

Appendices to Section V
Attachment 1-A
Appendices V-14 through V-26

APPENDIX V-16

AVID Coordinator Monthly Meetings		
Date	Time	Location
August 21, 2019	4:00pm – 5:30pm	Cavett Elementary Library
September 18, 2019	4:00pm – 5:30pm	Cavett Elementary Library
October 23, 2019	4:00pm – 5:30pm	Cavett Elementary Library
November 7, 2019	12:30pm – 3:30pm	LIRC PD Room
December 4, 2019	4:00pm – 5:30pm	Cavett Elementary Library
January 15, 2020	8:30am – 3:30pm	Cavett Elementary Library
February 5, 2020	4:00pm – 5:30pm	Cavett Elementary Library
March 4, 2020	4:00pm – 5:30pm	Cavett Elementary Library
April 8, 2020	1:00pm – 2:30pm	Zoom
May 6, 2020	1:00pm – 2:30pm	Zoom

APPENDIX V-17

V.G.1.g UHS Admissions SY2019-20 Freshman Class**UHS Admissions 2020-21 Freshman Class**

Total Number and Percentage of Students who Qualified for the 2020-21 Freshman Class by Ethnicity*

	White		African American		Hispanic		Native American		Asian/PI		Multi Race		Total
TUSD	109	44%	12	5%	98	39%	2	1%	7	3%	22	9%	250
NonTUSD	152	54%	6	2%	66	23%	0	0%	41	15%	16	6%	281
Total	261	49%	18	3%	164	31%	2	0%	48	9%	38	7%	531

* includes qualifying student on the ACT Tessaera

UHS Admissions by TUSD/Non-TUSD students: students who received 50+ admission points

2019-20			
School status	Tested	Qualified	% of tested
TUSD	2628	219	8%
NonTUSD	421	262	62%
Total	3049	481	16%

Students tested and qualified prior to April 1.

UHS Admissions by Ethnicity for TUSD students who received 50+ admission points

Year Tested	2018-19			2019-20		
Ethnicity	Tested	Qualified	Enrolled	Tested	Qualified	% qualified
White	491	94	71	487	97	20%
African American	236	12	9	245	12	5%
Hispanic	1787	79	49	1660	84	5%
Native American	101	2	1	97	1	1%
Asian/PI	52	6	4	39	7	18%
Multi Race	82	11	8	100	18	18%
Total	2749	204	142	2628	219	8%

1920 testers and qualifiers as of April 1.

APPENDIX V-18

You are invited.....

UNIVERSITY HIGH SCHOOL

STEP UP DAY 2019!

Congratulations on your interest in nationally ranked University High School! We are excited to have you on campus to learn more about UHS and experience a day with your future Class of 2024 peers. This is a day to help students understand the next steps of admission as well as to enjoy the day learning about UHS and the benefits of being a UHS Penguin! UHS is truly the BEST college prep high school in Tucson and we can't wait to show you all the reasons why!



Erika Beltran '19 (& McCorkle Alumni!)

UHS is different from most high schools in the way it academically challenges students, but it is still a normal high school in regards to its fine arts, clubs, and the people you get to meet.

I have enjoyed my high school experience here at UHS, everyone around campus is very friendly, the teachers here do everything in their power to help students learn and are a wonderful support system, students are also another form of support for one another. This is the best school for students at McCorkle to attend for high school!

When: Thursday, October 24th from 10 a.m.-1 p.m.

Where: University High School Campus (420 N. Arcadia Ave)

RSVP TODAY: <https://tinyurl.com/uhsstepup19>

Contact:: Your current middle school counselor

We can't wait to show you why we are the BEST!



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Juan Serrano '21
(Booth Fickett Alumni!)

The reason I chose to attend (& stay!) at UHS is because of all the help and support they give me. Teachers at other schools might seem like the scariest adults alive, but not at UHS. The teachers here all want you to succeed and make you feel supported every day. UHS teachers will reach out and help you reach your goals and make sure you know how proud they are of you! All over our campus you will feel a positive vibe and see smiles on everyone's faces—everyone is supported in pursuing their dreams! I am a proud Booth-Fickett Alumni and I know how you might be feeling right now when you think about picking a high school. I am going to make it easy for you—pick UHS. Don't be afraid of UHS and don't listen to the rumors. UHS will make sure you are successful. Attending University High School is the best decision I have ever made in my life. I can't wait to welcome you to UHS next year when you choose to be a penguin!

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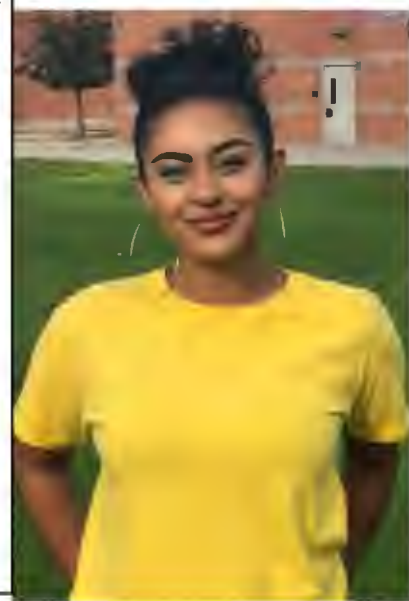
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I came to UHS because I wanted more than academics. I wanted to get amazing scholarships and meet new people. I wanted a "high school experience." I never anticipated liking it this much! I feel like I have so many opportunities here that I would never get anywhere else. UHS has an amazing support system and community from the teachers to the counselors to the students! I'm involved in so much and I love it. At BASIS I didn't have the opportunities to be involved on campus like I am at UHS. Here, I am President of the UHS Ambassadors, an Executive Leader for our amazing Penguin to Penguin program, and I am in multiple clubs. I feel like I have a great place to learn and grow as a person because I have so many options. My teachers want me to succeed and are willing to work one on one with me until I understand the material. BASIS gave me a great foundation for future endeavors and I'm glad I went there, but I feel like I made the best decision I could have possibly made by coming to UHS. For me, academics were more manageable and I never really feel like I am doing busy-work for no reason. There's a sense of community here that I have never found anywhere else.

