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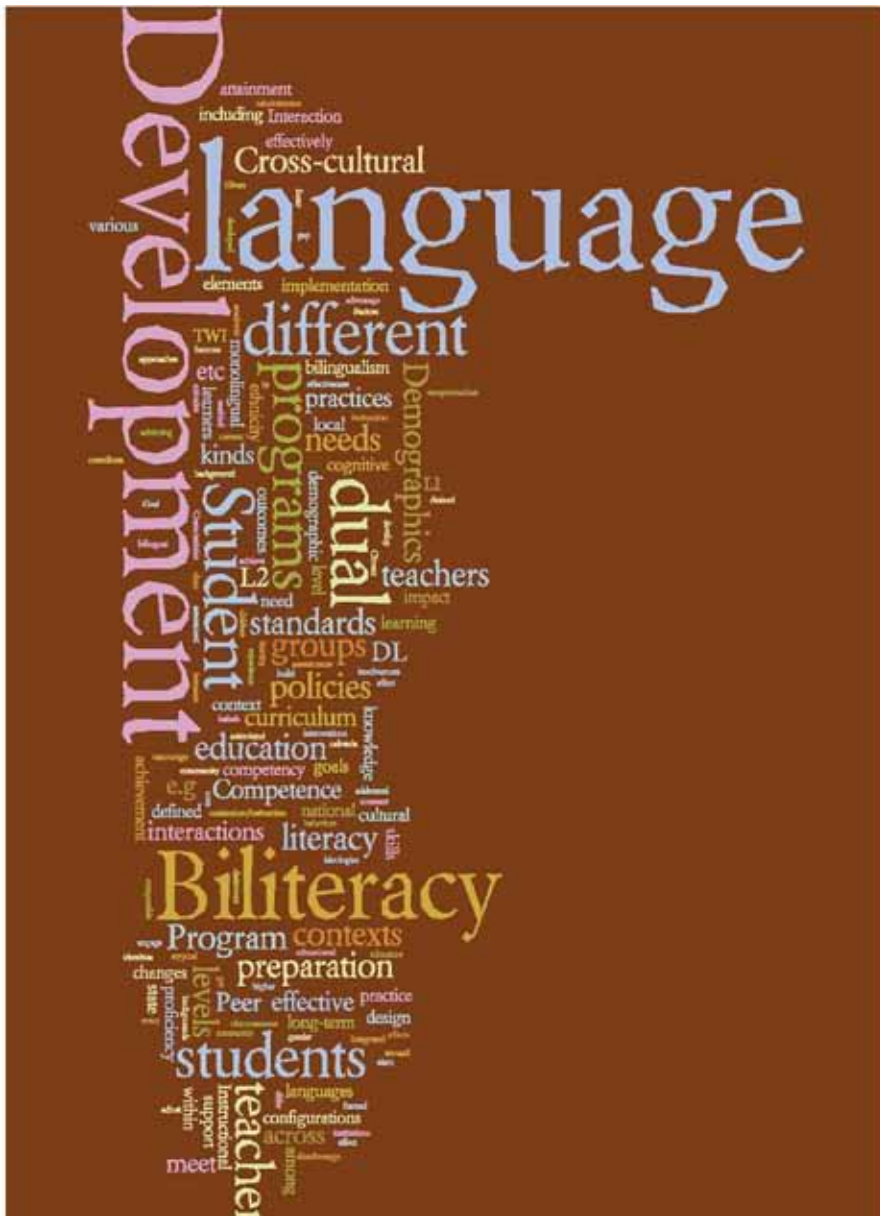
Urgent Research Questions and Issues in Dual Language Education

Jay Parkes and Tenley Ruth

With

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This document can be accessed at www.dlenm.org.

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The Planning Committee (in alphabetical order):

- Dr. Donna Christian, President of the Center for Applied Linguistics, Washington, DC;
- Dr. Liz Howard, Assistant Professor of Bilingual Education at the University of Connecticut, Storrs, CT;
- Dr. Kathryn Lindholm-Leary, Professor of Child and Adolescent Development at San José State University, San José, CA;
- Dr. Jay Parkes, Associate Professor of Educational Psychology at the University of New Mexico, Albuquerque, NM;
- David Rogers, Executive Director of Dual Language Education of New Mexico, Albuquerque, NM;
- Tenley Ruth, Dual Language Parent and Doctoral Student in Educational Psychology at the University of New Mexico, Albuquerque, NM.

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When I first heard that *La Cosecha* conference would be held in Santa Fe, NM, in the fall of 2008, I knew that people would gather here. I said something to David Rogers about attaching a small gathering to the larger conference for dual language researchers. David is an action-oriented creator by whom no good idea goes unpursued. A Dual Language Researcher Convocation was evidently, in his eyes, a good idea. Before I knew it, he and I were walking the streets of downtown Santa Fe negotiating with hotels to host the event. That creative, grab-it-and-go, turn-the-dream-into-reality energy never flagged nor failed in David in the eighteen months or more that he and I worked on putting this plan together. I'll confess the idea for the meeting was mine; tackling the myriad of details from suggesting planning committee members to ordering the snacks for the cocktail party and raising the nearly $25,000 the event cost was all David. Were it not for his attention to every logistical detail, there would not have been a Dual Language Researcher Convocation.

The Planning Committee came next. Donna, Kathryn, and Liz worked with me and with David to plot out what topics the group would address; what format we would use; how much money we needed and where we'd get it; who would be invited; what we would do with the day and a half's time. They were involved in decisions both large and small. They were a fabulous group and managed the e-mail format of our 15-month-long planning meeting adroitly. Their enthusiasm, expertise, and sustained attention crafted the event reported here.

Tenley Ruth joined the planning committee with about six months to go and really became the day-to-day manager of details. She coordinated communications with participants, and worked on the final minute-by-minute details of hosting such an event. She was a whirlwind on-site, seeing to every detail it seemed, all at once. Her passion for dual language as a parent of a dual language student and her training as an educational researcher combined to make her the perfect "chief of staff" for this event.

In preparing this report, we have turned to some of the participants to help draft the session summaries. I am greatly indebted to Michele Anberg-Espinoza and Ester De Jong for agreeing to write summaries of one of the sessions in which they participated. The planning committee also helped edit this document, as did copy-editors Dee McMann of Dual Language Education of New Mexico and Nancy Lawrence of Albuquerque Public Schools.

Jay Parkes

Santa Fe, NM

July 10, 2009

Introduction: The Dual Language Researcher Convocation Report

Jay Parkes

University of New Mexico

On a crisp November evening, as a large full moon rose over the Sangre de Cristo mountains still charged with the pink glow of sunset, a group of dual language researchers and educators enjoyed a New Mexican meal on an outdoor balcony beside a piñon fire. Having just spent the last day and a half together in intense discussions about the future of dual language education research, there was an inward glow of accomplishment, the warmth of renewed and new-found camaraderie, and the crackle of new possibilities. Thus the Dual Language Researcher Convocation came to a close in Santa Fe, NM, on November 12, 2008.

