

# Dual Language Instruction & the Fight for Equity & Social Justice

June 7, 2022

Multistate Association for Bilingual Education - Northeast (MABE)  
for Citizens for Public Schools (CPS) *Race & Education: Latinx Students* Series



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**CITIZENS**  
*for* **PUBLIC**  
**SCHOOLS**

# Agenda

1. Introduction
2. Student & Parent Voices
3. Learning Conditions of MA ELs and Students of Color
4. Research Supporting DLE
5. Challenges of Implementing DLE Programs
6. Teacher Voices
7. Questions



# Where Massachusetts Stands



Less than 1 in 3 Black and Latino fourth graders are on grade level in reading – half the rate for the state's White students.

Only 28 percent of low-income eighth graders are on grade level in math – again, less than half the rate for higher income students.

1 in 3 English learners don't graduate on time – and 1 in 7 drop out of school entirely.

Less than 1 in 3 Black and Latino students who take the SAT meet college-readiness benchmarks in reading and math – compared to 2/3 of their White peers. Too many graduates of color don't enroll in postsecondary education at all, and among those that do, too many have to take remedial courses.



Source: [#1 For Some report, September 2018](#)

# Where Massachusetts Stands

- Latino students and students from low-income families are less likely to access early childhood education programs.
- Black and Latino students in Massachusetts are three times more likely than White students to be assigned to a teacher who lacks content expertise in the subject they teach.
- Black and Latino students are under-represented among students completing AP courses – and over-represented among students suspended out-of-school.

Source: [#1 For Some report, September 2018](#)



# LOOK ACT

*“Programs shall be based on best practices in the field and the linguistic and educational needs and the demographic characteristics of English learners in the school district.”*

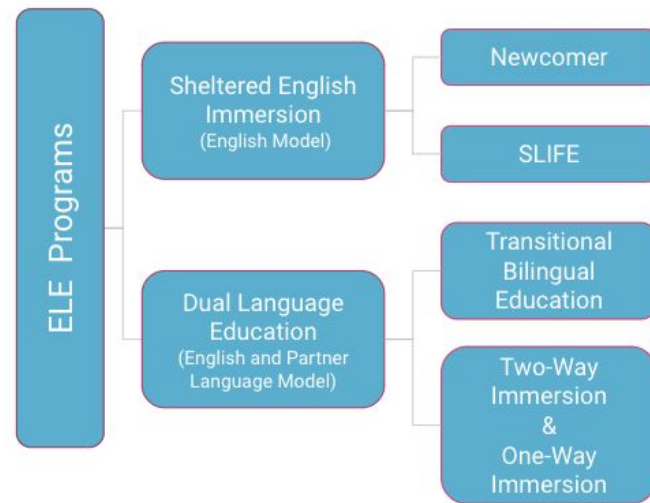
*Language Opportunity for Our Kids Act, 2017*



# Dual Language Education

## Massachusetts

- Approximately 40 DLE - Two-Way Immersion programs in 17 out of 351 districts
- Five districts with multiple programs
- LOOK Act, November 2017
  - In addition to SEI, districts can decide on adding bilingual programs
  - Eliminates restrictions for TBE programs, encourages DLE programs
  - Creates Bilingual Education Endorsement
  - Creates State Seal of Biliteracy Award

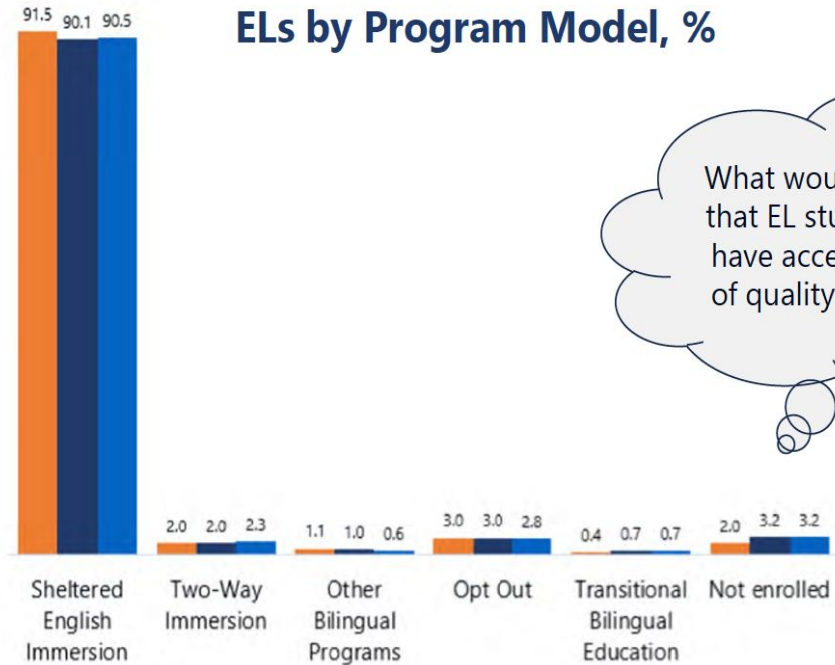


# Dual Language Education - Two-Way Immersion Programs





## EL students are still overwhelmingly served in SEI programs.



What would it take to ensure that EL students and families have access to a wide range of quality program options?





# Voices from the Field

## Student Voices from Framingham

- **Mahalia Cullen**
- **Isabela Perera**

## Parent Voice from Brockton

- **Ivette Centeio**



# Learning Conditions of MA ELs and Students of Color

**Dr. Fabian Torres Ardila** is the Assistant Director at the Gastón Institute for Latino Community Development & Public Policy at the University of Massachusetts-Boston.

