



Confronting the Equity Issues in Dual Language Immersion Programs
AGENDA

DAY ONE December 7, 2018

- 1:30 **CHECK-IN** w/light snack at Hacienda Room, UCLA Faculty Center
- 2:00 **WELCOME & OPENING REMARKS** (30 mins.): Patricia Gándara
- 2:30 **OVERVIEW: THE STATE OF DUAL LANGUAGE IMMERSION EDUCATION**
PRESENTATION: **Robert Slater** and **Richard Brecht** (30 mins.)
DISCUSSION (30 Mins.)
- 3:30 **DLI PROGRAM PLANNING AND EQUITY** (90 MINUTES)
AUTHOR PRESENTATION: **Rosa Molina (for Kathryn Lindholm-Leary)** (30 mins.)
REVIEWER COMMENTS: **Ana Hernandez** (20 mins.)
DISCUSSION (40 mins.)
MODERATOR: **Donna Christian**
- 5:00 **ADJOURN**
- 5:30 **RECEPTION/DINNER** (ends at 7:00pm)

DAY TWO December 8, 2018

- 8:30 **CONVENE** w/breakfast at Hacienda Room, UCLA Faculty Center
- 9:00 **RACE, SOCIAL JUSTICE, AND POWER EQUITY IN DUAL LANGUAGE EDUCATION**
(90 mins.)
AUTHOR PRESENTATION: **Claudia Cervantes-Soon** (30 mins.)
REVIEWER COMMENTS: **Nelson Flores** (20 mins.)
DISCUSSION (40 mins.)
MODERATOR: **Patricia Gándara**
- 10:30 **BREAK**

Confronting the Equity Issues in Dual Language Immersion Programs
AGENDA

DAY TWO December 8, 2018 continued

10:45 *DLI CURRICULUM AND EQUITY*

AUTHOR PRESENTATION: **Deborah Palmer** (30 mins.)

REVIEWER COMMENTS: **Lisa Dorner** (20 mins.)

DISCUSSION (40 mins.)

MODERATOR: **Robert Slater**

12:15 LUNCH

1:15 *DLI TEACHER PREPARATION & PROFESSIONAL DEVELOPMENT*

PRESENTATION: **Magaly Lavadenz** (30 mins.)

REVIEWER COMMENTS: **Shelly Spiegel-Coleman** (20 mins.)

DISCUSSION (40 mins.)

MODERATOR: **Gregg Roberts**

2:45 CLOSING PLENARY: Patricia Gándara & Robert Slater

- How do we engage and collaborate with philanthropy on DLI & equity?
 Susan Eaton (15-20 mins.)
- Summary of Presentations & Reactions (10 mins.)
- Moderated Discussion: where next do we take this body of work? (30 mins.)
 How can we connect the academic work to practitioners and policy makers?
 How do we incorporate solutions into discussion?

3:45 ADJOURN

Thank you
California Community Foundation and Spencer Foundation
For invaluable support of this initiative

Confronting the Equity Issues in Dual Language Immersion Programs

December 7-8, 2018 at UCLA

BIOS

Richard Brecht, co-director, American Councils Research Center/American Councils for International Education, is an internationally recognized expert on second language learning. He brings five decades of leadership in language research and policy on behalf of education, government, heritage communities, private business and NGOs. Brecht has been a founder and leader of more than a dozen national language organizations and projects, including the National Foreign Language Center and the Center for the Advancement of Language at the University of Maryland.

Claudia Cervantes-Soon is associate professor of bilingual education at Arizona State University. A former bilingual teacher in Texas, she conducts critical ethnographic research to examine the cultural production and pedagogical practices among children, youth and families from historically marginalized communities in bilingual, bicultural, and borderlands communities. In particular, her research draws on critical pedagogy, border and transborder epistemologies, and anticolonial Chicana feminist theories to examine ways in which educators and youth enact agency, develop critical literacies/biliteracy, and forge empowered identities. Dr. Cervantes-Soon's research has been supported by the American Association of University Women, the American Association of Hispanics in Higher Education, and the National Academy of Education/Spencer foundation, and her publications have appeared in the *Bilingual Research Journal*, *Equity and Excellence in Education*, *Harvard Education Review*, *Race Ethnicity and Education*, and *Review of Research in Education* among others. She is also the author of the award-winning book *Juárez Girls Rising: Transformative Education in Times of Dystopia*.

Donna Christian, senior fellow, Center for Applied Linguistics (CAL), held the position of president of CAL from 1994-2010. Her work focuses on the role of language in education, with special attention to second language learning, dual language education, dialect diversity, and public policy. She is a co-author of *Dialects at School: Educating Linguistically Diverse Students* (2017), co-editor of *What Teachers Need to Know About Language* (2018), and the editor of a special issue of the *International Multilingual Research Journal* on dual language education (2016).

