Tucson Unified School District (TUSD)
ALTERNATE PROPOSED PROGRAM FOR ENGLISH LANGUAGE LEARNERS ENROLLED IN TWO-WAY DUAL-LANGUAGE PROGRAMS

School District Name	Tucson Unified School District
District CTDS	100201000
Contact Name	Mark Alvarez
Contact Title	Assistant Superintendent
Contact phone #	(520) 225.6304
Contact E-mail	Mark.Alvarez@tusd1.org

Schools that program will applied to (list of schools may be attached):	
Bloom Elementary School	Roskruge K-8 School
Davis Magnet Elementary School	Van Buskirk Elementary School
Grijalva Elementary School	White Elementary School
Hollinger K-8 School	Any TUSD Elementary and K-8 Schools Added to the TWDL Program in the Future.
McCorkle K-8 School	
Mission View Elementary School	

Requirement checklist for alternate proposed program submission

☐ Cover sheet

☐ Program Narrative:
  ☐ Program Structure
  ☐ Classroom Practices
  ☐ Timeline for Implementation of the Proposed Program
  ☐ Expected Outcomes

☐ Signature/date

Program narrative must address each legal requirement:

o **Children shall be placed in English language classrooms. (15-752)**
o **All children taught in English using English materials. (15-751, 15-752)**
o **ELL students shall be educated through Structured English Immersion (SEI). (15-752)**
o **The period of SEI instruction is temporary - not normally intended to exceed one year. (15-752)**
o **Students with a similar degree of fluency shall be grouped together. (15-752)**
o **Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. (15-752)**
o **Students in their first year classified as an ELL shall receive four hours of ELD daily. (15-756.01)**
o **Entry and exit from the program is based on AZELLA score. (15-756)**
o **Models shall be research based. (15-756.01)**
o **Models shall be cost effective. (15-756.01)**

School District Superintendent (signature)   **Date**

INTRODUCTION TO TUSD'S PROPOSED
TWO-WAY DUAL LANGUAGE (TWDL) MODEL

Two-Way Dual Language (TWDL) programs are one type of dual language program that have consistently shown positive academic, language/literacy, and sociocultural outcomes for English Language Learners (ELLs). The TWDL program in TUSD will provide equal access to an Advanced Learning Experience (ALE)[1] for ELL students. A classroom that combines students from different language groups who are all striving to attain a common goal will provide a challenging and affirming environment for ELLs to reach their full academic, social and linguistic potential. In a recent study in Portland, non-native English speakers in the two-way immersion classrooms were reclassified as fully English proficient more quickly than those in English-only classrooms.

TUSD seeks to implement TWDL programs in eleven schools, as a school choice option for families (but this alternative model would only apply at nine of the eleven schools – those with elementary grades K-5). However, in TUSD's remaining schools, SEI will still be the default program for any child whose parent has not selected the dual language program. The following document includes program details, research base and projected outcomes that support the implementation of this program.

---

[1] During the 2012-13 school year, the District formally recognized dual-language programs as one among many Advanced Learning Experiences (ALEs) including Advanced Placement (AP), Dual-Credit, GATE, and other similar programs.

A.   PROGRAM STRUCTURE

1.   Description

a. Classroom Content

The table below is an overview of the TWDL model, which addresses the academic content and language of instruction for each content area. Spanish Language Arts and math are content areas taught in Spanish from Kindergarten to fifth grade. Science, Social Studies are taught in Spanish Kindergarten thru second grade and then continued in either English or Spanish from third to fifth grade. Academic English language development (AELD) is taught kindergarten thru fifth grade with the amount of English gradually increasing every year. English language arts is introduced in third grade as well as English mathematics test prep for those non-transferable skills being assessed in English state mandated assessments in mathematics.

Table 1: TWDL Model – Curriculum Content Per Grade Level			
Grade	**English**	**Spanish**	**Test Prep**
Kindergarten	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills Beginning Reading	Spanish Language Arts Math Science Social Studies	
1st grade			
2nd grade	AELD Listening Speaking Reading and Writing Beginning Reading		
3rd grade	AELD / English Language Arts (ELA) Listening Speaking Reading and Writing		Math (10 min. maximum, English Workbook, Test Prep, and Non-Transferable Skills)
4th grade	AELD / ELA Listening Speaking Reading and Writing Science Social Studies		
5th grade			

b. Procedures and Criteria for Entry and Exit from the Classroom

Entrance criteria: All students (including ELLs and students who have not yet obtained oral proficiency in English) entering Kindergarten and first grade are eligible to participate if their parents have attended an informational meeting on TWDL and have applied to the program. In order to ensure linguistically balanced classrooms, the District will screen all students orally in English and Spanish using local measures. Students applying to the program after first grade must meet program criteria for Spanish reading and writing, and must pass an oral interview.