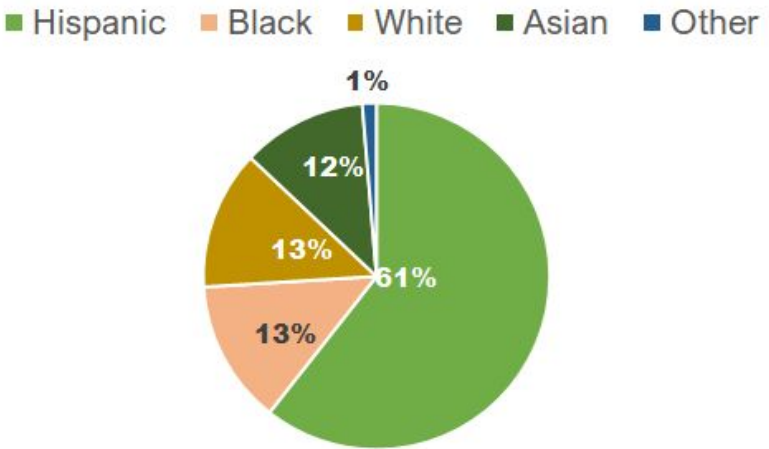




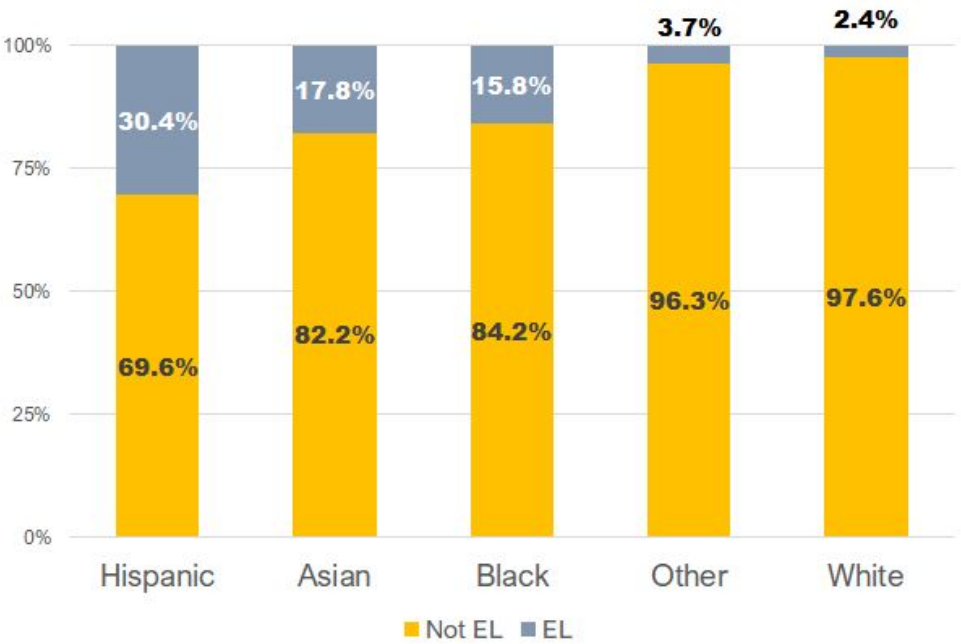
# English Language Learners by the Numbers AY 2020

EL students represent 11% of all K-12 students in Massachusetts. Source: Massachusetts Department of Elementary and Secondary Education (DESE).

EL students by Race/Ethnicity  
N=102,861



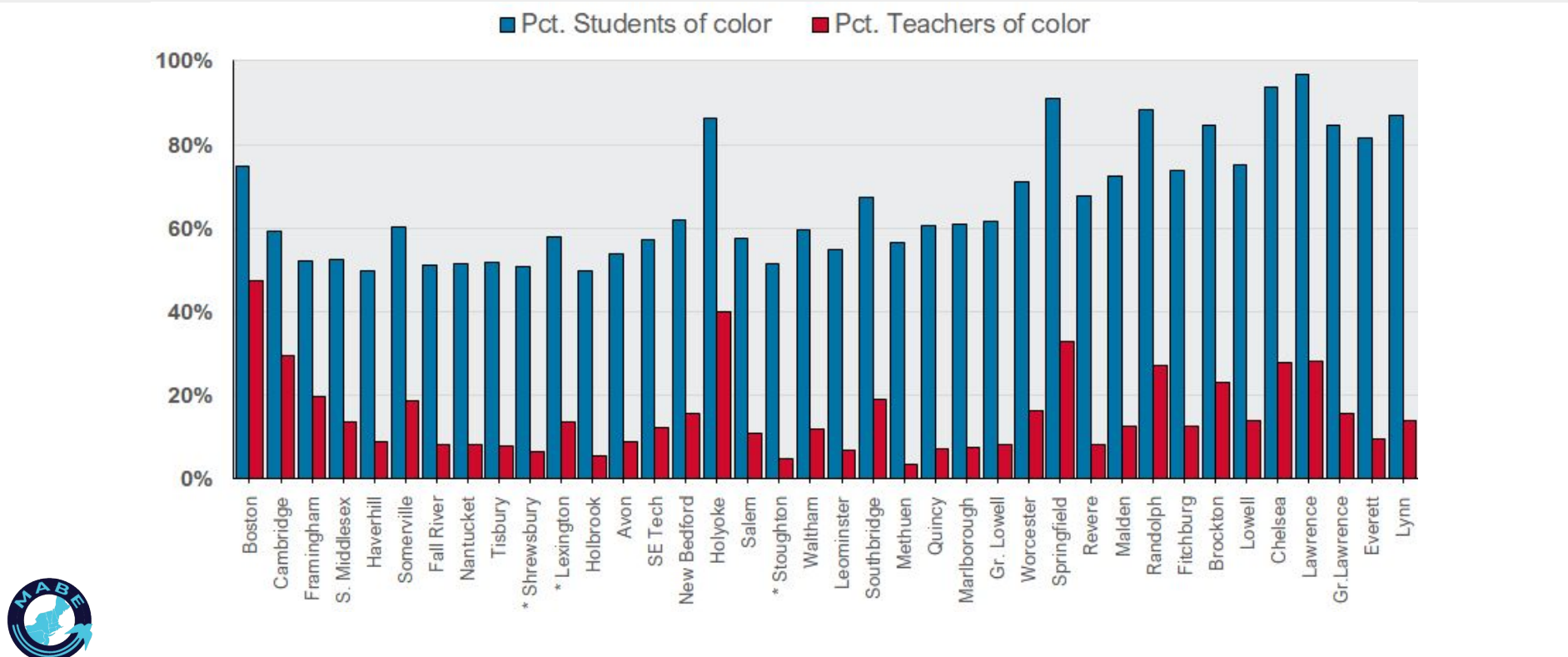
Percentage of EL Status Across Race and Ethnicity





# Gap between teachers of color and students of color in MA School Districts

The graph shows the difference between the share of students of color and the share of teachers of color in school districts with 50%+ students of color (small to largest gap). **Source:** DESE. **Analysis:** MABE and Gaston institute.

