APPENDIX V – 31

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
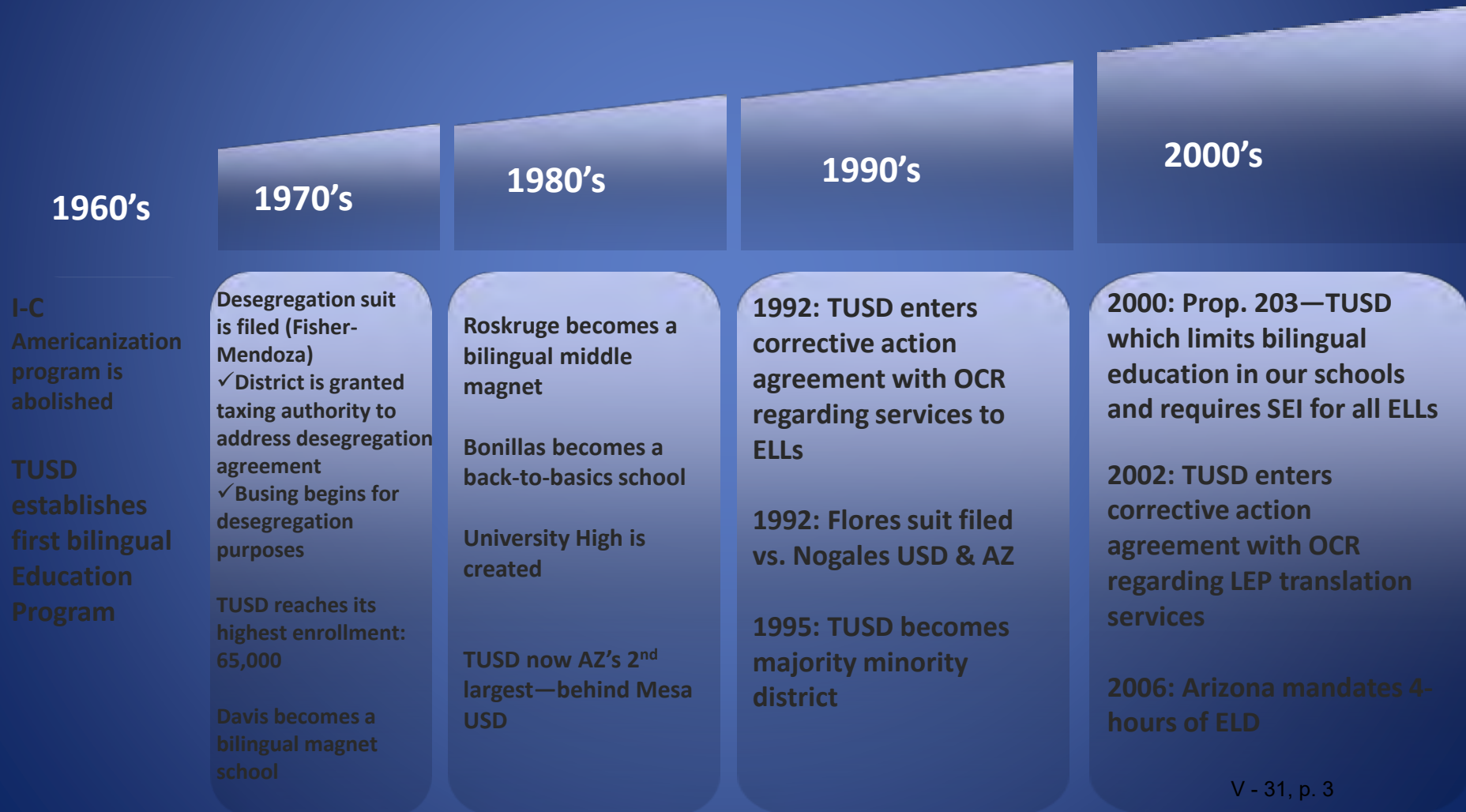and People love to Work
We are Team TUSD

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

1970's

1980's

1990's

2000's

I-C Americanization program is abolished

TUSD establishes first bilingual Education Program

Desegregation suit is filed (Fisher-Mendoza)
✓**District is granted taxing authority to address desegregation agreement**
✓**Busing begins for desegregation purposes**

TUSD reaches its highest enrollment: 65,000

Davis becomes a bilingual magnet school

Roskruge becomes a bilingual middle magnet

Bonillas becomes a back-to-basics school

University High is created

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

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: 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

2006: Arizona mandates 4-hours of ELD

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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- Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)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)

  o **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

  o **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.**

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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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We Need to Get Our Ducks in a Row

