APPENDIX V-29

TUCSON UNIFIED
SCHOOL DISTRICT

TWO-WAY DUAL LANGUAGE FRAMEWORK

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DUAL

TWO-WAY DUAL LANGUAGE

Background

Tucson Unified School District (TUSD), in its district wide effort to align existing Two-Way Dual Language (TWDL) programs and implement new programs, formed a Two-Way Dual Language District Task Force to review, discuss and shape the TWDL programs that have been in place for over 15 years. This task force, consisting of teachers, administrators, and community representatives, met over a period of six months to review TWDL researched best practices, review programmatic components, identify program strengths, and review the benefits for the general TUSD community. This work is reflected in this document, the 2018-19 Two-Way Dual Language Program District Framework.

The TWDL Program Framework will guide the development of the district's 15-year-old TWDL program and lay the groundwork for new programs to prepare students for success in a multilingual, multicultural world. As with any other district program, actions taken through the implementation of this plan that have significant fiscal impact on the general fund shall be carefully analyzed and considered by the Board of Education and the Superintendent.

TUSD's multi-site Spanish TWDL programs, nurture a vibrant K-12 learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. The program's goals for students are:

Bilingualism and Biliteracy

Academic Excellence

Multicultural Understanding

Acknowledgements

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Superintendent's Message

TUCSON UNIFIED
SCHOOL DISTRICT

Office of the Superintendent

Dear Tucson Unified School District Community,

It is with pride that the Tucson Unified School district has selected a Two-Way Dual Language (TWDL) program to further the goal of graduating students who are prepared for our global communities. This program is consistent with the district's goals of preparing students to reach academic targets in both English and Spanish while developing critical intercultural proficiencies.   This highly research based program sets students on the pathway to full bilingualism and biliteracy. Ultimately, they will have the opportunity to attain the *Arizona State Seal of Biliteracy* on their high school diploma. This will afford them future opportunities for college and employment.

In March of 2016, the TUSD began to align 10 TWDL programs and selected a new school, Bloom Elementary to expand the program. Currently, TUSD has eleven schools, ranging from K-12 grade, which are working toward full implementation of this program.

This TWDL Framework outlines the pathway for all students in the program, and provides guidance for teachers and administrators to have a full understanding of the program at all grade levels. TUSD has worked closely with stakeholders to complete this framework both locally and at the state level. TUSD is committed to ongoing work with these groups in order to continue successful development of our program. We are pleased to offer this program which will provide opportunities for TUSD students to prepare them to be leaders in a multilingual and multicultural world.

Sincerely,

Dr. Gabriel Trujillo
Superintendent
Tucson Unified School District

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Guiding Principles for Two-Way Dual Language Education

The Guiding Principles of Dual Language Education serve as the guide for successful implementation of all Two Way and Dual Language programs throughout the nation. Tucson Unified School District (TUSD) is engaged in an alignment process to ensure that students are achieving the biliteracy, academic achievement and inter-cultural goals set out by the programs. Tucson Unified School District Two-Way Dual Language (TWDL) educators understand the importance of aligning their present practices to these seven principles of Dual Language programs that result in practices that ensure positive student outcomes in two languages. Students who are engaged in formal first and second language study through the TWDL programs must achieve academic and linguistic proficiency in both languages, as well as develop an intercultural perspective that allows them to use the language appropriately in their respective communities. The Guiding Principles outline the research base for this work and supports TUSD's efforts to focus on the programmatic elements that will result in high achievement in both languages.

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm Leary, & David Rogers, 2007, Second Edition Supported by the National Clearinghouse for English Language Acquisition at the George Washington University.

The framework was completed under the leadership of the Language Acquisition Team. The TWDL Framework is consistent with current state and federal laws and District board policies, and reflects language acquisition research, pedagogy and practice.

Chapter I
TUSD Mission, Vision and Policy Statements

The mission of the Tucson Unified School District (TUSD), in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Vision for Action Statement

Delivering Excellence in Education Every Day
Grow • Reach • Succeed

Organizational Values

Student Centeredness

Making every decision with student success in mind

Caring

Acting with respect, dignity and concern for all

Diversity

Celebrating and accepting our differences as our strength

Collaboration

Partnering to reach common goals

Innovation

Embracing new ideas and challenging assumptions

Accountability

Taking responsibility to do things right and to do the right thing

Adopted: August 9, 2005
Revised: September 20, 2005
Revised: October 2, 2012
Revised: December 10, 2013
LEGAL REF.: Arizona State Constitution, Article XI, Section 1

Policy Statement

Tucson Unified School District (TUSD) is committed to creating and fostering a systemic educational ecology that respects the cultural diversity and inherent cultural wealth of the various TUSD communities and cultures that TUSD serves.

Tucson Unified School District recognizes the growing diversity of cultures in the District and commits itself to ensure that all aspects of policies, regulations, practices, programs, and services promote understanding and value for that diversity.

TUSD further recognizes that culture exerts a powerful influence on teaching and learning and will therefore promote cultural understanding in all aspects of a student's school experience by adopting curriculum, learning activities and teaching practices that lead to intercultural proficiency. All students have the opportunity to learn their cultural heritage and appreciate its uniqueness as well as that of others.

TUSD will assess and hold accountable District staff for increasing intercultural proficiency and understanding that leads to academic success.

In recognition of intercultural proficiency, the Governing Board shall promote the concept of active and positive multiculturalism within its schools. In its support of multicultural education TUSD directs the implementation of programs and activities which foster recognition of and respect for, basic human rights and fundamental freedoms for all, regardless of race, gender, socioeconomic status, linguistic proficiency, language, ethnicity, national origin, religion, age, disability, sexual orientation, or gender identity/expression.

All staff are held accountable for implementation of multicultural education within their areas of responsibility.

Definitions

Culture – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs.

Diversity – the unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups. Diversity and diverse populations may include but not be limited to:

- Race and ethnicity
- Gender
- Gender identity/expression
- Sexual orientation
- Ability/disability status
- Religion and spirituality
- Age
- Education
- Socio-economic status
- Language/communication modality
- Individual experiential background
- Lifestyle (interests, hobbies, activities, affiliations)
- Family dynamics

Multiculturalism – is the recognition of the cultural differences that exist in a diverse society and the endorsement of a society in which individuals of all cultures are accorded acceptance and respect. Multiculturalism encourages a positive acceptance of ethnic, religious, cultural and other forms of diversity and views.

Multicultural Education – is an approach to education, including administrative policies and regulations, procedures, curriculum and learning activities, that recognizes the experiences and contributions of diverse cultural groups.

Multicultural Competency – is a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social and cultural diversity. It is the knowledge, skills and personal attributes needed to live and work in a diverse world.

Intercultural Proficiency – Is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values, and reflection in daily practice for the benefit of each individual and community in a diverse world.

Adopted: July 12, 2005
Corrected: November 8, 2006 [Lead Department Title]
Revised: January 17, 2013 [Cross Reference Correction Only]
Revised: July 2, 2013 [Removal of Lead Dept Only]

The Two-Way Dual Language program responds to TUSD's mission and policy statement in the following manner:

In its core belief and values statement, TUSD is committed to providing a comprehensive, engaging education while remaining inclusive and non-discriminatory in its practices. TUSD believes, and research validates, that Two-Way Dual Language (TWDL) Programs are consistent with these values and beliefs and will assist in achievement of our goals.

TUSD commits to implementing a TWDL Program that will:

a. Have a positive impact on academic achievement across the subject areas and the language proficiency of students engaged in the TWDL program.

b. Prepare students for advanced courses in high school and thus complete a pathway that results in high levels of biliteracy for students over the course of their program. This effort is reliant on a well-designed and well-implemented program in order to demonstrate significant program effect. After 4-7 years, bilingually schooled students in 90/10 and 50/50 models have   been found to outperform their English-speaking peers educated in only one language. *(Thomas and Collier 1997-2002)*

c. Ensure that Native Spanish and native English speakers in TWDL programs perform at or above grade level in the content areas in their first language and achieve standardized mathematics and reading test scores on par with their statewide peers by grade 7. *(Lindholm-Leary, 2001)*

d. Implement a standards-based curriculum in two languages: Spanish and English.

e. Design a curriculum that is academically challenging and integrates higher order thinking skills, creative problem solving lessons and promotes high levels of communication in two languages.

f. Secure a program where both groups of students reach the academic and linguistic targets set for both languages and ensure that students fluent in either Spanish or English remain that way with no evidence of delay or interference caused by participation in a TWDL program. *(Christian, 1997 and Lindholm-Leary, 2001)*

g. Ensure that Native Spanish speakers develop strong English oral skills, rated fluent by 3rd grade and show no significant differences in oral English proficiency between themselves and the native English speakers in their program. *(Christian, 1997 and Lindholm-Leary, 2001)*

Organizational Values

The schools implementing the TWDL Program value:

Student Centeredness and Caring

Providing educational opportunities that promote key development assets such as identity, social competency, empowerment and commitment to learning

Diversity and Collaboration

Adhering to a program model that is linguistically and ethnically balanced. Developing pro-social skills as a result of students cross-learning language from each other.

Innovation

Committing to a research-based design that results in bilingualism and biliteracy in all children.

Accountability

Following progress of all students in the program in both languages over the course of their K-12 education. Fully implementing the Arizona State Seal of Biliteracy pathway at Elementary, Middle School and High School. Ensuring that students in the TWDL program enter High School at the most advanced levels of second language study possible.

Chapter 2
Two Way Dual Language Program History

In 1969, TUSD established its first developmental English/Spanish bilingual education programs at Drachman and Mission View Elementary School. By the 1980-81 school year, there were developmental bilingual education programs throughout TUSD from kindergarten through 12th grade.

Beginning in the late 1980's, persuaded by research on the effectiveness of dual language programs; individual elementary schools converted their developmental bilingual education programs into one-way 90/10 dual language models. These schools included Davis Bilingual Magnet Elementary School and Lawrence Elementary School.   Johnson Primary School opened in 1991, and started a two-way 90/10 dual language model.

