Purpose: Department timeline for proposed Dual Language Program Model K-12 as approved by Leadership.

<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Person(s) Responsible</th>
<th>Outcome or Product</th>
<th>Date of Completion</th>
</tr>
</thead>
</table>

TUCSON UNIFIED SCHOOL DISTRICT
Language Acquisition Department (LAD)
Dual Language (DL) TimeLine
2013-2014
| Proposed DL Model K-12 for Leadership Approval | LAD | Confirmation of proposed model to proceed with district implementation | September 2013 |
| Develop detailed plan that specifies expectations from sites regarding implementation of a DL Model: | LAD | Facilitation of site selection which will provide clear mutual understanding of district & site commitment | November 2013 |
| • Instructional Design | LAD | The TWDL handbook will provide a framework for developing and implementing a dual language instructional program. | December 2013 – July 2014 |
| • Support Plan Protocol for Dual Language Programs | LAD | • PD for DL Teachers | December 2013 – May 2014 |
| • Dual Language Overview | LAD | • Rollout of new model to TUSD community | |
| • Principal Commitment | LAD | • Continue partnerships with Higher Ed. Institutions | |
| • Teacher Expectations | LAD | Determination of participating sites | January 2013 |
| • Elementary/MS/HS Materials | LAD | Development of site based action plan for implementation of DL model | February – March |
| • Data Monitoring | LAD | | |
| Two-Way Dual Language Symposium Planning | LAD | | |
| Conduct Meeting with principals of existing DL sites to share document of DL Plan and expectations | LAD | | |
| Meet with committed sites’ leadership teams to present plan and discuss steps needed to be taken to align with new model | LAD | | |
| Revise all relevant department documents and brochure to align with new model. | LAD | | |
| • Upon board approval, documents will be uploaded and printed for availability | | | |
| | | | |
Re-establish partnership with UofA to assist with implementation of new model

- U of A-
  - Two presentations (Compliance and Two-Way Dual Language) to undergrads/ Dr. Carol Evans
  - Two-Way Dual Language and SIOP presentation to undergrads/ Dr. Cecilia Valenzuela Gee
  - Alternative Language Programs Presentation to U of A Language Reading & Culture (LRC) Bilingual Faculty-April 23rd
  - Two-Way Dual Language presentation to undergrads/ Dr. Richard Ruiz-April 28th

Dual Language Symposium with panel of experts and community representatives to showcase TUSD’s Dual Language programs.
- Guest speakers
- Researchers (U of A, ASU, experts)
- Parents and students
- Teachers

Ensure all committed sites have resources and procure resources from sites if needed:
- Reading Adoption
- Math Adoption
- Avenues
- LAS Links
- Achieve 3000

Open line of communication in order to:
- Keep current on cutting edge research
- Monitor effectiveness
- Recruit well-prepared teachers

Inventory, budget and orders for DL instructional resources

PD for DL Teachers
Rollout of new model to TUSD community
Continue partnerships with Higher Ed. Institutions

February/March/April

May

May/June
<table>
<thead>
<tr>
<th><strong>5-Day Summer Institute Planning:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Consultants/procurement</td>
</tr>
<tr>
<td>- Develop Agendas</td>
</tr>
<tr>
<td>- Teacher Compensation</td>
</tr>
<tr>
<td>- Venue</td>
</tr>
<tr>
<td>- Printing</td>
</tr>
<tr>
<td>- Materials/Handouts</td>
</tr>
<tr>
<td>- Guest Speakers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5-Day Summer Institute:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Days 1-3 - Literacy Squared</strong></td>
</tr>
<tr>
<td><strong>Day 4 - Guest speaker - on the concept of bridging between languages</strong></td>
</tr>
<tr>
<td><strong>Day 5 - Imagine Learning Español K-1 LAS Links</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LAD/PD Associates</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of Institute completed</td>
</tr>
<tr>
<td>In-Depth training for Cycle One Implementation phase</td>
</tr>
</tbody>
</table>

**Literacy Squared**
- On-going and extensive professional development that aligns with the new DL Model. It includes: paired literacy instruction beginning in kindergarten, literacy-based ELD, and an expanded view of literacy instruction in two languages including greater emphasis on oracy, writing, metalinguistic awareness, and cross-language connections.

**Bridging**
- Session will address the need for a strategic use of both languages in literacy and content
Instruction, with the help of the "Bridge." The concept of bridging between languages will be explored throughout the year.

**Imagine Learning Español**
- Session will train K-1 teachers in the use of technology through a balanced approach to literacy in Spanish. This program provides the solid pedagogical foundation to help students become proficient readers in Spanish.

**LAS Links**
- Session will train teachers to administer and analyze data using LAS Links Español to inform instruction.
Two Way Dual Language (TWDL) Program

Office of Curriculum Instruction and Professional Development-Language Acquisition Department
Current DL Schools

- Davis K-5 (Spanish Immersion)
- Grijalva K-5
- Hollinger K-5
- McCorkle PreK-3
- Mission View
- Roskruge K-8
- Van Buskirk K-5
- White K-5
- Pistor 6-8
- Pueblo 9-12
### TWDL Elementary Model

#### Office of Curriculum Instruction and Professional Development

**Language Acquisition Department**

**TUSD Two-Way Dual Language (TWDL) Model**

**Pre-K & Self Contained**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>60</td>
<td>30</td>
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</tr>
</tbody>
</table>

**First Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
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<td>30</td>
<td>30</td>
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</table>

**Second Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>60</td>
<td>30</td>
<td>30</td>
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</tbody>
</table>

