Emerging Pedagogy and Practice in NC Dual Language Schools:
Developing biliteracy proficiency for Spanish-speaking English learners

By Sharon R. Goldman, Ed.D.

El mundo cambia
con tu ejemplo,
NO con tu opinión.

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Program Overview

What We Know about DL

2017 Goldman Study

Processes for DL Program Success

Strategies for Biliterate Learners

Discussion:

How can we get there faster?

Some Acronyms Used Today

BE – *Bilingual education*
BEA – *Bilingual Education Act*
DL/I – *dual language/immersion*
ELL – *English language learner*
ESL – *English as a second language*
EOG – *End-of-grade testing (NC)*
ESEA – *Elementary & Secondary Education Act*
ESSA – *Every Student Succeeds Act*
LEP – *limited English proficient student*
SSLEP – *Spanish-speaking limited English proficient*
LOTE – *language other than English*
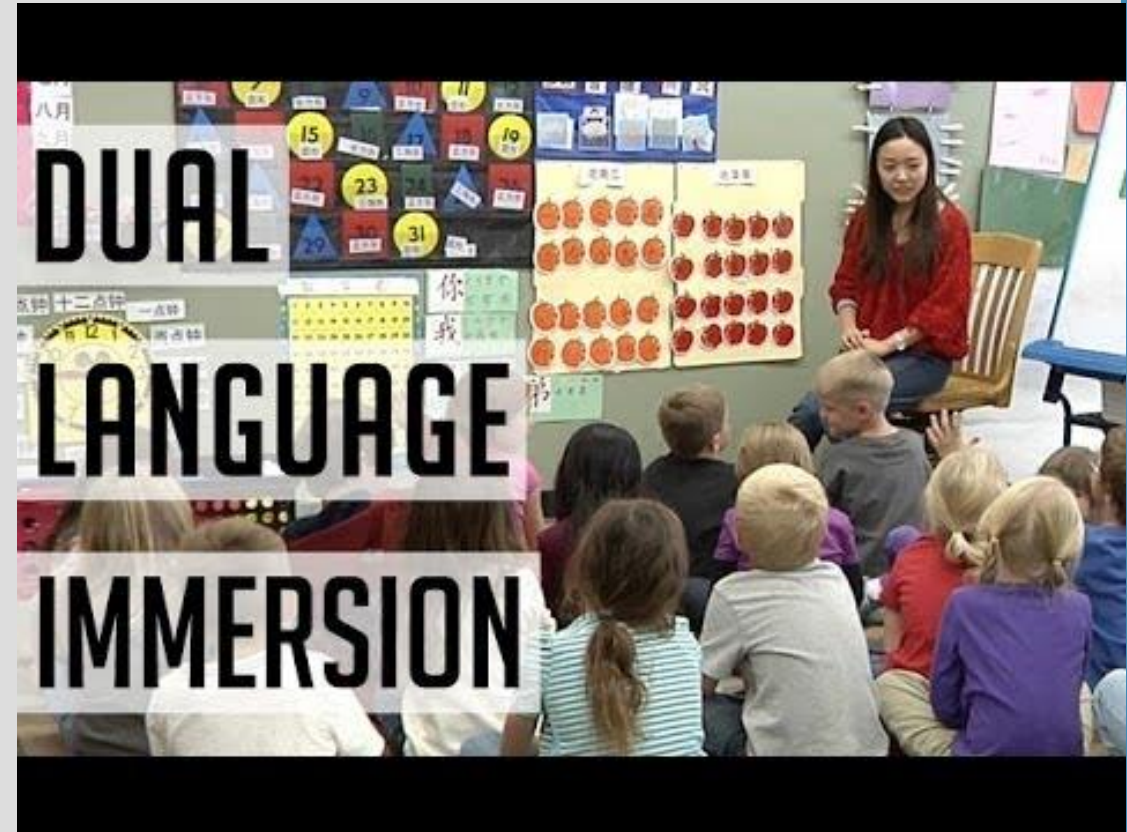**NDL –** *Non-dual language students*
NES – *native English speaker*
NSS – *native Spanish speaker*
OWI – *One-way dual language immersion*
PD – *Professional Development*
TPR – *Total physical response*
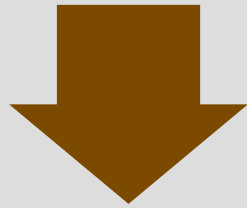**TWI –** *Two-way dual language immersion*

WHAT WE KNOW ABOUT DL

Historic Legislation 1800's – 2015

→ Immigration = subtractive schooling

→ Plessy v Ferguson "separate but equal"

→ Brown v Board of Ed - mainstream

→ ESEA & BEA 1960's

→ NCLB & age of accountability

→ 2015 ESSA

IT'S BEEN A LONG ROAD AND WE'VE GONE THROUGH MANY CHANGES IN THE U.S.
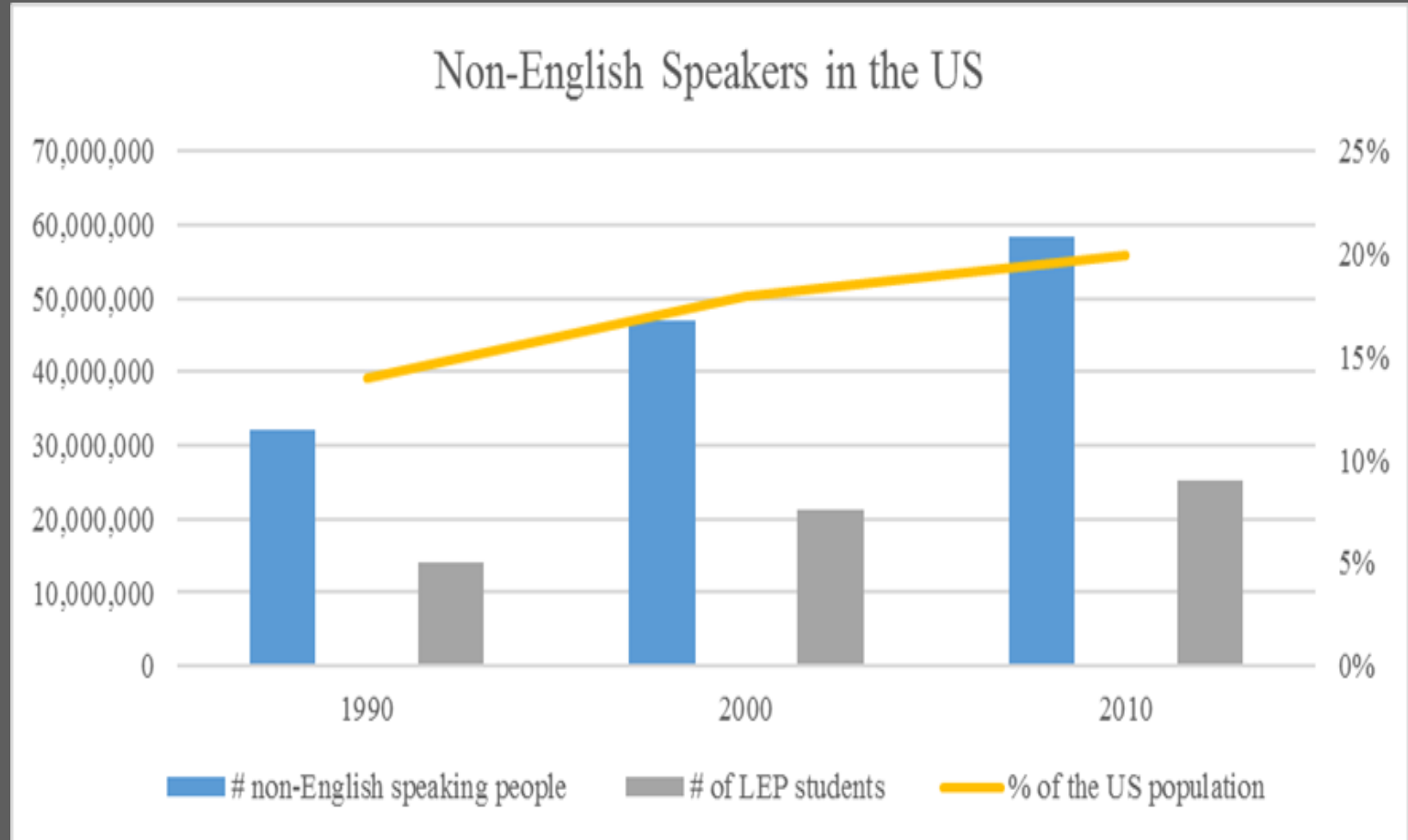
Historic Legislation 1800's - 2015

