Dual Language Education: Access, Equity, and Excellence

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OELA Multiliteracy Symposium

May 6, 2019

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My Personal Trajectory
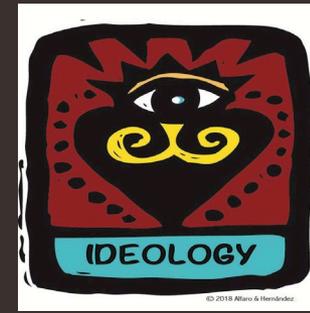
- **Born and Raised on the Mexicali/Calexico Border**

- **Heritage Spanish Speaker**

- **Primary and Secondary Bilingual School Teacher**

- **Public School (K-12) Administrator**

- **Professor, Bilingual Teacher Educator**

- **Chair, Dual Language Education Department**

- **Director, Formadores de Docentes Binacionles/Bilingües**
  - *Students We Share Project*

- **30 Years of Teaching and Leadership Experience**

- **Provost Chair of Faculty Diversity & Inclusion (Current)**

Efficacious *Dual Language Education* leverages the linguistic capital of immigrant youth and heritage speakers to realize their academic potential.

(Alfaro, et al., 2015)

A Changing Linguistic Movement

1 in 4 persons in the U.S. speaks a language other than English at home (U.S. Census, 2016)

"English learners are more likely than any other group to be taught by teachers who lack the appropriate preparation."

(Gándara, Maxwell-Jolly, & Rumberger, 2008)

Alfaro
2019

California: Most Cultural & Linguistic Diverse State in the Nation

CALIFORNIA

There are approximately **6 million** students in public schools: Pre-K-12

- 1,346,333* are English learners (ELs)
- 1,339,566 identified another language in the home but are fluent in English

Over 2.6 million students come from homes where there is another language spoken

* Based on 2012-13 language census

California Prop 58 Multilingualism for All

- Beyond Two Decades of Restrictive Language Policies (Prop 227)

- Exponential Growth of Dual Language Programs

- Careful Dual Language Education Planning

- Shortage of Highly Qualified Bilingual Teachers

- Gentrification of Dual Language Programs

  - Limited access for English Language Learners

    - Cautionary Notes (Valdes, 2018; 1997)

A Changing National Context

Dual Language Education Programs

State Standards

Common Tests

Accountability Systems
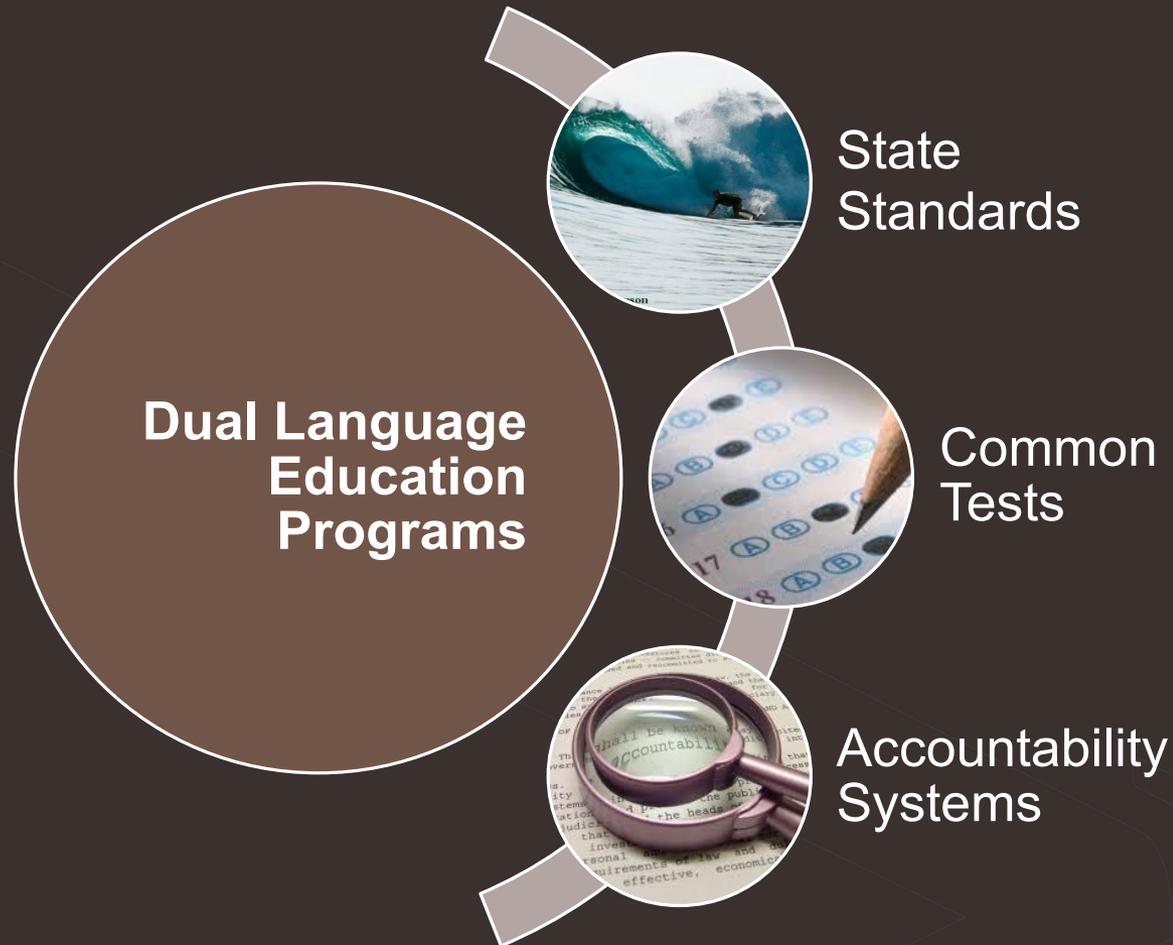
Dual Language Education Complex Realities

