

APPENDIX V - 17

TUCSON UNIFIED SCHOOL DISTRICT

Two-Way Dual Language Advisory Committee

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Tucson Unified School District

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Tucson Unified School District



Pueblo High School Students

Advisory Committee March 11, 2021

SESSION GOALS:

Introductions

Overview of Bilingual Education in Arizona and TUSD

Share the Realignment of TWDL in TUSD

Role of the TWDL Advisory Committee

Develop a Shared Understanding of the Scope of Work



Hollinger- Kindergarten studnets

Committee Norms



Equity of Voice



Respect



Embrace every
participants diverse
background and
perspective



Remain open-
minded



Commit to coming
ready to engage in the
work of building and
expanding TWDL in
TUSD

Activity

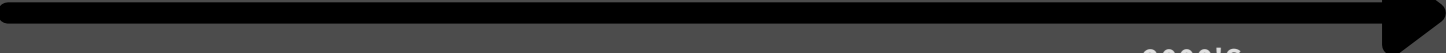
WE HAVE SOMETHING IN COMMON

Within your group, identify 5 unique things that team members have in common. Identify a member to report out when the whole group comes back together.



Historical Perspective

Overview of Bilingual Education in Arizona and TUSD



1960'S

- I-C Americanization program is abolished
- TUSD establishes first bilingual education program

1970'S

- Desegregation suit is filed (Fisher-Mendoza) Busing begins for desegregation purposes
- TUSD reaches it's highest enrollment 65,000
- Davis becomes the first bilingual Magnet School

1980'S

- Roskrige becomes a bilingual Magnet Middle School
- The majority of English Learners are in maintenance bilingual education programs
- TUSD now AZ's 2nd largest—behind Mesa USD

1990'S

- 1992: TUSD enters corrective action agreement with OCR regarding services to ELLs
- 1992: Flores suit filed vs. Nogales USD & AZ
- 1995: TUSD becomes majority minority district

2000'S

- 2000: Prop. 203—TUSD which limits bilingual education in our schools and requires SEI for all ELs
- 2006: Arizona mandates 4-hours of segregated ELD
- 2016: The realignment of TWDL programs in TUSD begins with support from ATDLE
- 2019: SB1014 Pass allowing for more flexibility to the 4 hour mandate
- 2021: TUSD continues to advocate for the elimination of restrictions due to Prop 203 (HRC2005) (SCR1020)