Collier and Thomas Research
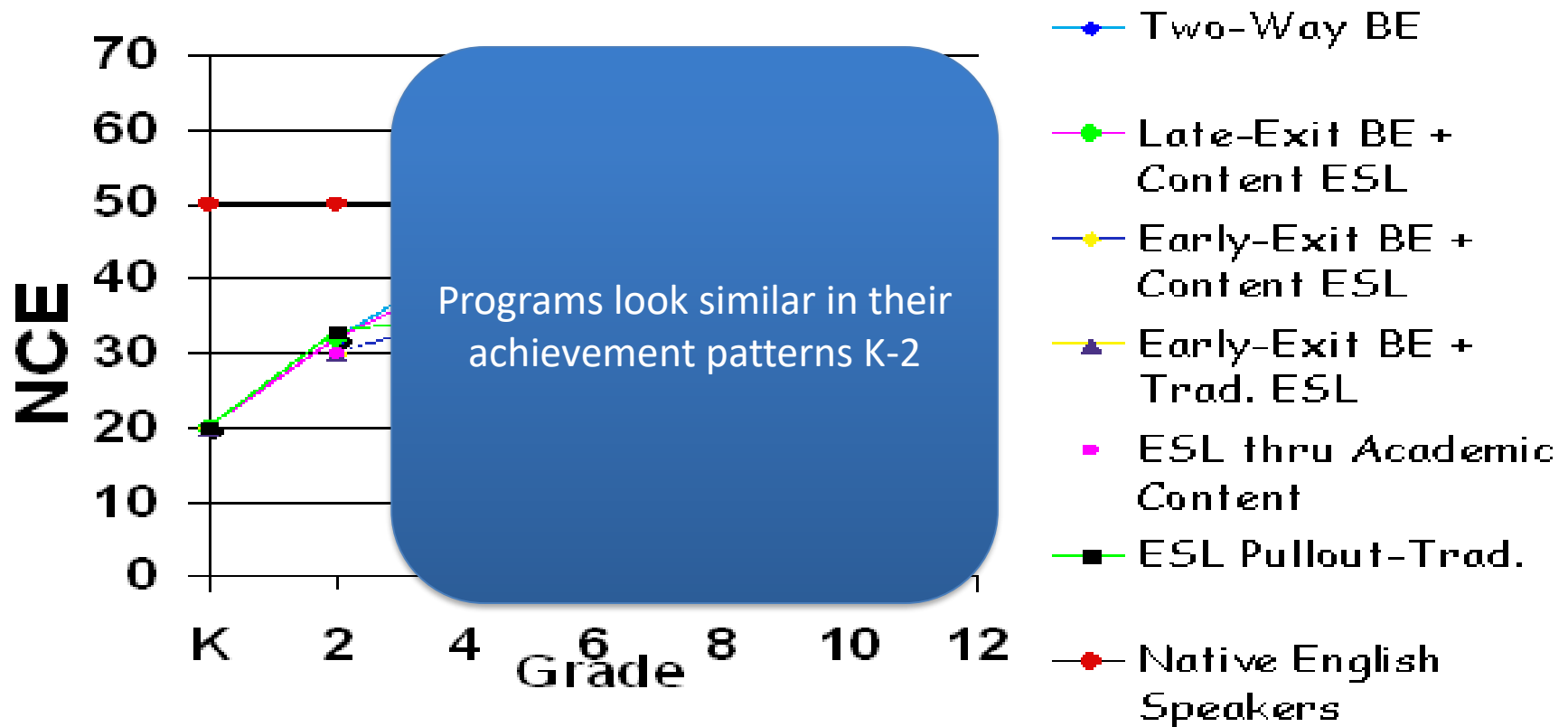
Collier and Thomas Research
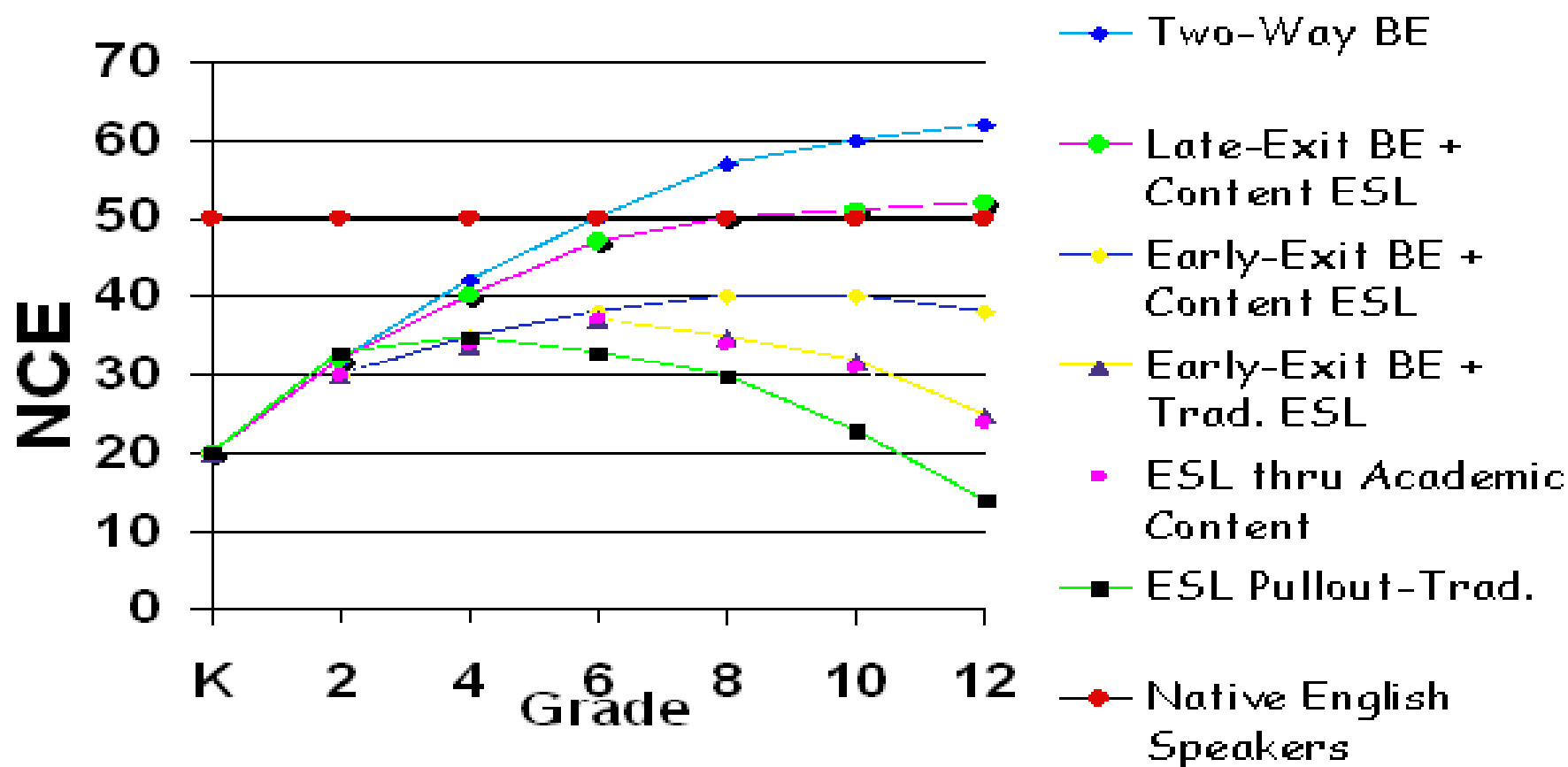
30 Years of Implementation in the United States