The Dual Language Researcher Convocation: November 11-12, 2008

It began, in many respects, in August 2007, when a planning committee was assembled to define the event. That group conducted a running 15-month organizational meeting via e-mail that shaped the purpose, participants, structure and funding for the convocation.

There were three main goals for the convocation: to raise the visibility of research within the dual language community; to encourage early career educational researchers to pursue research agendas in dual language; and to define the urgent research questions and issues in dual language education. To these ends, the planning committee set out six topics within which research questions and issues would be developed:

Biliteracy Development -- What should we be researching regarding bilingual and biliteracy development? What would be most important to research in terms of the instruction and assessment implications of development for all dual language students?

Political Climate – What are the effects of an English-focused policy climate and current political climate on dual language programs? On dual language researchers?

The Cross-cultural Goal -- What research should be conducted to better understand the "third goal" in dual language education of cross-cultural competence and its implications for instruction and assessment?

Peer Interaction – Student interacting with student is important in so many ways for the success of a dual language program, and yet how does that happen? How should that happen? What instructional strategies do teachers need to employ to make it most effective?

Program Demographics -- Dual Language programs serve many different kinds of students, families and communities. Some programs serve primarily ELLs; others serve ELLs and

non-ELLs; sometimes student homogeneity/heterogeneity comes in terms of class or ethnicity or race. What research needs to be done on the role demographics play in the success of a dual language program?

Special Needs Students and Other Student Characteristics -- What research is needed to better meet the needs of students with learning disabilities and/or other special needs or characteristics in dual language classrooms?

Based on that list, we identified those members of the dual language education research community best able to address one or more of those areas. A total of 34 people eventually participated in the convocation from 12 states representing 25 separate organizations and universities. (A complete list of participants is provided in the appendices.)

The convocation began on Tuesday, November 11, with a poster session and cocktail reception. Each participant was asked to bring a poster representing their work in dual language education. This event provided a social and informal setting for participants to get to know one another and the posters "seeded" the conversations on Wednesday.

On Wednesday morning, Dr. Kathryn Lindholm-Leary presented an overview of what was already known from the research in dual language education organized around the six topics. Then two blocks of three concurrent breakout sessions were held. Participants had only 90 minutes to engage the most urgent research questions and issues in their topic area. Each breakout session had an identified facilitator and recorder and a suggested agenda for their time together.

During lunch, those facilitators and recorders prepared a quick Powerpoint presentation summarizing their session, and these were posted for all participants to review prior to the afternoon plenary session. In that plenary session, the group turned to the broader questions of what barriers stand in the way of making progress with these research questions and issues and how the work of the convocation should be continued.

In terms of follow-up already underway as of this writing:

- Presentations were made at the *La Cosecha* Conference also in Santa Fe, the day after the convocation and at the Dual Immersion Pre-conference Institute at the annual meeting of the National Association for Bilingual Education in Austin, TX, in February 2009, and notes were kept of the reaction from both sessions.

- The duallanguageresearch-l listserv has been established for participants, and now, any interested person. (See the appendix for details on how to join.)

- This report has been prepared.

- Another session to report out from the convocation and to continue the conversations begun there is scheduled at the Two-Way California Association of Bilingual Education conference in Monterrey, CA, in July 2009. At that conference, a half-day Dual Language Researcher Symposium will also be held.

The planning committee was aggressive in laying out the work plan, and we were equally ruthless at enforcing it during the event and in subsequent follow-up activities. The Dual Language Researcher Convocation thus covered a great deal of territory in a very little time.

How to use this report

As you read and work with this report, it is critical to keep that press in mind. This report is intended simply as that: a report-out from the event. We have purposefully resisted synthesizing the ideas, doing reviews of literature, or otherwise elaborating upon the hurried work of the participants.

That press also means that the products from the sessions are not actually research questions. They are really research directions and entire research agendas. We recognize that we did not address all the potential research questions; there simply was not sufficient time. Another consequence of that time limitation was an orientation toward Spanish/English programs since that is the most common language combination found in dual language programs in the United States. Readers should keep that bias in mind since the ideas generated here may or may not be transferrable to programs with other languages. However, the researchers did point to the great need for more research on other dual language combinations (e.g., Mandarin, Korean) and tried to make connections where feasible.

The planning committee, the participants, and I invite you to see that as a great opportunity, however. Take the ideas and suggestions reported here and expand them, elaborate upon them, refute them, and by all means, use this information however you see fit in the generation of research and the mitigation of barriers in dual language education.

This report marks the final formal activity for the planning committee and for the Dual Language Researcher Convocation participants. We fervently hope, however that it is, to use Winston Churchill's elegant expression, ". . . not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."

The Urgent Research Questions in Dual Language Education Research

Biliteracy Development:

1.   What is the long-term effect of simultaneous versus sequential biliteracy development on levels of biliteracy achievement across the curriculum in pre-K to 12?

2.   What are the long-term effects of different approaches to instruction on biliteracy development for students from all language backgrounds?

3.   What are standards for oral language and literacy development in languages represented in dual language programs (for each language)?

4.   Given that many L2 learners are not achieving at levels comparable to peers who speak that language as their L1, what do we know about the L2 learners who manage to close this gap?

5.   How is biliteracy development different from monolingual literacy development in: roles of subcomponents in the learning process; instructional practices; language processing (within and across languages); factors that contribute to the development of text-level skills; and student milestones at different stages of biliteracy development?

6.   What are the impacts of teacher beliefs, preparation, and levels of biliteracy (proficiency) on their practice and on the levels of biliteracy attained by the students they teach?

Political Climate

1.   What are the core programmatic features (including language practices) or strategies of dual language programs that will lead to significant increases in student achievement for different groups of students in different contexts?

2.   What do life-long profiles of the development of bilingualism (biliteracy) look like?

3.   What knowledge and skills do effective dual language teachers have?

4.   How do all dual language stakeholders work together to achieve a commonly defined set of goals?

5.   What national, state, and local policies are effectively shaping P-20 dual language education and practice in the United States and around the world?

6.   How do (current) educational policies undermine the implementation of effective dual language programs, e.g., teacher preparation and professional development, literacy development, assessment and parent involvement?

7. What kinds of standards (e.g., proficiency standards, teacher preparation standards) can or do support effective bilingual schooling?

8. How do dual language educators effectively resist monolingual language ideologies to promote dual language programs and policies?

9. How can a multilingual view be articulated through policies at the local, state, and national level?

10. By what processes do language policy issues get framed and by whom?

The Cross-cultural Goal

1. What practices, behaviors, knowledge, and attitudes are defined by Cross-Cultural Competence, and how should it be measured?

2. What is cultural competency for teachers? What kinds of preparation do teachers need in order to meet the needs of the children in dual language programs? How do teacher education programs encourage and develop cultural competence in their teachers?