In 2000, there was a change in Arizona State Law that required all students nine years of age and younger to be orally proficient in English in order to qualify to be in a bilingual program. After the law went into effect, it severely reduced TUSD schools dual language and developmental bilingual programs. In 2006, the Language Acquisition Department began to rebuild by gradually converting its remaining developmental bilingual education elementary programs into one-way 50/50 dual language programs. In 2014, the majority of these 50/50 dual language programs began phasing in a 90/10 program model.

Historical Perspective				
1960's	**1970's**	**1980's**	**1990's**	**2000's**
•I-C Americanization program is abolished •TUSD establishes its first Bilingual Education Program	•Desegregation suit is filed (Fisher-Mendoza) •Districts granted authority to address desegregation agreement •Busing begins for desegregation purposes •TUSD reaches its highest enrollment: 65,000 •Davis becomes a bilingual magnet school	•Board eliminates corporal punishment •Roskruge becomes bilingual middle magnet •Bonillas becomes a back-to-basics magnet school •$860M bond project for refurbishing schools •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—which limits bilingual education in our schools and requires SEI for all ELLs •2002: TUSD enters corrective action with OCR regarding LEP translation services •2006: Arizona mandates 4 hours of ELD •2014: TUSDs 50/50 dual language programs begin phasing in a 90/10 program model

Chapter 3
Rationale & Benefits of
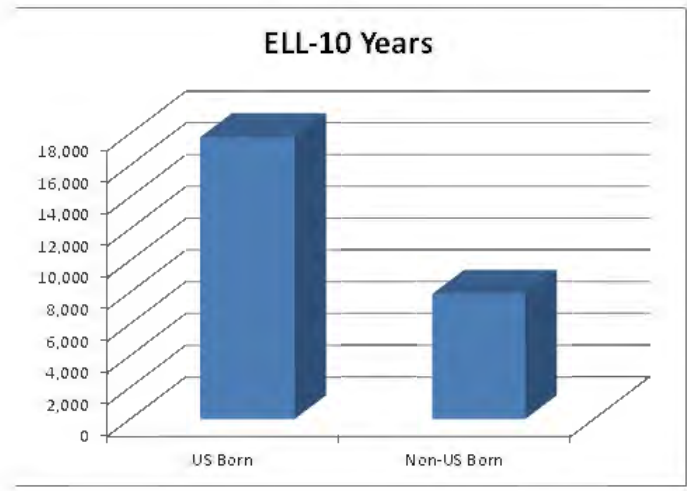# Two-Way Dual Language Programs

Rationale

Tucson Unified School District (TUSD) is engaged in the implementation of the TWDL program in an effort to improve student performance for both English Language Learners and English dominant students. Over the course of the program implementation, TUSD experienced a significant increase of students interested in the TWDL program. Spanish speakers make up the largest number of English Learners in TUSD. The District seeks to engage the cultural and linguistic capital that the students bring to the school community.

Developing a program option that creates an opportunity for students to cross learn and share the language with each other will result in the development of higher levels of bilingualism and biliteracy for both groups of students while staving off language loss for native speaking students in the community.

Table 1
Ten-Year English Language Learner Numbers for TUSD

Year	ELL Count
Year 2008	10,471
Year 2009	10,088
Year 2010	8,277
Year 2011	7,008
Year 2012	7,355
Year 2013	5,499
Year 2014	5,677
Year 2015	4,589
Year 2016	4,638
Year 2017	4,813

Table 2

Origin and Birthplace of ELLs in TUSD

Table 3

English Learners in TUSD in 2017 as Compared to 2008
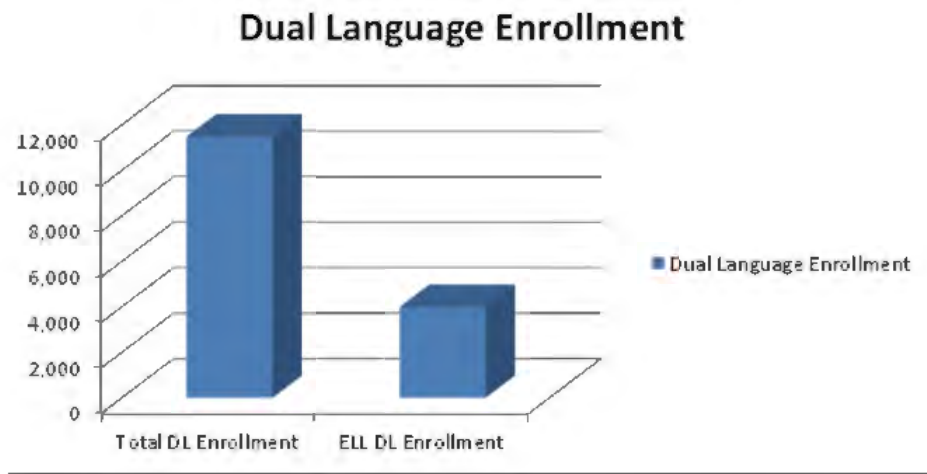
Benefits of Two-Way Bilingual Immersion Programs

The Two-Way Bilingual Immersion Program, referred to as Two-Way Dual Language Education program in TUSD, was designed to maximize the benefits of second language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient. The program design is evidence-based. Research has established many benefits for learning a second language. These benefits are cognitive, academic, economic and social. One of the most important advantages of learning other languages is that it encourages students to participate actively in an increasingly interdependent world.

Studies on second language learning provide the following evidence: the "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one language to learn another *(Howard, Sugarman, Perdomo and Adder, 2005).* Second language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language *(Thomas and Collier, 2002).* The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student *(Genesee and Lindholm-Leary, 2009).*

Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation *(Cummins, 1986; Ager 2005).* Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding *(ACTFL 2006).* Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know *(ACTFL 2006).* Immersion helps close the achievement gap between English Learners and their English only counterparts.

Research shows that English Learners have a higher rate of success in Two-Way Dual Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures *(Genesee and Lindholm-Leary, 2009).* Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English learners in mainstream English classes *(Thomas and Collier, 2002).*

Benefits for Native Spanish Speakers

The research on Two Way Bilingual Immersion (TWBI) Programs in the United States demonstrates that native speakers can indeed attain grade level proficiencies in both languages and in turn, close the performance gap between themselves and their English-speaking counterparts. The following research studies indicate:

- Students in TWDL programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting. *(Genesee and Lindholm Leary, 2009)*

- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to NSS peers mainstream classes. *(Thomas and Collier 2002)*

- English Learners who enter high school reclassified to fluent status and are able to fully participate in college bound schedules and courses and develop a college going mindset. *(Lindholm-Leary, Promise Initiative, 2012)*

- English Learners in TWDL programs outperform Native English speakers on the 4th grade Reading National Assessment of Educational Progress. *(López, 2016)*

- Native Spanish Speakers continue to stay connected with their families by maintaining and strengthening their native language, as well as, learning English in school.

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Table 4
Benefits to Each Language Group

Native Spanish Speakers	Native English Speakers
Acquire strong literacy skills in Spanish that can then be applied to the acquisition of English literacy.	Outperform NES students on a variety of English language tests including reading, writing and listening.
Make better progress in acquiring full proficiency in English, which leads to achievement at grade appropriate level in all domains of academic study in both Spanish and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as NES students in mainstream English programs.
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication with more members of the community and social support network.

Unitary Status Plan for TUSD:

"The District shall develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17. The District should engage one or more nationally recognized consultants to assist in studying and developing the plan, which must be prepared and presented to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.

The District shall consider what types of dual language programs can be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds."

DATED this 21st day of December, 2015.

Chapter 4
Programmatic Elements of Successful Two-Way Dual Language Programs

The Tucson Unified School District (TUSD) TWDL Program is a program of choice that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the TUSD school community. Families must adhere to the same enrollment process as all students in the community and must select their program once they have shown evidence that they attended a community meeting that explains the program long term K-12 pathway and a coherent explanation of the elements of the Two-Way Dual Language (TWDL) program design.

TUSD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understandings between students:

- Students start second language learning at the primary level through an "early" immersion   process by entering at kindergarten or first grades only.

- Each school begins with a minimum of two classes per grade level to mitigate the mobility rate as the program progresses through the upper grades.

- Teachers provide instruction based on additive bilingualism and language separation.

- Staff works to create a positive and respectful climate for second language learning while promoting the "target language" and its speakers.

- A K-12 TWDL Program sequence is established and will continue through middle school with a plan to place the TWDL students in the appropriate foreign language courses as they enter high school.

- Students will take an end of course placement test at the end of their 8th grade year in order to continue to study in advanced courses at the high school level and receive their Arizona State Seal of Biliteracy on their high school diplomas.

- Each school fosters home/school collaboration.

- The district has a plan to attract and retain high quality program personnel who are able to deliver the academic and linguistic program at each grade level.

Chapter 5
Foundational Research
in Two-Way Dual Language Education

Tucson Unified School District's Two-Way Dual Language program is designed to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient in both languages.

Learning other languages encourages students to participate actively in an increasingly interdependent world. Second language study also prepares students for full participation in an international job market. Tucson schools are facing rapidly changing demographics and working not to stave off the linguistic capital that families and students possess. Students who participate in TWDL programs will be able to develop skills throughout their K-12 experience that will serve them well throughout their lives.

There are four different Dual Language program designs that are additive bilingual programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Bilingual Immersion and (4) One-Way Immersion Programs. Tucson Unified School District will adhere to the principles of the Two-Way Dual Language programming to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 academic program.

Research Review

The first Two-Way Bilingual Immersion programs, also known as Dual Language Immersion (DLI), in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DL Programs in the United States has grown to over 1850 programs. As of May 2016, forty-seven states in the U.S. have Dual Language programs. More than 95% of these programs throughout the United States have Spanish as the target language.

In order for a program to be a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used for a significant portion of the students' instructional day (from 50% to 90%).

