

Confronting the Equity Issues in Dual Language Immersion Programs

Dec. 7-8, 2018

UCLA



OVERVIEW:
THE STATE OF DUAL LANGUAGE IMMERSION EDUCATION

SURVEY OF DUAL LANGUAGE IMMERSION ADMINISTRATORS

SURVEY QUESTIONS

1. What does equity mean to you in terms of dual language education?
2. What are your concerns about equity in DLI in terms of the following at the school, district, and state levels? (a) Equity of access (b) Preparation of teachers, administrators, school staff?
3. How do you think the curriculum, materials, and assessments you use in the program affect equity?
4. What is an effective balance in classrooms between native speakers of English and of the partner language? What are the issues that might result from that balance? How do you integrate students with special needs into the classroom?
5. How do teachers, administrators and/or school staff discuss ways of promoting equity (or express concerns about it)? Could you provide an example? What is your state/district/school doing to enhance equity?
6. Do you think that lotteries for admission to DLI programs provide an equitable approach? Why? Should there be separate lotteries for partner language students and native English speakers? Why? How should out of boundary and in boundary issues be addressed?
7. Any other comments on the equity issue?



Dual Language Immersion Program Planning and Equity

Kathryn Lindholm-Leary, Ph.D.
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Major equity issues in DLI program planning:

- Administrative
- Programmatic
- School characteristics
- Students and families



Prominent Equity Issue in Planning *Vision of Bilingualism and Biliteracy*

- ☐ Research demonstrates positive impact of bilingualism:
 - Students' cognitive and academic success
 - Comparable or higher social-emotional outcomes
 - Economic and career advantages
- ☐ Research strongly demonstrates importance of promoting *high levels* of bilingualism and biliteracy
- ☐ Without clearly stated vision of *high* bilingualism/biliteracy, other planning considerations may not lead to high bilingualism and positive impacts



Planning and Equity Issues:

1. Administrative

☐ Sustainability

- Policies promoting DLI/bilingualism vary by state, region
- K-12 Pathway
- Clear commitment to a vision and goals focused on bilingualism and biliteracy is necessary. Without it:
 - Elementary-level only ➤ lower levels bilingualism
 - Little/no assessment or accountability in partner language
 - Policies can promote English to exclusion of partner language
 - shift in status of partner language and native speakers

☐ Resources must be considered carefully for equitable program

☐ Staffing: leadership, teaching and specialized staff

- Support DLI program and vision, proficiency in partner language



Planning and Equity Issues:

2. Programmatic

☐ Program Configuration

- Definitions and implementation of DLI vary
- Single strand vs whole school
- Allocation of time for each language
 - 90:10 vs. 50/50
 - 90:10 leads to higher bilingualism and biliteracy

☐ Equity and challenges in selection of partner languages

☐ Alignment between PreK and language of instruction in DLI Kinder

- Proficiency in L1 important for PreK DL/EL children
- PreK instruction should promote L1/bilingualism
- PreK only English ➤ negative impacts in language, academics
- Need alignment between PreK and K DLI and PreK-12 Pathway



Planning and Equity Issues:

3. School Characteristics

☐ School Site Location(s)

- DLI programs occur in many types of communities, but impacted by many issues:
 - Support in community – attitudes, transportation
 - Gentrification and neighborhood diversity
 - Support at school site for low income marginalized students

☐ Processes for Selecting Student Participants

- Selection criteria to promote equity and equality
- Advantages and concerns of placement tests



Planning and Equity Issues:

4. School Characteristics

- ❑ Planning for recruitment and retention
 - Student background differences must be acknowledged and addressed to ensure equitable educational opportunities for all
 - One group often excluded is IFEP/bilinguals at school entry, should be included
 - No research to support exclusion of at-risk/special education populations, but planning should include hiring staff to support these students
 - Engaging parents, especially economically or educationally disadvantaged or immigrant, necessitates including parent engagement in the vision of bilingualism and biliteracy

Race, Social Justice, and Power Equity in Dual Language Education

Claudia G. Cervantes-Soon, Ph.D.

Paper Overview

- DLE within the evolution of post-Civil Rights bilingual education
- Equity goals of DLE
- Contexts of pronounced inequities
- Erased communities/student groups
- Assessment of equity work in DLE
- Implications & recommendations for equity in DLE

**In order to better recognize the
materialization of inequities
we must understand DLE
within the colonial legacies
that have shaped the evolution
of post-Civil Rights Movement
bilingual education.**

Equity Goals in Dual Language Education

Hegemonic Whiteness

linguistic domination

interest convergence

Contexts of Exacerbated Inequities

- Historically segregated communities in paths of gentrification
- Regions with a relatively recent surge in the Latinx population and without a long-standing presence of bilingual education
- Places with restrictive language policies

Erased Communities

- **African American students**
- **Indigenous students**
- **Programs where most/all students are Latinx**

Looking into the future

- Examining research approaches: our questions, constructs, and methods
- Intersectional research and focus on sociocultural/cross-cultural development
- Critical consciousness as a 4th pillar
- Materialist anti-racist approaches
- Anticolonial approaches to knowledge and DL teacher preparation

We move away from the pervasiveness of pedagogies that are too closely aligned with linguistic, literate, and cultural hegemony and toward developing a pedagogical agenda that does not concern itself with the seemingly panoptic “White gaze” (Morrison, 1998) that permeates educational research and practice with and for students of color, their teachers, and their schools.

Paris & Alim, 2014

Equity in Curriculum in Two Way Dual Language Education

Deborah K. Palmer
University of Colorado Boulder

A fourth core goal for TWDL...

- **Bilingualism/Biliteracy, High Academic Achievement, Sociocultural Competence, and...**

Critical Consciousness:

- Awareness of the structural inequalities of schools and society and of our own role(s) within those.
- Ongoing, critical engaged **dialogue** and **praxis** to continually look deeper into inequities and work for a more just world.

Three Recommendations for Equity in Curriculum:

1. Critically-oriented, culturally sustaining (Paris & Alim, 2017)
bilingual **content**
 - *Monoglossic Curricular Mandates*
2. **Pedagogies** of inclusion
 - *Monolingual/Monoglossic Accountability Systems (e.g. high stakes tests)*
3. Deliberate **language** use
 - *Strict language separation policies*

CURRICULUM: The various ways in which **knowledge** is framed, becomes present, and is deployed in schools, as well as the ways in which basic orientations are formed and reproduced.

(DeLissovoy, email correspondence, October 2018)

- what knowledge is important
- how we bring our students to become aware of important knowledge
- how our decisions around knowledge are shaped by our own (or others') sometimes unspoken ideologies

WHAT we teach and **HOW** we teach it.

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