Exit criteria: The TWDL model is designed to be a full course of study, which results in achieving full proficiency in two languages, as demonstrated through the awarding of the Arizona State Seal of Biliteracy.[2]
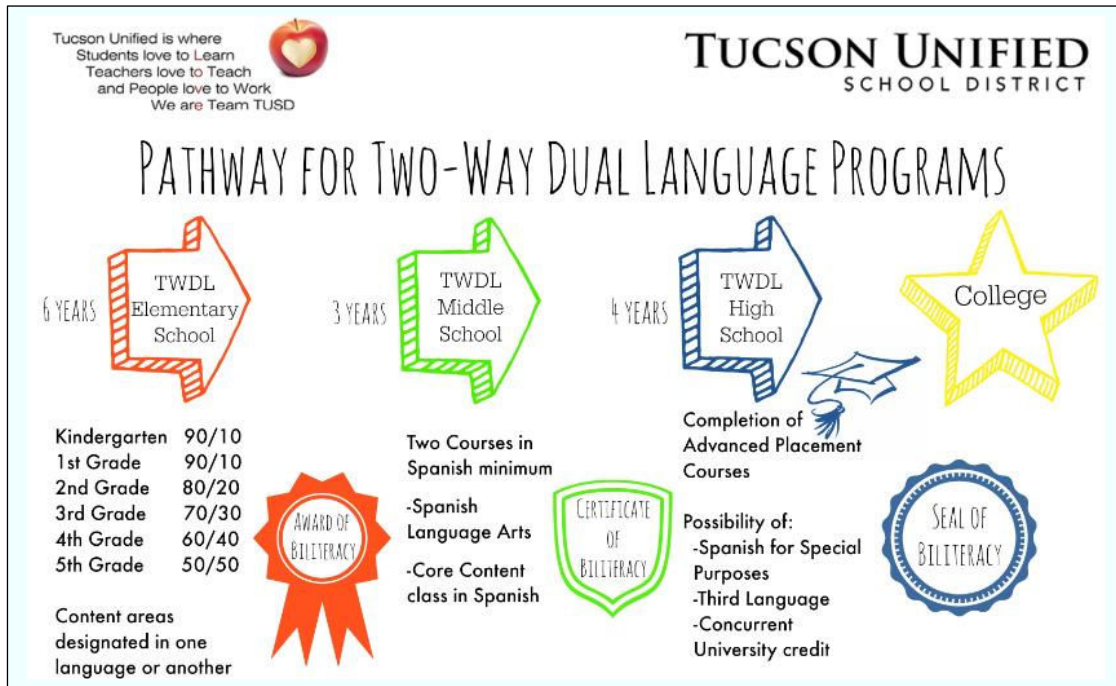
c. Criteria and Procedures for Grouping Students

The District will evaluate all students orally in English and Spanish using local measures in order to ensure linguistically balanced classrooms. A linguistically balanced classroom would include approximately one-third each of Native Spanish speakers, Native English Speakers, and Bilingual (English and Spanish) speakers. (See Table 2, below).

_____

[2] The Arizona Seal of Biliteracy recognizes students who graduate from a school operated by a school district or a charter school located in this state and who have attained a high level of proficiency in one or more languages in addition to English. See Arizona Revised Statute section 15-258.

d. Class Size, Scheduling, and Allocation of Classroom Time

The chart below delineates class size at each grade level, time allocations for each language and content area, and proficiency standards that will drive instruction. Spanish language instruction is driven by the Arizona College and Career Readiness Standards (AZCCRS) for each content area. Academic English language development is driven by AZ English Language Proficiency Standards (ELPS).

