CABE VIRTUAL SUMMER SPANISH DUAL LANGUAGE IMMERSION INSTITUTE & June 2020



LEADING THE WAY

to Sustainable High Quality

Dual Language Education

Sonia Soltero * DePaul University

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Dual Language Education

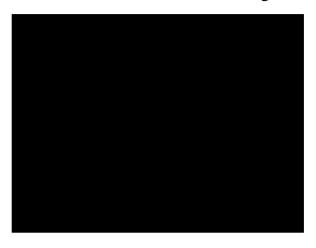
No one is born hating another person because of the colour of his skin, or his background or his religion. People learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

in, his to

Nelson Mandela

As Anti-Racist Pedagogy

The voice of our children.....Keedron Bryant



https://www.youtube.com/watch?v=cu9R08xFCtg

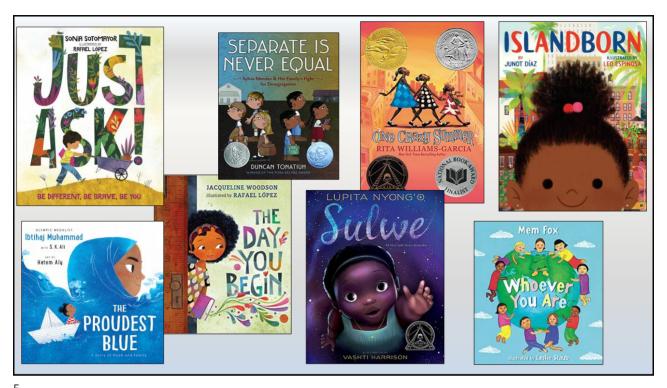
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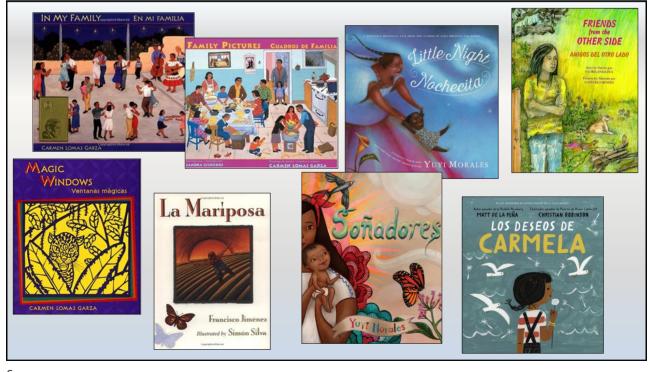
WINDOWS and MIRRORS

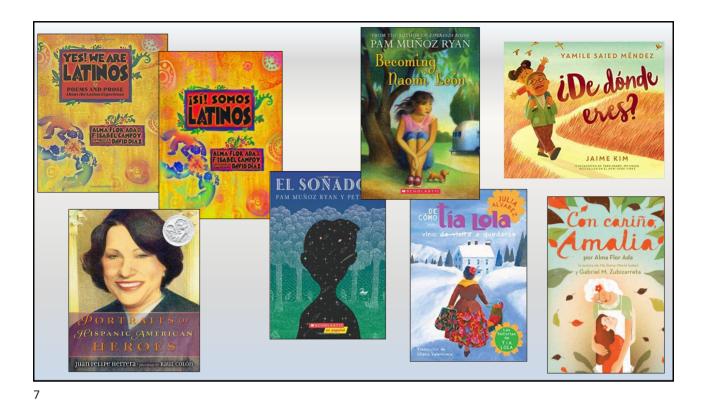
Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**.

Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of a larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in **books**.