Students come to school with a range of background experiences:

- Cultural and linguistic backgrounds and experiences

- Formal schooling

- Proficiency in their primary language and English

- Socioeconomic status

- Mixed documented/undocumented status (Migrant)

- Unaccompanied Minors

- Students We Share

Typologies of Bilingual Language Learners

- Bilingual
- Some Spoken English
- No Spoken English
  - Primary Language Literacy
  - Ethnic Background/Dialect
  - Quality of Prior Schooling
  - Socioeconomic Status

HOW DO HIGH PERFORMING DUAL LANGUAGE SCHOOLS LEVERAGE THESE COMPLEXITIES?

Dual Language Education Study 2017-2018

- The Center for Equity, Biliteracy & Education Research (CEBER)

  - http://education.sdsu.edu/ceber

and the National Center for Urban School Transformation (NCUST)

  - https://ncust.com/

identified *Dual Language Schools* that demonstrated evidence of high rates of academic proficiency for all students, regardless of socioeconomic or culture, language background, or special education designation.

NCUST Research

Books that feature findings from190 schools in NCUST studies are:

- Teaching Practices in America's Best Urban Schools (2012)

- Leadership in America's Best Urban Schools (2017)

- Five Practices for Improving the Success of Latino Students (2018)

- Teaching Practices from America's Best Urban Schools: A Guide for School and Classroom Leaders—Second Edition (2019)

- Urban Dual Language Schools: Access, Equity, and Excellence (forthcoming: Alfaro, Hernandez, Maldonado, Johnson)

Moving Toward a New Excellence Framework

- Previous NCUST studies have identified three critical characteristics in <u>urban schools across the nation</u> where all students demonstrate high achievement:

- (a) a positive transformational culture,
- (b) access to challenging curricula for all students, and
- (c) effective instruction that results in engagement and mastery.

Dual Language Schools Access, Equity & Excellence

- In 2017-18 our study identified four California urban dual language schools that demonstrated equitable policies, practices, and evidence of high academic proficiency (in two languages) for all students.

- Today's presentation documents findings from processes associated with the collaborative research study conducted by NCUST and CEBER researchers.

- America's Best Urban Schools Symposia 2018 Dual Language Category: https://ncust.com/

Key Research Question

Question: *What are the indispensible qualities of high performing urban dual language schools with "Equity" at the core?*

Dual Language Study

- **Research Design:**
  - Mixed methods study was guided by the naturalistic inquiry paradigm (Creswell, 2016).
- **Data Collection Procedures:**
  - Included academic achievement data (in two languages), surveys, interviewing teachers and principals, students, families, observing and video taping in classrooms, and writing field notes and memos (Meriam, 2009; Patton, 2002).

K-8 Qualification Criteria:

- **Urban Location: M**etropolitan area with 50,000 K-8or more residents.

- **School-Wide** Dual Language Program: (5 year minimum implementation)

- **Non-Selective Admissions: No** Academic Criteria to attain or retain admission.

- **Low-Income Eligibility:** Elementary schools in which the highest grade is grade six or lower, at least 60% of the students enrolled (both in the prior and the current year) must have met eligibility criteria for free- or reduced-price lunch.

  - For middle schools (grade nine or lower), at least **50%** of the students must have met the same criteria.

Criteria Continued

- **High Rates of Academic Proficiency:** School shows evidence that the percentage of students demonstrating proficiency on state assessments was higher than the average of all schools in the state (within the same grade span grouping). The school must have exceeded the state average.