Population Demographics

DIVERSITY IN THE U.S. BRINGS ABOUT CHANGE IN EDUCATION

POPULATION DEMOGRAPHICS

✓ 65.5 M in US do not speak English

✓ 43% of immigrants >15years no basic English skills

Non-English Speakers in the US

Legend: # non-English speaking people | # of LEP students | % of the US population
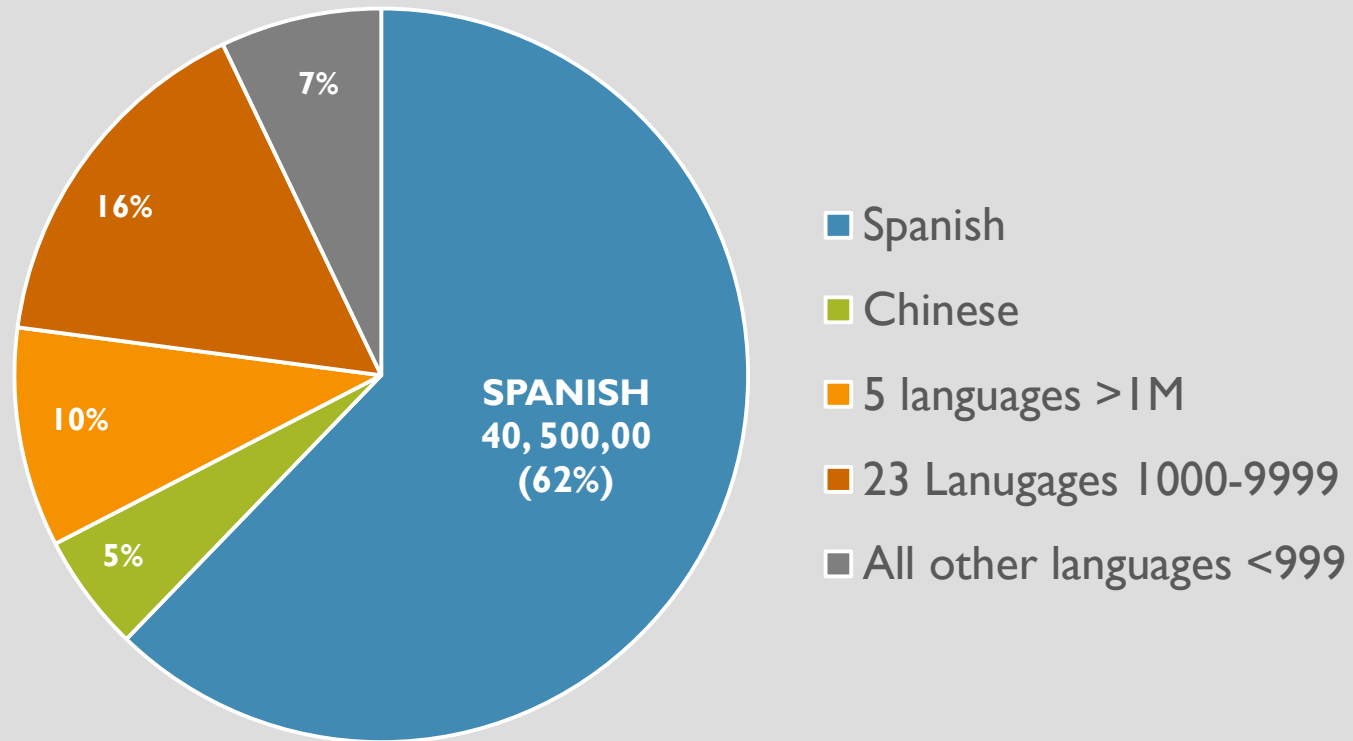
Historic Legislation 1800's - 2015

Population Demographics

US Language Diversity

OVER 237 OTHER LANGUAGES ARE SPOKEN BY RESIDENTS IN THE U.S.

US LANGUAGE DIVERSITY

ELLs Home Languages

SPANISH
40, 500,00
(62%)

7%

16%

10%

5%

- Spanish
- Chinese
- 5 languages >1M
- 23 Lanugages 1000-9999
- All other languages <999

Source: Census.gov, 2017

Historic Legislation 1800's - 2015

Population Demographics

US Language Diversity

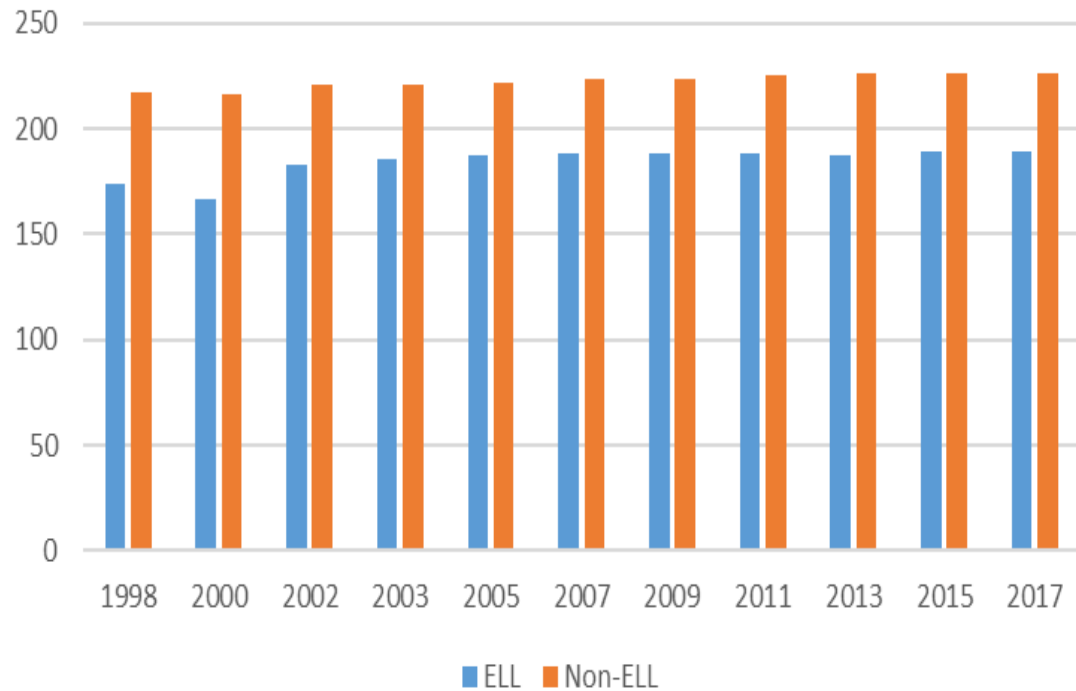Achievement Gaps for ELLs

LET'S TALK ABOUT THE ACHIEVEMENT GAP...

ELL ACHIEVEMENT GAPS IN THE US
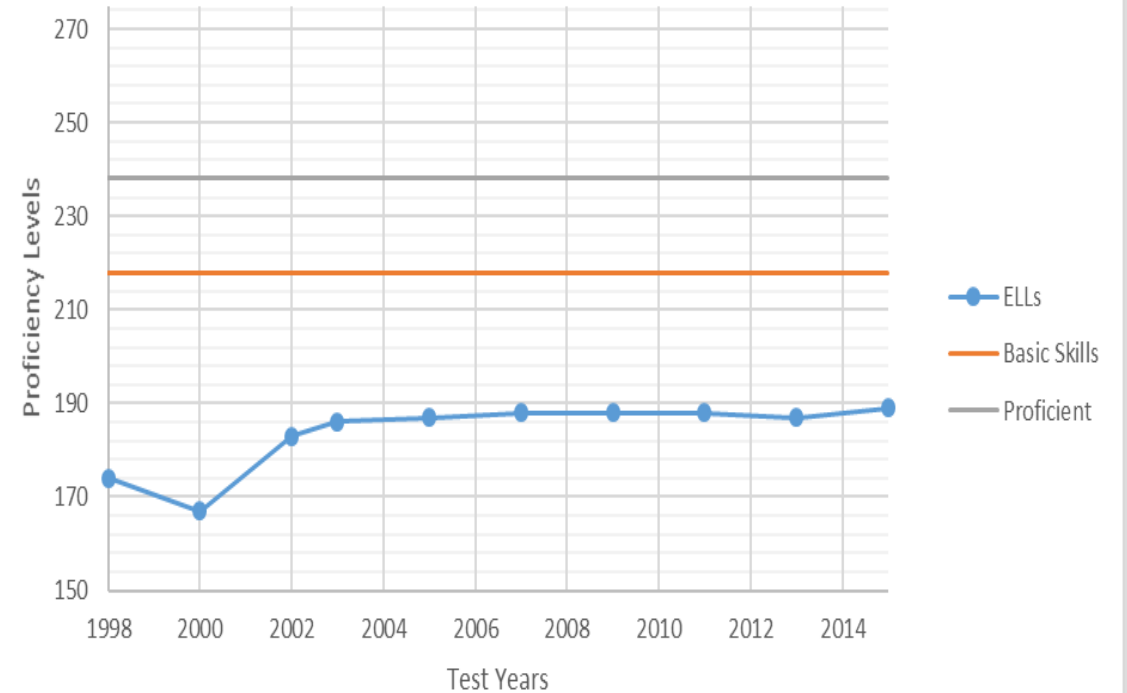
Source: National Center for Educational Statistics, 2017