Table 2: TWDL Program Model (Class size and Time Allocations)					
	K – 1st	**2nd**	**3rd**	**4th**	**5th**
Class Size	24:1	27:1	27:1	27:1	27:1
Class Time Instruction Allocations	90% Spanish; 10% Academic ELD driven by AZ English Language Proficiency Standards	80% Spanish; 20% Academic ELD driven by AZ English Language Proficiency Standards	70% Spanish; 30% Academic ELD driven by AZ English Language Proficiency Standards	60% Spanish; 40% Academic ELD driven by AZ English Language Proficiency Standards	50% Spanish; 50% Academic ELD driven by AZ English Language Proficiency Standards
Spanish	Spanish Language Arts (SLA)/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science	SLA/Math/PE/Social Studies/Science
English	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills/Beginning Reading	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	ELA/AELD Listening, Speaking, Reading, Writing	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies
Bridge			Mathematics	Mathematics	Mathematics

e. Qualifications of Classroom Personnel

All teachers assigned to a TWDL classroom will be highly qualified and will hold a bilingual endorsement, as described in the "Requirements For Bilingual Education, Prek-12 Endorsements Arizona Department Of Education."[3] In addition, each class will have a paraprofessional who meets district minimum requirements:

- Speak, read and write in English.
- One year of experience working with youth
- TUSD Bilingual (English/Spanish) Exam
- High School Diploma or G.E.D
- Associate's (or higher) degree OR 60 Semester-Hour credits from an accredited institution or AZ Dept. of Education-approved Academic Assessment Test Related training or experience

f. Differentiation of Structure from Elementary to Middle to High School

Not applicable – this model only applies at the Elementary School level.

2. Training Regimen Used to Ensure Effectively Delivered Instruction.

The District's Language Acquisition Department, along with a nationally recognized expert consultant in Two-Way Dual Language Immersion Programs, will conduct mandatory workshops for participating teachers, administrators, and directors. The District will mandate that all alternate program model teachers attend quarterly workshops.

The workshops will include:

- orientation and review to the TWDL design, research, and components (participants will include site and central administrators)
- in-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language (participants will include site administrators, central administrators, and teachers)
- instructional strategies and resources
- In order to ensure that training will be implemented effectively in the classroom, the district will follow up with observations and coaching, using rubrics from the Guiding Principles for Dual Language Education. the Guiding Principles for Dual Language Education (Center for Applied Linguistics, available at: http://www.cal.org/twi/guidingprinciples.htm)

---

[3] Available at https://cms.azed.gov/home/GetDocumentFile?id=57a63016aadebe02a4f4f3e6

3. Training Plan

Curriculum: Table 3 below describes the intended audience, the curriculum, the delivery method and duration of the training plan**.**

Materials: Guiding Principles for Dual Language Education, district created curriculum, SIOP.

Training Provider: District's Language Acquisition Department under the direction of a nationally-recognized expert in the area of developing Two-Way Dual Language programs.

Table 3: TWDL Training Plan			
Intended Audience	**Topics/Curriculum**	**Delivery Method**	**Hours/Duration**
Participating teachers, school administrators at participating sites, Elementary and K-8 Leadership Directors	Orientation and review to the TWDL design, research, and components	Face-to-face	3-hour session, repeated as needed
Participating teachers, school administrators at participating sites	In-depth review of curriculum and instructional components of a TWDL program, methodology, use and separation of language	Face-to-face	2-hour sessions, three times per year
Participating teachers, school administrators at participating sites	Instructional strategies and resources for teaching literacy in the targeted languages	Face-to-face	1-hour sessions, three times per year
Participating teachers, school administrators at participating sites, Elementary and K-8 Leadership Directors	Ongoing evaluation and refinements, using the Guiding Principles for Dual Language Education (Center for Applied Linguistics, available at: http://www.cal.org/twi/guidingprinciples.htm)	Face-to-face	3-hour session, repeated as needed

4. Research Base

The TWDL model is aimed at developing a deeper proficiency in both English and Spanish for participating students from all language backgrounds. This goal is well-supported by Wayne P. Thomas and Virginia P. Collier's five-year research study (1996-2001) on English Language Learner's long-term academic achievement in grades K-12 in the Houston Independent School District. The findings of this study show that,

> "Student achievement is clearly the highest in the two-way bilingual immersion schools, both for students who begin schooling with no or limited proficiency in English, and for native-English speakers who choose to be in the bilingual classes. Both of these groups, by fifth grade, are on or above grade level in both English and Spanish. In English reading (the most difficult subtest, because it tests all curricular subjects), the Spanish *speakers reached the 51st percentile in fifth grade.*"

