

EXHIBIT B – INVENTORY OF CURRENT TWDL PROGRAMS

The District worked with Ms. Molina to prepare a complete inventory of the current TWDL programs, as needed, and including three specified information points (strands, linguistic balance, bilingual certified teachers), and including seven additional information points (screeners, assessments in English and Spanish, monitoring students' language progress, guiding principles of dual language, walkthroughs, and professional learning).

1. Double-Strand Programs and School-Wide Programs

The District operates two school-wide programs, and has worked to create double-stranded programs at several schools. **See Attachment 1, Strand, Linguistic Balance, Endorsement.** Currently, the District operates two school wide TWDL program schools, Davis Bilingual Magnet and Roskruge Bilingual K-8 Magnet. Two schools currently operate a double strand within the school: Hollinger and Bloom. In addition, a fifth school is currently building their second strand within their school; McCorkle. The District has plans to build a second strand at least two more school within the next few years.

2. Linguistic Balance

The District's efforts to linguistically balance TWDL classrooms has been stymied by the state law and remains an obstacle. However, the District has spent over two years advocating to state officials to permit TUSD to utilize alternative language assessments. As a result of efforts by TUSD staff and others, the State now allows flexibility in language ability assessment and Kindergarten placement.

With this flexibility, the District can now use additional oral evaluations to assess and place students in TWDL programs, as approved by the Arizona Department of Education. **See Attachment 2, Bilingual Waiver 1, Oral Evaluation Application.** This flexibility has allowed the District to work toward moving closer to the requisite 33% linguistic balance. Prior to SY 2018-19, there were *no entry-level classes that met the linguistic balance*. As a result of TUSD efforts and changes in state law, there were two kinder classes that met the balance in SY 2018-19. Currently, four TWDL K-1 classes meet the minimum 33% linguistic balance in kindergarten and first grades – about 14%. **See Attachment 1.** This number will continue to grow over the next several years.

The District has worked with Ms. Molina to develop actions, and is already implementing some actions, to continue to work on balancing the classes with the students who may qualify linguistically to participate in the program and offer the following strategies:

Strategy 1 - Conduct “Linguistic Balancing Accountability” meetings with each TWDL principal that includes the area superintendent and Language Acquisition staff to review each school’s linguistic balance both in the fall before school begins and again in the spring as schools recruit new students into their program. Schools are also working to identify PHLOTE students¹ to implement targeted recruitment.

Strategy 2 - Each school must calendar a minimum of four Parent Information Nights to recruit families that linguistically balance their given school.

Strategy 3 - TUSD will continue to work with AZ State legislators to secure enrollment of ELs into the TWDL programs.

Strategy 4 – TUSD will include linguistic balancing of classrooms in each TWDL Principals’ evaluation process in addition to the full implementation of their program.

3. Bilingual Certified Teachers

Almost every TWDL class is being taught by certified bilingual teacher. As of school year 2019-20, 105 of the 112 teachers in TWDL designated classes have a bilingual or provisional bilingual endorsement. Teachers with a provisional bilingual endorsement, and the seven teachers without endorsements are participating in or are working toward participating in the District’s Make the Move to Dual Language program to become fully endorsed. **See Attachment 1.** To help recruit, and now to retain, the 105 endorsed teachers, the District has continually funded a TWDL stipend. These efforts have proven successful in attracting and retaining endorse teachers.

The LAD leadership worked with human resources to identify all bilingual endorsed teachers in the District. Teachers in the District with bilingual endorsements were invited to a Two-Way Dual Language Recruitment event. During this event, LAD coordinated with all 11 TWDL site administrators, the University of Arizona College of Education

¹ PHLOTE stands for Primary Home Language Other Than English. The pool of PHLOTE students include a sizable portion of native Spanish-speakers from which to recruit.

teacher preparation program and Human Resources. Those in attendance received information on the Two-Way Dual Language program in TUSD, met with each site administrator and had the opportunity to interview with administrators or leave contact information in the event of future vacancies. If there were current, vacancies and administrators interviewed and found viable candidates, administrators had the opportunity to work with HR and offer Letters of Intent to Hire to fill vacancies.

The LAD also coordinates the *Make the Move* Program with Human Resources. This program offers tuition reimbursement for those teachers in the Tucson Unified School District fluent in Spanish and interested in taking the required course work to receive their full bilingual endorsement in order to move into a designated dual language classroom. The LAD also established a partnership with the University of Arizona. The university offers tuition reduction for a cohort of teachers participating in the Make the Move program working toward their full bilingual endorsement. These efforts, along with the stipend for recruitment and retention, have had a positive impact on vacancies. For the 2019-20 SY, all TWDL classrooms had teachers that were fully credentialed or in a program to complete their credentialing process.

4. Screeners (Post-2nd Grade)²

The District created and implemented the TWDL screener to administer to late entrees (students who apply to enter after 1st grade) to assess the student's level of Spanish proficiency. The assessment is comprised of a grade level reading selection, an on-demand writing sample, and an oral interview. The screener is administered at the school site. All sites have staff that have been trained in the administration process. The results of the assessment are documented and recorded into Synergy (reporting system). **See Attachment 3, Spanish Screening Student Result Form.**

The District currently implements the TWDL screener in all TWDL schools for grades 2-8, with the exception of Roskrige Bilingual K-8. The District will implement a screener for second through fifth grade magnet students starting in 2020 (Davis does not have an issue with neighborhood students entering in grades 2-5). The District would like to also implement a screener for second through fifth grade at Roskrige that would also include neighborhood students as its neighborhood is three-time the size of Davis's. That effort is pending further Court review as it involves a boundary change.

² The District administers screeners for students entering 2nd through 8th grade.

5. Academic Achievement Assessment in English (AzMERIT – ELA)

TUSD engaged in a realignment effort beginning in SY2014-15. This effort included expert review, report, and recommendations, followed by the development and implementation of a TWDL Access Plan. The plan led to a TWDL framework, site handbooks, expert and central oversight, and curriculum. Students in grades K-4 have had the benefit of these efforts for their entire TWDL careers; students in grades 5-8 have only partially benefited from the realignment efforts. TUSD continues to seek remedies to fully implement its plan and framework (e.g. the inclusion of ELs at entry-level grades). As a result, academic outcome data for students in elementary grades is noticeably higher than outcomes for students in middle school grades, at this time. ***See Attachment 4, Test Score School Comparisons 2016-17 to 2018-19, Table 1 (TWDL Program, by Grade)***

The District has worked with renowned expert researcher in the field of dual language education, Dr. Kathryn Lindholm-Leary, over the course of three years under the guidance of TWDL expert Rosa Molina. In analyzing the data over the course of the last three years (2016-17 to 2018-19) the results are as follows:

- In all schools TWDL schools, TWDL students are outperforming their non-TWDL peers at most grade levels with the exception of Grijalva.
- At McCorkle, Mission View, and Hollinger, TWDL students significantly outperform their non-TWDL peers in grades three through five over the past three years.
- In grades six through eight, the percent of students proficient in English Language Arts as demonstrated on AzMerit remains higher for students in TWDL than that of students in non-TWDL over the last three years with the exception of seventh grade in SY 18-19.

See Attachment 4, Test Score School Comparisons 2016-17 to 2018-19, Table 2 (TWDL School Data). Based on these data, all but one TWDL program – Grijalva³ – is improving academic achievement in English.

³ In SY 2015-16, Grijalva experienced a complete turnover of their TWDL teaching staff. Grijalva did not have a dual-language teacher at the Kindergarten level, there was a long-term sub at first grade, and all of the teachers in grades 3-5 were new to the dual language program. The teacher turnover and inconsistency in practices affected student achievement. In SY 2018-19, Grijalva was fully staffed with TWDL teachers and it is currently showing consistent growth in the percentage of students who are proficient on AzMerit fourth – fifth grade. The Language Acquisition Department continues to provide support to site-specific teachers through site-based targeted professional development and coaching. Such efforts are key to improving consistency and instruction at Grijalva and all sites.

Based on a review of TUSD data, Dr. Lindholm-Leary summarizes her findings as follows:

In Reading/Language Arts, measured in English on the AzMerit, overall half of TWDL students in grades 4-5 scored as Proficient or Highly Proficient. TWDL students achieved at comparable or higher levels than their non-TWDL peers. Subgroups (EL/RFEPs⁴ and Hispanic students) tended to score at comparable or higher levels in the TWDL program compared to peers in the non-TWDL program. RFEPs closed the achievement gap in both reading and math with English speakers in the non-TWDL program.

The TWDL results in TUSD are consistent with research results from many other high quality two-way and bilingual programs in showing that students in TWDL are as or more likely to be proficient in English and to score comparable to or higher than non-TWDL peers in reading/language arts (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Goldenberg, 2008; Lindholm-Leary, 2001, 2005; Lindholm-Leary & Borsato, 2003, 2006; Lindholm-Leary & Genesee, 2010; Thomas & Collier, 2002).