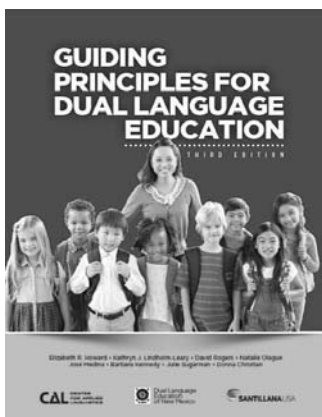
Realignment Process



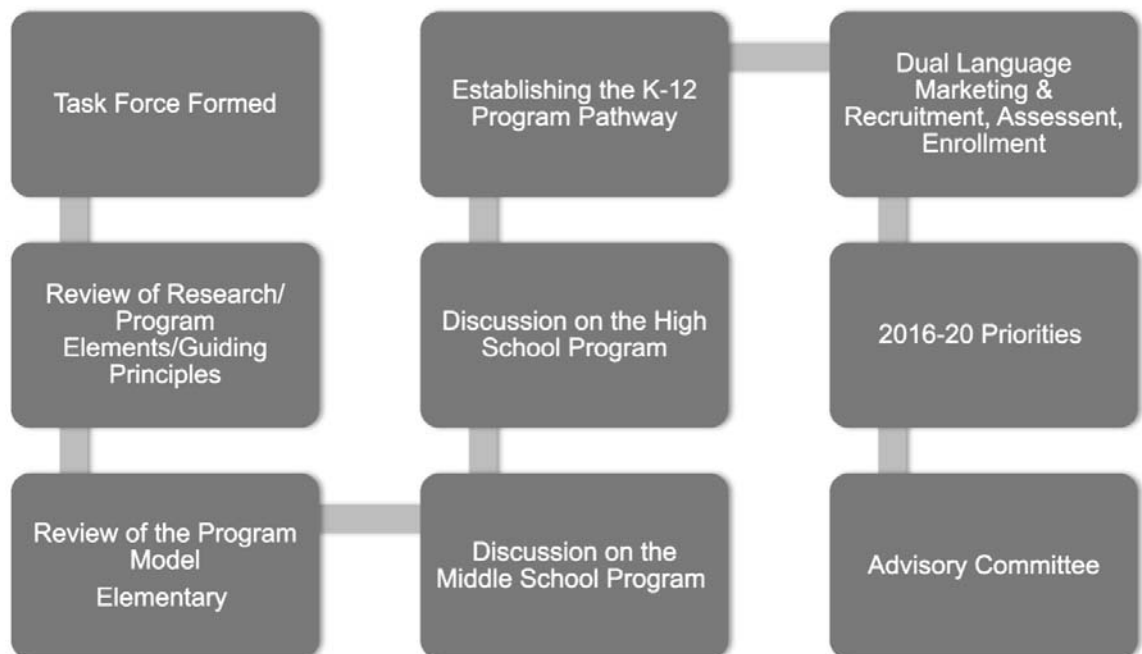
USP LANGUAGE

The USP directs the District to “build and expand its dual language programs” in order to provide more students across the District with the opportunity to participate in dual language programs. USP § V(C)(1).

Realignment Process–Developing the TWDL Framework



A comprehensive tool grounded on research for ongoing planning, self-reflection and improvement of dual language programs.



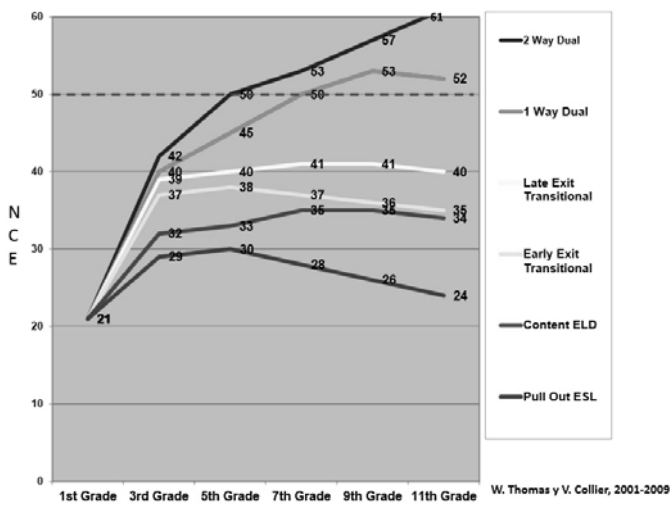
Why Two-Way Dual Language

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

National Academy of Sciences (2017)

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

English Learners' Long-Term Achievement by Program Model



Dr. Kathryn Lindholm-Leary-May 2020 Current Research Findings on Two-Way Bilingual Immersion Education

Considerable research has examined the reading, math, and other achievement of TWBI students. This research base has consistently demonstrated over three decades that students in TWBI programs achieve at or above the performance of their peers who are not in TWBI programs.

Program Quality Matters

Programs that are well implemented demonstrate more positive student outcomes, especially in the long term.

Old & New Research:
Consistent for Over 30 Years

Why Two-Way Dual Language



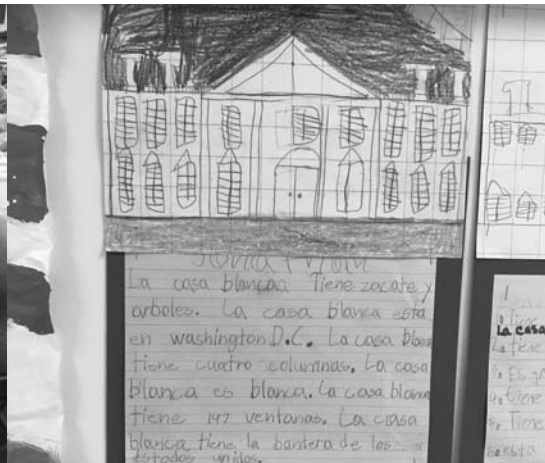
Results show that Two-Way Immersion programs can meet these culturally, economically and linguistically diverse students' needs, with a stronger trajectories toward school success.