Furthermore, as the study followed English language learners into and beyond ninth grade, it found that at the end of schooling, the bilingually schooled former LEPs reached a seven-NCE higher achievement in comparison to the graduates of the ESL program. As the researchers state, this is "a very significant difference in terms of effect size - what is termed by program evaluators an actionable difference, equivalent to one-third of a national standard deviation." **(Wayne P Thomas, George Mason University and Virginia P. Collier, George Mason University,** *"A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement,"* **See Attachment 1).**

Specifically, in TUSD, an additional and valued outcome of this program is equal access to an Advanced Learning Experience (ALE) for ELL students. Sustained formal study of both first and second languages will firmly establish the basis that leads to bilingualism and bi-literacy, allowing students to become competitive members of a global society. Through participation in this program, students develop positive cross-cultural experiences, gain global citizenship perspectives and develop an appreciation for diversity. In addition, students will begin in kindergarten a pathway to qualify for the Arizona State Seal of Biliteracy upon graduation from high school.

There are strong, evidence-based reasons supporting the TWDL model, but to reap the benefits of the model it is critical that native speakers from both language groups are able to participate. Dr. Soltero writes: "According to the extensive research on dual language education, 'well implemented programs' include a variety of required criteria that must be followed, one of which is to have students from both language groups." **(Sonia W. Soltero PhD is the author of Dual Language: Teaching and Learning in Two Languages (2004), Schoolwide Approaches**

to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools (2011) and Dual Language Education: Program Design and Implementation (2016))

Research has shown that bilingual proficiency leads to better academic outcomes for all students. "Research in the U.S has shown that ELs with greater bilingual proficiency outperform ELs with lower levels of bilingual proficiency in academic domains." **(Genesee, F & Lindholm-Leary, K (2012) The Education of English language learners. In K. Harris, S. Graham, & T. Urban, et al. (Eds) APA Handbook of Educational Psychology, pp. 499-526. Washington, D.C.: APA Books).** A committee for the National Academy of Sciences (NAS)[4] has found that ELs in "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 Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press. DOI: 10.17226/24677.** The NAS committee also found the following:

- "Evidence indicates that certain aspects of dual language learning, processing, and usage are significantly and positively correlated and that the development of strong [primary language] skills supports the development of [English] skills. This interrelationship has been shown to be most evident in domains related to the acquisition of literacy skills."

- "Evidence reveals significant positive correlations between literacy skills in ELs' [primary language] and the development of literacy skills in [English]. Educational programs that provide systematic support for the development of ELs' [primary language] often facilitate and enhance their development of skills in English, especially literacy."

- "Loss of or reduced competence in the [primary language] results in reduced levels of bilingual competence and, commensurately, the advantages associated with bilingualism—cognitive enhancements, improved self-esteem, and job-related opportunities associated with competence in English and another language(s)."

---

[4] The National Academy of Sciences (NAS) is a private, non-profit society of distinguished scholars. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to the nation on matters related to science and technology. Nearly 500 members of the NAS have won Nobel Prizes, and the Proceedings of the National Academy of Sciences, founded in 1914, is today one of the premier international journals publishing the results of original research.

The Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research was convened by the National Academies of Sciences, Engineering, and Medicine through its Board on Children, Youth, and Families and Board on Science Education.

The TWDL model "allows English learners to help native English speakers learn through a second language, while native English speakers help English learners acquire the curriculum through English. As most teachers know, one of the best ways to learn is to teach, and both student groups receive accelerated instructional benefits from their other-language peers and from the teacher's use of collaborative learning strategies that capitalize on this effect. Also, learning together increases student interest in the school and curriculum topics, improving student motivation to learn and further amplifying and accelerating student progress." **(Calderón & Minaya-Rowe, 2003; Freeman, 1998; Lindholm-Leary, 2001; Thomas & Collier, 1997/1998, 1999)**
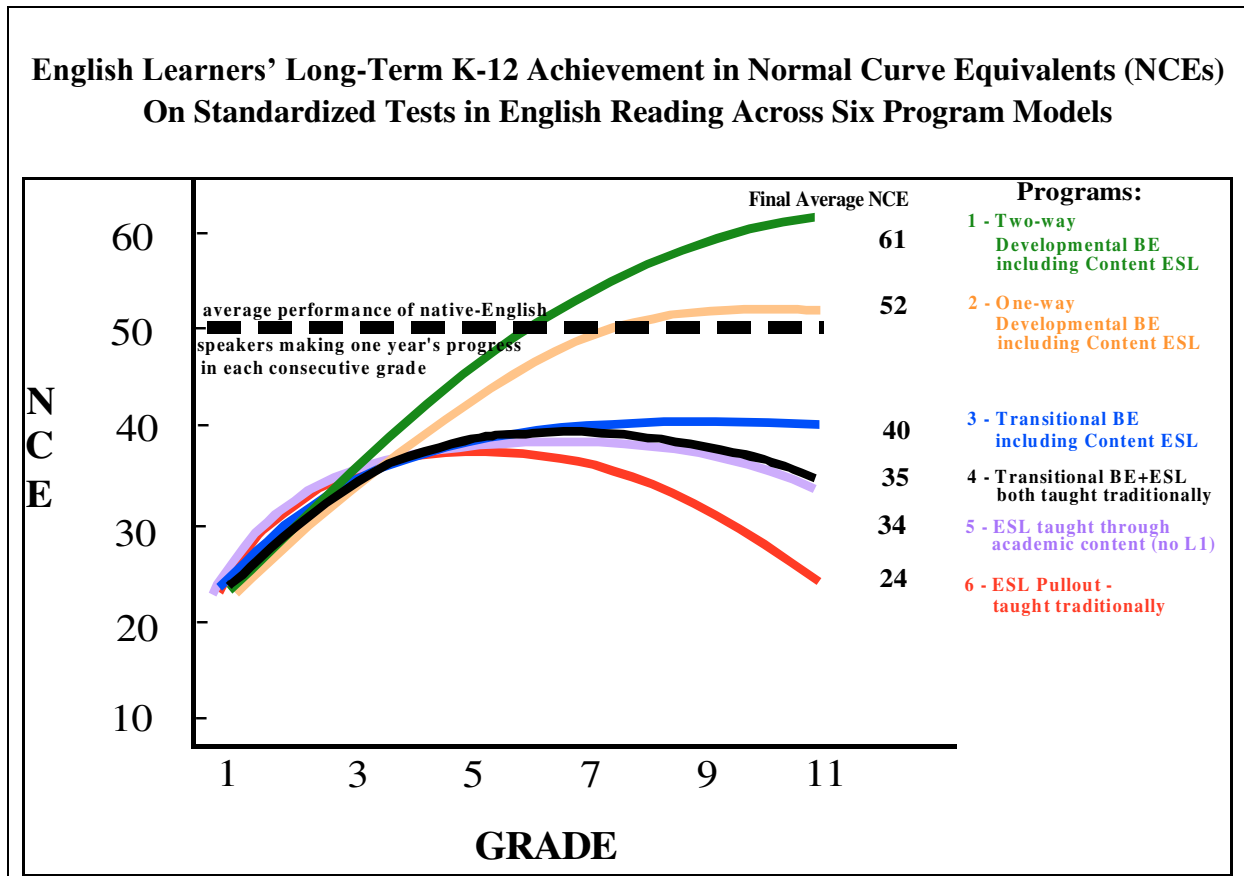
Dr. Lindholm-Leary of San Jose State University has worked with and conducted research in the area of two-way programs over thirty years and has submitted the following in support of TUSD's application:

There is considerable research over the past 30 years demonstrating that [two-way] programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) students who participate in [two-way] programs achieve at levels that are at least comparable to, and often higher than, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English; but, [two-way] students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not.

Professors Virginia P. Collier, Ph.D. and Wayne P. Thomas (George Mason University, Washington D.C.) have submitted the following in support of TUSD's application:

In our longitudinal research studies, we have consistently found that students attending integrated dual language classes that are well-implemented are able to reach grade-level achievement in both first and second languages and outperform all other students in the school district. For example, in our recently completed North Carolina studies, analyzing all two-way (integrated) dual language schools throughout the state, we found that all groups are scoring substantially above their peers not in dual language – this includes native English speakers who are African American, native English speakers who are Caucasian, English learners, Latinos fluent in English, students with special needs who qualify for special education services, and students of low-income who qualify for free or reduced lunch. In our federally funded studies with Houston Independent School District (Texas) over a ten-year period, we found that African American, Caucasian, and Latino students reached above grade level in Spanish when integrated together in a two-way dual language

program, and all groups including English learners reached above grade level achievement in English by fifth grade and stayed above grade level in both languages throughout the remainder of their middle and high school years. English learners in Houston schools whose parents chose immersion in English were dropping dramatically below grade level in achievement by fourth and fifth grade, and most of these 1,599 students had dropped out of school before the end of high school.