6. Academic Achievement Assessment in Spanish (Logramos – SLA)

The Districts efforts to increase academic achievement in Spanish has been hindered by obstacles such as: the inability to linguistically balance classes starting at kindergarten and first grade, point of entry, and the lack of a viable curriculum.

Kindergarten Entry

Prior to SY 18-19, no English Learners could enter the TWDL program at the kindergarten level. This obstacle kept many native Spanish-speaking students from participating in TWDL. This has two primary impacts: native Spanish-speakers did not benefit from developing literacy in Spanish and native English-speakers were bereft of Spanish-speaking peer models. The inconsistency in programming negatively affected student achievement in the target language (Spanish). The District has spent over two years leading a Statewide effort to advocate to state officials to permit TUSD (and all schools in Arizona) opportunities to utilize an alternative means to assess language ability. As a result of the efforts by TUSD staff and others, the State now allows

⁴ English Learner (EL); Reclassified English Proficient (RFEP)

flexibility in language ability assessment and Kindergarten placement. This flexibility will have a positive impact on the academic achievement of ELs in Spanish by allowing more ELs to qualify for TWDL at kindergarten.

Grades 1-5

Prior to SY 18-19, all non-qualified students in grades 1-5 – as determined by the State’s English language assessment, AzELLA – were placed in Structured English Immersion (four-hour block) unless they qualified for a Bilingual Type 1 Waiver. Also as a result of efforts by TUSD staff, the criteria for AzELLA qualification for Type 1 Waivers have been relaxed to permit more ELs (native Spanish-speaking students) to enter TWDL in grades 1-5.

Point of Entry / Viable Curriculum

A key obstacle effecting student achievement in Spanish has been allowing late entrees into the program without having establish foundational skills necessary to access grade level academic content in the second language for Spanish language learners. This has had a negative impact for both late entree students and early entry students in obtaining the levels of academic achievement in Spanish that the TWDL program is capable of obtaining. Another obstacle was the lack of a viable TWDL curriculum five years ago. TUSD has since developed and implemented a viable TWDL K-8 curriculum.

With the implementation of the screener and the curriculum, schools are beginning to experience improvements in Spanish achievement. In analyzing the data over the course of the last three years, the results are as follows:

- most students K-5 are below grade level in Spanish as measured on the Spanish literacy assessment (Evaluación Del Desarrollo, “EDL”); most students in grades 2-8 are below grade level in Spanish Language Arts as measured on Logramos
- no significant difference in achievement from SY 2016-17 to SY 2018-19
- Reclassified English Language Learners (RFEP) and Initial Fluent English Proficient (IFEP) PHLOTES (native Spanish-speakers enrolled in TWDL programs) scored higher than ELs who are not able to enroll in TWDL programs
- in SY 2018-19, four schools (Bloom, Davis, Hollinger and Van Buskirk) showed significant progress in Spanish achievement

See Attachment 5, Academic Achievement in Spanish, Logramos

Dr. Lindholm-Leary summarizes her findings as follows:

Scores in Spanish reading on both the EDL and the Logramos Reading/Language arts subtest assessments were much lower than grade level overall and especially for English Learner (EL) and English Proficient (EP) students. In contrast, RFEPs and IFEPs scored near grade level on the Logramos assessment.⁵ The results are troubling for the EL students since there is a correlation between scores on the Logramos and AzMerit reading scores such that low scores in Spanish are associated with lower scores in English and higher scores on the Logramos are associated with higher scores in English.

The TWDL results in TUSD are consistent with research results from many other high quality two-way and bilingual programs in showing that students in TWDL are as or more likely to be proficient in English and to score comparable to or higher than non-TWDL peers in reading/language arts (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Goldenberg, 2008; Lindholm-Leary, 2001, 2005; Lindholm-Leary & Borsato, 2003, 2006; Lindholm-Leary & Genesee, 2010; Thomas & Collier, 2002). However, the program needs to work toward building stronger Spanish literacy skills overall, for both EL and EP students, in order to build a stronger foundation in Spanish that will result in higher levels of literacy skills in English and meet the intended goals of the TWDL program.

7. Monitoring and Reporting Students' Progress in Both Languages

The District established and implements an assessment matrix for TWDL classrooms to ensure that students' progress in both languages is being monitored on a consistent basis. The assessments are developed as both summative and formative assessments and measure each student's literacy development in both languages and their linguistic development:

- AzMerit-standardized assessment, measures student academic performance in English Language Arts and Math
- AzELLA-State mandated assessment, measures English language proficiency for ELs

⁵ Initial Fluent English Proficient (IFEP); Reclassified English Proficient (RFEP)

- SchoolCity District Benchmark Assessments-Spanish and English, standards based, measure student performance in English Language Arts, Spanish Language Arts and Math
- Developmental Reading Assessment (DRA) and Evaluación Del Desarrollo (EDL) [K-5] – literacy assessments and pre-/post-tests used to monitor students’ literacy progress in both languages.
- Achieve 3000- used in grades 6-8 literacy assessment, pre and post, used to monitor students’ literacy progress in both languages
- FLOSEM- (Foreign Language Oral Skill Matrix) measures Spanish language proficiency
- Logramos- standardized assessment, measures student academic performance in Spanish Language Arts

See Attachment 6, Assessments Framework for TWDL Programs in TUSD.

The results of the assessments are reviewed by the teachers and staff and shared with families through the report card protocols. ***See Attachment 7, Report Card Example (Davis).***

8. Using the Guiding Principles of Dual Language

The District is implementing the Guiding Principles of Dual Language (Principles). The Principles form the nucleus of the District’s TWDL Framework and each TWDL school’s site handbook. The rubrics which are included as part of the Principles are research-based essential elements of effective dual language programs. The walkthrough checklist identifies instructional strategies that support the acquisition of a second language. ***See Attachment 8, ATDLE-TWBI Observation Checklist.***

An initial programmatic assessment using the rubrics *Guiding Principles of Dual Language* allowed the LAD team and consultant to analyze the level of readiness and understanding of the elements of TWDL programs by the leadership at each school. This assessment took place in September 2016 and became the springboard for the realignment work of all TWDL programs in TUSD. The site administrator also assessed

their TWDL programs using various instruments, which prompted them to design their goals for the upcoming year.

The District's TWDL expert, Ms. Molina, met with all site principals and site leaders over the course of the past three years for professional in-service, data chats and goal-setting sessions. During these meetings, the fundamentals of Dual Language programs and research were presented, data findings for their students were shared and discussed, and each school committed to defining their areas of focus for the school year.

All site administrators and TWDL teachers were introduced to the *TWBI Environmental Checklist* as a starting point for creating classroom environments designed for first and second language development. A series of walkthroughs of all TWDL classrooms in all seven TWDL schools was conducted with debriefing sessions with the principals and teachers as a critical component of their professional development sessions.

In addition to the above, LAD organized trips to exemplary TWDL programs with teams of teachers and administrators to observe best practices. Teams of teachers were sent to the annual National TWBI Conference in California and Nevada to work with master teachers and TWDL administrators as part of their professional development training. The teams were asked to return to continue their goal setting with their programs. The LAD team worked with the TUSD's Instructional Technology team to tag all students into the district's new Synergy program as TWDL program participants that was reorganized in 2017.

Dr. Kathryn Lindholm-Leary, Professor Emeritus from San José State University in San José, California, the leading researcher in TWDL Educational programs, working with ATDLE, organized the data sets in both English and Spanish in an analysis of student progress in both languages. She shared her analysis of the progress of the students in both languages with the LAD team, the area superintendents, site principals, and teachers in an effort to inform each level about the progress of all students in the TWDL programs at each site in both languages.

9. Professional Learning

The LAD currently provides extensive professional development for TWDL teachers. **See Attachment 9, TWDL PD 2019-20.** The LAD team confers with the Association of Two-Way Dual Language Education (ATDLE), including Rosa Molina, to establish a yearly calendar with targeted professional training of the TWDL Administrators and teachers. These professional trainings are organized and directed by the LAD team and identified in the TUSD Two-Way Dual Language Framework in 2017. The professional development outlined in the framework serves as the roadmap for all professional training activities. The professional development is tiered to meet the needs of new teachers and administrators in TWDL and the veteran teachers who have taught in the program for several years.