**Third Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
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</thead>
<tbody>
<tr>
<td>Third</td>
<td>60</td>
<td>30</td>
<td>30</td>
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</tbody>
</table>

**Fourth Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth</td>
<td>60</td>
<td>30</td>
<td>30</td>
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</tbody>
</table>

**Fifth Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Minutes Assigned</th>
<th>Minutes in English</th>
<th>Minutes in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth</td>
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<td>30</td>
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</table>

**Sixth-Eighth Grade**

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<th>Minutes in English</th>
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</thead>
<tbody>
<tr>
<td>Sixth</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
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</table>

#### \[Case 4:74-cv-00090-DCB\] Document 1687-9 Filed 10/01/14 Page 15 of 90
TWDL Secondary Model

Office of Curriculum Instruction and Professional Development  
Language Acquisition Department

TUSD Two-Way Dual Language (TWDL) Model

<table>
<thead>
<tr>
<th>Team-Teaching Model*</th>
</tr>
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<tbody>
<tr>
<td>Secondary Dual Language Model</td>
</tr>
<tr>
<td>6\textsuperscript{th} – 12\textsuperscript{th} grades</td>
</tr>
<tr>
<td>Period</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Team Teaching in Dual Language 6\textsuperscript{th} – 12\textsuperscript{th}  
One teacher for each content area uses English as the language of instruction and the other teacher uses Spanish as the language of instruction. Students alternate between the Spanish and the English language content teachers by unit (not to exceed two weeks in duration).

*Team Teaching Model requires the following qualifications:

- A team of two teachers per content area
  - Bilingual endorsed teacher provides content in Spanish language.
  - ESL or SEI endorsed teacher provides content in English language.
- Highly Qualified in subject area
Team Teaching Model

- Fidelity to both Languages
- Promotes collaboration between teachers
- Involves a larger portion of the faculty dedicated to the common goal of biliteracy
- Serves twice as many students

“Team teaching is a way to use valued monolingual English staff who are invested in the program and eager to partner with a bilingual teacher”

Thomas and Collier, 2012
## Program Implementation Timeline

### Process/Task
- Work with HR and Leadership to develop compensation package
- Develop detailed plan that specifies expectations from sites regarding implementation of DL Model:
  - Instructional Design
  - Support Plan Protocol for Dual Language Programs
  - Dual Language Overview
  - Principal Commitment
  - Teacher Expectations
  - Elementary/MS/HS Materials
- Conduct Meeting with principals of existing DL sites to share document of DL Plan and expectations
- Meet with committed sites’ leadership teams to present plan and discuss steps needed to be taken to align with new model
- Revise all relevant department documents and brochure to align with new model.
  - Upon board approval, documents will be uploaded and printed for availability
- Present Model To Governing Board
- Meet with Parents/Community of committed sites to provide information about DL model and rationale
- Re-Establish partnership with UofA to assist with implementation of new model
  - Reading Adoption
  - Math Adoption
  - Avenues
  - LAS Links
  - Achieve 3000
  - Imagine Learning Español (K-1)
  - SSL
  - Science / FOSS
  - Social Studies
- Conduct initial training with site staff to align on the following:
  - Use of resources
  - Sheltered Immersion Strategies
  - Assessment
  - Bridging
  - Team teaching
- 5-Day Summer Institute Planning:
  - Consultants/procurement
  - Develop Agendas
  - Teacher Compensation
  - Venue
  - Printing
  - Materials/Handouts
  - Guest Speakers
- Conduct 5-Day Summer Institute
- Confirmation of proposed model to proceed with district implementation
- Establishment of compensation package to increase recruitment potential of quality DL teachers
- Facilitation of site selection which will provide clear mutual understanding of district & site commitment
- Determination of participating sites
- Development of site based action plan for implementation of DL model
- Drafts of documents to inform all TUSD stakeholders
- Informing and approval of DL model by school board
- Parent commitment to revised DL program
- Open line of communication in order to:
  - Keep current on cutting edge research
  - Monitor effectiveness
  - Recruit well-prepared teachers
- Inventory, budget and orders for DL instructional resources
- Staff will have received a preliminary overview of subsequent professional development to launch new DL model
- Coordination of institute completed
- In-Depth training for Cycle One implementation phase

### Person(s) Responsible
- Leadership/HR
- LAD
- Leadership/LAD
- SLT/CAD
- LAD/Site Leadership
- LAD/PD Associates
- LAD/SLT /PD Associates
- LAD/PD Associates

### Date of Completion
- October 2013
- November 2013
- October/November 2013
- December 2013
- January 2014
- February
- March
- March/May
- TBA pending district summer PD calendar
TWDL Handbook

• Review Contents

Two Way Dual Language Program (TWDL) Handbook

December 2014
Language Acquisition Department
Questions???

• How many schools per cycle will be accepted?
• Criteria for Cycle I school selection?
• In Cycle I, do we phase in new model and grandfather the old model and maintain support during the phase-in period?
• Can schools continue to run their own bilingual classes if they do not decide to adopt the new model?
• Where does Magnet fit in? (e.g. Dietz, Davis, Roskruge)
Next Steps

• Meet with all stakeholders at your site
• Site Commitment - January 10, 2014
El mundo en sus manos...
siendo bilingüe
The Language Acquisition Department invites you to join us for the introduction of TUSD’s new Advanced Learning Experience 2014-2015!