- **High Rates of Academic Proficiency for Every Racial/Ethnic Group:** The school must indicate the percentage of students from each racial/ethnic group who achieved academic proficiency.

- **Evidence of High Achievement for English Learners:** If more than 20 students are identified as English learners, the school must present evidence that a high percentage of English learners are progressing toward proficiency with the English Language.

Dual Language Schools
2017-2018 Study

Dual Language Guiding Principles for implementing quality dual language programs:

(a) program structure

(b) curriculum

(c) instruction

(d) assessment and accountability

 (e) staff quality and professional development

 (f) family and community

(g) support and resources

Data Sources

<u>Data sources analyzed include:</u>

- (a) applications

- (b) photographs of teacher-student activities

- (c) video submissions of instructional delivery

- (d) interviews with stakeholder representatives including students and students' families

- (e) implementation of the Guiding Principles for Dual Language Education

- (f) classroom observations

Three Pillars:
Guiding Principles of Dual Language Education

[EQUITY]

Bilingualism & Biliteracy

High Academic Achievement

Sociocultural Competence

Pillar One: Bilingualism and Biliteracy

[Bicognition]

- Students are able to [**critically think**] **speak** and **understand each** of the **two** program **languages**.

- Students can also **read**, **write**, **translate**, and **use** each of the **two** program **languages** to **support** the **continued growth** of **the other**.

Pillar Two: High Academic Achievement

- Students are **able** to **achieve** grade-level **expectations** in **core areas** and **special courses** in **both** program **languages**.

- **Special education**, **gifted** & **talented**, and **intervention** [enrichment] **services offered** in **both** program **languages**.

Pillar Three: Sociocultural Competence

- **All** stakeholders **work** to **ensure equity** by **understanding** and **advocating** for the **culturally**, **linguistically**, and **socio-economically diverse** **needs** of **all**.

- **Also includes** the **use** of **multiethnic curriculum resources** and **valuing** families' **home culture**, **languages**, and **dialects**.

Foundation to DL Education: Ideology—Pedagogy—Access--Equity

EQUITY

Bilingualism & Biliteracy

High Academic Achievement

Sociocultural Competence

Ideology, Pedagogy, Access & Equity (IPAE)
(Alfaro & Hernandez, 2016)
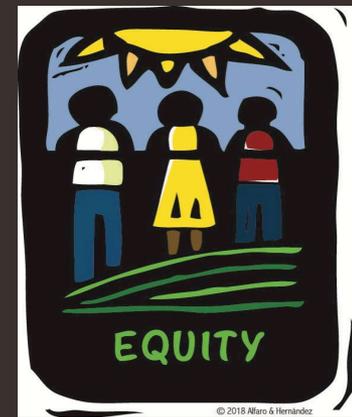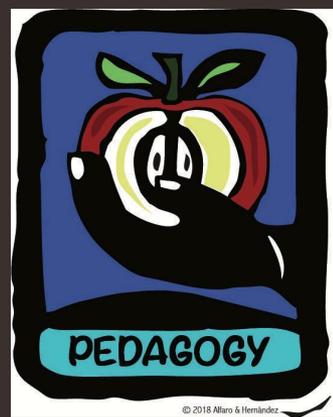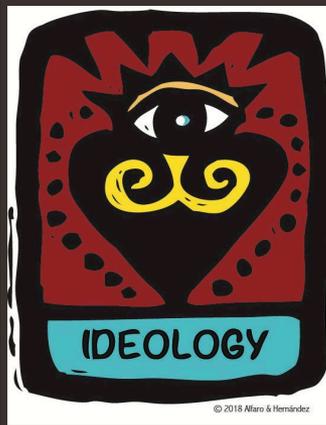
- The intersection of ideology, pedagogy, access and equity (IPAE) in dual language programs served as the framework for program evaluation.

- Alfaro & Hernández (2016) define IPAE as the critical tenets that *intentionally and strategically* inform how schools develop students' bilingualism, biliteracy, bicognition, and multiculturalism.

- http://www.bilingualeducation.org/ME/ME2016.pdf

Ideological Clarity

Beacon

Teacher announces or denounces teaching for equity and social justice.
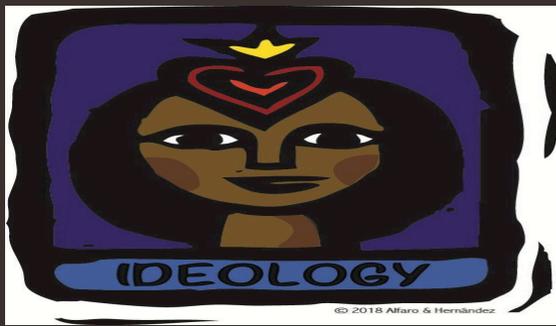
Ideological Clarity

- Educators deconstruct their unconscious ideologies to free their minds from hegemonic practices perpetuated by society (Alfaro & Bartolomé, 2016; (Ek, Sánchez, & Cerecer, 2013; Palmer & Martinez, 2017).