The initial trainings re-focused the teachers and administrators on the fundamental components of TWDL instruction and has evolved into improved and effective teaching practices to include Spanish Writing K-8, creating a language rich learning environment through GLAD (Guided Language Acquisition by Design) strategies, and scaffolding strategies to make instruction comprehensible. The 2018-19 consisted of the lesson planning that incorporates the essential elements for learning language through content such as SIOP during the Spanish portion of the day. The 2019-20 professional training focus is familiarizing teachers with the newly adopted curriculum within a TWDL

Throughout the Tucson Unified School District, 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 in an effort to continuously build both methodology and pedagogical understanding of a grade level and an age group. 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/curriculums
- 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 Workstations, 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- Sheltered Instruction
- GLAD - Guided Language Acquisition Development
- Standards-based Unit Planning

Along with the tiered professional development plan, the LAD provided and continues to offer site administrators and classroom teachers opportunities to participate in national conferences focused on Two-Way Dual Language programming and opportunities to visit and observe exemplary Dual Language schools. Each school is working to develop a schedule of professional development offerings supported by the academic coaches at their sites.

ATTACHMENT 1

Strand, Linguistic Balance, Endorsement

TWDL Program Strands (2019-20)

Schoolwide Program	Double Strand	Single Strand
Davis Bilingual Magnet ES	Bloom ES	Grijalva ES
Roskrige Bilingual Magnet K-8	Hollinger K8	Mission View ES
	McCorkle K-8 (Kinder and 1 st)	Van Buskirk ES
		White ES

Linguistic Balance and Endorsement (2019-20)

	Classroom	33% Linguistic Balance	Bilingual Education Endorsed Teacher
1.	Bloom K (a)	N	Y
2.	Bloom K (b)	N	Y
3.	Bloom 1 (a)	N	Y
4.	Bloom 1 (b)	N	Y
5.	Bloom 2 (a)	N	Y
6.	Bloom 2 (b)	N	Y
7.	Bloom 3 (a)	N	Y
8.	Davis K (a)	N	Y
9.	Davis K (b)	N	Y
10.	Davis 1 (a)	N	Y
11.	Davis 1 (b)	N	Y
12.	Davis 1 (c)	N	Y
13.	Davis 2 (a)	N	Y
14.	Davis 2 (b)	N	Y
15.	Davis 3 (a)	N	Y
16.	Davis 3 (b)	N	Y
17.	Davis 4 (a)	N	Y
18.	Davis 4 (b)	N	Y
19.	Davis 5 (a)	N	Y
20.	Davis 5 (b)	N	Y
21.	Grijalva K (a)	Y	Y
22.	Grijalva 1 (a)	N	Y
23.	Grijalva 2 (a)	N	Y
24.	Grijalva 3 (a)	N	Y

	Classroom	33% Linguistic Balance	Bilingual Education Endorsed Teacher
25.	Grijalva 4 (a)	N	Y
26.	Grijalva 5 (a)	N	Y
27.	Hollinger K (a)	N	Y
28.	Hollinger K (b)	N	Y
29.	Hollinger 1 (a)	N	Y
30.	Hollinger 1 (b)	N	Y
31.	Hollinger 2 (a)	N	Y
32.	Hollinger 2 (b)	N	Y
33.	Hollinger 3 (a)	N	Y
34.	Hollinger 3 (b)	N	Y
35.	Hollinger 4 (a)	N	Y
36.	Hollinger 4 (b)	N	Y
37.	Hollinger 5 (a)	N	Y
38.	Hollinger 5 (b)	N	Y
39.	Hollinger 5 (c)	N	Y
40.	Hollinger 6 (SLA)	N	Y
41.	Hollinger 6 (Content)	N	Y
42.	Hollinger 7 (SLA)	N	N
43.	Hollinger 7 (Content)	N	N
44.	Hollinger 8 (SLA)	N	Y
45.	Hollinger 8 (Content)	N	Y
46.	McCorkle K (a)	Y	Y
47.	McCorkle K (b)	N	Y
48.	McCorkle 1 (a)	Y	Y
49.	McCorkle 1 (b)	N	Y
50.	McCorkle 2 (a)	N	Y
51.	McCorkle 3 (a)	N	Y
52.	McCorkle 4 (a)	N	Y
53.	McCorkle 5 (a)	N	Y
54.	McCorkle 6	N	Y
55.	McCorkle 7	N	Y
56.	Mission View K (a)	N	Y
57.	Mission View 1 (a)	Y	N
58.	Mission View 2 (a)	N	Y

	Classroom	33% Linguistic Balance	Bilingual Education Endorsed Teacher
59.	Mission View 3 (a)	N	Y
60.	Mission View 4 (a)	N	Y
61.	Mission View 5 (a)	N	Y
62.	Roskruge K (a)	N	Y
63.	Roskruge K (b)	N	Y
64.	Roskruge 1 (a)	N	Y
65.	Roskruge 1 (b)	N	Y
66.	Roskruge 2 (a)	N	Y
67.	Roskruge 2 (b)	N	Y
68.	Roskruge 3 (a)	N	Y
69.	Roskruge 3 (b)	N	Y
70.	Roskruge 4 (a)	N	Y
71.	Roskruge 4(b)	N	Y
72.	Roskruge 5 (a)	N	Y
73.	Roskruge 5 (b)	N	Y
74.	Roskruge 6 (SLA)		Y
75.	Roskruge 6 (Content)		Y
76.	Roskruge 6 (Content)		Y
77.	Roskruge 7 (SLA)		Y
78.	Roskruge 7 (Content)		Y
79.	Roskruge 7 (Content)		Y
80.	Roskruge 8 (SLA)		Y
81.	Roskruge 8 (Content)		Y
82.	Roskruge 8 (Content)		Y
83.	VanBuskirk K (a)	N	Y
84.	VanBuskirk 1 (a)	N	Y
85.	VanBuskirk 2 (a)	N	Y
86.	VanBuskirk 3 (a)	N	Y
87.	VanBuskirk 4 (a)	N	Y
88.	VanBuskirk 5 (a)	N	Y
89.	White K (a)	N	Y
90.	White 1 (a)	N	Y
91.	White 2 (a)	N	Y
92.	White 3 (a)	N	Y

	Classroom	33% Linguistic Balance	Bilingual Education Endorsed Teacher
93.	White 4 (a)	N	Y
94.	White 5 (a)	N	Y
95.	Pistor 6 (SLA)		Y
96.	Pistor 6 (Content)		Y
97.	Pistor 6 (Content)		N
98.	Pistor 7 (SLA)		Y
99.	Pistor 7 (Content)		Y
100.	Pistor 7 (Content)		N
101.	Pistor 8 (SLA)		Y
102.	Pistor 8 (Content)		Y
103.	Pistor 8 (Content)		N
104.	Pueblo (Chemistry)		Y
105.	Pueblo (Algebra)		Y
106.	Pueblo (Biology)		N
107.	Pueblo (Geometry)		Y
108.	Pueblo (Spanish)		Y
109.	Pueblo (Spanish)		Y
110.	Pueblo (Spanish)		N
111.	Pueblo (World History)		Y
112.	Pueblo (American History)		Y

ATTACHMENT 2



Bilingual Waiver 1 - Oral Evaluation Application

Applicant Information

Full Name: Manzano Anna P Date: 08/20/2018
Last First M.I.

Local Education Agency: Tucson Unified School District
LEA Name

Position Title: Program Coordinator-Dual Language

Phone: 520-225-4600 Email anna.manzano@tUSD1.org

Oral Evaluation Information

Name of Oral Evaluation: Foreign Language Oral Skills Evaluation Matrix FLOSEM

Name of LEA evaluators who will implement proposed oral evaluation:

Site designated assessment teams

Schools where Dual Language Programs will be offered:

Davis Bilingual Magnet, Mission View Elementary, Mc Corkle K-8, Van Buskirk Elementary, White Elementary, Hollinger K-8, Bloom Elementary, Grijalva Elementary, Roskruge Bilingual K-8 Magnet

Proposed Qualifying Score Range*:

From: 6 To: 10+

*Qualifying score range is determined using the *Characteristics for Good English Skills*.

Assurances

I have attached the scoring rubric for the proposed oral evaluation.

I understand that **ALL** ELs must still take the KPT and/or AZELLA for placement and annual reassessment.

I understand that this Oral Evaluation Application must be **completed annually**.

EL Coordinator Signature: [Signature]

Date: 8/21/18

LEA Superintendent Signature: [Signature]

Date: 8/20/18

OELAS Signature of Approval: [Signature]

Date: 8/29/18

Submit completed applications to Bilingual.Waiver1@azed.gov.