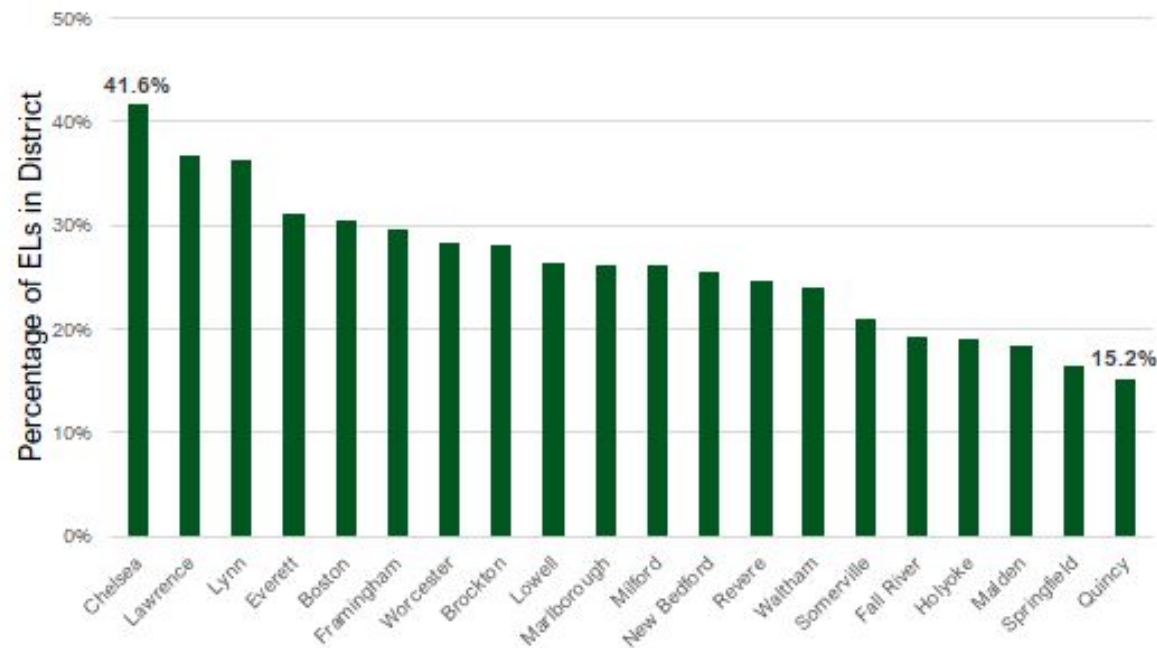




# Top 20 MA school districts with the largest (1,000+) EL populations (AY21)

Source: DESE. Analysis: MABE and Gaston institute.

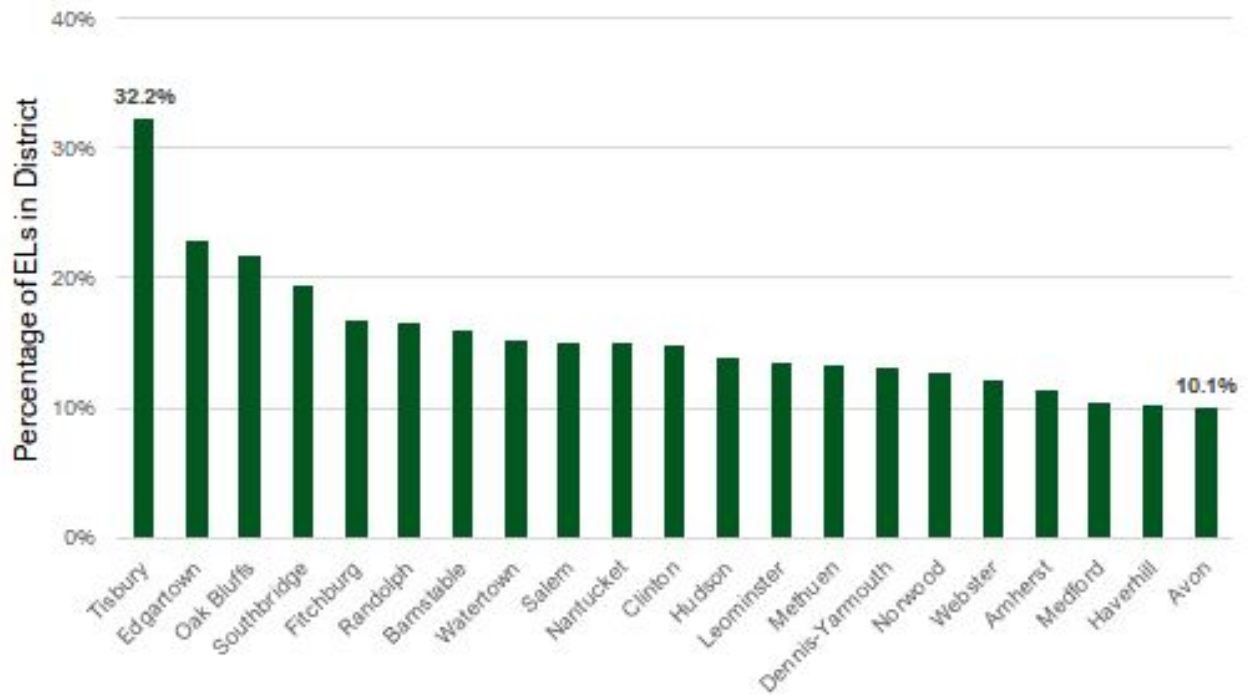
These districts enroll 65% of all ELs in the state. Source: DESE. Analysis: MABE and Gaston institute.





# MA School districts at least 10% EL students (1,000 or less). AY21

These districts enroll approximately 9% of all ELs in the state. **Source:** DESE. **Analysis:** MABE and Gaston institute.