Shivani Shaw '21 (& Basis Alumni!)



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When I was in middle school, it seemed like everyone knew where they wanted to go for high school. C.E. Rose is down the street from Pueblo, and many C.E. Rose families also went to Pueblo, so for my class of under 70 kids Pueblo seemed like the obvious choice. But for me? My dad went to Catalina Magnet and my mom went to high school in another city, so the choice wasn't as clear for me

I chose UHS because of the drive I noticed in the students. I had only met two UHS students before the entrance exams, but I noticed that they had a determination that I'd never seen before. They seemed so confident and proud of themselves, but were also humble and kind. I loved it! I also loved the welcoming atmosphere and how unique we are at UHS compared to other schools. I never thought high school could be such an open, diverse place. It really helped me open up and meet new people. Thank you UHS!



Kianna Lee '21 & CE Rose Alumni!

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Abraham Aguirre '21 (& Hollinger
K8 Alumni!)



University High School is an amazing place! Everyone is always kind and willing to help you here! Here at UHS you have so many opportunities to be great and successful. It takes dedication and hard work to be here, but we will all support you to make sure you have a great high school career. The best step you can take toward achieving your goals is attending University High School. I love this school and everyone here! Make the wise choice to come to UHS—join me in representing Hollinger! Let's Go Bulldogs!!!

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**Asmaa Abuelgasim Salih
'21 (& Dodge Alumni!)**



UHS is a great place! There are so many opportunities everywhere you look, from the classroom all the way UHS helps prepare you for your future. University High School is a fun, welcoming community, with many amazing people to help you on the way, including your teachers, peers, and your counselors.

UHS is an amazing school and I am so glad I am here!

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Ashley Tapia '21 (& Pistor Alumni!)

University High School has been nothing but a blessing since my first day of my freshman year. At first, I was very anxious that people wouldn't think I belonged here. Despite all of my fears, I attended UHS and I can truly say it changed my life. I chose to attend UHS because I knew it would ultimately help me succeed. Being ranked as the #1 public high school in Arizona obviously means something grand! Ever since I first heard about UHS I knew I was meant to be here; I knew that it would offer me the best education, even better than the private high schools my parents wanted me to consider. You immediately notice the difference in education because the teachers care so much about YOU, not just the class they teach. They believe in you and do everything they can to help you succeed! The environment is strictly positive and it opens your mind to the possibility of actually loving school each and every day. UHS is full of school spirit and we as students are all united, especially during difficult times, despite the differences that we all may have. There is nothing like working hard at school and knowing everyone is cheering you on each and every day.

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Sydney Harrington '21 (& Magee Alumni!)



UHS is such an amazing school, the teachers and staff here are so nice and always willing to help! Honestly, I didn't want to go to UHS at first, but now I would NEVER want to switch schools! The band and orchestra programs are incredible and the color guard is amazing! This school is definitely challenging, but it will prepare you to attend any college in the world! UHS is truly the best place for any student who has a dream!

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Tessa Calderon '21 (& a Miles ELC Alumni!)

I love UHS because not only can I get a great education and challenge myself academically, but I have also met fun new people! I love the community at UHS. It is a larger version of Miles ELC in many ways! Everyone here is very supportive and kind. There is also a great variety of fine arts, sports and clubs! UHS is the best school for Miles students because it offers a normal high school experience, but with an incredibly cloth community, a great education and an incredibly supportive group of staff and teachers!

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Sebastian Montano '20

High School is so different than middle school. I knew that before I even started 9th grade and I was scared to leave my friends I grew up with. Coming to University High School was a difficult transition, just like it will be to any high school you attend, however walking through the front door on my first day of school at UHS made me feel so welcomed and accepted. The administration, teachers and students are so helpful and dedicated to UHS and what we stand for. I choose to stay at UHS because although I had an amazing experience at St. Peter and Paul, I have truly developed a family here at UHS. The academics are rigorous, but there are so many resources on campus that are open to students. The faculty are available to help students with anything, and I mean anything!! UHS will always be my family and I am proud to be a penguin.

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Bianca Rodriguez '19 (& TCDS Alumni!)



University High School is definitely a school where there is a place for everyone, especially for students from Tucson Country Day! Not only does UHS challenge students but it gives students the opportunity to strive for more. The experiences here are one of a kind and I will never forget them. Being a student here has led me to become more confident in the way I hold myself up and speak to others. UHS gives students the ability to connect with others and lets them speak freely about what they love and are passionate about. All Tucson Country Day students should choose UHS! You will not regret your decision!

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I really love University High School. I came to the school because of the academic reputation and the kind students and teachers. I stay at UHS because the school is challenging and the only school like it that can prepare me for my future goals. The transition from middle school is a big change, but it has been incredibly satisfying knowing that when you work hard, you can achieve greatness at a school like UHS which is the top high school in the entire State of Arizona.



**Dorian Shay '21
(& Mansfield Alumni!)**

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Jennifer Ortiz '21 (& Safford Alumni!)

There is no other school like University High School. The experiences and opportunities I've had at UHS have been some of the best experiences in my entire life. The atmosphere is so friendly and lively! I'm so proud to be a penguin!!