3. How should curriculum be developed that reflects the goal of developing cross-cultural competence?

4. How do dual language programs and institutions of higher education build community outside of the school context?

5. How is student identity addressed in dual language programs?

Peer Interaction

1. How does peer interaction differ among various groups (ethnicity, language background, SES, gender, etc.), across different configurations (L1, L2, integrated groups) and in different contexts (elementary/middle/high school, classroom, playground, cafeteria, instructional setting)?

2. Are there different configurations and contexts that advantage or disadvantage particular groups of students in terms of level of participation (power, academic attainment, literacy development, cognitive development, etc.)?

3. What types of peer interactions support desired outcomes (e.g., biliteracy development, cognitive development, identities, cross-cultural competency) in dual language settings? How can students be enabled to engage in these interactions? How can teachers be prepared to foster student interactions?

Special Needs Students and Other Student Characteristics

1.   How do we understand typical versus atypical development of bilingualism and biliteracy and multilingualism and multiliteracy within dual language education?

2.   For whom, in what context, and under what kinds of circumstances does dual language meet the needs of students with exceptionalities?

3.   How well do assessments and interventions meet the language and learning needs of various sub-groups of dual language students?

Program Demographics

1.   What are the relationships among demographics, program design, curriculum/instruction, and student outcomes in dual language education?

2.   What elements of dual language education should remain constant, regardless of demographics, and what elements need to be sensitive to specific demographic contexts?

3.   What is the impact of demographic changes on the design and implementation of the dual language models, and how do programs adjust to the changes to optimize the attainment of program goals for each and every student?

4.   What is the relationship between teacher and administrator demographics (including language, ethnicity, prior experience, etc.) and program effectiveness, patterns of leadership, and retention of staff?

Biliteracy Development

Original charge: What should we be researching regarding bilingual and biliteracy development? What would be most important to research in terms of the instruction and assessment implications of development for monolingual students and bilingual students?

The discussion initially focused on the use of "bilingual" and "biliteracy" and how these terms are defined. Group members agreed that biliteracy does not refer to L1 (first language) + L2 (second language) but rather is its own construct that includes L1, L2 and their unique combination. Research must explore this further. To address this during the session, the group decided to talk of reading and writing without separating it out by languages.

After individuals contributed questions they felt should be of high priority, the group worked together to synthesize the ideas into a smaller set of questions, ending up with six. One question is still in formation (#5 below), requiring more work but included here to represent a lively part of the discussion. The six questions are not prioritized. All are priorities!

> *Question 1: What is the long-term effect of simultaneous versus sequential biliteracy development on levels of biliteracy achievement across the curriculum in pre-K to 12?*

Much of the conversation revolved around how little is known about how biliteracy develops in K-12 at each grade level. What are the expectations and why do we have them? Are they backed by research? Most discussants felt they are not. What

The Biliteracy Development Urgent Research Questions

1. What is the long-term effect of simultaneous versus sequential biliteracy development on levels of biliteracy achievement across the curriculum in pre-K to 12?

2. What are the long-term effects of different approaches to instruction on biliteracy development for students from all language backgrounds?

3. What are standards for oral language and literacy development in languages represented in dual language programs (for each language)?

4. Given that many L2 learners are not achieving at levels comparable to peers who speak that language as their L1, what do we know about the L2 learners who manage to close this gap?

5. How is biliteracy development different from monolingual literacy development in: roles of subcomponents in the learning process; instructional practices; language processing (within and across languages); factors that contribute to the development of text-level skills; and student milestones at different stages of biliteracy development?

6. What are the impacts of teacher beliefs, preparation and levels of biliteracy (proficiency) on their practice and on the levels of biliteracy attained by the students they teach?

are the implications, then, for teacher professional development at each grade level for simultaneous and sequential biliteracy?

It is important to know how to achieve high levels of biliteracy across the curriculum in K-12. The two current options - concurrent (typically through 50/50 programs) and sequential (typically through 90/10 programs) – must be studied more. What are the effects of these two kinds of programs along with what other factors, by grade? Longitudinal norm-referenced state measures, as well as reading and writing measures, require further study. Questions include: Which type of these two programs is better for which populations, particularly in the early grades? How should initial literacy be taught in dual language programs, and is it different for students entering with different languages as their first or strong language? Answers to these questions would be helpful for policy makers and school districts.

Question 2: What are the long-term effects of different approaches to instruction on biliteracy development for students from all language backgrounds?

Is there a relationship between the approach to bilingual instruction and levels achieved?

What is the relationship between (biliteracy) instruction and biliteracy achieved in students, taking into account student characteristics which would include SES, language background, and schooling history.

What guides instruction currently? How is it different at different grade levels? There is research that shows different outcomes at different grade levels, and this must be understood better through more research.

Question 3: What are standards for oral language and literacy development in languages represented in dual language programs (for each language)?

There is concern that existing standards are translations of English-language standards. There appear to be no biliteracy standards. This raised a series of questions: What standards are available for the Spanish-language component of dual language programs? What facilitates Spanish learners learning Spanish? What standards in each language should guide literacy instruction when the goal is biliteracy (existing standards guide instruction and assessment in each language)? What best practices have been defined and backed by studies with achievement measured?

Question 4: Given that many L2 learners are not achieving at levels comparable to peers who speak that language as their L1, what do we know about the L2 learners who manage to close this gap?

This proposed question began as a discussion of the keynote speaker's presentation of a review of research. A participant in this working group proposed the following question, based on her understanding of the keynote: Why are L2 learners not achieving at comparable levels in

L2 literacy as their peers in dual language programs who begin as L1 speakers in that L2? No agreement was reached on this, only that there are multiple influential factors. One challenge is not knowing the achievement level of English language learners (ELLs) in their native language, because they are not tested in their L1, but only in English, their L2. Another is the strong influence of socio-political factors and socio-economic differences (at least for ELLs). Why are ELLs doing less well than monolingual English speakers on English literacy measures after they have been in dual language or English-only programs? In some studies, ELLs are initially scoring well and then their scores are going down. Research can help everyone understand this better in order to investigate ways to change it. The group also asked whether the gap for ELLs in English is similar to or different from the gap for English speakers in their L2 (the partner language) when compared with native speakers of that language.

The discussion then turned to the value of knowing more about students who perform in their L2 as well as native speakers do. It was felt that knowing more about who is achieving "high levels of biliteracy" in dual language immersion programs would be very useful, and that question was identified for the list.

Question 5: How is biliteracy development different from monolingual literacy development in:

- *roles of subcomponents in the learning process;*
- *instructional practice;*
- *language processing (within and across languages);*
- *factors that contribute to the development of text-level skills; and/or*
- *student milestones at different stages of biliteracy development?*

This question was the most difficult for the working group to formulate. It brings together various ideas, and is in process. At the heart of the issue is the need to know more about how the development of biliteracy, with literacy competence in two (or more) languages, differs from the development of literacy in a single language.