Lisa M. Dorner is associate professor in the Department of Educational Leadership and Policy Analysis and a faculty fellow of the Cambio Center at the University of Missouri-Columbia. Her research centers on language education policy and planning, educational policy implementation, and immigrant childhoods, especially children's and families' integration in "new" spaces. As co-founder of the Missouri Dual Language Network, Lisa enjoys connecting people and resources for language learning and policy development (www.modlan.org), creating online curricula about the immigrant experience (www.lacesproject.org), and, most recently, co-leading a US Department of Education National Professional Development program in Missouri (www.see-tel.org). Lisa's publications may be found in the *American Educational Research Journal*, *American Journal of Education*, *Educational Policy*, *International Journal of Bilingual Education and Bilingualism*, and *Review of Research in Education*. She received her PhD and MA in Human Development and Social Policy from Northwestern University.

Nelson Flores is associate professor of educational linguistics at the University of Pennsylvania. His research examines the intersections of language and race in bilingual education with the goal of promoting more equitable programs for language-minoritized students. He currently serves as the principal investigator of the Philadelphia Bilingual Education Project that examines the historical and contemporary cultural politics of bilingual education in The School District of Philadelphia and across the nation. He is also involved with [The Center on Standards, Alignment, Instruction, and Learning](#), an IES-funded study of how various college- and career-ready standards are implemented, if they improve

Confronting the Equity Issues in Dual Language Immersion Programs

December 7-8, 2018 at UCLA

BIOS

student learning, and what instructional tools measure and support their implementation. He is leading the study of the implementation of the College and Career Ready Standards for English Language Learners. His work has appeared in scholarly journals such as *Critical Inquiry in Language Studies*, *Linguistics and Education*, *TESOL Quarterly* and *Harvard Educational Review*.

Patricia Gándara, Civil Rights Project co-director and UCLA research professor, is also director of education projects for the University of California-Mexico Initiative. Gándara's expertise includes language policy and Latino educational achievement. She is an elected fellow of the American Educational Research Association (AERA) and the National Academy of Education. Recent books include *The Latino Education Crisis* (2009) with Frances Contreras; *Forbidden Language: English Learners and Restrictive Language Policies* (2010) with Megan Hopkins; and *The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market* (2014), with Rebecca Callahan.

Ana Hernández is associate professor and program coordinator of multilingual and multicultural education in the School of Education at California State University, San Marcos. She is the director and principal investigator of Project ACCEPT – *Aligning the Common Core for English Learners, Parents and Teachers* – a US Department of Education National Professional Development Grant for Dual Language Education. Her work in bilingual teacher preparation stems from 32 years of teaching in California public schools as a bilingual/dual language teacher in grades K-8th. Dr. Hernández's research examines instructional practices, teacher preparation, and cross-cultural equity in dual language education. She earned a doctorate in educational leadership from the Joint Doctoral Program at the University of California, San Diego and CA State University, San Marcos. Her publications have been featured in a variety of peer-reviewed journals and edited books. She is also on the Advisory Committee for the Association for Two-Way and Dual Language Education (ATDLE).

Magaly Lavadenz is distinguished professor of English learner policy, research and practice in the Department of Educational Leadership, and founding executive director of Loyola Marymount University's Center for Equity for English Learners. She is also the current president of Californians Together, a statewide advocacy organization for the state's dual language learners and emerging bilingual students, and she has served as past president of the California Council on Teacher Education, California Association for Bilingual Education, and founding president of the California Association of Bilingual Teacher Educators. Her research in the areas of educational equity and the preparation and support of teachers of English Learners, Latin@ communities, and biliteracy has been published in journals, book chapters and books, including *Latinos and Civil Rights in Education: La Lucha Sigue* (with Anaida Colón Muñiz). Born in Cuba, Magaly is a former elementary bilingual classroom teacher and K-12 English as a Second Language Teacher Specialist. She completed a Ph.D. in education from the University of Southern California.

Kathryn Lindholm-Leary is professor emerita of child and adolescent development at San Jose State University, where she taught for 28 years. Kathryn has worked with over 75 two-way and developmental bilingual programs from PreK through 12 over the past 30 years, has written books, chapters, and journal articles, and given presentations to researchers, educators, and parents on the topics of dual language education and child bilingualism. More recently, she worked with the National Academy of Sciences in their report on the development of English/dual language learners. Her research was cited by the U.S. Department of Education in the Federal Register. Kathryn has served on advisory boards or

Confronting the Equity Issues in Dual Language Immersion Programs

December 7-8, 2018 at UCLA

BIOS

as consultant to federal and state departments of education, various professional organizations, and other agencies, school districts, and schools.

Rosa G. Molina is executive director of the Association of Two-Way & Dual Language Education (ATDLE), a national organization providing technical assistance and professional development to TWBI & dual language programs in the U.S. She retired from PreK-12 education with a career that spanned 34 years as a bilingual classroom teacher, reading specialist, principal of the first TWBI program training site in the U.S., national disseminator of TWBI educational programs through Project Two-Way, elementary director and assistant superintendent in two school districts. Rosa is currently focused on expanding ATDLE, building regional networks, professional assistance and training to programs, and promoting TWBI expansion across the U.S. 27 years ago Rosa worked with colleagues to co-found Two-Way CABE, for which she was president over ten years and volunteer executive director for several more. Recipient of the Dr. Asa Hilliard Award for work on equity through first and second language learning, Rosa presently collaborates with researchers, districts and schools throughout the nation.