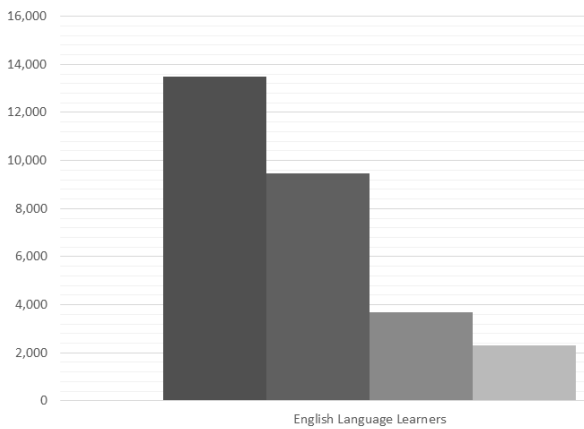
Global job markets seek employees with bilingual, multicultural competencies.



Recent evidence to support the cognitive advantages of those who are bilingual.



■ PHLOTE Students ■ Spanish Speaking PHLOTES ■ ELs ■ Spanish Speaking



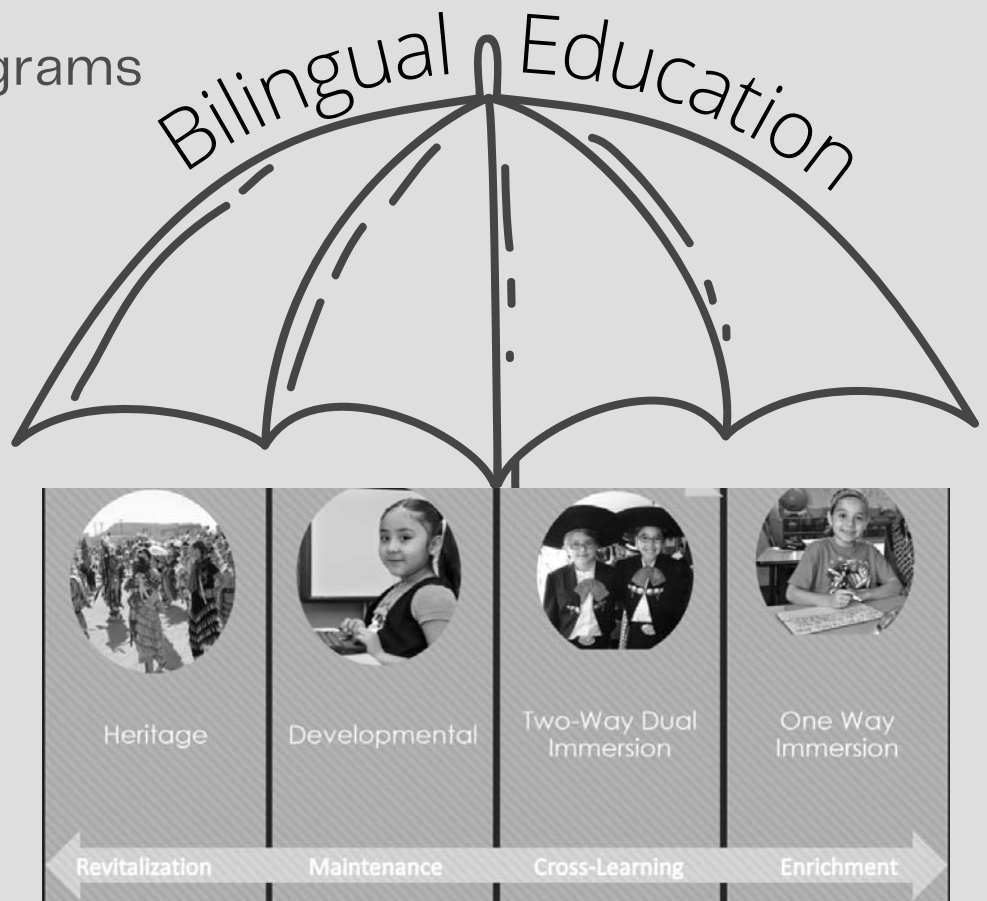
Why Two-Way Dual Language in TUSD

<p>PHLOTE students</p> <ul style="list-style-type: none"> • 13,490 • 94 languages
<p>Spanish Speaking PHLOTE students</p> <ul style="list-style-type: none"> • 9,478 Spanish Speaking PHLOTES • 70%
<p>ELs</p> <ul style="list-style-type: none"> • 3,703 • 2,297 Spanish Speaking ELs • 62%

