

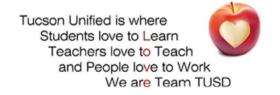
Two Way Dual Language (TWDL)

Language Acquisition Department 2017









TUCSON UNIFIED SCHOOL DISTRICT

PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS



TWDL Middle 3 YEARS School



Kindergarten 90/10 90/10 1st Grade 2nd Grade 80/20 70/30 3rd Grade 60/40 4th Grade 5th Grade 50/50

Two Courses in Spanish minimum

-Spanish Language Arts

-Core Content

BILITERAC

class in Spanish



Completion of Advanced Placement Courses

Possibility of:

-Spanish for Special **Purposes**

-Third Language

-Concurrent University credit



Content areas designated in one language or another

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

Native Speakers



Speakers of both languages



English Speakers

Non-English Speakers Model target language Language Navigators "Bridge for each group"

English
Speakers
model
English
Language

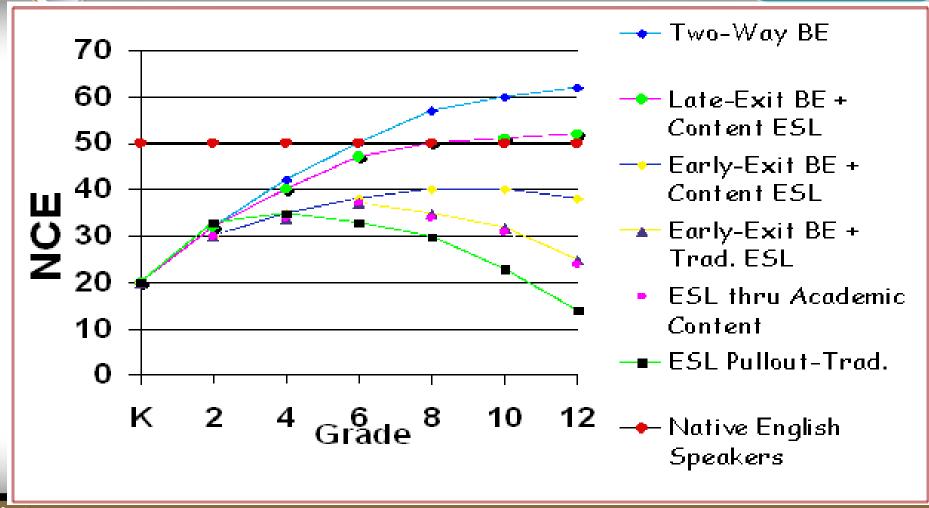


Research Based Model



Collier and Thomas Research on ELs

Programs
look similar
in their
achievement
patterns K-2





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 Policy, Practice, and Research



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

Program Structure

The program has well defined and clearly articulated model. An effective process exists for continual program planning, implementation, and evaluation.

Instruction

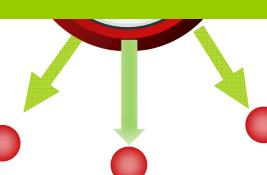
Instructional methods are derived from research-based dual language principles that enhance the development of dual language proficency, biliteracy and academic achievement.

Staff Quality & Training

The program recruits and retains high quality DL staff, has a professional development plan and adequate resources and support.



Quality Program Indicators



Resources & Support

The program is supported by all school staff, families and the community.

Assessment & Accountability

Student assessment is aligned with content and language standards, program goals. Assessment is used to evaluate the program and instruction.



Curriculum

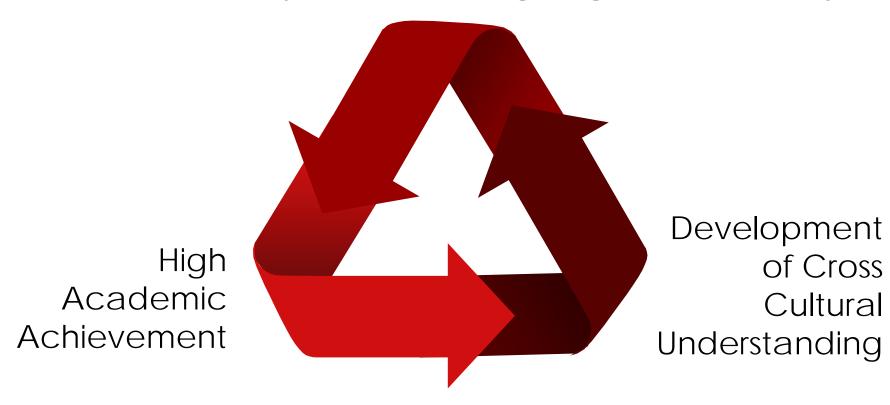
The curriculum is standards based and promotes biliterate, multicultural and dual language competencies.

Family & Community

There is a positive, active and ongoing relationship with students, families and the community. Support services are reflective of the program goals.

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.

<u>Researchers</u>: Kathyrn Lindholm-Leary, David Dolson, Tove Skutnabb-Kangas, Donna Christian (CAL Research Team)



- 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

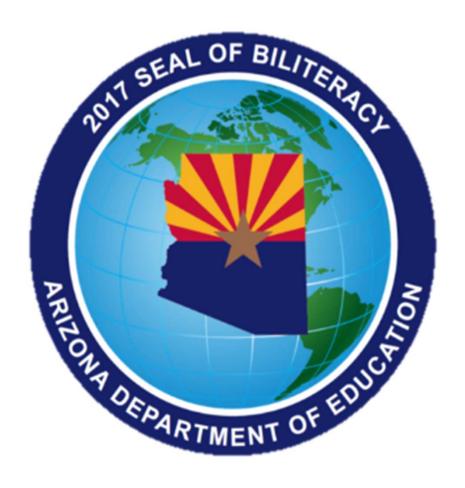
- Roskruge
- Hollinger (K-6)

Middle Schools

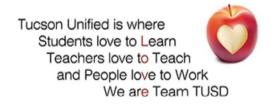
Pistor

High School

Pueblo





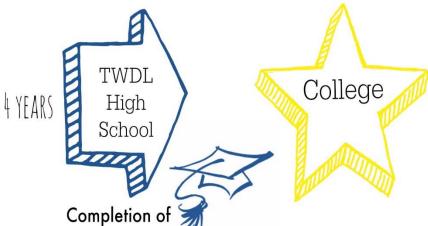


TUCSON UNIFIED

PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS



TWDL Middle School



 Kindergarten
 90/10

 1st Grade
 90/10

 2nd Grade
 80/20

 3rd Grade
 70/30

 4th Grade
 60/40

 5th Grade
 50/50

language or another

4th Grade 60/40
5th Grade 50/50

Content areas designated in one

Two Courses in Spanish minimum

-Spanish Language Arts

-Core Content class in Spanish



Advanced Placement
Courses

Possibility of:

- -Spanish for Special Purposes
- -Third Language
- -Concurrent
 University credit





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

Presenters:

Mark Alvarez - Assistant Superintendent of Elementary & K-8 Schools Kathryn Lindholm - Leary, Ph.D. Professor Emerita, San Jose State University Patricia Sandoval-Taylor - Language Acquisition Dept. Director Paula Cortés - Language Acquisition Specialist Anna Manzano - Language Acquisition Specialist Samuel Emiliano Brown - Legal Counsel