

# Dual Language Leadership Toolbox: Creating a Culture of Multilingualism

OSSE EL Symposium  
Dr. Barbara Kennedy  
Center for Applied Linguistics  
August 12, 2016  
1:40 – 2:50 pm

# While we are waiting ...



Please record your ideas on your **Reflection Sheet**:

- ▶ What is the difference between additive and subtractive bilingualism?
- ▶ As educational leaders, do we bring bias into the school building? Explain.
- ▶ What is the difference between equality and equity?
- ▶ What is cultural proficiency?



# Workshop Objectives

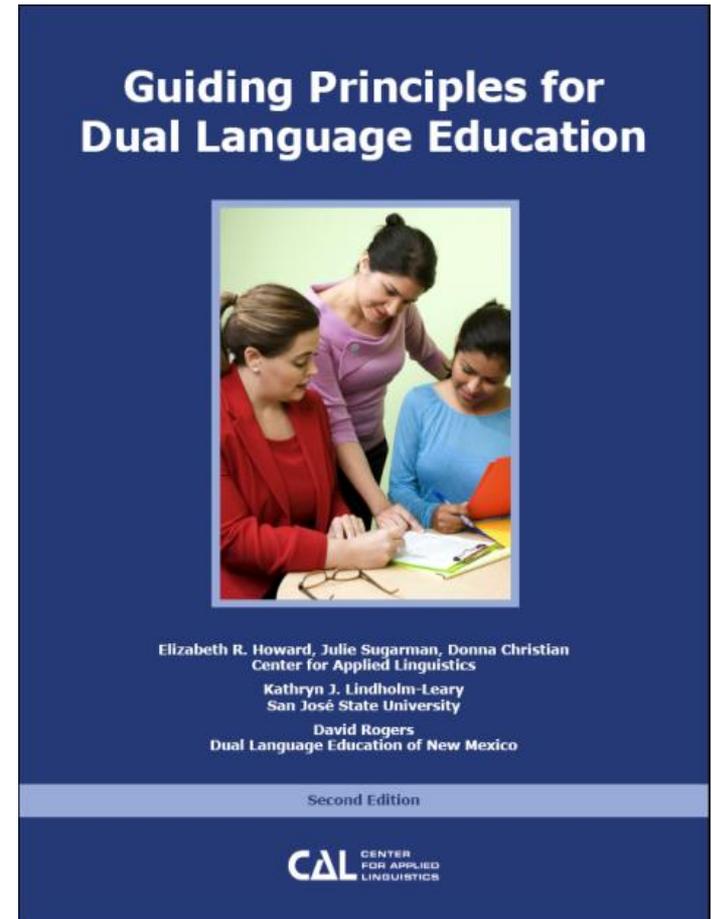
In this session, participants will:

- ▶ **Identify key research findings** with regard to promoting linguistic equity in our schools
- ▶ **Discuss hot-button issues** in bilingual program leadership that contribute to the creation of a school-wide culture of multilingualism
- ▶ **Explore practical leadership strategies and tools** designed to leverage family and community support and promote shared ownership among school staff
- ▶ **Determine how the strategies and tools may be applied** within their own school contexts



# Guiding Principles for Dual Language Education

- ▶ Draft released in 2005, 2<sup>nd</sup> edition released December, 2007
- ▶ Based on New Mexico Dual Language Program Standards
- ▶ Prepared by a national panel of researchers, teachers, administrators, and parents
- ▶ Based at the Center for Applied Linguistics
- ▶ Available online at <http://www.cal.org/twi/guidingprinciples.htm>



# *Guiding Principles for Dual Language Education*

- ▶ Guiding Principles of Dual Language Education:
  - Strand 1: Assessment and Accountability
  - Strand 2: Curriculum
  - Strand 3: Instruction
  - Strand 4: Staff Quality & Professional Development
  - Strand 5: Program Structure
  - Strand 6: Family and Community
  - Strand 7: Support and Resources