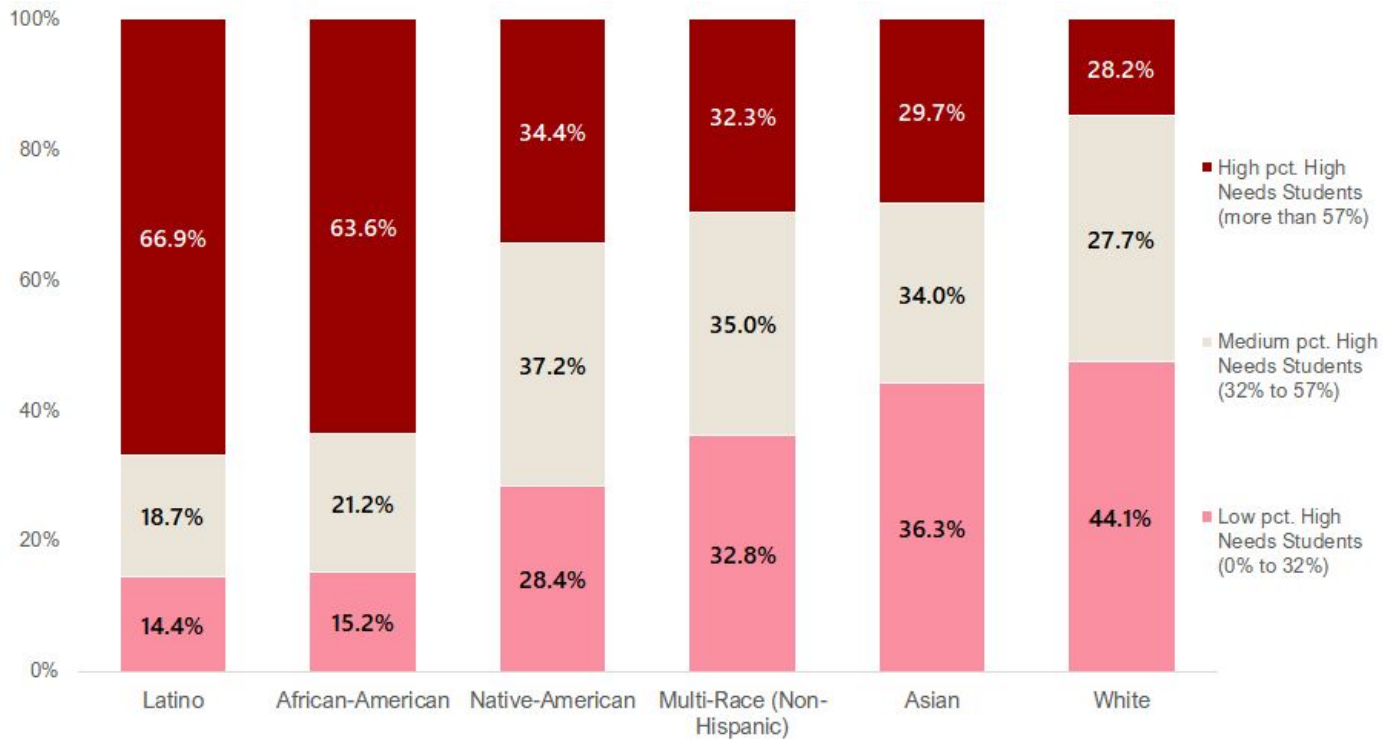




# Distribution of students by percentage of “High Needs” students - AY 2019

A student is “High Needs” if he or she is designated as either economically disadvantaged, or ELL, or former ELL, or a student with disabilities.

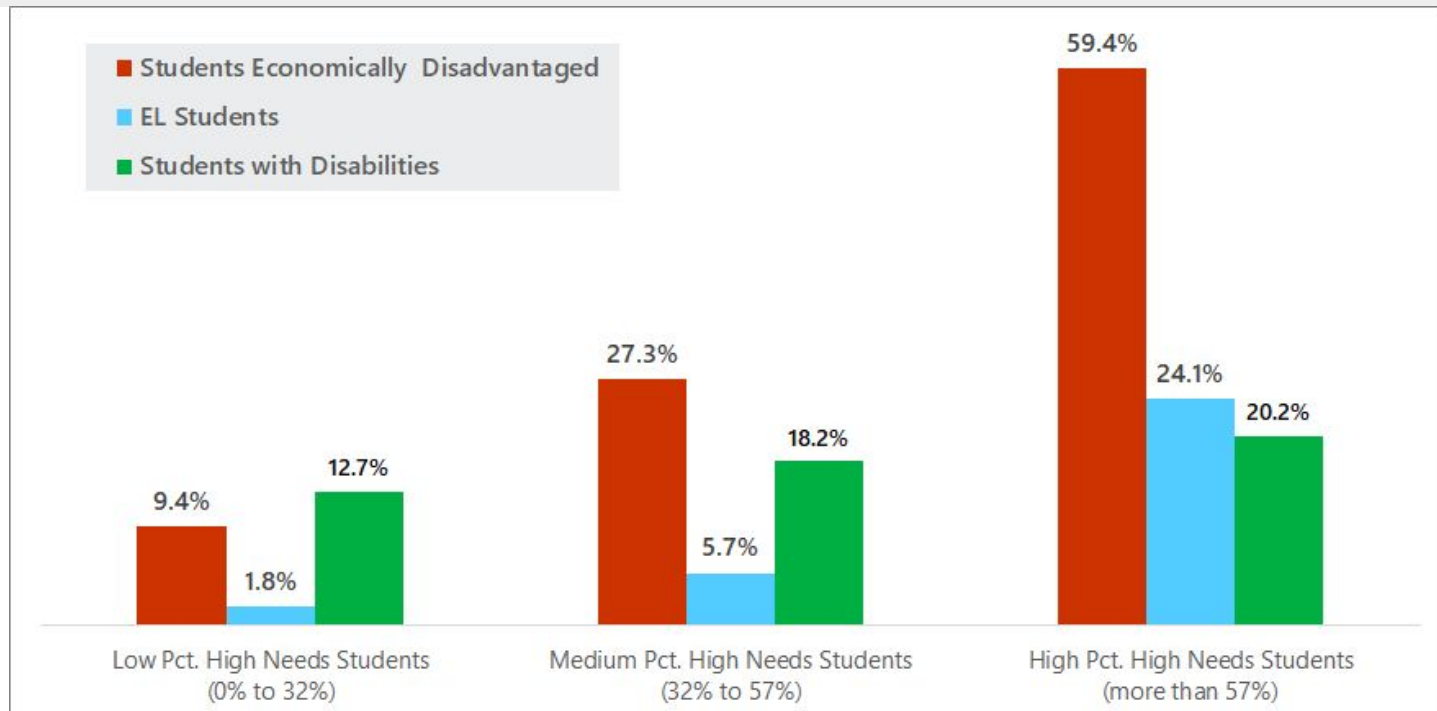
**Source:** Massachusetts DESE, 2019. Gastón institute analysis.