Dual Language Programs

Two-Way Dual Language

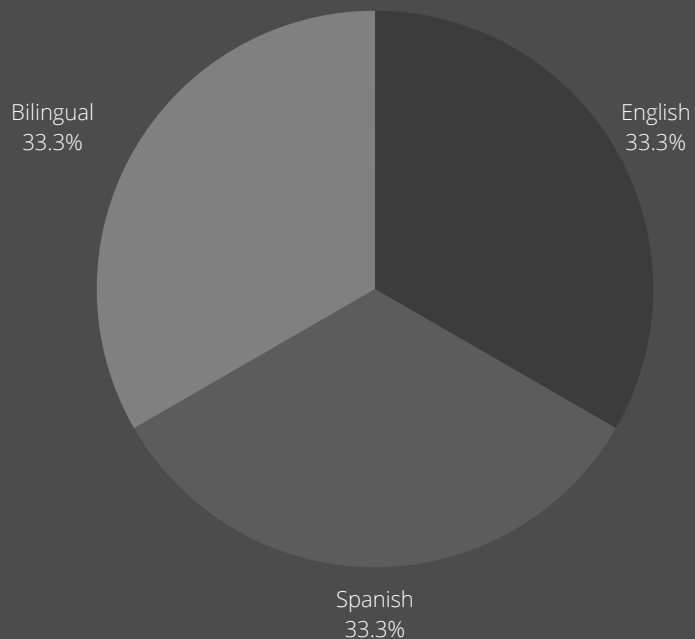
Two different language groups work together to cross learn the language. Teachers serve as the academic language model, while the students serve as peer models for each other.



Two-Way Dual Language-Linguistic Balance

Guiding Principles of Dual Language Education:

Two-way programs include approximately equal numbers of students who are monolingual or dominant in English at the time of enrollment and students who are monolingual or dominant in the partner language at the time of enrollment. There may also be students who have proficiency in both languages at the time of enrollment. A general rule of thumb is that to be considered a two-way program, no less than one third and no more than two thirds of the student population should be monolingual or dominant in either English or the partner language at the time of enrollment.