- Entertainment and student work by TUSD’s Dual Language schools
- Presentation of Model
- TUSD Bilingual Education Success Stories
- Students who attend the symposium will receive a certificate towards requirements for the Seal of Biliteracy

4:30 – 7:00 p.m.
Pueblo Magnet High School
3500 S. 12th Ave.

Participating Schools:
Davis Bilingual Magnet, Grijalva Elementary, Hollinger Elementary, McCorkle Elementary, Mission View Elementary, Van Buskirk Elementary, White Elementary,
Escuelas participantes:
Davis Bilingual Magnet, Grijalva Elementary, Hollinger Elementary, McCorkle Elementary, Mission View Elementary, Van Buskirk Elementary, White Elementary, Pistor Middle School, Roskrige Bilingual Magnet and Pueblo Magnet High School
Dear Dual Language teachers,
The Language Acquisition Department cordially invites you to attend:

**Tucson Unified School District**  
**Two-Way Dual Language Symposium**  
**Tuesday, May 6, 2014**  
Pueblo Magnet High School  
3500 S. 12th Ave.

*Join the Language Acquisition Department’s premiere of the new 2014-2015 Two-Way Spanish/English Dual Language Model!*

- **4:00 to 4:30** Registration
- **4:30 to 7:00**
  - **Keynote Presentation – Common Core & Dual Language**  
    Dr. Kathy Escamilla, Director  
    BUENO Center for Multicultural Education  
    University of Colorado Boulder
  - **TWDL Presentation**
  - **TUSD Bilingual Education Success Stories**

Entertainment and student work by TUSD Dual Language schools
Since you are currently assigned as a teacher in a Dual Language classroom, we are offering you priority registration to attend the symposium as part of your professional development and to receive workshop compensation of $40 for your attendance. Your priority registration is open until April 18, at which time registration will be opened to other district teachers who are bilingually endorsed.

To ensure your spot, we encourage you to register before April 18. Please go to: https://tucson.truenorthlogic.com (See “screen shot” below for course information.)

Contact the Language Acquisition Department if you need additional information at 225-4600.
Join the Language Acquisition Department’s premiere of the new 2014-2015 Two-Way Spanish/English Dual Language Model!

4:30 to 7:00

- Keynote Presentation – *Common Core & Dual Language*
  Dr. Kathy Escamilla, Director
  BUENO Center for Multicultural Education
  University of Colorado Boulder
- Presentation of Two-Way Dual Language Model
- TUSD Bilingual Education Success Stories

Entertainment and student work by TUSD Dual Language schools
TUCSON UNIFIED SCHOOL DISTRICT

TWO-WAY DUAL LANGUAGE SYMPOSIUM
EL SIMPOSIO DE LENGUAJE DUAL DE DOBLE VÍA

MAY 6, 2014
Join the Language Acquisition Department’s premiere of the new 2014-2015 Two-Way Dual Language Model!

- Entertainment and student work by TUSD Dual Language schools
- Presentation of Model
- TUSD Bilingual Education Success Stories

6 DE MAYO DE 2014
¡Acompañe al Departamento de Adquisición de Idiomas en su estreno del nuevo modelo de lenguaje dual de doble vía 2014-2015!

- Entretenimiento y trabajo estudiantil por las escuelas de lenguaje dual de TUSD
- Presentación del modelo
- Historias de éxito de Educación Bilingüe de TUSD

4:30 PM - 7:00 PM
PUEBLO MAGNET HIGH SCHOOL
3500 S. 12TH AVE.

TUSD
WWW.TUSD1.ORG

USP V.F.1.1

LANGUAGE ACQUISITION DEPARTMENT
520-225-4600
Symposium Event Schedule (Auditorium)

4:30-4:45  **Student Entertainment**
   4:30-4:37  Holli nger K-8 ~ Mariachi
   4:37-4:45  White Elementary ~ Mariachi & Folklorico Group

4:45-5:00  **Welcome**
   4:45-4:50  Superintendent ~ Dr. H. T. Sánchez
   4:50-4:55  Master of Ceremonies
               Director of Language Acquisition ~ Ignacio Ruiz
   4:55-5:00  Deputy Superintendent ~ Dr. Adrian Vega

5:00-5:45  **Keynote Presentation**
   Common Core & Dual Language ~
   Dr. Kathy Escamilla,
   Director BUENO Center for Multicultural Education

5:45-6:00  **Student Entertainment**
   5:45-5:52  Van Buskirk Elementary ~ OMA Performing Group
   5:52-6:00  Davis Bilingual Magnet ~ Las Aguilitas Mariachi

6:00-6:10  **Special Recognition ~ Esteemed Guests**

6:10-6:30  **Presentation of the TWDL Model for TUSD**
   6:10-6:20  Director of Language Acquisition ~ Ignacio Ruiz
   6:20-6:25  University of Arizona Mexican American Studies
               College of Social & Behavioral Science
               ~ Dr. Richard Ruiz
   6:25-6:30  NABE Vice President ~ Dr. Julio Cruz

6:30-7:00  **TUSD Bilingual Education Success Stories**
   Moderator ~ Dr. Conrado Gomez
   Guest Panel ~ Sam Brown, Dr. Kathy Escamilla, Janice Granillo-Gil, Julian Herrera, Alma
               Montemayor, and Jesús Orduño

7:00-7:15  **Reception/Student Entertainment**
   7:00-7:07 ~ Roskruge Bilingual Magnet ~ Mariachi Pumas
   7:07-7:15 ~ Mariachi Aztlán de Pueblo High School

