



TUCSON UNIFIED

Building Partnerships to Support Language Learning

Language Acquisition Department

Anna Manzano,

March 13, 2018

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



Agenda

- Historical Prospective
 - State Mandate (Prop. 203)



- Realignment of TWDL programs in TUSD
- Two-Way Dual Language programs in the United States
- TWDL Program in TUSD
- Program Elements
- Model
- Curriculum Outline
- Guiding Principles of Dual Language Education

Historical Perspective

1960's

Desegregation suit

✓ District is granted

taxing authority to

✓ Busing begins for

address desegregation

is filed (Fisher-

Mendoza)

agreement

purposes

desegregation

1970's

Roskruge becomes a bilingual middle magnet

1980's

Bonillas becomes a back-to-basics school

University High is created

TUSD now AZ's 2nd largest—behind Mesa 1990's

1992: TUSD enters corrective action agreement with OCR regarding services to **ELLs**

1992: Flores suit filed vs. Nogales USD & AZ

1995: TUSD becomes majority minority district

2000's

2000: Prop. 203—TUSD which limits bilingual education in our schools and requires SEI for all ELLs

2002: TUSD enters corrective action agreement with OCR regarding LEP translation services

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Proposition 203 (November 2000)

- Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)
- All instructional materials and instruction in English
- "Not normally intended to exceed one year"

Instructional Program Overview



- Structured English Emersion Program (SEI)
- Students in this program will develop the ability to speak, read and write in English.
 Students will be expected to achieve at or above grade level in all academic areas.
 Instruction is provided by SEI, bilingual education or ESL endorsed teachers.
 - Dual Language Program
- Students in this program will develop the ability to speak, read and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by bilingual education endorsed teachers.



Realignment of TWDL Programs in TUSD

Audit: TUSD's dual language program too weak to promote proficiency

By Alexis Huicochea Arizona Daily Star

Jun 6, 2016



TUSD is working to strengthen its dual language programs after an audit found significant weaknesses that could prevent it from achieving the goal of producing students proficient in two languages.

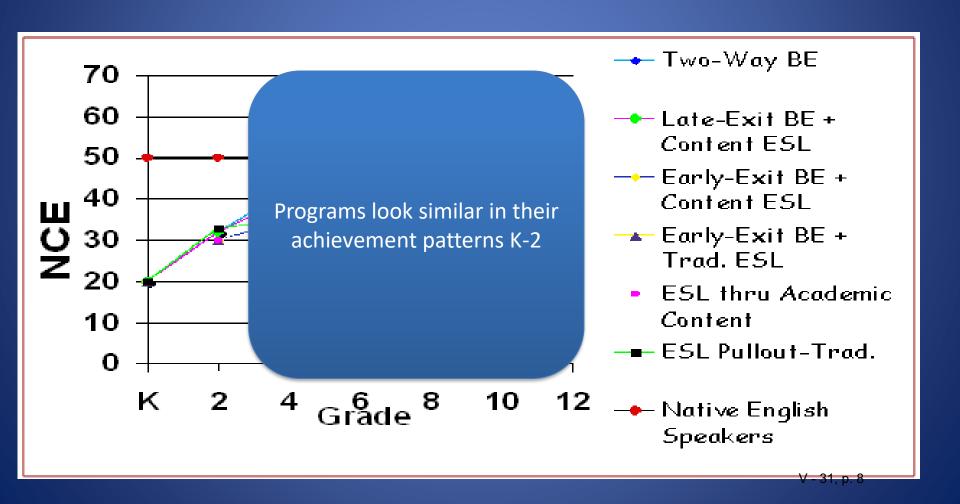
There are low expectations for students to achieve high levels of proficiency in Spanish because of pressure to perform well on assessments that are administered only in English, says the audit conducted by Rosa G. Molina, executive director of the Association of Two-Way & Dual Language Education.

The audit, conducted in March, examined three issues: the status of the current dual language programs in TUSD, how the programs are organized at each site to ensure success in both languages, and whether other TUSD schools are positioned to offer dual language programming. The results were released in May.