ATTACHMENT 3

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



In District Out of District

SPANISH SCREENER

Student Name _____ Current Grade _____ Student matric# _____

Date of Test _____ Name of Tester (please print) _____

Current school _____ Enrolling School _____

Assessment	Pass (check only if passed)	Student Score
FLOSEM- Oral Interview	<input type="checkbox"/>	<input type="checkbox"/> 8 and up - 2nd grade <input type="checkbox"/> 12 and up - 3rd grade <input type="checkbox"/> 16 and up - 4th – 5th grade <input type="checkbox"/> 20 and up – 6th - 8th grade
Reading	<input type="checkbox"/>	<input type="checkbox"/> Read article at 250 Lexile and answered questions with 75% accuracy (6 out of 8 correct) 2nd – 3rd grade <input type="checkbox"/> Read article at 450 Lexile and answered questions with 75% accuracy (6 out of 8 correct) 4th – 5th grade <input type="checkbox"/> Read article at 650 Lexile and answered questions with 75% accuracy (6 out of 8 correct) 6th – 8th grade
Writing	<input type="checkbox"/>	<input type="checkbox"/> Level 3 - 2nd – 3rd grade <input type="checkbox"/> Level 4 - 4th – 5th grade <input type="checkbox"/> Level 5 – 6th – 8th grade

Additional considerations if student does not meet Screener criteria (please check all that apply):

- Student passes one or more portions of the screener (FLOSEM, reading and writing).
- OR**
- Student is at the cusp of passing each portion of the Screener (FLOSEM reading and writing).
- AND**
- Parent is aware of the grade level demands in the target language. Parent agrees to support the student by ensuring the student:
 - reads in the target language at home.
 - uses digital resources at home in the target language.
 - attends Spanish language events.
 - participates in tutoring.
 - partner-up with a “bilingual buddy”.
 - Parent signs extended Parent Commitment form that includes the above additions.

Notes:

ATTACHMENT 4

Comparisons between District, School, and Program in AZMerit in English Language Arts 2016-17, 2017-18, 2018-19

TABLE 1: TWDL Program, by Grade

Percent Proficient or Above 2016-17					Percent Proficient or Above 2017-18					Percent Proficient or Above 2018-19				
Grade Level	TUSD Avg.	School Avg.	Non-TWDL Avg.	TWDL School Avg.		TUSD Avg.	School Avg.	Non-TWDL Avg.	TWDL School Avg.		TUSD Avg.	School Avg.	Non-TWDL Avg.	TWDL School Avg.
ALL	31%	29%	24%	38%		32%	30%	26%	38%		34%	31%	27%	39%
Third	35%	37%	28%	48%		36%	33%	28%	40%		39%	30%	24%	39%
Fourth	38%	36%	32%	43%		38%	39%	32%	47%		40%	39%	32%	50%
Fifth	33%	34%	31%	37%		37%	36%	30%	42%		44%	46%	37%	58%
Sixth	26%	24%	22%	28%		24%	22%	20%	26%		28%	24%	21%	28%
Seventh	31%	25%	20%	38%		32%	31%	26%	41%		27%	26%	26%	25%
Eighth	21%	17%	12%	27%		24%	23%	22%	25%		24%	22%	21%	23%

Notes:

- TUSD Average includes all schools in the district
- School average includes the average for all students in a school with a TWDL program
- TWDL school average includes the average for all students enrolled in a TWDL program at the school
- **Green** reflects a percentage that is at or above the district average
- **Red** reflects a percentage that is below the district average.

TABLE 2: TWDL School Data

Percent Proficient or Above 2016-17						Percent Proficient or Above 2017-18					Percent Proficient or Above 2018-19				
Grade Level	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.
Third	35%	All TWDL Schools	37%	28%	48%	36%	All TWDL Schools	33%	28%	40%	39%	All TWDL Schools	30%	24%	39%
		Davis Bilingual	71%	--	71%		Davis Bilingual	48%	--	47%		Davis Bilingual	49%	--	49%
		Grijalva	27%	28%	18%		Grijalva *	22%	22%	20%		Grijalva	28%	31%	16%
		Hollinger K-8**	38%	0%	43%		Hollinger K-8	23%	0%	28%		Hollinger K-8	23%	0%	35%
		McCorkle	29%	23%	50%		McCorkle	20%	9%	52%		McCorkle	19%	15%	40%
		Mission View **	48%	0%	61%		Mission View	36%	9%	50%		Mission View	32%	0%	53%
		Roskruge K-8**	41%	--	36%		Roskruge K-8	36%	--	36%		Roskruge K-8	31%	--	31%
		Van Buskirk	38%	40%	35%		Van Buskirk	38%	40%	35%		Van Buskirk	34%	30%	39%
		White	49%	51%	41%		White	49%	51%	41%		White	40%	37%	50%
Fourth	38%	All TWDL Schools	36%	32%	43%	38%	All TWDL Schools	39%	32%	47%	40%	All TWDL Schools	39%	32%	50%
		Davis Bilingual	64%	--	64%		Davis Bilingual	65%	--	65%		Davis Bilingual	57%	--	57%
		Grijalva	20%	22%	13%		Grijalva	28%	28%	25%		Grijalva	33%	32%	44%
		Hollinger K-8	39%	6%	48%		Hollinger K-8	42%	13%	47%		Hollinger K-8	48%	0%	60%
		McCorkle	26%	24%	38%		McCorkle	32%	28%	45%		McCorkle	24%	20%	38%
							Mission View **	55%	--	60%		Mission View	29%	15%	39%
		Roskruge K-8**	35%	--	33%		Roskruge K-8	38%	--	38%		Roskruge K-8	39%	--	39%
		Van Buskirk	22%	19%	28%		Van Buskirk	22%	19%	28%		Van Buskirk	26%	22%	31%
		White	45%	45%	42%		White	45%	45%	42%		White	56%	53%	72%

*Very small sample of TWDL students (< 10)

** Very small sample of non-TWDL students (< 10)

Percent Proficient or Above 2016-17						Percent Proficient or Above 2017-18					Percent Proficient or Above 2018-19				
Grade Level	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.
Fifth	33%	ALL TWDL Schools	34%	31%	37%	37%	ALL TWDL Schools	36%	30%	42%	44%	ALL TWDL Schools	46%	37%	58%
		Davis Bilingual	36%	--	36%		Davis Bilingual	50%	--	50%		Davis Bilingual	74%	--	74%
		Grijalva	10%	11%	7%		Grijalva	14%	15%	11%		Grijalva	26%	26%	25%
		Hollinger K-8**	44%	--	45%		Hollinger K-8	35%	0%	42%		Hollinger K-8	52%	17%	56%
							McCorkle	31%	28%	45%		McCorkle	41%	41%	44%
							Mission View Elementary**	29%	--	29%		Mission View Elementary	41%	0%	48%
		Roskruge K-8**	33%	--	35%		Roskruge K-8	54%	--	54%		Roskruge K-8	58%	--	58%
		Van Buskirk	32%	32%	32%		Van Buskirk	32%	32%	32%		Van Buskirk	45%	42%	50%
		White	49%	51%	37%		White	49%	51%	37%		White	47%	41%	72%
Sixth	26%	ALL TWDL Schools	24%	22%	28%	24%	ALL TWDL Schools	22%	20%	26%	28%	ALL TWDL Schools	24%	21%	28%
							Hollinger K-8	33%	22%	37%		Hollinger K-8	30%	15%	38%
												McCorkle	21%	23%	5%
		Pistor Middle *	23%	20%	37%		Pistor Middle*	16%	16%	11%		Pistor Middle	19%	20%	11%
		Roskruge K-8**	23%	--	24%		Roskruge K-8	24%	--	24%		Roskruge K-8	33%	--	33%

*Very small sample of TWDL students (< 10)

** Very small sample of non-TWDL students (< 10)

Percent Proficient or Above 2016-17						Percent Proficient or Above 2017-18					Percent Proficient or Above 2018-19				
Grade Level	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.	TUSD Avg.	School Name	School Avg.	Non-TWDL Avg.	TWDL School Avg.
Seventh	31%	ALL TWDL Schools	25%	20%	38%	32%	ALL TWDL Schools	31%	26%	41%	27%	ALL TWDL Schools	26%	26%	25%
												Hollinger K-8	28%	16%	33%
		Pistor Middle	27%	23%	45%		Pistor Middle	28%	23%	53%		Pistor Middle	23%	24%	0%
		Roskruge K-8**	33%	--	35%		Roskruge K-8	40%		40%		Roskruge K-8	25%		25%
Eighth	21%	ALL TWDL Schools	17%	12%	27%	24%	ALL TWDL Schools	23%	22%	25%	24%	ALL TWDL Schools	22%	21%	23%
												Hollinger K-8	20%	21%	--
		Pistor Middle	17%	12%	38%		Pistor Middle	24%	21%	44%		Pistor Middle	21%	19%	28%
		Roskruge K-8**	20%	--	21%		Roskruge K-8	21%	--	21%		Roskruge K-8	22%	--	22%

