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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Dual Language Program Coordinator
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
Committee Norms

- Equity of Voice
- Respect
- Remain open-minded
- Commit to coming ready to engage in the work of building and expanding TWDL in TUSD

Embrace every participant's diverse background and perspective.
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**
- Roskruge 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)

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*Case 4:74-cv-00090-DCB  Document 2615-6  Filed 11/01/21  Page 79 of 104*
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.
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.
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.

National Academy of Science 2017
Why Two-Way Dual Language in TUSD

- **PHIOTE students**
  - 13,490
  - 94 languages

- **Spanish Speaking PHIOTE students**
  - 9,478 Spanish Speaking PHIOTEs
  - 70%

- **ELs**
  - 3,703
  - 2,257 Spanish Speaking ELs
  - 62%
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.
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

The program has a well-defined and clearly articulated model, with strong effective and knowledgeable leadership. An effective process exists for continual program planning, implementation, and evaluation.

Instruction

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

Staff Quality & Training

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

Curriculum

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

Assessment & Accountability

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

Family & Community

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

Resources & Support

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

<table>
<thead>
<tr>
<th></th>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>Content Areas</th>
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<tbody>
<tr>
<td>6 YEARS</td>
<td>90/10</td>
<td>90/10</td>
<td>80/20</td>
<td>70/30</td>
<td>60/40</td>
<td>50/50</td>
<td>designated in one language or another</td>
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<table>
<thead>
<tr>
<th>3 YEARS</th>
<th>Two courses in Spanish minimum</th>
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<tr>
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<td>Core content classes in Spanish</td>
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<table>
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<tr>
<th>4 YEARS</th>
<th>Completion of Advanced Placement courses</th>
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<tr>
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<td>Possibility of Spanish for Special Purposes</td>
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<tr>
<td></td>
<td>Third Language</td>
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<tr>
<td></td>
<td>Concurrent</td>
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<tr>
<td></td>
<td>University credit</td>
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<tr>
<td>Grade</td>
<td>Language</td>
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<tr>
<td>1st</td>
<td>Spanish</td>
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<td>2nd</td>
<td>Spanish</td>
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<td>3rd</td>
<td>Spanish</td>
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<td>4th</td>
<td>Spanish</td>
</tr>
<tr>
<td>5th</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**High School Pathway Toward Biliteracy - World Language Sequence**

- **10th Grade**: French or Spanish
- **11th Grade**: French or Spanish
- **12th Grade**: French or Spanish

**English as a Second Language (ESL)**

- **9th Grade**: English (ESL) Preparatory
- **10th Grade**: English (ESL) Preparatory
- **11th Grade**: English (ESL) Preparatory
- **12th Grade**: English (ESL) Preparatory

**Spanish as a Second Language (SSL)**

- **9th Grade**: Spanish Culture and Language
- **10th Grade**: Spanish Culture and Language
- **11th Grade**: Spanish Culture and Language
- **12th Grade**: Spanish Culture and Language

**Advanced Placement (AP) and International Baccalaureate (IB)**

- **11th Grade**: AP Language and Composition
- **12th Grade**: AP Language and Composition

**Dual Language Program**

- **9th Grade**: Spanish Grammar and Composition
- **10th Grade**: Spanish Grammar and Composition
- **11th Grade**: Spanish Grammar and Composition
- **12th Grade**: Spanish Grammar and Composition
“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?
Program Structure

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

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Family & Community

There is a positive, active and ongoing relationship with students, families and the community. Support services are reflective of the program goals.
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
IT IS FURTHER ORDERED that the District shall implement the role of the TWDL Advisory Committee in SY 2019-20 to review and make TWDL program recommendations.

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

Dated this 19th day of June, 2020.

[Signature]
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
<table>
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<tr>
<th>Elementary</th>
<th>K-8</th>
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<th>High School</th>
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<td>Pistor Middle School</td>
<td>Pueblo High School</td>
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<td>Hollinger K-8</td>
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<tr>
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<td>Mc Corkle K-8</td>
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<td>Mission View Elementary</td>
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<td>Van Buskirk Elementary School</td>
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<tr>
<td>White Elementary School</td>
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TWDL Advisory Committee

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

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