

Emerging Pedagogy and Practice in NC Dual Language Schools

Developing biliteracy
proficiency for Spanish-
speaking English learners

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ABSTRACT

Dual Language programs are evolving in the United States as the need for second language instruction increases. Findings from extensive research and a 2017 study on the effectiveness of TWI models and specific strategies being used to teach biliteracy are discussed.

GOLDMAN PRESENTATION OUTLINE

- What Do We Know?
 - History of DL in the United States
 - Dual language program models
 - A meta-analysis of current study data
 - Top researchers in the field speak out
- What's Being Done to Apply this Knowledge?
 - The move toward biliteracy
 - Districts and schools building individual programs
 - Meeting demographic needs
 - New strategies for program adoption and implementation
- A Look at the Study Data from North Carolina TWI Schools
 - Three districts & eight schools compared
 - Relevant research findings
 - Conclusions and discussion
- Let's Talk Strategies That Work for Bilingual Learners
 - Study strategies proven effective
 - ✓ Oracy
 - ✓ Dual literacy
 - ✓ Content-embedded literacy
 - ✓ Vocabulary
 - New and emergent study strategies
 - ✓ Total Physical Response
 - ✓ Bridging/The Bridge
 - ✓ Assessments in Spanish
 - What students benefit the most from DLI?
- So How Do We Make DLI Work in Our Schools?
 - District organization, program adoption, and curriculum alignment methods
 - Develop a supportive community to embrace DLI schools
 - Build accountability and a support network through staff training
 - Research supplemental materials and technology to support learning
 - Explore new accreditation programs for building expert teachers and staff
 - GROW with YOUR program AND DON'T LOSE FAITH in the PROCESS

Dual Language Immersion REALLY WORKS - NOT JUST for ELLS!

A Historical Timeline of Educational Equity in the United States

#	Year	Legal Cases, Legislation, Historical Events
1	1848	Schools shift to subtractive philosophy, separating students by race and language
2	1894	<i>Plessy v. Ferguson</i> — “separate but equal” mandates are established
3	1931	<i>Alvarez v. Lemon Grove</i> —unjust manifestations of school desegregation
4	1931	<i>Independent School District v. Salvierra</i> —Mexican-American students lack resources
5	1954	<i>Hernandez v. Texas</i> —all racial groups are equal under 14th Amendment
6	1954	<i>Brown v. Board of Education</i> —disclaiming of “separate but equal doctrine”
7	1960	Civil Rights Movement Begins—legal precedents established to defend minorities
8	1964	Civil Rights Act—“all men are created equally” and have inalienable rights
9	1965	Elementary and Secondary Education Act—federal advocacy for diverse students
10	1968	Bilingual Education Act—federally mandated bilingual and ESL programs
11	1971	<i>Swann v. Charlotte-Mecklenberg Board of Education</i> —busing to integrate schools
12	1974	<i>Lau v. Nichols</i> —discrimination based upon language & <i>Lau Remedies</i>
13	1981	<i>Castañeda v. Pickard</i> —educational discrimination violating the 5th Amendment; development of the “Casteñeda standard”
14	1983	“A Nation at Risk”—report on educational responsibility for diverse populations
15	1998	Proposition 227—Beginning of the “English-only Movement” in California
16	2000	<i>Florez v. Arizona</i> —failure to adequately fund English-learner programs
17	2000	Proposition 203—Arizona version of the “English-only” state mandates for ELLs
18	2002	No Child Left Behind Act (NCLB)—federal accountability measures separating English learner proficiency data
19	2009	<i>Horne v. Flores</i> —diminished funding and programs for language minority students
20	2015	Every Student Succeeds Act (ESSA)—rescinded NCLB and focused more support on low-income students

