

CREATING DUAL LANGUAGE SCHOOLS FOR A TRANSFORMED WORLD: ADMINISTRATORS SPEAK



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DEDICATION

*To all visionary
families, administrators, teachers, and policy makers
who are starting, operating, supporting, and sustaining
dual language schools:
Your hard work and dedication are preparing
our students
for their new future
as global citizens.*

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The 24 contributors to this book have generously poured their hearts and souls into their writing to share with you readers the reality of their everyday decisions in dual language schools. We are grateful to all of these school leaders for taking the time to get down on paper many of the innovative strategies and solutions that they have created in their varied work contexts for families and students and teachers to come together and make dual language programs work well. These dual language administrators' voices add spice and wit and wisdom to our field.

We would also like to acknowledge the larger community of dual language practitioners with whom we have worked in the last 4 years in many school districts and education policy contexts in California, Florida, Illinois, Nebraska, New Mexico, New York, North Carolina, Ohio, Oregon, Tennessee, Texas, Virginia, and Washington. As we have visited your schools and spoken to your colleagues and communities, you have raised interesting questions that expanded our research explorations, helped us improve our explanations of our national research findings, made known to us typical local conditions and needs to which dual language programs must respond, and helped us understand the larger issues that you find most important. The knowledge you have shared helps us to narrate the overall regional and national perspectives that this book, and the two previous books in this series, present.

And, finally, great thanks go to our families and to our friends in central Virginia, always there for caring and support, helping us to envision and co-create this beautifully transforming world.

INTRODUCTION

Bilingualism is an idea whose time has come in the United States. We have finally caught up with the rest of the world! This book illuminates a powerful idea, with strong theoretical and research underpinnings, as presented by experienced school leaders who are working in the real world of U.S. schools. This book is what you need to be an effective education leader. If you are interested in experiencing the benefits of dual language schooling for your community, you need to read this book and learn what these accomplished dual language administrators have to say.

Our first two books in this series were focused on presenting the theoretical foundations and research support for dual language education. This book is very different because it includes the voices of experience working to make all of this happen. These voices are grounded in reality, so keep on reading and don't put the book down—you will find wisdom and clever ideas and real-world solutions, as well as entertainment!

Audiences for this book include principals, school board members, policy makers, central office administrators, parents, community members, teachers, school staff, and anyone interested in the implementation of dual language education. This book answers the questions of why we should provide this type of education for all students, what its potential impact on all groups will be, and what the nitty-gritty of administrators' decision making in dual language programs and schools is actually like.

As the Thomas and Collier analyses have over the past 30 years continued to build enormous research support for the astoundingly positive impact that dual language education is having on students' lives in school, educators have asked the question, "How does this truly work?" What can we do to make sure that our dual language program is as successful as the ones that Thomas and Collier have analyzed? Maybe our school district is different. Do we have the resources and the staff to pull this off? Do we have community input and support? What do we need to think about as we plan and improve our dual language program? How have other dual language educators handled the inevitable stumbling blocks along the way? Can we create a consistently successful, empowering, sustainable dual language program?

To address these sincere questions, we asked a number of highly experienced school and district administrators to write about their successes and challenges as they have implemented dual language education. The voices in this book include principals, central office administrators, dual language coordinators, dual language staff development specialists, state policy makers,

dual language high school graduates, dual language researchers, and university professors specializing in dual language administration. The dual language programs described in this book include rural agricultural contexts as well as small and large city school districts in the states of California, the District of Columbia, Illinois, Nebraska, Nevada, New Mexico, North Carolina, Oregon, Texas, and Virginia.

We narrators of this story, Virginia Collier and Wayne Thomas, have worked with many of these authors in their school districts. They have used our theoretical foundations and research findings to help them convince policy makers and fellow administrators to develop and sustain dual language schooling. These collaborative authors have been pioneering implementers of dual language programs, and they have lots to say to you fellow educators. They have addressed many questions in this book, including the following:

- What do you recommend to other dual language administrators?
- What are key issues to consider in the planning stages?
- How does the program progress in the first several years, and what is considered successful implementation?
- After the program has matured, what pitfalls and triumphs may continue to emerge?
- What is your vision for the future of dual language education?