Research indicates:

•English speakers develop grade level proficiency by 5th/6th grades in <u>both languages</u>

•Spanish speakers reach grade level proficiency in <u>both languages</u> by 7th-8th grades
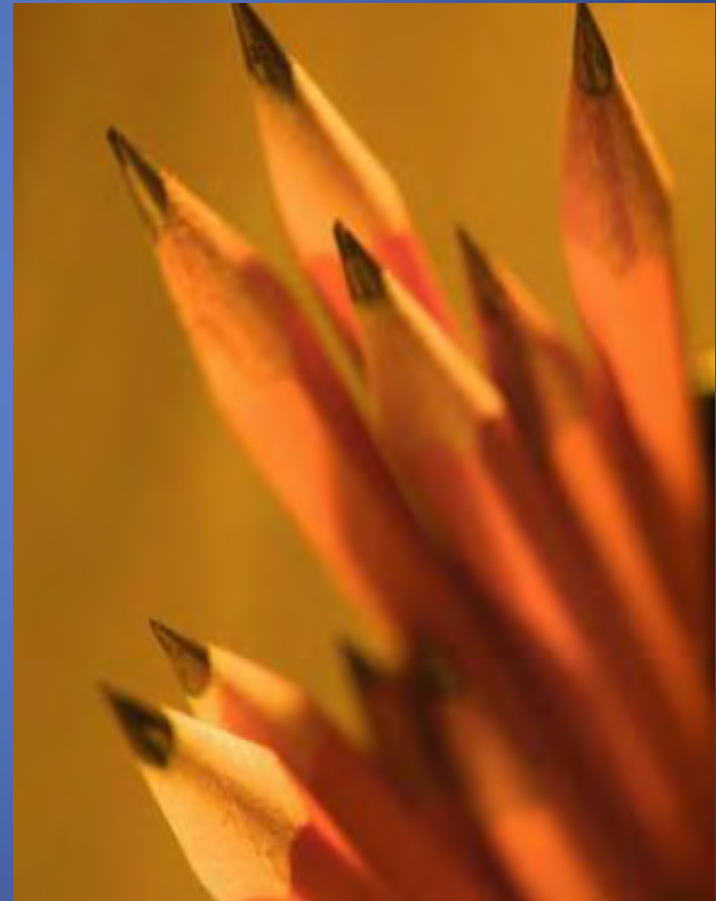
Lindholm-Leary, Dolsen, Genesee, Christian, Soltero, Mora