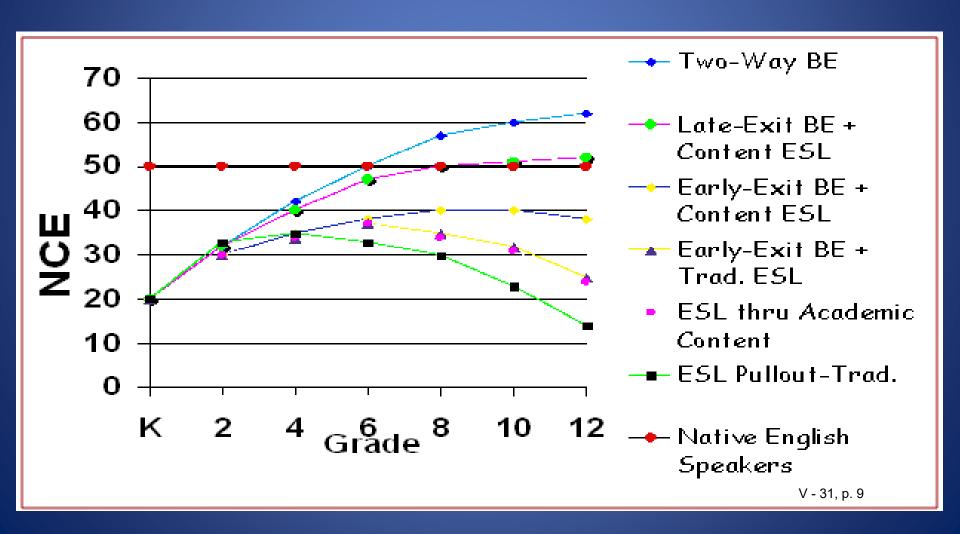
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Collier and Thomas Research



Collier and Thomas Research



30 Years of Implementation in the United States

Research indicates:

- •English speakers develop grade level proficiency by 5th/6th grades in <u>both</u> <u>languages</u>
- •Spanish speakers reach grade level proficiency in <u>both</u> <u>languages</u> by 7th-8th grades

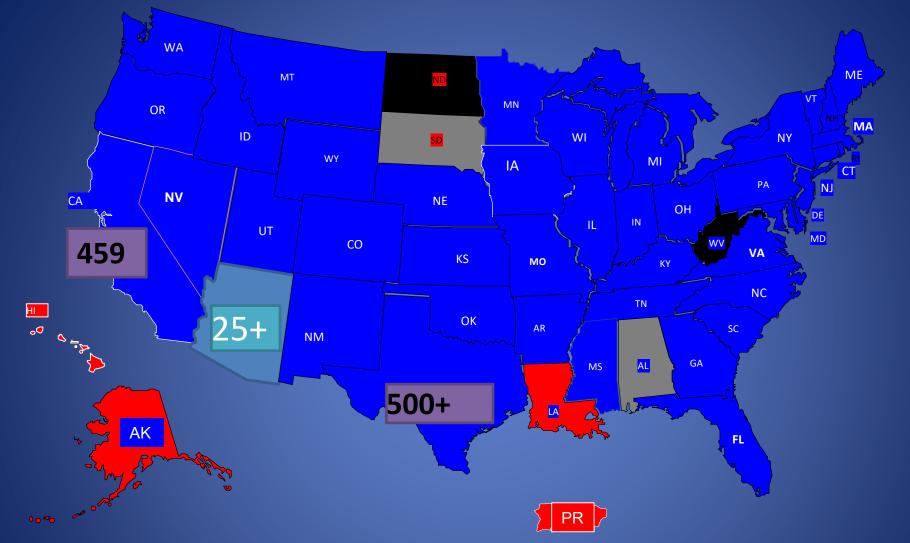


Lindholm-Leary, Dolsen, Genesee, Christian, Soltero, Mora

Summary of Research

- Dual language programs are the most effective in closing the achievement gap.
- More English does not mean better results in English
- Most dual language schools outperform demographically similar schools
- Cognitive benefits





Two-Way Dual Language Program (TWDL)

- O What is the TWDL program?
- O What are the benefits?



Dual Language Programs in the USA



Heritage



Developmental



Two-Way
Bilingual
Immersion
/Dual
Immersion



One Way
Foreign
Language
Immersion

Revitalization

Maintenance

Cross-Learning

Enrichment

Linguistically Balanced Classrooms



Spanish models target language speakers







Language
Navigators
"Bridge for each
group"

English
Language
models



Two different language groups work together to cross learn the language from each other. Teachers serve as the academic language model while the students serve as peer models to each other.

TWBI/Dual Language Programs are considered the "gold standard" of all Bilingual Programs

TWBI/DL education is the best program option for native speakers & English-only students to develop high proficiency levels in a target language & English & develop a new worldview!

Additive Bilingualism

"No child loses a language to learn a language"

Each language supports the learning of the second!

In Additive Bilingualism...

