Meeting the Challenge of Dual-Language Learning

Sponsored by Istation
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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Meeting the Challenges of Dual Language Bilingual Education

Education Week Webinar - October 13, 2020

Elena Izquierdo: Professor, University of Texas, El Paso
Patrick Werito: DLeNM Coordinator for Tribal Initiatives
David Rogers: DLeNM Executive Director
Mission: To develop, support, and advocate for high-quality dual language enriched education in New Mexico and beyond
AGENDA

• Introductions

• Definition of Dual Language Bilingual Education

• Why Dual Language Education Matters? – Primary reasons :
  1. DLBE builds on the linguistic and cultural capital of our communities
  2. DLBE can close the achievement gap between culturally and linguistically diverse students and their white peers
  1. DLBE is a true educational model for equity!

• Sustaining Effective Dual Language Bilingual Education

• Current Struggles Amplified – How do we respond?
Definition:

Dual Language Bilingual Education Programs.

Dual language is a form of bilingual education in which students are taught literacy and content in two languages. (Diné, Español, English, etc.)

Dual Language Education of New Mexico:  www.dlenm.org
Three Pillars of Dual Language Education

Bilingualism & Biliteracy
High Academic Achievement
Sociocultural Competence

Available for download FREE from the Center for Applied Linguistics

www.cal.org
Reasons for Dual Language Bilingual Education

“Dual Language Bilingual Education builds upon the linguistic and cultural capital of our communities, and preserves our heritage”

Patrick Werito – DLeNM’s Coordinator of Tribal Initiatives
DINÉ LANGUAGE DATA

Source: The Status of Native Languages, An Overview of the US Census Bureau’s Data (Florian Tom Johnson)
Full Participation in your community requires language for traditions, ceremony, prayer, politics and . . . language vitality!
Reasons for Dual Language Bilingual Education

“What we need to do is turn the achievement gap into an opportunity gap between monolingual and students”

Wilma Valero – Former Director of ELL Services: U-46 Community School District, Elgin, IL
What the researchers says!

“What Dual Language Education ensures is complete closure of the achievement gap between English Language Learners and their Native English Speaking Peers”

Dual Language Education sets the stage for equity and equitable access to quality enrichment education for ALL students”

Drs. Wayne Thomas & Virginia Collier
https://shop.dlenm.org/books

https://www.thomasandcollier.com/
What the research says!

Study of Dual-Language Immersion in the Portland Public Schools, - Nov 2015

Some Findings

1. Students randomly assigned to immersion outperformed their monolingual peers in English reading by:
   1. About 7 months in grade 5 and
   2. About 9 months in grade 8

https://www.rand.org/pubs/research_briefs RB9903.html
Family’s Right to Language and Culture Education

“Our families are as much a part of us as the air we breathe. The language & culture they give us must remain core to our learning.”
– Rosie Marie González-Rogers.

“Where equity in education is important, having equitable access to all members of our families is even more important”
– David Rogers
Dual Language Bilingual Education

- Large Scale DLBE Program Implementation
- Teacher/Principal DLBE Competencies
- DLBE Ongoing Support
- UTEP DLBE Masters Certificate
Increase in funding for Dual Language Immersion programs recommended by the Texas Commission on Public School Finance after a review of data indicated that DLI programs are more effective than other special language programs.
Challenges for Sustaining Quality DLBE

- Conflicting Policies: Transitional Models to DLBE
- Sufficient High Quality Teachers - *DL Ready!*
- Principals & Administrators DLBE Knowledgeable
- Every District Department Role in DLBE
- Communication with Parents/Families Frequent and Regular
- Biliteracy Knowledgeable – *Ongoing!*
- Assessments
- Adequate Materials (non-English Language)
- Unique Professional Learning Needs
Equity must manifest itself throughout the Curriculum!!!
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Resiliency – returning to our language (Native Lens)

In unsettled times, Indigenous peoples have always look towards their language and ways of knowing (epistemology) for guidance, nurture, perseverance and hope (i.e. Navajo code talkers).
Struggle: The pandemic has magnified the limited access to resources for tribal communities – education, health, public safety… - nothing new for tribal communities.

Response: Schools and teachers face a tremendous challenge of reaching their students and homes for virtual online remote learning. Communicating and working with parents is more imperative.
Dual Language Bilingual Education
Struggle During the Pandemic (Native Lens)

**Struggle:** Teaching the Indigenous language (oral approach) presents a challenge when there are limited online resources available for non-written languages.

**Response:** For some students, the home environment allows them to have their grandparents present with them – intergenerational opportunity for language learning.
DLE During the Pandemic (Latino/Hispanic Lens)

1. Time/Stress Management – *Less is more!*
2. Keep Focus on Curriculum and *Languaging*
3. Parent/Family Regular Communication
5. Professional Learning: *DLBE Pillars and the Promise of DLBE*
6. New Spaces for Collaboration
Struggle: High Stakes Testing that was created for a Native English, monolingual student population – not appropriate for all students and not appropriate during this pandemic!

Response: Asset-based assessments allow us to assess what students know in both languages as well as across those program languages.

Response: STOP trying to measure how much learning is being lost during the pandemic and START measuring all that we are learning about student and family engagement and celebrate the effort being put forth to stay connected!!!
Stay on track!

- *Languaging* – all day, everyday in both languages
- Keep the balance – Learning is Constant
- Professional Learning – A Priority!
We have found that . . .

“Effective programs fully engage their communities.”

They build upon your community’s language and cultural assets . . .

especially during the pandemic!!

. . . and they are culturally and linguistically responsive in the curriculum they offer and the instructional approach they take”
“For Indigenous communities, the struggle to revitalize the community language and sustain our ways of knowing is a livelong obligation – pandemic or no pandemic. Being Indigenous isn’t a political or social movement, it’s a way of life.”
La Cosecha 2020

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Join us for the largest dual language conference in the country and celebrate 25 years of the best of our multilingual/multicultural community!

EARLY REGISTRATION DEADLINE JULY 15th

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WWW.LACOSECHACONFERENCE.ORG
Resources -

- **Research on Program Effectiveness**
  - Drs. Thomas & Collier - [www.thomasandcollier.com/](http://www.thomasandcollier.com/)
  - Rand DLE Study (Portland) - [www.rand.org/pubs/research_briefs/RB9903.html](http://www.rand.org/pubs/research_briefs/RB9903.html)

- **Program Design & Implementation**
  - Dual Language Immersion Logic Model (what an effective model includes)
    - [The Logic Model – The Video – Survey](#)
    - [El Modelo – Video – Survey](#)

- **Equity in Education (Using the Asset Lens)**
  - Resource: Massachusetts Institute of Technology – [Educator Mindsets for Equity](#)
  - Resource: Washington State OSPI – [Student Funds of Knowledge Matrix](#)
  - Article: Drs. Deb Palmer and Kathryn Henderson – [Dual Language Bilingual Education Implementation in Unprecedented Times: Issues of Equity Amidst the Coronavirus Pandemic](#)
  - Article (Soleado): Natalie Olague – [Teaching_Asset_Based_Lens.pdf](#)
Q&A
FREE Bilingual Virtual Conference

Date: Thursday, October 29th, 2020
Time: 10 a.m. - 2 p.m. PST
Keynote: Dr. Gloria Gonzalez, “Tailoring dual-language literacy instruction using a multimodal technology approach”
Register: https://bit.ly/3nL2Bhe

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