What are some contributing factors to subcomponent processes involved in reading comprehension in both languages (L1 and L2)? Research could deepen the understanding of how cross language processing occurs in bilingual development: How does L1 facilitate L2 literacy and vice versa? Under what conditions? How does this change during biliteracy development?

The group felt more research is necessary to understand how transfer occurs while teaching literacy in two languages. For example, how does language processing and cross language processing contribute to L1 literacy development and L2 literacy development? Once more is known about these processes, practical implications will follow.

Question 6: What are the impacts of teacher beliefs, preparation, and levels of biliteracy (proficiency) on their practice and the levels of biliteracy attained by the students they teach?

The group wondered whether this research area should include a perspective on teachers or focus exclusively on student biliteracy. There was a strong sense that since teacher-based factors, including their beliefs, type of teacher preparation, and own levels of biliteracy, play a role in student attainment, they need to be considered.

A number of related questions were discussed: How can the education of teachers be expanded from cross language issues to more sophisticated notions of biliteracy development? What is the impact of teacher beliefs, preparation and levels of biliteracy (proficiency) on their practice and student levels of biliteracy? Is the impact different in lower grades compared with upper grades? There is some research on student outcomes related to teacher instruction, but virtually none on student outcomes related to teacher instruction as it relates to teacher training and development and teacher biliteracy.

With time running out, the working group tackled barriers. Participants developed the following ideas:

1. Difficulty aggregating data across schools and across states due to differences in definitions of student categories by state, assessments used, etc.

    Suggestions: a) Set up collaborative research projects with researchers in different locations; b) Establish closer coordination among dual language researchers.

2. Lack of measures of biliteracy.

3. Difficulty conducting longitudinal research (due to funding, practical problems of tracking student participants, demands placed on schools, etc.).

4. Difficulty establishing collaboration between researchers with teachers and administrators in school districts. More of these collaborative efforts would help address some of the questions above.

Political Climate

Ester De Jong
Florida State University

Original charge: What are the effects of an English-focused policy climate and current political climate on dual language programs? On dual language researchers?

This section focused on key language and educational policy issues and how they affect early childhood through college (teacher preparation) dual language programs, their implementation, and outcomes.

Three central notions guided the discussion:

(1) Policy levels (classroom, school, community/district, state, and national) are interconnected and mutually influence one another (bottom-up and top-down).

(2) Language policies are an integral part of and affected by broader policies, including educational, economic, and foreign affairs policies.

(3) Policies reflect certain stances or wider discourses about linguistic and cultural diversity in American society.

These three notions are aligned with a commitment to and advocacy for social justice for all students. They can guide a comprehensive research agenda that can inform policy and practice and address any mismatches that may exist among, for example, general educational policy, program policy, and classroom practices.

In order to engage in change, research needs to specifically address some of the issues that are raised by each understanding.

Researching practice to inform policy

The Political Climate Urgent Research Questions

1. What are the core programmatic features (including language practices) or strategies of dual language programs that will lead to significant increases in student achievement for different groups of students in different contexts?

2. What do life-long profiles of the development of bilingualism (biliteracy) look like?

3. What knowledge and skills do effective dual language teachers have?

4. How do all dual language stakeholders work together to achieve a commonly defined set of goals?

5. What national, state, and local policies are effectively shaping P-20 dual language education and practice in the United States and around the world?

6. How do (current) educational policies undermine the implementation of effective dual language programs, e.g., teacher preparation and professional development, literacy development, assessment and parent involvement?

7. What kinds of standards (e.g., proficiency standards, teacher preparation standards) can or do support effective bilingual schooling?

8. How do dual language educators effectively resist monolingual language ideologies to promote dual language programs and policies?

9. How can a multilingual view be articulated through policies at the local, state, and national level?

10. By what processes do language policy issues get framed and by whom?

Commentary: In order to inform comprehensive policies, it is important to understand effective practices and the implementation strategies and processes that support the desired outcomes of dual language education. One important gap in the research is the relationship between contextual factors and outcomes.

<u>Key Questions</u>

- What are the core programmatic features (including language practices) or strategies that will lead to significant increases in student achievement for different groups of students in different contexts?
- What do life-long profiles of the development of bilingualism (biliteracy) look like?
- What knowledge and skills do effective dual language teacher have?
- How do all dual language stakeholders work together to achieve a commonly defined set of goals?

Understanding policy contexts to change policy

Commentary: Many dual language programs are negatively affected by 'external' educational policies that fail to take into consideration the specific nature of dual language education. The exclusion of native language assessment from No Child Left Behind is one example of how effective dual language program practices can be undermined by broader educational policies. Dual language educators must collaborate to ensure a match between language and educational policy at different policy levels and the goals of dual language education.

<u>Key Questions</u>

- What national, state, and local policies are effectively shaping P-20 dual language education and practice in the United States and around the world?
- How do (current) educational policies undermine the implementation of effective dual language programs, e.g., teacher preparation and professional development, literacy development, assessment and parent involvement?
- What kinds of standards (e.g., proficiency standards, teacher preparation standards) (can) support effective bilingual schooling?

Shifting the discourse to change policy

Commentary: Most language and educational policies in the United States are informed by a monolingual and deficit view of linguistic and cultural diversity. In order to change policy, this frame needs to change to a multilingual, additive view of the linguistic and cultural experiences and resources that children and their families bring to school. Researchers and practitioners need to articulate this view clearly and consider the implications for policy and practice.

<u>Key Questions</u>

- How do dual language educators effectively resist monolingual language ideologies to promote dual language programs and policies?
- How can a multilingual view be articulated through policies at the local, state, and national level?
- By what processes do language policy issues get framed and by whom?

The Cross-cultural Goal

Original charge: What research should be conducted to better understand the "third goal" of cross-cultural competence and its implications for instruction and assessment?

Consideration of engaging cross-cultural competence begins with the realization that there is no common agreement or understanding of exactly what cross-cultural competence is. While it is rooted in students learning to feel comfortable interacting with people different than them, it also depends on the particular populations involved in nuanced and contextualized ways. The exact demographic blend of students in the classroom, the age and grade level of the students, and classroom, school, community, culture, and global contexts all impact exactly what cross-cultural competence is.

Without that firm, grounded understanding, many other questions become difficult to answer: How should cross-cultural competence be taught? How should it be assessed? How should teachers be prepared in order to teach it?

Thus this section raises many questions about what cross-cultural competence is and offers several perspectives available in addressing those questions. It also proposes several research directions and activities that would be beneficial in providing clarity to this issue.

> *Question 1: What practices, behaviors, knowledge, and attitudes are defined by cross-cultural competence, and how should it be measured?*

Whereas some information is available

The Cross-cultural Goal Urgent Research Questions

1. What practices and behaviors, knowledge, and attitudes are defined by Cross-Cultural Competence, and how should it be measured?