In the next section, our overview of the book provides the details of each chapter.

We, the 26 collaborating authors of this book, hope you will truly enjoy the reading! We have poured our hearts into these messages. We all care about our students, and we want the very best for the families of the communities we serve. We hope that this book will be read thoughtfully and that the messages of hope and collaboration on these pages will resonate with you school leaders of the 21st century, for this is the time to envision new ways of schooling our students. Our time has come!

Ginger and Wayne

OVERVIEW OF THE BOOK

This third book continues our series on dual language education, published by Dual Language Education of New Mexico's Fuente Press. The first and second books, *Educating English Learners for a Transformed World* (Collier & Thomas, 2009) and *Dual Language Education for a Transformed World* (Thomas & Collier, 2012) present the theoretical and research foundations for why dual language schooling works so incredibly well for all groups of students. This book provides the rich reality of day-to-day life and decision making in dual language schools, as told by experienced dual language administrators.

We authors, Virginia Collier and Wayne Thomas, have conceptualized and organized this book, determined its major topics, and written an interconnecting narrative which is woven throughout the text of this book to provide the context and connections for the contributions from our 24 guest authors. The Collier and Thomas sections are presented in Calibri, a sans serif font which is slightly darker than the Adobe Garamond Pro used for the guest contributors. The guests' text is introduced by a color bar identifying that person and a thinner color bar marking the end of the guest text. In the Collier and Thomas narrative throughout the book, we have added insights and "bigger picture" regional and national perspectives, as well as research summaries that back up the administrative decisions being described.

The Prologue, *Sustainable Student Success Through Quality Dual Language Programs*, begins with a vision of the educational future that we are creating now through dual language education. Guest author Francisca Sánchez describes the overall goals of dual language programs; the core programmatic features and empowered pedagogy; the challenging and relevant curriculum, instructional resources, and comprehensive assessment that need to be in place; the high-quality professional preparation; the powerful family and community engagement that is present; and the advocacy-oriented leadership required as we expand dual language education contexts throughout the U.S. and the world.

Chapter One, *Students—Creating and Sustaining Diverse Instructional Communities*, focuses on the wide variety of students who choose to enroll in dual language programs and the amazing benefits that result from the intercultural and socioeconomic mix of students. Our guest authors from California, Illinois, North Carolina, Texas, and Virginia share many stories of their experiences assisting families with the decision to commit to dual language schooling for their children. English learners benefit the most and must be assured that they have guaranteed admission. At the same time, native English speakers benefit too, including students with special needs and students of low-income background.

Chapter Two, *Planning the Dual Language Program*, provides planning advice from administrators in small school districts developing a strand in one dual language school in a region with no dual language schools nearby, as well as those in large urban contexts with districtwide plans for dual language. Our guest authors from Illinois, North Carolina, Nevada, Texas, and Virginia advise taking 1 or more years to plan the program before starting implementation, and they narrate their own experiences with obstacles, challenges, and triumphs in the first stages of implementation. All authors have strong advice and rationale regarding many decisions unique to dual language schooling.

Chapter Three, *Teachers—Recruiting and Professional Development*, addresses the challenges of recruiting highly qualified bilingual teachers for both large and small school districts, including those in regions with fewer certified bilingual teachers. Whatever their local context, these leaders have found it necessary to take out-of-the-ordinary steps to find and recruit the bilingual teachers that they need to make their programs successful. Once teachers are recruited, professional development becomes an ongoing need for all staff because dual language programs require enhanced teaching and full understanding of the program’s goals and strategies. Our guest experts from Illinois, North Carolina, Texas, and Virginia provide practical suggestions for staffing practices as well as strategies for regular support of the staff through professional development.

Chapter Four, *Leadership—Program Design, Scheduling, Budgeting*, gets into more specifics after the dual language program is in place. These include strategies for sustaining the program for the long-term; transforming educators’ belief systems; surviving the first years of implementation; expanding the dual language program; and modifying the program model as needed. The authors also discuss budgeting issues, leadership challenges, and overall leadership skills that are required for administering dual language programs. Guest contributors’ voices in this chapter come from California, Illinois, New Mexico, North Carolina, Texas, and Virginia.

