

OELA 2017 Project Directors Meeting
In Pursuit of Higher Education for All

Promoting the Educational Success
of Children and Youth Learning
English: Promising Futures

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

Presented by:
Bobbi Ciriza Houtchens

Areas Addressed by the Report

Children and adolescents birth to grade 12 who are Dual Language Learners (DLLs) / English Learners (ELs):

- Demographics;
- Language development;
- Evolution of policy;
- Factors that support educational success;



Areas Addressed by the Report

- Specific populations: children with disabilities, gifted and talented, homeless, migrants, indigenous heritage language learners;
- Assessment;
- Workforce;
- Recommendations for school success; and
- A research agenda.



Statement of Task

Birth - Age 8
 Foundational elements of language development; developmental progress; school entry; and practices for early school success for young DLLs.

Kindergarten - Grade 12
 Effective instructional practices and structural/program factors and dual language approaches that help DLLs/ELs learn grade-level content while developing complex English language proficiency.

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Multilingualism

▶ All children have the capacity to learn 2+ languages.

- ▶ Strong L1 language skills support acquisition of English.
- ▶ Learning two or more languages is associated with improved cognition, executive functioning, and socio-emotional health.

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CHILDREN AND YOUTH LIVING ON TRIBAL LANDS
 (CH. 9)

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Legal Foundations

- ▶ The Indian Self-Determination and Educational Assistance Act (1975)
- ▶ The Native American Languages Preservation Act (1990)
- ▶ Esther Martinez Native American Languages Preservation Act (2006)

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Language Revitalization Extreme Urgency

- Speakers remain for only 216 of more than 1,000 indigenous languages in North America.
- All but a few are “moribund.”
- Few have more than 10,000 speakers.

Navajo	169,471
Cree	70,000
Ojibwa	41,000
Dakota	18,616
Apache	13,063
Keres	12,945
Cherokee	11,610
Choctaw	10,343
Yup'ik (Central & Siberian)	11,400

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Challenges

- Teachers familiar with the language are scarce.
- Many remaining speakers are elderly or in fragile health.
- Preferences to keep language solely spoken.
- Controversy about pull-out programs.
- Cultural inclusion often not deep enough to include relationships; environments in which learning is possible and occurs; purposes for learning and education; and beliefs about what learning and knowing mean and how they happen.

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Math in a Cultural Context Measuring the World the Yup'ik Way



Conclusion

The reclamation of indigenous heritage languages is an important goal for many American Indian and Alaska Native communities. Some school systems see this goal as being in conflict with the school's efforts to promote English language and literacy. However, the evidence indicates that participation in strong language revitalization programs has a positive impact on student achievement in school.

PROFESSIONAL DEVELOPMENT: RECRUITMENT AND RETENTION (CH. 12)

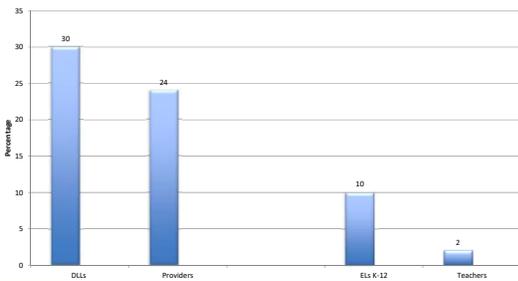
Where The Magic Happens

- ▶ Birth to 5 years – Care and Education Professionals (CEP)
- ▶ K-12 Educators

Where the Magic Happens

- ▶ Quality of teachers and adults significantly impact children's health, development, and educational success.
- ▶ Diversity of teachers positively influences learning experiences of students of color.
- ▶ DLLs/ELs transfer knowledge better in classrooms where L1 is spoken.

Language Disparities



Teacher Recruitment Challenges

- Smaller proportions.
- Number of Students of Color (SOC) earn degrees.
- Fewer SOC are interested in teaching.
- Fewer Teachers of Color (TOC) are hired.
- TOC are retained at lower rates.



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CEP Workforce

Overall:

- 26% Bachelor's degrees
- 9% graduate degrees

Home-based CEPs:

- 16% Bachelor's degrees



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School Districts Must Implement Effective Programs for DLLs/ELs by Providing:

- ▶ Highly qualified teachers to provide language assistance services;
- ▶ Administrators trained to guide and support teachers of DLLs/ELs;
- ▶ Adequate and appropriate materials; and
- ▶ At least, enough teachers skilled to effectively instruct ELs.



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Education Workforce for DLLs/ELs

ESSA



States set own certification policies



Variability across states

- Certification requirements are critical in states with high and increasing numbers of DLLs/ELs.
- The workforce is inadequately prepared during pre-service training to work with DLLs/ELs.
- Workforce preparation models need to be evaluated.
- Racial, ethnic, cultural, and linguistic diversity of the workforce and those preparing workforce for DLLs/ELs must improve.



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Teacher Competencies

Pre-Service and Professional Development



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Experience with Language Diversity

- Study of a foreign language
- Contact with people who speak a language other than English
- Field experiences with ELs



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Positive Attitude Toward Linguistic Diversity

- Acceptance of responsibility for educating ELs;
- Affirming view of linguistic diversity and bilingualism;
- Awareness of sociopolitical dimensions; and
- Inclination to collaborate with colleagues.

EL-Related Knowledge

- Connections between language, culture, and identity;
- Knowledge of students (backgrounds, experiences, proficiencies);
- Understanding EL families & communities; and
- Creation of safe, secure learning environment.

Knowledge of Second Language Acquisition

- Differences between L1 and L2 development;
- Language forms, mechanics, and uses; and
- Role of L1 literacy in developing L2.

Skills to Simultaneously Promote Content and Language Learning

- Designing instruction that helps ELs learn both content and language;
- Understanding and implementing assessments to inform instruction and monitor progress; and
- Collaborating with colleagues.

Higher Education Teacher Training Programs

- ▶ Faculty needs additional training in working with ethnically and linguistically diverse students.
- ▶ Ethnic, cultural, and linguistic diversity of faculty must increase.

Recruitment and Retention

- Alternative certification programs;
- Financial incentives for DLL/EL teachers;
- Job fairs for DLL/EL teachers;
- Partnerships with other districts/counties/states/institutions of higher education;
- Strong teacher support systems; and
- Match teachers to individual school sociocultural demographics.

Alternative Teacher Preparation Programs



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Professional Development – ESSA K-12

- ▶ Activities are integral to school and LEA strategies to improve knowledge and skills of all educators to enable students to succeed.
- ▶ Activities are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused.



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Professional Development - CEP



cliengage

eCIRCLE Professional Development



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Conclusions

- ▶ Workforce is inadequately prepared to work effectively with DLLs/ELs.
- ▶ Professional development results in better outcomes for DLLs/ELs.
- ▶ Preparation of educational and allied professionals is inadequate to effectively evaluate and support DLLs/ELs.
- ▶ Matching ethnic, racial, cultural, and linguistic diversity of workforce to that of DLLs/ELs improves student outcomes.



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Study Sponsors

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