2. The program involves daily periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.

3. Linguistically balanced classrooms made up of Spanish Speakers (NSS), Bilingual (BSS), and native English Speakers (NES) are developed and maintained through the grade levels.

4. The students are integrated for most or all instruction acting as peer models of the language for each other.

Research Findings

The leading researcher in Two-Way Bilingual Education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education,* in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for TUSD focuses on three areas:

(A) Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)

(B) Variances between 50/50 and 90/10 TWBI models

(C) Academic achievement levels for both groups of students

A. Oral Language Proficiency Levels of NSS and NES Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartener fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs (Lindholm-Leary 2001).

B. Variances in the 50/50 and 90/10 Models

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than do 50/50 programs. *(Dr. Kathyrn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs")*

C. Academic Achievement

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of NSS during their K-12 academic experience and found that when programs are implemented well, there is a significant program academic effect that is apparent by late high school. The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI programs, NSS students tend to out-perform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI programs also tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs. *(English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas *& Collier, 2000, 2010 and 2014)*

Table 5

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models

(Thomas *& Collier, 2000)
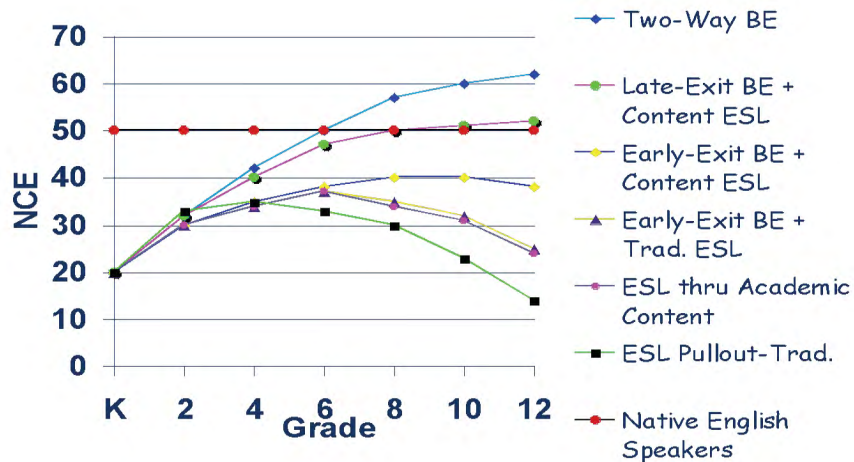
Chapter 6
Program Design and
Programmatic Components

In the Tucson Unified School District (TUSD), Two- Way Dual Language programs are designed as 90/10 programs with classroom instruction in Spanish. This program is designed as <u>sequential literacy</u> models where students develop their initial literacy in the target language and add on the second literacy system in English over the first three years of their schooling. The programs are standards-based in all content areas. In TWDL programs, students are not separated for instruction and instead, work together supporting one another in each other's learning and language practice. Starting early and studying formally in a second language prepares students to become highly proficient by the end of high school.

Communicatively Based Instructional Model

The over-arching goal of the K-8 TWDL program is communication. A communication-based instructional model for second language study outlines the various stages of language learning and focuses on the *Communication Standard of the World Language Standards*. As students progress up the grade levels, they master the literacy and communication skills to become bilingual and biliterate and reach the levels that may allow them to function in a Spanish-speaking country. TWDL program students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) that allows TWDL students to enter a grammar-based high school instructional model. Their placement into world language classes in high school will allow the students to fine-tune their reading and writing skills, prepare students to pass the Advanced Placement (AP) or International Baccalaureate exams, meet the requirements for the AZ State Seal of Biliteracy, and receive college credit for their years of study.

The program is carefully designed with set percentages of time in each language. These time frames allude to the time students receive Spanish instruction, while the second number indicates instruction in English. In the 90/10 model, Spanish instruction decreases yearly as English instruction increases, until there is an equal split of instructional time spent between Spanish and English. For high levels of literacy and academic achievement to be reached in both languages, the TUSD Two-Way Dual Language programs will continue through middle school, and students will enter the high school years at the highest world language pathway available. TWDL students will be given the opportunity to meet the requisites for the Arizona Seal of Biliteracy. Students will also receive college credit as they complete Advanced Placement and Honors coursework in Spanish and English. Tucson Unified School District's pathway for the TWDL Program is pictured in the following chart.

90/10 Elementary Program Instructional Design

The TWDL program begins at Kindergarten and First grades where the percentage of time in the target language is scheduled as 90% for Spanish and 10% in English. Each year after Grade 2, the percentage of time in English is increased until the students reach 5th grade where 50% of the student's day is conducted in Spanish and 50% of their day is conducted in English. Careful consideration is taken to ensure that teachers have a clear separation of language instruction to ensure that students enter the middle school years with a strong foundation in both the target language (Spanish) and English.

At the middle school level, the program may continue to be a 50/50 design if the teaching staff possesses the appropriate credentials and has the language capacity to deliver the program in the target language. This chart reflects that there must be a minimum of two courses taught in Spanish from 6th-8th grades, but allows the school program to add additional courses in Spanish if the school has the staffing to do so.

Two-Way and Dual Language teachers must carefully design their daily schedule to ensure that both languages have protected blocks of language. Each school must plan its schedules to ensure that students are engaged in content instruction in both languages as the program develops through the grade levels. In grades 3rd – 8th students engage in two language arts blocks: target language arts (Spanish) and English language arts. At these levels, both language arts times must be carefully organized so that they are not a repetition of each other. The charts below outline the percentages of time and the content areas taught in each language for the elementary program.

Table 7
K-5th Grade Program Model (percentages of time)

Grades	K – 1st	2nd	3rd	4th	5th
Spanish	90%	80%	70%	60%	50%
English	10%	20%	30%	40%	50%

Table 8
TUSD Elementary Program Content Areas

NOTE: See Appendices for sample school schedules.

Grade	Language Percentage Span/Eng.	Spanish	English	Specials
Kinder	90/10	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills	Examples may include: Art, Library, Music, Technology, PE, etc.
1st	90/10	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Beginning Reading	Examples may include: Art, Library, Music, Technology, PE, etc.
2nd	80/20	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	Examples may include: Art, Library, Music, Technology, PE, etc.
3rd	70/30	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)
4th	60/40	SLA Math PE Science or Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)
5th	50/50	SLA Math PE Science or Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	English, Math bridge (10 min. maximum, Test Prep and English Vocabulary)

Student Make-Up

The TWDL Program classrooms consist of linguistically balanced classrooms where a 1/3 of students are Native-speakers of Spanish, 1/3 of the students are Bilingual, and 1/3 of the students are English speakers. This is the ideal classroom configuration. There may be some years when this linguistic balance is difficult to attain because of the linguistic capabilities of the students who enter any given year. In that case, the classrooms might be 2/3 English Speakers or 2/3 Spanish speakers. A TWDL Program must have no less than 1/3 of the students of either language. See the two student profiles below:

Profile 1

| Native Spanish Speakers 1/3 | Bilingual Students 1/3 | English Speakers 1/3 |

Profile 2

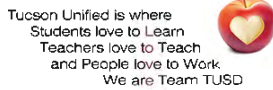| Native Spanish Speakers 1/3 | English Speakers 1/3 | English Speakers 1/3 |

Middle School Program

As students enter middle school, the level of students' proficiencies in the target languages delineates the type of program in which they will participate. Two-Way Dual Language students must be allowed to continue their pathway from 5th grade into middle school to fully realize the advantages of their TWDL schooling. At this level, students will be scheduled into a minimum of two courses in Spanish (within their 6 period day). The courses that make up the TWDL Program Core are Spanish Language Arts and either Spanish Science or Spanish Social Studies depending on the grade level. A Spanish Mathematics course might be added if a qualified, credentialed teacher is available to teach math in Spanish. The two or three courses that make up the Immersion core are taught exclusively in Spanish.

In addition, TUSD middle schools are reorganizing the middle school schedule to offer more than just a TWDL strand. Students without TWDL experience should be given the option of taking high school equivalent Spanish courses for English speakers. Native Speaker courses for Native-speaking students who have oral language capabilities but need literacy development in the Spanish language should also be offered. All students at this level must have the opportunity to engage in formal second language study. Furthermore, all students, TWDL and the students in Spanish for Native Speakers and Foreign Language classes, will be given an 8th grade placement test to place them appropriately at the high school level. The following chart outlines the different student profiles and program strands at the middle schools.

Table 9

TUSD Middle School Program

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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 speakers not from TWDL (literate)** (assessed by the school *with* grade level proficiency in Spanish)	***Spanish Language Arts 6** (Reading, Writing, Grammar & Oracy) **Spanish Content**: Social Studies *and/or* Science Math (if available) *or equivalent	***Spanish Language Arts 7** (Reading, Writing, Grammar & Oracy) **Spanish Content**: Social Studies *and/or* Science Math (if available) *or equivalent	***Spanish Language Arts 8** (Reading, Writing, Grammar & Oracy) **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 speakers (interrupted schooling)** (Newcomers assessed by the school without Grade level proficiency in target language)	**Spanish for Native Speakers (year 1)** Focus on Literacy development Tutorials for literacy as needed **Spanish Content** (as available)	**Spanish for Native Speakers (year 2)** Focus on Literacy development Tutorials for literacy as needed **Spanish Content** (as available)	**Spanish for Native Speakers (year 3)** Focus on Literacy development Tutorials for literacy as needed **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)**

Note: Each group will be given a Spanish Language Placement Test after 8th grade to determine the awarding of High School credit and to ensure that they are   placed in the appropriate World Language Program sequence in High School.

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8th Grade into High School World Language Course Sequence

Students who successfully pass their placement test in 8th grade will be placed in the most advanced courses at the high school level. They will work to complete their requisites for the Arizona Seal of Biliteracy and will be given opportunities to either continue their second language development by taking a third language option, enrolling in concurrent college courses in advanced Spanish literature, or taking Spanish for Special Purposes courses (legal and medical translation/interpretation courses or internships). The possible course sequences for high school are shown below.

