

Two-Way Dual Language Advisory Committee

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Advisory Committee

September 21, 2021

SESSION GOALS:

Introductions

Role of the TWDL Advisory Committee

Develop a Shared Understanding of the Scope of Work

Unitary Status-Implications



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



Michael Jr: Know Your Why

Share

BREAK TIME

You Tube michaeljrcomedy gatewaypeople.com

Watch on YouTube

What is your why?

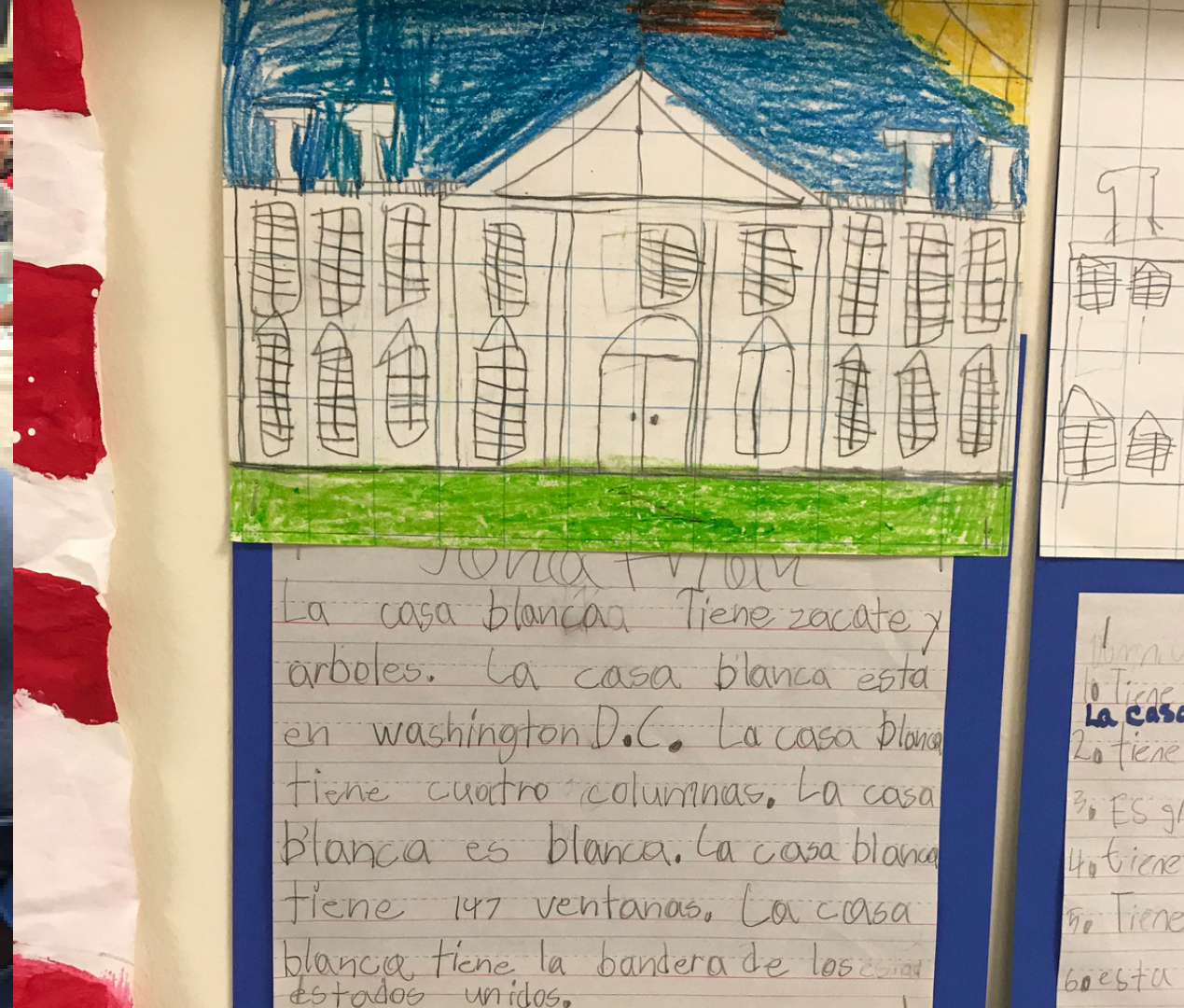


What is your reason for enrolling your child in a TWDL program?

What is our "why"?

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).



Why Two-Way Dual Language in TUSD

80,000 Multilingual Learners in Arizona

About 9,000 plus in TUSD

About 4,000 plus English Language Learners (ELs)

Why Two-Way Dual Language in TUSD?