## Percentage of students by type of "High Needs students" – AY 2019

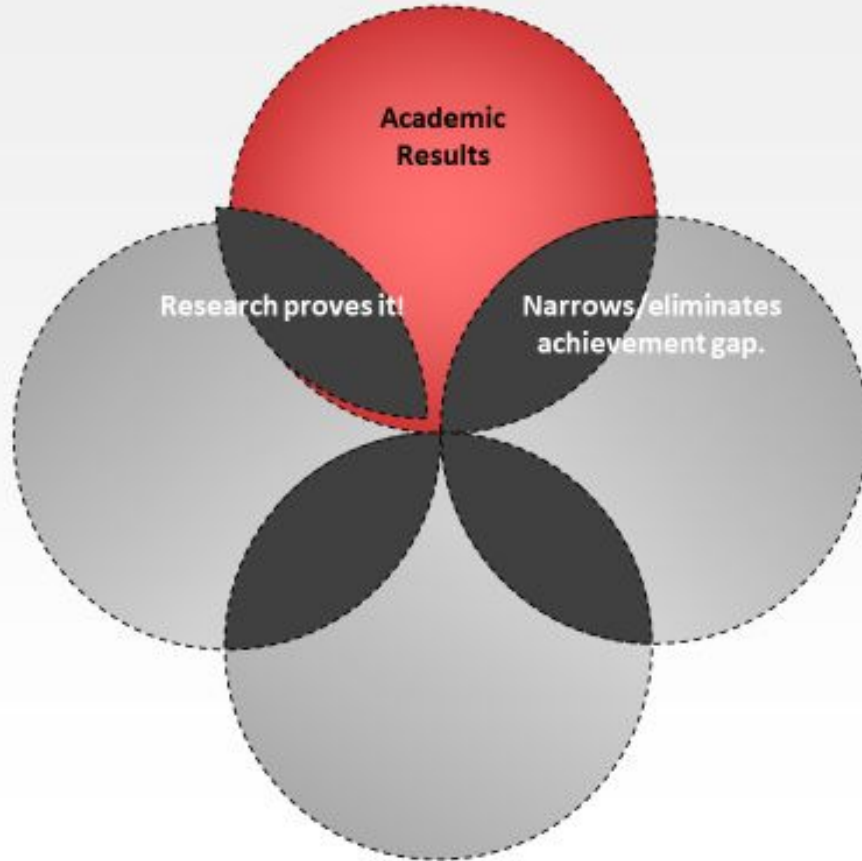
A student is economically disadvantaged if participates in one or more state-administered programs: **SNAP**; the Transitional Assistance for Families with Dependent Children (**TAFDC**); the Department of Children and Families' (**DCF**) foster care program; and MassHealth. **Source:** Massachusetts DESE, 2019. Gaston institute analysis.



# Research Supports Dual Language Education

**Dr. Mary Cazabon** brings experience in design and inception of innovative research-based programs for English Learners (ELs) and English-only students in Dual Language Programs in Spanish, Portuguese, and Mandarin as well as in Integrated Foreign Language Programs in Mandarin and Korean.





## How do ELs fare in DLE? (Lindholm-Leary & Genesee, 2014)



**ELs attain English proficiency by grades 5-7.**



**ELs reach comparatively similar or higher levels in content-area academic achievement to English-home speaking peers.**