Types of Second-language Instructional Programs

Program Title	Program Descriptors	CATEGORY/ Effectiveness
Dual Language Two-way Immersion (TWI)	<ul style="list-style-type: none"> • Develop proficiency on both languages (L1 & L2) • Includes English and other speaking students • Typically applied K-5 • More politically acceptable in the US 	ADDITIVE <i>Most effective</i> (for both L1 and L2 students)
Dual Language One-way Immersion (DL)	<ul style="list-style-type: none"> • Develop proficiency in two languages for one language group • DL immersion is the same as TWI • Developmental Bilingual Ed DBE models have evolved in some districts to be an additive program rather than transitional 	ADDITIVE <i>Most effective</i> (for L1 students)
Heritage Language Program (HLP)	<ul style="list-style-type: none"> • Teachers dually certified in both languages • Goal is literacy in two languages • Used mainly with American Indian students in the United States 	ADDITIVE <i>Very effective</i> (for limited populations)
Early Exit Transitional (EET)	<ul style="list-style-type: none"> • Instruction begins in L1 but rapidly moves to English • Intended to develop English skills quickly • Transitioned to mainstream classrooms quickly 	SUBTRACTIVE <i>Moderate effectiveness</i>
Sheltered Instruction Observation Protocol (SIOP)	<ul style="list-style-type: none"> • Goal is English proficiency • Instruction is given in English only • Various language backgrounds can be taught together • Instruction can supplement other teaching methods 	SUBTRACTIVE <i>Moderate effectiveness</i>
Late Exit Transitional (LET)	<ul style="list-style-type: none"> • Develop some L1 skills and proficiency at the same time as L2 development for strong skill and proficiency transfer to English • Transitioned to mainstream classrooms by 2nd grade 	SUBTRACTIVE <i>Less effective</i>
Structured English Immersion (SEI)	<ul style="list-style-type: none"> • LEP students in class alone • Goal is fluency in English • Instruction in English, adjust to individual abilities • Teachers must have receptive skills in L1 	SUBTRACTIVE <i>Limited effectiveness</i>
English Language Development (ELD) or English as a Second Language (ESL)	<ul style="list-style-type: none"> • Goal is fluency in English • Pull-out model typically used; separates students from mainstream • Focus on grammar, vocabulary, communication • No content instruction is given in pull-out setting • No support offered for students' L1 • ESL Push-in model differs slightly and has evolved in some schools to use native language support 	SUBTRACTIVE <i>Least effective</i>

Adapted from: Office of English Language Acquisition (2008). *Biennial Report to Congress on the Implementation of Title III State Formula Grant Program, School years 2004-2006*. Washington, D.C.

Goldman Research on TWI in NC – 2017 Study Findings

1: Assessments used to measure student success
<ul style="list-style-type: none"> ▪ <i>All districts created their own assessments for Spanish literacy proficiency</i> ▪ <i>Students' growth trajectory was a key factor in TWI program evaluation</i> ▪ <i>Assessment scores showed consistent growth for TWI students</i>
2: Additional academic benefits
<ul style="list-style-type: none"> ▪ <i>Students exhibited higher cognitive processing skills</i> ▪ <i>The DL programs built strong collaboration skills in students</i> ▪ <i>Students were highly engaged in learning in TWI classrooms</i>
3: District environmental benefits
<ul style="list-style-type: none"> ▪ <i>A district-driven mission and vision resulted in increased collaboration</i> ▪ <i>Leadership at the school level provided an environment for success</i> ▪ <i>The collaborative and risk-taking atmosphere promoted community support</i>
4: Sociocultural benefits
<ul style="list-style-type: none"> ▪ <i>Students developed social habits with both English and Spanish peers</i> ▪ <i>Multicultural awareness and respect was predominant in the TWI schools</i> ▪ <i>96% of teachers rated sociocultural benefits as the highest measure of success</i>
5: Vocabulary development
<ul style="list-style-type: none"> ▪ <i>Rated as the most highly valued strategy by study participants</i> ▪ <i>Reported as an effective strategy, yet posed a challenge in practice</i> ▪ <i>All districts advocated for developing emergent 'oracy' strategy in TWI</i>
6: Content-based instruction
<ul style="list-style-type: none"> ▪ <i>Highly rated strategy by practitioners across all eight schools</i> ▪ <i>Integrated curriculum and language standards; used bridging to support content learning in L2</i> ▪ <i>Limitation of available resources in target language to support content learning</i>
7: Dual literacy instruction
<ul style="list-style-type: none"> ▪ <i>Ratings of effectiveness for strategy were moderate across all districts</i> ▪ <i>Teachers rated effectiveness lower than administrators</i> ▪ <i>Teacher experience and staffing issues impacted delivery of the strategy</i>
8: Small group literacy instruction
<ul style="list-style-type: none"> ▪ <i>The majority of participants highly valued small group practices</i> ▪ <i>Group construction varied greatly across participating schools</i> ▪ <i>Language not typically the focus of groups, yet Spanish speakers gained a voice</i>
9: Heterogeneous collaboration
<ul style="list-style-type: none"> ▪ <i>One of the lowest rated and least used strategies across all TWI schools</i> ▪ <i>TWI models supported heterogeneity, but rarely group explicitly by language</i> ▪ <i>No supportive comments for use as an instructional strategy reported</i>
10: Dual Language Professional development
<ul style="list-style-type: none"> ▪ <i>Varied greatly across the three districts</i> ▪ <i>Highly valued by all study participants</i> ▪ <i>Majority of DL teacher development done through coaching</i>
11: End-of-Grade reading scores
<ul style="list-style-type: none"> ▪ <i>The majority of SSLEPs in TWI outperformed their peers in traditional classrooms</i> ▪ <i>Scores fluctuated across schools, grade levels, and districts</i> ▪ <i>Literacy proficiency was significantly improved in two of the three districts</i>
12: LEP exit rates
<ul style="list-style-type: none"> ▪ <i>Some LEP exit rates were higher for SSLEPs in DL than their peers not in DL</i> ▪ <i>One district showed percentages of these comparisons which were statistically significant</i>