Rudine Sims Bishop







Antes de ser libres

La breve y maravillosa vida de Óscar Wao

Junot Díaz

DEVOLKRA READ

LA LVAR E & DEVOLKRA LE CALIGADA

LA LVAR E & DEVOLK

Trends in DLE

IMPLEMENTATION

- Large scale implementation (district-wide and state-wide)
- Expansion to HS
- Articulation between Elementary, MS, HS, and universities
- Seal of Biliteracy and pathway awards in elementary and MS

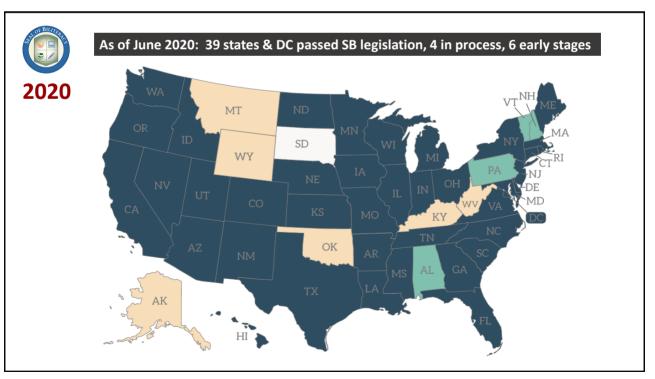
LANGUAGE

- Loose vs rigid language boundaries
- LOTE varieties including Spanish of the United States
- Attention to Heritage Speakers and Heritage Language Learners
- Integration of cross-linguistic connections and metabilingual awareness

EOUITY

- Gentrification of DLE
- Excessive use of RTIs and high stakes assessments in English
- Intercultural and cross-cultural curriculum and instructional materials

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The Domino Effect



Insufficient time for program planning and inadequate understanding of essential program components...

leads to faulty program design/implementation and misguided decisions about instructional materials, interventions, assessments...



that lead to weak programs and negative academic, linguistic, and socio-emotional outcomes for students.

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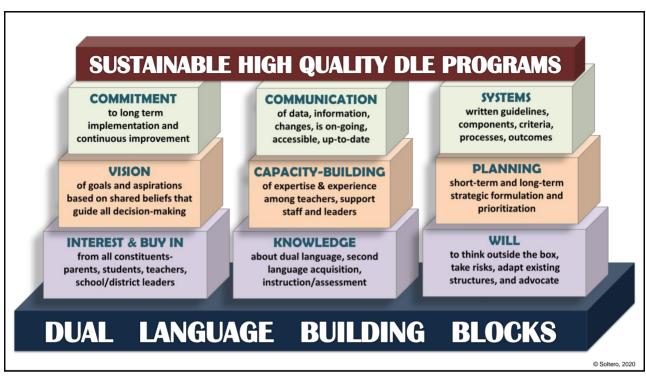
DUAL LANGUAGE

Some examples of faulty program design

- ☐ Less than a full year of planning
- ☐ All at once large-scale district-wide launch
- ☐ 2-way models with few students from one of the two languages
- ☐ Greater focus on/concern about English native speakers in 2-way models
- ☐ Inadequate number of district personnel assigned to support programs
- Neglecting to change/modify existing English-centric instructional materials, curriculum, and assessments
- ☐ Omitting to develop a long-term plan