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) On Standardized Tests in English Reading Across Six Program Models

Collier, V.P., & Thomas, W.P. (2009). Educating English Learners for a Transformed World. Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press.

The TWDL model promotes multiculturalism and diversity which has been found by multiple governmental agencies, secondary educational institutions, and Fortune 500 companies as a key factor in improving the habits, capacities, and productivity of future members of the workforce. In essence, the model has benefits for all participating students beyond those that are strictly academic. "Student integration is central to TWI programmes for sociocultural and linguistic reasons. Student integration contributes to the development of positive intergroup relationships between language minority students and language majority students. It can break down stereotypes and develop positive attitudes towards both languages and language groups." **(Howard, 2003; Lambert & Cazabon, 1994; Lindholm, 1994; Lindholm-Leary & Borsato, 2001)**

Professor Ester J. de Jong, EdD (University of Florida) has been working with Two-Way Immersion (TWI) programs for over twenty years and has submitted the following in support of TUSD's alternative model application:

> The success of a TWI program in reaching the goals of bilingualism and biliteracy lies in being able to optimize access to fluent models of the language (teacher and peers) and meaningful opportunities to use both languages for communication and learning. The interactions between native speakers and second language learners of the two languages of the program are integral to the design of the program. Teachers purposefully use these linguistic resources to support language and literacy development as well as ensuring access to appropriate content knowledge and skills. Having been in many TWI classrooms, it is this paired interaction, in addition to carefully structured student-teacher interactions, that makes TWI programs so successful in reaching their outcomes for all their students, native English speakers and native partner language speakers alik*e."*

Research has shown that the TWDL model is successful in effectively and efficiently developing English proficiency in English Language Learners. In this regard, Professor Elizabeth Howard (University of Connecticut) has submitted the following in support of TUSD's application:

> *"...there is robust evidence from a number of small-*scale and large-scale studies conducted over the past several decades that ELLs that are educated in well-implemented TWI programs perform as well as if not better than comparable students in English-only educational contexts. Perhaps the most compelling evidence of this effectiveness comes from a recently completed randomized trial carried out by Dr. Robert Slater and his colleagues in Portland, Oregon, which found that ELLs that were randomly assigned to TWI classrooms scored higher on standardized reading tests than those that were placed in mainstream, English-only classrooms. Additionally, non-native English speakers in the two-way immersion classrooms were reclassified as fully English proficient more quickly than those in English-only classrooms. Moreover, in order for programs to be considered well-implemented, they must meet the definitional criteria, which include integrating native English speakers and native speakers of another language for most or all of the instructional *day at all grade levels."*

"In the Portland study, we found positive effects of dual-language immersion on English Learners' reclassification as English proficient." **(Steele, Jennifer L. and Slater, Robert O. and Zamarro, Gema and Miller, Trey and Li, Jennifer and Burkhauser, Susan and Bacon, Michael, Effects of Dual-Language Immersion on Students' Academic Performance (October 1, 2015). EDRE Working Paper No. 2015-09. Available at SSRN: http://ssrn.com/abstract=2693337)**

Dr. Mary T. Cazabon (UMASS Boston, Applied Linguistics Department) has also written in support of TUSD's application: "I call the student dynamic created in a dual language classroom the 'reciprocity of need for the other' (Cazabon, 2000). … the dual language classroom creates opportunities for students to share, collaborate, and truly support each other for the mutual benefit of all. I have also found that ELs in a well-implemented dual language program will acquire English proficiency and literacy more rapidly than in an all-English program.

Donna Christian, Ph.D., (Senior Fellow, Center for Applied Linguistics) supports the TWDL model: "Two-way dual language programs have as a defining characteristic the integration of balanced numbers of students who come from homes where one of the two program languages is spoken. … The integration of two language-based populations is a key feature of 'two-way' programs because it fosters second language learning for both sets of students. In particular, when classmates provide native speaker models in meaningful interaction between members of the two groups, language learning benefits."

