Building Partnerships to Support Language Learning

Language Acquisition Department

Anna Manzano,

March 13, 2018
Agenda

- Historical Prospective
  - State Mandate (Prop. 203)

- Realignment of TWDL programs in TUSD

- Two-Way Dual Language programs in the United States
- TWDL Program in TUSD
  - Program Elements
  - Model
  - Curriculum Outline
  - Guiding Principles of Dual Language Education
Historical Perspective

1960’s
- I-C Americanization program is abolished
- TUSD establishes first bilingual Education Program

1970’s
- Desegregation suit is filed (Fisher-Mendoza)
- District is granted taxing authority to address desegregation agreement
- Busing begins for desegregation purposes
- TUSD reaches its highest enrollment: 65,000
- Davis becomes a bilingual magnet school

1980’s
- Roskruge becomes a bilingual middle magnet
- Bonillas becomes a back-to-basics school
- University High is created
- 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 ELLs
- 2002: TUSD enters corrective action agreement regarding LEP translation services
- 2006: Arizona mandates 4-hours of ELD
Proposition 203 (November 2000)

• Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)

• All instructional materials and instruction in English

• “Not normally intended to exceed one year”
Instructional Program

Overview

• Structured English Emersion Program (SEI)
  o Students in this program will develop the ability to speak, read and write in English. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by SEI, bilingual education or ESL endorsed teachers.

• Dual Language Program
  o Students in this program will develop the ability to speak, read and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by bilingual education endorsed teachers.
Realignment of TWDL Programs in TUSD

Audit: TUSD's dual language program too weak to promote proficiency

By Alexis Huicochea, Arizona Daily Star

Jun 6, 2016

TUSD is working to strengthen its dual language programs after an audit found significant weaknesses that could prevent it from achieving the goal of producing students proficient in two languages.

There are low expectations for students to achieve high levels of proficiency in Spanish because of pressure to perform well on assessments that are administered only in English, says the audit conducted by Rosa G. Molina, executive director of the Association of Two-Way & Dual Language Education.

The audit, conducted in March, examined three issues: the status of the current dual language programs in TUSD, how the programs are organized at each site to ensure success in both languages, and whether other TUSD schools are positioned to offer dual language programming. The results were released in May.
We Need to Get Our Ducks in a Row
Collier and Thomas Research

Programs look similar in their achievement patterns K-2
Collier and Thomas Research

![Graph showing NCE (Normal Curve Equivalent) scores for different ESL programs across grades K to 12. The programs include Two-Way BE, Late-Exit BE + Content ESL, Early-Exit BE + Content ESL, Early-Exit BE + Trad. ESL, ESL thru Academic Content, ESL Pullout-Trad., and Native English Speakers.]
Research indicates:

• English speakers develop grade level proficiency by 5th/6th grades in **both** languages

• Spanish speakers reach grade level proficiency in **both** languages by 7th-8th grades

Lindholm-Leary, Dolsen, Genesee, Christian, Soltero, Mora
Summary of Research

- Dual language programs are the most effective in closing the achievement gap.
- More English does not mean better results in English.
- Most dual language schools outperform demographically similar schools.
- Cognitive benefits.
Case 4:74-cv-00090-DCB  Document 2131-3  Filed 10/01/18  Page 27 of 92

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Two-Way Dual Language Program (TWDL)

- What is the TWDL program?
- What are the benefits?
Dual Language Programs in the USA

Heritage

Developmental

Two-Way Bilingual Immersion /Dual Immersion

One Way Foreign Language Immersion

Revitalization

Maintenance

Cross-Learning

Enrichment

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Linguistically Balanced Classrooms

Native Speakers

Bilinguals

English Speakers

Spanish models target language speakers

Language Navigators “Bridge for each group”

English Language models
Two different language groups work together to cross learn the language from each other. Teachers serve as the academic language model while the students serve as peer models to each other.
TWBI/Dual Language Programs are considered the “gold standard” of all Bilingual Programs.

TWBI/DL education is the best program option for native speakers & English-only students to develop high proficiency levels in a target language & English & develop a new worldview!
Additive Bilingualism

“No child loses a language to learn a language”
Each language supports the learning of the second!
In Additive Bilingualism...

- Children keep their first language and learn one more
- Children learn a new language working side by side with speakers of that language
- Children that begin formal 2nd language study before early adolescence develop native-like fluency to their language
Two-Way Dual Language Program (TWDL)

• Choice program and an Advanced Learning Experience for students (ALE)
• Students engage in formal second language study K-12th grade
• Bilingualism, biliteracy and cross cultural competence is the goal for all students
The Goals of TWDL Programs

- Bilingualism and Biliteracy
- High Academic Achievement
- Cross-cultural understanding
Guiding Principles for Dual Language Education

• A tool to help Dual Language Programs with planning, ongoing implementation, self reflection and growth

• Grounded in research on effective features of DL programs

• Tool used by ATDLE our Dual Language consultant, to assess the efficacy of our programs and guide to help us realign elements of the program
Guiding Principles of Dual Language

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.