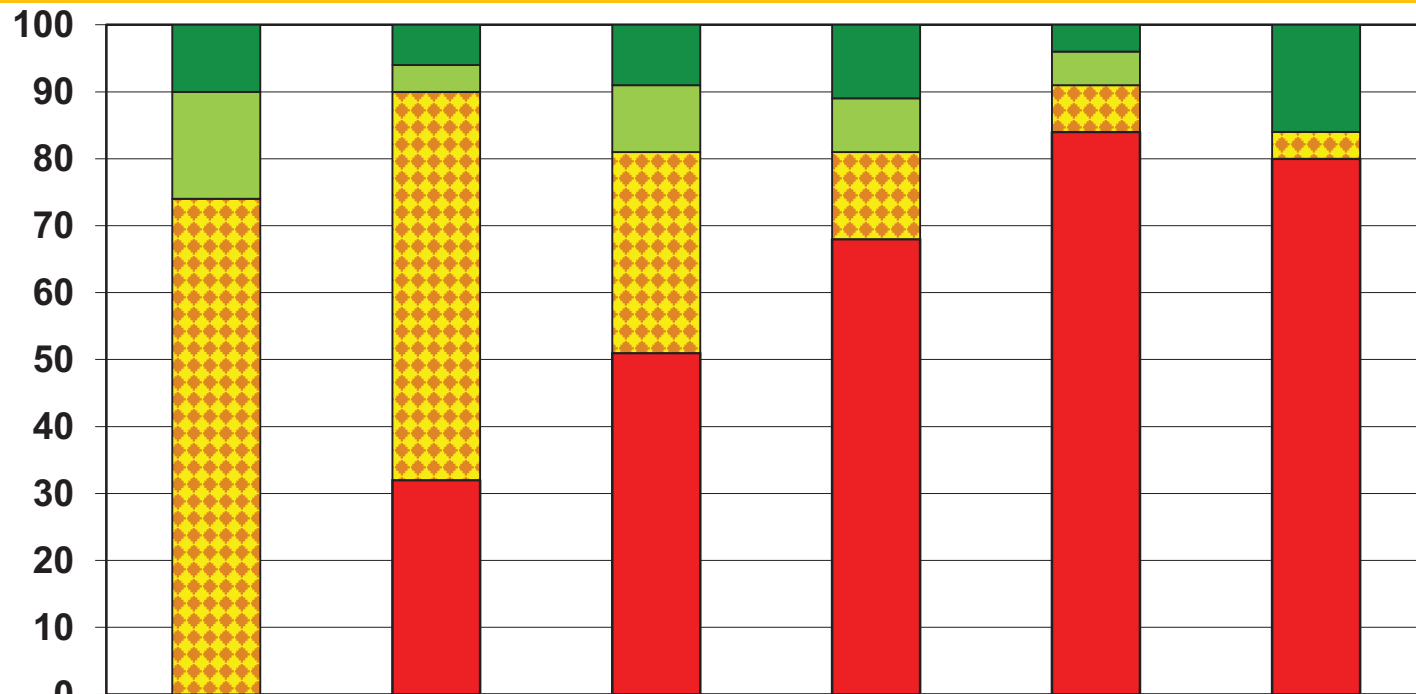
*Very small sample of TWDL students (< 10)

** Very small sample of non-TWDL students (< 10)

ATTACHMENT 5

EDL2 Spanish Reading Sp 2018: Grades K-5

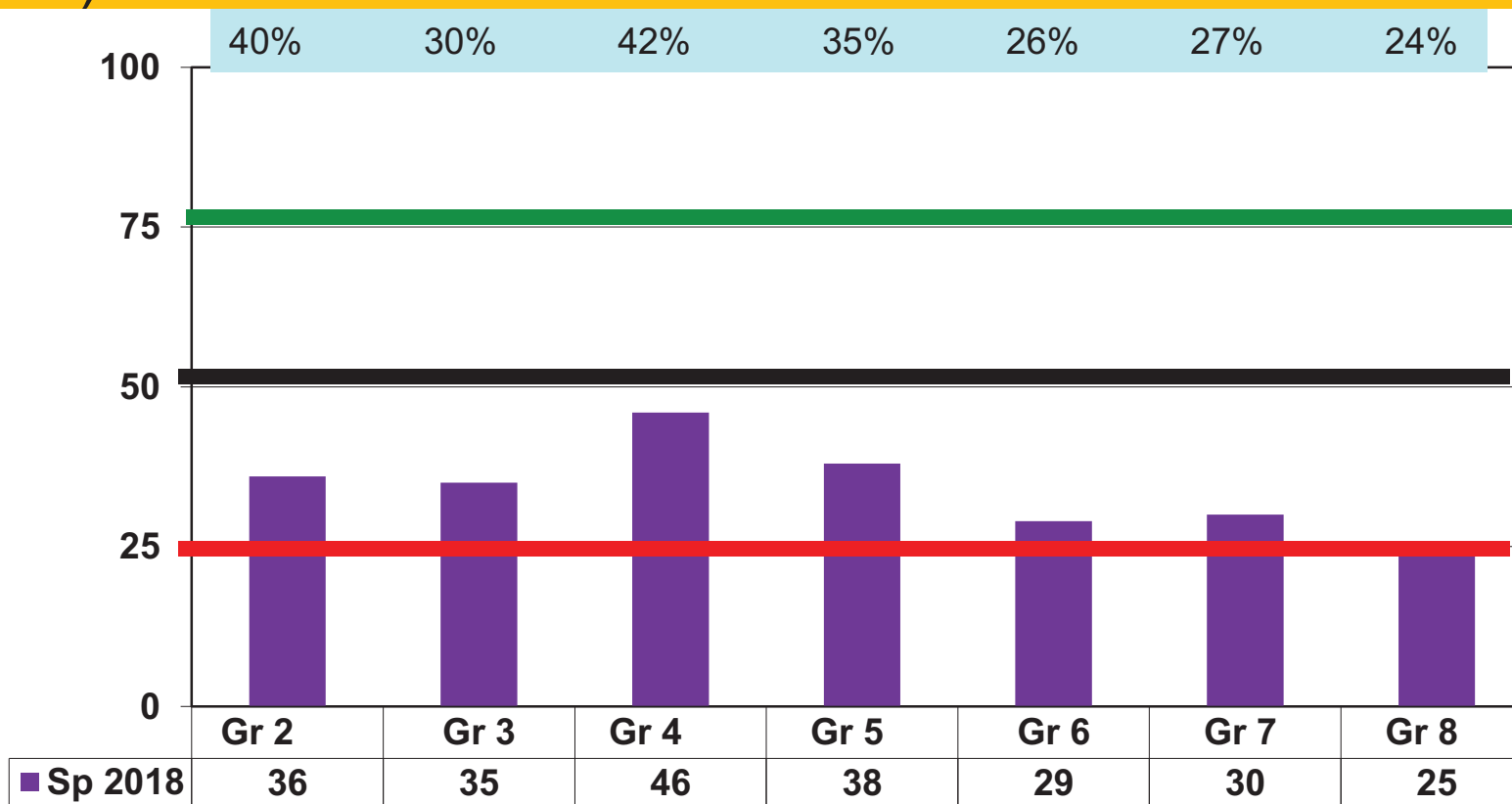
At grades K, 2-3 and 5, around 20% at/above grade level;
at **all** grade levels, most students far below grade level.



	Gr K (Lev 6-8)	Gr 1 (Lev 18)	Gr 2 (Lev 28)	Gr 3 (Lev 38)	Gr 4 (Lev 48)	Gr 5 (Lev 58)
■ Above	10	6	9	11	4	16
■ At	16	4	10	8	5	0
■ 1 Gr Below	74	58	30	13	7	4
■ 2+ Gr Below		32	51	68	84	80