The U.S. Departments of Justice and Education have identified dual-language as a language assistance program that is educationally sound in theory and effective in practice:

> *"Language assistance services or programs for EL students must be educationally sound in theory and effective in practice… (citing Castañeda v. Pickard, 648 F.2d at 1009-*10.). Some common EL programs for learning English that are considered educationally sound *in theory under Castañeda's first prong include: English as a Second Language (ESL)…*; *Structured English Immersion (SEI)…*; *Transitional Bilingual Education (TBE)…*; [and] Dual Language Program(s), also known as two-way or developmental, is a bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other *language."*[5]

5. Cost Effectiveness

The District is currently operating under a desegregation consent decree under which the development and expansion of the Two-Way Immersion model is already underway and is fully funded through a mix of M&O and 910(G) funding. The addition of ELLs participating in the TWDL program will not bring significant additional cost. In fact, approval of this application would likely facilitate the creation of full size classrooms in our existing programs, which will result in increased cost effectiveness.

---

[5] See U.S. Department of Justice / U.S. Department of Education Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015, p. 12, fn. 35.

B. CLASSROOM PRACTICES

1. Description of Classroom Practices

a. Use of language

Two-way programs educate English learners and native English speakers together, combining the instructional advantages of both types of one-way program. Effective two-way programs provide students with:

- A minimum of six years of two-way instruction;
- A focus on the core academic curriculum
- High-quality language arts instruction in both languages
- Separation of the two languages for instruction (no translation and no repeated lessons in the other language)
- Use of the non-English language for at least 50 percent of the instructional time and as much as 90 percent in the early grades
- An additive (that is, adding a new language at no cost to students' first language) two-way environment that has full support of school administrators, teachers, and parents
- Promotion of positive interdependence among peers and between teachers and students;
- High-quality instructional personnel, proficient in the language of instruction; and
- Active parent-school partnerships (Howard & Christian, 2002; Lindholm-Leary, 2001; Thomas & Collier, 2002).

b. Curriculum, materials and testing

Core academic curriculum is aligned with Arizona College and Career Readiness Standards and AZ English Language Proficiency Standards and assessment. Spanish language instruction is integrated into the state standards. (See Table 4 and 5)

c. Instructional methods and personnel training

The District will provide professional development to site administrators and teachers consisting of an in-depth review of TWDL curriculum and the instructional components of the TWDL program: methodology, use and separation of language, and sheltering strategies that support the development of bilingualism and biliteracy.

d. Language proficiency assessments - See Table 5 below.

e. Differentiation between Elementary and Secondary levels

Not applicable, the alternate program model is limited to the Elementary level.

	K-1st	**2nd**	**3rd – 5th**
Spanish Language Arts (SLA)	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Imagine Learning Español *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Canciones y Cuentos Elefonéticas Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*	**Spanish** **Spanish Common Core Standards** Scholastic Book Room en Español Reading A-Z Scholastic News Esp. Achieve 3000-Spanish *Harcourt Trofeos*
Mathematics	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations	**Spanish** Engage NY/Eureka Investigations
Science	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News	**Spanish** **English** FOSS Kits National Geographic Windows on Literacy Science Kits Scholastic News
Social Studies	**Spanish** District Adopted Material Scholastic News Achieve 3000	**Spanish** District Adopted Material Scholastic News Achieve 3000	**Spanish** **English** District Adopted Material Scholastic News Achieve 3000
English Language Arts (ELA-AzCCRS)	**English**	**English**	**English** Scholastic Book Room Reading A-Z Scholastic News Achieve 3000-English *Harcourt Trophies*
Academic English Language Development (AELD-Using the Az ELP Standards)	**English** **(Listening/Speaking)** Avenues Social Studies/Science Materials	**English** **(Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials	**English** **(Listening/Speaking Reading/Writing)** Avenues Social Studies/Science Materials

Table title (spanning header above table): **Table 4: Language of Instruction and Materials by Grade Level**

Table 5: TWDL Assessments Framework			
Proficiency/Achievement	**Measurement Instrument**	**Grade Levels**	**Timeline**
Standards-based State Tests – 3rd Grade – 12th English Academic Testing	**AzMerit**	3rd-12th	Spring 2017
Language proficiency in English (ELs only)	**AZELLA** until students reclassify to fluent status	English Learners	August - May
Language proficiency in Span/Eng. (all)	**Spanish FLOSEM** – holistic measure to analyze language development in target language Pre-assessment	K-8	Fall to Fall testing
Reading Fluency and Comprehension – progress monitoring **Both languages**	**DIBELS (Eng) / Canciones y Cuentos (Sp)**	K-2	Pre-Post Fall – Spring
	EDL2: Kinder- target level: 3, First Grade- target: 4-18, Second Grade: target 28 **DRA** begins in 2nd grade for Dual Language students	K-5	
	Grades 6-8 Pre and Post in both English and Spanish through **Achieve 3000**	6th – 8th	
Reading performance in LOGRAMOS (Summative Assessment)	Spanish and Language Arts (subsections only)	Grades 2-8	Spring to Spring Testing
Benchmark Assessments	SchoolCity writing assessments: 2nd-8th grade benchmark assessments in Spanish (Fall) English writing AzMerit test prep in class throughout the year	2nd-8th Grade	Fall and Spring
	SchoolCity reading assessment: 2nd – 8th grade benchmark assessments Eng. optional (Fall)		