2. What is cultural competency for teachers? What kinds of preparation do teachers need in order to meet the needs of the children in Dual Language programs? How do teacher education programs encourage and develop cultural competence in their teachers?

3. How should curriculum be developed that reflects the goal of developing cross-cultural competence?

4. How do dual language programs and institutions of higher education build community outside of the school context?

5. How is student identity addressed in dual language programs?

regarding certain characteristics of cross-cultural competence, the term has not been well-defined nor has curriculum been developed to address this tenet of dual language education. Thus the fundamental question here is: "What is cross-cultural competence?" In pursuing this question, current definitions need to be problematized and new definitions crafted. Also in pursuing this question, cultural competence needs to be differentiated from linguistic competence and from ethnic membership. It also needs to be pursued with the ultimate goal of the students' life-long career participation in a global economy.

Cross-cultural competence needs to be explicated in terms of the practices, behaviors, knowledge, and attitudes that comprise it. That explication, then, will lead to understandings about how to teach cross-cultural competence, how to assess it, and how to integrate it into the curriculum.

Question 2: What is cultural competency for teachers? What kinds of preparation do teachers need in order to meet the needs of the children in dual language programs? How do teacher education programs encourage and develop cultural competence in their teachers?

Here, the broader issues raised under question #1 are sharpened to a focus on the teachers in dual language programs. First, who are they? What are the distributions of ethnicity, language, training, origin, culture, etc. among dual language teachers? A funded, national database of dual language teachers would help address this question. It does seem, however, that the pool is not as diverse as it needs to be, in part because minority drop-out rates in K-12 mean a less diverse pool headed to college and specifically to teacher preparation programs. There is also significant teacher and administrator turnover. Better estimates of these should be sought.

How then does the teacher's own background impact the preparation necessary to foster their own cross-cultural competence as well as fostering their students' competence? Are there similarities and differences in teachers' cross-cultural competence or need for competence depending on the age of the students with which they are working?

All of these questions need to be engaged with a view toward teacher preparation. How should the teacher's own cross-cultural competence be enhanced? How should teachers be prepared to teach their students to be cross-culturally competent while not feeling like they need to be experts in all cultures? How do the teacher's students' characteristics impact the kind of preparation they should have? Teacher preparation needs to consider not only the teachers' language preparation, but also their cultural preparation through coursework in history, geography, etc. The effectiveness of a stand-alone cross-cultural competence course versus integrating that competence throughout a teacher preparation curriculum should be explored.

Other professions also foster cross-cultural competence in their workforce, so studies should be conducted of how other fields define cross-cultural competence, train for it, and expect it of their employees.

The impact of policy and policy-makers on the ability to educate teachers about cross-cultural competence needs to be examined and considered. Do teacher certification requirements need to be changed to include cross-cultural competence explicitly? Do school board hiring policies and procedures need to be changed?

Question 3: How should curriculum be developed that reflects cross-cultural competence?

There currently are not comprehensive curricula for teaching cross-cultural competence. One question, then, is: How is cross-cultural competence currently present in the existing curricula? How could it be broadened and deepened?

Curriculum needs to be developed that reflects:

- a deep structure of culture (For example, there is a history of multiple perspectives of the Spanish-speaking countries that should form the basic foundation for teaching about culture in English/Spanish programs.);
- comparison/contrast of different cultures (especially English-speaking and Spanish speaking cultures);
- inter-cultural topics;
- inclusion of other cultures represented in the school or classroom (Students' own culture should be tapped in the classroom through family interviews and oral traditions, for example.);
- inclusion of history, geography, government, etc.;
- the many nuanced differences in the culture across regions of the Spanish-speaking world; and
- inclusion of Afro-Caribbean and indigenous cultures.

Such a curriculum should spiral across grades and must go beyond "heroes and holidays."It is often considered an additive to the curriculum, "one more thing to do," rather than the central tenet of dual language that should be integrated throughout the curriculum.

Question 4: How do dual language programs and institutions of higher education build community outside of the school context?

What are the interactions between the school and the community, and how can those interactions serve cross-cultural competence?

How is cross-cultural competence fostered at the secondary level, and how are students helped to use that competence as a tool for global education, community, and economy?

Question 5: How is student identity addressed?

What role do the students' own identities play in cross-cultural competence and in their ability to learn to be cross-culturally competent? How do students learn to feel comfortable with people who are different than them? In addressing these questions, different populations (e.g. heritage language speakers, English language speakers, Spanish language speakers, etc.) will reflect different experiences.

Student identity raises particularly challenging pedagogical issues with respect to power. How can teachers and schools support the development of students' identities, which would include cross cultural competence, while not being perceived as one-sided, associated with power?

In pursuing all of these questions, the dual language education and research communities should be looking for funding sources, such as the Gates Foundation, and for dialogues with other communities such as multicultural education, and with other organizations like the American Association of Teachers of Spanish and Portuguese and the American Council of Teachers of Foreign Languages.

Peer Interaction

Original Charge: Student interacting with student is important in so many ways for the success of a dual language program, and yet how does that happen? How should that happen? What instructional strategies do teachers need to employ to make it most effective?

The research on peer interaction in dual language settings needs to be as rich, complex, and multifaceted as peer interaction is. Research and research methods in multiple disciplines need to be brought to bear on this topic while giving due attention to the idiosyncratic interplay of language, power, and the socio-political contexts in dual language education. Consideration also needs to be given to which theoretical lenses should be used to deconstruct peer interaction, and what the objects of research should be in this area, e.g., cognition, language, power. Is there a hierarchy of objects?

Peer interaction is a foundational tool in dual language education in that it supports and scaffolds many goals for dual language students. It is discussed here in its full breadth, not simply as the interaction among native and non-native speakers. It is not just who is interacting but also what the nature of that interaction is.

There are many people who influence the nature of peer interactions, and that influence needs to be researched. The students themselves, of course, play a large role. The teacher is an important facilitator, and that role needs to be better understood, given that the teacher does not design, or even know about, every peer interaction that takes place in the classroom. Beyond the classroom, parents, community members, and institutions of higher education all model interactions and

The Peer Interaction Urgent Research Questions

1. How does peer interaction differ among various groups (ethnicity, language background, SES, gender, etc.), across different configurations (L1, L2, integrated groups) and in different contexts (elementary/middle/high school, classroom, playground, cafeteria, instructional setting)?

2. Are there different configurations and contexts that advantage or disadvantage particular groups of students in terms of level of participation (power, academic attainment, literacy development, cognitive development, etc.)?

3. What types of peer interactions support desired outcomes (e.g., biliteracy development, cognitive development, identities, cross-cultural competency) in dual language settings? How can students be enabled to engage in these interactions? How can teachers be prepared to foster student interactions?

influence interactions of students. All of these need to be better understood.