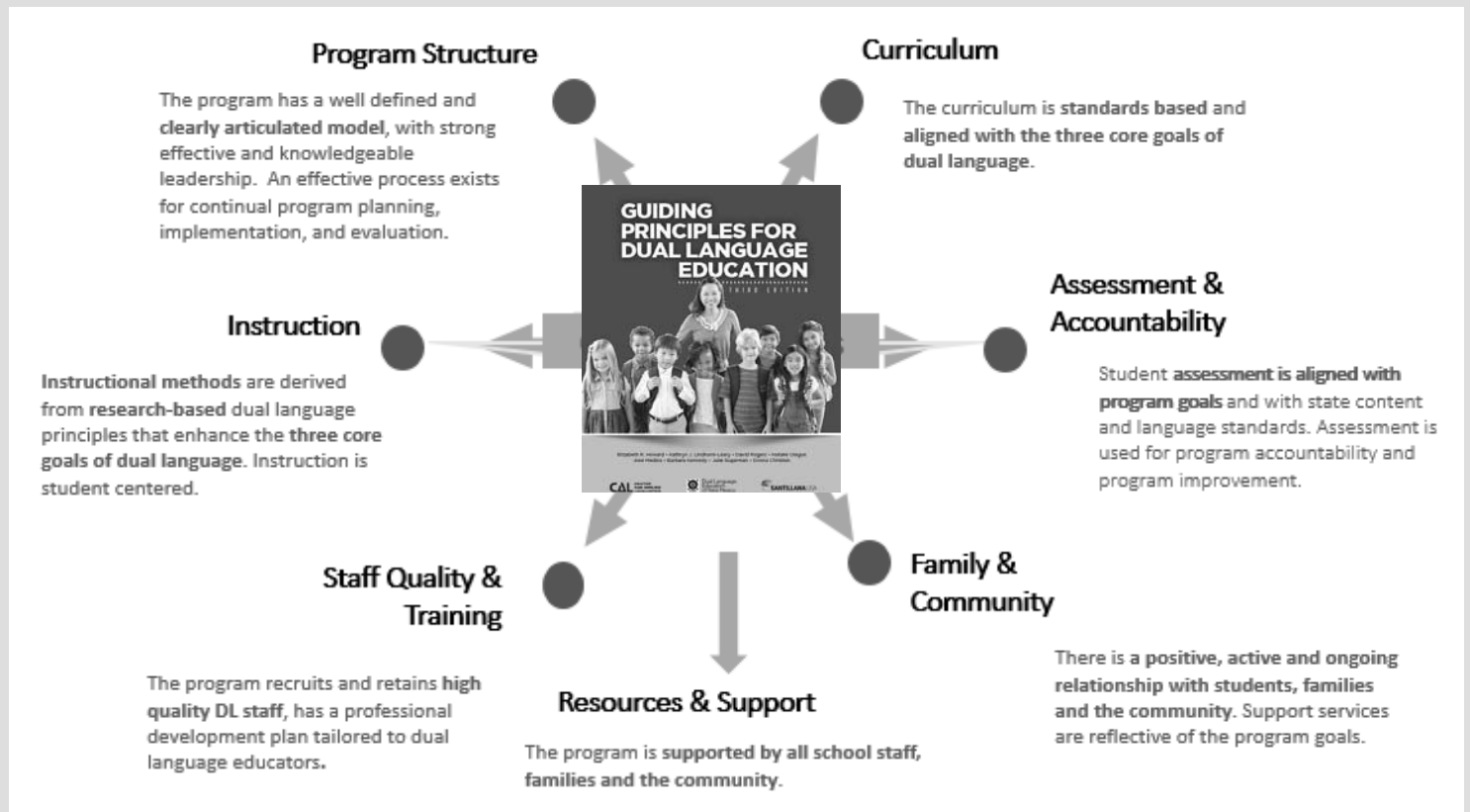


Two-Way Dual Language Program

Choice Program and an Advanced Learning Experience (ALE) for students.

Students engage in formal second language study K-12th grades.

Bilingualism, biliteracy, high academic achievement and socio-cultural competencies are the goals for all students.



Program Structure



LENGUAJE DUAL DE DOBLE VÍA
DUAL
 TWO-WAY DUAL LANGUAGE

TUCSON UNIFIED
 SCHOOL DISTRICT

PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS (TWDL)



6 YEARS

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

Content areas designated in one language or another

CERTIFICATE OF BILITERACY

3 YEARS

Two courses in Spanish minimum

Spanish Language Arts

Core content classes in Spanish

AWARD OF BILITERACY

4 YEARS

Completion of Advanced Placement courses

Possibility of: Spanish for Special Purposes.

Third Language
 Concurrent University credit.



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	
1 st	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Beginning Reading	
2 nd	80/20 272 mins/68 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	
3 rd	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)
4 th	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)
5 th	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)

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

High School Pathway toward Bilingual - World Language Sequence

Student Profile	9 th Grade	10 th Grade	11 th Grade	12 th Grade
*Ongoing TWDL * Native Spanish-Speakers who pass placement test (Advanced) content in Spanish if available	• Spanish AP Language	• Spanish AP Literature	• Spanish for Special Purposes • Internship • Concurrent college enrollment • 3 rd Language I	• Spanish for Special Purposes • Internship • Concurrent college enrollment • 3 rd Language II
*Ongoing TWDL students who do not pass placement test (Intermediate)	• SLA 7/8	• Spanish AP Language	• Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3 rd Language I	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3 rd Language II
*English Speaker in MS Pathway (not TWDL)	• Spanish 7/8	• AP Spanish Language	• Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3 rd Language I	• Spanish for Special Purposes II • Internship • Concurrent college enrollment II • 3 rd Language II
*Native Spanish speakers not in TWDL (administer screener) content in Spanish if available	• SLA 1/2, 3/4, 5/6, or 7/8	• SLA 3/4, 5/6, or 7/8	• SLA 5/6, or 7/8 • Spanish AP Language	• Spanish AP Language • Spanish AP Literature • Spanish for Special Purposes I • Internship • Concurrent college enrollment I • 3 rd Language I
*English Speaker new to Spanish	• Spanish I	• Spanish II	• Spanish III	• Spanish IV or • Spanish AP Language

“You can’t make a child speak a language. However you can set the stage so they will want to speak it”.