Table 10
High School Program Options

Student Profile	9th Grade	10th Grade	11th Grade	12th Grade
Ongoing TWBI & 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 • International Baccalaureate	• Spanish for Special Purposes • Internship • Concurrent college enrollment • 3rd Language II • International Baccalaureate
Ongoing TWBI students who do not pass placement test (Intermediate)	• Spanish IV	• Spanish AP Language	• Spanish AP Lit • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I • International Baccalaureate	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3rd Language II • International Baccalaureate
English Speaker in MS Pathway (not TWBI)	• Spanish IV	• AP Spanish Language	• Spanish AP Lit • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I • International Baccalaureate	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3rd Language II • International Baccalaureate
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 • International Baccalaureate	• Spanish AP Lit • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3rd Language I • International Baccalaureate
English Speaker new to Spanish	• Spanish I	• Spanish II	• Spanish III • International Baccalaureate	• Spanish IV or • Spanish AP Lang • International Baccalaureate

Chapter 7
Assessing Student Progress in Two Languages

Dual language programs have the largest amount of research on program effectiveness of all ELL program types. The instructional acceleration in two languages leads to higher than normal yearly achievement for ELLs and allows them to outgain typical native English speakers for each year that they participate in the dual language program *(Thomas & Collier, 2002).*

Teachers need to have a holistic understanding of their students and consider both languages when assessing a student's understanding of content (rather than language). "...the linguistic capacities of emergent bilingual learners are integrated, and we can never fully understand what a student comprehends and is able to do by examining only one language" *(Valdés et al., 2015).* Thus, students need to have the opportunity to demonstrate knowledge in their native language as their partner language is developing.

Assessment is a foundational component of the feedback loop between teachers and students in a TWDL program. Through proper assessment, students demonstrate knowledge and abilities in terms of academic language, literacy, and content. Valid assessments must be aligned to both content and language standards.

The Guiding Principles for Dual Language Education (CAL) notes that assessment should be carried out in "consistent and systematic ways" and requires the use of "multiple measures in both languages to assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals" *(Howard et al., 2007).* The site implementation team must account for the time teachers need to design common assessments, both summative and formative. Additionally, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs indicated on formative and summative assessments. Whether the site implementation team includes this protocol through regular learning teams or through periodic in-service activities, student assessment data should inform planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.

Content should be assessed in the language of instruction. Research studies have suggested the following: "Bilingual and dual language programs are using more multilingual approaches, such as interviews with parents, documenting interactions with students in both languages, and using anecdotal evidence and formative assessments that capture what students can do in two languages to identify student language abilities. These districts are questioning the monolingual perspective that assesses student knowledge exclusively in one language and looks incorrectly at students as two monolinguals in one mind" *(Grosjean, 1989)*.

Although literacy development is assessed in each language separately, the analysis should be concurrent in order to document students' biliteracy trajectories *(Escamilla et al., 2014).* Formative assessments in both languages should take into account the different ways in which children develop their two languages orally so that "we don't mistake normal use of language for a sign of confusion or other problems" *(Beeman & Urow, 2012).*

Programmatic Assessments

In the chart below, TUSD organized the testing of their TWDL students to ensure that schools are able to collect data that will help them monitor the linguistic and academic growth of their students.

Students in a TWDL program must meet both state and programmatic proficiency targets for their grade levels. TUSD has analyzed the testing demands on students and organized the assessments to inform teachers and parents of the progress of the students over the course of their participation in the program. The table below was created as a descriptor of the assessments in both languages within the four language domains: speaking, listening, reading and writing.

Table 11.a

Assessment Framework

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Assessments Framework for TWDL Programs in TUSD

Proficiency/Achievement	Measurement Instrument	Grade Levels	Timeline
State Standardized Assessments-Language Arts, Math-English	**AzMerit** (ELLs, Parent Withdrawn ELLs, and 1st and 2nd year reclassified must be offered accommodations and these accommodations must be ongoing during classroom instruction.) **(AzMerit PRACTICE Tests)** https://tinyurl.com/PracticeAZ2017	Grades 3-12	Spring April 2-27, 2017
State English Language Proficiency Assessments (English Language Learners only)	AZELLA (Arizona English Language Learner Assessment) until students reclassify to fluent status. **Reassessment** for Continuing ELLS & ELLS Withdrawn from Services	ELs only Grades K-12	Placement for new PHLOTES July-May Spring Reassessment February-March
District Standards-based Benchmarks Language Arts	SchoolCity Spanish Language Arts (in Spanish only) SchoolCity English Language Arts (in English only)	Grades 2-5 Grades 2-5 Grades 6-8	Quarter 1 and 2 Spanish Quarter 3 and 4 English English and Spanish Quarterly
District Standards-based Benchmarks Math **(ELs are eligible for accommodations)**	SchoolCity Math (in English only) SchoolCity Math Benchmarks will be available in Spanish SY19-20	Grade 2-8	All Quarters
Reading Fluency and Comprehension	**Canciones y Cuentos**-Spanish **DIBELS**-English **EDL2**-Spanish	Grades K-2 Grades K-5	Benchmark Assessments Pre/Post August/May

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Table 11.b
Assessment Framework (continued)

Tucson Unified is where
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	DRA-English	Grades 2-5	Pre/Post August/May
	Achieve 3000- English and Spanish	Grades 6-8	Pre/Post August/May
Language Proficiency in Spanish	**Spanish FLOSEM**- holistic measure to analyze language development in the target language	Grades K-8	Fall- August-September
Standards Based Assessments Language Arts-Spanish	**LOGRAMOS** (Summative Assessment) Spanish and Language Arts (subsections only)	Grades 2-8	Spring April 23-May 16

Kinder	1st	2nd	3rd`	4th	5th	6th	7th	8th
AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 *DRA* FLOSEM **SchoolCity SLA** (Spanish) Qtr. 1 and 2 School City ELA Quarter 3 and 4 **SchoolCity Math** Spanish Quarters 1-4 LOGRAMOS	AZELLA (ELs) DIBELS EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS

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Chapter 8
Arizona State Seal of Biliteracy

Arizona Department of Education Seal of Biliteracy Program

Arizona SB 1239 was passed in 2016 by the Legislature of the State of Arizona. The Arizona Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student's diploma and noted on the transcript.

Eligibility for the State Seal of Biliteracy:

• The student must successfully complete all English Language Arts requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale.

• Pass ELA end of course examinations.

• If the student has a primary home language other than English, the student shall obtain a score of proficient based on the AZELLA.

• Students must demonstrate proficiency in a second language through an assessment method or an alternative evidence model.

  o Assessment Method: To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education.

  o Alternative Evidence Method: An alternative evidence method may be used in specified circumstances.

Table 12
Criteria for Biliteracy Pathway Awards

Kindergarten – "Off to a Great Start" Certificate	8th grade – Attainment of Biliteracy Certificate
• Oral proficiency in Spanish	• Special project on a topic relevant to bilingualism • State testing – at grade level or above • *Logramos* Test score of 50% or higher
5th grade – Bilingual/Biliteracy Proficiency Award	**High School Seal of Biliteracy**
• Reclassification (if student ELL) • Essay with an oral presentation • Spanish scores – at grade level or above	Meet the state criteria for the Seal of Biliteracy upon successful completion of the Advanced Placement test

Chapter 9
Two-Way Dual Language Program Policies

Enrollment Policies

For open enrollment and magnet programs, the first phase of enrollment takes place by the parents submitting a School Choice Application to the School Community Services to begin the student placement process. Applications are released in October. For students attending a neighborhood school with a TWDL program, parents will enroll them at the school site. By end of January of each school year, the enrollment reports will be reviewed to determine the language proficiency of each student.

During the enrollment period, children whose families signed a Home Language Inventory (HLI) indicating that they speak a language other than English at home and have expressed an interest in participating in the Dual Immersion Program will be asked to take an assessment to determine their level of proficiency in Spanish. The results of this assessment will be used to form classes balanced in the following way: equal percentages of native Spanish speakers (to include English Language Learners), bilingual speakers, and native English dominant students.

In the absence of students to balance in this manner, careful attention will be given to ensure that each class has no less than one third (1/3) of a given language group necessary to fully implement the program.

Application and Admittance

A. Application for Enrollment Admission

1. Neighborhood School

    For students attending a neighborhood school with a TWDL program, parents enroll them at the school site.

    a. Attend an informational meeting, or meet with a site administrator.

    b. Return their completed Two-Way Dual Language Application.

2. Non-neighborhood School - School Choice Application Required (Lottery Process)

    Each year, beginning in October and until the program enrollment is filled, parents may submit a School Choice Application for the Two-Way Dual Language Program. Applications received after the program is filled at the school of choice will be placed into an applicant pool. Prospective parents of students applying to the Two-Way Dual Language Program must attend an informational meeting before their application will be considered. Informational meetings will be held at each school site, as well as, TUSD Family Centers during the months of October through December.

    Families wishing to enroll their children in the Tucson Unified School District TWDL Program must:

    a. Attend a TWDL Program Informational Meeting or meet with a site administrator.

    b. Return their completed Two-Way Dual Language Application.

    c. Submit School Choice Application.

    d. Include signed application with verification of attendance at informational meeting.

3. Application Packets

    Application packets will include:

    a. TUSD district application form, school/district contact information,

    b. FAQ - frequently asked questions, a Dual Language Program brochure,

    c. TWDL Program Application form,

    d. Home Language Inventory.

4. Siblings

    Applications will be available at Dual Language school sites and at the TUSD School Community Services office. The deadline for submitting completed applications will be the end of March. Completed applications will be accepted at the TUSD School Community Services office.

5. Lottery

    A selection lottery is held only if the number of students interested outnumbers the number of spaces available at a site.

    a. If a selection lottery is necessary, it will take place within two weeks following the closing date of when applications are to be received.

    b. In the event that a balance of 50% native Spanish speakers and 50% native English speakers is not reached, the application process will continue until the language balance is met.