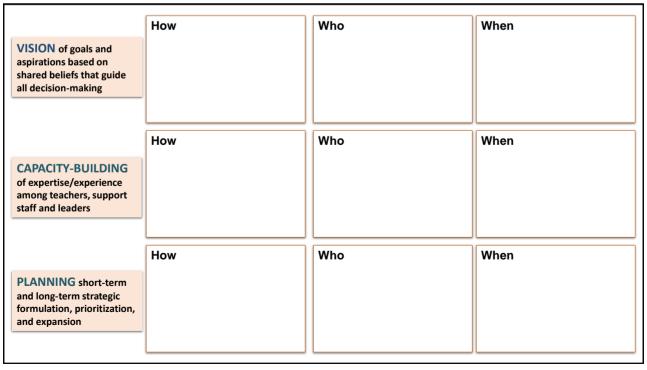
Spanish literacy a la English

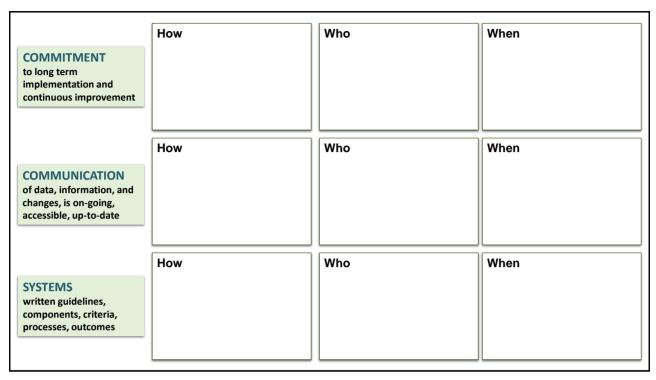
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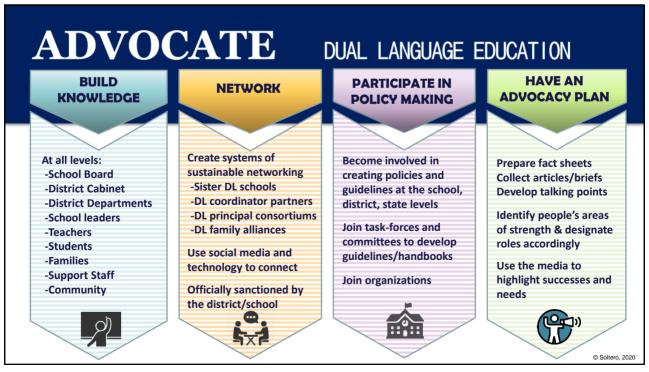




	How	Who	When
INTEREST & BUY IN from all constituents-parents, students, teachers, school/district leaders			
	How	Who	When
KNOWLEDGE about dual language, second language acquisition, instruction & assessment			
	How	Who	When
WILL to think outside the box, take risks, adapt existing structures, and advocate			











Dual Language Programs Explained (4:30 min.) http://www.air.org/resource/dual-language-education-programs-current-state-policies-and-practices





Speaking in Tongues (5 min.)

http://blogs.edweek.org/edweek/learning-thelanguage/2013/09/dual_language_students_make_ca.html_

REPORTS

Dual-Language Immersion Programs Raise Student Achievement in English https://www.rand.org/pubs/research_briefs/RB9903.html

Dual Language Education Programs: Current State Policies and Practices https://ncela.ed.gov/files/rcd/TO20_DualLanguageRpt_508.pdf