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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
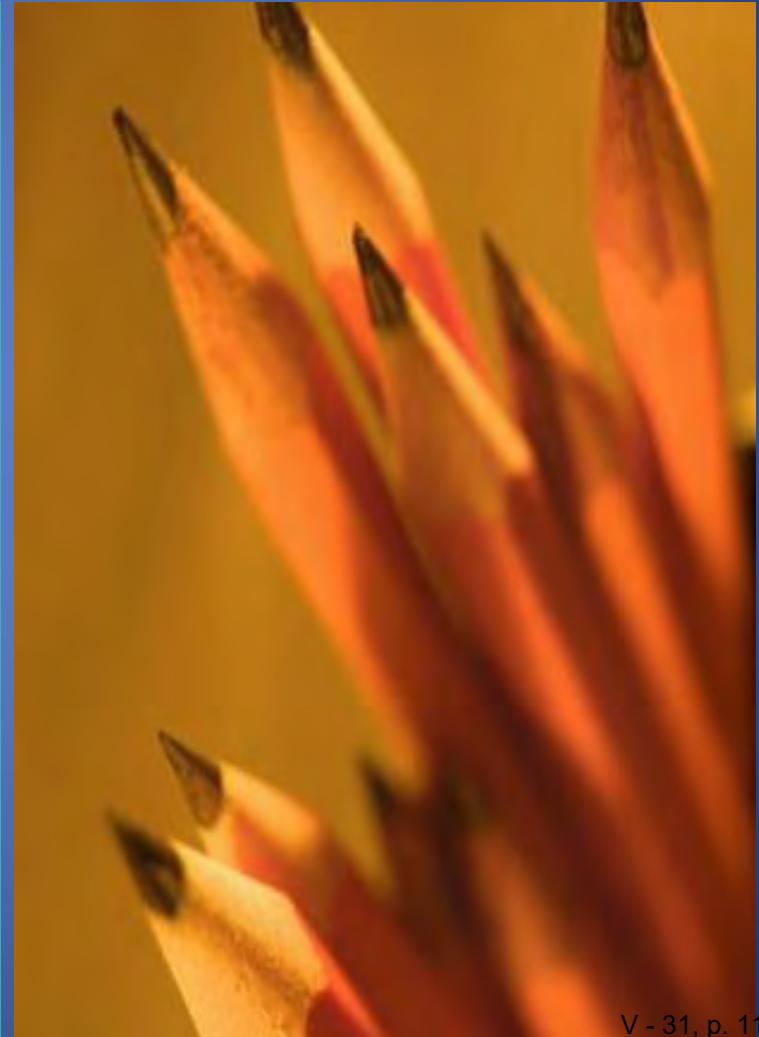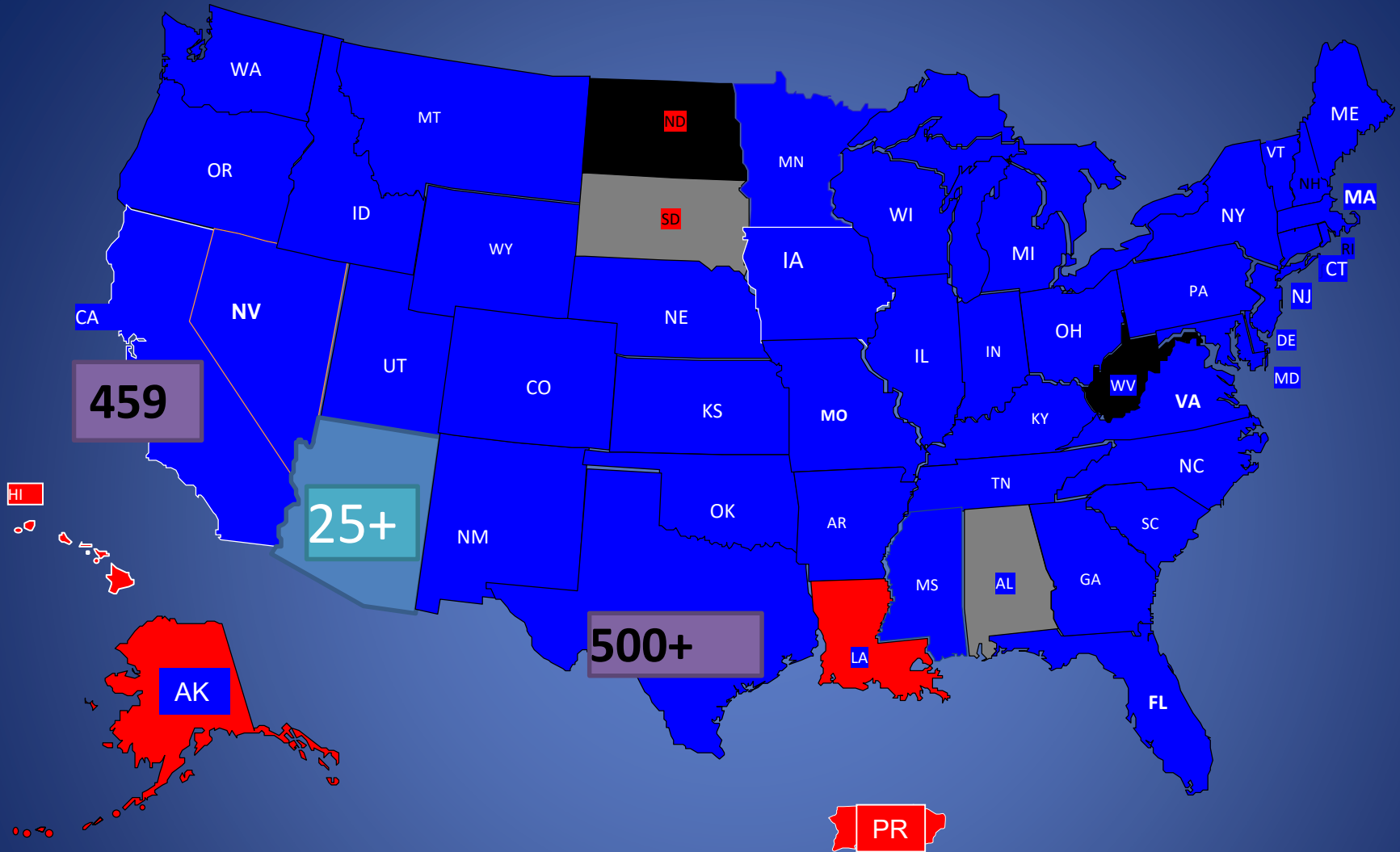
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Two-Way Dual Language Program (TWDL)

o   What is the TWDL program?

o   What are the benefits?