6. Notification

    The districts School Community Services office will notify parents by written notification if their child has been selected by lottery. Parents will also be notified of the required parent orientation meeting at the school.

7. Ongoing Placements

    Placements made during the rest of the year will be made by school site principals in consultation with the district School Community Services. The School Community Services office will notify parents by phone and written notification of placements made during the remainder of the year.

8. Wait List Placements

    Students on the waiting list will be placed into the TWDL Program as openings become available. The "wait lists" for the TWDL Program will be maintained by the district's School Community Services contact person.

B. Grade Levels for Entry

1. Kindergarten and First Grade

Each year to ensure that classrooms within the Dual Language Program are linguistically balanced, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the HLI and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.

2. Second to Eighth Grade

Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in grades 2 – 8 will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.

3. Ninth to Twelfth Grade

All students may participate in one of the pathways to biliteracy. Student placement in Spanish will be determined by a Spanish placement test to be administered early spring semester to all 8th graders in TWDL programs. This placement exam will also be available for students not previously enrolled in a TWDL program, but who would like to enter the high school pathway toward biliteracy.

C. Out of District Applicants

Priority is given to those families that reside in the Two-Way Dual Language Program neighborhood school attendance boundaries and next to those within Tucson Unified School District boundaries. In the event that all in-district candidates are placed and there are remaining slots available, applicants residing outside of the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district's procedures for requesting an intra-district transfer.

Acceptance and Enrollment

A. Notification

All applicants will be notified by written notification within two weeks of the lottery drawing to inform them of acceptance into the Tucson Unified School District Two-Way Dual Language Program or their placement on the waiting list.

B. Orientation

Parents of students accepted into the program are required to attend an orientation meeting before the end of the school year that further describes the program model and provides question/answer sessions. These orientation sessions will take place at the school sites. Parents must attend an orientation meeting in order for their student to enter the program.

Parents will be asked to:

1. Attend a Parent Orientation.

2. Support their child's second language acquisition and development by stressing the value of biliteracy and multiculturalism to their child.

3. Support their child's first language development at home by reading to and with their child in their first language each day.

4. Communicate with their child's teacher and district administrators periodically to avoid misunderstandings about their child's learning and the program.

5. Commit to keeping their child enrolled in the Dual Language Immersion Program through at least 6th grade.

6. Notify the school office in advance in the event the family plans to move.

C. Students with Special Needs

Students with special education needs will have equal access to the Dual Language Program within the allowances of a student's IEP. Upon enrollment, students will receive the same level of service and support provided to all Tucson Unified School District students.

Chapter 10
Marketing & Parent Outreach

The Two-Way Dual Language program will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools. The program will expand and improve its communications with the Spanish-speaking community in the Tucson school community, including key information about the documented success of TWDL programs for English learners.

The active engagement of participants' families is critical to the success of the TWDL Program. Each school must encourage parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as in the PTA /Home School clubs, EL Advisory, and/or School Site Council, and (4) fund-raising activities.

Parents can also support the school program by:

- Serving on school committees.
- Serving as Room Parents.
- Serving on planning teams for special cultural events.
- Creating and working on fund-raising events.
- Translating materials.
- Chaperoning field trips.
- Volunteering for specific classroom activities.

There must be many opportunities for families from all linguistic and cultural backgrounds to participate in the ongoing administration and development of the TWDL program at their respective schools. It is the hope of the district that hands-on involvement by families will facilitate communication and provide a better understanding of the TWDL program development. In addition, families can benefit from involvement in the overall school, as they learn how to better assist in their child's own linguistic and academic development and gain new multicultural perspectives.

Sharing News and Information

It is the desire of the TUSD, that information about the TWDL Program, a program designed to serve Tucson Unified School District schools, be distributed widely. TWDL Program participants and their families must receive on-going information about the program design, their children's progress in both languages, research on the programmatic components, and ideas and perspectives from program leaders at the school site and district level.

Throughout the district, but particularly at each TWDL school site school, there are a number of events to keep families informed of classroom activities and students' progress, including Back-to- School Night, parent-teacher conferences, recruitment meetings for prospective parents, and site tours. There are also orientation meetings (conducted by administrators and parent leaders several times a year) offering families information and advice about the TWDL program challenges and opportunities.

Regular communications include school newsletters written in both languages, a program handbook for each site, postings on district web sites, site web sites, and email announcements. Key channels of communications include:

• The TUSD Two-Way Dual Language Informational Brochure.

• TWDL Program Handbook for TWDL parents and staff.

- Electronic messages and notices from the school district.

- School newsletters.

- Online subscription list-serves (sponsored by each site Parents Groups and each classroom Room Parents).

- Variety of information forums, including Back to School Night, Open House, Parent Info Nights, and Site Tours.

- Parent Education Presentations designed to respond to programmatic issues for the TWDL parents.

- Social gatherings of TWDL parents to include cultural events.

Inviting Input and Ideas

In TWDL Schools, the principals will create structures and processes for parents and community members to become involved in the development and implementation of the TWDL program initiatives, in collaboration with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the TWDL program by contacting the principal or district administrators.

Principals may also use annual surveys to collect input from students, parents and staff on the progress of the program with their children. This data may be used for decision-making as the school continues to develop the TWDL program at the site.

Showcasing Accomplishments

In TWDL classrooms, teachers frequently organize events celebrating Spanish language and culture. Events also demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

The district should showcase and document (in writing or video) student successes in the program.

Informing the Community

The TWDL Program will strive to keep the TUSD community informed of progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share instructional ideas with staff at other elementary and secondary school sites, and inform the general TUSD populace about this exciting and unique program in their community. A growing awareness and understanding of the TWDL program attracts new students, generates both tangible support and goodwill, and lays the groundwork for development of other language immersion programs in the TUSD community.

School-wide activities may include:

- Kindergarten Information Nights.

- Parent organization meetings (PTA, Booster Club) and special events.

- Multicultural fairs & celebrations.

- A Parent Speakers' Series on second language learning, program components, ways to support the development of the student's language growth at home, etc.

- Written brochures about the program.

- Newspaper and other media articles about the TWDL program and student success.

- Web sites at the district and all schools that call out to the general community and describe the program's achievement information, special events, research articles, etc.

Chapter 11
Professional Development Plan

Throughout the Tucson Unified School District (TUSD), TWDL educators engage in regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is a proposed training list from the Association of Two-Way & Dual Language Education (ATDLE) that organizes the training in tiers for novice and experienced classroom teachers, lead teachers and administrators.

It is the expectation of the District that the TUSD TWDL program staff members participate in focused professional development, meet continuously as a program team, and form professional learning communities (PLCs) with TWDL teachers throughout the district in an effort to build capacity in both the methodology and pedagogical understanding of the students at their respective grade levels. TWDL teachers need funding and time to attend professional conferences annually that include the National Two-Way Bilingual Immersion Conference, ACTFL, or La Cosecha Annual Conference, to name a few and become fully engaged in the professional network of Two-Way and Dual Language educators.

The following training structure is designed to keep teachers focused on the specific instructional components that make up an effective TWDL teacher's teaching toolbox of strategies & methodologies:

Tier One:

• Two-Way Bilingual Immersion Theory and Framework- An Overview

• FLOSEM Calibration- overview and training

• Curriculum Trainings- New Adoption/curricula

• Using grade level standards for instruction in both languages

• Literacy Development in two languages- Reading and Writing

• Teaching AELD in the TWDL classroom

• Data Management Systems- following academic progress in both languages

• Conversational Management Strategies- oral language development

Tier Two:

• Literacy Strategies: Guided Reading, Shared Reading and Writing, Literacy Work Stations, Phonemic Awareness

• Development of Oral Language Proficiencies in both languages

• Using data to inform instruction

• Curriculum Mapping and Unit Planning

• Integration of technology to meet State and District standards in both languages.

Tier Three:

• SIOP

• Standards-based Unit Planning

• Advanced reading and writing strategies in both languages

• GLAD Training

Glossary

Achievement vs. Proficiency Assessments

Achievement tests measure knowledge that has been arduously learned or memorized, and are dependent on specific curriculum or course materials (i.e., math, history, science). Typically, test results are directly related to the amount of work invested in studying or memorizing specific content knowledge. Proficiency assessments do not measure a particular class content or learned or memorized information. Rather, they measure a student's ability to communicate in a language. They assess the student's performance, that is, his/her communicative language skills as applied in unrehearsed situations, regardless of the person's background in, or mode of learning, that language.

ACTFL Performance Guidelines for K-12 Learners

Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

Additive Bilingualism

Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to subtractive bilingualism, in which the second language is added at the expense of the first language and culture, which diminish as a consequence. (Cummins, 1994)

Alignment

Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. Relevance: Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices."
(Levin, Haertel, Kirst, Williams, & Perry, 2006)

American Council on the Teaching of Foreign Languages (ACTFL)

The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Assessment Teams

Assessment Teams for the TWDL Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

AZ State Seal of Biliteracy

This state statute allows students to be recognized for reaching academic standards and proficiency levels in both English and other languages. The Seal of Biliteracy is added to a student's HS Diploma after the student meets the proficiency standards laid out by each District and the State. Colleges and universities recognize the Seal as exceeding the foreign language requirements for high school, in addition to, meeting the foreign language requisites for college and university level.

Content-Based Language Instruction (also known as Content Based Instruction, Content- Based Second Language Instruction or Content-Centered Language Learning)

A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion-referenced. Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.

Curriculum Maps

A curriculum map is a document for each grade level that outlines the curriculum, concepts, topics, and skills to be addressed over a defined period of time. Pacing guides can be developed after curriculum maps have been written as a way to ensure programmatic alignment and range from simple lists of topics organized by week to comprehensive schedules which include instructional strategies, assessments, materials and alignment to a set of standards. DLI teachers must collaborate by grade level team and program to ensure that each year's curriculum is rigorous, standards-based and designed to build on the previous year's work. Relevance: Every year in DLI serves as an important building block requiring careful planning and articulation through the grade levels. Pacing has also been shown to be very important in learning. The right pacing is necessary for students to receive sufficient opportunities to practice and master a given standard. A pacing schedule for instruction promotes teacher collaboration and creates a uniform expectation for teachers across classrooms and school sites to skillfully deliver specific lessons at a rate that will maximize the potential for learning.