Assessments Used to Measure Student Success in TWI Programs

Spanish Literacy	District A	District B	District C
ACTFL	√		
DELE	√		
DIST	√	√	√
ESCRITO		√	
KEA		√	
mCLASS:IDEL	√	√	√
mCLASS: DIBELS	√	√	
RRs			√
SOPA			√
SSLP	√		
STAAR	√		
STAMP		√	
English Literacy			
ACCESS Test	√	√	√
NC Rd EOG	√	√	√
mCLASS: DIBELS		√	√
mCLASS: TRC			√
WIDA		√	

Note.

ACCESS=Assessing comprehension and communication in English state-to-state; ACTFL=American Council on the Teaching of Foreign language;
 DELE=Diplomas for passing a standardized test of European Spanish proficiency (Instituto Cervantes);
 DIBELS=Dynamic Indicator of Basic Early Literacy Skills (English);
 DIST=District-created assessments of Spanish language proficiency;
 ESCRITO=A Foundations® program for comprehensive reading, spelling, and handwriting in Spanish;
 IDEL=Dynamics Indicators of Basic Early Literacy Skills (Spanish);
 KEA=Kindergarten Entry Assessment;
 mCLASS:Reading 3D=Universal screeners of reading skills for K-5th-grade students;
 NC Rd EOG=North Carolina Reading End-of-Grade for 3rd-8th-grade students;
 RRs=Running Records are a formative assessment of oral reading skills;
 SOPA=Student Oral Proficiency Assessment;
 SSLP=Stanford Spanish Language Proficiency;
 STAAR=State of Texas Assessment of Academic Readiness;
 STAMP=Standards-based measure of language proficiency in reading, writing, listening, and speaking;
 TRC=Text Reading Comprehension;
 WIDA=World-class Instructional Design and Assessment.

Two-Way Immersion Program Models in North Carolina

Title	Type	Descriptors
50-50	Constant Immersion or Simultaneous Biliteracy	<ul style="list-style-type: none"> All grades using same model Instruction in core content areas split equally between the two languages of instruction Ideally 50% of students are native Spanish (L1) speakers and 50% are native English (L2) speakers
80-20	Gradual Immersion or Gradual Release	<ul style="list-style-type: none"> Pre-K and Kindergarten begin in 80-20 Instruction delivered 80% in Spanish (L1) and 20% in English (L2) Language of instruction as needed into 1st and 2nd grade with gradual release of instruction in L1 and more in L2 Evolves into a 50-50 model by 3rd grade, instruction delivered equally in L1 and L2 Possibly more L1 speakers than L2
90-10	Gradual Immersion or Sequential Biliteracy	<ul style="list-style-type: none"> Pre-K through 2nd grade instruction primarily delivered in Spanish language (L1) Focus on developing heritage language literacy Introduction of English literacy in 3rd grade Evolves to 50-50 constant immersion in 4th & 5th grade Usually higher percentage of L1 speakers