7:15-7:30  **Cake and punch in the foyer**
TUCSON UNIFIED
SCHOOL DISTRICT

Two-Way Dual Language Symposium
Language Acquisition Department

May 6, 2014
STUDENT ENTERTAINMENT

HOLLINGER K-8 MARIACHI

BULLDOG MARIACHI AND FOLKLORICO GROUP
BIENVENIDOS

El mundo en sus manos...siendo bilingüe

Being bilingual...the world is in your hands

WELCOME
KEYNOTE PRESENTATION

Common Core and Dual Language

Dr. Kathy Escamilla
Professor, Educational Equity & Cultural Diversity
Project Director, BUENO Center
School of Education
University of Colorado, Boulder
STUDENT ENTERTAINMENT

VAN BUSKIRK-FINAL
MOMENTS (OPENING MINDS WITH THE ARTS DANCE) - MS. HOUTZ’ 5TH GRADE

LAS AGUILITAS MARIACHI
de
DAVIS BILINGUAL MAGNET
SPECIAL RECOGNITION

~ Esteemed Guests ~

Dr. Kathy Escamilla

Dr. Leonard Basurto

Mr. Steven Holmes

Mr. Mark Alvarez
GLOBAL OUTLOOK...

420 million people worldwide speak Spanish as a first language

By 2050, the United States will be home to approximately 100 million people who speak Spanish.
TWDL PROGRAM GOAL

To provide instruction for cognitive and linguistic development in two languages for all students who enroll with the educational goals of bilingualism, biliteracy and biculturalism.
ADVANCED LEARNING EXPERIENCE

Governing Board Approval
June 2013

Dual Language Recognized as an Advanced Learning Experience
Two Way Dual Language (TWDL) = Balanced Number of Two Groups of Students

Native Speakers of Spanish or Other "Target" Language

Native English Speakers

TWO-WAY DUAL LANGUAGE MODEL
2014-2015 PARTICIPATING SITES

**Cycle I**
K-2, 6th, 9th

*All other grades will continue with a 50/50 model*

- Davis Bilingual Magnet
- Grijalva
- Hollinger
- McCorkle (K-2)
- Mission View
- Roskruge Bilingual Magnet (K-8)
- Van Buskirk
- White
- Pistor
- Pueblo

USP V.F.1.1
TWDL K-12 LANGUAGE of INSTRUCTION

- **Kinder**: 90% English, 10% Spanish
- **1st Grade**: 80% English, 20% Spanish
- **2nd Grade**: 70% English, 30% Spanish
- **3rd Grade**: 60% English, 40% Spanish
- **4th-12th Grade**: 50% English, 50% Spanish

**Legend**:
- Red: English
- Blue: Spanish
Reading/Lectura
Writing/Escritura

Vocabulary/ Vocabulario
Grammar/ Gramática
Math/Science
Matemáticas/ Ciencia
Dictado is to wash before, to rewash is to cook again and disrespect is to not respect. In addition, unlikely means not likely and inappropriate means not appropriate.

In conclusion, all these words have prefixes in them.

Prefixes: re-, un-, dis-, in-
Fine Arts/
Bellas Artes
THOMAS AND COLLIER

Expands and enhances students' thinking skills

Respect & value each other

Ensures cognitive development and flexibility

USP V.F.1.l
2013 National Association for Bilingual Education Student Essay Contest Winner!

Eleazar Ortiz

Enrique Garcia Jr.
Pueblo Magnet High School

Spanish Teacher
Pueblo Magnet High School
SEAL OF BILITERACY AWARD

✓ Honors Graduating Seniors

✓ Recognizes Students at Pathways to Biliteracy

✓ Encourages the pursuit of biliteracy, bilingualism, and multicultural proficiency
SEAL OF BILITERACY

Certificate of Attendance

...qualifies toward the requirements for the Pathway to Biliteracy Award

This is presented to

In recognition for attending a Multicultural Event

Two-Way Dual Language Symposium

School ___________________________ Date ____________

Signature __________________________ Date ____________

Ignacio Ruiz
Director of Language Acquisition Department

TUSD

Appendix V-33 p. 47
SEAL OF BILITERACY

National Association for Bilingual Education (NABE)

Dr. Julio Cruz  
Vice President

Dr. Mariella Espinoza-Herold  
Secretary
El mundo en sus manos...siendo bilingue

Being bilingual...the world is in your hands
PANEL OF EXPERTS

Dr. Kathy Escamilla
Professor, Project Director
University of Colorado Boulder
TUSD Bilingual Education Director

Sam Brown
Desegregation Director, TUSD
Attended Davis Bilingual Magnet,
Roskrugge Bilingual Magnet,
Tucson High Magnet School
PANEL OF EXPERTS

Janice Gill
Human Resources Information Systems Specialist
Attended Harriet Johnson, Lawrence, Hollinger, Pistor MS, University High School, Pueblo High School

Julian C. Herrera
Tucson Fire Department Paramedic/Fire Fighter
TUSD Bilingual Education 4th & 5th Grade Hollinger Teacher
PANEL OF EXPERTS

Alma Montemayor Sandigo
BME/ESL Assistant Clinical Professor/
NAU-Yuma
Pueblo Magnet High School Graduate

Jesus Orduño
Pueblo Magnet High School Spanish
Teacher/ 2014-15 World Languages
Department Chair
Attended Warren, Pistor MS,
Pueblo Magnet High School
MODERATOR

Dr. Conrado Gomez
Clinical Assistant Professor/ASU

TUSD Principal of Davis Bilingual Learning Center
Principal of Roskruge Elementary & Bilingual Middle Magnet School
El mundo en sus manos…siendo bilingue

TUUSD BILINGUAL EDUCATION SUCCESS STORIES

Being bilingual…the world is in your hands
STUDENT ENTERTAINMENT

ROSKRUGE BILINGUAL MAGNET
MARIACHI PUMAS

MARIACHI AZTLAN DE PUEBLO HIGH SCHOOL
INVITED & ESTEEMED GUESTS

Thank You

GUEST LIST
STUDENT PERFORMANCES
Los Viejos Amigos & League of Mexican-American Women
CONTRIBUTORS

United Way of Tucson and Southern Arizona

Thank you!