- Critical Consciousness Development

  - Being a member of the same ethnolinguistic or language group does not guarantee that an educator will hold counterhegemonic views.

Teacher/Scholar

1. What beliefs, values, and epistemological theories and research inform your thinking and your practice?

2. What are the political, social, cultural, linguistic, gendered, and emotional circumstances in which you have learned?

3. What kind of teacher are you?

4. What do you want your students to know and do well?

5. What kind of changes do you need to make to your teaching to enhance your students' bi-cultural funds of identity and biliteracy development?

Pedagogical Perspective and Clarity

How does your ideology manifest in your classroom practice/leadership?
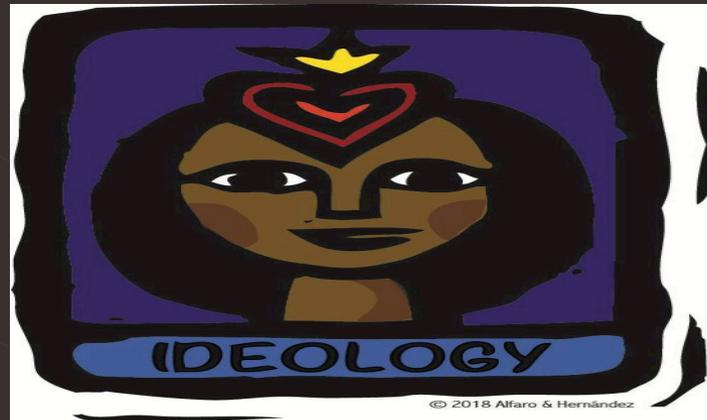
Focusing on *critical consciousness*: (Cervantes-Soon et. al, 2017; Freire, 2016; Valenzuela, 2016)

Pedagogical Perspective and Clarity

PEDAGOGY

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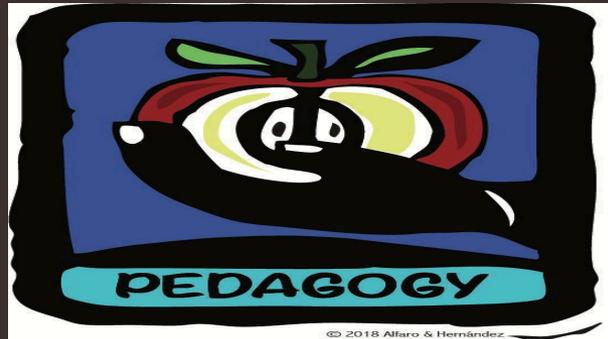
- Do teachers' values and core beliefs manifest themselves in their classroom practice?

- In addition to mastering technical skills, partner language, and content knowledge teachers need to examine how their ideology informs their classroom practice.

Pedagogical

CLARITY

1. What core values and research inform my practice?

2. What messages do I send to my students?

3. How do I demonstrate respect for my students' cultural and linguistic wealth?

4. Have I created a dialogical classroom environment or do I deposit knowledge?

5. Do I build on my students' assets/funds of knowledge?

6. Do I honor my students' non-standard language use while teaching standard language?

7. Do I co-construct knowledge with my students?

Pedagogical Practices

- Teacher dispositions that lead to effective instruction

- Shift from a deficit to an asset based perspective

- Collaborative nature of teaching

- Authentic Engagement

- Understand language complexities

- Innovative language instruction

- Culturally and linguistically contextualized pedagogy

- Strong commitment and caring for their students

- Deep knowledge and understanding of the shifts in the State Standards

- *Dialogical Classrooms*

 - Language of Ideas and language of Display (Bunch, 2010)

Sandra Cisneros
Hairs · Pelitos
A story in English and Spanish from The House on Mango Street

La Mariposa
Francisco Jiménez
Illustrated by Simon Silva

In the Barrio
Written by Alma Flor Ada
Illustrated by Liliana Wilson Grez

BESTSELLER INTERNACIONAL
CARAMELO
SANDRA CISNEROS
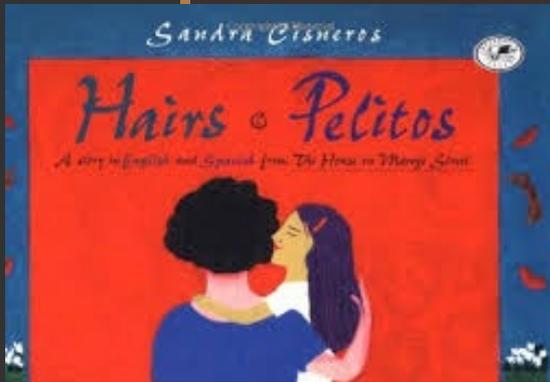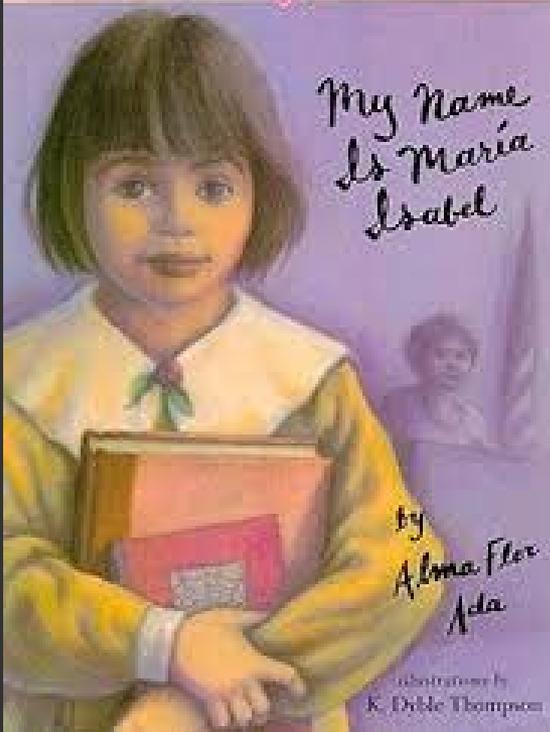
An Aladdin · Chapter Book
My Name Is María Isabel
by Alma Flor Ada
illustrations by K. Dyble Thompson
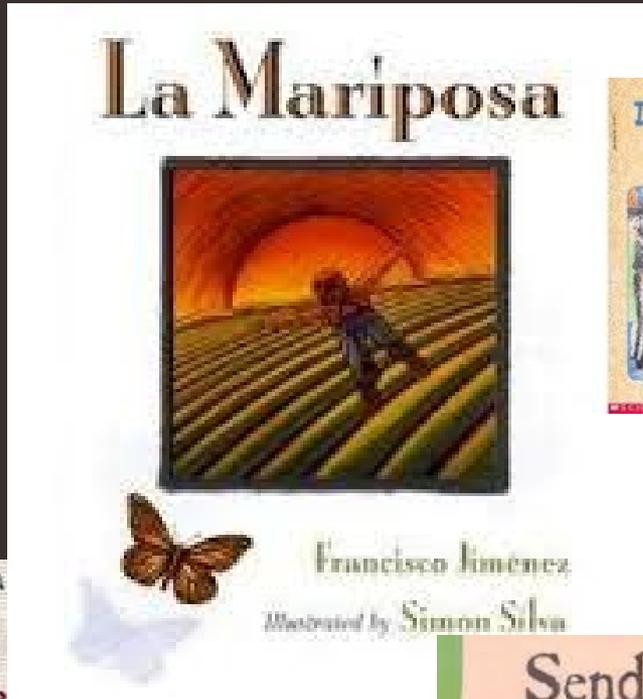
Sandra Cisneros
The House on Mango Street
"Sandra Cisneros is one of the most brilliant of today's young writers. Her work is sensitive, alert, nuanceful, rich with music and picture." —Gwendolyn Brooks