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

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.

Quality Program Indicators

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.
Critical Components of Successful Dual Language Programs

1. Strong focus on biliteracy and bilingualism for all
2. Emphasis on equity and excellence for all
3. Administrative support and instructional leadership
4. High quality teachers and professional development
5. Parent engagement and home/school collaboration
TWDL Pathway K-12

• If you don’t know where you are going, you won’t know how you got there...

  • Madeline Hunter
Pathway for Two-Way Dual Language Programs

6 Years  
TWDL Elementary School

3 Years  
TWDL Middle School

4 Years  
TWDL High School

College

Completion of Advanced Placement Courses

Possibility of:
- Spanish for Special Purposes
- Third Language
- Concurrent University credit

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

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

Award of Biliteracy

Certificate of Biliteracy

Seal of Biliteracy

Content areas designated in one language or another
90/10 Model of TWDL

![Bar chart showing comparison between Spanish and English proficiency levels in different grades.](chart.png)
## TWDL Model K-5

### Office of Curriculum Instruction and Professional Development

**Language Acquisition Department**

**TUSD Two-Way Dual Language Program (TWDL) Model**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Percentage Span/Eng.</th>
<th>Spanish</th>
<th>English</th>
<th>Test Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>90/10 305mins/30 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>Academic English Language Development (AELD), Listening and Speaking Pre-Reading Skills</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>90/10 305mins/30 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>Academic English Language Development (AELD), Listening and Speaking, Beginning Reading</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>80/20 272 mins/68 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>Academic English Language Development (AELD), Listening, Speaking, Reading, Writing</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>70/30 234 mins/102 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>AELD, Listening, Speaking, Reading, Writing, ELA</td>
<td>Math - English (10 min. maximum, Test Prep and English Vocabulary)</td>
</tr>
<tr>
<td>4th</td>
<td>60/40 204 mins/136 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>ELA/AELD, Listening, Speaking, Reading, Writing, Science, Social Studies</td>
<td>Math - English (10 min. maximum, Test Prep, English Vocabulary)</td>
</tr>
<tr>
<td>5th</td>
<td>50/50 170 mins/170 mins</td>
<td>SLA, Math, PE, Science, Social Studies</td>
<td>ELA/AELD, Listening, Speaking, Reading, Writing, Science, Social Studies</td>
<td>Math - English (10 min. maximum, English Vocabulary and Test Prep)</td>
</tr>
</tbody>
</table>
# Middle School PROGRAMMATIC PATHWAYS FOR TUSD STUDENTS in Spanish Instruction

<table>
<thead>
<tr>
<th>Student Profile</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two-Way Dual Language Program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Spanish and English speakers in the TWDL Program for 5 years</em>+</td>
<td><em>Spanish Language Arts 6</em> (Reading, Writing, Grammar &amp; Oracy)</td>
<td><em>Spanish Language Arts 7</em> (Reading, Writing, Grammar &amp; Oracy)</td>
<td><em>Spanish Language Arts 8</em> (Reading, Writing, Grammar &amp; Oracy)</td>
</tr>
<tr>
<td>Spanish Content: Social Studies</td>
<td>Social Studies and/or Science</td>
<td>Social Studies and/or Science</td>
<td>Social Studies and/or Science</td>
</tr>
<tr>
<td>Math (if available)</td>
<td>Math (if available)</td>
<td>Math (if available)</td>
<td>Math (if available)</td>
</tr>
<tr>
<td><em>or equivalent</em></td>
<td><em>or equivalent</em></td>
<td><em>or equivalent</em></td>
<td><em>or equivalent</em></td>
</tr>
<tr>
<td><strong>Student Profile</strong></td>
<td>6th Grade</td>
<td>7th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td><strong>Native Spanish/non TWDL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Spanish speakers not from TWDL Program</em> (assessed by the school without grade level proficiency in Spanish)</td>
<td>Spanish for Native Speakers (year 1) Focus on Literacy development Tutorials for literacy as needed</td>
<td>Spanish for Native Speakers (year 2) Focus on Literacy development Tutorials for literacy as needed</td>
<td>Spanish for Native Speakers (year 3) Focus on Literacy development Tutorials for literacy as needed</td>
</tr>
<tr>
<td>Spanish Content (as available)</td>
<td>Spanish Content (as available)</td>
<td>Spanish Content (as available)</td>
<td>Spanish Content (as available)</td>
</tr>
<tr>
<td><strong>Student Profile</strong></td>
<td>6th Grade</td>
<td>7th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td><strong>English Speaker not in TWDL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>English speaker without TWDL program experience</em></td>
<td>Spanish (year 1) (HS equivalent)</td>
<td>Spanish (year 2) (HS equivalent)</td>
<td>Spanish (year 3) (HS equivalent)</td>
</tr>
</tbody>
</table>
### Middle School Program (Sample)