Let's Transform Our Community Together

MORE EDUCATION
ARTIST IN RESIDENCE

El mundo en sus manos...siendo bilingüe

Being bilingual...the world is in your hands

C. DIANE ALVAREZ
PARTICIPATING SCHOOLS

Davis Bilingual Magnet
Grijalva
Hollinger
McCorkle (K-2)
Mission View
Roskruge Bilingual Magnet (K-8)
Van Buskirk
White
Pistor
Pueblo Magnet High School
“El mundo en sus manos...siendo bilingüe. Being bilingual...the world is in your hands.”
If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.  

*Nelson Mandela*
As space allows, the TWDL program accepts all previously participating students and all new students with qualifying exam scores.

Qualifying Exam Score

**English Speakers:** An English SOLOM score of at least 15 (P-1) & 3 on the Spanish LAS oral (2-8).

**Spanish Speakers:** A Spanish SOLOM score of at least 15 (4-8) & proficiency on AZELLA oral (K-3).

### How Dual Language Works

In preschool all students are fully immersed in Spanish. In Kindergarten students receive 90% instruction in Spanish with 10% instruction in English. Continuing students receive instruction where the two languages gradually reach 50% Spanish and 50% English by fourth grade. The expected goal is for students to demonstrate grade-level literacy and fluency in both languages.

### Why English and Spanish?

These languages are the two most commonly spoken in the U.S. and hold official U.N. status as international languages.

### Language of Instruction

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SPANISH</th>
<th>ENGLISH</th>
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<tbody>
<tr>
<td>P</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>K</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>80%</td>
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<tr>
<td>6-12</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Si le hablas a un hombre en un idioma que entiende, se va a su cabeza. Si le hablas en su propio idioma, se va a su corazón.  
*Nelson Mandela*

**Escuelas que actualmente ofrecen enriquecimiento de Lenguaje Dual:**

- Davis Bilingual Magnet
- Grijalva Elementary
- Hollinger Elementary
- Mary Belle McCorkle
- Mission View Elementary
- Roskruge Bilingual Magnet
- Van Buskirk Elementary
- White Elementary
- Pistor Middle School
- Pueblo Magnet High School

**DiSTRITO ESCOLAR UNIFICADO DE TUCSON**

**Mesa Directiva**
- Adelita S. Grijalva, Presidenta
- Kristel Ann Foster, Secretaria
- Michael Hicks, Miembro
- Cam Juárez, Miembro
- Dr. Mark Stegeman, Miembro

**Superintendente**
- Dr. H.T. Sánchez

**Superintendente Delegado**
- Dr. Adrián Vega

**Superintendente Asistente de Instrucción Curricular**
- Steven Holmes

**Departamento de Adquisición de Idiomas**
- Ignacio Ruiz, Director

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El Distrito Escolar Unificado de Tucson no discrimina en base a la raza, color, origen nacional, sexo, orientación sexual, edad, religión, o discapacidad en la admisión o acceso a, o en el trato o empleo, en sus programas educativos o actividades.

**Lenguaje Dual de Doble Vía**

Una Experiencia de Aprendizaje Avanzada

**Departamento de Adquisición de Idiomas**

Lee Instructional Resource Center

2025 E. Winsett St.
Tucson, AZ  85719
(520)225-4600
Una Educación del siglo 21

Los Beneficios del Lenguaje Dual

Las investigaciones indican que los estudiantes que dominan dos o más idiomas desarrollan ventajas cognitivas clave, incluyendo:

- mejor control de los impulsos
- mejor capacidad de atención
- mayor agilidad mental

El aprendizaje de lenguaje dual también mejora la preparación de los estudiantes para la universidad/cohés, así como las oportunidades profesionales en el mercado global.

¿Cómo trabaja el Lenguaje Dual?

En el preescolar todos los estudiantes están totalmente inmersos en español. En Kínder los estudiantes reciben 90% de instrucción en español con un 10% de instrucción en inglés. Los estudiantes que continúan reciben instrucción donde los dos idiomas llegan gradualmente a un 50% en español y un 50% en inglés para el cuarto grado escolar. La meta esperada es que los estudiantes demuestren alfabetismo a nivel de grado y la fluidez en ambos idiomas.

¿Por qué inglés y español?

Estos idiomas son los dos más comúnmente hablados en Estados Unidos y tienen un estatus oficial en las Naciones Unidas como idiomas internacionales.

Unidad de Enseñanza

<table>
<thead>
<tr>
<th>GRADO</th>
<th>ESPAÑOL</th>
<th>INGLÉS</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>K</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>6-12</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Criterios de Admisión

Son elegibles todos los estudiantes cuyos padres han solicitado y han calificado para una solicitud de exención para participar en un programa de lenguaje dual.

- Todos los estudiantes serán evaluados con el examen LAS oral en español.
- Los estudiantes que sean identificados menos competentes oralmente ya sea en inglés o en español serán recomendados para apoyo adicional de lenguaje.
Two Way Dual Language Program (TWDL) Handbook
December 2014

Language Acquisition Department

TUCSON UNIFIED SCHOOL DISTRICT
GOVERNING BOARD

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Kristel Ann Foster Clerk
Michael Hicks Member
Cam Juárez Member
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Ignacio Ruiz
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<table>
<thead>
<tr>
<th>POLICY TITLE: English Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY CODE: IHAA</td>
</tr>
</tbody>
</table>

All students have a right to the opportunity to develop a full command of the English language and to be provided at their local school with an English language public education and, as permitted by law, to develop skills in the use of other languages. English Language Learners (ELLs) shall be educated through Structured English Immersion (SEI). All students, however, whose parents have requested and received approval for waivers shall have their children taught through bilingual education techniques or other generally approved methodologies.

In the majority of educational research studies, Dual Language Instruction (DLI) is considered the most effective form of bilingual education and shall be implemented, wherever possible, as part of the curriculum for students with an approved waiver. The goal of Dual Language Instruction is to promote individual student achievement, to provide students full access to the curriculum, to ensure students’ rapid acquisition of Basic English language skills, and to secure for students the opportunity to demonstrate mastery of at least two languages, one of which will be English.

The Superintendent, from time to time, shall issue Administrative Regulations containing procedures for the identification, assessment, placement, reassessment and reclassification of ELLs and develop and implement procedures for continuous and appropriate assessment of the effectiveness of all educational programs and activities governed by this policy.

**THE ADMINISTRATIVE REGULATIONS WILL ESTABLISH A PLAN FOR LANGUAGE EDUCATION WHICH SHALL INCLUDE THE TRAINING AND PROFESSIONAL GROWTH OF EMPLOYEES INVOLVED IN THE EDUCATIONAL PROGRAMS AND ACTIVITIES GOVERNED BY THIS POLICY.**

Adopted: March 17, 1981
Revision: March 27, 1990
Revision: November 17, 1992
Revision: January 23, 2001

USP V.F.1.l

Appendix V-33 p. 70
LEGAL REF.: A.R.S. §15-751 through §15-756
15-706.02 through 15-706.06
15-756.10
15-756.11
15-756.12
15-756.13
15-757
A.A.C. R7-2-306

CROSS REF: ADF Intercultural Proficiency
IHBE - Parental Waivers for English Learners in Dual language Classrooms
Statement of Philosophy

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

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

Dual language is based on linguistic, sociological, psychological and pedagogical theories that emphasize learning through the use of the student’s first and second languages as mediums of instruction that will result in strong bilingual and biliteracy development.

Purpose

The Language Acquisition Department has developed a Two-Way Dual Language (TWDL) program model for addressing the linguistic needs of our diverse student population. The TWDL program model provides a framework for developing and implementing a dual language instructional program. Primary and second language development are integral components of the framework.

The goal of the program model is to implement the goals stated in Governing Board policy IHAA.

USP V.F.1.l
## Rationale:
To provide instruction for cognitive and linguistic development in two languages for mainstream and ELL students with the educational goals of bilingualism, biliteracy, and biculturalism.

## Curriculum:
The Arizona State Standards, English Language Proficiency Standards, and Foreign and Native Language Standards will be used as the curriculum for the implementation of this program.

## Materials:
District adopted texts in English and Spanish and supplemental materials in both languages.

## Assessment:
Student progress in listening, speaking, reading and writing, both English and Spanish, will be assessed.

## Population Served:
### Entrance Criteria
All students whose parents request and qualify for a Parental Waiver Application for participation in a dual language program are eligible.

- All students will be screened with LAS Oral in Spanish.
- Students who are identified as less than orally proficient in either English or Spanish will be recommended for additional language support.

## Scope:
### Elementary
All Dual Language classrooms will follow the TUSD Two Way Dual Language Model of implementation.

### Secondary
All bilingual education classrooms will follow the Dual Language Model.
- Each year, students in grades 6-8 are required to take:
  - one Spanish Language Arts or SLD class
  - one English Language Arts or two ELD classes
  - at least two Dual Language content classes
- Each semester, students in grades 9-12 are required to take:
  - one Spanish class (or each year until they pass AP Spanish)
  - one English class or two ELD classes
  - at least two Dual Language content classes, unless prior permission has
Office of Curriculum Instruction and Professional Development  
Language Acquisition Department  
TUSD Two-Way Dual Language (TWDL) Model  
PreK-8th Self Contained

<table>
<thead>
<tr>
<th>Pre-Kindergarten</th>
<th>Kinder</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Minutes Assigned</strong></td>
<td><strong>Minutes in Spanish</strong></td>
<td><strong>Total Minutes Assigned</strong></td>
<td><strong>Minutes in English</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>48</td>
<td>Reading 90</td>
<td>0-10</td>
</tr>
<tr>
<td>Writing</td>
<td>48</td>
<td>Writing 30</td>
<td>0-5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48</td>
<td>Mathematics 60</td>
<td>0-5</td>
</tr>
<tr>
<td>Science/SS</td>
<td>48</td>
<td>Science/SS 45</td>
<td>0-5</td>
</tr>
<tr>
<td>SLD</td>
<td>48</td>
<td>ELD/SLD 45</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total Hours of Instruction</strong></td>
<td><strong>4 Hours</strong></td>
<td><strong>Specials:</strong></td>
<td><strong>Spanish and/or English as Available</strong></td>
</tr>
<tr>
<td>Intervention/Enrichment</td>
<td></td>
<td>30</td>
<td>Spanish and/or English as Needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Grade</th>
<th>Fourth Grade*</th>
<th>Fifth Grade*</th>
<th>Sixth-Eighth Grade Self Contained*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Minutes Assigned</strong></td>
<td><strong>Minutes in English</strong></td>
<td><strong>Minutes in Spanish</strong></td>
<td><strong>Total Minutes Assigned</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>30-40</td>
<td>60-50</td>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>20</td>
<td>Writing</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20-35</td>
<td>40-25</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science/SS</td>
<td>25-30</td>
<td>35-30</td>
<td>Science/SS</td>
</tr>
<tr>
<td>SLD</td>
<td>45</td>
<td>ELD/SLD 45</td>
<td>ELD/SLD 45</td>
</tr>
<tr>
<td>Specials: OMA, PE, Computers, Library, Music-Mariachi, Art</td>
<td>30 Spanish and/or English as Available</td>
<td>Intervention/Enrichment</td>
<td>30 Spanish and/or English as Needed</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------</td>
</tr>
</tbody>
</table>
| *Team Teaching Model as indicated. This model requires the following qualifications:*
  - Bilingual Education Endorsed teacher who provides all targeted Spanish instruction
  - SEI or ESL Endorsed teacher who provides all targeted English instruction

**USP V.F.1.l**

Appendix V-33 p. 75
TUSD Two-Way Dual Language (TWDL) Model

**Team-Teaching Model***

**Secondary Dual Language Model**  
6th – 12th grades

<table>
<thead>
<tr>
<th>Period</th>
<th>Language of Instruction - English</th>
<th>Language of Instruction - Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>Spanish Language Arts or SLD</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>English Language Arts or ELD</td>
</tr>
<tr>
<td>3</td>
<td>Additional period of ELD or elective</td>
<td>Additional period of ELD or elective</td>
</tr>
<tr>
<td>4</td>
<td>Math Team Teaching</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Science Team Teaching</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Social Studies Team Teaching</td>
<td></td>
</tr>
</tbody>
</table>

**Team Teaching in Dual Language 6th – 12th**  
One teacher for each content area uses English as the language of instruction and the other teacher uses Spanish as the language of instruction. Students alternate between the Spanish and the English language content teachers by unit (not to exceed two weeks in duration).

*Team Teaching Model requires the following qualifications:

- **A team of two teachers per content area**
  - Bilingual endorsed teacher provides content in Spanish language.
  - ESL or SEI endorsed teacher provides content in English language.
- **Highly Qualified in subject area**
<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Outcome or Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and strategically place the most qualified and proficient bilingually endorsed teachers</td>
<td>✓ Quality instruction that will maximize program success</td>
</tr>
<tr>
<td>Recruit and place eligible students for designated dual language classrooms</td>
<td>✓ Capacity building to maintain and grow dual language program</td>
</tr>
<tr>
<td>Conduct an inventory of adopted and designated supplemental dual language materials and submit a request for materials as needed</td>
<td>✓ Allocation of appropriate instructional materials for classroom use</td>
</tr>
<tr>
<td>Attend dual language summer institute 2014-2015</td>
<td>✓ Acquired knowledge of current research based methodologies/strategies in accordance with dual language professional development</td>
</tr>
<tr>
<td>Facilitate and participate in Literacy Squared on site professional development</td>
<td>✓ Support and articulation among teachers and leadership of professional development initiatives</td>
</tr>
<tr>
<td>Attend quarterly principal sessions regarding professional development for DL teachers</td>
<td>✓ Support and articulation among teachers and leadership of professional development initiatives</td>
</tr>
<tr>
<td>Evaluate teacher implementation of the approved TUSD Dual Language Model</td>
<td>✓ Consistent dual language program implementation</td>
</tr>
<tr>
<td>Monitor and evaluate teacher instruction in the use of sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students</td>
<td>✓ Comprehensible instruction for all participating students</td>
</tr>
<tr>
<td>Monitor the implementation of Imagine Learning Español (K-1)</td>
<td>✓ Effective Implementation of program</td>
</tr>
<tr>
<td>Monitor the implementation of Achieve 3000 in grades 2-12 in English and in Spanish</td>
<td>✓ Effective implementation of program</td>
</tr>
<tr>
<td>Monitor teacher administration of required assessments</td>
<td>✓ Ongoing evaluation of program effectiveness and</td>
</tr>
</tbody>
</table>

USP V.F.1.l
and provide allocated time for teachers to analyze data

- Release bilingual paraprofessionals to attend quarterly professional development sessions

- Monitor and ensure the use of bilingual paraprofessionals according to the following criteria:
  - 80% instructional support through student contact in the designated language of instruction
  - 20% compliance/clerical

- Promote a school wide climate that nurtures bilingualism (e.g. utilizing social and extra-curricular activities to reinforce the use and practice of the target language during announcements, assemblies, lunch, field trips, etc.)