- Children keep their first language and learn one more
- Children learn a new language working side by side with speakers of that language
- Children that begin formal 2nd language study before early adolescence develop native-like fluency to their language

Two-Way Dual Language Program (TWDL)

- Choice program and an Advanced Learning Experience for students (ALE)
- Students engage in formal second language study K-12th grade
- Bilingualism, biliteracy and cross cultural compentancy is the goal for all students

The Goals of TWDL Programs



Guiding Principles for Dual Language Education



 A tool to help Dual Language Programs with planning, ongoing implementation, self reflection and growth

- Grounded in research on effective features of DL programs
- Tool used by ATDLE our Dual Language consultant, to assess the efficacy of our programs and guide to help us realign elements of the program

Guiding Principles of Dual Language

Program Structure

The program has a well defined and clearly articulated model, with strong effective and knowledgeable leadership. 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 three Instruction is student centered.

Staff Quality & **Training**

The program recruits and retains high quality DL staff, has a professional development plan tailored to dual language educators.

Curriculum

The curriculum is standards based and

Quality **Program Indicators**

Student assessment is aligned with

Assessment &

Accountability

program goals and with state content and language standards. Assessment is used for program accountability and program improvement.

Family & Community

There is a positive, active and ongoi the community. Support services are reflective of the program goals.

Resources & Support

The program is supported by all school

Critical Components of Successful Dual Language Programs



- 1. Strong focus on biliteracy and bilingualism for all
- 2. Emphasis on equity and excellence for all
- 3. Administrative support and instructional leadership
- 4. High quality teachers and professional development
- 5. Parent engagement and home/school collaboration

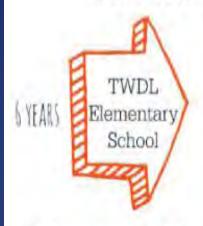




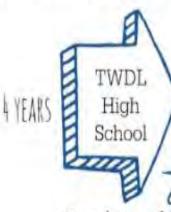
 If you don't know where you are going, you won't know how you got there...

Madeline Hunter

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

Two Courses in Spanish minimum

-Spanish Language Arts

-Core Content class in Spanish



Completion of Advanced Placement Courses

Possibility of:

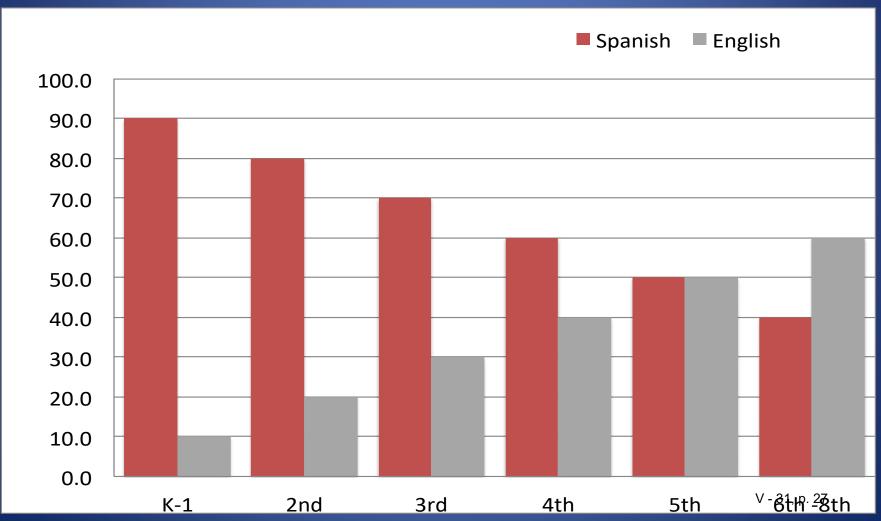
- -Spanish for Special Purposes
- -Third Language
- -Concurrent University credit