105 Languages Spoken in TUSD



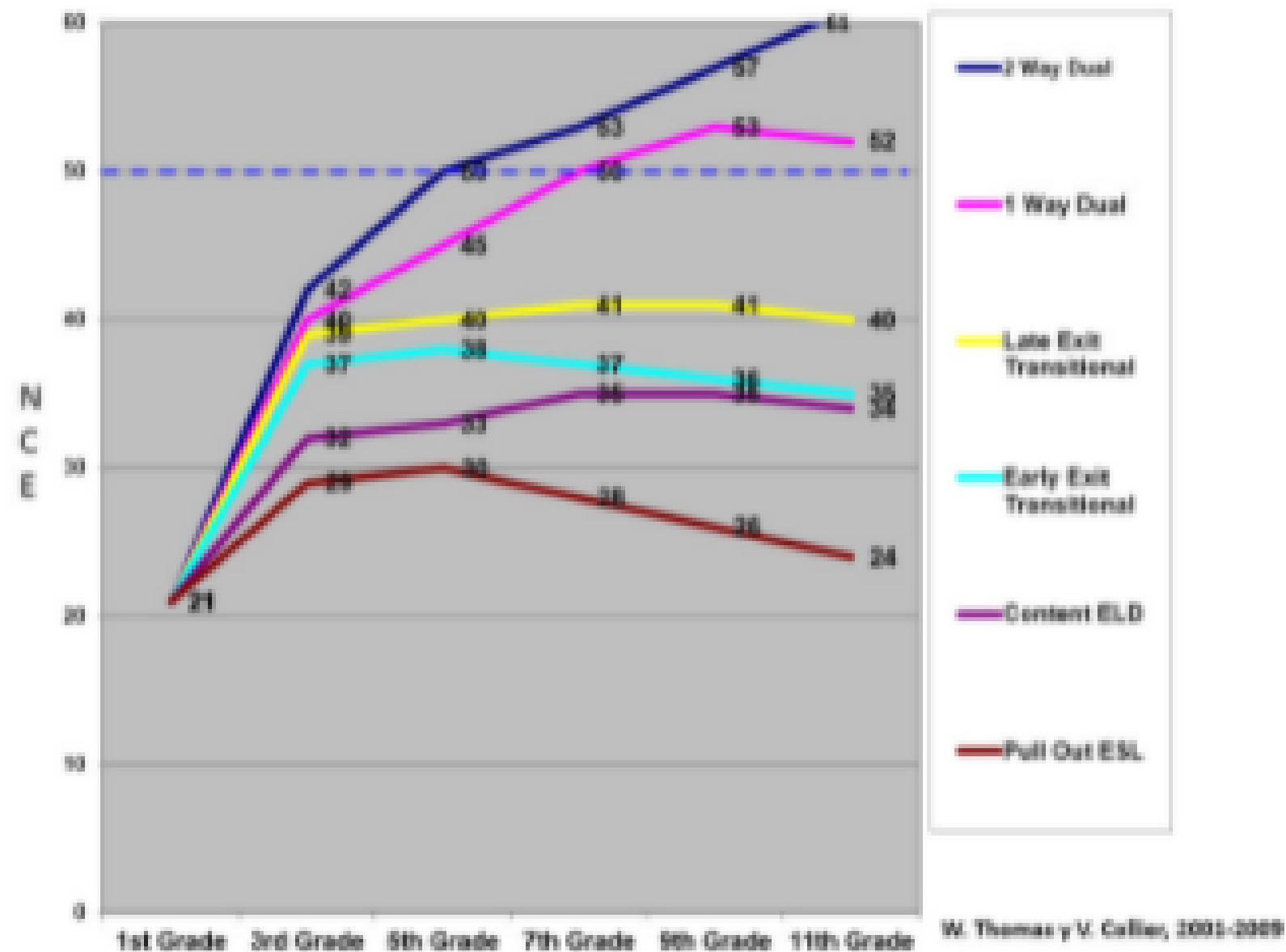
Why Two-Way Dual Language

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

The Role of the 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

- September 21, 2021
- January 11, 2022
- June 6, 2022
- all session 5:30-6:30

The three pillars of dual language education



Two-Way
Dual
Language
Advisory
Committee



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



3 YEARS

Two courses in
Spanish minimum

Spanish
Language Arts

Core content
classes in Spanish



4 YEARS

Completion
of Advanced
Placement courses

Possibility of:
Spanish for
Special Purposes.

Third Language

Concurrent
University credit.