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My journey through Khalsa Montessori School was an amazing experience. The small classes and close relationships with the teachers allowed me to learn key skills that have helped me begin my high school career at University High School. The middle school program, run by Alex Greengard and Naomi McIsaac really prepared me for UHS. Lots of what they covered were the basis for my freshman and sophomore courses, so what I was learning expanded and went into more detail on the subjects; and I could use what I learned in seventh and eighth grade to relate to the current topics. They also taught me study and test taking skills that were a great benefit. University High School has so many wonderful opportunities for any type of student to pursue. Even though UHS is often seen as intense, I think the UHS community works very hard, especially between student and teacher, to nurture your learning experience and to help each student excel. -Abby

After going to Khalsa for most of my life, I'm so glad I chose UHS because I know it was the right choice for me. The sense of community among the students is almost as strong as it was in the small environment at KMS, because we all have something in common with each other; the desire to learn and improve ourselves. Khalsa did a fantastic job at preparing me for UHS and I felt at home right away. I hope to see many former Khalsa as penguins next year! -Emma Cozzi '21 (& Khalsa Alumni!)



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Carolina Machado '19
(& Robbins K-8 Alumni!) standing in
front of the mural she created on
campus!!

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Thomas Monthofer '21

I heard all the rumors about UHS—that there would be so much homework! It would be too hard! But then I went to STEP UP Day and I learned the truth—University High School is incredibly accepting, the homework is manageable and every teacher is there to help you succeed. I love University High School and I am proud that this is where I go to school!

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Nick Mammana '19

(& Emily Gray Alumni!)



Most students at UHS enter unsure whether to follow their academic prowess or social aptitude.

Luckily, they do not have to choose at UHS. When I enrolled at UHS I was scared I would not be capable of maintaining a good academic standing, a sublime athletic career and a strong social life. Perhaps, if I had attended a different school those failures may be a reality. The only inarguable thing I can say is UHS has changed my life and given me ample opportunities to discover my true passions and develop my own unique beliefs—something you cannot find anywhere else!"

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University High School is such an amazing school. The teachers are so focused on teaching their students important and useful information and as the year goes by the begin to feel more like my parents rather than high school teachers. The students at UHS are so kind and understanding and even though this school is a lot of work, we all support one another through each step. The environment here is filled with positive and supportive energy!

David Dotson '21 (& Gridley Alumni!)



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**Mila Tomizuka '21
(& Doolen Alumna!)**



Doolen was the perfect school for me before attending UHS! Because I had so many amazing teachers at Doolen to prepare me and so many friends to also go to UHS, the transition into high school was not difficult for me! My Doolen teachers equipped me well with time management, study skills, and a work ethic that has helped me be successful at UHS. I love UHS because it is such a welcoming community, and everyone is willing to help each other do their best! My peers have been some of my best learning tools, and all of my teachers have been so supportive when I needed help with school work. Everyone at UHS has a common goal; to learn to the best of their ability, and the fact that we share that makes for an amazing community to be a part of.

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APPENDIX V-19

African American Student
Services and
University High
are proud to host
6th and 7th Grade Students
and Families
at the 2019...

Multicultural Scholars Dinner

6pm

Rincon/University High School

December 10, 2019



Contact Katrina Messing:
katrina.messing@tusdi.org



APPENDIX V-1:

Good Afternoon Madame Chair Udall, Vice Chair Fillmore and Committee Members.

My name is AM and I am the Dual Language Program Coordinator in the Tucson Unified School District. I have been an educator in the field of language learning for 22 years. In that time, I have taught students in various Bilingual Education models.

At the District's Language Acquisition Department, I work alongside a team of knowledgeable experts and talented practitioners in the field of language acquisition. Our team oversees the implementation of language programs, which range from Two-Way Dual Language Immersion to Structured English Immersion. Our district has just under 5,000 English Learners and there are approximately 94 languages represented.

The goal of our District is to provide high quality education for all students. This includes language learners. In an effort to do so, the District is building and expanding its Two-Way Dual Language Immersion programs. Two-Way Dual Language Immersion, known as TWDL, provides a pathway for students to attain high levels of academic achievement in conjunction with becoming bilingual and bi-literate 21st century global citizens. Moreover, students who participate in the District's TWDL pathway earn the Arizona State Seal of Bi-literacy upon high school graduation. This seal is considered highly amongst employers and institutions of higher education.

TUSD currently has 11 Two-Way Dual Language Immersion programs. Our team selected the early immersion TWDL model for our students, because years of research have demonstrated high levels of academic achievement for all students including English Learners. Students participating in Two-Way Dual Language Immersion achieve at or above the performance level of their mainstream peers.

It must be pointed out, TWDL immersion requires a linguistic balance of students who are English dominant and students whose primary language is the target language. A classroom that is linguistically balanced supports peer to peer language learning. Our District's Two-Way Dual Language Immersion programs are English/Spanish.

Due to Arizona's current English only law, Proposition 203, our English learners who cannot demonstrate "good" English and are under the age of 10, are excluded from participating in the early immersion dual language programs. English Learners are key to fortifying the academic and language learning achievement that is mutually shared between both language groups. As a consequence of Proposition 203, our District struggles to linguistically balance our classrooms. Linguistically balanced classrooms are a critical component to the success of the program.

Our team is here today to support HCR2001, which will allow all students access to the Two-Way Dual Language Immersion programs within the Tucson Unified School District. HCR 2001 will remove the barriers that prevent English Learners from participating and will provide our District's programs with authentic language models. Most importantly, this will permit both English dominant speaking students and English Learner students the opportunity to acquire bilingualism, bi-literacy and high academic achievement.

As a result, participating Arizona students will be assets to our local and distant communities as 21st century global citizens.

Once again, thank you for allowing us the opportunity to speak in support of HCR2001. We encourage you to give this bill the support needed in order to move forward toward local decision making in selecting the best programs for school communities.

Thank you Madam Chair Udall, Vice-Chair Fillmore and Committee Members.

