Multilingual Education Task Force

Identifying the Challenges and Solutions to Implement Dual Language Education programs

Session 2
May 12, 2022

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Agenda

Introductions

Mindsets and Paradigms

Dual Language Education Programs & District Readiness

Considering Other Language Education Programs

Challenges & Solutions:

- Inequities in Dual Language Education Two-Way Immersion Programs
- Staffing & Licensure
- Funding
- Planning for Stakeholder Messaging

Multilingual Education Task Force

Purpose: To promote bilingual programs in Maine schools

The Maine DOE refers to students learning English as multilingual learners.

Phase 1 Objectives:
- Establish a common understanding of bilingual programs (dual language education)
- Begin investigating opportunities and challenges
- Develop recommendations for next steps for the Maine DOE to support bilingual programs

Phase 1 Timeline:
- Initial Convenings: May 2022
- Develop report of recommendations: June-July 2022
- Plan Phase 2: July-August 2022
- Release report and Phase 2 plan: September 2022

Multilingual Education: Multiple Perspectives

Breakouts (10 minutes)

Introduce yourselves. Then discuss…

1. What is your vision for multilingual education in the state of Maine?
2. What personal/professional experiences have informed that vision?

Challenges: Mindsets & Paradigms

Agree

Unsure

Disagree

Concept	Monolingual Mindset	Multilingual Mindset
Language as a Resource	**Students mix both languages because of low proficiency or confusion.**	Students use all their linguistic resources to enhance learning.
Cultural Identity	**We expect multilingual students to behave, learn and progress like monolinguals.**	We expect multilingual students to behave, learn and progress like emerging bilinguals.
Constant Commitment	For multilingual students, learning in their L1 will slow the process of acquiring English and achieving academic benchmarks.	**For multilingual students, learning in their L1 supports the process of acquiring English and achieving academic benchmarks.**
Equity and Social Justice	Some students need extra support in school due to their socioeconomic status, parenting, language of origin, cultural background and/or disability.	**There are biases inherent in our schools that adversely affect linguistically and culturally diverse students.**

Dual Language Education Goals

Grade Level Academic Achievement	Bilingualism and Biliteracy	Socio-Cultural Competence

Equity and Social Justice

Essential Program Characteristics

- Dual language Education programs use **two languages for literacy and content instruction for all students**.
- The programs provide the same academic content and **address the same content standards** as general educational programs.
- They provide instruction in the two languages over an **extended period of time**, from kindergarten through at least fifth grade (expanding secondary programs).
- Instruction is **in the partner language at least 50% of the time**.

DLE District Readiness Continuum

District Leadership Supported by the School Committee

Core Beliefs/Commitment

District leadership and stakeholders supported by the School Committee share a core belief that for all students, including students with disabilities, the following principles apply: Language is a resource; Learning in students' first language affirms their cultural and linguistic identities; High-quality DLE programs necessitate constant commitment; and Equity and Social Justice are the guiding force for closing the academic achievement gap.

	Contemplating	Committing	Committed
Language as Resources	Questions and reexamines the belief that English-only approaches are the best choice for their culturally and linguistically diverse population and achieve the best academic results for all students.	Develops a core belief in the benefits of native language instruction for ELs and commits to providing some support for policies and practices that allow students to draw on their linguistic resources to support learning.	Shares a core belief that languages are resources to draw on and nurture, and commits to the establishment of policies and practices that build on all students' native- and second-language resources.

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	Contemplating	Committing	Committed
Cultural Identities	Questions and reexamines that the best approach for culturally diverse students is acculturation and contemplates developing biculturalism in all students.	Develops a core belief in the need for culturally and linguistically relevant instruction for ELs and commits to providing relevant professional development to all staff.	Shares a core belief in affirming students' cultural and linguistic identities and commits to providing relevant professional development for all administration, staff, teachers, and families.

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	Contemplating	Committing	Committed
Constant Commitment	Recognizes that current programming and support services need to do more to meet the needs of their linguistically and culturally diverse students	Explores DLE programs—for example, by visiting successful programs, engaging in book study, and/or creating a task force to look at their demographic data.	Shares a core belief in high-quality DLE programs and commits to supporting the development of a diverse task force for the implementation of a long-term program, PK or K-12.

