,1b	1b,1c	2c	2c	2c	2c
McCorkle	2a	2b	2c	2c	2c	2c	2c
Grijalva			1a	1a,1b	1a,1b,1c	1a,1b,2c	1a,1b,3c
White				1a	1a,1b	1a,1b,1c	1a,1b,2c
Magee					1d	1d,1e	1d,1e,1f
Total Classrooms	3a	1a,3b	1a,1b,3c	2a,1b,4c	2a,2b,5c, 1d	2a,2b,7c, 1d,1e	2a,2b,9c, 1d,1e,1f
<b>Total Cost</b>	<b>\$231,000</b>	<b>\$251,000</b>	<b>\$161,000</b>	<b>\$246,000</b>	<b>\$368,000</b>	<b>\$428,000</b>	<b>\$453,000</b>

a=additional elementary classroom in first year of operation=\$77,000;

b=additional elementary classroom in second year of operation=\$60,000;

c=additional elementary classroom in third year of operation and beyond=\$8,000;

d= additional MS/HS grade level in first year of operation=\$54,000;

e=additional MS/HS grade level in second year of operation=\$44,000;

f=additional MS/HS grade level in third year of operation and beyond=\$9,000.

Thereafter, annual costs drop significantly as the expansion is completed and all classrooms ultimately move past the initial costs of expansion.

#### **Other Factors:**

The expansion of the program will be enhanced by the District's adoption this past year of a Spanish Language Arts curriculum (K-5) that is research-based and meets both State requirements (ESSA) and research on bilingual learners. All district adopted materials will be provided in Spanish to TWDL program schools to promote and maintain equal status of both languages. The Language Acquisition Department coordinates with various departments such as Magnet, Title 1, GATE to ensure curriculum implementation and all support services are in alignment with program goals. The Language Acquisition Department creates, reviews and revises K-5 and secondary SLA curriculum maps to ensure alignment with state standards, that it is academically challenging and that it meets the program goals.

The expansion of the program will also be assisted by the alternate kindergarten assessment now available which broadens the circumstances and allows for more flexibility in qualifying students to obtain a waiver from the Structured English Immersion requirements, which will increase the number of "entry-point" students.

textbooks, and \$5,000 for materials and licenses. In the second year of operation, there are no textbook costs. After the second year, the continuing TWDL cost of \$9,000 includes the stipend, materials and licensing.

**Staffing:**

**a. Recruitment**

The District's recruitment and retention efforts for bilingual-endorsed teachers will continue to support the current and expanded TWDL program. The District will continue to provide a stipend of \$5000 per year to any bilingual-endorsed teacher in a designated TWDL classroom. Tucson Unified is the only school district in the state to offer a TWDL stipend.

The District also recruits Spanish speaking teachers from Spanish speaking countries. The District was able to bring two teachers from Spain in SY13-14, but the teachers did not renew their contract after the first year and the District was not satisfied with the results of that effort. The current immigration climate has made foreign recruitment both difficult in process and difficult to convince teachers to come to the United States. The District will explore the possibility of recruiting in Puerto Rico and Mexico in the future if needed.

**b. Grow Your Own Programs.**

The District pays the costs for any teacher in the District to get a bilingual endorsement, and actively recruits among its Spanish-speaking teaching staff across the District. The District provides \$5000 in tuition reimbursement support for teachers who attend higher learning institutions to receive their bilingual endorsement. Through a program with University of Arizona, candidates also receive a tuition reduction for the program. Upon completion of the program teachers commit to a TWDL designated class for four years. The Language Acquisition Department has sufficient funds in its budget to support five current teachers along this path at any given time.

Additionally, the District pays its Spanish-speaking paraprofessionals (instructional aides with an AA degree) for the costs of completing a bachelor's degree and getting certified as a teacher, with a bilingual endorsement. The district currently employs approximately 100 para-professionals who would qualify for this program. The Language Acquisition Department conducts informational sessions to inform and recruit for this program. The Language Acquisition Department has sufficient funds in its budget to support three Spanish speaking paraprofessionals along this path at any given time.

The District's recruitment and retention efforts, including its grown your own programs, have been successful. In SY 15-16, there were nine TWDL vacancies, in SY 16-17, there were five TWDL vacancies, in SY 17-18 there were two TWDL vacancies, and in SY 2018-19 all TWDL positions were filled. For the 19-20 school year all elementary positions are filled and as of August 2019, one middle school position is pending. The District anticipates that the measured growth contemplated by the expansion plan can be accommodated with its existing recruitment, incentives and grow your own programs.