The Bilingual Edge



Instructional Practices

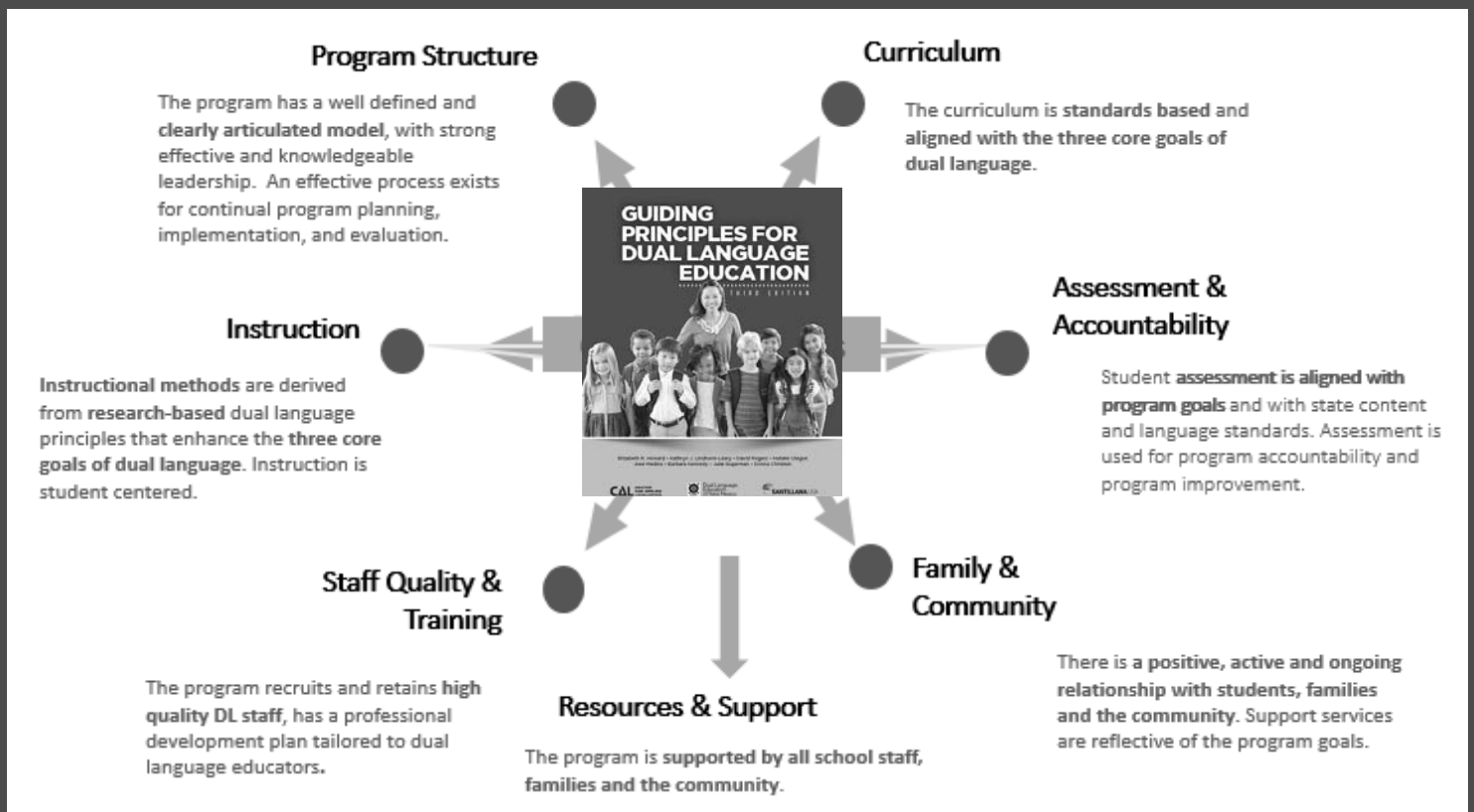
- derived from research-based best practices that promote high levels of language acquisition
- support the attainment of the 3 goals of dual language
- standards based academic content instruction
- ensure equitable participation





