APPENDIX V – 24
Two Way Dual Language (TWDL)

Language Acquisition Department

2017
PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS

6 YEARS  TWDL Elementary School

3 YEARS  TWDL Middle School

4 YEARS  TWDL High School

College

Kindergarten  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

Two Courses in Spanish minimum
-Spanish Language Arts
-Core Content class in Spanish

Completion of Advanced Placement Courses

Possibility of:
-Spanish for Special Purposes
-Third Language
-Concurrent University credit
TUSD currently operates under a federal desegregation Consent Decree (the Unitary Status Plan, or “USP”).

The USP requires the District to “build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll….” USP § V(C)(1), ECF Docket #1713 at 32-33
In December of 2015, the Court directed the District to “engage one or more nationally recognized consultants” to study and “develop a plan for increasing student access to dual language programs....” Court Order of December 22, 2015, ECF Docket #1879 at 9.
“[c]reate an Alternative Program Waiver or attain a Federal Court Exemption that allows Spanish-speaking students full access to TWDL programs starting at their kindergarten level.”

Currently, native Spanish-speaking students cannot participate in TWDL programs at entry-grade levels until they show oral proficiency in English.
HOW DO WE GET THERE?

TUSD requests approval from the State Board to allow ELs to participate in TUSD’s TWDL program in grades K-5, starting at the kindergarten level in a limited number of Dual-Language schools (9).
TWDL education is the **Gold Standard** for English Learners and English-only students to develop high proficiency levels in a target language and in English to prepare them for a global economy.

**The TWDL program in TUSD requires linguistically balanced classrooms.**
Linguistically Balanced Classrooms

Native Speakers → Speakers of both languages → English Speakers

Non-English Speakers Model target language

Language Navigators “Bridge for each group”

English Speakers model English Language
Research Based Model
Collier and Thomas
Research on ELs

Programs look similar in their achievement patterns K-2
Each language supports the learning of the second
“ELs in bilingual/DL programs have a higher long-term likelihood of becoming proficient in English, meeting an English language arts threshold, and being reclassified relative to ELs in English only programs.”

National Academy of Sciences (2017)
Other Conclusions from the National Academy of Sciences Report

“Evidence indicates that … the development of strong [primary language] skills supports the development of English skills.”

“Evidence reveals significant positive correlations between literacy skills in ELs’ [primary language] and the development of literacy skills in English.”

National Academy of Sciences (2017)

Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research
By grades 7-8, students are more likely to be reclassified as English proficient in a 90/10 dual language program than in a 50/50 program.

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<thead>
<tr>
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<th>Dual Language</th>
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<tbody>
<tr>
<td></td>
<td>Total English</td>
<td>90/10</td>
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<tr>
<td></td>
<td>Proficiency in</td>
<td>50/50</td>
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<tr>
<td>Grades 7-8</td>
<td>88%</td>
<td>81%</td>
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Guiding Principles of Dual Language

**Program Structure**
The program has well defined and clearly articulated model. 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 development of dual language proficiency, biliteracy and academic achievement.

**Staff Quality & Training**
The program recruits and retains high quality DL staff, has a professional development plan and adequate resources and support.

**Assessment & Accountability**
Student assessment is aligned with content and language standards, program goals. Assessment is used to evaluate the program and instruction.

**Curriculum**
The curriculum is standards based and promotes biliterate, multicultural and dual language competencies.

**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.
Goals of Two-Way Dual Language Programs

Biliteracy & Dual Language Proficiency

High Academic Achievement

Development of Cross Cultural Understanding
Two-Way Dual Language Immersion

Combines native speakers of a target language with English-speaking students to develop a second language for both groups of students in listening, speaking, reading and writing.

Researchers: Kathyrn Lindholm-Leary, David Dolson, Tove Skutnabb-Kangas, Donna Christian (CAL Research Team)
Critical Components of Successful Dual Language Programs

1. Early entry into the program *beginning at Kindergarten or first grade* for all language groups

2. Strong focus on *Biliteracy & Dual Language Proficiency* for all

3. Emphasis on *equity and excellence* for all

4. *Administrative support* and instructional leadership

5. *High quality teachers* and professional development

6. *Parent Commitment* and home/school collaboration
Structured English Immersion (four-hour block)
28 Elementary Schools; 13 Secondary Level Schools

Individual Language Learner Plan (ILLPs)
37 Elementary Schools; 11 Secondary Level Schools

Two-Way Dual Language (TWDL)
7 Elementary Schools, 2 K-8 schools, 2 Secondary Schools
TWDL Programs in TUSD

**Elementary**
- Bloom (K-1)
- Davis
- Grijalva
- McCorkle (K-5)
- Mission View
- White
- Van Buskirk

**K-8 Schools**
- Roskruge
- Hollinger (K-6)

**Middle Schools**
- Pistor

**High School**
- Pueblo
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TUSD respectfully requests State Board approval of TUSD’s proposed alternative model to allow English Language Learners to participate in TUSD’s TWDL program in grades K-5.
THANK YOU

Tucson Unified
School District

Presenters:
Mark Alvarez - Assistant Superintendent of Elementary & K-8 Schools
Kathryn Lindholm - Leary, Ph.D. Professor Emerita, San Jose State University
Patricia Sandoval-Taylor - Language Acquisition Dept. Director
Paula Cortés - Language Acquisition Specialist
Anna Manzano - Language Acquisition Specialist
Samuel Emiliano Brown - Legal Counsel