Peer interaction is grounded in attitudes and beliefs, permeates most of the learning goals for students, and is influenced by the classroom and school climates such that researching peer interactions is, essentially, researching the praxis as a whole in dual language classrooms.

Many research questions were generated which fall roughly into the three categories below.

Question 1: How does peer interaction differ among various groups (ethnicity, language background, SES, gender, etc.), across different configurations (L1, L2, Integrated Groups), and in different contexts (elementary/middle/high school, classroom, playground, cafeteria, instructional)?

What grouping processes support the goals of dual language equitably across different groups of students?

Question 2: Are there different configurations and contexts that advantage or disadvantage particular groups of students in terms of level of participation (power, academic attainment, literacy development, cognitive development, etc.)?

How does peer interaction affect the power status of different language groups, e.g., language minority/language majority?

How can we increase the amount of LOTE (Language Other Than English) used among students (during class time that is supposed to be "exclusively" carried out in the LOTE)?

Question 3: What types of peer interactions support desired outcomes in dual language settings (e.g. biliteracy development, cognitive development, identities, cross-cultural competency)? How can students be enabled to engage in these interactions? How can teachers be prepared to foster student interactions?

There is both a current and a future perspective to the research needs in this area. Some of the research questions focus on current practice:

How is peer interaction being used to support learning in dual language settings?

What types of peer interaction, activities are being used in (successful) dual language settings?

What is the nature of student to student discourse in dual language immersion classrooms? For cross-cultural competency, for language development (both L1 and L2), and for development of cognitive processes.

Some of the research questions focus on future practice:

How do peer interactions promote students' conceptual/linguistic development?

What kinds of student interactions support improved literacy outcomes?

How do we prepare students to engage in these interactions?

How do we prepare teachers to prepare students to engage in these interactions?

Barriers to pursuing this area were also discussed. While the multidisciplinary basis for peer interaction is necessary and a great strength, it also presents some barriers. There are lots of different theoretical perspectives with attendant terminology that impede communication and study of peer interaction. This is aggravated when the particular theoretical lens is not explicitly identified. More conversations across disciplinary boundaries, including sharing data and findings, would be helpful. Technology should be harnessed to facilitate those conversations and sharing.

There is such pressure on the outcomes of dual language education that there is inadequate attention to the processes by which those outcomes are met. This is concretely visible in the lack of research funding for studying processes like peer interaction. This requires advocacy at the national level to promote a broader understanding of dual language education as well as to specifically re-target funding streams.

Special Needs Students and Other Student Characteristics

Original Charge: What research is needed to better meet the needs of students with learning disabilities and/or other special needs or characteristics in dual language classrooms?

Dual language programs do not have the benefit of a broad theoretical base to inform instruction and interventions for their students with exceptionalities. There is little research-based understanding regarding what is typical bilingual or biliteracy development, or even what atypical development looks like. In fact, there is little known about how dual language can best meet the needs of students with different special needs.

How dual language students with exceptionalities are identified and assessed is another important research vacuum to fill. Most bilingual assessments were developed in the 1970s, most focus on learning rather than language *and* learning needs, most assessments and individual items reflect neither language *nor* cultural sensitivity, and many assessors are not bilingual nor fully trained in important related language and cultural issues to ensure accurate assessments and identification of exceptionalities or effective interventions.

Three broad questions emerged during the group's discussion.

Question 1: How do we understand typical versus atypical development of bilingualism and biliteracy and multilingualism and multiliteracy within dual language education?

Special Needs Students and Other Student Characteristics Urgent Research Questions

1. How do we understand typical versus atypical development of bilingualism and biliteracy and multilingualism and multiliteracy within dual language education?

2. For whom, in what context, and under what kinds of circumstances does dual language meet the needs of students with exceptionalities?

3. How well do assessments and interventions meet the language and learning needs of various sub-groups of dual language students?

This must be addressed across grade levels, from pre-K through grade 12 and beyond, by context and setting.

What do we know about typical biliterate development? What do we know about atypical biliteracy/bilingual development? The field is based on what is "normal," and yet there is no consensus regarding what is normal. If there was a well-grounded sense of what typical development "looks like," it could help teachers, parents, specialists, and administrators working with special needs students in identifying atypical development.

Barriers:

1. There is little or no high quality research on bilingual and biliteracy development, particularly with languages other than Spanish/English.

2. There is little knowledge or even discussion around how to balance the intention to identify and intervene early with the contention that language learning takes time, and different children develop at different rates.

3. Bilingual researchers often find themselves at odds with a powerful literacy community. If bilingual/dual language findings are not compatible with the literacy community, they are often rejected. This rejection of findings contrary to a broader field makes it hard to develop theory that focuses specifically on dual language program situations and people.

Question 2: For whom, in what context, and under what kinds of circumstances does dual language meet the needs of students with exceptionalities?

For example, what do we know about working in dual language programs and…

· Students with special needs who speak a language other than the languages of instruction – trilingual students?

· Students with a language disability

· Students with a reading disability

· Children who are English proficient, but speak a vernacular dialect or possess low levels of English language proficiency?

· Students with vision impairments/blindness

· Students with hearing impairments

· Students with autism

· Students who come from war-torn areas

· Students with ADD/ADHD

· Students in gifted/talented programs

Rather than ask if dual language is a suitable match in these contexts, the better question is: Under what conditions is dual language a suitable match for the student populations mentioned above? To begin, researchers could find out what is working effectively with students with exceptionalities in existing dual language programs. In addition, there are certain circumstances – such as pull-out or targeted instruction – in which many of these students participate each day. Due to its differences from monolingual English instruction, could dual language provide additional benefits to students with exceptionalities that pull-outs actually hamper?

Many of these questions should be answered by researching the long-term effects of dual language on these different student populations.

From a pre-service and professional development angle, researchers can help define what dual language teachers working with students in the categories above need to know (pre-service and professional development needs) in order to work effectively with students with each of those needs.

Barriers:

1. To do longitudinal research on a variety of subgroups, one needs a significant investment. There are few funding sources for longitudinal research, and "publish or perish" requirements often reduce possibilities of doing longitudinal research to professors with tenure.

2. There is no training for specialists so they understand these questions. Specialists trained to work with bilingual/biliterate as well as special needs populations are often immersed in monolingual environments.

3. Collaboration among education specialists is often not as inclusive or broad as it should be. For example, there are many teams that do not include a speech language pathologist, or even one person who understands bilingual/biliteracy development or appropriate assessments and interventions for bilingual students with exceptionalities.

Question 3: How well do assessments and interventions meet the language and learning needs of various sub-groups of dual language students?

How do we effectively support fidelity of implementation (intervention and/or assessment) and collaboration among practitioners and educational specialists?

How do we develop new assessments (placement, to inform instruction, inform intervention, etc) and interventions appropriate for culturally and linguistically diverse dual language students?

What are some assessments that inform placement, intervention, and identification of students with exceptionalities?