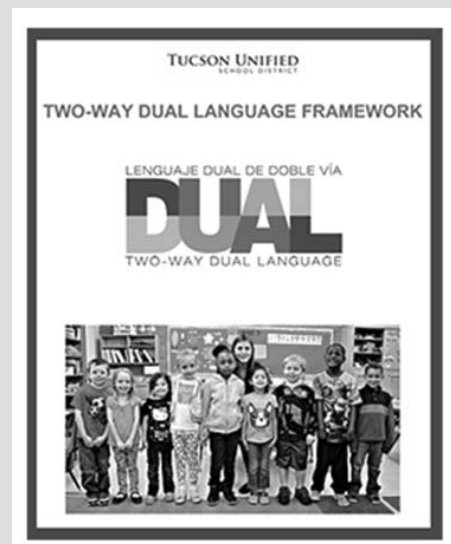
Environment

- Does the learning environment align with the model at each grade level?
- Does the environment support program goals?
- Does the environment support language learning?



Two-Way Dual Language Framework

- Living Document/Road Map
- Program Structure
- Enrollment Policy
- Curriculum and Instruction
- Assessment
- Professional Development



<http://www.tusd1.org/Departments/Language-Acquisition/Two-Way-Dual-Language>


- Academic Progress of Students in Spanish and English
- Ensuring Linguistic Balance K-1
- Staffing all TWDL Classes with Bilingually Endorsed Teachers

7 **IT IS FURTHER ORDERED** that the District shall implement the role of the
8 TWDL Advisory Committee in SY 2019-20 to review and make TWDL program
9 recommendations.

10 **IT IS FURTHER ORDERED** that the District shall continue to report progress
11 made regarding the TWDL dual language program in the DAR and include the following:
12 linguistic imbalances broken out for Spanish-speakers, English-speakers, and bilingual
13 students by classrooms and schools; affirm that staffing provisions for certified bilingual
14 teachers continue to be met in the TWDL classrooms, and identify and explain when it is
15 not met; data reflecting academic achievement in both Spanish and English for TWDL
16 students and schools, and begin tracking the percentages for White, Black and Hispanic
17 student enrollment for students at these schools dating back to SY 2013-14 to reflect
18 improved integration, if any.

19 Dated this 19th day of June, 2020.

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Honorable David C. Bury
United States District Judge

Two-Way Dual Language Advisory Committee

- **WELL INFORMED ABOUT THE IMPLEMENTATION OF TWDL IN TUSD**

- Knowledgeable of TWDL
- Reviewing data
- Meet with various departments

- **CONTRIBUTE YOUR EXPERTISE TO INFORM THE PROGRAM**

- Administrators
- Teachers
- Support Staff
- Parents
- School Board Member
- Community Member

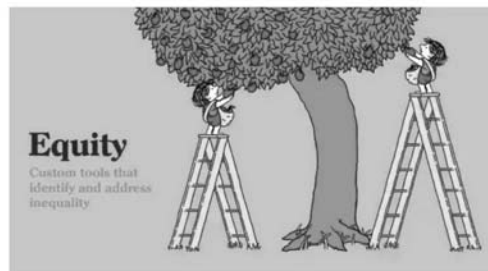
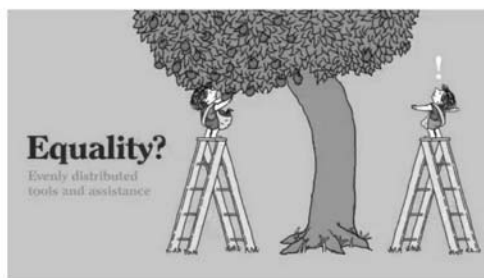
- **CONTRIBUTE TO THE EXPANSION AND GROWTH OF THE TWDL PROGRAM**

- Advocacy

- **QUARTERLY MEETINGS**

- March 11, 2021
- May/June
- September/October
- February/March

Elementary	K-8	Middle School	High School
Bloom Elementary	Roskruge Bilingual Magnet School	Pistor Middle School	Pueblo High School
Davis Bilingual Magnet	Hollinger K-8		
Grijalva Elementary	Mc Corkle K-8		
Mission View Elementary			
Van Buskirk Elementary School			
White Elementary School			



TWDL Advisory Committee

Transparency,
Accountability and
Advocacy in Building
and Expanding TWDL
in TUSD

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