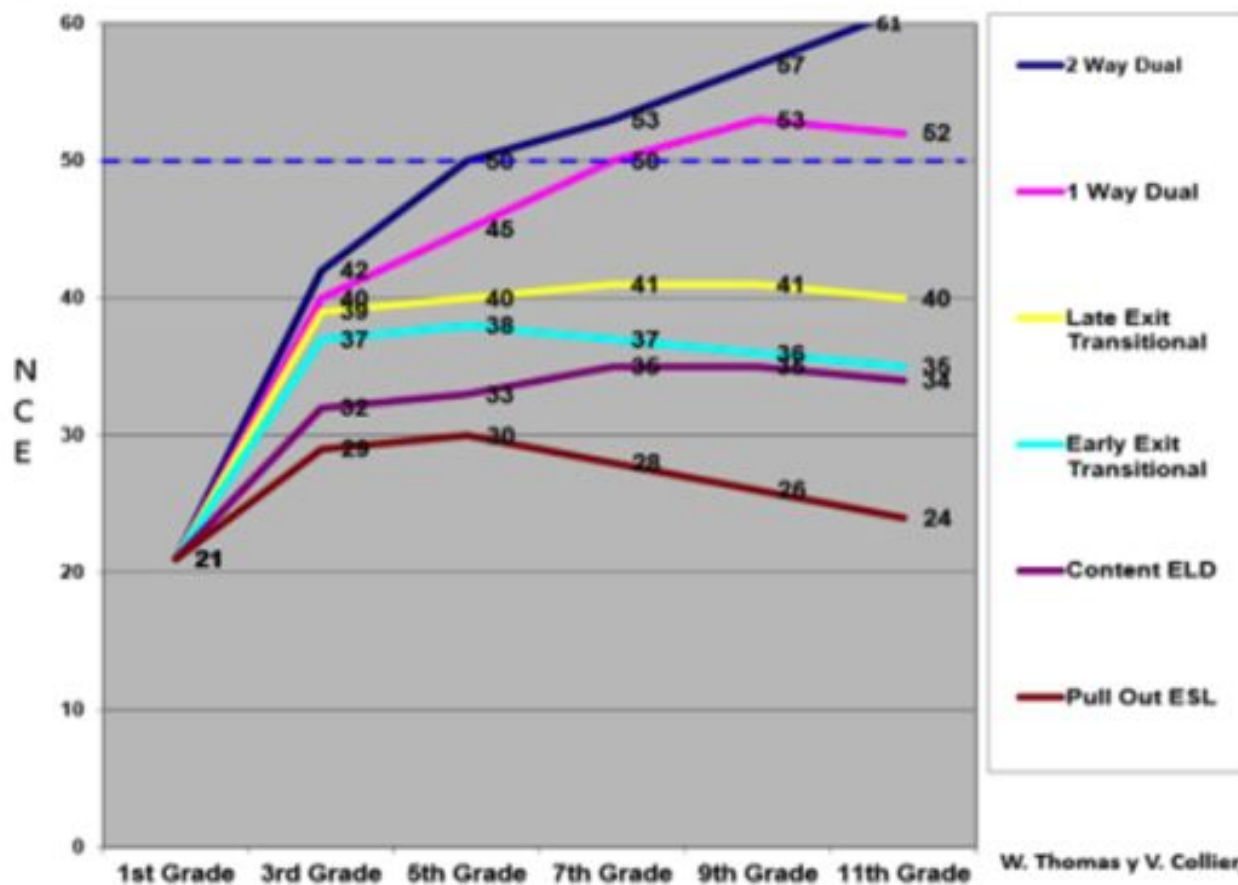


**ELs are more likely to complete high school, take advanced placement courses, & have positive attitudes toward school.**



English  
Reading  
Scores

## English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

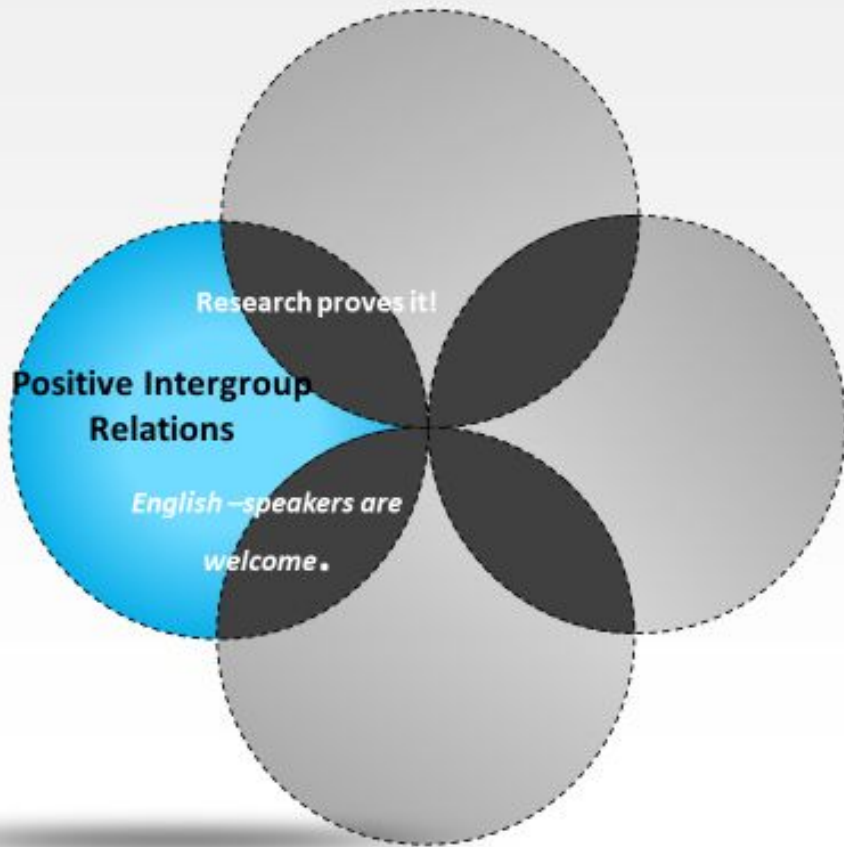


Steele, L. L., Slater, R., O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. *"Effects of Dual-Language Immersion Programs on Student Achievement: Evidence from Lottery Data."* American Educational Research journal, Vol. 54, No. 1 suppl., April 2017.

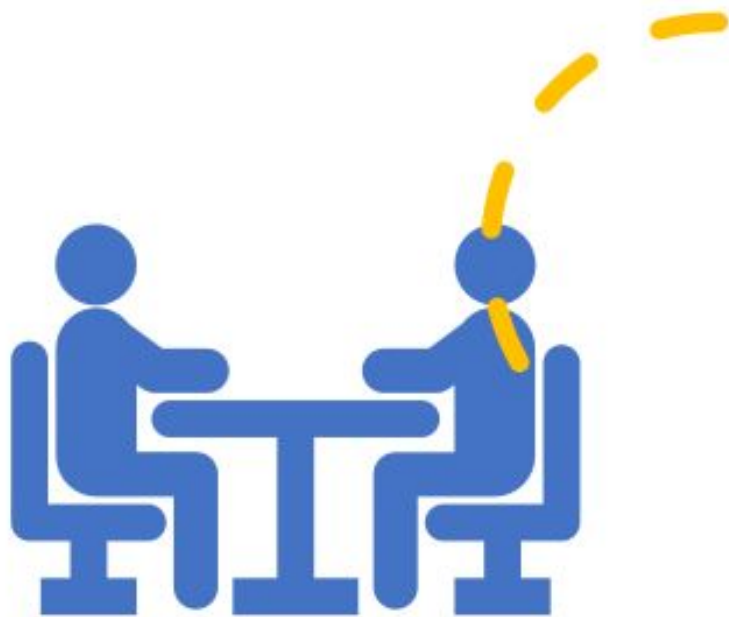
- A **longitudinal 4-year study** of students **randomly assigned** to DLE programs in Portland OR.
  - Randomization eliminates *selection bias* and improves ability to infer *causation* (not just correlation).
  - Study examined both Two-Way and One-Way DLE on a district-wide scale with 12 schools by tracking students from K-8.