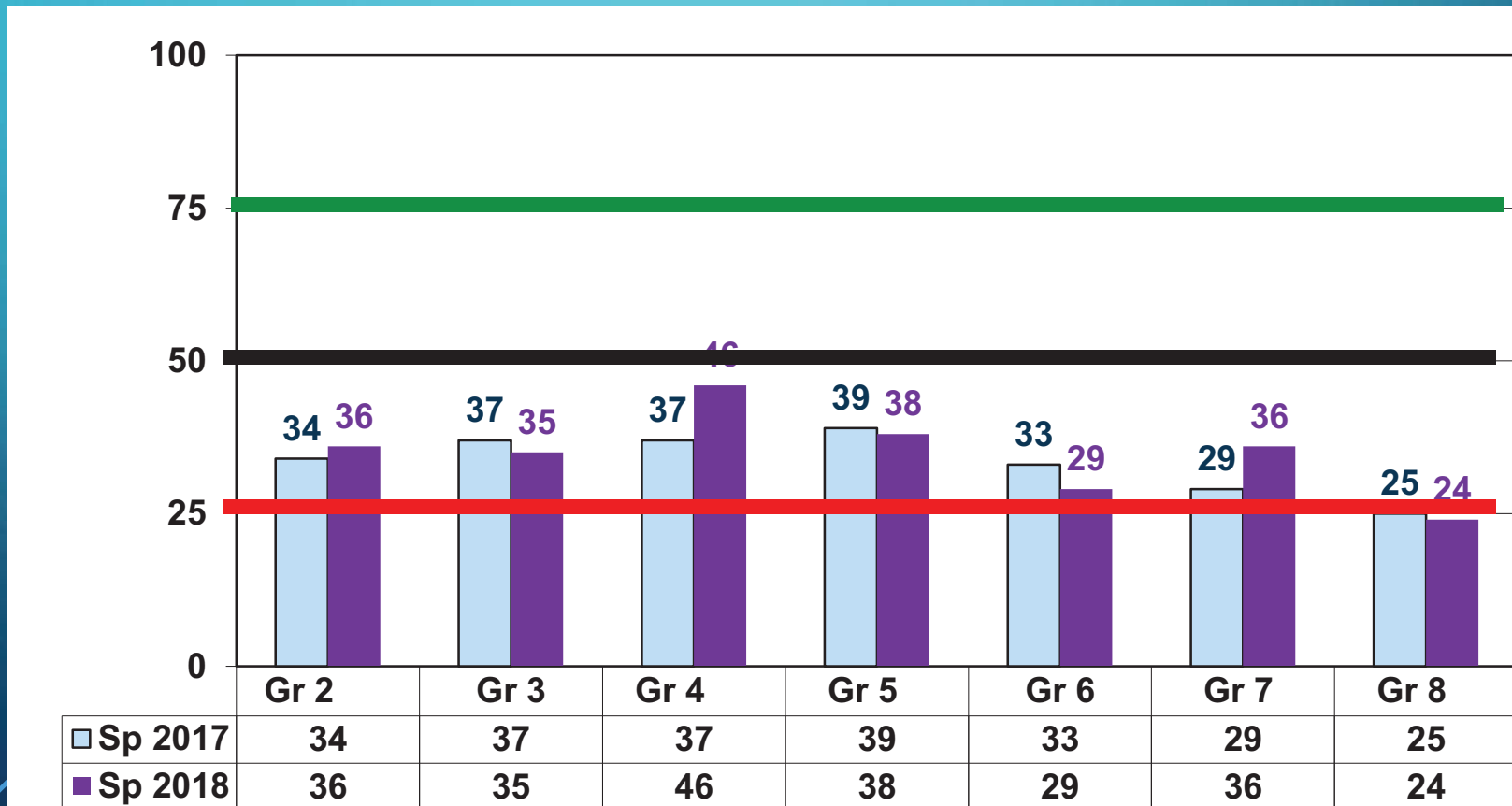
Logramos Spanish Language Arts Sp 2018: Grades 2-8

On average, students at all grade levels score Below grade level in Spanish Language Arts (Reading and Language Subscales). The percentage of students who score at/above grade level (50th percentile) varies from 24-42%.



Logramos Spanish Language Arts Sp 2017 to Spring 2018: Grades 2-8

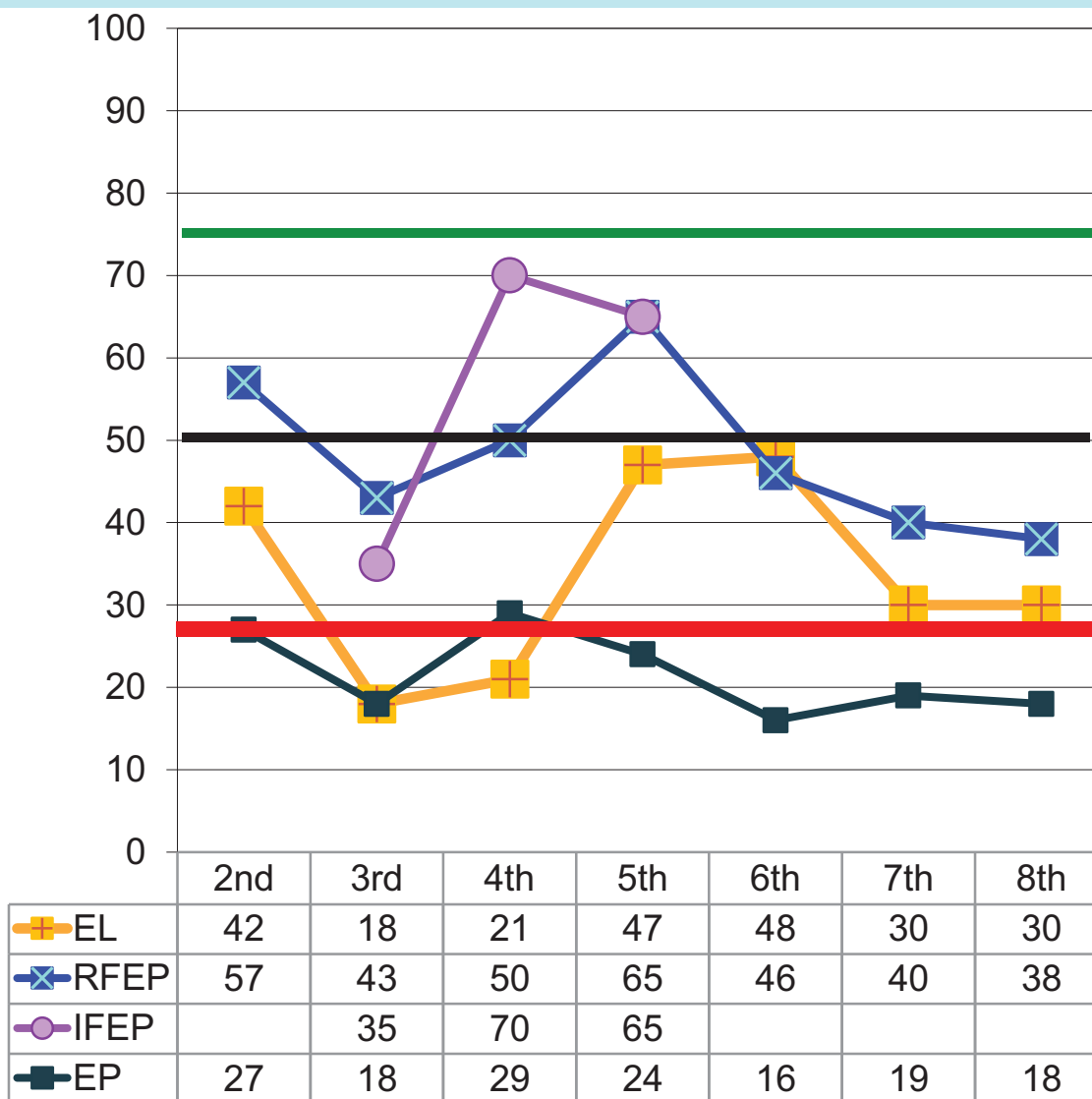
There was little change from Spring 2017 to Spring 2018 in students' overall scores.



Logramos Spanish Reading/Language Arts National Percentiles - Sp 2018

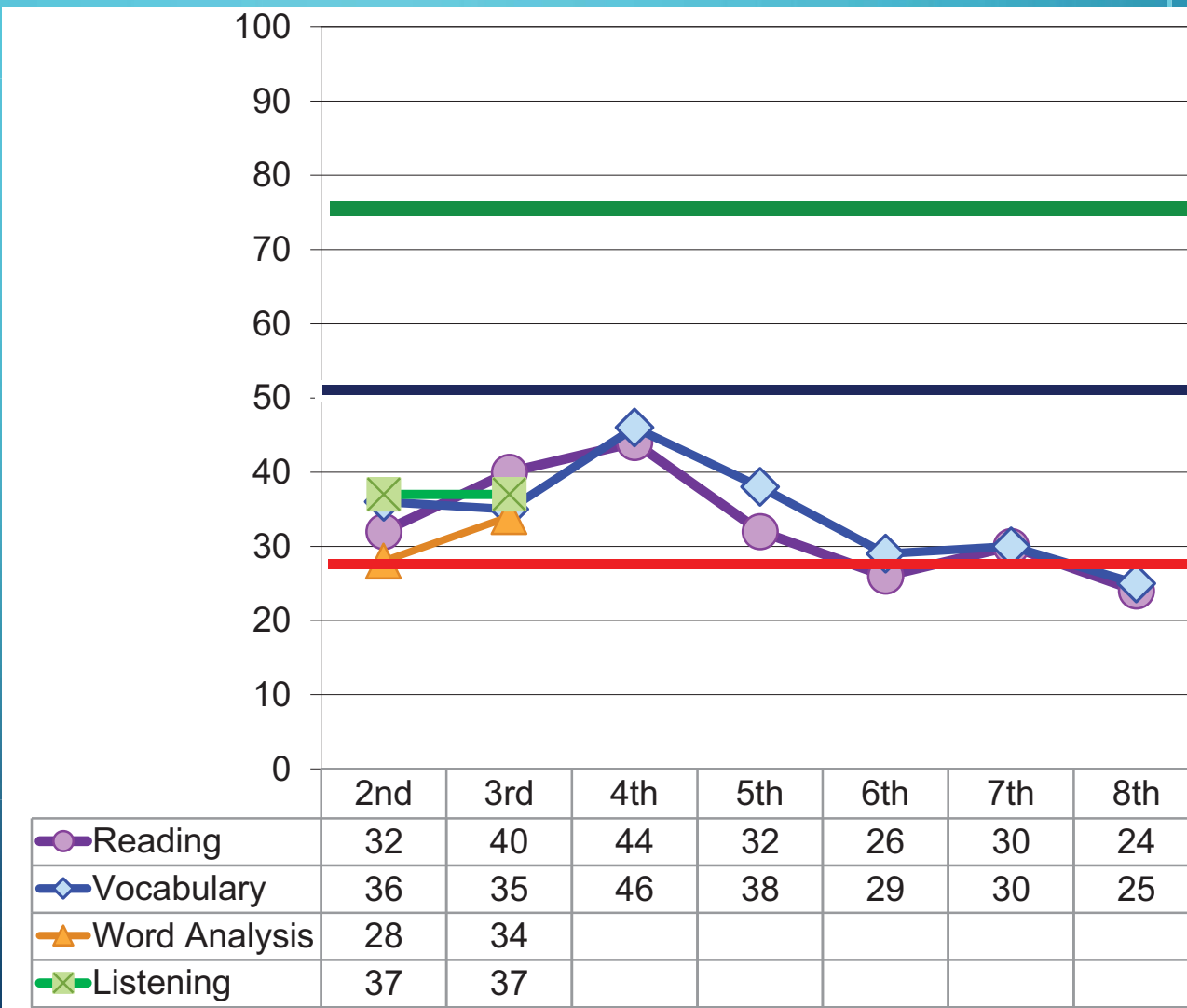
Grades 2-8 – by English Language proficiency group