Deborah Palmer is professor of educational equity and cultural diversity in the School of Education at the University of Colorado Boulder. A former two-way dual language bilingual teacher in California, she conducts qualitative research using ethnography and discourse analysis in linguistically diverse settings. Her interests include bilingual education policy and politics; critical additive bilingual education; teacher preparation for linguistically/culturally diverse teaching contexts; and issues of language, power and identity. Her recent book, "Bilingual Teacher Leadership for Social Change," published by Multilingual Matters, explores and defines teacher agency, activism and leadership for bilingual educators. Her articles have appeared in a range of journals, including *Language Arts*; *Review of Research in Education*; *International Journal of Bilingual Education and Bilingualism*; *Language Policy*; *Journal of Language, Identity and Education*; and the *Modern Language Journal*.

Gregg Roberts, director of Dual Language Studies for American Councils of International Education, was world language & dual language immersion specialist for the Utah Board of Ed and co-project director of the Flagship Language Acquisition Network (F-LAN), a national consortium of 20 states. He led a group of K-12 educators in the design and implementation of Utah's successful *Critical Language and Dual Language Immersion programs (DLI)*. Gregg was named *State Supervisor of the Year* by the 2009 National Council of State Supervisors of Foreign Language, and received the 2015 ACTFL *Leo Benardo Award for Innovation in K-12 Language Education* and the French Government's *Palms Académiques*.

Robert Slater, co-director of the American Councils Research Center, most recently co-directed two major U.S. government funded studies examining the impact of dual language immersion programs on K-12 academic performance. He served as director of the National Security Education Program (NSEP) and established the highly successful Boren Scholarship and Fellowship programs, the Language Flagship program and the National Language Service Corps. Slater is an accomplished political scientist and methodologist and has published in major scholarly journals.

Shelly Spiegel-Coleman is the executive director of Californians Together, a coalition of 23 statewide professional, parent and civil rights organizations focused on improving schooling for English learners. She served on CA Superintendent Tom Torlakson's Transition Team and was the senior project director for the Multilingual Academic Support unit of the Los Angeles County Office of Education (LACOE). She

Confronting the Equity Issues in Dual Language Immersion Programs

December 7-8, 2018 at UCLA

BIOS

worked as an English language development consultant, coordinator for the Bilingual Teacher Training Program and Title VII developmental two-way immersion director for LACOE. She served as a member of the English Learner Advisory Committee to the California State Board of Education, Public School Accountability Act Advisory Committee, English Language Development Standards Project and the California Curriculum and Supplemental Materials Commission. Shelly completed a master's in education with an emphasis in bilingual education from Whittier College, teaching credential from UCLA and undergraduate work at California State University at Northridge.

ORGANIZATIONS

American Councils for International Education/American Councils Research Center (ARC) provides evidence for policy and management decisions on language in education and the workplace through development, collection, and dissemination of research results. ARC's goal is to expand the pool of policy-relevant data and research available to decision-makers at all levels concerned with language in education and the workplace. ARC builds on the accomplishments of American Councils for International Education in the areas of language assessment, advanced language acquisition, immersion learning, and intercultural development. The R&D in these areas have produced nationally and internationally recognized materials. Among ARC's most important accomplishments in dual language immersion (DLI) is the 2012-2016 study (with the RAND Corporation) of the impact of dual language immersion on academic performance in Portland Public Schools. Most recently, ARC, along with the University of Utah and American University, was awarded a major IES researcher-practitioner partnership grant to continue the Portland work by investigating this relationship across schools in Utah.

Civil Rights Project/Proyecto Derechos Civiles (CRP) is a leading civil rights research organization, co-directed by Professors Patricia Gándara and Gary Orfield, and housed in the UCLA Graduate School of Education & Information Studies. Founded in 1996 at Harvard University and relocated to UCLA in 2007, the mission of the Civil Rights Project is to help renew the civil rights movement by bridging the worlds of ideas and action, create a new generation of research in social science and law on the critical issues of civil rights and equal opportunity, and deepen the understanding of those issues in order to achieve racial and ethnic equity in the United States. CRP has found eager collaborators among the finest scholars, and wide-open doors among advocacy organizations, policymakers and journalists. Focusing initially on education reform, it has convened dozens of national conferences, roundtables and policy briefings; commissioned more than 475 studies, published more than 15 books and issued numerous reports from authors at universities and research centers across the country. The Supreme Court, in its 2003 *Grutter v. Bollinger* decision upholding affirmative action, and in Justice Breyer's dissent (joined by three other Justices) to its 2007 *Parents Involved in Community Schools* decision, cited the Civil Rights Project's research.

####