Content areas designated in one language or another

90/10 Model of TWDL





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TWDL Model K-5

Office of Curriculum Instruction and Professional Development

Language Acquisition Department

TUSD Two-Way Dual Language Program (TWDL) Model

Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
		SLA	Academic English	
Kinder		Math	Language Development	
	90/10	PE	(AELD)	
	305mins/30 mins	Science	Listening and Speaking	
		Social Studies	Pre-Reading Skills	
		SLA	Academic English	
1 st		Math	Language Development	
	90/10	PE	(AELD)	
	305mins/30 mins	Science	Listening and Speaking	
		Social Studies	Beginning Reading	
		SLA	Academic English	
2 nd		Math	Language Development	
	80/20	PE	(AELD)	
	272 mins/68 mins	Science	Listening, Speaking,	
		Social Studies	Reading, Writing	
		SLA	AELD	Math - English
3 rd		Math	Listening, Speaking,	(10 min. maximum,
	70/30	PE	Reading, Writing	Test Prep and English
	234 mins/102 mins	Science	ELA	Vocabulary)
		Social Studies		
		SLA	ELA/AELD	Math - English
4 th		Math	Listening, Speaking,	(10 min. maximum,
	60/40	PE	Reading, Writing	Test Prep, English
	204 mins/136 mins	Science	Science	Vocabulary)
		Social Studies	Social Studies	
5 th		SLA	ELA/AELD	Math - English
5	50/50	Math	Listening, Speaking,	(10 min. maximum,
	50/50	PE	Reading, Writing	English Vocabulary and
	170 mins/170 mins	Science	Science	Test Prep)
		Social Studies	Social Studies	





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SCHOOL DISTRICT

Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS in Spanish Instruction

Student Profile Two-Way Dual Lauguage Program	64 Grade	7º Grade	8# Grade	
*Spanish and English speakers in the TWDL Program for 5 years+	*Spanish Language Arts 6 (Reading, Writing, Grammar & Oracy)	*Spanish Language Arts 7 (Reading, Writing, Grammar & Oracy)	*Spanish Language Arts 8 (Reading, Writing, Grammar & Oracy)	
*Spanish speakers not from TWDL (literate) (assessed by the school with	Spanish Content: Social Studies and/or Science	Spanish Content: Social Studies and/or Science	Spanish Content: Social Studies and/or Science	
grade level proficiency in Spanish)	Math (if available) *or equivalent	Math (if available) *or equivalent	Math (if available) or equivalent	

Student Profile Native Spanish/non TWDL	6th Grade	7th Grade	8th Grade	
*Spanish speakers not from TWDL Program (assessed by the school without Grade level proficiency in Spanish)	Spanish for Native Speakers (year 1) Focus on Literacy development Tutorials for literacy as	Spanish for Native Speakers (year 2) Focus on Literacy development Tutorials for literacy as	Spanish for Native Speakers (year 3) Focus on Literacy development Tutorials for literacy as	
* Spanish speakers (interrupted schooling) (Newcomers assessed by the school without Grade level proficiency in target language)	needed Spanish Content (as available)	needed Spanish Content (as available)	Spanish Content (as available)	

Student Profile English Speaker not in TWDL	6th Grade	7º Grade	8º Grade
*English speaker without TWDL program experience	Spanish (year 1) (HS equivalent)	Spanish (year 2) (HS equivalent)	Spanish (year 3) (HS equivalent)





Middle School Program (Sample)



6 th Grade	7 th Grade	8 th Grade
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies – Ancient Civilizations	Spanish Social Studies State and U.S. History	Spanish Science
English 6 th Grade Math	English 7 th Grade Pre- Algebra	English 8 th Grade Algebra
English Language Arts	English Language Arts	English Language Arts
P.E.	P.E.	P.E.
Science or Elective	Science or Elective	Social Studies or Elective V-31, p. 30

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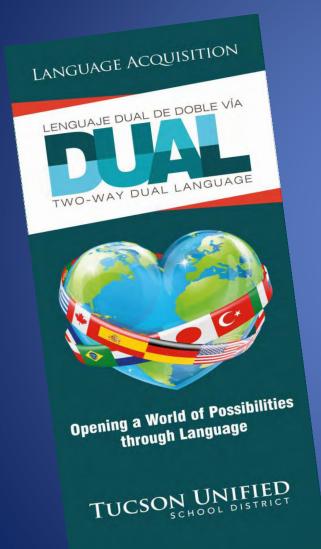
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High School Pathway toward Biliteracy - World Language Sequence

Student Profile	9th Grade	10th Grade	11th Grade	12th Grade
*Ongoing TWDL * Native Spanish- Speakers who pass placement test (Advanced) content in Spanish if available	Spanish AP Language	Spanish AP Literature	Spanish for Special Purposes Internship Concurrent college enrollment 3 rd Language I	Spanish for Special Purposes Internship Concurrent college enrollment 3 rd Language II
*Ongoing TWDL students who do not pass placement test (Intermediate)	Spanish IV	Spanish AP Language	Spanish AP Literature Spanish for Special Purposes I Internship Concurrent college enrollment I 3rd Language I	Spanish for Special Purposes II Internship Concurrent college enrollment II 3 rd Language II
*English Speaker in MS Pathway (not TWDL)	Spanish IV	AP Spanish Language	Spanish AP Literature Spanish for Special Purposes I Internship Concurrent college enrollment I 3 rd Language I	Spanish for Special Purposes II Internship Concurrent college enrollment II 3rd Language II
*Native Spanish speakers not in TWDL (administer screener) content in Spanish if available	Native Spanish II or III	Native Spanish III or IV	Spanish AP Language	 Spanish AP Literature Spanish for Special Purposes I Internship Concurrent college enrollment I 3rd Language I
*English Speaker new to Spanish	Spanish I	Spanish II	Spanish III	Spanish IV or Spanish AP Language