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Dual Language Programs in the USA

Heritage	Developmental	Two-Way Bilingual Immersion /Dual Immersion	One Way Foreign Language Immersion
Revitalization	**Maintenance**	**Cross-Learning**	**Enrichment**

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Linguistically Balanced Classrooms

Native Speakers > Bilinguals > English Speakers

| Spanish models target language speakers | Language Navigators "Bridge for each group" | English Language models |
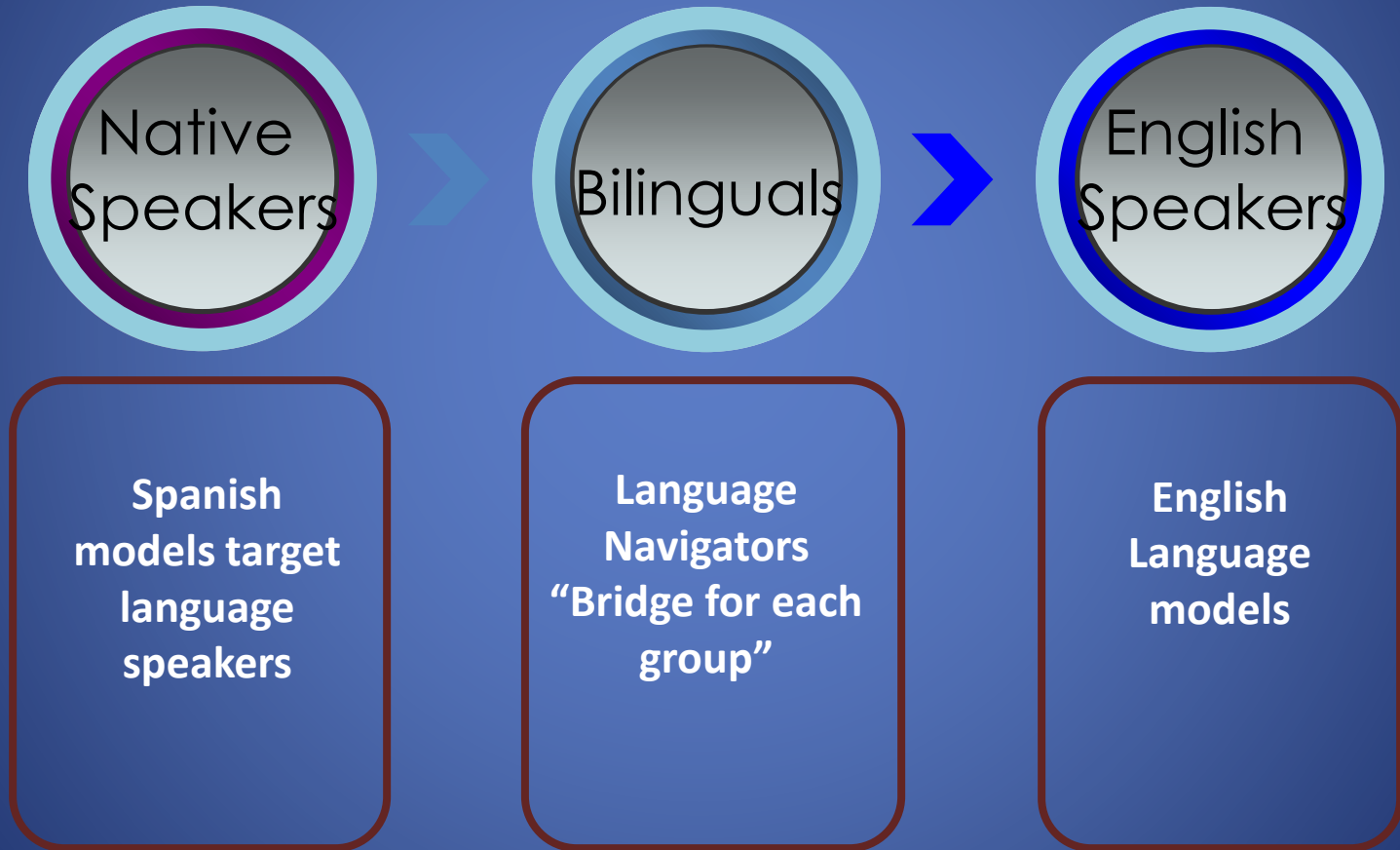
Two different language groups work together to cross learn the language from each other. Teachers serve as the academic language model while the students serve as peer models to each other.

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!

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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