Historic Legislation 1800's - 2015

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Population Demographics

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US Language Diversity

↓

Achievement Gaps for ELLs

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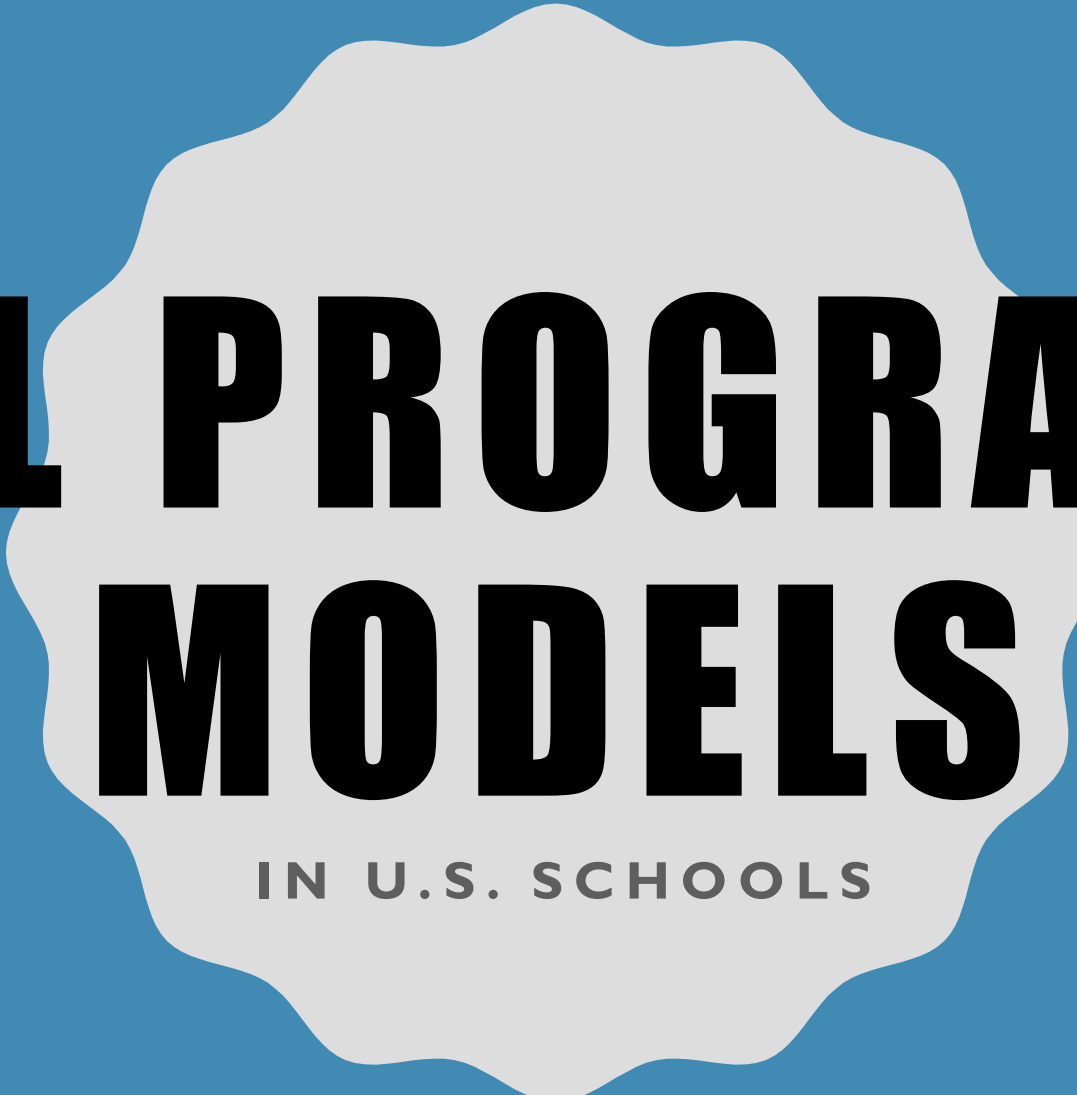
DL Program Models – Subtractive to Additive

WE HAVE MADE A GREAT DEAL OF PROGRESS IN DLE…

YET WE STILL HAVE FAR TO GO!

Handout

DL PROGRAM MODELS

IN U.S. SCHOOLS

SUBTRACTIVE

✓ Early Exit Transitional (EET)

✓ Sheltered Instruction (SIOP)

✓ Late Exit Transitional (LET)

✓ Structured English Immersion (SEI)

✓ English as a Second Language (ESL) or English Language Development (ELD)

ADDITIVE

✓ Two-Way Immersion (TWI)

✓ One-Way Immersion (OWI) or Developmental Bilingual Ed (DBE)

✓ Heritage Language (HLP)

COMPARISON OF SECOND-LANGUAGE PROGRAMS
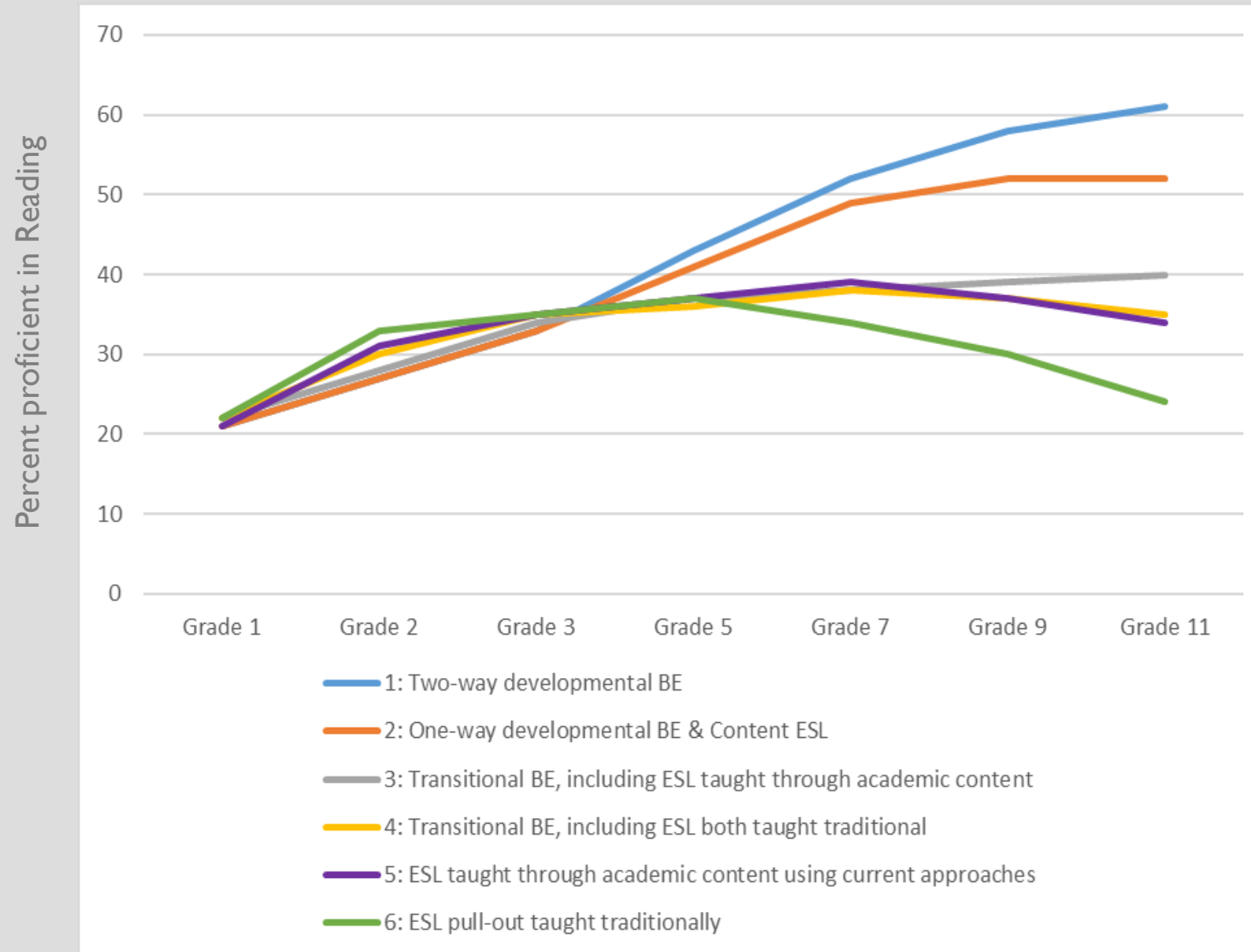
Source: Thomas & Collier, 2002

META-ANALYSIS OF DL RESEARCH

Handout (Blue)

- DL research on reading proficiency in the US

- Studies which began between 1997 and 2015

- Over 1 million students & 824 studies included

- 12 of 16 studies found DL students above non-DL peers

- All found reading proficiency improved with DL

- 75% found dual literacy instruction valuable

- Half reported language transfer skills in literacy

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"Guess what, Charles, Quincy spoke his first words today, and the best part is I couldn't understand a thing he said. He's going to be bilingual."

2017 Goldman Study

The Big ?s

1. WHAT

2. HOW

3. WHEN

NC LANGUAGE DATA

Non-English Speakers in NC

Chart data (1980 Census vs 2011 ACS):
- ALL: 110,420 / 842,352
- #1 - SPANISH: 43,640 / 638,400
- #2 Language: — / 38,552