APPENDIX V-1;

Language Learning Symposium 2020 Schedule

Date and Time	Day	Course#	Group	Section description	Zoom Link
05/27/2020 @ 9:30 am	Wed	32543	ELEM ELD	#32543 ELD Integrated Instruction for K-2 SEI Teachers May 27 9:30 AM	https://tusd1.zoom.us/meeting/register/tZMrf-Crpj4tGNyHsW4bcPzP4CLcBnQQsQN
05/27/2020 @ 9:30 am	Wed	32535	TWDL	#32535 TWDL Boosting Oral Language Development at Home K-8 May 27 9:30 AM	https://tusd1.zoom.us/j/9502557386?pwd=V3Z2SHoWR1p3SnpoMXNncFZOVFZhQT09
05/27/2020 @ 11:30 am	Wed	32536	TWDL	#32536 TWDL Spanish Language Arts 6th - 12th grade May 27 11:30 AM	https://tusd1.zoom.us/j/86571978459?pwd=WGVrLzc1LzlZbDVJNXhONkZWQUlmZz09
05/27/2020 @ 1:30 pm	Wed	32540	Summer School	#32540 Summer Experience Language Academies K-2 Summer School Instructors: Imagine Learning Math (By Invite only) May 27 1:30 PM	https://imaginelearning.zoom.us/meeting/register/tJUrdOCopigjGdBHmZpZSaC-lp7VTyx8kHAB
05/27/2020 @ 2:45 pm	Wed	32549	Summer School	#32549 Summer Experience Language Academies 3-5 Summer School Instructors: Imagine Math (By Invite only) May 27 2:45 PM	https://imaginelearning.zoom.us/meeting/register/tJUsfuyvpz4uH9NSNsM6wMwsE6Sjpit82xmM
05/28/2020 @ 7:45 am	Thurs	32538	Summer School	#32538 Summer Experience Language Academies K-5 Summer School Instructors: Guided Reading (By Invite only) May 28 7:45	https://tusd1.zoom.us/j/85293101098?pwd=cGQ2SUF4UTAxZDZ1UlllQlpwZkdYUT09
05/28/2020 @ 9:00 am	Thurs	32533	Secondary ELD	#32533 New Secondary SEI Models and the New ELP Standards 6-12 ELD Teachers May 28 9 AM	https://tusd1.zoom.us/j/89380134127?pwd=L0FMVWVVSIREWkhQSUJLQ0R0SEtzUT09

05/28/2020 @ 9:30 am	Thurs	32542	ELEM ELD	#32542 ELD Targeted Instruction for 3-5 SEI Teachers May 28 9:30 AM *Enter meeting 15 minutes prior to starting time	https://tusd1.zoom.us/j/86529089789?pwd=VUxE RTBMamhoNIZpQURyL3pJQVE5QT09;
05/28/2020 @ 9:30 am	Thurs	32537	TWDL	#32537 TWDL Student Engagement via Zoom K-8 May 28 9:30 AM	https://tusd1.zoom.us/meeting/register/tZlkdem pqzoqEtHMkfxM9zBGBN0B6YIFHDdj
05/28/2020 @ 11:30 am	Thurs	32546	TWDL	#32546 TWDL Virtual Guided Reading K-5 May 28 11:30 AM	https://tusd1.zoom.us/j/9502557386?pwd=V3Z2S HowR1p3SnpoMXNncFZOVFZhQT09
05/28/2020 @ 1:00 pm	Thurs	32550	Secondary ELD	#32550 New Secondary SEI Models and the New ELP Standards 6-12 ELD Teachers May 28 1:00 PM	https://tusd1.zoom.us/j/84979805537?pwd=Mml EN3ZyQIRKT1BBajdNM3JVTjEyQT09
05/29/2020 @ 7:45 am	Fri	32539	Summer School	#32539 Summer Experience Language Academies K-5 Summer School Instructors: Guided Writing (By Invite only) May 29 7:45	https://tusd1.zoom.us/j/87551663990?pwd=NTB WcEZ3dGNoeU0yN0x2S01xQW5Ndz09
05/29/2020 @ 9:00 am	Fri	32545	Secondary ELD	#32545 New Secondary SEI Models and the New ELP Standards 6-12 ELD Teachers May 29 9 AM	https://tusd1.zoom.us/j/86303380118?pwd=ZTBN VVdhVjIFNDBWZjFZMXhtVHdwQT09
05/29/2020 @ 9:30 am	Fri	32547	TWDL	#32547 TWDL Building Student Relationships during Remote Learning K-8 May 29 9:30 AM	https://tusd1.zoom.us/j/89413967763?pwd=OEt WaG40L05vZ3lhQ1V6UEJjSE9Ydz09
05/29/2020 @ 9:30 am	Fri	32544	ELEM ELD	#32544 ELD Integrated Instruction for 3-5 SEI Teachers May 29 9:30 AM	https://tusd1.zoom.us/meeting/register/tZMvf-CupjMtHNSv8IYGvv-8UrgQVTMegrTb
05/29/2020 @ 11:30 am	Fri	32548	TWDL	#32548 TWDL The Flipped Classroom Model K-8 May 29 11:30 AM	https://tusd1.zoom.us/meeting/register/tZ0tcOG orTotHtdIOZ f4Qxlq1oqN KboSc

05/29/2020 @ 1:00 pm	Fri	32551	Secondary ELD	#32551 New Secondary SEI Models and the New ELP Standards 6-12 ELD Teachers May 29 1:00 PM	https://tusd1.zoom.us/j/81232902935?pwd=dENEdkx1THJQczB4UysvaEpDY1B0Zz09
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APPENDIX V-42



Sheltered Instruction Observation Protocol

ILA

September 19, 2019

Session 1- Overview



Session/s Objectives

Participants will be able to:

- Define the Sheltered Instruction Observation Protocol (SIOP)
- Articulate the purpose for using SIOP
- Identify how SIOP is an integral part of the overall instructional model for ELs
- Explore how the SIOP Model is more than good teaching
- Distinguish the difference between effective instructional practices for English Learners
- Ensure ELs have comprehensible access to content instruction



Content Lesson Demonstration

Math Lesson

Content Lesson Demonstration

(Discussion)

- What did you learn?
- What did the teacher do that helped you?
- Do you believe you had adequate access to the content being taught?
Why? Or Why not?
- What percentage of the day do you believe your ELs are exposed to this method of instruction?