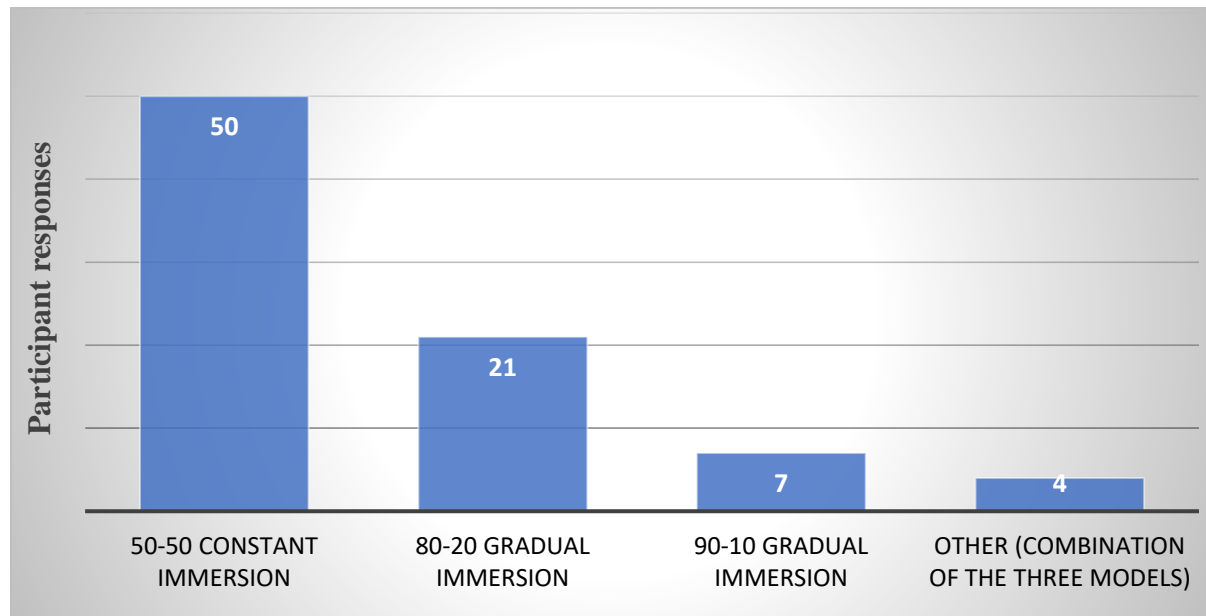


Figure 4.3 Dual language models used in the Goldman Study

Glossary of Terms

Additive bilingualism—Outcome of programs that support, build on, and contribute to grow all linguistic resources of sequential and simultaneous bilingual learners.

AYP (Adequate Yearly Progress)—A measure of growth as determined by state testing to establish if subgroups of students established by the *No Child Left Behind Act of 2001* are achieving learning goals.

BE (Bilingual Education)—The term originally applied in the United States to educational programs that targeted ELLs only and included English and the primary language of students within the curriculum. The literacy focus in most BE classrooms is English proficiency.

Bridge, The—A developed biliteracy teaching strategy where two languages are brought together to actively engage students in contrastive analysis by visually placing them side-by-side and transferring academic content they have learned in one language to the other language.

Bridging—An impromptu teaching strategy where cross-linguistic connections are made.

Code-switching—The switching back and forth between codes of both languages a bilingual learner uses. It views this act of language behavior as if the learners has two separate sets of monolingual language feature skills.

Cognates—Words that emanate from the same root and have similar meaning, spelling, and pronunciation. English-Spanish share over 10,000 academic language cognates.

DBE (Developmental Bilingual Educations)—The origin of this type of bilingual program has roots in early models using a transitional, subtractive approach. Currently this model is being used in North Carolina through one-way immersion with an additive biliteracy philosophy. This type of program serves students whose primary language is not English.

DL (Dual Language)—The term that evolved from BE to include educational programs in the United States that focus on developing literacy in both English and the primary language of students, includes any primary language learner, and includes multicultural education within the curriculum. The literacy focus of DL classrooms is fluency in both the primary and the secondary language.

ELLs (English Language Learners)—School-aged students whose primary language is not English.

EOG (End-of-Grade) Testing—Standardized assessments given annually in North Carolina in third through eighth grades to show proficiency in reading, math, and science.

Heritage language— The language which is used in the home which is the primary language of exposure. Students enter the school system with some speaking and proficiency skills in this language.

Language features—Lexical and structural features of language, such as, words, phonemes (sounds), morphemes (prefixes and suffixes), tense and pronouns systems, case and gender distinctions, syntactic structures, discourse markers, etc.