Legend: ■ 1980 Census ■ 2011 ACS
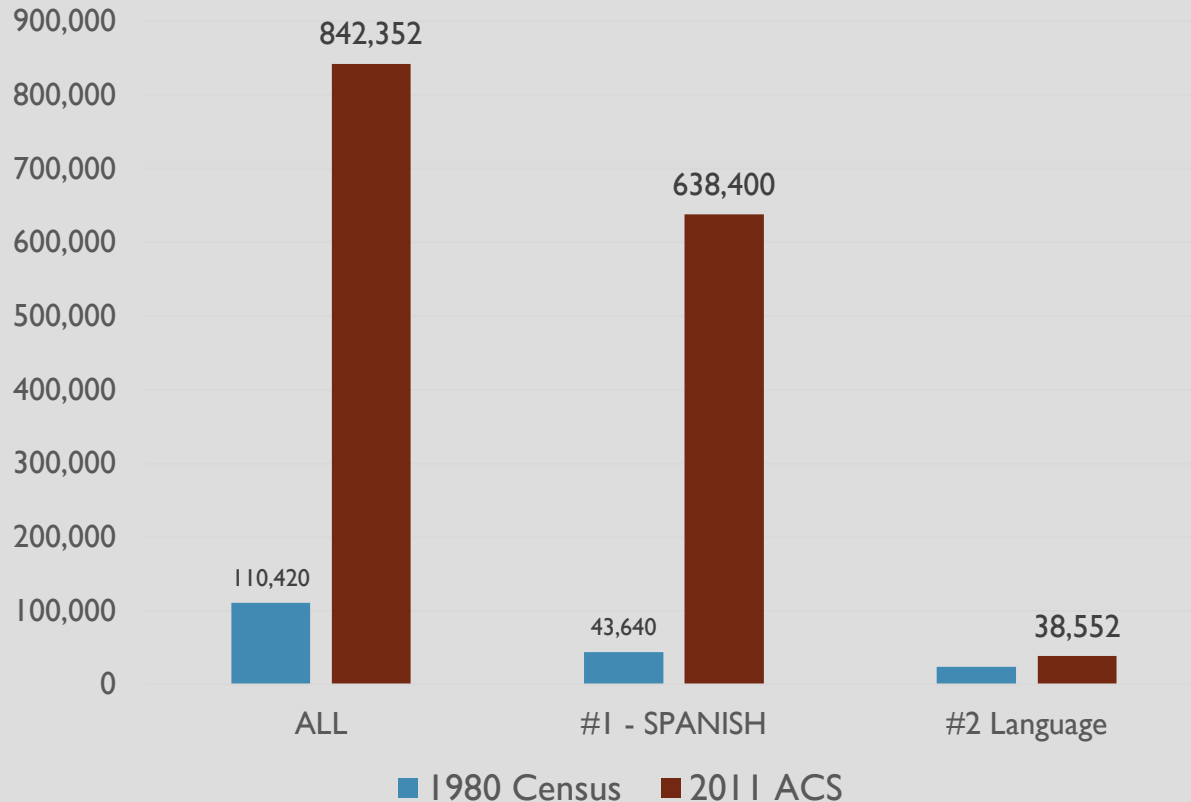
Source: Tipett, 2014

- ✓ Exponential Growth
- ✓ Many Programs for Spanish Speakers
- ✓ Inequities existing for ELLs

ELL ACHIEVEMENT GAPS IN NC
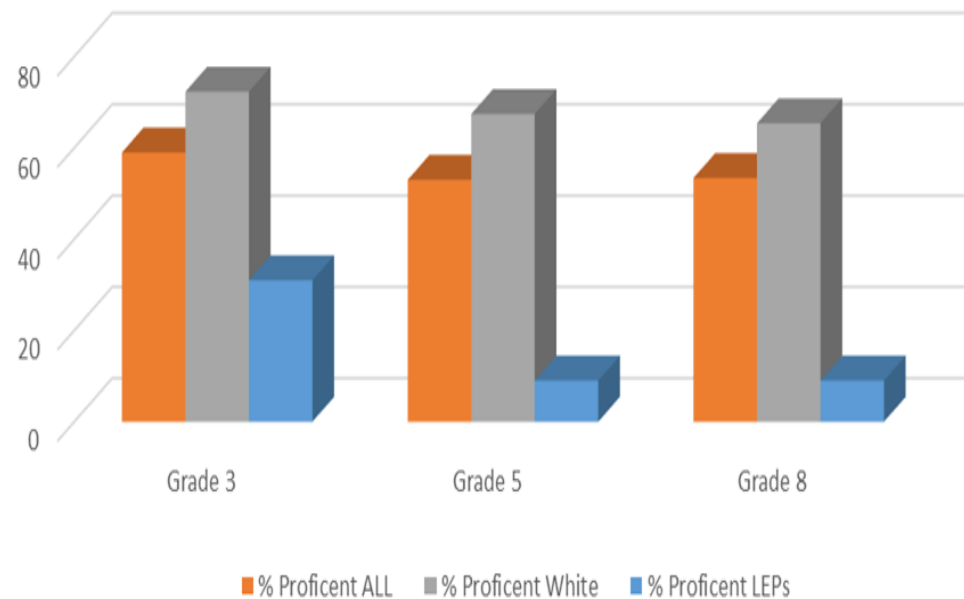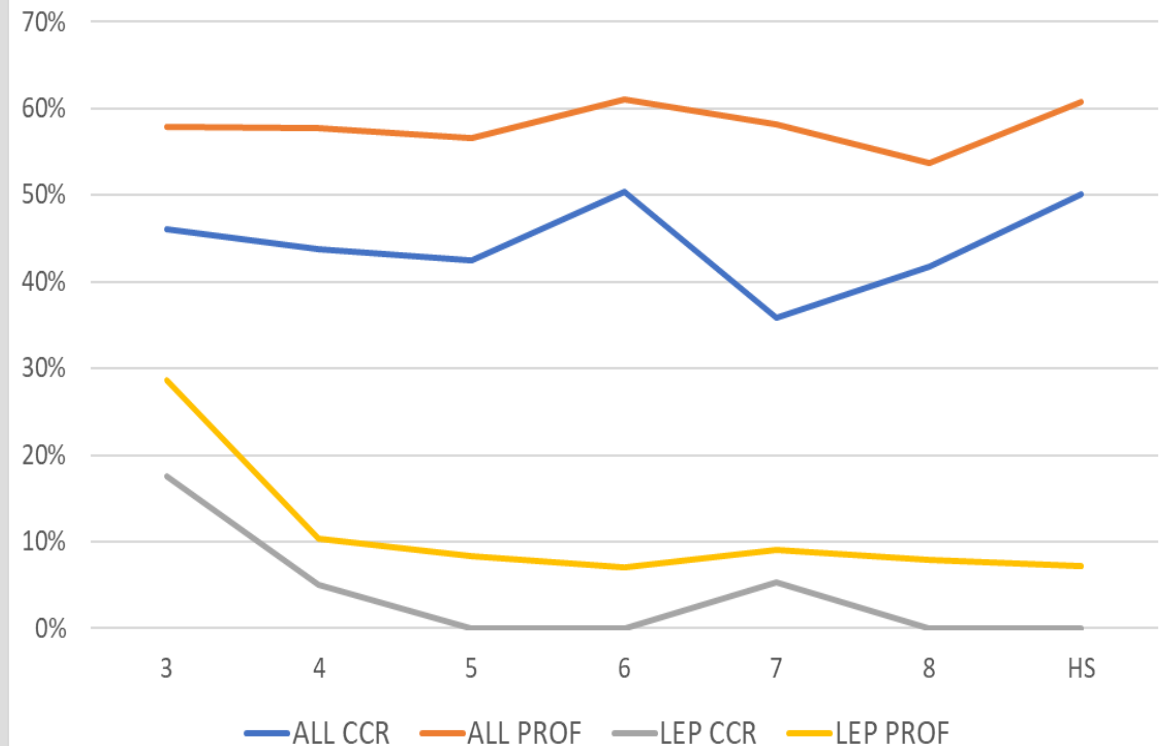
Source: North Carolina Report Card, 2015; 2017

ASSESSMENT DATA COLLECTION

EOG Scores
- Reading Scores
- TWI vs. Traditional
- By School/District
- MS Growth
- District vs. State

LEP Status
- Grades 2-8
- ACCESS Scores
- LEP Exits
- % DL vs. NDL

STUDY RESULTS

Findings *(Handout)*

#1 - Assessments used to measure student success

- *Many different assessments used*

- *EOG scores showed consistent growth for all TWI students*

- *All schools created their own assessments for Spanish proficiency*

SSLEP READING SCORES – 3 YRS

District C Schools
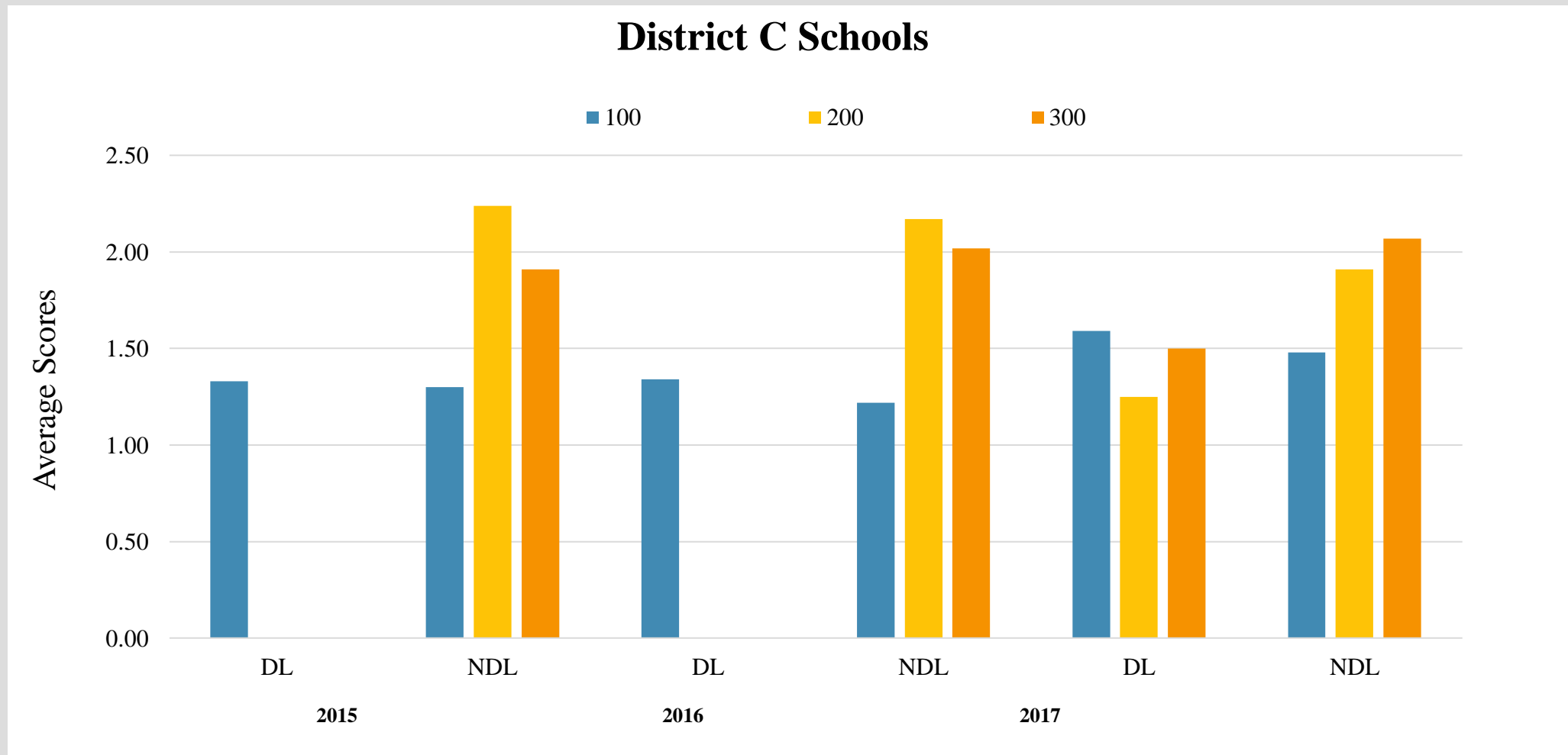
TWI INSTRUCTIONAL PRACTICES

