Promoting the Educational Success of Children and Youth Learning English: Promising Futures

Presented by:
Bobbi Ciriza Houtchens

Areas Addressed by the Report

Children and adolescents birth to grade 12 who are Dual Language Learners (DLLs) / English Learners (ELs):

• Demographics;
• Language development;
• Evolution of policy;
• Factors that support educational success;

Areas Addressed by the Report

• Specific populations: children with disabilities, gifted and talented, homeless, migrants, [indigenous heritage language learners];
• Assessment;
• Workforce;
• Recommendations for school success; and
• A research agenda.
Statement of Task

**Birth – Age 8**
Foundational elements of language development; developmental progress; school entry; and practices for early school success for young DLLs.

**Kindergarten - Grade 12**
Effective instructional practices and structural/program factors and dual language approaches that help DLLs/ELs learn grade-level content while developing complex English language proficiency.

Multilingualism

All children have the capacity to learn 2+ languages.

- Strong L1 language skills support acquisition of English.
- Learning two or more languages is associated with improved cognition, executive functioning, and socio-emotional health.

CHILDREN AND YOUTH LIVING ON TRIBAL LANDS

(CH. 9)
Legal Foundations

- The Indian Self-Determination and Educational Assistance Act (1975)
- The Native American Languages Preservation Act (1990)
- Esther Martinez Native American Languages Preservation Act (2006)

Language Revitalization

Extreme Urgency

- Speakers remain for only 216 of more than 1,000 indigenous languages in North America.
- All but a few are "moribund."
- Few have more than 10,000 speakers.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navajo</td>
<td>169,471</td>
</tr>
<tr>
<td>Cree</td>
<td>70,000</td>
</tr>
<tr>
<td>Ojibwa</td>
<td>41,000</td>
</tr>
<tr>
<td>Dakota</td>
<td>18,616</td>
</tr>
<tr>
<td>Apache</td>
<td>13,063</td>
</tr>
<tr>
<td>Keres</td>
<td>12,945</td>
</tr>
<tr>
<td>Cherokee</td>
<td>11,810</td>
</tr>
<tr>
<td>Choctaw</td>
<td>10,343</td>
</tr>
<tr>
<td>Yup’ik (Central &amp; Siberian)</td>
<td>11,400</td>
</tr>
</tbody>
</table>

Challenges

- Teachers familiar with the language are scarce.
- Many remaining speakers are elderly or in fragile health.
- Preferences to keep language solely spoken.
- Controversy about pull-out programs.
- Cultural inclusion often not deep enough to include relationships; environments in which learning is possible and occurs; purposes for learning and education; and beliefs about what learning and knowing mean and how they happen.
Effective Programs

• Include culturally relevant curricula and materials.
• Teach indigenous languages through immersion.
• Use indigenous language to teach culturally relevant materials.
• Provide authentic cultural enrichment (pow-wows, presentations by tribal members, arts and crafts experiences...).
Conclusion

The reclamation of indigenous heritage languages is an important goal for many American Indian and Alaska Native communities. Some school systems see this goal as being in conflict with the school’s efforts to promote English language and literacy. However, the evidence indicates that participation in strong language revitalization programs has a positive impact on student achievement in school.
Where The Magic Happens

- Birth to 5 years – Care and Education Professionals (CEP)
- K-12 Educators

Quality of teachers and adults significantly impact children's health, development, and educational success.

Diversity of teachers positively influences learning experiences of students of color.

DLLs/ELs transfer knowledge better in classrooms where L1 is spoken.

Language Disparities

<table>
<thead>
<tr>
<th>DLLs</th>
<th>Providers</th>
<th>K-12</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>30</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>25</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>30</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>35</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>35</td>
<td>50</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>40</td>
<td>60</td>
<td>40</td>
<td>5</td>
</tr>
</tbody>
</table>
Teacher Recruitment Challenges

- Smaller proportions.
- Number of Students of Color (SOC) earn degrees.
- Fewer SOC are interested in teaching.
- Fewer Teachers of Color (TOC) are hired.
- TOC are retained at lower rates.

CEP Workforce

Overall:
- 26% Bachelor’s degrees
- 9% graduate degrees

Home-based CEPs:
- 16% Bachelor’s degrees

School Districts Must Implement Effective Programs for DLLs/ELs by Providing:

- Highly qualified teachers to provide language assistance services;
- Administrators trained to guide and support teachers of DLLS/ELs;
- Adequate and appropriate materials; and
- At least, enough teachers skilled to effectively instruct ELs.
Education Workforce for DLLs/ELs

- ESSA
- States set own certification policies
- Variability across states

- Certification requirements are critical in states with high and increasing numbers of DLLs/ELs.
- The workforce is inadequately prepared during pre-service training to work with DLLs/ELs.
- Workforce preparation models need to be evaluated.
- Racial, ethnic, cultural, and linguistic diversity of the workforce and those preparing workforce for DLLs/ELs must improve.