Bilingualism and Biliteracy

High Academic Achievement

Cross-cultural understanding

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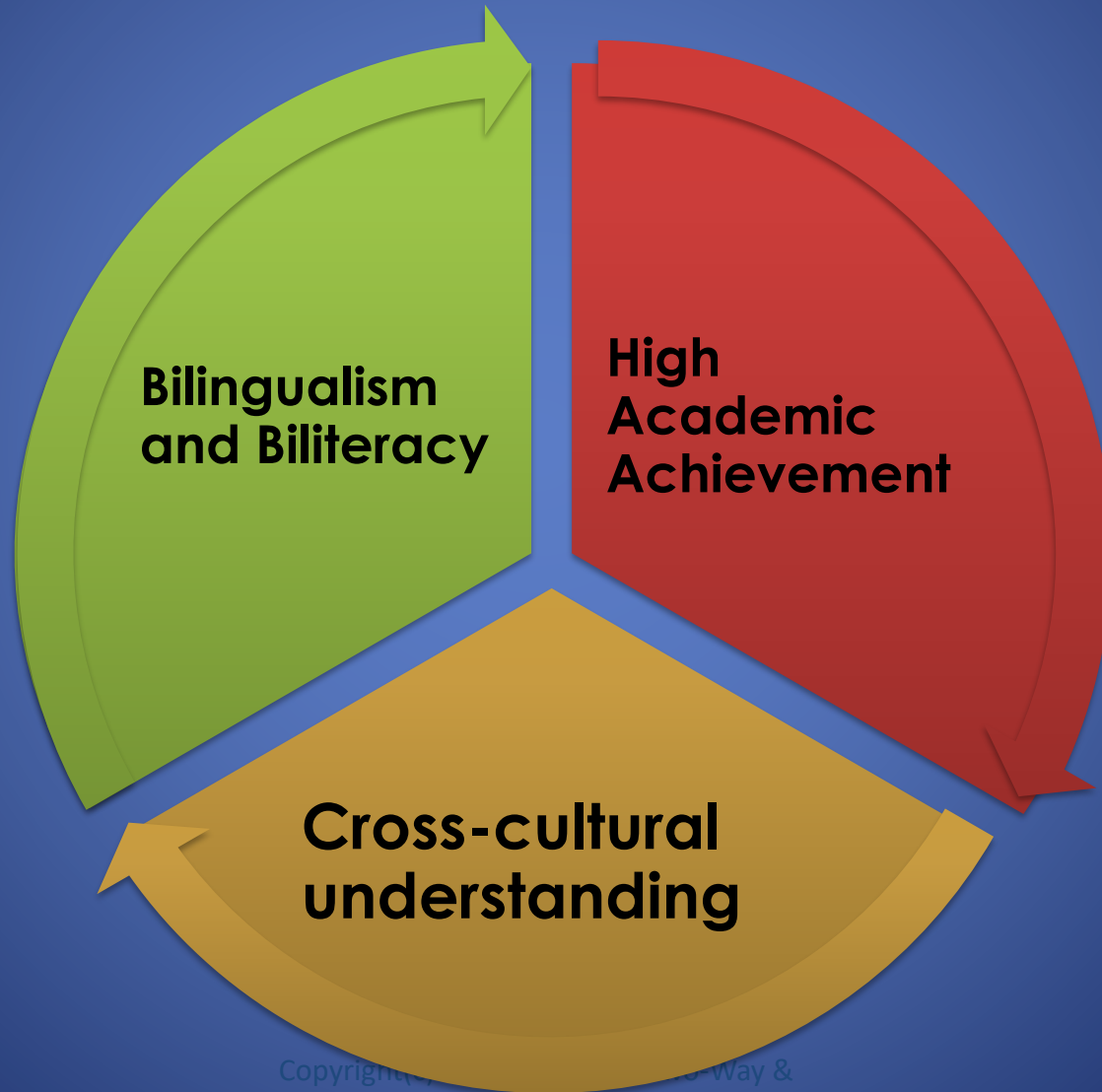
Guiding Principles for Dual Language Education
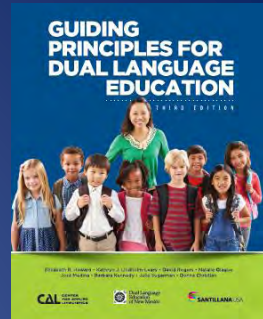
- A tool to help Dual Language Programs with planning, ongoing implementation, self reflection and growth

- 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

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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**.**

Curriculum

The curriculum is **standards based** and **and aligned with the three core goals of dual language**.

Assessment & Accountability

Student **assessment is aligned with program goals** and with state content and language standards. Assessment is used for program accountability and program improvement.

Instruction

Instructional methods are derived from **research-based** dual language principles that enhance the **three core goals of dual language**. Instruction is student centered.

Quality Program Indicators

Staff Quality & Training

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

Resources & Support

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

Family & Community

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

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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