Findings

Vocabulary development

Content-based instruction

Dual literacy instruction

Small group guided reading

Heterogenous collaboration

DL professional development

VALUE RATINGS OF DL STRATEGIES
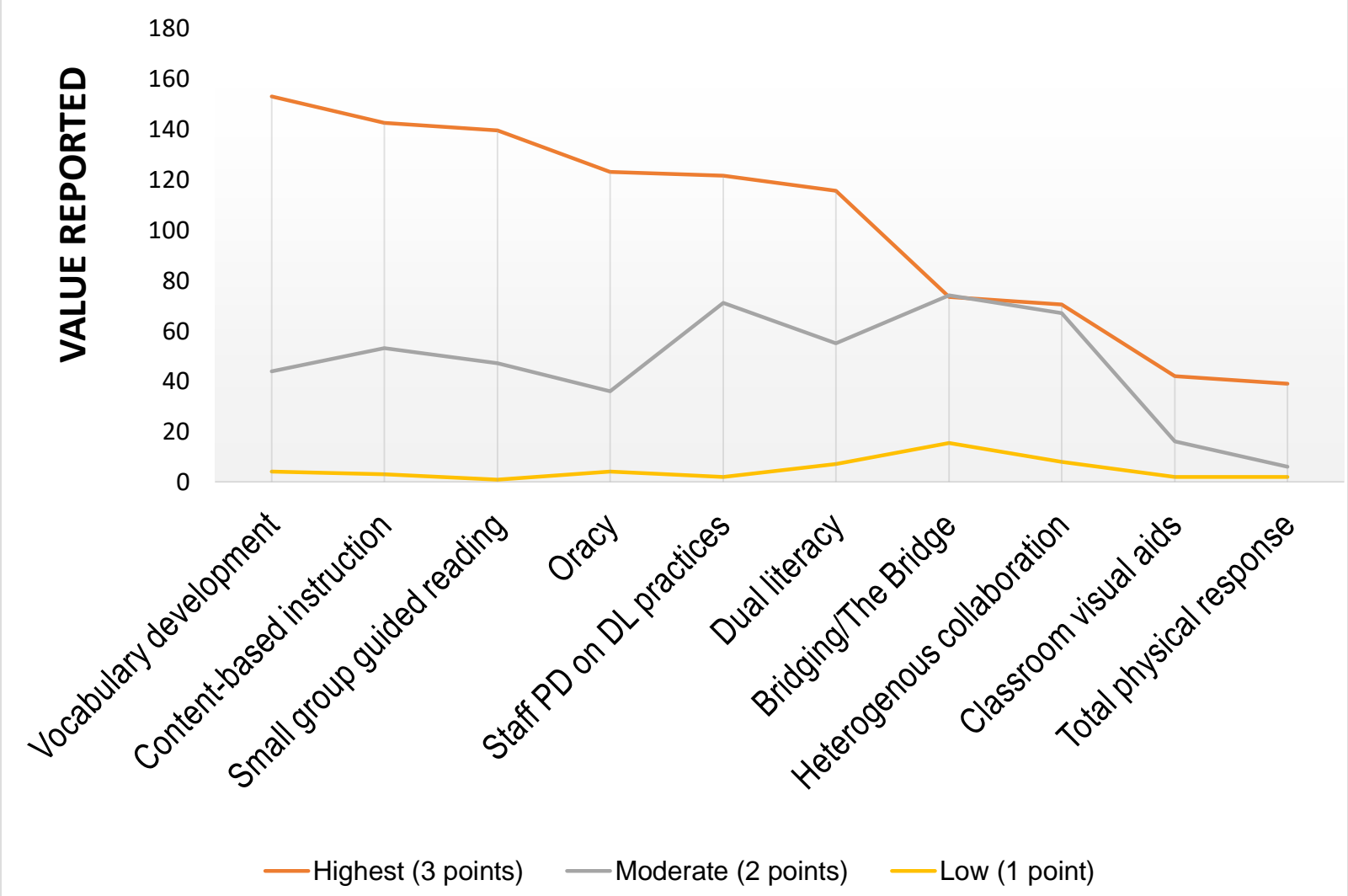
QUANTITATIVE DATA ANALYSES

More Findings

End-of-Grade reading assessments

- *SSLEPs in TWI outperformed peers in traditional classrooms*

- *Scores fluctuated across schools, grade levels, and districts*

- *Literacy proficiency significantly improved in 2 of the 3 district*

LEP exit rates

- *Overall LEP exit rates were higher for SSLEPs in DL vs. NDL*

- *Statistically significant increased exit rates in District B*