Teacher Competencies

- Pre-Service and Professional Development

Experience with Language Diversity

- Study of a foreign language
- Contact with people who speak a language other than English
- Field experiences with ELs
Positive Attitude Toward Linguistic Diversity

• Acceptance of responsibility for educating ELs;
• Affirming view of linguistic diversity and bilingualism;
• Awareness of sociopolitical dimensions; and
• Inclination to collaborate with colleagues.

EL-Related Knowledge

• Connections between language, culture, and identity;
• Knowledge of students (backgrounds, experiences, proficiencies);
• Understanding EL families & communities; and
• Creation of safe, secure learning environment.

Knowledge of Second Language Acquisition

• Differences between L1 and L2 development;
• Language forms, mechanics, and uses; and
• Role of L1 literacy in developing L2.
Skills to Simultaneously Promote Content and Language Learning

• Designing instruction that helps ELs learn both content and language;
• Understanding and implementing assessments to inform instruction and monitor progress; and
• Collaborating with colleagues.

Higher Education Teacher Training Programs

Faculty needs additional training in working with ethnically and linguistically diverse students.

Ethnic, cultural, and linguistic diversity of faculty must increase.

Recruitment and Retention

• Alternative certification programs;
• Financial incentives for DLL/EL teachers;
• Job fairs for DLL/EL teachers;
• Partnerships with other districts/counts/states/institutions of higher education;
• Strong teacher support systems; and
• Match teachers to individual school sociocultural demographics.
Alternative Teacher Preparation Programs

Professional Development – ESSA K-12

Activities are integral to school and LEA strategies to improve knowledge and skills of all educators to enable students to succeed.

Activities are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.

Professional Development - CEP

eCiRCLe Professional Development
Conclusions

- Workforce is inadequately prepared to work effectively with DLLs/ELs.
- Professional development results in better outcomes for DLLs/ELs.
- Preparation of educational and allied professionals is inadequate to effectively evaluate and support DLLs/ELs.
- Matching ethnic, racial, cultural, and linguistic diversity of workforce to that of DLLs/ELs improves student outcomes.

Study Sponsors

- Administration for Children and Families, HHS
- Foundation for Child Development
- Health Resources and Services Administration, HHS
- Heising-Simons Foundation
- The McKnight Foundation
- U.S. Department of Education

Committee

- MARY TAKASUGI, Dean, Senior Research Fellow, New America
- Alysia Firth, Associate Professor of Special Education and Early Childhood Education, Arizona State University
-チーム・ロック，Research Associate, Harvard University
- Tenant J. Karson, Professor, School of Education, University of Minnesota
- Russell B. Kington, Professor, Arizona State University
- ALFREDO ARTILES, Ryan C. Harris Professor of Special Education and Dean of Graduate Education, Arizona State University
- DIANE L. AUGUST, Managing Researcher, American Institutes for Research
- XAVIER BOTANA, Superintendent, Portland, Maine Public Schools
- BOBBI CIRIZA HOUTCHENS, Independent Consultant
- DYLAN CONGER, Associate Professor of Public Policy, George Washington University
- RICHARD P. DURÁN, Professor of Education, University of California, Santa Barbara
- LINDA M. ESPINOSA, Former Professor of Early Childhood Education, University of Missouri, Columbia
- EUGENE E. GARCIA, Professor Emeritus, Mary Lou Fulton Teachers’ College, Arizona State University
- FRED GENEE, Professor of Psychology, McGill University
- CLAUDIO O. TOPPELBERG, Research Scientist, Judge Baker Children’s Center and Assistant Professor, Department of Psychiatry, Harvard Medical School
- LILY WONG-FILLMORE, Jerome A. Hutto Professor of Education Emeritus, University of California, Berkeley
Study Staff
SUZANNE LE MENESTREL, Study Director
PAMELLA ATAYI, Program Coordinator
REBEKAH HUTTON, Associate Program Officer
AMY STEPHENS, Program Officer
NATACHA BLAIN, Director, Board on Children, Youth, and Families
HEIDI SCHWEINGRUBER, Director, Board on Science Education

For more information:
Bobbi Ciriza Houtchens
Email: bhoutchens@yahoo.com