Interventions

Working with the classroom teacher to determine the academic and language supports for students who are not progressing in either the target language or English. Students are recommended to a Student Study Team (MTSS) for review and analysis. It is important to consider a "catch up and keep up" effort so that students do not fall further and further behind. The team reviews the student's instructional program and determines supports in either the language of instruction or in the child's first language.

Language Learning Continuum

Performance-based model which identifies the performance characteristics of each stage of language learning.
(Jackson 1999, Zaslow 2005)

Language Separation Policy

Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students' second language abilities.

Logramos Test-3rd Edition–HMH
 www.hmhco.com/hmh-assessments/bilingual/logramos-3

A nationally normed test designed to measure the achievement of the students in Spanish. The test will be administered at the end of each school year to 2nd -8th grade students in the TWDL Program. The test is produced by Houghton Mifflin and purchased by the district. Test results are administered to the school site each to monitor the growth and development of the TWDL students in the areas of reading, comprehension, language, grammar, spelling and writing in the Spanish language.

Professional Learning Communities(PLCs)

In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results. This effort will be supported as an extension of the District's commitment to collaboration and teamwork.

Proficiency

It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

Proficiency Pathway

Progression through the TWDL Program, along the language learning continuum towards higher levels of proficiency. The "Language Learning Continuum" is a performance-based model which identifies the performance characteristics of each stage of language learning. *(Jackson 1999, Zaslow 2005)*

Standards-based Measurement of Proficiency (STAMP)

Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels

The Association of Two-Way Dual Language Education (ATDLE)

A non-profit educational organization that works with districts, schools and teachers in CA and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.

Appendices (Program Documents)

APPENDIX A: Guiding Principles for Dual Language Education

GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

STRAND 1	**PROGRAM STRUCTURE**
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	**CURRICULUM**
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	**INSTRUCTION**
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	**ASSESSMENT & ACCOUNTABILITY**
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	**STAFF QUALITY & PROFESSIONAL DEVELOPMENT**
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	**FAMILY & COMMUNITY**
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	**SUPPORT & RESOURCES**
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

APPENDIX B: Program Pathway in English

APPENDIX C: Program Pathway in Spanish

APPENDIX D: Parent Commitment Form, English

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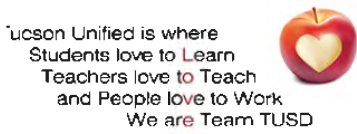
DUAL LANGUAGE IMMERSION PROGRAM
PARENT COMMITMENT FORM
By signing this form, I am making a commitment as a parent to the Two Way Dual Language Immersion Program:

1. I attended the Parent Information Meeting, and have received an orientation to Two-Way & Dual Language Education program.
2. I understand that the Two-Way & Dual Language program is an Advanced Learning Experience.
3. I understand that the success of this program is dependent upon continuous enrollment through eighth grade.
4. I understand that in this Dual Language Immersion 90/10 Model:
   - 90% of instruction is divided in Spanish in kindergarten- first grade and the percentages of time in the Spanish decreases as English increases over the 2-8th grades.
   - Kindergarten through second grade students work with their primary teacher to learn and speak Spanish only and work with the partner teacher for English instruction.
   - English literacy (reading & writing) instruction begins as part of the Academic English Language time in Kinder and increases over the grade levels.
   - By fifth grade 50% of instruction is provided in English and 50% of instruction in Spanish.
5. The teachers and staff of the Two-Way Dual Language Immersion Program are committed to supporting your child in:
   - Mastery of grade level academic content.
   - The ability to understand, speak, read and write both English and Spanish at grade level by the end of eighth grade.
   - The development of positive cross-cultural attitudes.

Thank you for choosing the Two-Way Dual Language Immersion Program for your child! We are here to support your child as he/she develops linguistic, academic, and cultural skills that will positively affect your child for the rest of his/her life.

_____   _____
                    Parent Signature   Date

_____   _____
          Dual Language Immersion Staff Signature   Date

APPENDIX E: Parent Commitment Form, Spanish

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PROGRAMA DE INMERSIÓN DE LENGUAJE DUAL DE DOS VIAS

**PROGRAMA DE INMERSIÓN DE LENGUAJE DUAL
FORMA DE COMPROMISO DE LOS PADRES**

Al firmar esta forma, me comprometo como padre al Programa de Inmersión de Lenguaje Dual de Dos Vías:

1. Asistí a la Reunión Informativa para Padres, y recibí una orientación sobre los programas de Educación de Lenguaje Dual de Dos Vía.
2. Comprendo que el programa de Lenguaje Dual de Dos Vías es una Experiencia de Aprendizaje Avanzado.
3. Comprendo que el éxito de este programa depende de la inscripción continua hasta el octavo grado.
4. Comprendo que en este Modelo 90/10 de Inmersión de Lenguaje Dual:
   - 90% de la instrucción está dividida en español en kínder, primer grado y que los porcentajes de tiempo en español disminuyen a la vez que el inglés aumenta durante los grados 2-8.
   - De kínder hasta segundo grado los estudiantes trabajan con su maestro principal para aprender y hablar español solamente y trabajan con el maestro asociado para la instrucción del inglés.
   - La instrucción del alfabetismo en inglés (lectura y escritura) comienza como parte del tiempo del Lenguaje Inglés Académico en kínder y aumenta durante los niveles de grado.
   - Para el quinto grado, el 50% de la instrucción es proporcionada en inglés y 50% de la instrucción en español.
5. Los maestros y el personal del Programa de Inmersión de Lenguaje Dual de Dos Vías están comprometidos a apoyar a su niño(a) en:
   - El dominio de las materias académicas del nivel de grado.
   - La habilidad de comprender, hablar, leer y escribir tanto inglés como español a nivel de grado al final de octavo grado.
   - El desarrollo de actitudes positivas interculturales.

¡Gracias por seleccionar el Programa de Inmersión de Lenguaje Dual de Dos Vías para su niño(a)! Aquí estamos para apoyar a su niño(a) mientras desarrolla habilidades lingüísticas, académicas, y culturales que afectarán positivamente a su niño(a) para el resto de su vida.
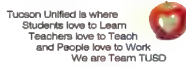

_____   _____
Firma del Padre/Madre   Fecha

_____   _____
Firma del Personal de Lenguaje Dual   Fecha

APPENDIX F: Sample Full School Program Schedule

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SAMPLE SCHEDULE for Tucson Unified School District TWDL Program

Grado	AM	AM	AM	Almuerzo	PM	PM	PM	PM	PM	Despedida
Kinder		100 min.			60 min.	90 min.	60 min.		30 min.	
90/10	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Estudios Sociales	Matemáticas	Ciencia	*Spanish Specialists (Art, Music, PE, Counseling, etc.)	Academic English Language Development	
Primero		100 min.			60 min.	90 min.	60 min.		30 min.	
90/10	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Estudios Sociales	Matemáticas	Ciencia	*Spanish Specialists (Art, Music, PE, Counseling, etc.)	Academic English Language Development	

Grado		AM	AM	Almuerzo	PM	PM	PM	PM	Despedida
Segundo		90 min.	45 min.		90 min.	45 min.		68 min.	
80/20	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Academic English Language Development	

Grado		AM	AM	Almuerzo	PM	PM	PM	PM	PM
Tercero		90 mins.	25 mins.		60 mins.	60 mins.		45 mins.	10 mins.
70/30	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)	Math (Test prep or Spiral review)

Grado		AM	AM	Almuerzo	PM	PM	PM	PM	PM	PM
Cuarto		90 mins.	25 mins.		60 mins.	30 mins.		90 mins.	40 mins.	10 mins.
60/40	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Escritura/ Gramática		Matemáticas	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)	Social Studies/ Science	Math (Test prep or Spiral review)

Grado		AM	AM	Almuerzo	PM	PM	PM	PM	PM	PM
Quinto		90 mins.	60 mins.		20 mins.	30 mins.		90 mins.	70 mins.	10 mins.
50/50	Anuncios, Calendario, Rutinas de comenzar el día	Lenguaje en español SLA	Matemáticas		Escritura/ Gramática	Ciencia/Estudios sociales	*Spanish Specialist (Art, Music, PE, Counseling, etc.)	Language Arts (AELD)	Social Studies/ Science	Math (Test prep or Spiral review)

APPENDIX G: Elementary Program Model

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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)**

Language Acquisition Department, 01/09/17 Sandoval-Taylor

APPENDIX H: Middle School Program Pathway

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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 speakers not from TWDL (literate) (assessed by the school *with* grade level proficiency in Spanish)	*Spanish Language Arts 6 (Reading, Writing, Grammar & Oracy) Spanish Content: Social Studies *and/or* Science Math (if available) *or equivalent	*Spanish Language Arts 7 (Reading, Writing, Grammar & Oracy) Spanish Content: Social Studies *and/or* Science Math (if available) *or equivalent	*Spanish Language Arts 8 (Reading, Writing, Grammar & Oracy) 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 speakers (interrupted schooling) (Newcomers assessed by the school without Grade level proficiency in target language)	Spanish for Native Speakers (year 1) Focus on Literacy development Tutorials for literacy as needed Spanish Content (as available)	Spanish for Native Speakers (year 2) Focus on Literacy development Tutorials for literacy as needed Spanish Content (as available)	Spanish for Native Speakers (year 3) Focus on Literacy development Tutorials for literacy as needed 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)

Note: Each group will be given a Spanish Language Placement Test after 8th grade to determine the awarding of High School credit and to ensure that they are   placed in the appropriate World Language Program sequence in High School.