SSLEP DL VS. NDL READING EOGS – Study Schools Only

Reading EOG Scores for Study Districts from 2015-2017

SSLEP DL VS. NDL READING EOGS
Study Schools Only

Comparison of District LEP Proficiency to State

2015 2016 2017
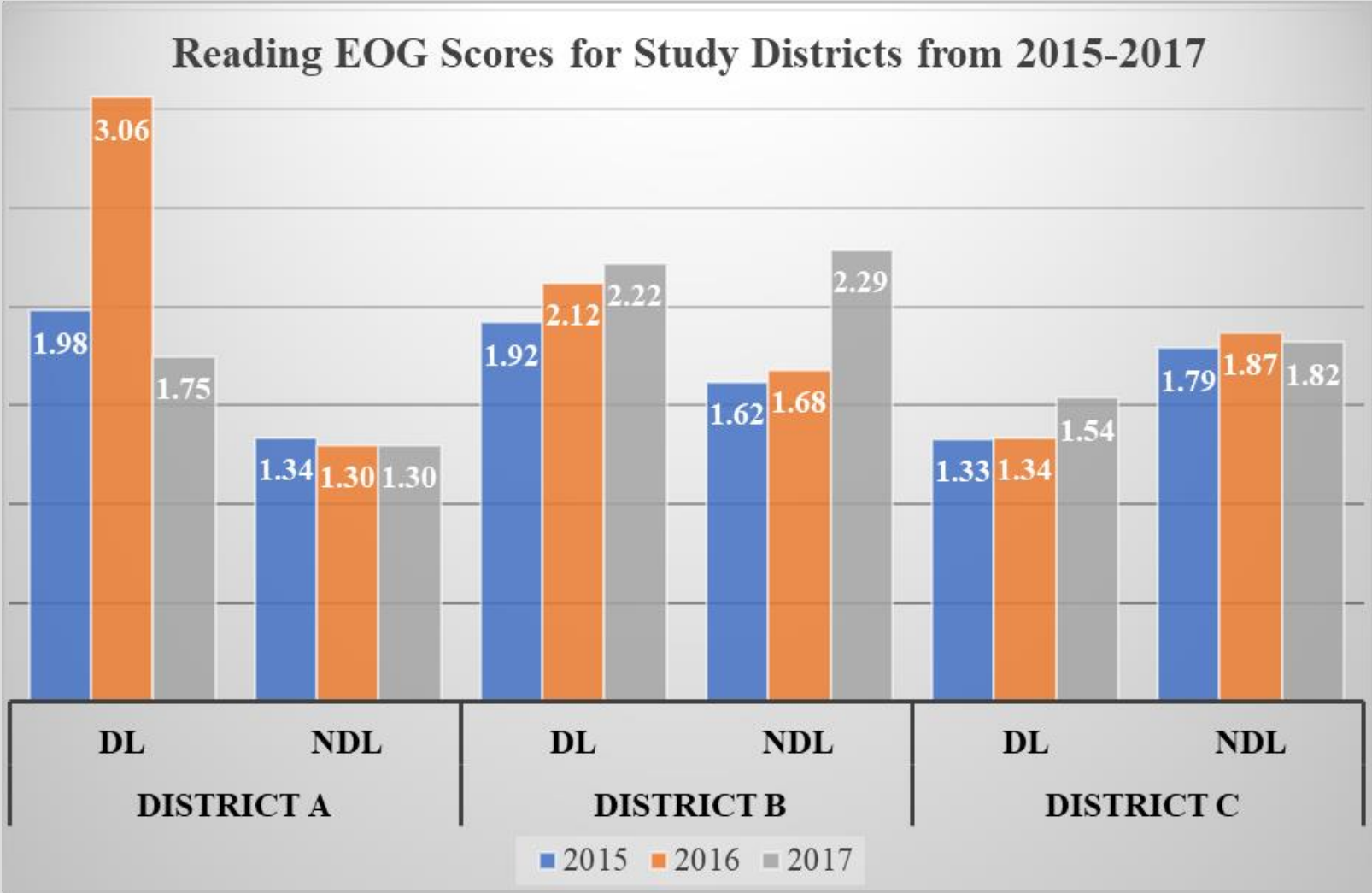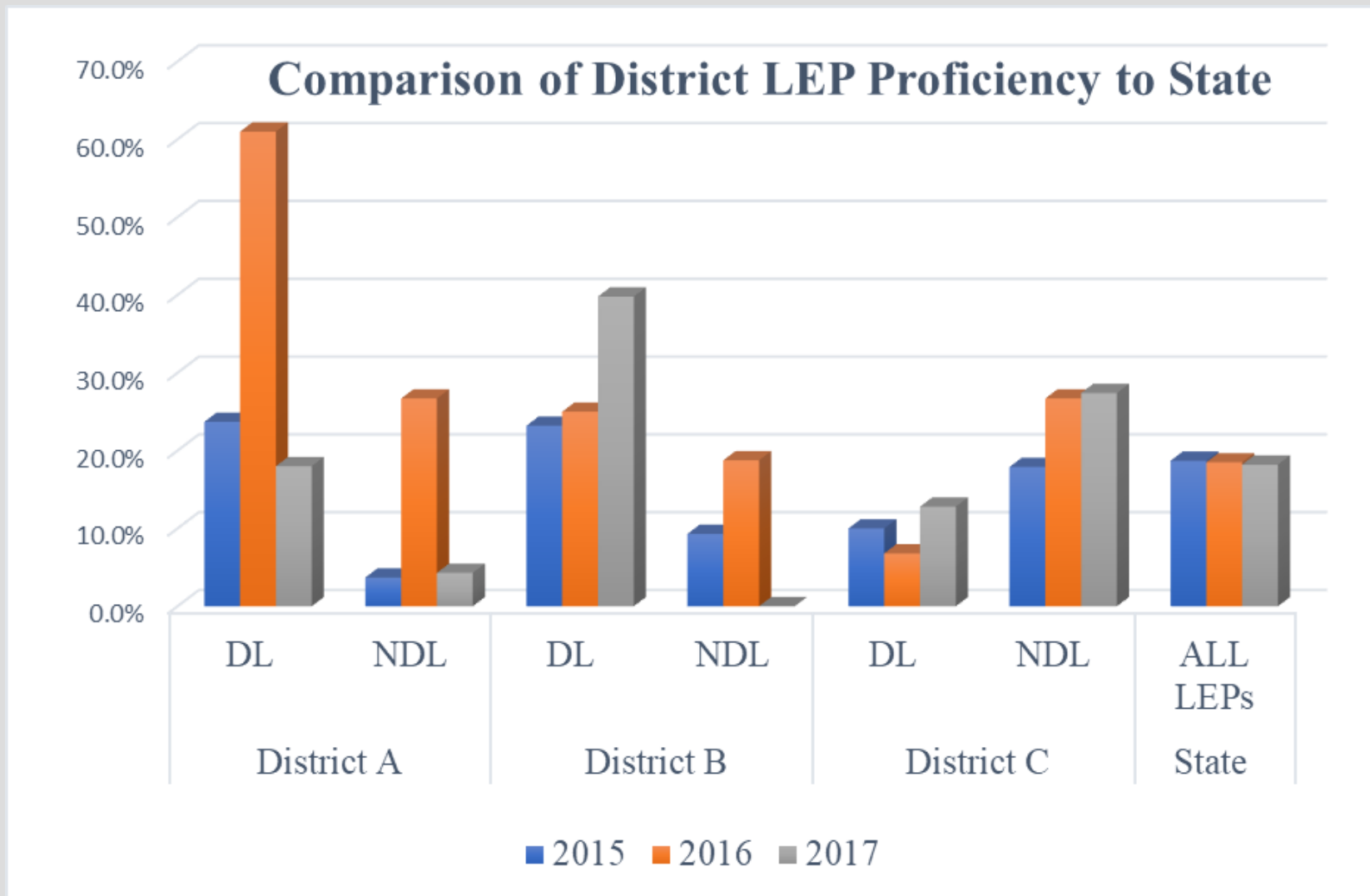
SSLEP MIDDLE SCHOOL READING PROFICIENCY

State	All LEPs	
District B	NDL	
	DL	
District A	NDL	
	DL	

Horizontal axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%

Legend: ■ 2017 ■ 2016 ■ 2015
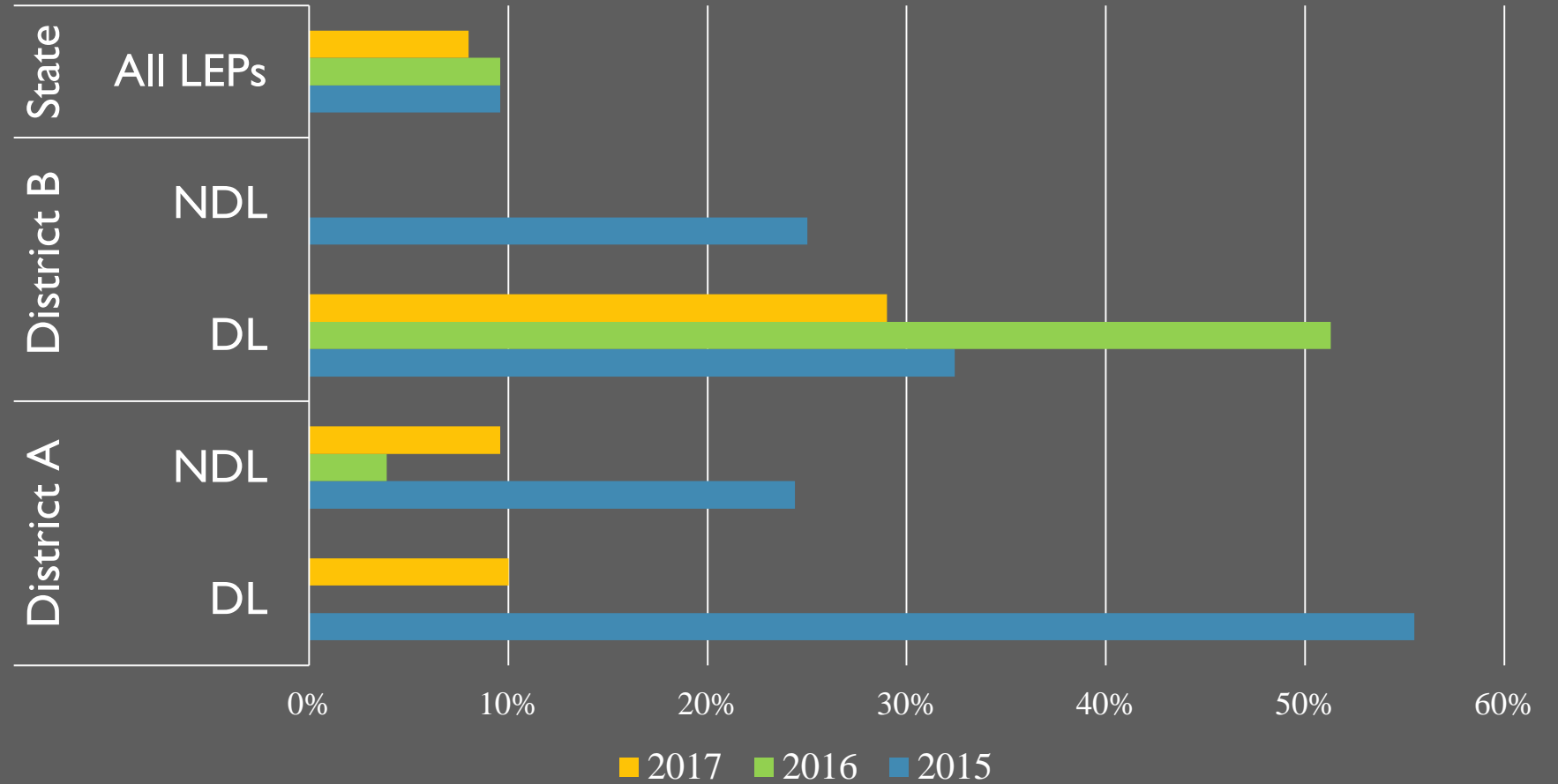
"By middle school, ALL students in dual language score at or above their peers not enrolled in dual language."