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	Contemplating	Committing	Committed
Equity and Social Justice	Questions the assumption that some students are not prepared to achieve in school due to their socioeconomic status, parenting, language of origin, cultural background, and/or disability.	Develops a core belief in providing programs of educational achievement through equity and social justice as they relate to a student's socioeconomic status, parenting, language of origin, special learning needs, and cultural background.	Shares a core belief in principles of educational achievement through equity and social justice for English Learners, and commits to eliminating biases inherent in our schools that affect linguistically and culturally diverse students.

Other Pathways

Language Learning Programs

Foreign Language/World Language Study Programs/Courses PreK-12 and College	Dual Language Education (Immersion) Programs PreK - 12
●FLES - Foreign Language in Elementary School ●Traditional World Language Classes ●Heritage Program ●Study Abroad/Exchange Program ●After School, Summer or Weekend Language Programs ●FLEX - Foreign Language Experience	●Two-Way Immersion (TWI) ●One-Way, Heritage or Foreign Language Immersion (OWI) ●Transitional Bilingual Education (TBE) Programs

Word Sort

Breakout Rooms

	Dual Language TWI	World Language (Traditional perspective)
Program Goal		
Language Use		
Students		
Instruction		
Exit and entry to the program		
Standards		

Challenges: Inequities in DLE-TWI Sociopolitical Context

The Borders of Race and Class: Interest Convergence and Symbolic Integration in TWI

The theory of interest convergence (Bell, 1980) posits that policy changes for racial integration and equity will occur only insofar as the interests of dominant and minoritized groups converge, specifically, when white citizens perceive that such policies will benefit them. TWI, in fact, emerged when the goals of bilingualism for transnational students and those of white, wealthier, and English-speaking students appeared to converge, at a time when political hostility threatened bilingual education for minoritized children (Varghese & Park, 2010) and economic decline endangered foreign language programs for English speakers (Osborn, 2006). However, becoming bilingual means different things for each constituency, and inequalities have emerged as the interests of the dominant group took precedence in many contexts.

Challenges: Staffing & Licensure

Teacher shortages and barriers to certification

Cultural responsiveness

Teacher preparation programs

EMMA - National Dual Language Teacher Preparation Standards

Growing our own by providing PD

Collaboration across departments - Special Education, ESOL and WL

Challenge: Funding

Potential sources of funding to consider:
- Federal relief funds (targeted specifically for multilingual learners)
- ESEA federal programs
  - Titles I, II, III, IV, and V
  - Titles II, III, and IV State Activities Funds

Title III of the Elementary and Secondary Education Act: *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
Purpose (3): "to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth"

Information coming soon on a funding opportunity for diversifying Maine's educator workforce!

EXPLORING THE INNOVATION ECONOMIES OF FRANCE AND MAINE

Moderated by:

LUDIVINE WOLCZIK
EXECUTIVE DIRECTOR
OF FACCNE

WADE MERITT
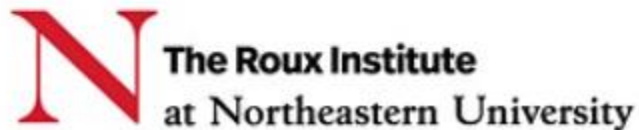PRESIDENT OF MAINE
INTERNATIONAL TRADE CENTER

NICOLAS DE BECO
PRESIDENT OF THE FRENCH TRADE
ADVISORS OF NEW ENGLAND

WHIT RICHARDSON
FOUNDER OF
MAINE STARTUPS INSIDER

TOPAZ SMITH
FOUNDER RESIDENCY MANAGER,
ROUX INSTITUTE

FRIDAY MAY 20ᵀᴴ, 2022 AT 4:30 PM

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at Northeastern University

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Maine
Department of
Education

Challenge: Messaging for Stakeholders

"Becoming multilingual means different things for each constituency."

Purpose of the Activity:

Articulate the motivations and concerns of different stakeholders in support of multilingualism, and think about how this will impact a vision for multilingual education in the state of Maine

Breakout Discussion

Identifying the Stakeholders of Multilingual Education
to continue educating and empowering others

Breakout Room	Stakeholders	Concerns	Motivations	Messaging for buy-in
1	Multilingual Families			
2	Monolingual English-speaking Families			
3	Community at large			
4	School Board			
4	Teachers			
5	District Leaders			
6	Community based organizations			
7	Institutes of Higher Education			
8	Business Community			

Thank you!!

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