LEP (Limited English Proficiency)—Students who perform below minimum proficiency on testing in English reading, writing, speaking, and/or listening as measured by the annual ACCESS test given to all LEPs and new students not yet classified whose primary language is not English. To exit LEP status a minimum composite score of 4.8 on the ACCESS test is required, along with a minimum score of 4.0 in both the reading and writing portions of the test.

Metalinguistic awareness—The ability to consciously reflect on the nature of language. This includes understanding how languages work and change in different circumstances. For bilingual learners this includes an understanding of how the languages are similar and different.

Oracy—The ability to use, understand, and produce a variety of oral language genres including listening and speaking.

OWI (One-Way Immersion)—Also called developmental maintenance bilingual education. This includes only students who have a common home/heritage language.

Sequential bilingual learner—Student who has developed one language and is learning a second language.

Simultaneous bilingual learner—Student who is exposed to two languages before age 3.

Social Justice—A tenet that applies the recognition of oppression, acting to interrupt the cycles of oppression, and embracing one's students and self in reflective understanding of individual differences and striving to meet those needs, often associated with teachers and students within educational settings.

SSELL—Spanish-speaking English language learner

SSLEP—Spanish-speaking student designated with limited English proficiency

Translanguaging—A theory that posits bilinguals have one unitary language system that allows them to use all the language features of both languages fluidly. Translanguaging pedagogy includes classroom setup, curriculum design, the five dimensions of instruction, and assessment which includes both content and language objectives.

TPR (Total Physical Response) —Instructional strategy used to introduce academic concepts in a concrete and comprehensible manner. The teacher models academic oral language accompanied by pictures, gestures, and real objects to engage students in the learning process.

TWI (Two-Way Immersion)—An additive DL program that includes both language-majority and language-minority students in one class. Biliteracy is developed by teaching in both languages and developing bicultural awareness. The most common models of TWI are 50:50, 80:20, and 90:10. These numbers refer to the percentage of time in which the academic content is taught in the targeted second language and in English respectively, with the latter two models using gradual immersion to result in 50:50 instruction by third grade.

Resources for Implementing Dual Language Immersion in Schools

Alanís & Rodríguez - [Sustaining a Dual Language Program Immersion Program: Features of Success](#)

Beeman & Urow - [Making Metalinguistic Connections – the Bridge between Languages](#) (join centerforteachingbiliteracy.com to access)

Center for Applied Linguistics - [Two-way immersion: Tools for TWI Practitioners](#)

Colorín Colorado – A Comprehensive List of [Spanish-English Cognates](#)

Gersten, et al. - [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide](#)

Howard & McGowan (2016) - [Sustaining a Study Group Focused on Teaching for Biliteracy](#) (available at centerforteachingbiliteracy.com)

Howard, Sugarman, Perdomo, & Adger (2005) – [The Two-Way Immersion Toolkit](#)

Howard, et al. (2007) - [Guiding principles for dual language education](#)

Johnson (2016) – [Translanguaging as a Resource in a Dual Language Bilingual Education Context](#)

Krueger (2015) - [Biliteracy and the Bridge in Dual Language – Closing the Achievement Gap](#)

Urow - [The First Day of School in a Dual Language Classroom](#) (centerforteachingbiliteracy.com)

WIDA (2012) - [English Language Development Standards](#)

Zoeller, Emily C. (2015) - [Comprehension and the Bilingual Reader: Thinking with a decodable text](#)

Additional research and practice in the field of biliteracy

Dr. Rebecca Palacios (2017) - [Video Interview: Dual language program benefits and implementation](#)

Erick Herrmann (May, 2014) Sheltered instruction and English language development: Defining ELD. Multibriefs: Exclusive. Available: <http://exclusive.multibriefs.com/content/sheltered-instruction-and-english-language-development-defining-eld/>

Nelson Flores (blog) The Educational Linguist:
<https://educationallinguist.wordpress.com/2014/04/14/building-on-the-translanguaging-practices-of-emergent-bilinguals/>

Ofelia Garcia (2011) - *Education, Multilingualism, and Translanguaging in the 21st Century*.
<https://ofeliagarciaidotorg.files.wordpress.com/2011/02/education-multilingualism-translanguaging-21st-century.pdf>