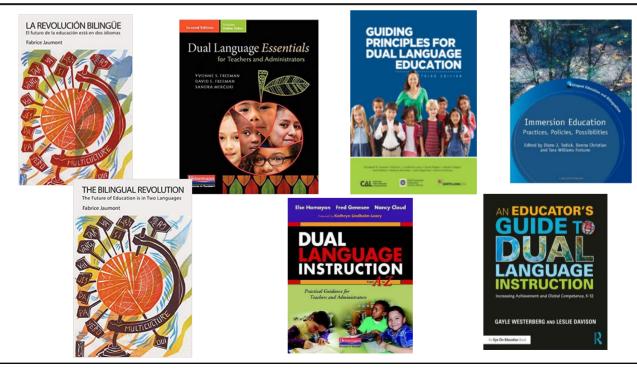


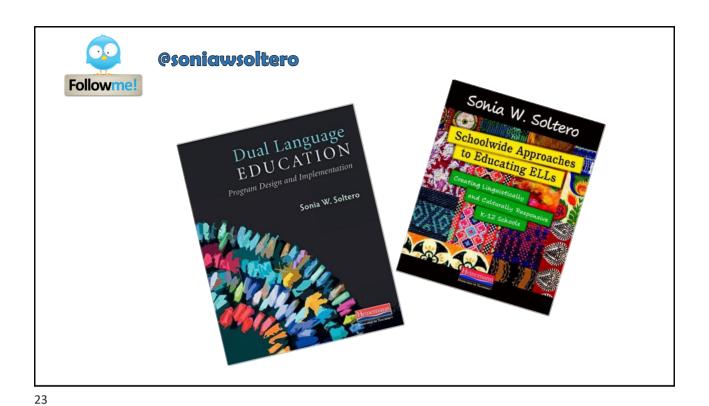
Dual Language Immersion will Change Achievement in American Public Schools https://www.americancouncils.org/news/language-news/dual-language-immersion-will-change-achievement-american-public-schools

What the Research Says about Immersion

https://carla.umn.edu/immersion/documents/ImmersionResearch TaraFortune.html

Study of Dual Language Immersion in the Portland Public Schools Year 4 Briefing 2015 http://res.cloudinary.com/bdy4ger4/image/upload/v1446848442/DLI_Year_4_Summary_Nov2015v3_1_jwny3e.pdf



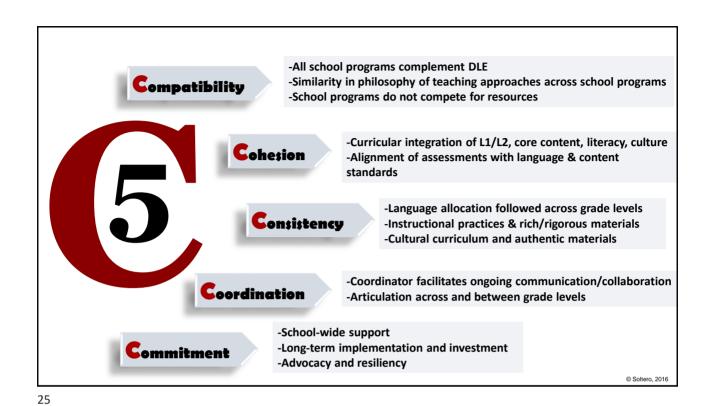


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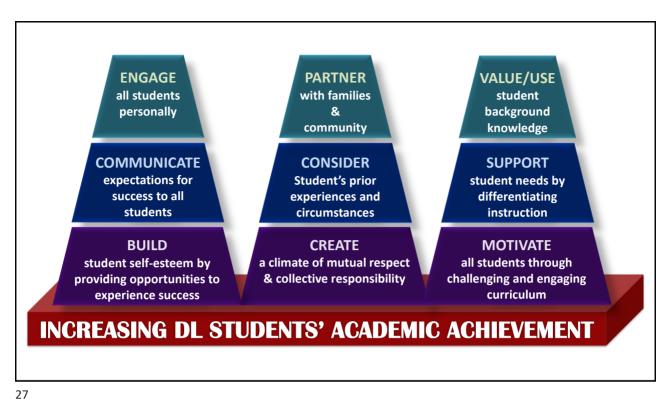
More on How to Create Enduring

Dual Language Programs

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Ensuring DL Program Quality and Sustainability Student engagement and integration **CLASSROOM** Culturally responsive curriculum Instruction, materials and assessment suited for DLE A designated school DL Coordinator **SCHOOL** Networking with other DL schools Coordinated advocacy Retention of highly qualified teachers and school leaders Continuous cycle of planning, program evaluation, PD District DL program criteria DISTRICT Designated Central Office DLE Director Central Office support staff with expertise in DLE Coordination among Central Office departments



ENGAGE students personally	How:
PARTNER with families & community	How:
VALUE/USE student background knowledge	How:
COMMUNICATE expectations for success to all students	How:
CONSIDER student's prior experiences/circumstances	How:
SUPPORT student needs by differentiating instruction	How:
BUILD student self-esteem by providing opportunities to experience success	How:
CREATE a climate of mutual respect & collective responsibility	How:
MOTIVATE all students with challenging and engaging curriculum	How:

