

APPENDIX V – 24



# Two Way Dual Language (TWDL)

**Language Acquisition  
Department  
2017**

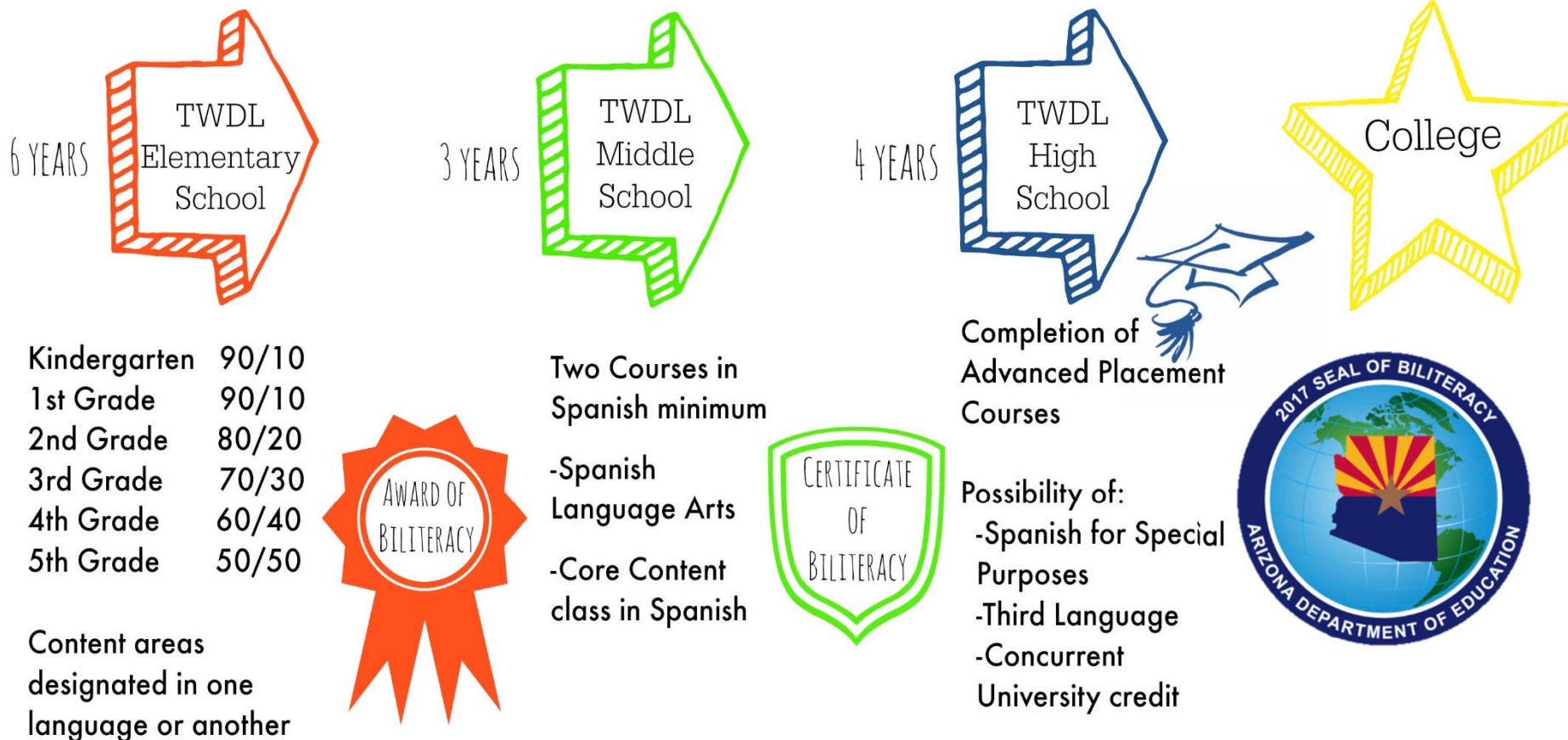


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# PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS



# BACKGROUND



TUSD currently operates under a federal desegregation Consent Decree (the Unitary Status Plan, or “USP”).

The USP requires the District to “build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll... .” USP § V(C)(1), ECF Docket #1713 at 32-33

# BACKGROUND



In December of 2015, the Court directed the District to “engage one or more nationally recognized consultants” to study and “develop a plan for increasing student access to dual language programs....” Court Order of December 22, 2015, ECF Docket #1879 at 9.

# BACKGROUND



“[c]reate an Alternative Program Waiver or attain a Federal Court Exemption that allows Spanish-speaking students full access to TWDL programs starting at their kindergarten level.”

Expert Consultant Recommendation, May 2015

# CURRENT STATUS



Currently, native Spanish-speaking students cannot participate in TWDL programs at entry-grade levels until they show oral proficiency in English.

# HOW DO WE GET THERE?



TUSD requests approval from the State Board to allow ELs to participate in TUSD's TWDL program in grades K-5, starting at the kindergarten level in a limited number of Dual-Language schools (9).

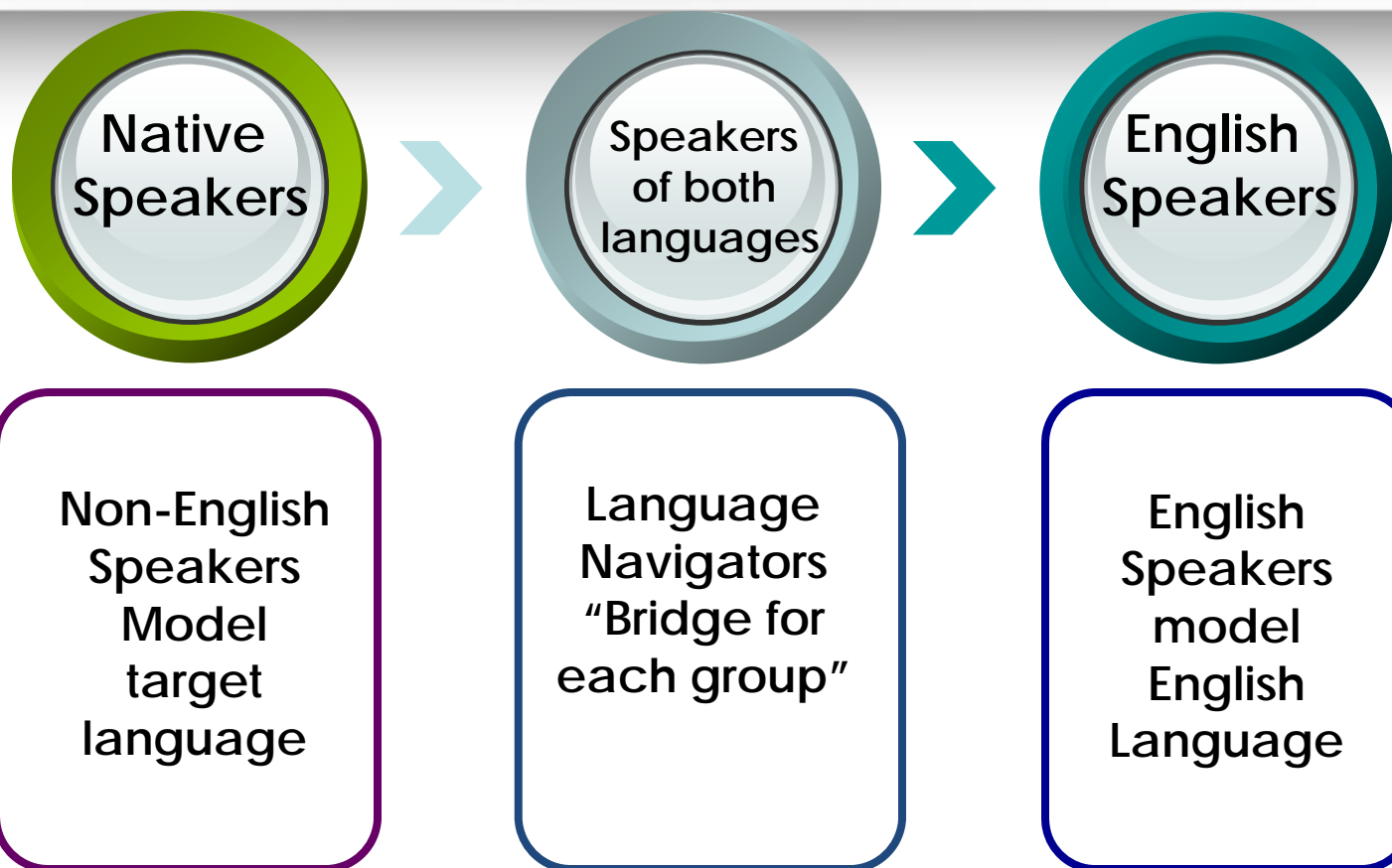


# TWDL Programs

TWDL education is the **Gold Standard** for English Learners and English-only students to develop high proficiency levels in a target language and in English to prepare them for a global economy.

**The TWDL program in TUSD requires linguistically balanced classrooms.**

# Linguistically Balanced Classrooms

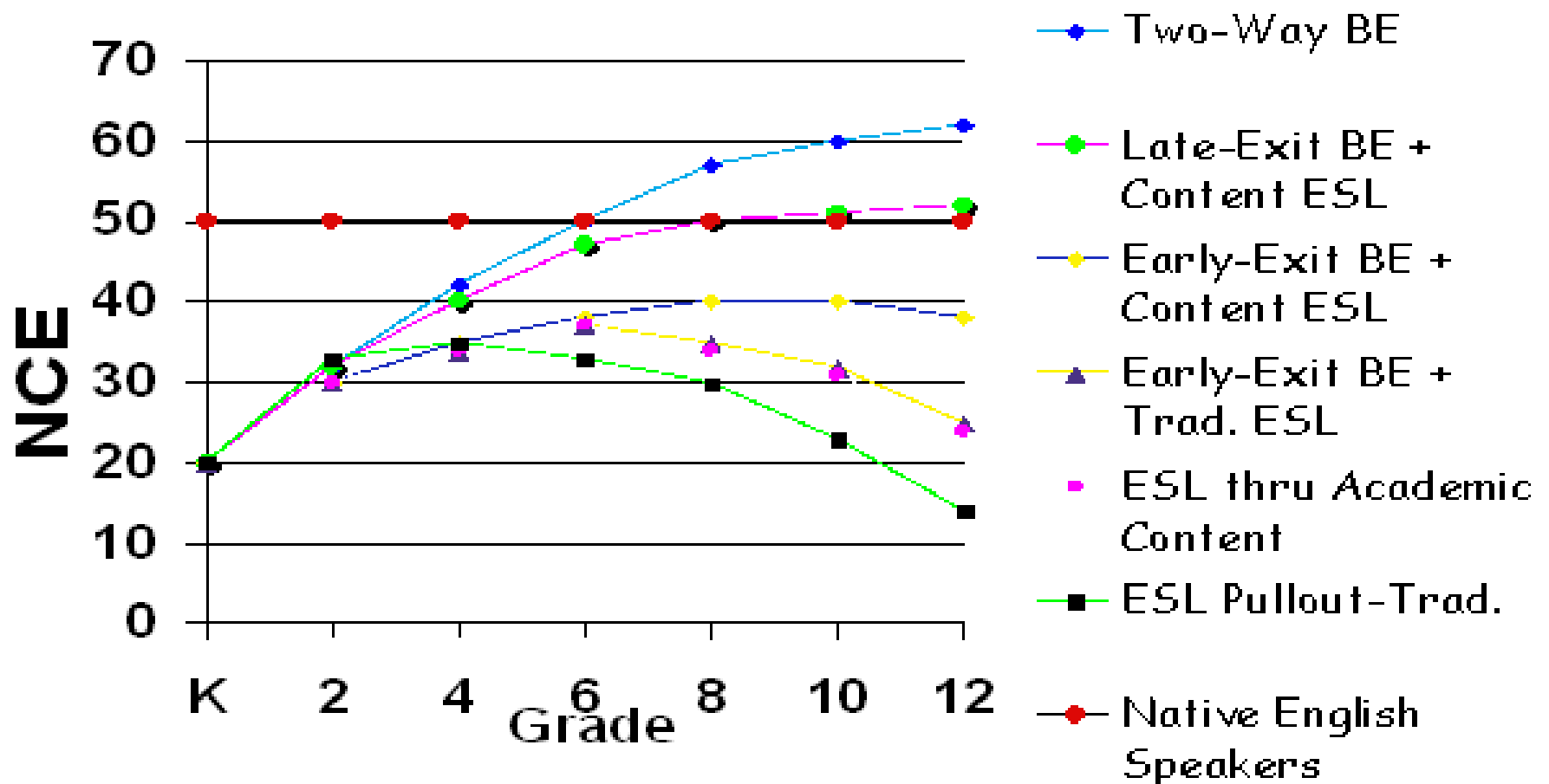




# Research Based Model

# Collier and Thomas Research on ELs

**Programs  
look similar  
in their  
achievement  
patterns K-2**





Two-Way Dual  
Language  
Immersion

Cross Learning

*Each language  
supports the  
learning of the  
second*



# English Learners (EL) in Dual Language Education Programs

“ELs in bilingual/DL programs have a higher long-term likelihood of becoming proficient in English, meeting an English language arts threshold, and being reclassified relative to ELs in English only programs.”

***National Academy of Sciences (2017)***

Committee on Fostering School Success for English Learners: Toward New Directions in  
Policy, Practice, and Research



# Other Conclusions from the National Academy of Sciences Report

“Evidence indicates that ... the development of strong [primary language] skills supports the development of English skills.”

“Evidence reveals significant positive correlations between literacy skills in ELs’ [primary language] and the development of literacy skills in English.”

***National Academy of Sciences (2017)***

Committee on Fostering School Success for English Learners: Toward New Directions in  
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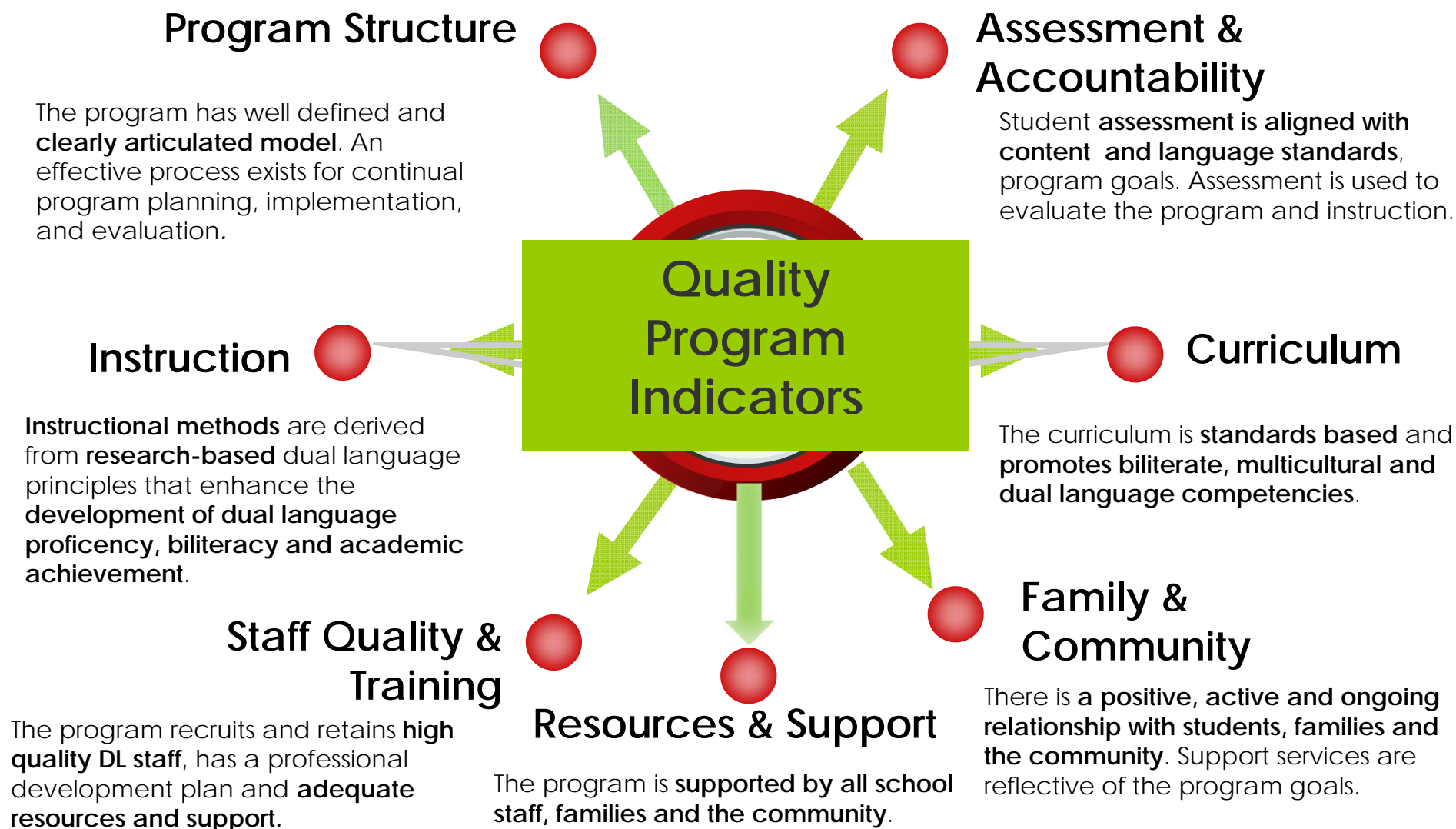


## English Language Proficiency Grades 7-8 by Program Model

By grades 7-8, students are more likely to be reclassified as English proficient in a 90/10 dual language program than in a 50/50 program

Dual Language		
Total English Proficiency in Grades 7-8	90/10	50/50
	88%	81%

# Guiding Principles of Dual Language



# Goals of Two-Way Dual Language Programs

Biliteracy & Dual Language Proficiency



# Two-Way Dual Language Immersion



Combines native speakers of a target language with English-speaking students to develop a second language for both groups of students in listening, speaking, reading and writing.

**Researchers: Kathyryn Lindholm-Leary, David Dolson, Tove Skutnabb-Kangas, Donna Christian (CAL Research Team)**



# Critical Components of Successful Dual Language Programs

1. Early entry into the program **beginning at Kindergarten or first grade for all language groups**
2. Strong focus on **Biliteracy & Dual Language Proficiency** for all
3. Emphasis on **equity and excellence** for all
4. **Administrative support** and instructional leadership
5. **High quality teachers** and professional development
6. **Parent Commitment** and home/school collaboration

# TUSD Alternative Language Programs



## **Structured English Immersion (four-hour block)**

28 Elementary Schools; 13 Secondary Level Schools

## **Individual Language Learner Plan (ILLPs)**

37 Elementary Schools; 11 Secondary Level Schools

## **Two-Way Dual Language (TWDL)**

7 Elementary Schools, 2 K-8 schools, 2 Secondary Schools



# TWDL Programs in TUSD

## Elementary

- **Bloom (K-1)**
- **Davis**
- **Grijalva**
- **McCorkle (K-5)**
- **Mission View**
- **White**
- **Van Buskirk**

## K-8 Schools

- **Roskruge**
- **Hollinger (K-6)**

## Middle Schools

- **Pistor**

## High School

- **Pueblo**

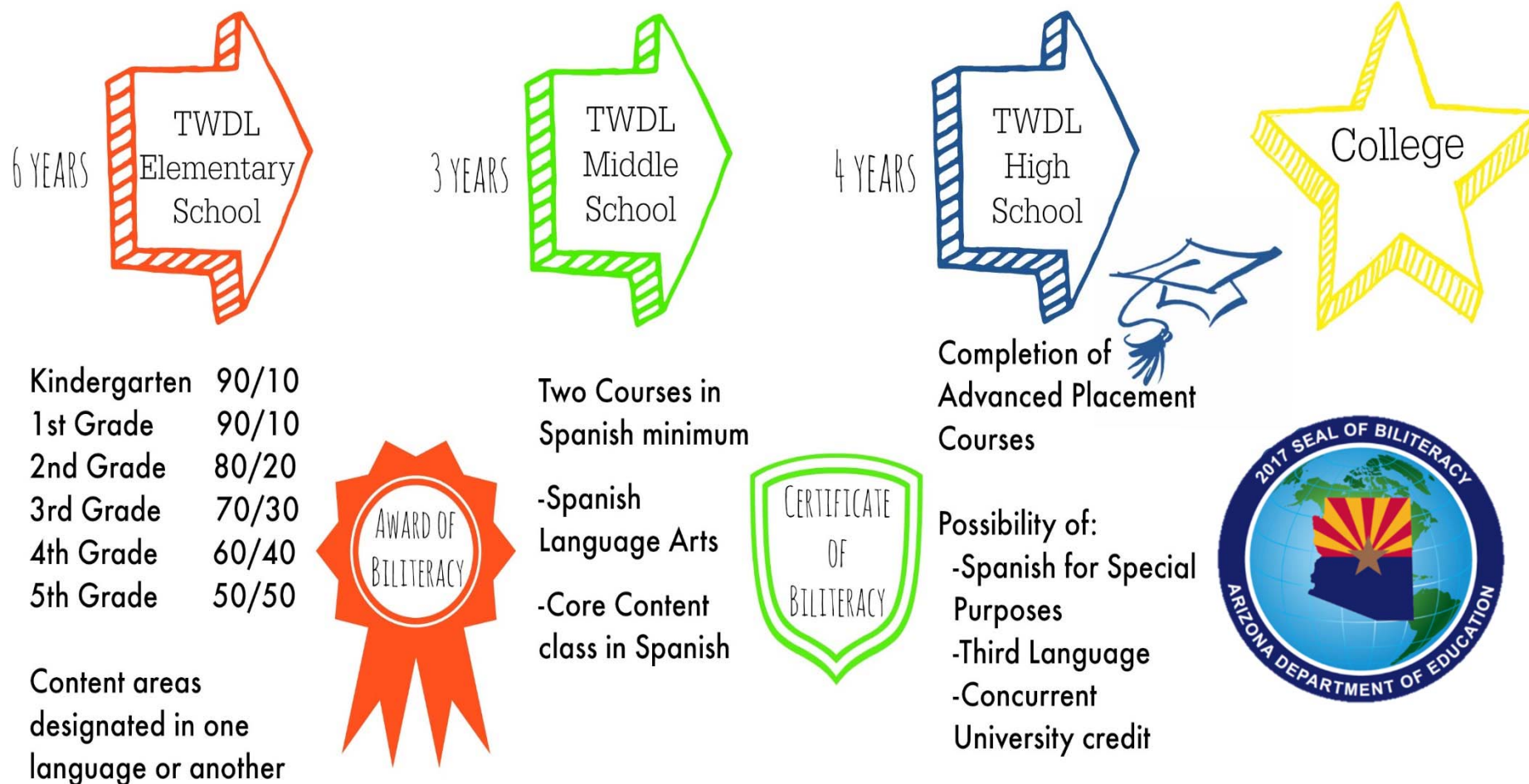


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# PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS





TUSD respectfully requests State Board approval of TUSD's proposed alternative model to allow English Language Learners to participate in TUSD's TWDL program in grades K-5.



# THANK YOU

## TUCSON UNIFIED SCHOOL DISTRICT

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