# Guiding Principles for Dual Language Education

## Components of the *Guiding Principles*:

- ▶ A Review of Research and Best Practices
  - A brief literature review is provided for each of the seven strands
- ▶ Guiding Principles for Dual Language Education
  - Includes detailed rubrics for each strand and supporting principles
- ▶ Rating Templates
  - May be used for self-reflection, program evaluation, and as a continuous improvement tool for all stakeholders
  - Levels of implementation: **Minimal – Partial – Full - Exemplary**



# Three pillars of dual language



# School Culture of Bilingualism & Biliteracy

## Promote in our students the ability to work effectively in cross-linguistic settings to promote metalinguistic and cultural awareness

- Active **appreciation of diversity** not just between different cultures and languages, but also **within single language groups** (e.g., regional and dialectal variations of Spanish and English)
- Recognition of the **power of cross-linguistic, bi-directional transfer**
- Ability to leverage student knowledge and skills in L1 to acquire and deepen understanding of L2, and vice-versa (to **promote metalinguistic awareness**)
- Active promotion of **cross-cultural respect and understanding** among participants and families



Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia, PA: Caslon Publishing.

# School Climate & Academic Achievement

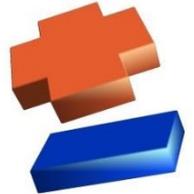
- ▶ Researchers collected school climate and student achievement data over four years (2008-2012) from New York City middle schools
- ▶ Found strong correlations between
  - improvement in school climate and
  - increases in student achievement
- ▶ Identified four dimensions of school climate
  1. Leadership & professional development
  2. High academic expectations
  3. Teacher relationships & collaboration
  4. School safety & order

*Schools as organizations: Examining school climate, teacher turnover, and student achievement in NYC.* Kraft, M.A. & Marinell, W.H., & Yee, D. March 2016.

# Research on Cross-Cultural Competence

Successful DL programs have leaders who demonstrate a strong commitment to DL program goals and an ability to advocate on behalf of students and their families through ...

- Adoption of an **additive approach** to bilingual education
- Upholding the **equal status of the two program languages**
- A deep understanding of how **learning trajectories for emergent bilingual students** differ from students in monolingual settings
- **Promotion of cross-cultural respect and understanding** among program participants
- **Skill in communicating with diverse range of stakeholders** (e.g., parents, community members, fellow professionals)



Collier, V.P., & Thomas, W.P.. (2015). *Creating dual language schools for a transformed world: Administrators speak.* . Albuquerque, NM: Fuente Press.

# In Summary ...

The research clearly indicates:

- ▶ Language, culture, and academic achievement are closely intertwined
- ▶ Effective dual language school leaders actively and systematically promote a school-wide and community-wide culture of multilingualism and cultural competence
- ▶ Dual language program success depends on the ability of its leaders to support all three Pillars of Dual Language Education in a comprehensive and integrated manner

# Elements of Linguistic Equity

- ▶ “It never ceases to amaze me how much we continually have to combat the power and the influence of English.”
  - Administrator of a 90:10 dual language program
- ▶ Do you agree with this statement? Why do you think this is the case?
- ▶ Challenges to maintaining linguistic equity
  - Motivation
  - Assessment
  - Quality and availability of engaging materials in the partner language
  - Authenticity of materials
- ▶ Implications
  - Language ideology affects practice
  - Educators continually work to raise the status of the partner language



Sugarman, J. *Linguistic and cultural equity in two-way immersion education.*

Presented at the Immersion 2012 Conference in Minneapolis, MN, October 19, 2012.