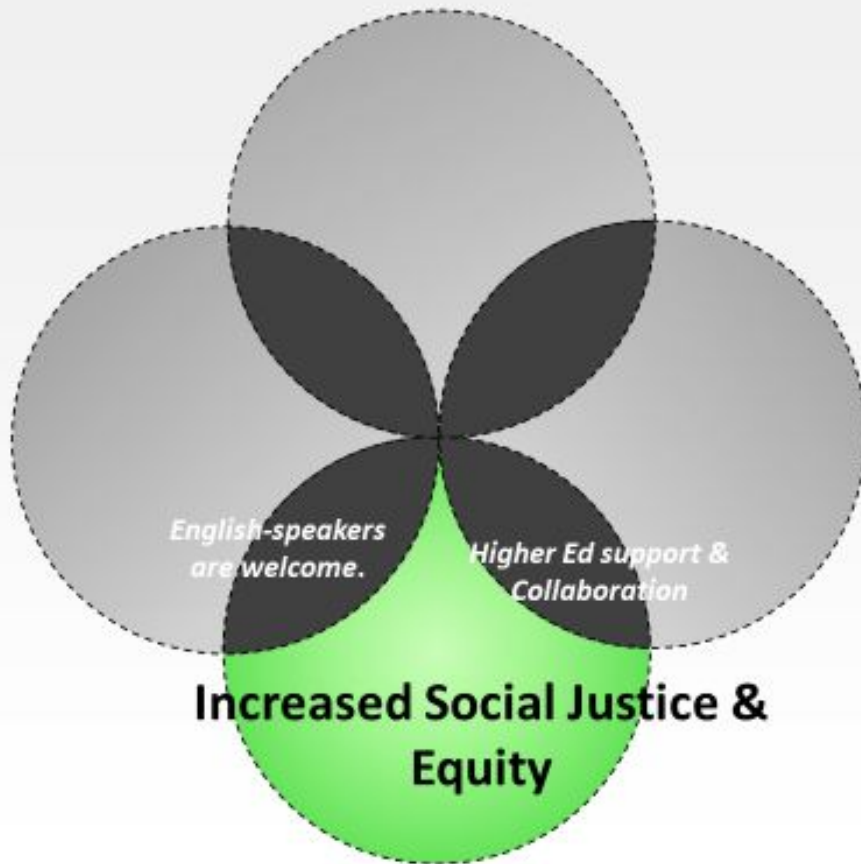


### **Highlights of Socio-Cultural Results of Reciprocal Interdependence**

- Students display an orientation of integrative motivation by their choice of responses on the Cross-Cultural Attitude Survey.
- African Americans and Latinos indicate the strongest degree of integrative motivation across most grade levels demonstrating that for them the presence of the “other” is critical to their learning in a bilingual environment.

(Cazabón, 2000)



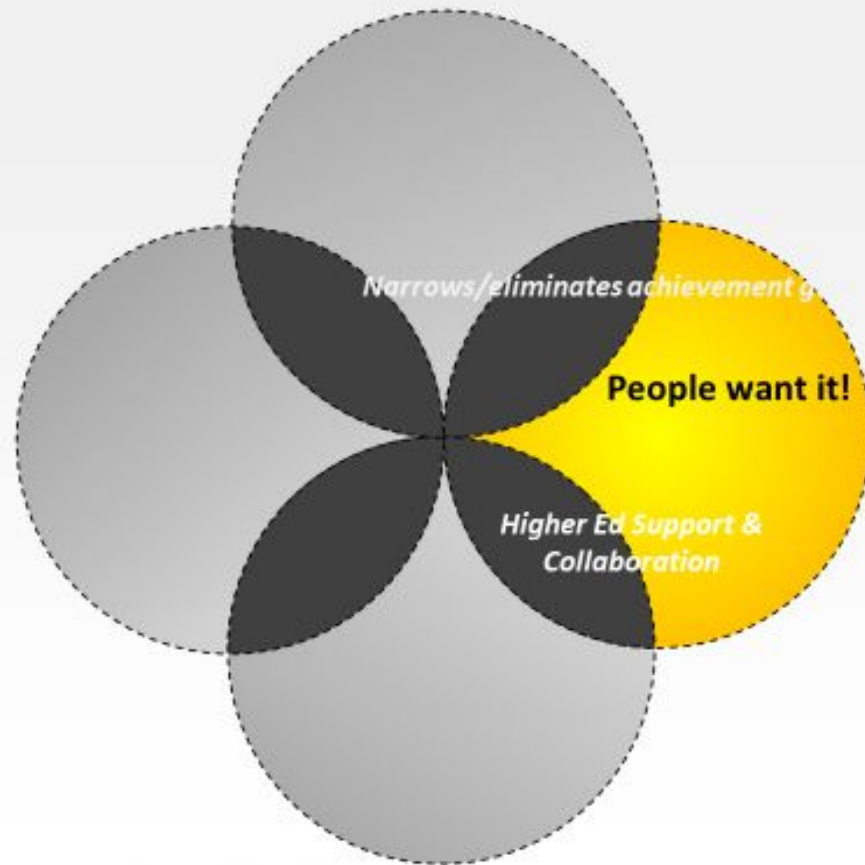


# Equity & Social Justice

Reciprocal interdependence is mutually beneficial to both groups of students and enables the possibility of Equity and Social Justice for our language minoritized students:

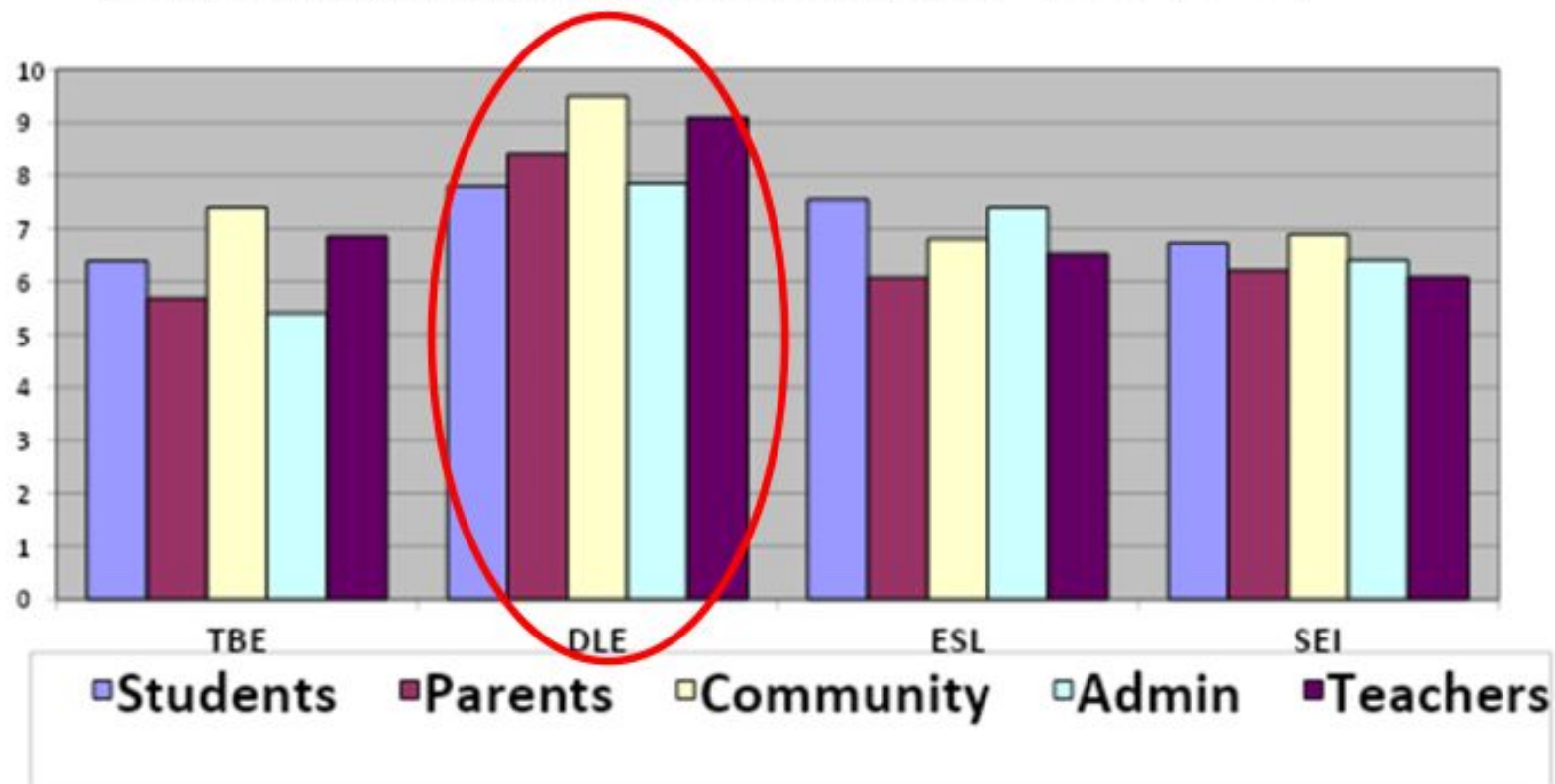
- 1. Latinx and ELs gain high quality English while maintaining and perfecting their first language and affirming their cultural heritage.
- 2. English speakers gain a second language and cross-cultural respect and understanding (an elusive accomplishment in American education in the United States).
- 3. Social justice and equity are closer to becoming a reality in our classrooms and within our schools.





**Comparison of Mean Scores (Scale of 0-10)**

**Cambridge Public Schools Survey Responses in Favor of TBE, DLE, ESL & SEI (Cazabon, 2014): Which program do you think is best for EL students? (Cazabón, M. 2014)**





**DLE Research Attests to its Commitment to Equity and Social Justice**  
Mary Cazabón (Lesley University) & Fabián Torres-Ardila (Gastón Institute/UMass Boston)



# Research Resources

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- Cazabón, M. (2014). A district's response to the passage of Question 2 in Massachusetts. In G. P. Mcfield (Ed.), *The miseducation of English learners: A tale of three states and lessons to be learned*. Charlotte, NC: IAP - Information Age Publishing.
- Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15. [PDF](#)
- Lindholm-Leary, K. & Genesee, F. (2014) Student outcomes in one-way, two-way, and indigenous language immersion education *Journal of Immersion and Content-Based Language Education*
- Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1), 282S306S. Available at <http://journals.sagepub.com/doi/abs/10.3103/ED577026.pdf>





# Challenges to the Implementation of DLE Programs

**Dr. Susan McGilvray-Rivet** is a retired bilingual teacher, program director, and principal. She is currently coaching and supporting dual language principals and schools and supervising student teachers.





# *Collaborating, Connecting, & Cooperating for Dual Language Education - MA*

Current Legislation that Supports DLE Chapter 71A	Licensure for DLE Teachers	What is Needed
<ul style="list-style-type: none"><li>● Recent revisions through the LOOK ACT - allow districts to decide language education program model</li><li>● Programs shall be based on best practices in the field and the linguistic and educational needs and the demographic characteristics of English learners in the school district.<ul style="list-style-type: none"><li>■ Funds for planning and implementation of new DLE programs</li><li>■ Funds for preparing teachers to earn the BEE</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Bilingual Education Endorsement - requirements for teachers who teach content in language other than English</li><li>● 5 IHE's approved: UMASS Amherst, Boston College, Lesley University, Bridgewater State, UMASS Boston</li><li>● ESL license or SEI Endorsement for teachers who teach in English</li></ul>	<ul style="list-style-type: none"><li>● More DLE programs</li><li>● Assessment &amp; Accountability for partner language in addition to meeting standards in content in English</li><li>● Alternative pathways for teacher license</li><li>● Increased hiring of diverse staff</li><li>● Curriculum - culturally responsive, thematic based units embedding science and social studies</li></ul>

# Voices from the Field

Teacher Voices:

- **Irmarie Padilla** (Southbridge)
- **Laura Espinoza Mufson** (Holyoke)



**Southbridge  
Public Schools**



# Q & A