CRITICAL

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TWDL Pathway K-12

- **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
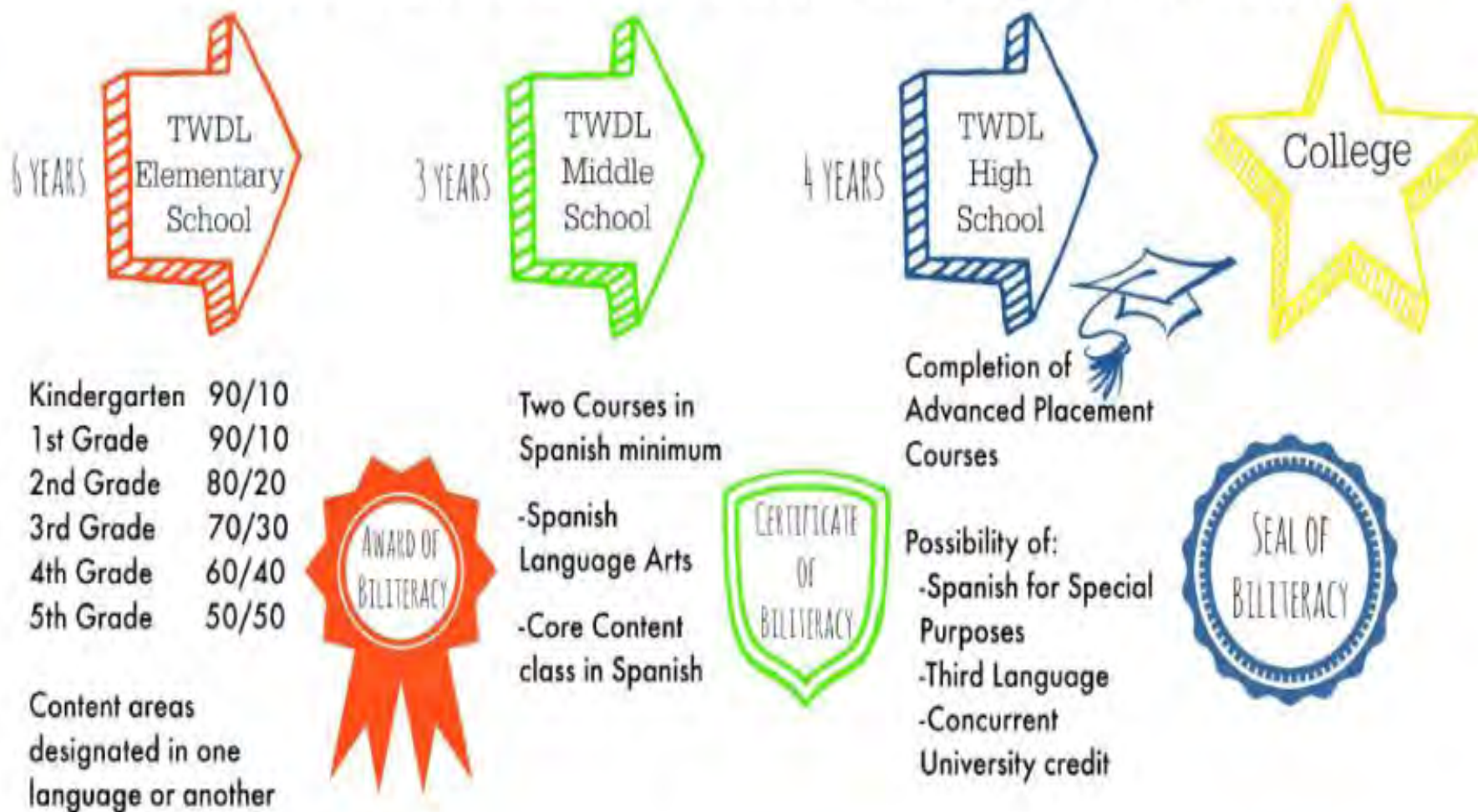
90/10 Model of TWDL
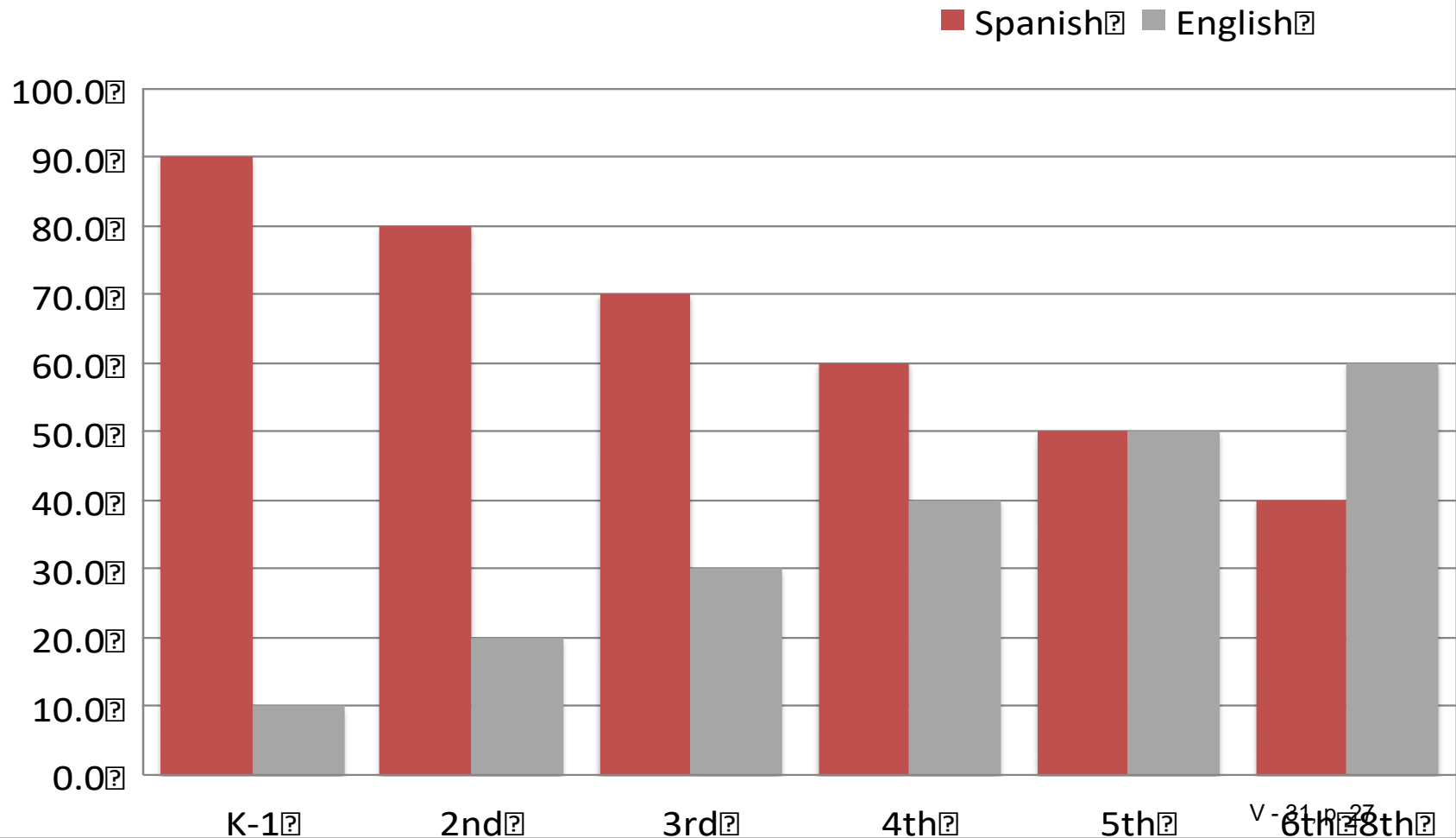
TWDL Model K-5

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

Handout

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Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS
in Spanish Instruction