Big Picture

Elementary Structured English Immersion Model (SEI) <i>English Language Development and Sheltered Content Instruction</i>	
English Language Development (English Learners only) 2 hours	Sheltered Content Instruction (Integrated Grouping as an option) <u>In addition...</u>
<p>Explicit English Language Development (ELD) in the following areas:</p> <ul style="list-style-type: none"> • Oral English Conversation/Vocabulary • Grammar • Reading • Writing <p><u>Instruction will align to the Arizona English Language Proficiency Standards (ELPS) during two "blocks", totaling 120 minutes.</u></p> <p>Block 1: 60 minutes of integrated reading, listening and speaking, and vocabulary</p> <p>Block 2: 60 minutes of integrated writing and grammar</p>	<p>Purposeful sheltered instruction in two or more content areas/classes, to include the following:</p> <ul style="list-style-type: none"> • Content and Language Objectives • Prior Knowledge/Building Background • Key Vocabulary • Comprehensible Input • Visuals/Anchor Charts/Hands On Activities • Cooperative Learning Opportunities • Active Participation Strategies • Multiple Means of Assessment <p>Content Objectives will align to Arizona State Content Standards.</p> <p><u>Language Objectives</u> will align to the Arizona English Language Proficiency Standards (ELPS) and must complement the content instruction and promote student academic language growth.</p> <p><i>For more information on Sheltered Instruction go to following link:</i></p> <p><u>SIOP Model</u></p>
<ul style="list-style-type: none"> • All students in the EL Grouping, as determined by their AZELLA test scores, will receive two hours of daily English Language Development that includes Oral English Conversation/ Vocabulary, Grammar, Reading and Writing using the <i>Arizona English Language Proficiency Standards</i>. • All students in the Integrated Grouping will receive daily Sheltered Instruction in two or more content areas. Instruction will include the SIOP model and adhere to the corresponding <i>Arizona State Content Standards</i>. 	



Big Picture

As a result of Senate Bill 1014, (<https://www.azleg.gov/legtext/54leg/1R/laws/0003.pdf>), 2019-20 will be a **transition year** for the state and for TUSD. The Arizona State Board of Education will not accept alternate SEI models for approval until spring of 2020.

If a secondary school has a strategic placement plan for Pre-emergent/emergent and Basic ELs other than the 4-period ELD model, that school may submit its plan to for approval. The plan must include the required minimum of 2 periods of ELD and 2 or more periods of sheltered content classes. Please see the chart below.

Without an approved strategic placement plan, schools will not implement any changes to the current SEI model.

The ELD teacher needs to collaborate with the Content teachers in order to maximize language learning

English Language Development (ELD) (ELs only) 2 periods minimum	Sheltered Content (ELs, Parent Withdrawals, 1 st and 2 nd year reclassified students) 2 periods minimum
<p>Explicit English Language Development (ELD) in the following areas:</p> <ul style="list-style-type: none"> • Oral English Conversation/Vocabulary • Grammar • Reading • Writing <p>Instruction must be aligned to the Arizona English Language Proficiency Standards (ELPS) and the district's ELD curriculum.</p>	<p>Purposeful sheltered instruction in one or two content classes, to include the following:</p> <ul style="list-style-type: none"> • Content and Language Objectives • Prior Knowledge/Building Background • Key Vocabulary • Comprehensible Input • Visuals/Anchor Charts/Hands On Activities • Cooperative Learning Opportunities • Active Participation Strategies • Multiple Means of Assessment <p>Content Objectives must be aligned to Arizona State Content Standards.</p> <p>Language Objectives must be aligned to the Arizona English Language Proficiency Standards (ELPS) and must complement the content instruction and promote student academic language growth.</p> <p>For more information on Sheltered Instruction go to following link: SIOP Model</p>





What is SIOP?



Mini Value Line

- 5- I know it well enough to teach a comprehensive sheltered content lesson
- 3- I remember some areas of SIOP but I need a review
- 1- I don't know what SIOP means

Mark the Margins

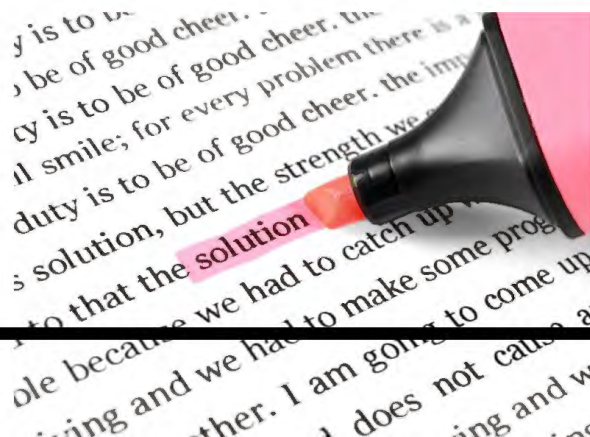
- ☐ Skim the article
- ☐ Highlight key words
- ☐ Mark the margins with key information that defines SIOP
- ☐ Be ready to share



Defining SLOP

What it is Not

- ❑ Just good teaching practices
- ❑ Watered down instruction
- ❑ ELD (English Language Development)
- ❑ Program model



What it Is

- ❑ Orchestrated instruction using best practices for ELs in order to make instruction comprehensible
- ❑ Giving access to grade-level content learning
- ❑ Promotes acquisition of both subject area content and language development
- ❑ Explicit framework for organizing consistent instructional practices

The Why SIOP?

