



Lisa M. Dorner, Ph.D.

DESE Federal Programs, Sept. 15, 2019

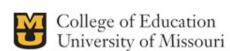
# What's a DL Program: Agenda

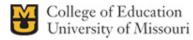
- Introduction & Goals
- Defining Dual Language
- Program Considerations
- Program Challenges
- For Further Information ...
- Q&A



# 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 <u>LISADORNER676</u> to <u>37607</u> to join the session; then text your response.
  - Or visit and respond at: PollEv.com/lisadorner676



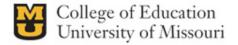




### **The Results**

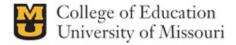
## **Defining DL Programs**

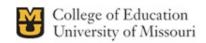
- Instruct in at least two languages (50%)
- Historical roots in bilingual education, 1960s
- DL aims for:
  - Bilingualism and biliteracy
  - High academic achievement in two languages
  - Sociocultural competence, bi-culturalism
  - ...and let's add equity (Cervantes-Soon, Dorner, et al.)
- "Prezi"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



# **Defining DL Programs**

- Significant growth in recent years (> 2000)
  - districtadministration.com/dual-language-immersion-programssurge
- 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/confrontingg-the-equity-issues-in-dual-language-immersion-programs







### **Defining DL Programs**

One-way Developmental

S S S S

SSSS

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E E S S

One-way Foreign language

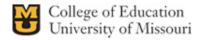
Two-way
Bilingual Ed

S S S S

SSSS

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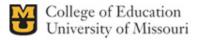
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# **Defining DL Programs – 90/10**

K	1	2	3	4	5



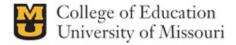


## **Defining DL Programs – 50/50**

K	1	2	3	4	5

## **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

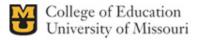
- Program Structure
- Curriculum & Instruction
- Assessment & Accountability
- Staff & Professional Development
- Family & Community
- Support & Resources



### **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**

Program Structure

#### **Principle 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**

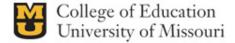
The program design is aligned with program mission and goals.

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

# **Common Program Challenges**

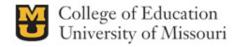
- Staffing
- Professional development
- Materials, resources, curriculum standards
- Continuation/coordination with current middle/high school programs
- Accountability/testing demands (in English!)
- Recruitment
- Geographic capacity





# **Common Program Challenges**

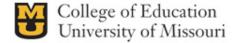
- Research shows that DL programs struggle to maintain equity for children from minoritized language groups, those designated as ELs.
- https://prezi.com/vpo7mu3msor3/review-ofinequalities-in-two-way-immersion-programs/
- Developing DL means . . . interrogating power, critical listening, historicizing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

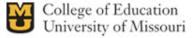


# Common Program Solutions

- "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/



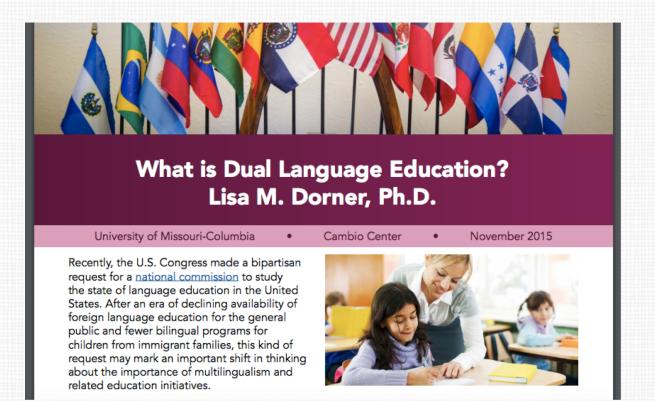


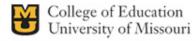




#### Resources

http://www.cambio.missouri.edu/Documents/ebrief1dornerprint.pdf http://www.cambio.missouri.edu/Documents/2dorner.pdf







#### Resources

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

https://duallanguageschools.org/

https://www.colorincolorado.org/blog/duallanguage-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 <u>dornerl @ missouri.edu</u>
with questions or comments.
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<a href="https://www.facebook.com/moduallanguage/">https://www.facebook.com/moduallanguage/</a>
GRACIAS!