Student Profile Two-Way Dual Language Program	6th Grade	7th Grade	8th 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 grade level proficiency in Spanish)	Spanish Content: Social Studies and/or Science Math (if available) *or equivalent	Spanish Content: Social Studies and/or Science Math (if available) *or equivalent	Spanish Content: Social Studies and/or Science 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 needed	Spanish for Native Speakers (year 2) Focus on Literacy development Tutorials for literacy as needed	Spanish for Native Speakers (year 3) Focus on Literacy development Tutorials for literacy as needed
* Spanish speakers (interrupted schooling) (Newcomers assessed by the school without Grade level proficiency in target language)	Spanish Content (as available)	Spanish Content (as available)	Spanish Content (as available)

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

Handout

Middle School Program (Sample)

6th Grade	7th Grade	8th 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 6th Grade Math	English 7th Grade Pre-Algebra	English 8th 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**

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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 • 3rd Language I	• Spanish for Special Purposes • Internship • Concurrent college enrollment • 3rd 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 • 3rd 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 • 3rd 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

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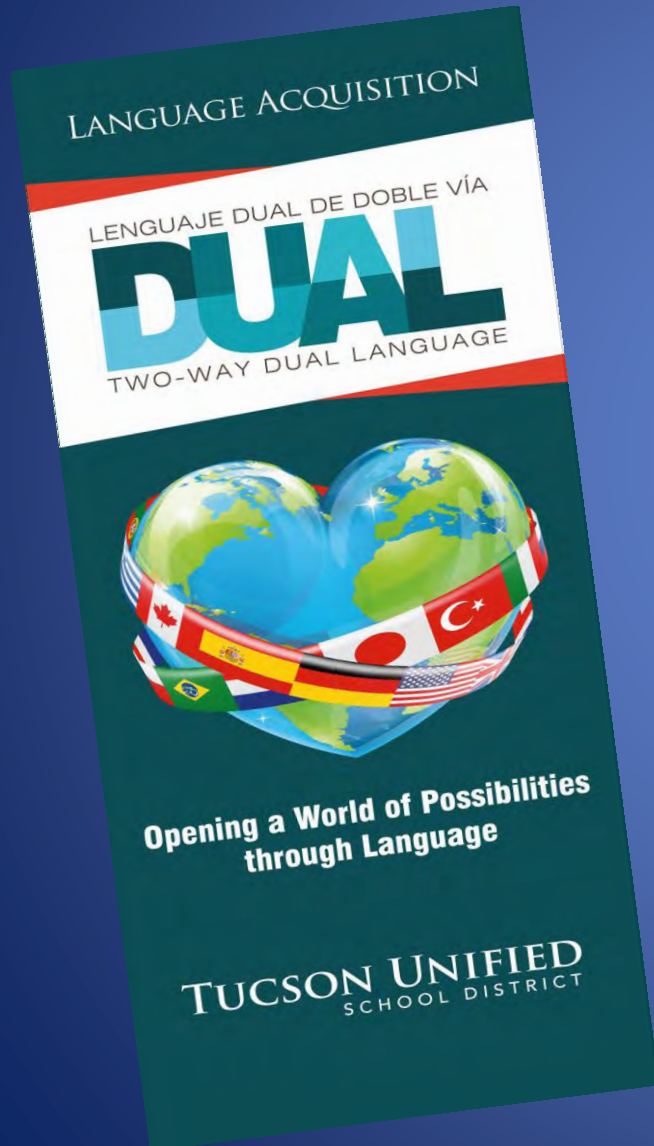
Dual Language Program participation maintains the same curriculum as in the Traditional/ Mainstream classroom with the goal of rigor, student achievement and biliteracy development in a bilingual setting.

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)

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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

Bloom TWDL
Expansion Program

https://www.youtube.com/watch?v=E_k8XvoDoNk&feature=youtu.be

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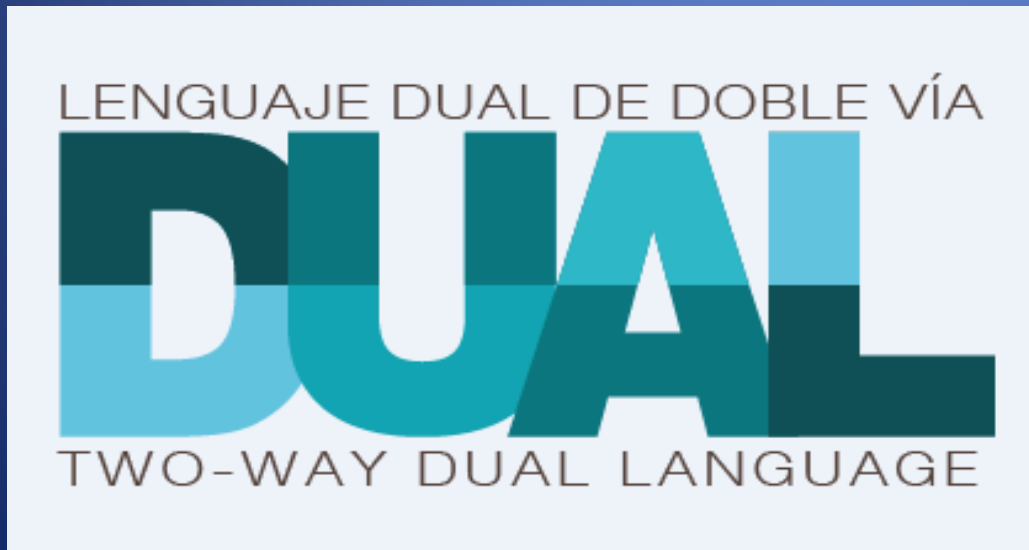
Thank You

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