Pathway Awards



Kindergarten Pathway Award

5th grade Pathway Award
at or approaching
grade level
in Spanish and English



8th grade Pathway Award
at grade level in
Spanish and English

K-8sters



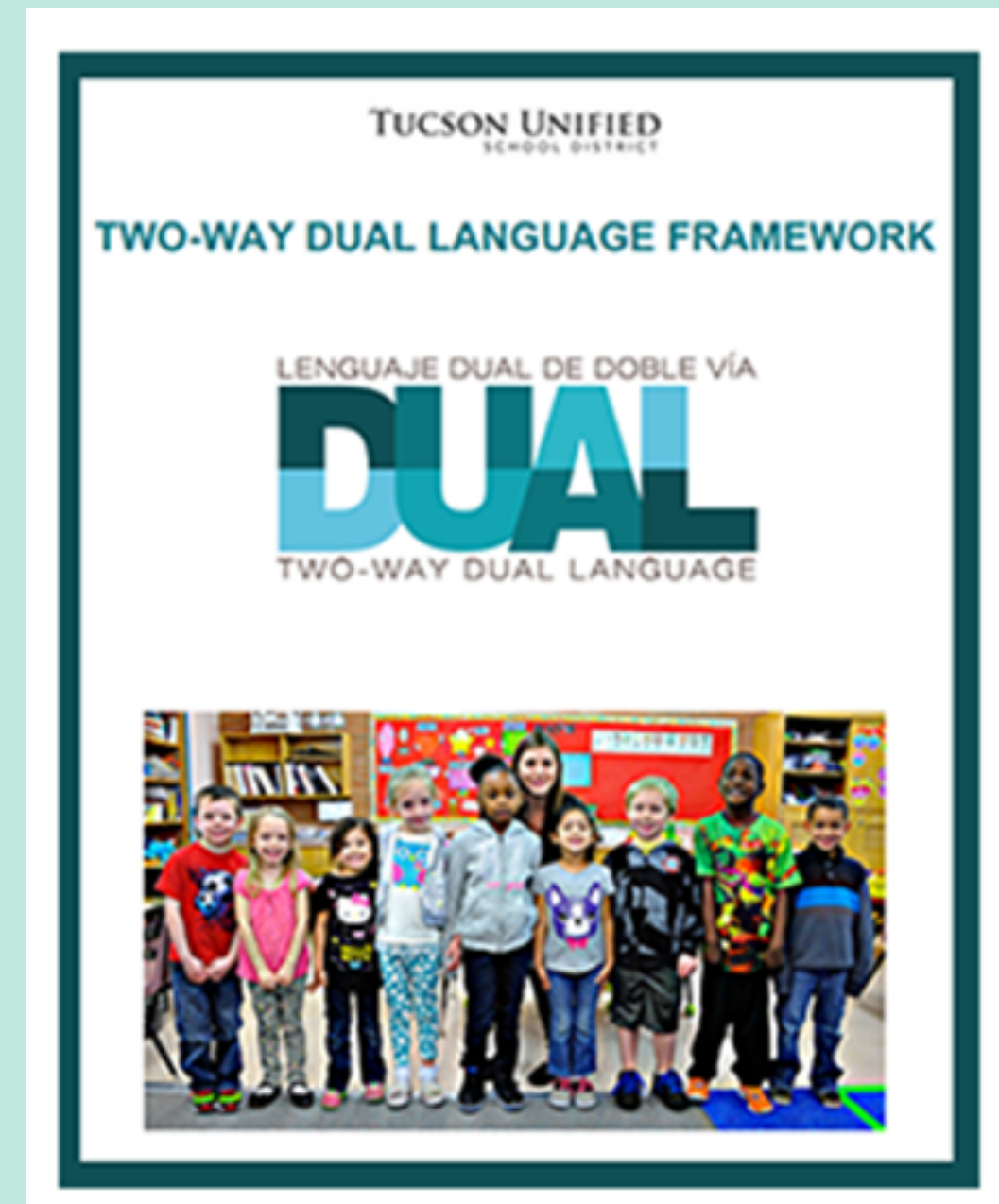
Arizona State
Seal of
Biliteracy

The goal is to attain



Two-Way Dual Language Framework

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



Where are we now?