Language Acquisition Department, Sandoval-Taylor, Cortes, 2-15-17
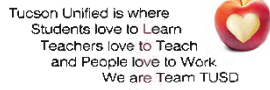
APPENDIX I: High School Program Pathway

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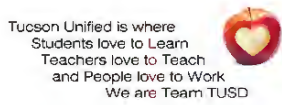
High School Pathway toward Biliteracy - World Language Sequence

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

Language Acquisition Department, 11-17-16 Sandoval-Taylor/Cortés

APPENDIX J: Language Model with Materials, Page 1:

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Language of Instruction and Materials by Grade Level

	K-1st	2nd	3rd	4th	5th
Spanish Language Arts SLA	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Imagine Learning Español *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** *Scholastic Book Room en Español* *Reading A-Z* *Scholastic News Esp.* Achieve 3000-Spanish *Harcourt Trofeos*
Mathematics	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations
Science	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** **English** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** **English** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** **English** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News

APPENDIX J: Language Model with Materials, Page 2

Social Studies	**Spanish** District Adopted Material Scholastic News	**Spanish** District Adopted Material Scholastic News Achieve 3000 Español	**Spanish** **English** District Adopted Material Scholastic News Achieve 3000 Español	**Spanish** **English** District Adopted Material Scholastic News Achieve 3000 Español	**Spanish** **English** District Adopted Material Scholastic News Achieve 3000 Español
<td colspan="6" align="center">**Remember: Lessons in Spanish Are Not Repeated During the English Portion of the Day**</td>					
English Language Arts ELA (AzCCSS)	**English**	**English**	**English** Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English *Harcourt Trophies*	**English** Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English *Harcourt Trophies*	**English** Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English *Harcourt Trophies*
Academic English Language Development AELD (ELP Standards)	**English (Listening/Speaking)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials	**English (Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials

https://www.engageny.org/resource/translated-modules **Engage NY/Eureka resources in Spanish**

http://www.fossweb.com/ **AME2EL7862 (2nd Edition Elementary Access) FOSS Science resources in Spanish**

Appendix K: Assessments Framework, Page 1

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Assessments Framework for TWDL Programs in TUSD

Proficiency/Achievement	Measurement Instrument	Grade Levels	Timeline
State Standardized Assessments-Language Arts, Math-English	**AzMerit** (ELLs, Parent Withdrawn ELLs, and 1st and 2nd year reclassified must be offered accommodations and these accommodations <u>must</u> be ongoing during classroom instruction.) **(AzMerit PRACTICE Tests)** https://tinyurl.com/PracticeAZ2017	Grades 3-12	Spring April 2-27, 2017
State English Language Proficiency Assessments (English Language Learners only)	**AZELLA** (Arizona English Language Learner Assessment) until students reclassify to fluent status. **Reassessment** for Continuing ELLS & ELLS Withdrawn from Services	ELs only Grades K-12	Placement for new PHLOTES July-May Spring Reassessment February-March
District Standards-based Benchmarks Language Arts	**SchoolCity Spanish Language Arts (in Spanish only)** **SchoolCity English Language Arts (in English only)**	Grades 2-5 Grades 2-5 Grades 6-8	Quarter 1 and 2 Spanish Quarter 3 and 4 English English and Spanish Quarterly
District Standards-based Benchmarks Math (ELs are eligible for accommodations)	**SchoolCity Math (in English only)** **SchoolCity Math Benchmarks will be available in Spanish SY19-20**	Grade 2-8	All Quarters
Reading Fluency and Comprehension	**Canciones y Cuentos**-Spanish **DIBELS**-English **EDL2**-Spanish	Grades K-2 Grades K-5	Benchmark Assessments Pre/Post August/May

Language Acquisition Department 05/07/18 Sandoval-Taylor

Appendix K: Assessments Framework, Page 2

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	DRA-English	Grades 2-5	Pre/Post August/May
	Achieve 3000- English and Spanish	Grades 6-8	Pre/Post August/May
Language Proficiency in Spanish	**Spanish FLOSEM-** holistic measure to analyze language development in the target language	Grades K-8	Fall- August-September
Standards Based Assessments Language Arts-Spanish	**LOGRAMOS** (Summative Assessment) Spanish and Language Arts (subsections only)	Grades 2-8	Spring April 23-May 16

Kinder	1st	2nd	3rd`	4th	5th	6th	7th	8th
AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 FLOSEM	AZELLA (ELs) DIBELS Canciones y Cuentos EDL2 *DRA* FLOSEM **SchoolCity SLA** (Spanish) Qtr. 1 and 2 School City ELA Quarter 3 and 4 **SchoolCity Math** Spanish Quarters 1-4 LOGRAMOS	AZELLA (ELs) DIBELS EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) EDL2 DRA FLOSEM **SchoolCity SLA** Qtr. 1 and 2 **SchoolCity ELA** Qtr. 3 and 4 **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS	AZELLA (ELs) FLOSEM SchoolCity SLA SchoolCity ELA **SchoolCity Math** Qtr. 1 and 2 Spanish Qtr. 3 and 4 English *provided that math content instruction is being provided in 6th – 8th grade in Spanish AzMerit LOGRAMOS

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Appendix L: Frequently Asked Questions (English) Page 1

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Two-Way Language Immersion Program FAQ
Two-Way Bilingual Immersion Programs in Tucson frequently asked questions on two-way instructional approaches and other issues.

What is the 90:10 model?
The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages in grade five.

In middle school, students will take on content area in the target language, and will also have the opportunity to continue to take a Spanish language arts class. In high school, students will be able to take AP Spanish classes much earlier than students who are not enrolled in the program.

Why is it okay to immerse English speakers in a language, but not Spanish speakers?
The English speaker is not at risk of losing the English language. English is spoken at home, in the community, and in the media. Two-way bilingual immersion programs are not replacing English with another language, but provide the students the opportunity to acquire a second language. Two-way bilingual immersion programs are additive programs in that a second language is acquired while maintaining the first language of the students.

Which model is more effective - 50:50 or 90:10?
Regardless of the model implemented, both models have been found to effectively achieve the goals of bilingualism and biliteracy; however, the 90:10 model has been shown to create higher levels of bilingualism. For specific research studies, consult the Center for Applied Linguistics FAQs.

What is the best ratio of native English speakers to native Spanish speakers?
The ideal ratio of Spanish speakers to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33 percent for either language group.

What are the criteria for students to be in a dual immersion program?
There are no specific criteria for students except parental choice.

Can students enter the dual immersion program after first grade?
Usually dual immersion programs do not accept English-only speakers after first grade, and English learners after second grade. Bilingual and biliterate students can enter the program at any time.

Must you have parallel materials in both languages in the content areas?
No, materials are acquired according to the language of instruction of the content area. The difference is in the language of delivery, not the content.

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Does it cost more to implement a dual immersion program?
Not necessarily. However, our program has found that some extra funding is necessary to provide staff development and purchase materials in the target language, especially for library and research materials.

How is a dual immersion program integrated with other programs at a school site?
The DI program should not be viewed as a separate program. Our schools that have the DI program have a common vision of equity for all students that values the students' language and culture. The same standards-based curriculum is taught in the dual immersion program that is taught in other school programs. Staff development is provided for all staff so that the philosophy and program goals are shared. Sufficient time is also allocated to the specific needs of the two-way program staff.

How do we know that the dual immersion program is effective?
Ongoing monitoring of the program is very important. Time is allocated for teachers to meet in grade-level groups and across grades to discuss program design issues and to interpret student data. These sessions are facilitated by an administrator, teacher specialist, or designated lead teacher who is knowledgeable in two-way bilingual immersion program design and instruction.

Do you need two teachers per classroom to implement a two-way bilingual immersion program?
No, one teacher who is proficient in the target language and English can successfully implement a two-way bilingual immersion program in the classroom. It is recommended, however, that teachers team teach for the language blocks of instruction, especially in the primary (kindergarten through second) grades so that students identify with a target language speaking model and an English-speaking model.

It is advantageous that during the first couple of years of the program, particularly during English instruction, teachers who understand the target language are used so that they can communicate with the target language speakers.

Do English Learners (ELs) get enough English instruction in a 90:10 model?
English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD)

During the English part of the day, the English teacher provides both designated English Language Development (ELD) instruction and English Language Arts (E/LA) instruction. The designated ELD builds into and from the standards in the content areas, such as science and social studies. E/LA instruction focuses on explicit teaching of skills that don't transfer directly from Spanish to English.

How can students who speak only English learn when they are instructed for up to 90 percent of the day in a language they don't understand?
Understanding or reviewing the research on which these programs are based best answers this question. Dual immersion programs are based on years of research from the foreign language immersion models in Canada designed for English speakers learning French. This model, in which

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English-speaking students have been instructed in French for up to 100 percent of their day, shows students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English. Fifteen years of results on two-way immersion programs in the US and other countries show similar results.

In TUSD, teachers carefully plan thematic lessons using enriching materials that are meaningful and academically challenging. They incorporate a variety of materials, use visual aids and a wide range of presentation strategies, and allow students to act as mediators and facilitators. Students are successful because they are engaged in cooperative learning, direct instruction, and plenty of opportunities to use language.

Modified from a list of FAQs on the California Depart of Education website:
http://www.cde.ca.gov/sp/el/ip/faq.asp

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Appendix M: Frequently Asked Questions (Spanish)

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Preguntas frecuentes de los programas de inmersión bilingüe
Preguntas frecuentes sobre las maneras de instrucción y otros temas del programa bilingüe de inmersión dual en Tucson.

¿Qué es el modelo 90:10?
El primer número se refiere a la cantidad de tiempo que se usa inicialmente para la instrucción en kindergarten en el idioma objetivo de estudio o un idioma que no sea inglés. El segundo número se refiere al inglés. En un modelo de 90:10 la cantidad de instrucción de la lengua objetiva de estudio, disminuye anualmente mientras que el inglés aumenta hasta llegar a un balance de 50:50 en los dos idiomas, esto ocurre en el quinto grado.