Collaborating teachers and specialists can identify what they need to know to inform instruction of special needs students in dual language programs. Better assessment tools based on research must also be developed, as most bilingual assessment tools were developed in the 1970s. These assessment tools must also be culturally and linguistically appropriate for the diversity of students in dual language programs. In addition, existing assessment tools are inadequate in observing student behavior in the classroom. Without appropriate assessment, it is nearly impossible to evaluate instruction and develop appropriate interventions. Along with new methods and tools, assessors must be trained in how to administer and interpret them.

Additional questions, noted below, continued to surface throughout this discussion.

What instructional strategies, curricular programs, and program design characteristics will promote development of dual language programs that are inclusive of a broad range of exceptionalities?

Regarding language and instruction with students with exceptionalities, how does one choose what language(s) to use during instruction with a special needs child? Does choice of language depend on a student's grade level (late elementary, middle school)? If L2 does not work, should instruction be re-introduced in L1? How does one approach this when the child is a first language English speaker? When the child is a first language Spanish speaker? When the child does not have L1 strongly developed?

Similar questions hold for identification and assessment. What are the most effective languages to use for assessment (L1, L2, both)? Under what circumstances? Under what conditions? How does one identify bilingual students with learning disabilities (LD) when that LD is instructionally induced (that is, they did not receive appropriate instruction)?

What are the most appropriate interventions at various levels of student need that meet learning *and* language needs? Under what circumstances? Under what conditions? What are appropriate interventions in Mandarin? Urdu? Spanish? Other languages?

How might the study of these topics be different depending on school level (preschool, elementary, secondary)? For all of the questions above, the group briefly touched on differences among different grade level. For example, when working with secondary students, there is even less understanding about special needs students in general, and special needs students in dual language specifically, than students in elementary school.

For pre-K students, what research is needed to determine placement and instructional interventions for special needs kids in dual language programs? For students at pre-K who do not have a strongly developed L1?

Barriers:

1. There is not sufficient theory guiding this work. Since there is little theoretical basis for English-speaking students with learning disabilities, there is an opportunity for dual language researchers to address these issues jointly with special education researchers.

2. There are many legal concerns with special education that educators in dual language programs do not otherwise have to address. Researchers must be careful not to violate students' educational and civil rights. Dual language researchers not specialized in this area often feel like they're walking through minefields.

3. Interventions are often suggested before a diagnosis is formed. Global naming – "this child is LD" – is prevalent, and interventions may or may not address the specific needs of each child, especially an ELL child in a dual language program.

4. Specialists trained in special education need to understand dual language, and they need bilingual skills. Often they want to pull students with exceptionalities out of dual language programs to be assessed and then instructed in English.

5. There is little collaboration across fields of special education and dual language.

6. There is a lack of consensus on definition of terms.

Program Demographics

Michele Anberg-Espinosa

California Department of Education

Original Charge: Dual Language programs serve many different kinds of students, families and communities. Some programs serve primarily ELLs; others serve ELLs and non-ELLs; sometimes student homogeneity/heterogeneity comes in terms of class or ethnicity or race. What research needs to be done on the role demographics play in the success of a dual language program?

Demographically speaking, it is difficult to generalize about dual language programs. Students, families, and communities can vary within a school district, as well as within and across cities and states. Across linguistic lines, programs may serve a population primarily composed of English Language Learners (ELL), while, on the other end of the spectrum, programs may be recruiting ELLs because they have many students who speak English as their first language. Some programs have populations of students who use different varieties of what is considered "standard." Some programs may tend to have the same racial or ethnic groups, and others may differ greatly in this regard. Whereas students may be placed in the same group for linguistic reasons, they may differ greatly in their individual cultural backgrounds, experiences, and perspectives. Economically speaking, the population of these programs may include students from similar economic backgrounds, while others might have a mixture. Furthermore, student individuality also weighs in as an important factor. In addition to each student having his or her own individual learning style, interests, and talents, programs may have students who have qualified to receive gifted and talented

or special education services. Beyond the student, family and community characteristics also vary according to each program. Student, family, and community demographics, therefore, create a challenging research agenda.

With this as background information, a group of researchers participated in the session entitled "Demographics" to attempt to identify areas of research. The task was to answer the following question: What research needs to be done on the role demographics play in the success of a dual language program?

The research questions that the group identified were as follows:

Question 1: What are the relationships among demographics, program design, curriculum/instruction, and student outcomes?

This question arose out of the discussion in which the group agreed on the importance of identifying conclusions that could be drawn among the different aspects of demographics in relationship to the elements of each program, such as design, curricular components, teaching, and student results. For example, how might demographics play a role in each of these different program characteristics? The purpose is not to assume that demographics impact program characteristics, but to recognize that these program characteristics may impact demographics.

Question 2: What elements should remain constant, regardless of demographics, and what elements need to be sensitive to specific demographic contexts?

The group agreed that there are some "non-negotiables" in programs but also many elements that need to vary according to programs' individual demographic contexts. In other words, although certain elements are critical for program success, it is not enough to have a "cookie cutter" model to address the individual contexts. Determining which elements fit in which category could provide a helpful framework for the construction and maintenance of programs in individual contexts.

Question 3: What is the impact of demographic changes on the design and implementation of the dual language models, and how do programs adjust to the changes to optimize the attainment of program goals for each and every student?

This question attempts to address the inevitable in programs: demographic shift. The group recognized the struggle to choose and implement a certain model, remain faithful to that model, yet have enough flexibility to make appropriate adjustments. It was discussed that this is especially significant when there are certain groups of students whose equal access to bilingualism, bi-literacy, and cross-cultural competency would not be met otherwise.

Question 4: What is the relationship between teacher and administrator demographics (including language, ethnicity, prior experience, etc.) and program effectiveness, patterns of leadership, and retention of staff?

This question attempts to arrive at how the characteristics of staff may play a role in a program's success, assuming that there is a relationship between teacher/administrator characteristics and a program's effectiveness and/or leadership styles and the ability to retain

staff. This relationship would have implications for teacher training and strategies for retention of staff.

With these questions, the group attempted to identify the areas that would best inform instructional and administrative practice. However, in order to address these very important questions, significant barriers identified by the group need to be overcome:

1. Demographic changes are very rapid. Since it is difficult to predict and respond in a timely manner to these changes, performing research projects based on ever-changing data can be difficult and inconclusive.

2. Many demographic variables exist, making it difficult to categorize groups and generalize results.

3. Some data, such as socio-economic status, may not ever be available to analyze.

The group consensus seemed to suggest that demographics were a bit overwhelming to research considering all the factors involved, yet demographic research is, nonetheless, critical. Unless the ways in which demographic factors impact programs are identified (and vice versa), it will be impossible to structure programs so that dual language students are provided an optimal environment to reach the goals of bilingualism, biliteracy and cross-cultural competency.