- Overall, RFEPs and IFEPs scored significantly higher than ELLs and EPs.
- ELLs scored almost grade level at grades 2, 5-6.
- EPs scored low at all grade levels
- No group met criteria of 75-80 for significant transfer to English



Logramos Spanish Reading/Language Subscales National Percentiles - Sp 2018

- Increase from grades 2-4, and 6-7, except in Listening.
- Otherwise, downward trend in all scales/ subscales.



Reading/Language Arts Achievement in Spanish Summary

- In reading achievement, TWDL students achieve at levels that are far below grade level, and below national average.
- There is not much difference in achievement from spring 2017 to 2018.
- RFEP and IFEP students score higher than ELL and EP students.
- There is a highly significant correlation between scores on Logramos Spanish reading and EDL2 ($r=.59$, $p<.000$)

ATTACHMENT 6



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 st and 2 nd year reclassified must be offered accommodations and these accommodations <u>must</u> be ongoing during classroom instruction.) (AzMerit PRACTICE Tests) https://tinyurl.com/PracticeAZ2017	Grades 3-12	Spring April 1-26, 2020
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 (Spanish) SchoolCity Math dependent on the language of instruction	Grade 2-5 Grade 6-8	All Quarters 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

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 Teachers love to Teach
 and People love to Work
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	DRA-English	Grades 2*-5	Pre/Post August/May
	Achieve 3000- English and Spanish	Grades 6-8	Pre/Post August/May
Language Proficiency in Spanish	Spanish FLOSEM- holistic measure to analyze language development in the target language	Grades K-8	Fall- August-September
Standards Based Assessments Language Arts-Spanish	LOGRAMOS (Summative Assessment) Spanish and Language Arts (subsections only)	Grades 2-8	Spring April 23-May 15

Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
AZELLA (ELs) Eng. FLOSEM(ELs) DIBELS Canciones y Cuentos EDL2 only FLOSEM	AZELLA (ELs) Eng. FLOSEM(ELs) DIBELS Canciones y Cuentos EDL2 only FLOSEM	AZELLA (ELs)\ Eng. FLOSEM(ELs) DIBELS Canciones y Cuentos EDL2 <i>*DRA post optional</i> FLOSEM SchoolCity SLA (Spanish) Qtr. 1 and 2 School City ELA Quarter 3 and 4 SchoolCity Math Quarters 1-4 LOGRAMOS	AZELLA (ELs) Eng. FLOSEM(ELs) DIBELS EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS	AZELLA (ELs) Eng. FLOSEM(ELs) EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM SchoolCity SLA Qtr. 1 and 2 SchoolCity ELA Qtr. 3 and 4 SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA SchoolCity Math Quarters 1-4 AzMerit LOGRAMOS

ATTACHMENT 7

TUCSON UNIFIED SCHOOL DISTRICT	Davis Bilingual Elementary Magnet 500 W Saint Marys Rd - (520) 225-1400 Tucson, AZ 85705	Student Report Card Teacher:
--	---	--

Student:	
SIS Number:	
Class:	
Term:	

Performance Level Description	Score
Exceeds Standard/ Above grade level expectations	4
Meets Standard/ At grade level expectations	3
Approaching Standard/Improving but not consistent	2
Falls Far Below Standard/Needs more time and support	1
Not addressed in the quarter	

Scores	E = English S = Spanish							
English Language Arts	Q1		Q2		Q3		Q4	
Reading	E	S	E	S	E	S	E	S
Foundational Skills								
Comprehending Information Text								
Comprehending Literary Text								
Writing (Purpose, Process, Product)								
Speaking and Listening								
Language/Grammar								
Mathematics	Q1		Q2		Q3		Q4	
Operations and Algebraic Thinking								
Number and Operation in Base Ten								
Measurement and Data								
Geometry								
Science	Q1		Q2		Q3		Q4	
Uses Scientific Inquiry Processes								
Life Science								
Physical Science								
Earth Science								
Social Studies								
Fine Arts (OMA)								
Physical Education/Structured Recess								
Skills & Behaviors for Successful Learners	Q1		Q2		Q3		Q4	
Actively listens								
Actively participates								
Completes work as assigned								
Demonstrates organizational skills								
Demonstrates self-control								
Follows classroom and school rules								
Interacts appropriately with peers								

Attendance, Comments and Notices				
Attendance*	Q1	Q2	Q3	Q4
Number of days enrolled				
Number of days absent				
Number of days tardy				
Attendance Percentage				
*Finalized attendance mark pending last days of school				
1st Quarter Teacher Comments:				
2nd Quarter Teacher Comments:				
3rd Quarter Teacher Comments:				
4th Quarter Teacher Comments:				
Please Note: By state law, students who score "Falls Far Below" on the 3rd Grade AZMerit Reading Test cannot be promoted from the 3rd grade. Exemptions include Special Ed. IEP and ELL/LEP with less than two years of English Instruction (see ARS 15 – 701).				
Assignment for next school year:				

TUCSON UNIFIED
SCHOOL DISTRICT

**Davis Bilingual Elementary
Magnet**

500 W Saint Marys Rd - (520) 225-1400

Tucson, AZ 85705

**Boleta de Calificaciones del
Estudiante**

Maestro(a):

Estudiante:	
Número de SIS:	
Clase:	
Término:	

Descripción del Nivel de Desempeño	Calif.
Excede el Estándar /Arriba de la expectativa de nivel de grado	4
Reúne el Estándar/ En la Expectativa de nivel de grado	3
Se aproxima al Estándar/Mejorando pero no consistente	2
Muy por debajo del Estándar/Necesita más tiempo y apoyo	1
No tratado en el trimestre	

Calificaciones	I = Inglés E = Español			
Artes del Lenguaje Inglés	T1	T2	T3	T4
Lectura	I E	I E	I E	I E
Habilidades Fundamentales				
Comprensión del Texto Informativo				
Comprensión del Texto Literario				
Escritura(Propósito, Proceso, Producto)				
Habla y Escucha				
Lenguaje/Gramática				
Matemáticas	T1	T2	T3	T4
Pensamiento de Operación y Algebraico				
Número y Operación en Base de Diez				
Medidas y Datos				
Geometría				
Ciencias	T1	T2	T3	T4
Usa Procesos de Inquisición Científica				
Ciencias de la Vida				
Ciencias Físicas				
Ciencias de la Tierra				
Estudios Sociales				
Bellas Artes (OMA)				
Educación Física/Recreo Estructurado				
Habilidades y Comportamientos para Estudiantes Exitosos	T1	T2	T3	T4
Escucha activamente				
Participa activamente				
Termina su trabajo como es asignado				
Demuestra habilidades organizativas				
Demuestra auto-control				
Sigue las reglas del salón y la escuela				
Interactúa apropiadamente con semejantes				