Senderos fronterizos
Continuación de Cajas de cartón
Francisco Jiménez

Gathering the Sun
An Alphabet in Spanish and English

Alma Flor Ada
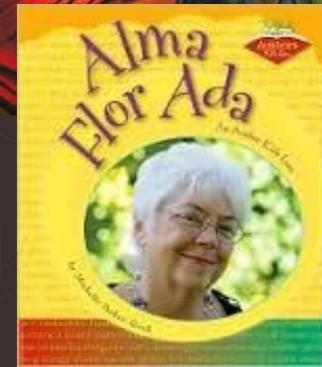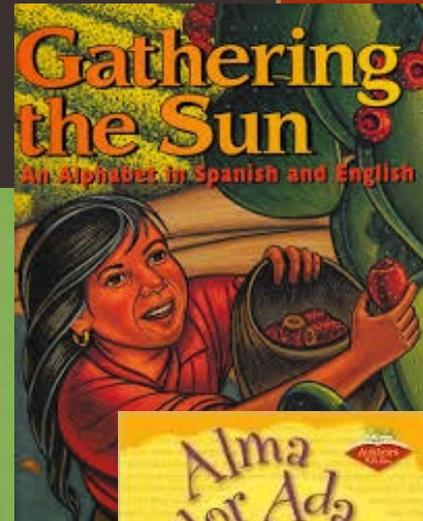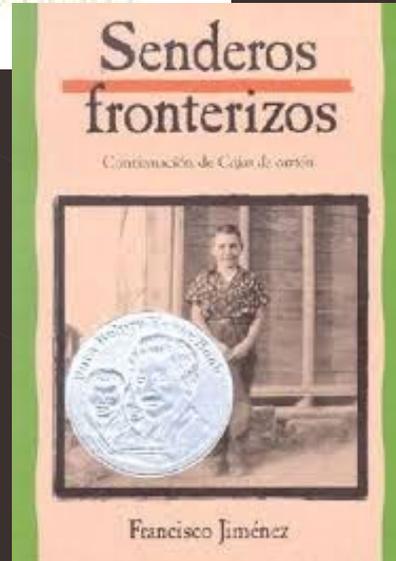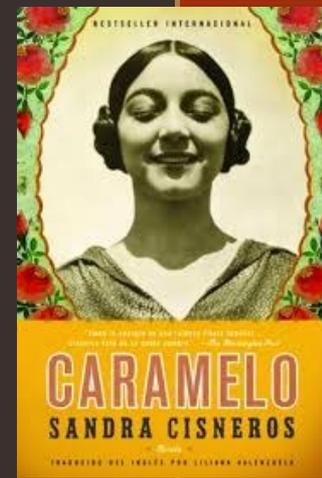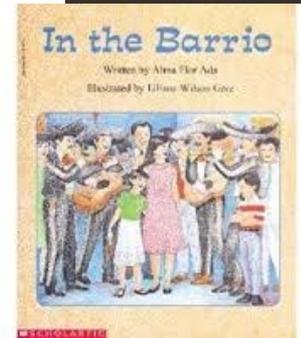
Addressing the Complexity of ELs' Academic Achievement
(Santos, Darling-Hammond, & Cheuk, 2012)

- **Language Progressions**

  How do students learn language, both in terms of general language acquisition and in terms of the acquisition of **discipline-specific** academic language?

- **Language Demands**

  What kinds of **linguistic expectations** are embedded within specific texts and tasks with which students are being asked to engage?

Complexity of Language (continued)

- **<u>Language Scaffolds</u>**

  What specific representations and instructional strategies can be used to help students gain access to the concepts as well as to the language they need to learn?

- **<u>Language Supports</u>**

  How can classrooms and schools be organized to support students in continually building a deep understanding of language and content?

Access for All

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- Who gets to participate in Dual Language Education?

- How do language and power fit into the Dual Language Education classroom?

ACCESS

1. Who has my attention?

2. How do I apply rigor and high expectations for all learners?

3. How do I strategically create universal access for all students?

4. Who are my thriving students?

5. Who requires additional scaffolding? Why?
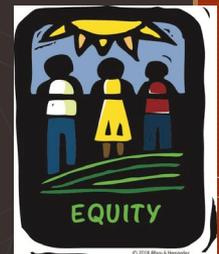
EQUITY

Equity–Core of Dual Language Education

Defines & positions the sociolinguistic & sociocultural goals for safe democratic spaces, group membership & balancing language status in our practice (Potowski, 2004).
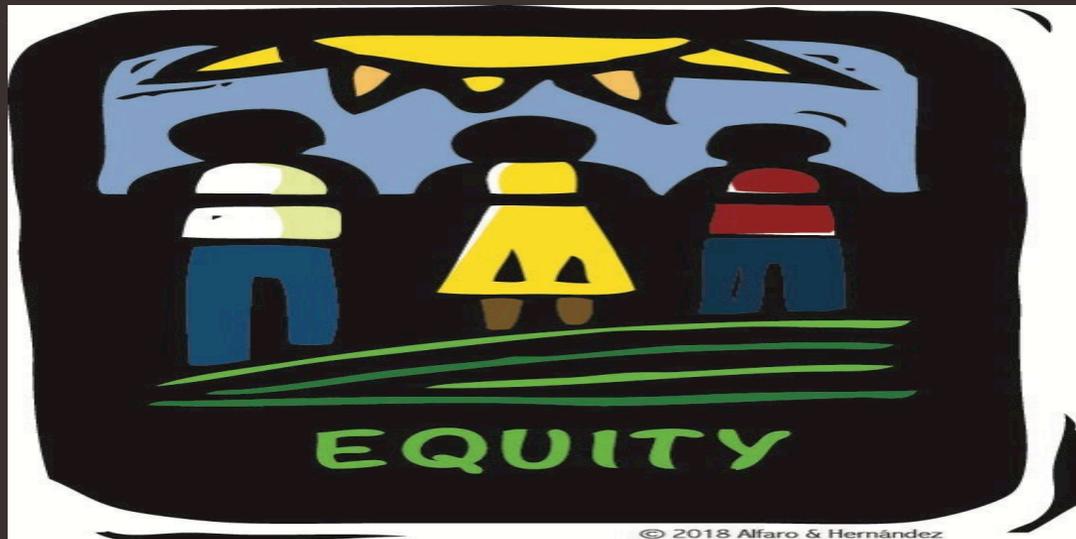
Urban Dual Language School Excellence