2. Program Design for English Proficiency

As discussed in Table 2, a portion of the academic day will be dedicated to the explicit instruction of the English language, using AZ ELP standards and English language materials, with instruction delivered exclusively in English. A primary goal of the TWDL model is for students, including English Language Learners, to attain high levels of bilingualism and biliteracy in both English and Spanish over the span of several years.

Research provides ample evidence that English Language Learners in TWDL programs attain advanced levels of speaking, listening and literacy in English comparable to their peers and, over time, often surpass them. In the APA Handbook of Educational Psychology, Fred Genessee states that TWDL programs are intended to provide students with advanced levels of proficiency in two languages (L1 and L2). This includes advanced levels of literacy along with speaking and listening skills in all domains of learning. Successful achievement of these goals is evident over several years of participation in the program. Additional research to support this is explained in detail in section A(4), above.

3. Curriculum Materials

Core academic curriculum is aligned with Arizona College and Career Readiness Standards and AZ English Language Proficiency Standards and assessment. Spanish language instruction integrated into the state standards. See Tables 4 and 5 for materials and assessments.

4. Research Base for the Proposed Classroom Practices

Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children. See the Guiding Principles for Dual Language Education report (Center for Applied Linguistics).[6] Based on the Guiding Principles, effective features of instruction and classroom practices include:

- A variety of instructional techniques responding to different learning styles and language proficiency levels

- Positive interactions between teachers and students and among students

- A reciprocal interaction model of teaching, featuring genuine dialog

---

[6] Available at: http://www.cal.org/twi/guidingprinciples.htm.

- Cooperative learning or group work situations, including
    - Students working interdependently on tasks with common objectives
    - Individual accountability and social equity in groups and in the classroom
    - Extensive interactions among students to develop bilingualism

- Language input that
    - Uses sheltering strategies to promote comprehension
    - Uses visual aids and modeling instruction, allowing students to negotiate meaning
    - Is interesting, relevant, and of sufficient quantity
    - Is challenging enough to promote high levels of language proficiency and critical thinking

- Language objectives that are integrated into the curriculum

- Structured tasks and unstructured opportunities for students to use language

- Language policies that encourage students to use the language of instruction

- Monolingual lesson delivery

- Balanced consideration of the needs of all students

- Integration of students (in two-way programs) for the majority of instruction

   5. **Cost Effectiveness of the Proposed Classroom Practices**

   Training for teachers in the classroom practices of this proposed program is already in place and fully funded in the District.

C.   TIMELINE FOR IMPLEMENTATION; EXPECTED OUTCOMES

   1. **Schedule for implementation:** Full implementation SY 2017-18

   2. **Training**: Summer 2017, Quarterly 2017-18- In depth review of curriculum and instructional components of Two-Way Dual Language Program, methodology, use and separation of language.

   3. **Curriculum Development:** The curriculum for the model is in place and aligned to the current AZCCRS and AZELPS. In addition, Common Core en español supplements the curriculum, the majority of which is identical to the TUSD mainstream curriculum (http://tusd1.org/resources/curriculum/elaV3.asp and http://tusd1.org/resources/curriculum/eldk-5.asp). Tables 4 and 5 delineate materials and assessments that classrooms will use to measure student achievement.

D.   EXPECTED OUTCOMES

One of the primary outcomes of this program is increased access to two-way dual language classrooms for English learners. Two-way dual language classrooms combine students from two different language groups who are striving to attain a common goal of biliteracy and dual language proficiency. Sustained formal study of both first and second languages will firmly establish the basis that leads to bilingualism and bi-literacy, allowing students to become competitive members of a global society. Participating students develop positive cross-cultural experiences, gain global citizenship perspectives, and begin a pathway to qualify for the state Seal of Biliteracy upon entrance to high school.