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language Arts</td>
<td>Spanish Language Arts</td>
<td>Spanish Language Arts</td>
</tr>
<tr>
<td>Spanish Social Studies –</td>
<td>Spanish Social Studies</td>
<td>Spanish Science</td>
</tr>
<tr>
<td>Ancient Civilizations</td>
<td>State and U.S. History</td>
<td></td>
</tr>
<tr>
<td>English 6th Grade Math</td>
<td>English 7th Grade Pre-Algebra</td>
<td>English 8th Grade Algebra</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>P.E.</td>
<td>P.E.</td>
<td>P.E.</td>
</tr>
<tr>
<td>Science or Elective</td>
<td>Science or Elective</td>
<td>Social Studies or Elective</td>
</tr>
</tbody>
</table>

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## High School Pathway toward Biliteracy - World Language Sequence

<table>
<thead>
<tr>
<th>Student Profile</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ongoing TWDL</td>
<td>Spanish IV</td>
<td>Spanish IV</td>
<td>Spanish for Special Purposes</td>
<td>Spanish for Special Purposes</td>
</tr>
<tr>
<td>*Native Spanish-Speakers who pass placement test (Advanced) content in Spanish if available</td>
<td></td>
<td></td>
<td>Internship</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Concurrent college enrollment</td>
<td>Concurrent college enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd Language I</td>
<td>3rd Language II</td>
</tr>
<tr>
<td>*Ongoing TWDL students who do not pass placement test (Intermediate)</td>
<td></td>
<td>Spanish IV</td>
<td>Spanish AP Language</td>
<td>Spanish for Special Purposes II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish for Special Purposes I</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internship</td>
<td>Concurrent college enrollment II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd Language I</td>
<td>3rd Language II</td>
</tr>
<tr>
<td>*English Speaker in MS Pathway (not TWDL)</td>
<td>Spanish IV</td>
<td>AP Spanish Language</td>
<td>Spanish AP Literature</td>
<td>Spanish for Special Purposes II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish for Special Purposes I</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internship</td>
<td>Concurrent college enrollment II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd Language I</td>
<td>3rd Language II</td>
</tr>
<tr>
<td>*Native Spanish speakers not in TWDL (administer screener) content in Spanish if available</td>
<td>Native Spanish II or III</td>
<td>Native Spanish III or IV</td>
<td>Spanish AP Language</td>
<td>Spanish AP Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish for Special Purposes I</td>
<td>Spanish for Special Purposes I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internship</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Concurrent college enrollment I</td>
<td>Concurrent college enrollment I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd Language I</td>
<td>3rd Language I</td>
</tr>
<tr>
<td>*English Speaker new to Spanish</td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Spanish IV or Spanish AP Language</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
TWDL Program Model

Dual Language Program participation maintains the same curriculum as in the Traditional/Mainstream classroom with the goal of rigor, student achievement and biliteracy development in a bilingual setting.
TWDL Program Elements

- Clearly Defined Program Model
- Assessment that guides instruction in a TWDL Program
  - DRA/EDL
  - Canciones y Cuentos (Assessment Components)
  - LOGRAMOS
  - Benchmark Assessment
- Technology to enhance instruction in TWDL Program
  - Achieve 3000 (2nd grade on up)
  - Imagine Learning (K-1)
- Second Language Learning Strategies
  - Lotta-Lara / Dictado / Strategic use of language / SIOP / GLAD
- Professional Development
TWDL Program Non-Negotiable Components

- Adhere to the Program Model
- Classroom Environment
  - Visually reflects the model and language of instruction
- Schedules that reflect the model and language of instruction
- Strategic use of language
- Lesson Plans/Posted Objectives/Language of instruction all aligned with the model
- Evidence of adherence to model
  - Data Binder with required assessment scores (Pre, Mid and Post)
  - Student portfolios
Think Pair Share

• How do you decide what you will be teaching, what is your starting point?

• Are you familiar with TUSD ELA Curriculum Maps?

• When teaching in a Dual Language program, what do you do when you come to an item that is not addressed in the ELA curriculum (Non-Transferable Spanish Skills)
Benefits of teaching in the TWDL Program

• An abundance of curriculum resources to support instruction
• Para-professionals (K-2\textsuperscript{nd} 4 hours and 3\textsuperscript{rd}-5\textsuperscript{th} 2 hours)
• Professional Development
• Coaching support/DL Itinerant teachers
• $5000 stipend for bilingually endorsed teachers in a designated DL classroom
Bloom  TWDL
Expansion Program

https://www.youtube.com/watch?v=E_k8XvoDoNk&feature=youtu.be

LENUNAJO DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE
Thank You

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