**Collaborative Disposition**

Teacher-Scholar Advocate

Linguistic and Cultural Efficaciousness

Knowledge in Content Areas {Standards & Assessments}

Equity and Access

**Pedagogical Clarity

**Ideological Clarity

Critical Consciousness
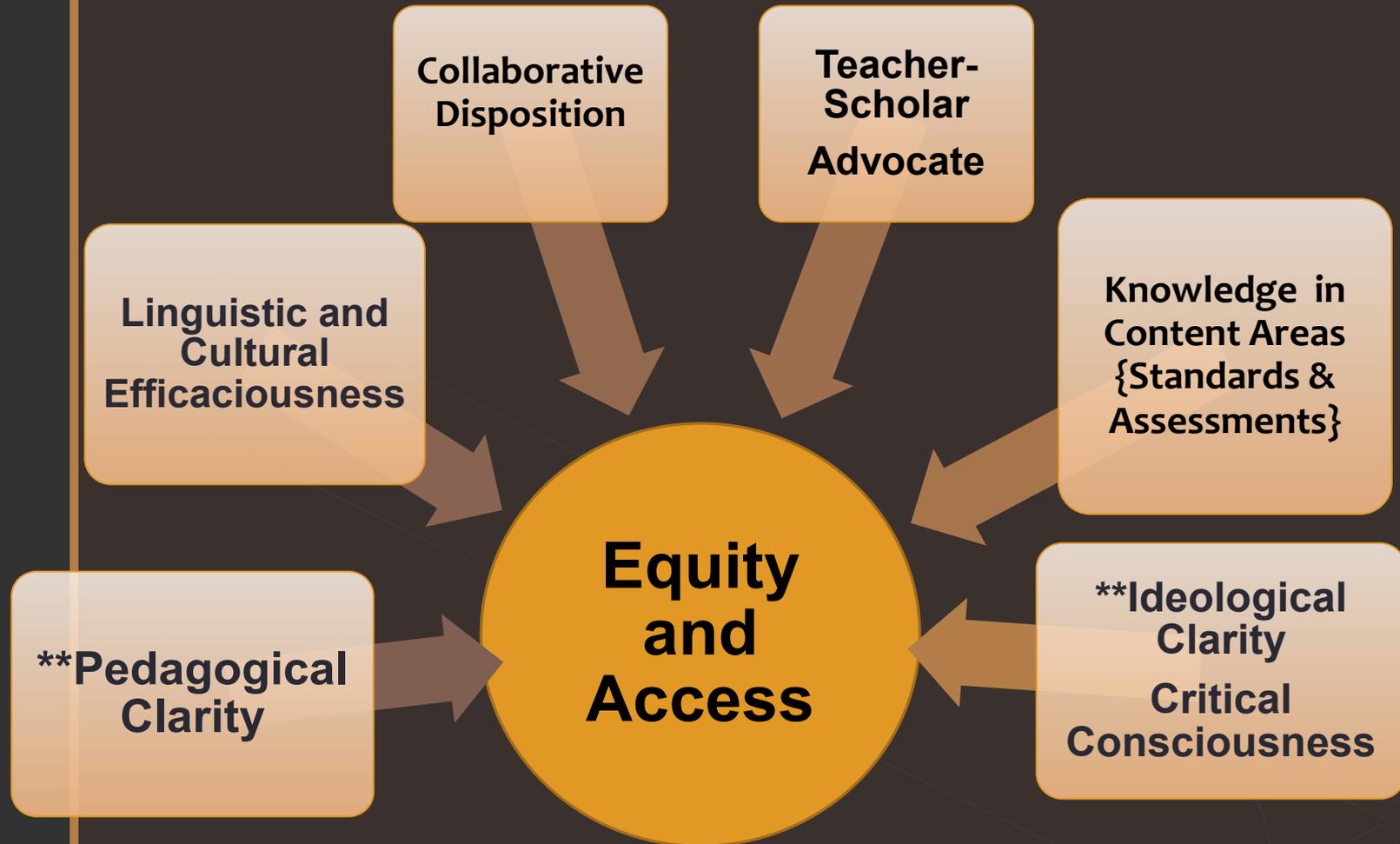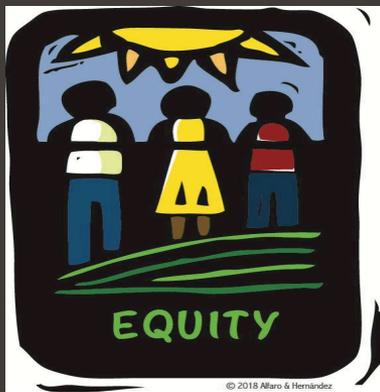
Equity Based School Practices