SSLEP EXIT RATES

Spanish-speaking Students Exiting LEP Status
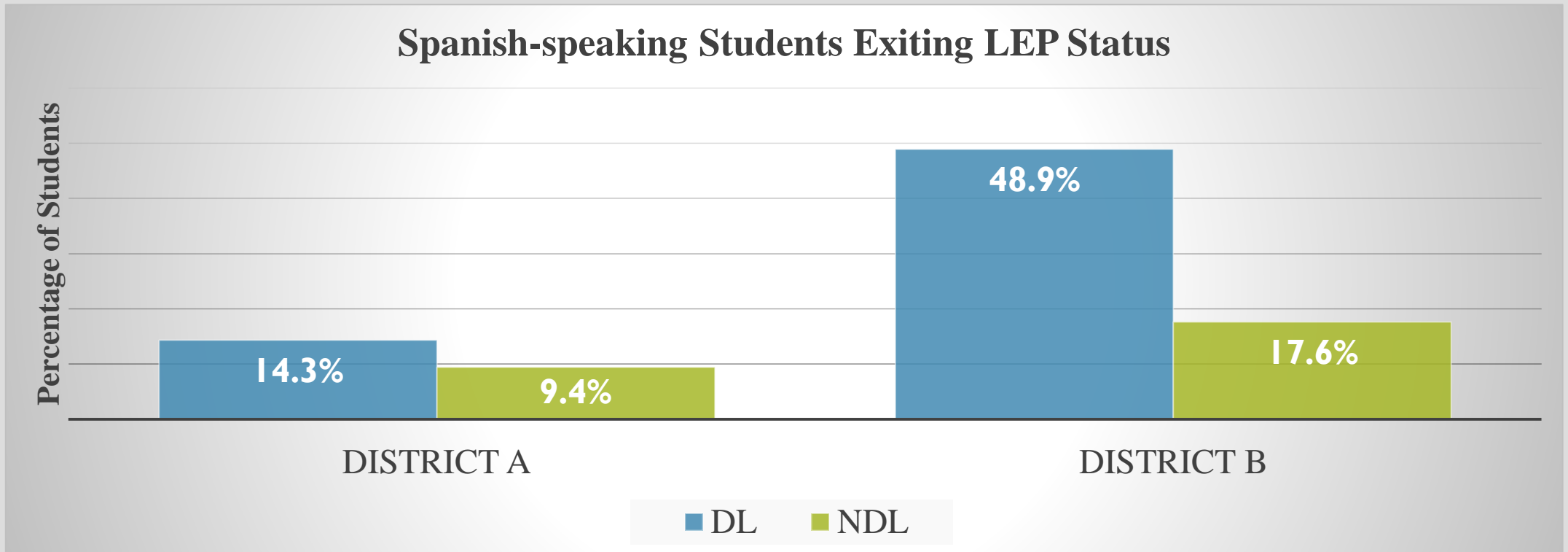
➤ **Categorizing LEP subgroup**

    ✓ Finite inclusion after LEP exits

    ✓ New paradigm under ESSA

➤ **A DL 'school within a school'**

    ✓ Leadership knowledge and experience

    ✓ Principal support of DL program

➤ **Challenges of DL program implementation**

    ✓ Selecting the best DL model

    ✓ Developing long-term strategic plan

    ✓ Fiscal & Human resources

    ✓ Proper training of all DL staff

OTHER RELEVANT FINDINGS FOR DL SCHOOLS

"Parent buy-in is critical if you want to operate an immersion program… and educating them is the responsibility of the principals."

WHO BENEFITS FROM DL IMMERSION PROGRAMS?

ALL STUDENTS

Biliterate & bicultural

All subgroups

Translanguaging skills

HOTS natural extension

COMMUNITY

Collaborative relationships

Families more engaged

Stakeholders support

Questions About DL Info or Goldman Study...

LET'S TALK ABOUT STRATEGIES

WHAT WORKS FOR TEACHING BILITERACY

TPR – Total Physical Response

→ *El Mundo*

→ *Cambia*
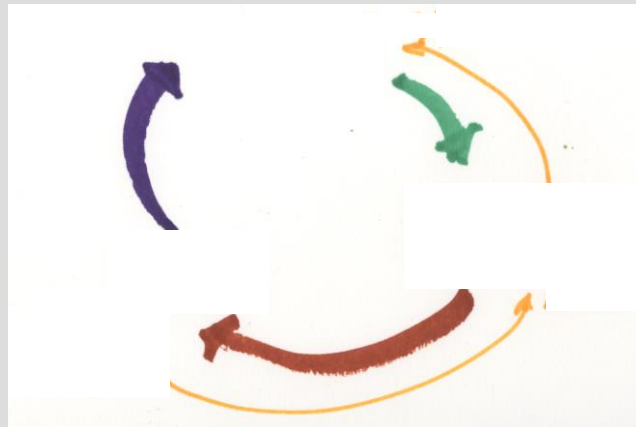
→ *Ejemplo*

"The world changes with your example, not with your opinion."

El mundo cambia con tu ejemplo, NO con tu opinión.

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SPANISH	ENGLISH
EL	THE
MUNDO	WORLD
CAMBIA	CHANGES
EJEMPLO	EXAMPLE
OPINIÓN	OPINION

PHYSICAL, VISUAL, & TEXTUAL ENGAGEMENT

BEST PRACTICES FOR DL INSTRUCTION FROM CURRENT LITERATURE

❖ Small Group Guided Reading

❖ Dual Literacy Practices

❖ Content-based Instruction

❖ Vocabulary Development

❖ Heterogenous Collaboration

Get a copy before leaving or on NCDLI App

"We started 13 years ago duplicating lessons in both languages, but students were less engaged - they knew they'd get the lesson again in their primary language so wouldn't listen during the lessons in the target language!"

WHAT LOOKS DIFFERENT IN DL?

- **Small Group Guided Reading**
  - ➤ *Group by language & level*
  - ➤ *Instruction & text in both languages*

- **Dual Literacy Practices**
  - ➤ *High ratings for effectiveness*
  - ➤ *Biliteracy = literacy in both L1 & L2*
    - ➤ *simultaneous vs sequential*

- **Content-Based Instruction**
  - ➤ *Literacy embedded in all content areas*
  - ➤ *Avoid gaps in language-based knowledge*
  - ➤ *Assess in both languages*

- **Heterogenous Collaboration**
  - ➤ *Heritage language mix critical*
  - ➤ *Use both language to share findings*
  - ➤ *Support translanguaging to assess knowledge*

Learn – Prove – Extend

➤ TEACH content vocab in both *languages*

➤ APPLY through multiple opportunities

➤ EXTEND vocab into other forms & contexts

STRUCTURE

- *2 syllables*
- *Blends (st, str, ct)*
- *Silent 'e'*

ESTRUCTURA

- *4 sílabas*
- *Mezclas (stru, ctu, ra)*
- *Español no hay letras mudas*

Visual/Kinesthetic

"Today we are going to build a structure."
Create a song or chant to reinforce
Use TPR to bridge between languages

Synonyms

building
edificio
shape
forma
formación
formation
Structure

Word Forms & Applications

Noun – A structure is _____

– The structure of something is _____

Verb – To structure somethings means _____

EMERGENT STRATEGIES FOUND IN TWI STUDY SCHOOLS

"If the students aren't speaking the target language while learning lessons in various contexts, they do not develop strong language skills."

- ✓ TPR
- ✓ Oracy
- ✓ Bridging & The Bridge
- ✓ Visual Aids in Both Languages
- ✓ Curriculum Mapping
- ✓ Language Allocation

TWI Strategies Rated as Highly Effective

Strategy	n	Percentage
Bridging/The Bridge	n=77	32%
Heterogenous collaboration	n=65	36%
Staff PD on DL practices	n=78	52%
Dual literacy	n=73	53%
Classroom visual aids	n=24	58%
Content-based instruction	n=77	62%
Oracy	n=63	65%
Small group guided reading	n=71	66%
Vocabulary development	n=77	66%
Total physical response	n=18	72%
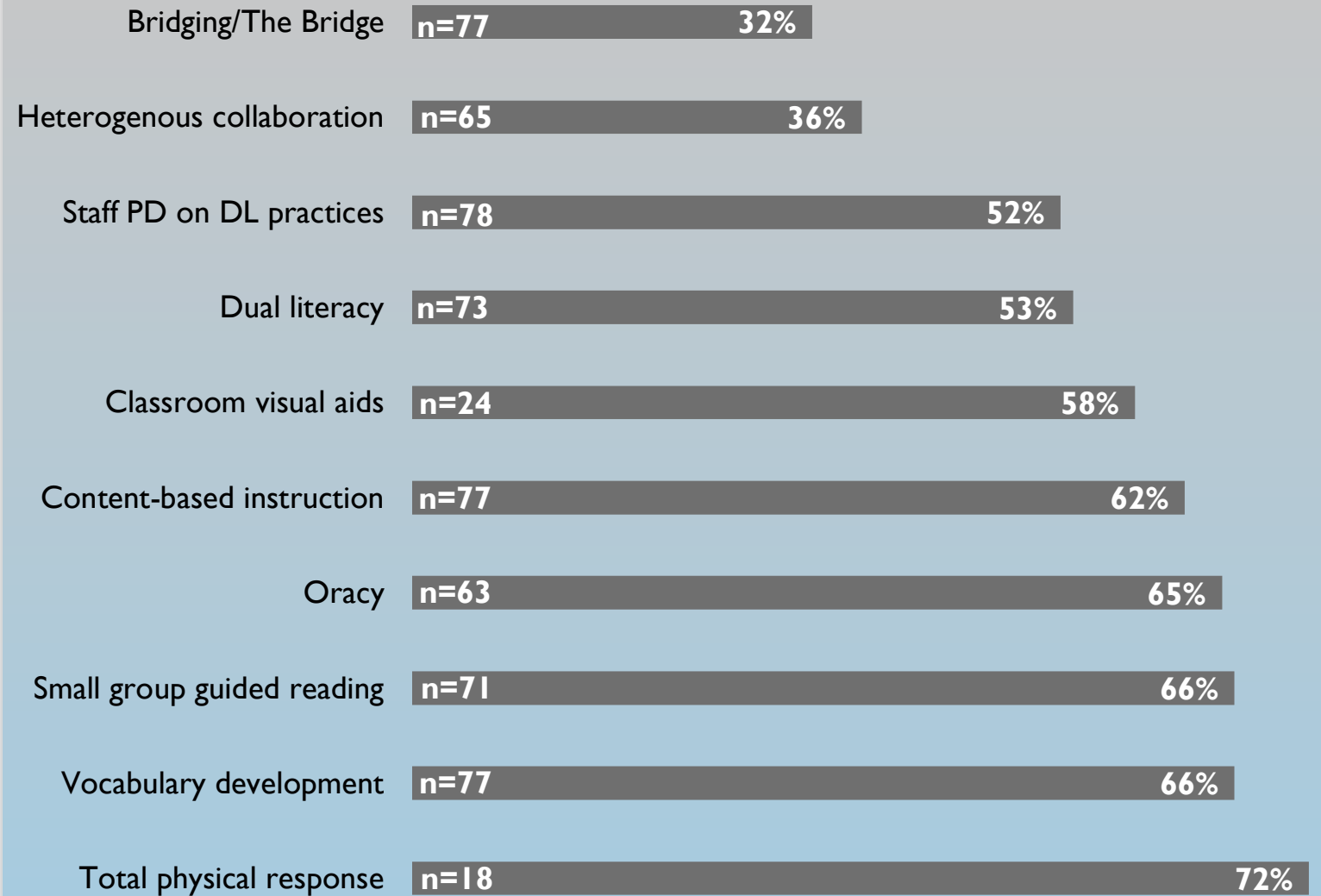
Percentage of Participant Responses