Asistencia, Comentarios y Avisos				
Asistencia*	T1	T2	T3	T4
Número de días inscrito				
Número de días ausente				
Número de días tarde				
Porcentaje de Asistencia				
*Marca de asistencia finalizada pendiente a los últimos días de clases				
Comentarios del Maestro(a) 1er Trimestre:				
Comentarios del Maestro(a) 2do Trimestre:				
Comentarios del Maestro(a) 3er Trimestre:				
Comentarios del Maestro(a) 4to Trimestre:				
Por favor tome nota: Por ley estatal, los estudiantes que obtengan calificación "Muy por Debajo" en la Prueba AZMerit del 3er Grado no puede se ascendido del 3er grado. Las excepciones incluyen IEP de Educación Especial y ELL/LEP con menos de dos años de Instrucción de Inglés (vea ARS 15 – 701).				
Asignación para el año escolar próximo:				

ATTACHMENT 8

Teacher _____ Grade _____ Date _____

Subject _____ Lesson Observed _____

ASSOCIATION OF TWO-WAY & DUAL LANGUAGE EDUCATION • ATDLE •

**TWO-WAY BILINGUAL IMMERSION
TEACHING STRATEGIES for SECOND LANGUAGE DEVELOPMENT
OBSERVATION CHECKLIST**

NEGOTIATION OF MEANING:

Strategy	Observed	Comments
Provides various opportunities for student practice using target language through hands on activities, group work, cooperative learning, etc.		
Encourage students to communicate in target language using vocabulary and structures familiar to students		
Accelerates students communication by teaching “functional chunks” of target language, ie. “I don’t understand, please speak slower.”		
Provides many examples and multiple cues to meaning when introducing new vocabulary.		
Matches language with experience (prior knowledge)		
Monitors student comprehension through interactive means (comprehension checks, clarification request, scaffolding ,modeling, etc.)		
Modifies teacher talk to make input comprehensible		

THINKING / QUESTIONING:

Strategy	Observed	Comments
Asks varied questions , gives directions and generates activities to advance students through levels of thinking (HOTS)		
Provides activities that allow students to raise questions and support answers		
Allows ample wait time after asking questions		
Uses a reciprocal interaction approach in questioning strategies while guiding students through learning using varied groupings		

COMPREHENSIBLE INPUT AND OUTPUT:

Strategy	Observed	Comments
Uses concrete contextual references, such as visuals, realia, GLAD strategies		
Implements listening activities to assist with the development of language and its meaning to communicate.		
Allows for an initial listening level for students at the emerging level		
Uses a variety of question stems and activities to meet the needs of students at various proficiency levels in L2 acquisition		
Exposes students to high levels of comprehensible language, using I+1 concept		
Links new vocabulary to previously learned information (transfer)		
Provides activities and opportunities for increased student talk as students become more proficient		
Begins units of study or lessons by brainstorming students' prior knowledge before delving into content		

SHELTERED CONTENT INSTRUCTION:

Strategy	Observed	Comments
Modifies language input according to the needs of the students (slower speech, controlled vocabulary, etc.)		
Review main topic and key vocabulary		
Checks frequently for understanding		
Bridges reading material with previously mastered oral material (student –generated information)		
Organizes lessons around themes appropriate to grade level		
Engages the students in active participation activities and responses		
Contextualizes grade level information to facilitate student		

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ATTACHMENT 9

TUSD TWO-WAY DUAL LANGUAGE



Two-Way Dual Language Upcoming Professional Development

Included in this communication you will find all of the professional development sessions for the first semester for TWDL teachers along with the course codes found in TrueNorth Logic. Please be sure to register for all sessions that pertain to your grade level. You will be able to identify if the course pertains to your grade level by the title of the course. You can secure a sub by entering "school business" and once the sub code is received, you can make the necessary changes. For those courses that are after school hours, you will be compensated for your time.

GLAD en español - Maestra Ximena Gomez-Peralta 1er grado Mission View



October 15, 2019

New TWDL Teacher Training Course #31931

8:00-3:30 at LIRC

October 23, 2019

Curriculum Planning-Units of Study Secondary SLA Course #31932

4:30-6:30 at LIRC

October 24, 2019

AELD in TWDL with Benchmark Advance/ Adelante- Kindergarten -2nd Grade Teachers Course # 31949

8:00-3:30 at White Elementary

October 29, 2019

Benchmark Adelante-Foundational Skills K-2nd Course # 31947

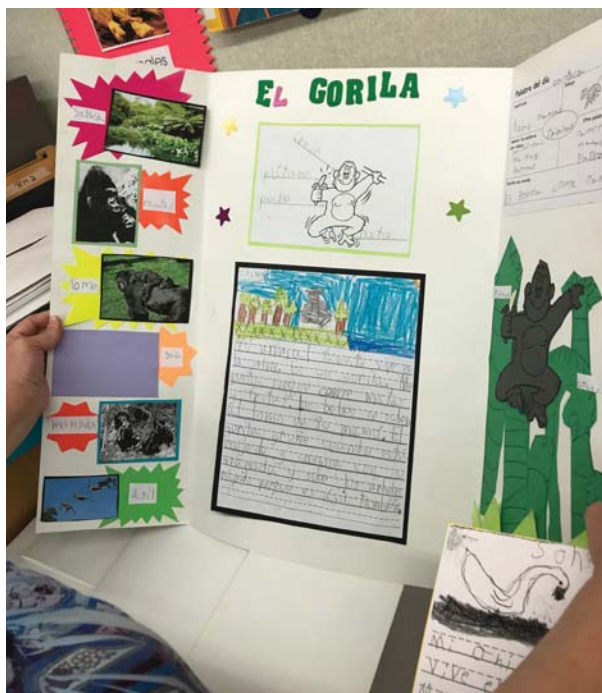
4:30-6:30 at LIRC

October 30, 2019

Benchmark Adelante and Advance Working Together 3rd-5th Grade Course # 31948

4:30-6:30 at LIRC

Proyectos de investigación de la clase de la Maestra Martha Pursley-Kinder Bloom



November 25, 2019

How Spanish Works 6th - 8th grade SLA and Spanish Content Teachers Course # 31933

4:30-6:30 at LIRC

November 26, 2019

How Spanish Works K-2 Course # 31934

8:00-10:30

How Spanish Works 3rd -5th grade Course # 31935

12:00-2:30

These sessions will be at LIRC. You will register for your own section, however, K-2 teachers will be sharing a sub with 3rd-5th grade teachers.

TUSD TWO-WAY DUAL LANGUAGE

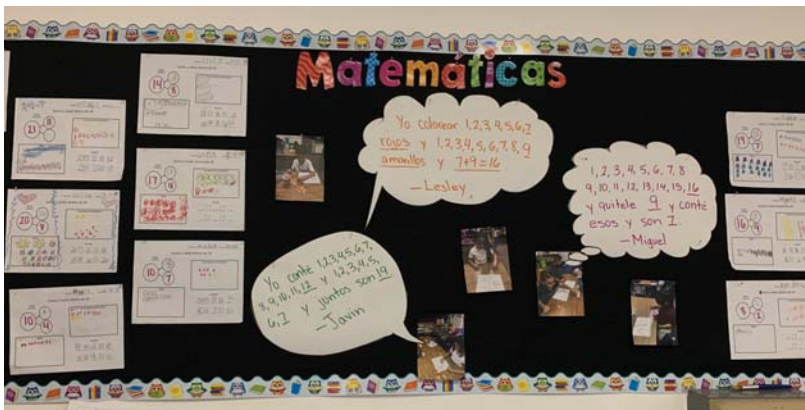
Mission View Elementary



Two-Way Dual Language Upcoming Professional Development

Included in this communication you will find all of the professional development sessions for the second semester for TWDL teachers along with the course codes found in TrueNorth Logic. Please be sure to register for all sessions that pertain to your grade level. You will be able to identify if the course pertains to your grade level by the title of the course. You can secure a sub by entering "school business" and once the sub code is received, you can make the necessary changes. For those courses that are after school hours, you will be compensated for your time.

Salón de primer grado-Maria Elena Salazar, Grijalva Elementary



January 8, 2020

Small Group Instruction with Benchmark Adelante Kinder - 2nd Course #31936
8:00-3:30 at LIRC

January 9, 2020

Balancing SLA and ELA with Benchmark Adelante and Advance 3rd - 5th grade
Course #31937
8:00-3:30 at LIRC

February 17, 2020

Sheltered Instruction-Making Text Comprehensible 6th - 8th grade
Course # 31938 4:30-6:30 at LIRC

February 18, 2020

Sheltered Instruction-Making Text Comprehensible K-2nd Course # 31939 8:00-10:30
Sheltered Instruction-Making Text Comprehensible 3rd -5th Course # 31940 12:00-2:30
These sessions will be at LIRC. You will register for your own section, however, K-2 teachers will be sharing a sub with 3rd-5th grade teachers.



March 9, 2020

AELD in K-2 Part 2
Course #31941
8:00-3:30 at TBA

March 10, 2020

Balancing ELA and SLA Part 2 3rd-5th grade
Course #31942
8:00-3:30 at LIRC



Project GLAD-Davis Bilingual Magnet