En la escuela secundaria, los alumnos…

¿Por qué es permisible la inmersión en un idioma para los que únicamente hablan inglés, pero no para los que hablan español?
El que únicamente habla inglés no corre el riesgo de perder el idioma inglés. El inglés se habla en la casa, en la comunidad, y en los medios de comunicación. Los << Programas de inmersión bilingüe >> no reemplazan el inglés con otro idioma sino que les da a los estudiantes la oportunidad de adquirir un segundo idioma. Los << Programas de inmersión bilingüe >> son programas aditivos en el sentido de que el segundo idioma se adquiere mientras se mantiene el primer idioma de los estudiantes.

¿Cuál modelo es más efectivo – el 50:50 o el 90:10?
Sin importar cuál sea el modelo empleado, se ha encontrado que los dos modelos pueden ser efectivos para alcanzar las metas del bilingüismo. Para consultar estudios de investigación específicos, visite el portal de Center for Applied Linguistics FAQs.

¿Qué es la mejor proporción de estudiantes que hablan cada idioma?
La proporción ideal de estudiantes que están aprendiendo inglés y de estudiantes que únicamente hablan inglés es de 50:50, pero para permanecer dentro del diseño del programa, la recomendación de muchos practicantes es que la proporción nunca debe bajar a menos del 33 por ciento para cualquiera de los dos grupos.

¿Cuál es el criterio empleado para admisión a un << Programas de inmersión bilingüe >>?
No hay ningún criterio específico para los estudiantes excepto la voluntad de los padres.

¿Deben los estudiantes entrar a un << Programas de inmersión bilingüe >> después del primer grado?
Usualmente los <<Programas de inmersión bilingüe>> no aceptan a los estudiantes que únicamente hablan inglés después del primer grado y a los estudiantes que están aprendiendo inglés después del segundo grado. En el programa de TUSD, no aceptamos estudiantes que únicamente hablan inglés después del primer semestre del primer grado. Los estudiantes bilingües y los que tienen conocimientos académicos bilingües pueden ingresar al programa en cualquier momento.

¿Deben tenerse materiales paralelos en las áreas del contenido en los dos idiomas?
No, los materiales se adquieren de acuerdo con el idioma de instrucción del área de contenido. La diferencia se encuentra en el idioma de enseñanza, no en el contenido.

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¿Cuesta más implementar un <<Programa de inmersión bilingüe>>?
No necesariamente. Sin embargo, muchos programas que tienen éxito han encontrado que sí necesitan algunos fondos adicionales para proveer programas de desarrollo profesional para el personal docente y para adquirir materiales didácticos en el idioma objetivo de estudio, especialmente materiales para la biblioteca y para hacer investigaciones.

¿Cómo se integra el <<Programa de inmersión bilingüe>> a otros programas en la escuela?
El <<Programa de doble inmersión>> no se debe ver como un programa separado. La escuela debe desarrollar una equitativa visión en común que valore el idioma y la cultura del estudiante. En el <<Programa de inmersión bilingüe>> se enseña el mismo currículo que se emplea en otros programas de la escuela y que está basado en los estándares educativos. Se deben ofrecer actividades de desarrollo profesional a todos los miembros del personal docente para compartir la filosofía y metas del programa. También se debe asignar suficiente tiempo para atender a las necesidades específicas del personal docente del <<Programa de inmersión bilingüe>>.

¿Cómo sabemos que el <<Programa de inmersión bilingüe>> es efectiva?
La supervisión continua del programa es muy importante. Asignan tiempo para que los maestros se reúnen en grupos de nivel de grado y de todos los grados para discutir asuntos concernientes al diseño del programa y para interpretar los datos de los estudiantes. Estas sesiones son facilitadas por un administrador, especialista maestro o maestra líder designada que conozca el diseño del programa y la manera de instrucción del <<Programa de inmersión bilingüe>>.

¿Se necesitan dos maestros por salón para implementar el <<Programa de inmersión bilingüe>>?
No, un maestro competente en el idioma objetivo de estudio e inglés puede implementar un <<Programa de inmersión bilingüe>> con éxito. Sin embargo, se recomienda que los maestros enseñen en equipo durante los períodos de instrucción de lenguaje, especialmente en los grados principiantes (kindergarten a segundo) para que los estudiantes se identifiquen con el modelo en el idioma objetivo de estudio y con el modelo en inglés.

También resulta provechoso emplear a maestros que entiendan el idioma objetivo de estudio durante los primeros años del programa, particularmente durante los primeros años de instrucción, para que se puedan comunicar con los hablantes del idioma.

¿Obtienen suficiente instrucción en inglés los estudiantes que únicamente hablan inglés en el modelo 90:10?
El tiempo de instrucción en inglés debe ser cuidadosamente definido e implementado. Un currículo e instrucción de alta calidad son esenciales ya que las investigaciones demuestran que cuando los programas se implementan completamente de acuerdo a su diseño, los estudiantes que están aprendiendo inglés en los modelos 90:10 obtienen una puntuación en los exámenes de inglés igual o mejor que la de sus compañeros en otros programas. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

Durante la parte del día cuando la instrucción es en inglés, el maestro de Inglés provee instrucción en las artes del idioma inglés y también el Desarrollo del Idioma Inglés designado (A/ELD). El ELD designado se basa en y de los estándares en las áreas de contenido, tales como la ciencia y estudios sociales. Instrucción en las artes del idioma inglés se centra en la enseñanza explícita de habilidades que no transfieren directamente de español al inglés.

¿Cómo pueden aprender los estudiantes que sólo hablan inglés cuando se les instruye hasta un 90 por ciento del día en un idioma que no entienden?
Entendiendo o repasando las investigaciones en la cual se basan estos programas, ayuda a contestar mejor esta pregunta. Los <<Programas de inmersión bilingüe>> se basan en años de investigación de los modelos de <<Inmersión de idiomas extranjeros> en Canadá, diseñados para los estudiantes que hablan inglés y estudian francés. Este modelo, en el cual los estudiantes que únicamente hablan inglés han sido instruidos en francés aproximadamente un 100 por ciento del día, demuestra que los estudiantes obtienen igual o mejores resultados en sus exámenes de inglés que sus compañeros que únicamente hablan inglés y que han sido enseñados solamente en inglés. Para más información sobre los <<Programas de inmersión bilingüe>>, visite el portal Center for Advanced Research on Language Acquisition ⧉.

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Quince años de información de los resultados de los <<Programas de inmersión bilingüe>> también demuestran resultados similares.

En el Distrito Unificado de Tucson, los maestros preparan planes de lecciones temáticas utilizando materiales enriquecedores que son significativos y académicamente desafiantes. Incorporar una variedad de materiales, uso de ayudas visuales y una amplia gama de estrategias de presentación y permiten a los estudiantes a actuar como mediadores y facilitadores. Los estudiantes tienen éxito porque están ocupados en aprendizaje cooperativo, instrucción directa y una variedad de oportunidades para usar el lenguaje.

Modificaciones a las preguntas frecuentes del Departamento de Educación de California:
http://www.cde.ca.gov/sp/el/ip/faqsp.asp

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Appendix N: Program Brochure

Two-Way Dual Language
An Advanced Learning Experience
For information about schools that offer
the program and to learn more about
entrance criteria, please visit our
Two-Way Dual Language program page
TucsonUnified.org

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Lenguaje Dual de Doble Vía
Una experiencia de aprendizaje avanzado
Para obtener información sobre las escuelas que
ofrecen el programa y para obtener detalles
sobre los criterios de ingreso, visite la página del
programa Lenguaje Dual de Doble Vía
TucsonUnified.org

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the basis of race, color, national origin, sex, sexual orientation,
age, religion, or disability in admission or access to, or treatment
or employment, in its educational programs or activities.*

Aviso de no discriminación
*El Distrito Escolar Unificado de Tucson no discrimina en base
a raza, color, origen nacional, sexo, orientación sexual, edad,
religión o discapacidad en la admisión o acceso a tratamiento o
empleo en sus programas o actividades educativas.*

Abriendo un mundo de posibilidades
a travéz del lenguaje.

LENGUAJE DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE

Opening
a World of
Possibilities
through
Language

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LANGUAGE ACQUISITION DEPARTMENT

When you enroll your children in a **Two-Way Dual Language program**, you put them on a path for success in academics and in life. This enrichment model challenges children to become bilingual, creates a positive school culture and improves cognitive function throughout their lifetimes.

From the start of their educational lives through adulthood and careers, the Two-Way Dual Language experience has enormous impact on achievement.

How it works:
The first two years, 90 percent of instruction is in Spanish. This immerses the children in the language.
As they get older, the balance of language shifts, until fifth grade when the language of instruction shifts to 50 percent in English and 50 percent in Spanish.

Children exit the program fluent in both languages and can eventually achieve a special bilingual distinction on their diploma, the *Arizona State Seal of Biliteracy*.

> "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*

DEPARTAMENTO DE ADQUISICIÓN DE IDIOMAS

Al inscribir a sus hijos en **un programa de Lenguaje Dual de Doble Vía**, los coloca en el sendero del éxito académico y en sus vidas. Este modelo de enriquecimiento desafía a los niños a ser bilingües, crea una cultura escolar positiva y mejora la función cognitiva a lo largo de sus vidas.

Desde el comienzo de sus vidas educativas hasta la adultez y sus carreras, la experiencia de Lenguaje Dual de Doble Vía tiene un enorme impacto para lograrlo.

Cómo funciona:
Durante los primeros dos años, el 90 por ciento de la instrucción es en español. Esto sumerge a los niños en el lenguaje. A medida que crecen, el equilibrio del idioma cambia, hasta quinto grado cuando la instrucción se desplaza a 50 por ciento en Inglés y 50 por ciento en español.

Los niños salen del programa con fluidez en ambos idiomas y pueden eventualmente lograr una distinción bilingüe especial en su diploma, *el Sello Estatal de Arizona de Alfabetismo en Dos Idiomas*.

> "Si le hablas a un hombre en un idioma que entiende, va a su cabeza. Si le hablas en su propio idioma, le va al corazón".
> *Nelson Mandela*