EMERGING PRACTICES FOUND IN THE STUDY

ORACY

- ✓ **use expressive language during learning**
- ✓ **practical application of language in all contexts**

Bridging/The Bridge

- ✓ **connecting learning in L1 to understanding in L2**
- ✓ **mini-unit following in L2 to bridge content knowledge**

Total Physical Response

- ✓ **use of physical, visual, tactile to create understanding**
- ✓ **connect content via involvement to promote retention**

Classroom Visual Aides

- ✓ **compiled by students in both languages**
- ✓ **content specific resources for language learners**
- ✓ **WHERE these are placed in the room is important!**

QUESTIONS ABOUT STRATEGIES

HOW DO WE MAKE DL WORK

AND HOW CAN WE GET THERE FASTER!!

"My friend Edward is bilingual. He can talk to boys and girls!"

HOW CAN WE GET EFFECTIVE DL IN SCHOOLS FASTER?

What do you think?

- ✓ DISTRICT DL Program Development with STRATEGIC PLAN

- ✓ BEST PRACTICES for DL Biliteracy Instruction

- ✓ CREATIVE MODELS using IB and Magnet philosophies

- ✓ DUAL CERTIFICATION Programs for Educators

- ✓ GRASS ROOTS Programs involving all levels of educators

THE MANY BENEFITS OF DL

ACADEMIC

- ❖ Biliterate & bicultural
- ❖ Improved proficiency percentages
- ❖ Higher cognitive processing
- ❖ Strong problem solving & collaboration skills
- ❖ Learn to take educational risks
- ❖ Increase engagement in learning
- ❖ Strong middle school performance & increased LEP exit rates

ENVIRONMENTAL

- ❖ District collaboration
- ❖ School community support
- ❖ Multicultural awareness
- ❖ Respect for differences in people
- ❖ Many life skills learned
- ❖ Leadership affects entire community
- ❖ Equitable & socially just education for LEPs

TEACHING ...is a work of heart

Suggestions for Practitioners

- Develop 'Best Practices' for DL!!!

- District-level involvement is critical

- Become well educated on DL before adoption

- School leadership fosters program success

- PD for all on DL, social justice, LatCrit theory

- Create collaborative teams

- Align languages across content areas & grades

- Celebrate the sociocultural benefits

- Evolve DL community with all stakeholders

"… if any district wants to implement a DL program, they first should spend years developing their program design and then go into their implementation with everyone well trained… otherwise the program could fail."

Dual Ed NC

transforming public schools through bilingual education

QUESTIONS & CONSULTATIONS

Email:

drgoldman@DUALEDNC.com

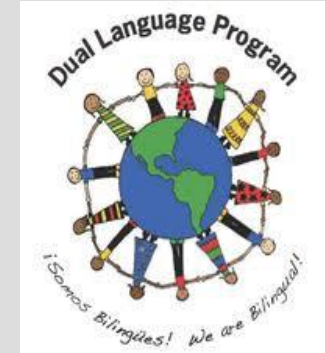**srgoldman2@citaed.com**

CALL or **TEXT:**

(919) 909-1134 Mobile

(919) 914-6294 Office

BILITERACY

THANK YOU!

Notable Literature on DLE

- Alanís & Rodríguez (2008) - *Sustaining a Dual Language Immersion Program: Features of Success*
- August & Shanahan (2006) - *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority*
- Barr, Eslami & Joshi (2011) - *Core Strategies to Support English Language Learners*
- Beeman & Urow (2013) - *Teaching for Biliteracy: Strengthening Bridges between Languages*
- Cardeñas-Hagan, Carlos, & Pollard-Durodula (2007) - The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills in language instruction
- Chen, & Yildiz (2010) - *Preparing English Language Learners for Academic Success in the 21st Century: Teaching Multiple Literacies*
- Cheung & Slavin (2012) - *Effective Reading Programs for Spanish-Dominant English Language Learners (ELLs) in the Elementary Grades: A Synthesis of Research*
- Collier & Thomas (2014) - *Creating dual language schools for a transformed world: Administrators speak*
- Collier & Thomas (2009) - *Educating English learners for a transformed world*
- Darling-Hammond (2012) - *The Flat World and Education: How Americans commitment to equity will determine our future*
- Dressler, Carlo, Snow, August, & White (2011). Spanish-speaking students' use of cognate knowledge to infer meaning of English words
- de Jong (2013) - Preparing mainstream teachers for multilingual classrooms
- Escamilla & Hopewell (2010) - Transitions to Biliteracy: Creating Positive Academic Trajectories for Emerging Bilinguals in the United States
- Escamilla et al. (2014) - *Biliteracy from the Start: Literacy Squared in Action*

Notable Literature on DLE (cont.)

- Gándara & Aldana (2014) - *Who's segregated now? Latinos, language, and the future of integrated schools*
- García, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*
- Garcia, O. (2011) - *Education, Multilingualism, and Translanguaging in the 21st Century*
- García, O. (2009) - *Bilingual Education in the 21st Century: A Global Perspective*
- *Garcia, Johnson, & Seltzer (2017) - The Translanguaging Classroom: Leveraging student bilingualism for learning*
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- Gregory & Burkman (2012) - *Differentiated literacy strategies for English language learners, grades K-6*
- Hamayan, Genesee, & Cloud (2013) - Dual Language Instruction from A to Z: Practical Guidance for Teachers and Administrators
- Krashen & McField (2005) - *What works? Reviewing the latest evidence on bilingual education*
- Li & Edwards (2010) - *Best Practices in ELL Instruction*
- Lindholm-Leary (2001) - *Dual language education;* (2005) - *The rich promise of two-way immersion;* (2008) - *Language development and academic achievement in two-way immersion programs;* (2012) - *Success and Challenges in Dual Language Education*
- Nieto (2004) - *Affirming diversity: The sociopolitical context of multicultural education* (4th ed.)
- Ochoa (2016) *Recognizing inequality and the pursuit of equity: A legal and social equity framework*
- Reyes & Kleyn (2010) - *Teaching in 2 Languages: A Guide for K-12 Bilingual Educators*

Notable Literature on DLE (cont.)
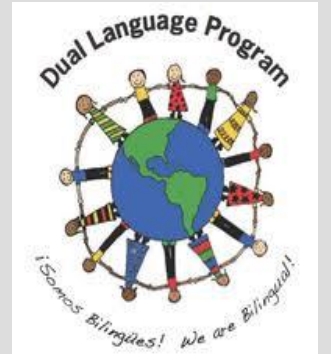
- Reyes & Vallone (2007) - *Toward an expanded understanding of two-way bilingual immersion education: Constructing identity through a critical, additive bilingual/bicultural pedagogy*

- Rodríguez, Carrasquillo & Lee (2014) - *The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom*

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- Theoharis & O'Toole (2011) - Leading inclusive ELL social justice leadership for English language learners

- Thomas & Collier (1997) - *School effectiveness for language minority students: NCBE Resource Collection Series, No. 9*

- *Thomas & Collier (2002; 2006) - A National Study of School Effectiveness for Language Minority Students' Long-term Academic Achievement*

- *Thomas & Collier (2009-2011) - English learners in North Carolina; English learners in North Carolina, Year 3 Executive Summary*

- *Thomas & Collier (2012) - English learners for a transformed world*

- Valenzuela (2010) - *Subtractive schooling: US-Mexican youth and the politics of caring*

- Whittenberg T (2010) - *Language barriers: Overcoming obstacles for English language learners in North Carolina*
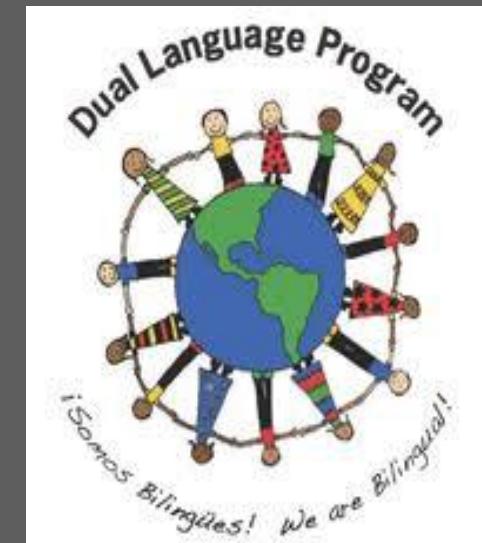
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Collier, V. P., & Thomas, W. P. (2014). *Creating dual language schools for a transformed world: Administrators speak.* Albuquerque, NM: Dual Language Education of New Mexico, Fuente Press.

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