Ofelia Garcia (2016) - What is Translanguaging? An Interview with Ofelia Garcia.
<https://www.psychologytoday.com/blog/life-bilingual/201603/what-is-translanguaging>

Genesse & Nicoladis (Sept. 2005) - Bilingual First Language Acquisition.
<http://www.psych.mcgill.ca/perpg/fac/genesee/HDBK%20BFLA%20FINAL.pdf>

Notable Literature on DL Education

- 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*
- 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 (2009) - *Bilingual Education in the 21st Century: A Global Perspective*

- Garcia, Johnson, & Seltzer (2017) - *The Translanguaging Classroom: Leveraging student bilingualism for learning*
- Garcia & Wei (2014) - *Translanguaging: Language, Bilingualism and Education*
- Genesee, Lindholm-Leary, Saunders, & Christian (2006) - *Educating English language learners: A synthesis of empirical evidence*
- 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*
- Howard & Sugarman (2007) *Realizing the Vision of Two-Way Immersion: Fostering Effective Programs and Classrooms*
- Krashen & McField (2005) - *What works? Reviewing the latest evidence on bilingual education*
- Lachance (2015) - Transformations to serve English learners: A call for innovative partnerships in educator preparation.
- Li & Edwards (2010) - *Best Practices in ELL Instruction*
- Lindholm-Leary (2005) - *The rich promise of two-way immersion*
- Lindholm-Leary (2008) - *Language development and academic achievement in two-way immersion programs*
- Lindholm-Leary (2012) - *Success and Challenges in Dual Language Education*
- Lindholm-Leary & Block (2010) - Achievement in predominantly low SES/Hispanic dual language schools
- Markham & Gordon (2008) - Challenges and instruction approaches impacting the literacy performance of English language learners
- McIntyre (2010) - Principles for Teaching Young ELs in the Mainstream Classroom: Adapting Best Practices for All Learners
- 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*

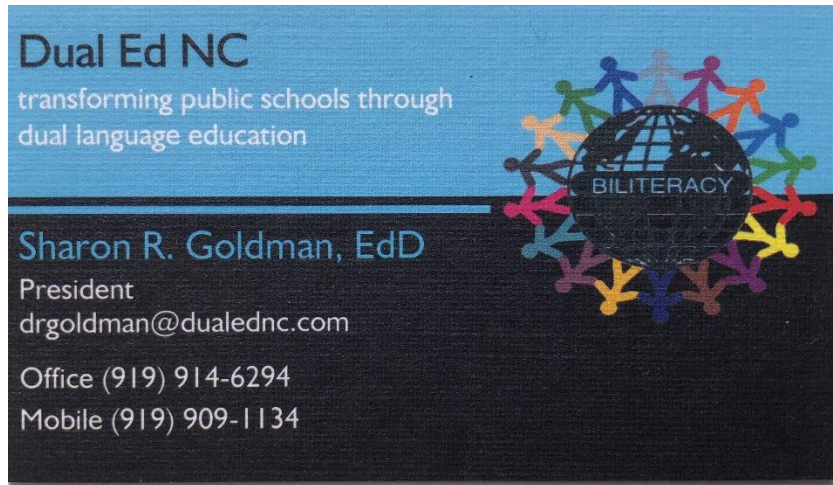
- Reyes & Vallone (2007) - *Toward an expanded understanding of two-way bilingual immersion education: Constructing identity through a critical, additive bilingual/bicultural pedagogy*
- Rodríguez, Carrasquillo & Lee (2014) - *The Bilingual Advantage: Promoting Academic Development, Biliteracy, and Native Language in the Classroom*
- Saenz, Fuchs, & Fuchs (2005) - Peer-assisted learning strategies for English language learners with learning disabilities.
- Scanlan & López ((2015) - *Leadership for Culturally and Linguistically Responsive Schools*
- Soltero 2016) - *Dual Language Education: Program Design and Implementation*
- Stone, Silliman, Wallach, & Ehren (Eds. 2016). *Handbook of language and literacy: Development and disorders*
- Theoharis (2009) - *The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform*
- 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 (2010) - *Language barriers: Overcoming obstacles for English language learners in North Carolina*

ADDITIONAL HANDOUTS available at the CONFERENCE:

Meta-analysis of Current Research on Dual Language in the US

Current Best Practices for Dual Language from Literature

***PRESENTATION MATERIALS are also available on the NCDLI App
and at DUALEDNC.com***



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BILITERACY