



What's a DL Program & How Can We Start One?

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What's a DL Program: Agenda

- Introduction & Goals
- Defining Dual Language
- Program Considerations
- Program Challenges
- For Further Information ...
- Q&A



Who are we? What are our goals?

- Lisa Dorner, University of Missouri
 - lisamdorner.com
- And you?
 - Name and where you're from
 - Poll anywhere:
 - **What do you want to know about DL?**
 - Text LISADORNER676 to 37607 to join the session; then text your response.
 - Or visit and respond at: PollEv.com/lisadorner676





The Results

Defining DL Programs

- Instruct in at least two languages (50%)
- Historical roots in bilingual education, 1960s
- DL aims for:
 - Bilingualism and biliteracy
 - High academic achievement in two languages
 - Sociocultural competence, bi-culturalism
 - ...and let's add **equity** (Cervantes-Soon, Dorner, et al.)
- “Prezi” on DL in MO: <http://bit.ly/1PevEFW>



Defining DL Programs

- **Significant** growth in recent years (> 2000)
 - districtadministration.com/dual-language-immersion-programs-surge
- State policies: UT, DE, WY, NC, CA, and growing
- Comparatively effective for designated ELs!
 - www.rand.org/pubs/research_briefs/RB9903.html
- But challenging to implement equitably...
 - <https://www.civilrightsproject.ucla.edu/events/2018/confronting-the-equity-issues-in-dual-language-immersion-programs>





Defining DL Programs

**One-way
Developmental**

S S S S

S S S S

S S S S

S S S S

E E E E

E E E E

E E E E

E E S S

**One-way
Foreign language**

**Two-way
Bilingual Ed**

S S S S

S S S S

E E E E

E E E E

[illegible]

[illegible]

Program Considerations

- Student population
 - Language backgrounds
- Student needs
 - Recent newcomers? Refugees?
- School boundaries (where families live)
- School/district capacity
 - Teachers' certifications, language skills, principal preparation...
- Which language, model? (50/50, 70/30, 90/10)
- Family/community interest and history
- What else?





Guiding Principles in DL Education

<http://www.cal.org/resource-center/publications-products/gp3-pdf>

- Program Structure
- Curriculum & Instruction
- Assessment & Accountability
- Staff & Professional Development
- Family & Community
- Support & Resources



Guiding Principles in DL Education

Program Structure Considerations

- **Program duration:** 7 years to develop academic biliteracy
- **Language allocation:** More time in English does not enhance English outcomes, but more time in partner language *does*.
- **Literacy:** More time in 'less prestigious' language is critical; we gravitate toward English in US; ELs who develop literacy *in their home language* score higher on *literacy tests in English*.
- **Formative testing:** LAS Links Español, American Reading Company, iReady, DRA, DIBELS/IDEL, WebCAPE, STAMP, YCT
- **Standards:** ACTFL, WIDA - see: <http://www.cal.org/twi/standards.htm>



Guiding Principles in DL Education

1 Program Structure

Principle 1

1

All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key Point A

The program design is aligned with program mission and goals.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of	The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain

Common Program Challenges

- Staffing
- Professional development
- Materials, resources, curriculum standards
- Continuation/coordination with current middle/high school programs
- Accountability/testing demands (in English!)
- Recruitment
- Geographic capacity



Common Program Challenges

- Research shows that DL programs struggle to maintain equity for children from minoritized language groups, those designated as ELs.
- <https://prezi.com/vpo7mu3msor3/review-of-inequalities-in-two-way-immersion-programs/>
- Developing DL means . . . interrogating power, critical listening, historicizing schools, and embracing discomfort . . .



Common Program *Solutions*

- “Grow your own”
- Invest! La Cosecha, other conferences
 - www.lacosechaconference.org/
 - l2trec.utah.edu/dliimmersionconference/
- Connect with KC, Carthage, other schools
- Advocate for different testing/accountability
- Meet parents where THEY are
- Develop critical consciousness
 - <http://www.lisamdorner.com/>





Resources

<http://www.cambio.missouri.edu/Documents/ebrief1dornerprint.pdf>

<http://www.cambio.missouri.edu/Documents/2dorner.pdf>



What is Dual Language Education?

Lisa M. Dorner, Ph.D.

University of Missouri-Columbia • Cambio Center • November 2015

Recently, the U.S. Congress made a bipartisan request for a [national commission](#) to study the state of language education in the United States. After an era of declining availability of foreign language education for the general public and fewer bilingual programs for children from immigrant families, this kind of request may mark an important shift in thinking about the importance of multilingualism and related education initiatives.





Resources

<http://www.cal.org/resource-center/publications-products/gp3-pdf>

<https://duallanguageschools.org/>

<https://www.colorincolorado.org/blog/dual-language-instruction-overview-part-i>

<http://carla.umn.edu/immersion/resources.html>

<http://www.cal.org/ndlf/>

Q&A

- *Let's chat!*
- *Your questions?*



Thank you!

Please email [dornerl @ missouri.edu](mailto:dornerl@missouri.edu)
with questions or comments.

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<https://www.facebook.com/moduallanguage/>

GRACIAS!