To:

- Affect Tier I instruction for ELs
- Provide access to content and language instruction for English Learners
- Meet the needs of the EL subgroup and maximize letter grade opportunities
- Solidify the use of best instructional practices in daily instruction for ELs



Upcoming Sessions

Will consist of...

- Lesson demonstrations to be able to observe all the SIOP components in action
- Opportunities to use the SIOP protocol
- Connecting the SIOP to current practices including the TUSD teacher evaluation tool





Homework

Select an EL student to follow through their scheduled day to observe instruction and access being given to content learning. Be ready to share out your observations.

Questions?



Presenters:

John D'Andrea-World Languages Specialist

Jean D'Andrea-Language Acquisition Specialist

*Patricia Sandoval-Taylor – Language Acquisition Department
Director*

Thank you!



APPENDIX V-43

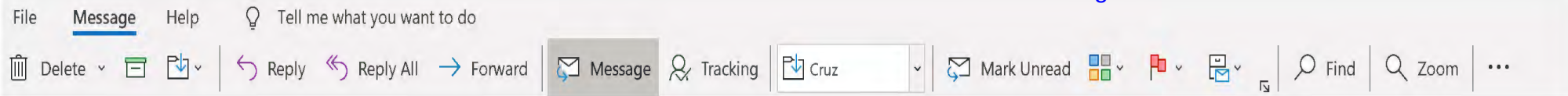
ALP MONITORING NOTES—CLASS NUMBER (circle one): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SCHOOL:		DATE:	
TEACHER:		ROOM #:	
SUBJECT/GR:		MONITOR:	

	Indicators	2	1	0
Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	The environment is decidedly comfortable, attractive, and conducive to learning.	The environment is sparse, but nevertheless supports learning.	The environment hinders or significantly detracts from learning.
Lesson Focus	The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation	The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, ILLP, SEI or Mainstream).	The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, ILLP, SEI or Mainstream).	The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comport with the identified program model.
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	The teacher's speech is clear, well paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.	The teacher's speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.	The teacher's speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input are evident. The teacher often checks for understanding.	The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.	The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.	The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding.
Student Engagement	Active participation activities, strategic grouping and interactive lessons lead to full student engagement	All or most students are actively and productively engaged in the lesson while observed.	Some students appear to be actively and productively engaged in the lesson while observed.	Few students appear to be actively and productively engaged in the lesson while observed.
Assessment Data	Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.	Data entries are largely up to date and show progress for all or nearly all students. And/or other alternative assessments are used to show progress. For ILLPs, assessments are evident and recommendations are noted.	Data entries are somewhat up to date or indicate many making limited progress. And/or limited alternative assessments are used to show student progress. For ILLPs, assessments are somewhat evident and recommendations are not appropriate.	Few checks or data entries are recorded, and/or the entries indicate no progress for all or nearly all students. And/or there is no evidence of alternative assessment in use to show progress. For ILLPs, assessments are not evident and recommendations are not noted.

Environment	
Lesson	
Language	
Strategies	
Engagement	
Assessment	

APPENDIX V-22



Language Academy



Cazares, Olivia

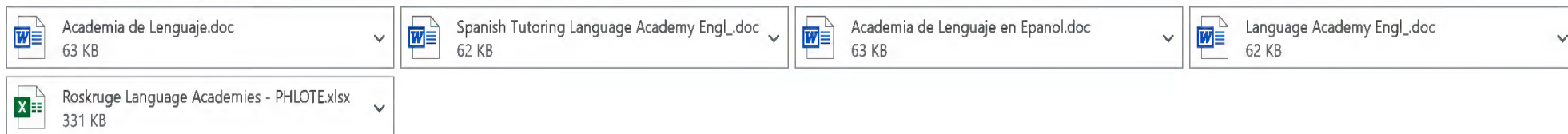
To Torres, Yvonne; Fugli, Michelle

Cc Jaramillo, Nora

Reply Reply All Forward ...

Wed 9/18/2019 11:35 AM

This message was sent with High importance.



Good Morning Colleagues,

This year, the Language Acquisition Department, is offering EL tutoring for kindergartners that qualified for a Bilingual Waiver Type 1 using the FLOSEM for the 2019-2020 SY. In order for these kindergartners to qualify for a Bilingual Type 1 in First grade, they **must be at the Intermediate or Proficient level** on the oral portion of the AZELLA 2020 Spring Assessment. In addition, LAD is offering EL tutoring to students that qualified for a Bilingual Waiver Type 1 in 1st through 3rd grade. The teacher/student ratio is 5 students. Attached is a PHLOTE list of students that qualified for a Bilingual Waiver 1 this year using the FLOSEM and EL students at the Intermediate level.

Our department will be assisting with the resources needed in order to provide before or after school tutoring to these EL students. The primary focus will be developing listening and speaking language skills before they take the AZELLA. **We would like to ensure that these students are not assessed with the AZELLA until the week of February 24, 2020.** This later date will ensure they receive more time in developing oral language skills.

In addition, our department will offer Spanish tutoring for students in 2nd – 5th grade BEP designated classrooms (Two-Way Dual Language). I will meet with you regarding the students that qualify for the Language Academy. The teacher/student ratio is 5 students. Our department will be assisting with the resources needed to provide before or after school tutoring to these students. The primary focus will be reading, writing, listening and speaking in Spanish.

First day tutoring for both programs:

October 14, 2019 through March 6, 2020

Important Dates for both programs:

Please Ensure to send me 4 names of teachers that are interested by Thursday, September 19, 2019.

1 Teacher for K/1 EL students

Name: _____

1 Teacher for Spanish Tutoring

Name: _____ grade level _____

1 Teacher for 2/3 EL students

Name: _____

1 Teacher for Spanish Tutoring

Name: _____ grade level _____

PD for English Language Development Teachers:

Date: TBD

Time: TBD

PD for Spanish Teachers:

Date: TBD

Time: TBD

Tutoring begins:

October 14, 2019 through March 6, 2020

Teacher Compensation: \$25.00 per hour three days per week.