- Optimal use of bilingual paraprofessional to maximize student achievement
- Optimal use of bilingual paraprofessional to maximize student achievement
- School environment that reflects a respect for bilingualism/biculturalism

---

**TUCSON UNIFIED SCHOOL DISTRICT**

*Language Acquisition Department (LAD)*

**Dual Language (DL) Teacher**

2014-2015

**Purpose:** Dual language K-12 teacher expectations to be completed over the course of the school year.

<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Outcome or Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP V.F.1.1</td>
<td></td>
</tr>
</tbody>
</table>
- Participate in all dual language professional development initiatives
  - 2014 5-day Summer Institute
  - Quarterly all day book study
  - Monthly in-class observation, coaching, modeling, reflection

- Implement targeted strategies that pertain to professional development initiatives on a daily basis

- Adhere to the language of instruction according to the approved TUSD Dual Language Model

- Utilize adopted and designated supplemental dual language materials

- Implement Achieve 3000 in grades 2-12 in English and in Spanish 2 to 3 times per week

- Use bilingual paraprofessionals as an additional resource
  - 80% instructional support through student contact in the designated language of instruction
  - 20% compliance/clerical

- In co-teaching model teachers must meet weekly during their designated planning time to collaborate

- Establish a classroom environment that reflects the percentages of language distribution according to the model of the assigned grade level

- Use sheltered instructional strategies (SIOP Model) to provide comprehensible input for all participating students

- Communicate monthly with parents through means such as: newsletter, website updates, parent meetings and/or phone calls

- Administer and analyze results (as available) of required assessment data (see table below):

| Application of current research based methodologies/strategies that pertain to dual language |
| Application of current research based methodologies/strategies that pertain to dual language |
| Consistent dual language program implementation |
| Consistent dual language program implementation |
| Completion of approximately 80 multiple choice activities per year according to the percentage of language use for the assigned grade level |
| Optimal use of bilingual paraprofessional to maximize student achievement |
| Alignment and pacing of content instruction in their designated language of instruction |
| Reflection of cultural and bilingual/biliterate learning that is occurring in the classroom to instill a respect for Spanish and English |
| Comprehensible instruction for all participating students |
| Engagement of families in the dual language program |
| Monitoring of program effectiveness and student achievement to align instruction to student data |
Support Plan Protocol for Dual Language Programs

2014-2015
# Process for Support for Dual Language Program Schools

## 2014-2015

**Purpose:** To establish an on-going systematic approach to support our Dual Language Program schools

**Initiative:** Leadership commitment for the implementation of TUSD’s Dual Language Model.

<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Person(s) Responsible</th>
<th>Outcome or Product</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lead district in the implementation of TUSD Dual Language Model</td>
<td>Leadership</td>
<td>Commitment from district departments that impact the implementation of the TUSD Dual Language Model</td>
<td></td>
</tr>
<tr>
<td>2. Deliver necessary authority for the successful implementation of TUSD Dual Language Model</td>
<td>Leadership</td>
<td>Leadership commitment and infrastructure necessary for schools to successfully maximize program success</td>
<td></td>
</tr>
<tr>
<td>3. Lead principals in the implementation of the dual language instructional program</td>
<td></td>
<td>Multi-level accountability measures to guarantee program success</td>
<td></td>
</tr>
<tr>
<td>4. Monitor adherence to the approved TUSD Dual Language Program Model</td>
<td></td>
<td>Consistent dual language program implementation</td>
<td></td>
</tr>
<tr>
<td>5. Ensure that appropriate staff continuously monitors implementation of dual language</td>
<td></td>
<td>Accountability of consistent dual language program implementation</td>
<td></td>
</tr>
</tbody>
</table>

USP V.F.1.l

Appendix V-33 p. 81
6. Support dual language instruction at participating schools
   - Increased student bilingual/biliteracy achievement

7. Oversee staffing practices at dual language schools to ensure that qualified bilingual endorsed teachers are assigned
   - Strategic placement of qualified staff to support effective program implementation

8. Re-establish contact with state universities as well as other institutions of higher education (IHE)
   - Strengthen collaboration and partnership for recruitment, access to current research and professional development opportunities

**Initiative:** Assist dual language schools with State and Federal compliance requirements

<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Person(s) Responsible</th>
<th>Outcome or Product</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check for identification, placement and waivers of enrolled students.</td>
<td>LAD</td>
<td>Compliance with ADE and TUSD Dual Language Model requirements regarding bilingual education programs.</td>
<td>August 2014</td>
</tr>
<tr>
<td>2. Provide feedback to dual language school regarding student placement.</td>
<td>LAD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiative:** Language Acquisition Department will monitor Dual Language program effectiveness through formal Walkthroughs (once/semester).

<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Person(s) Responsible</th>
<th>Outcome or Product</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schedule semester walkthroughs with participating sites and send Dual Language monitoring form to schools.</td>
<td>LAD</td>
<td>Notification of date and protocol of monitoring visit</td>
<td>All walkthroughs completed by</td>
</tr>
</tbody>
</table>
2. Conduct walkthrough using the DL Monitoring Protocol
3. Debrief and compile team evidence for the exit report.
4. Share and record Strengths/Positives, LAD Recommendations and Principal Action Plan with site leadership.
5. Establish specific assigned tasks to be completed by the next formal walk-through.
6. Follow-up at the next formal walkthrough with tasks that were assigned.

<p>| Initiative: Informal visitation for purpose of progress monitoring (every month when a formal walkthrough is not conducted) |</p>
<table>
<thead>
<tr>
<th>Process/Task</th>
<th>Person(s) Responsible</th>
<th>Outcome or Product</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visit DL classrooms to collect evidence of needed support</td>
<td>LAD member</td>
<td>Provide on-going feedback regarding instruction, DL model and to inform support LAD will provide</td>
<td>Monthly</td>
</tr>
<tr>
<td>2. Meet with teacher to discuss ways to provide needed support</td>
<td>LAD member</td>
<td>Provide on-going feedback regarding instruction, DL model and to inform support LAD will provide</td>
<td>Monthly</td>
</tr>
</tbody>
</table>