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

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 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
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

- Bilingualism & biliteracy
- High academic achievement
- Cross-cultural competence
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 dialectical 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

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.*
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)

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.
“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

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
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)

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
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 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?
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.

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- **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.
Thank You!

For more Information, check us out!
Center for Applied Linguistics at www.cal.org

Contact me with questions:
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Enjoy the rest of the Symposium!