Please feel free to contact me if you have any questions, our department's number 225-4600, my cell number is (520)444-8459 and/or email me Olivia.cazares@tusd1.org

Best regards,
Olivia

Olivia E. Cazares
Tucson Unified School District
Language Acquisition Specialist
Language Acquisition Department
2025 E. Wenden/LXC Bldg.
Tucson, AZ 85719
(520) 225-4600
Fax 520-225-4668

APPENDIX V-25

2019-2020 School Assignments DL ITINERANT Teachers

	Santiago DL Itinerant	Liz DL Itinerant	Maria DL Itinerant
1.	Davis	Grijalva (3-5)	Bloom
2.	Hollinger (K-8)	McCorkle	Grijalva (K-2)
3.	Pueblo	Pistor	Mission View
4.	Roskruge	Van Buskirk	White
	Santiago.Benton@tusd1.org	Elizabeth.EscarcegaTapia@tusd1.org	Maria.JimenezBaca@tusd1.org

APPENDIX V-26

U of A Bilingual Cohort/TUSD TWDL PD Schedule SY 2019-20

Date	Session Description	Attendees
October 24, 2019	AELD Benchmark Advance/Adelante *Bring TEs for Units 1-4 ELP Standards Laptops Location: LIRC PD Room	8:00-3:30 K-2 Teachers DL itinerant teachers Anna Rosa U of A Bilingual Cohort
November 25, 2019	How Spanish Works 6 th – 8 th grade teachers 4:30pm-6:30pm Location: LIRC PD Room	6 th – 8 th grade SLA and DL Content teachers DL itinerant teacher Anna Diana Omar
November 26, 2019	How Spanish Works Kinder – 5th grade teachers Location: LIRD PD Room	8:00-10:30 3rd -5th 12:00-2:30 Kinder-2nd DL itinerant teachers Anna Diana Omar U of A Bilingual Cohort
January 8, 2020	SLA-small group instruction Planning Location: LIRC PD Room	8:00-3:30 Kinder – 2 nd grade teachers DL itinerant teachers Anna U of A Bilingual Cohort Maria Alzugaray
January 9, 2020	Balancing ELA/SLA Planning Location: LIRC PD Room	8:30-3:30 3 rd – 5 th grade teachers DL itinerant teachers Anna U of A Bilingual Cohort Maria Alzugaray
February 8, 2020		

U of A Bilingual Cohort/TUSD TWDL PD Schedule SY 2019-20

February 17, 2020	Sheltered Instruction-Making Text Comprehensible 6 th – 8 th grade teachers Location: LIRC PD Room	6 th – 8 th grade SLA and DL Content teachers DL itinerant teacher Anna Diana Omar Rosa
February 18, 2020	Sheltered Instruction-Making Text Comprehensible Kinder – 5 th grade teachers Location: LIRC PD Room	8:00-10:30 3 rd -5 th 12:00-2:30 Kinder-2 nd DL itinerant teachers Anna Diana Omar Rosa U of A Bilingual Cohort
March 9, 2020	AELD-Part 2 Benchmark Advance/Adelante *Bring TEs for Units 1-4 ELP Standards Laptops Location: LIRC PD Room	8:00-3:00 K-2 Teachers DL itinerant teachers Anna U of A Bilingual Cohort

APPENDIX V-27

Who is eligible?:

- Current, regular contract non dual language teachers in good standing.

TIMELINE:

February 2020

- Attend TWDL Recruitment Fair at LIRC on February 24th from 5:00 pm—6:30 pm.
- Or
- Attend Informational Session at LIRC on February 25, 2020 from 4:30 pm - 5:30 pm

March 2020

- Submit completed application (including supporting documents) by the DEADLINE: 4:45 PM, March 20, 2020
- Drop-in observation conducted by Language Acquisition

April 2020

- HR notifies applicants upon passing the application portion of *Make the Move*
- Take the Spanish Proficiency Exam scheduled on Saturday, April 4, 2020
- Receive passing results and submit to HR
- HR contacts the approved *Make the Move* participants
- Review current Dual Language teaching vacancies

May 2020

- Sign Commitment Agreement
- Apply for Provisional Spanish Bilingual Endorsement
- Registers for a Bilingual Education program at a state approved college or university

TUCSON UNIFIED
SCHOOL DISTRICT

Your Commitment

Teach for TUSD in a dual language classroom for four years, after earning your Arizona Provisional Spanish Bilingual Endorsement.



Criteria

- Submit **completed** application by deadline: 4:45 PM on March 20, 2020 (HR/Attn: Andrew Campbell and Martha Edwards)

Other Requirements

- Accept a dual language teaching position beginning in the school year 2020-2021.
- Sign Commitment Agreement—Four year commitment to teach in a Dual Language classroom.
- Attend all Dual Language professional development trainings

Support

- Tuition Reimbursement: not to exceed \$5000 over the course of two years, nor exceed \$5000 per individual per lifetime.
- Participation in the TUSD Mentor Program
- Bilingual Endorsed Teachers and Teachers with Provisional Bilingual Endorsements will receive an annual \$5000 stipend for teaching in a TWDL classroom.