TWDL Program Model



Dual Language Program participation maintains the same curriculum as in the Traditional/ Mainstream classroom with the goal of rigor, student achievement and biliteracy development in a bilingual setting.



TWDL Program Elements

- Clearly Defined Program Model
- Assessment that guides instruction in a TWDL Program
 - DRA/EDL
 - Canciones y Cuentos (Assessment Components)
 - LOGRAMOS
 - Benchmark Assessment
- Technology to enhance instruction in TWDL Program
 - Achieve 3000 (2nd grade on up)
 - Imagine Learning (K-1)
- Second Language Learning Strategies
 - Lotta-Lara / Dictado / Strategic use of language / SIOP / GLAD
- Professional Development

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TWDL Program Non-Negotiable Components

- Adhere to the Program Model
- Classroom Environment
 - Visually reflects the model and language of instruction
- Schedules that reflect the model and language of instruction
- Strategic use of language
- Lesson Plans/Posted Objectives/Language of instruction all aligned with the model
- Evidence of adherence to model
 - Data Binder with required assessment scores (Pre, Mid and Post)
 - Student portfolios

Think Pair Share



- How do you decide what you will be teaching, what is your starting point?
- Are you familiar with TUSD ELA Curriculum Maps?
- When teaching in a Dual Language program, what do you do when you come to an item that is not addressed in the ELA curriculum (Non-Transferable Spanish Skills)

Benefits of teaching in the TWDL Program



- An abundance of curriculum resources to support instruction
- Para-professionals (K-2nd 4 hours and 3rd-5th 2 hours)
- Professional Development
- Coaching support/DL Itinerant teachers
- \$5000 stipend for bilingually endorsed teachers in a designated DL classroom

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Two-Way Language Immersion Room Environment Checklist

 A VARIETY OF LITERACY CONTENTS ARE EXIGENT PHROUGHOUT THE CLASSROOM TO DEVELOP LANGUAGE THROUGH LISTEMING SPEAKING READING AND WRITING:

Evidence of student writing in the target language and English for each readent over the dourse of the action year - monthly turngular submits for soming converted and finds production disputyed

Richtend well-organized cinearcomilibraries are evident with a tarriety of books to both languages

Elastroom vidile 4 centure gramme language development, thematicunite, and canonita

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The opficitive data knowledge is documented starting in the use of district godiers injuries such extender influence or culturates a unit of south

CHASSROOM WORK STATIONS ARE ORGANIZED WITH GUIDED OF MORPENDENT WORK AREAS THAT REVIEW OR ENRICH CONTENT, CONCEPTS OR SELLS

Work authors reflect the current standards themser tempora developed to time & cressed for student

practice. Studentin are differed to a time apportunities to granice to every farming encouraging to court interactions

and impliage practice.

Work stations are created at the appropriate developmental level (contract to neutract) for it to at practice.

MANDULATIVES AND VISUAL AIDS ARE CHILITED FOR CESSON DELIVERY AND DEVELOPMENT OF CONCEPTS

Bands or and egyerantific criticises are developed to across concepts and slattly beginning at a concrete level

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IV LEARNING WALLS AND REGIONED TO PROMOTE LANGUAGE & CONTENT

Wall quasa in the description reflect current togics of study and a talented curriculum

Wallette Boards Inflact authanticity, orgativity, and advisant-treated statework and projects

Languages are degarated into different learning walls and reflect the units of emby and etaminets.

7 CLASSROOM CULTURE REPLECTS RESTRICT, TARREDUL PLANTICHE, AND PREPARATION

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Verted grouping and cooperative learning strategies are utilized to create student grouping operations.

Teachers use varied grouping processor whole group for teltral instruction area if group trategion for

gracules & reinforcement for all students and eathy gractics with imagging museum

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Ketarogaseaus and floreogaseous groupings are utilized during small group instrumen-

VI) ZTERR

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Bloom TWDL Expansion Program



https://www.youtube.com/watch?v=E k8XvoDoNk&feature=youtu.be



Thank You

Language Acquisition Department



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