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TUSD DUAL LANGUAGE ACTION PLAN

December 2019


TWDL Access Plan (10 pages) Includes the 2016 Molina Report (26 pages) <i>See 2016-17 DAR Appendix V-88 [ECF 2061-6 at 1-37]</i>	Pages 2-11 Pages 12-37
TWDL Framework (63 pages) <i>See 2018-19 DAR Appendix V-29 [ECF 2302-4, 2302-5, and 2302-6]¹</i>	Pages 38-100
TWDL Expansion Plan (4 pages) <i>See 2019 TWDL Expansion Completion Plan [ECF 2258-1]</i>	Pages 101-104

- 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.

20
21
22
23 
24 Honorable David C. Bury
25 United States District Judge

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,
Plaintiffs

and

United States of America,
Plaintiff-Intervenor,

v.

Tucson Unified School District, et al.,
Defendants,

No. CV-74-00090-TUC-DCB
(Lead Case)

Maria Mendoza, et al.,
Plaintiffs,

and

United States of America,
Plaintiff-Intervenor,

v.

Tucson Unified School District, et al.
Defendants.

No. CV-74-0204-TUC-DCB
(Consolidated Case)

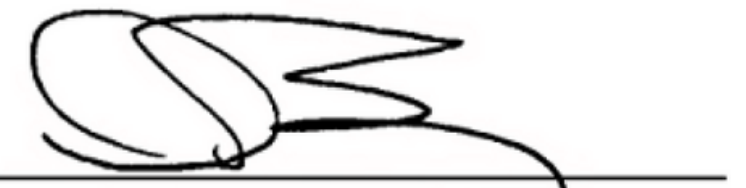
ORDER

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the Court finds it would be helpful, it will call for an R&R from the Special Master and afford the parties an opportunity to file responses.

IT IS FURTHER ORDERED that the Special Master shall consult the Plaintiffs and oversee the District's development of the Post-Unitary Status Plan, which shall be filed with the Court within 30 days of the filing date of this Order. The Special Master shall have 14 days to file a R&R explaining any objections he has to the Post-USP. The Plaintiffs may file Objections within 30 days of the Special Master's R&R, and the District may file a Reply within 14 days.

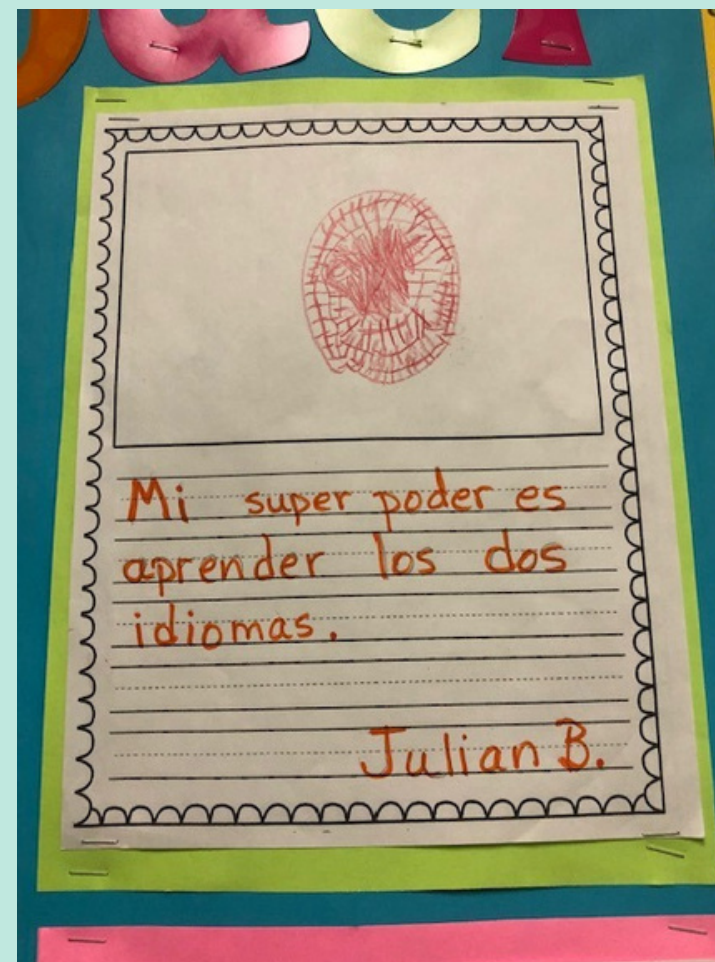
Dated this 19th day of April, 2021.


Honorable David C. Bury
United States District Judge

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			

Advisory Committee Next Steps

- Become familiar with the program (familiarize your self with the TWDL Framework)
- Brainstorm the various ways to advocate for the program
- Contribute your expertise to inform the program- What would that look like?



TWDL Advisory Committee

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

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TUCSON UNIFIED
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