Chapter Five, *Assessment—Accountability and Dual Language Solutions*, addresses the many assessment issues that interact with dual language program decision making. In particular, mandated assessment requirements can provide benefits and opportunities, as well as disadvantages and impediments, to successful dual language program implementation. Experienced guest experts from California, Illinois, North Carolina, Oregon, Texas, and Virginia provide insights as to how assessment decisions can improve the quality of program implementation and set the context for an effective long-term program evaluation. The guest contributors discuss the special assessment requirements of dual language programs and the various types of tests that best meet a dual language program’s assessment needs. Finally, we authors emphasize that a K-12, systemic, districtwide

approach to assessment decision making is highly advantageous and even necessary for addressing the long-term educational needs of both English learners and native English speakers.

Chapter Six, *Parents, Partnerships, and Advocacy*, describes the very important roles that parents play in assuring a successful dual language program. Parent involvement, especially in the forms described by the guest experts from California, North Carolina, Texas, and Virginia, is a most important research-validated resource for dual language programs that increases instructional effectiveness, builds community support, and bridges cross-cultural understanding. Engaged parents, from all cultural groups in the school, become crucial advocates and valuable partners with dual language educators. Experienced parents are also important sources of information and advice to newly-arrived immigrant families. Keeping communication open and flowing with all parent groups is a key element in assuring program success. Finally, we discuss how dual language programs can benefit from strategic partnerships with community organizations and sister schools in other school districts or even in other countries. Such efforts can greatly enhance advocacy and support for highly effective dual language schools at the local, state, national, and international levels.

Chapter Seven, *Secondary Dual Language Education—Moving into Middle and High School*, provides a valuable set of guidelines for school districts to reap the full K-12 benefits of dual language education. Secondary dual language programs are still few in number, and they represent an expanding frontier for U.S. bilingual educators. Our guest experts from Nebraska, North Carolina, New Mexico, Oregon, and Texas offer specific descriptions of how they have met the unique challenges that they and their students face in the middle and high school years. They address secondary-related issues of dual language curriculum, course planning, increased cognitive demand of instruction, higher language proficiency levels, subject areas and electives, and bilingual personnel requirements. In addition, we hear from an honors graduate of an exemplary dual language program about student ownership of the program. Finally, we describe the national importance of current legislative efforts in 17 states to create a seal of bilingualism/biliteracy for the diplomas of graduates who have demonstrated high levels of curricular mastery and deep academic proficiency in both of their languages of instruction.

The Epilogue concludes with visions of the near future for dual language education and ends with a beautiful poem by Francisca Sánchez, “We Are Infinite.”

PROLOGUE: SUSTAINABLE STUDENT SUCCESS THROUGH QUALITY DUAL LANGUAGE PROGRAMS

Our book begins with a vision of the future. The author of this prologue, Francisca Sánchez, has served in several roles as an educational leader at the central administrative level in large school districts in California. She has, from the beginning, led our field to new heights, new awareness, and new visions by writing and speaking about transforming our schools. This inspired prologue examines the visionary range of possibilities that we can create as we expand dual language education experiences for all students throughout the United States and the world.

Many administrators, while immersed in the daily decision making, lose sight of the bigger picture. So when you are down and less clear about where you are and what steps to take next, it is important to take time to come back to this prologue and be inspired by what we are creating when we envision our new schools of the 21st century. Don't get discouraged by those who are blocking the way. Instead, keep the inspiration that leads to creative thinking.

Throughout the chapters of this book, you will read about the obstacles and challenges that our collaborating authors—all of whom have served as principals and administrators directing dual language programs—have had to face. Life as a school leader is not easy when you are guiding educators and communities into a new way of conceptualizing what school is all about. But our authors have also demonstrated their persistence and hard work and included effective solutions for resolving the problems and challenges that they have faced in implementing dual language programs. You will also read of their successes. This prologue provides the dream, the overview, the goals, the vision, the bigger picture of our future as dual language educators. It sets the stage, so that we can align our goals, face the challenges, and know where we are headed as we guide the transformation of our schools, creating equitable and sustainable contexts for lifelong learning.