- Tests, electives, assemblies, sports, fairs, & other school wide practices conducted in English partner language (Spanish) clearly send messages associated with status of the partner language.

  - Heritage language speakers can have a tendency to conform to the language of their dominant classmates to assert their status & competence in English, even newcomers.

Discourse From the Periphery to the Center

- **Raise the bar for content learning and relevant disciplinary language(s)**

- **Define language beyond cognitive terms: Discourse**
  - **Teacher to student, student to student, and student to teacher**
    - **Translanguaging Practices**
  - **Call students to evaluate complex texts:**
    - **Construct effective arguments**
    - **Communicate intricate information**
    - **Make conjectures**
    - **Understand reasoning of others (perspectives)**

Families and Communities

- Families and communities were consistently consulted in making decisions.

- Provided research and education professional learning opportunities for all family and community members.

- Families felt a sincere care, valued, and respected.

College and Career Readiness Skills: English Language Arts

- Students engage deeply with **complex text** within and across all content areas.

- Emphasis on text complexity and language (academic vocabulary and function).

- Increased emphasis on building knowledge from informational text.

- Students expected to produce and use evidence in text to justify their views.

Cognitive Planning Considerations

- College and Career Readiness Anchor Standards and Grade-Specific Standards Work in Tandem
  - Interconnected
  - Interrelated
  - Interdependent

College and Career Readiness Anchor Standards

Grade-Specific Standards
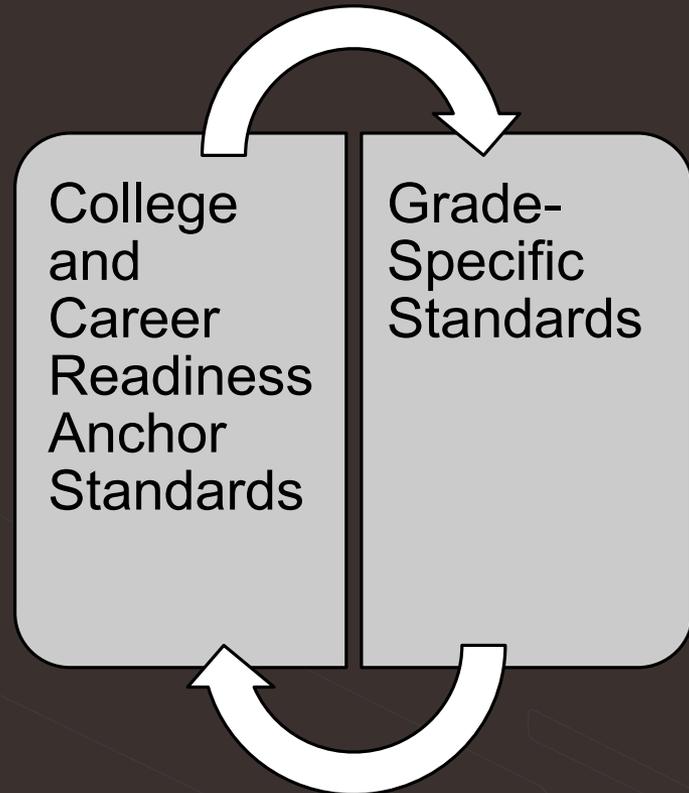
College and Career Readiness Standard

- Language

  - Demonstrate command of the conventions of standard English/Spanish grammar and usage when writing or speaking (CCSS.L.7.1)

- Speaking and Listening

  - Present claims and finding (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS.SL.7.4).

Sample College and Career Ready Dual Language Learner

- 7th grade Spanish/English Dual Immersion classroom

- Formal oral presentation on academic topics to parents and community members

- VIDEO HERE

CAMINANTE NO HAY CAMINO EL CAMINO

TRAVELER THERE IS NO ROAD, THE ROAD IS CREATED AS WE WALK.

ANTONIO MACHADO

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