TUCSON UNIFIED
SCHOOL DISTRICT

*Growing
Our
Own!*

***Make the
Move:***

**To
DUAL LANGUAGE
SPANISH**

**For
2020-2021 SCHOOL YEAR**

*Building a STRONG teacher
base for our students*

TUSD Recruitment—Human Resources
PO Box 40400

1010 East 10th Street
Tucson, Arizona 85719

Phone: 520.225.6035

Fax: 520.798.8683

E-mail: andrew.campbell@tusd1.org or
martha.edwards@tusd1.org

www.tusd1.org
Phone: 520.225.6035

Make The Move—TWDL

Recruitment Fair

Monday, February 24, 2020

TUSD Lee Instructional
Center (LIRC)

5:00 pm - 6:30 pm

Information Session

Tuesday, February 25, 2020

TUSD Lee Instructional
Center (LIRC)

4:30 pm - 5:30 pm

Representatives from Language Acquisition,
Human Resources, and a University with a
Bilingual Education program will be present
to answer your questions

Important Information

UofA SPE Coordinator Contact info:

Maria Belinda Vasquez

mariavasquez@email.arizona.edu

ADE Bilingual Endorsement Information:

<https://cms.azed.gov/home/GetDocumentFile?id=57a63016aadebe02a4f4f3e6>

Alternative Teaching Certificate and Required
Arizona Educator Exams (Arizona Department of
Education)

<http://www.azed.gov/hetl/resources/epp/>

TUSD Language Acquisition Department:

<http://tusd1.org/Departments/Language-Acquisition>

Patricia Sandoval-Taylor

Interim Director—Language Acquisition

Patricia.SandovalTaylor@tusd1.org

TUSD Human Resources Department:

<http://tusd1.org/Departments/Human-Resources>

Andrew Campbell

Sr. HR Program Coordinator

Andrew.Campbell@tusd1.org

Martha Edwards

HR Analyst

Martha.Edwards@tusd1.org

Application for Make The Move:

With your application please submit
the following information:

- A letter of recommendation from your principal addressing your potential as a Dual Language Teacher
- Copy of your Arizona Teaching Certificate
- You will need to list at least three (3) professional references on the application

TUCSON UNIFIED
SCHOOL DISTRICT

APPENDIX V-26

(<http://www.tusd1.org/>)

(<https://edu.moatusers.com/IncidentReport/IncidentReport.asp?>

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[g7p510hfQJ]&s=B7qYYBryxd3Z4tY9XXhi&x=JzDBntL36YMLr5bUC6yGJAK2jJ2veF)

Select Language ▼

Powered by Google Translate (<https://translate.google.com>)

Language Acquisition

Language Acquisition (/Departments/LanguageAcquisition/tabid/79702/Default.aspx) | 2025 E. Winsett, Tucson, AZ 85719 | (520) 225-4600

Two-Way Dual Language

Tucson Unified School District is committed to providing students with the opportunity to enroll in a positive and academically rigorous Two-Way Dual Language (TWDL) program designed to contribute significantly to academic achievement and provide learning experiences comparable to the district's Advanced Learning Experiences (<http://www.tusd1.org/Information/Resources/Advanced-Learning-Experiences>).

Tucson Unified School District recognizes the inherent linguistic and cultural diversity of its students. Within this context, dual language incorporates sound programmatic response to an equal educational opportunity.

Two-Way Dual language incorporates each student's linguistic and cultural attributes into a total learning experience producing individuals who will be full participants in our global society while continuing to preserve, manifest and enjoy their own cultural uniqueness.

Two-Way Dual Language (TWDL) program allows English learners to help native English speakers learn and acquire the curriculum through a second language, while native English speakers help English learners acquire the curriculum through English. As most teachers know, one of the best ways to learn is to teach, and both student groups receive accelerated instructional benefits from their other-language peers and from the teacher's use of collaborative learning strategies that capitalize on this effect. Also, learning together increases student interest in the school and curriculum topics, improving student motivation to learn and further amplifying and accelerating student progress (Calderón & Minaya-Rowe, 2003; Freeman, 1998; Lindholm-Leary, 2001; Thomas & Collier, 1997/1998, 1999).

"There is considerable research over the past 30 years demonstrating that TWDL programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) students who participate in TWDL programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but TWDL students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not." (Kathryn Lindholm-Leary, 2016)

Governing Board Policy IHAA (<http://govboard.tusd1.org/PoliciesandRegulations/PolicyCodeIHAA/tabid/78874/Default.aspx>).



Two-Way Dual Language Benefits

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).

Overview

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 and provides the unique opportunity of learning in two languages. Students acquire the skills to read, write, speak, listen and think in two languages. Families adhere to the same enrollment process as all students in the community. Families select their program once they have attended a community meeting or a TWDL site visit where they have received information 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.



Grades K-2
Grades 3-5
Grades 6-8

The TWDL Program Framework will guide the development of the district's over 15-year-old TWDL program and lay the groundwork for new programs to prepare students for success in a multilingual, multicultural world. 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

Videos about Two-Way Dual Language at TUSD

TWDL Gifted and Talented Program at Hollinger K-8

TWDL Kindergarten at Bloom



(/Departments/LanguageAcquisition/Two-WayDualLanguage/tabid/79706/Default.aspx)

Information

Two-Way Dual Language Home (/LinkClick.aspx?link=79706&tabid=79706&mid=169154)

Two-Way Dual Language Framework (in PDF) (/LinkClick.aspx?

link=http%3a%2f%2ftusd1.schooldesk.net%2fPortals%2fTUSD1%2fDistrict%2fdocs%2fLanguage%2520Acquisition%2fTWDL%2fOverview.aspx)

Overview (<http://tusd1.org/Departments/Language-Acquisition/Two-Way-Dual-Language/TWDL-Overview>)

TWDL Models (<http://tusd1.org/Departments/Language-Acquisition/Two-Way-Dual-Language/TWDL-Models>)

TWDL Program Sites (<http://tusd1.org/Departments/Language-Acquisition/Two-Way-Dual-Language/TWDL-Program-Sites>)

Parent Resources (<http://tusd1.org/Departments/Language-Acquisition/Two-Way-Dual-Language/TWDL-Parent-Resources>)

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TWDL image



Two-Way Dual Language Framework (<http://tusd1.schooldesk.net/Portals/TUSD1/District/docs/Language%20Acquisition/TWDL/twdlframework.pdf>) (in PDF)

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