# Hot-Button Issues in DL Leadership

- ▶ Promoting school-wide linguistic and cultural equity
- ▶ Aligning professional development and support for all program stakeholders
  - *In the classroom (emergent bilingual students and their teachers)*
  - *Across the whole school (all teaching and support staff, including front office, cafeteria, and janitorial)*
  - *Out into the community (parents of diverse social, economic, linguistic, and cultural backgrounds) as well as other community members*



# Elements of Linguistic Equity

- ▶ Practitioners cultivate an environment where the two program languages have equal status
- ▶ Students of diverse ethno-linguistic backgrounds are positioned and recognized as equals
- ▶ The curriculum and program model reflect the goals of bilingualism and biliteracy
- ▶ Multicultural curriculum and materials are used
- ▶ Students have access to the curriculum and to educational resources of similar quantity and quality (including electronic resources)

Sugarman, J. *Linguistic and cultural equity in two-way immersion education*.  
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# Guiding Principles for Dual Language Education

## ▶ Strand 4 Staff Quality and Professional Development

Principle 2: *The program has a quality professional development plan (PDP)*

- A. A long-term PDP exists that is inclusive, focused, and intensive
- B. Action plans for PD are needs-based, and individual staff plans are aligned with the program plan
- C. PD is aligned with competencies needed to meet dual language program standards
- D. **All staff are developed to be advocates for dual language programs**

# Promoting Linguistic Equity

# Promoting Linguistic Equity

- ▶ You will work in groups (A,B,C,) to brainstorm and list ways that a program can promote linguistic equity in your assigned topic areas
- ▶ One group member will record the group's ideas
- ▶ Another group member will share out your group's findings
- ▶ You have **2 minutes!**
- ▶ Assigned topic areas
  - A. **Physical school environment** (foyer, front office, hallways, public spaces, marquis, library, etc.)
  - B. **School-wide communications** (announcements, fliers, PTO communications, web site, etc.)
  - C. **Language use practices** (in classrooms, hallways, front office, teachers' lounge, cafeteria, playground, etc.)



# Cultural Proficiency Defined

- ▶ Cultural proficiency is a mind-set, a world-view, a way a person or an organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments.
- ▶ In other words, cultural proficiency is a paradigm shift *from* viewing cultural differences as problematic *to* learning how to interact effectively with other cultures

-Lindsey, Robins, Terrel (2009)

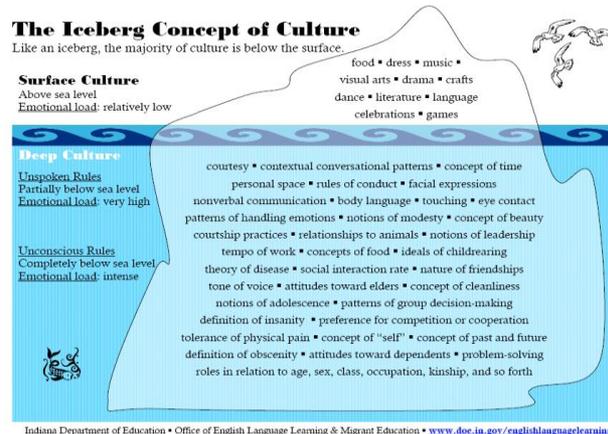
# What is culture?

- ▶ Discuss with a partner
  - What is culture?
  - What aspects of culture are explored and celebrated at your school?



# Cultural Ice Berg

- ▶ Study the elements of Deep Culture listed on the ice berg
- ▶ Can you think of a time at your school when there was a mismatch in deep culture? What happened? What was the outcome?
- ▶ Why is it important to develop your staff members' understanding of the concept and elements of deep culture?



# *Guiding Principles for Dual Language Education*

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# Quick Review: What did we explore today?

- ▶ The Three Pillars of Dual Language Education and supporting research
- ▶ Practices that promote school-wide linguistic equity
- ▶ The Cultural Proficiency Continuum
- ▶ The Iceberg Concept of Culture



How can you use these tools to create a culture of multilingualism at your school? What is your first step?

“One strategy I will implement at my school to promote a culture of multilingualism is \_\_\_\_\_.”

# Educational Leadership Is Important

- ▶ Quality DLE programs provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of language learners.
  - Collier & Thomas .(2014). *Creating dual language schools for a transformed world: Administrators speak..* Albuquerque, NM: Fuente Press.



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# Thank You!

For more Information, check us out!

Center for Applied Linguistics at [www.cal.org](http://www.cal.org)

Contact me with questions:

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Enjoy the rest of the Symposium!