Addressing the Barriers to Accomplishing this Agenda

The entire group at the convocation spent some time discussing the barriers to accomplishing this agenda. Subsequently, summaries of the convocation work have been presented at the La Cosecha 13th Annual Dual Language Conference in Santa Fe, NM, in November 2008 and at the Dual Language SIG Pre-conference Institute at the National Association for Bilingual Education Annual Meeting in Austin, TX, in February 2009. Based on the conversations at the convocation itself and the conversations at those summary sessions, some pathways to address those barriers have emerged. These barriers and pathways seem to fall into four categories: the societal, cultural and political climate; the community of researchers; practitioner-researcher collaboration; and the research infrastructure.

The Societal, Cultural and Political Climate

Multilingualism and multiculturalism are not highly valued in the United States and are sometimes actively opposed. This creates an antagonistic climate that has strong impact on dual language programs and those who do research in them. Racism should never be overlooked as a possible barrier to dual language education and research, given the involvement of students from language minority backgrounds in those programs. The view that minority and language minority students need not be educated differently than non-minority students is a true barrier, the implications of which will be detailed below. Researchers, though, need to continue to provide the evidence to rebut that view.

Tenemos que cambiar el comportamiento que usamos inglés para lo que es "importante" en nuestras propias reuniones. The convocation participants noted that the dual language research community itself is English dominant. Nearly the entire convocation was conducted in English and all of the printed materials were in English. In moving away from English dominance amongst ourselves, multiple languages, not just Spanish, need to be considered. The research itself needs to address other dual language programs beyond Spanish/English programs. The community needs to model multilingualism.

The Community of Researchers

The group gathered in Santa Fe genuinely enjoyed spending time talking with each other and was eager to have additional opportunities to do so. Additional face-to-face meetings are being planned. In order to facilitate on-going communication, the DUALLANGUAGERESEARCH-L listserv has been established (see the appendix for full details). More spaces and occasions for such gatherings need to be developed.

Because dual language is a truly interdisciplinary field involving researchers from education, linguistics, psychology, sociology, and other disciplines, members of the community may not primarily identify themselves as a "dual language researcher." Members of the

community not only are engaged in many overlapping and nested areas of concern such as broad bilingual education issues, social justice issues, language policy issues, etc., that diffuse their energies, but also different definitions of "dual language" exist. The dual language research community, thus, is not used to working together towards consensus on issues, even those as fundamental as "What is dual language?"

That interdisciplinary nature is a great strength, but it must be explicitly and intentionally exploited. For example, dual language researchers need to be communicating and collaborating with researchers in foreign language education, heritage language education, bilingual education, early childhood education, and special education, among other disciplines, to see where duplicate or complementary research findings and efforts exist.

The diffuse and amorphous nature of the dual language research community also means there is not clear leadership within the community. Where should dual language researchers turn for leadership?

There need to be clearly defined dual language research outlets, such as a journal specifically for dual language work. Traditional journals have long time lags that are unresponsive to the quickly shifting climate and the need for practitioners, for example, to get research findings in a timely manner.

Dual language researchers see themselves simultaneously as scientific researchers and as advocates for educational models that are frequently under intense scrutiny and political pressure. That conflates the purely scientific goal of asking the research questions that need to be addressed and reporting the results, whether favorable to the programs or not, with the advocacy goal of wanting to champion dual language models and not to "hurt the cause" with potentially negative results. In some sense, though, this is a false choice, because reporting scientifically rigorous research that may point out weaknesses in dual language programs that then lead to strengthening those programs should be viewed as a form of advocacy.

Practitioner-Researcher Collaboration

At the convocation, researchers expressed concerns that access to dual language programs was sometimes hard to achieve. While local education communities are sometimes reticent to generalize the findings of research done elsewhere ("But does it work with *our* students?"), they sometimes seem simultaneously reticent to provide access to their students in order to collect such data. This is not simply a matter of attitude, but also one of policy and procedure. The researchers indicated that more school districts need to develop better policy and procedural apparatuses to support research activity.

At the summary sessions, practitioners expressed concerns that researchers too often come to a school, collect data, and then disappear, never sharing results or building a relationship with the program itself. Practitioners have also asked for better access to research findings in

terms of clear outlets to explore, findings expressed with clear implications for practitioners, and research that directly addresses practitioner concerns.

It seems, then, that practitioners and researchers are clear that they need each other and can benefit greatly from each other, but that both need to collaborate in richer, more communicative, and more synergistic ways. This is, of course, not an issue unique to dual language education research, but is one that all educational researchers and practitioners need to address.

Researchers could build sustained relationships with programs, engaging relevant members of the dual language community in all stages of the research – planning, execution, interpretation and application of findings – as much as possible. Partnerships in which school personnel contribute research ideas and questions that researchers pursue with them are needed.

More systemically, means to develop more practitioner-researchers could be developed. Routes to encourage more practitioners to pursue graduate degrees with research training could be defined, and practitioners could engage in action research and share those findings. Practitioners could become more knowledgeable of research issues to be able to access the literature more readily.

Another systemic way for researchers and practitioners to come together is around the preparation and continuing professional development of teachers. Are research findings being reflected in the educational experiences of dual language teachers? The researchers expressed a desire for more teacher preparation programs targeted specifically at preparing dual language teachers, which would, among other things, provide a ready place to infuse these research findings.

Research Infrastructure

A mature, elaborate research community must be built on a solid infrastructure to support it, and the dual language research infrastructure needs to be strengthened in many ways.

The Intellectual Infrastructure—

Examples of intellectual infrastructure needs include:

- more and stronger theoretical frameworks to guide the research.
- common terminology and constructs in the field.
- more meta-analyses and reviews of literature that synthesize what is known and where the gaps in the research literature are.

There is little need for more research showing that dual language programs work. On the one hand, states and locales new to dual language will want and need local data. On the other hand,

the existing evidence is sufficient to say it works and additional research on that question will only draw resources away from the questions that are yet not fully addressed.

- explicit evaluation of how research in cognate fields such as foreign language education, bilingual education, and heritage language education transfers to dual language education; and
- a clearly defined discipline of dual language research to help it moving forward.

The Research Methods Infrastructure—

Examples of research methods infrastructure needs include:

- more and better preparation of researchers in research methodologies; and
- common data definitions, for example, how is an English-Language Learner defined?

The Resource Infrastructure—

Simply put, there need to be more and more clearly identified funding sources for research in dual language programs. The underlying reasons for this lack of funding, which could include racism, societal attitudes about multilingualism/ multiculturalism, and lack of political advocacy for such funding, need to be explored and addressed.

The Policy Infrastructure—

Examples of policy infrastructure needs include:

- federal mandates for "empirically-based" practices in schools prevent new practices from being implemented, researched, and shown then to be empirically-based. In essence, the requirement is contradictory by preventing additional scientific study; and
- policy, procedural, and cultural changes at institutes of higher education that better reward, acknowledge, and encourage the kinds of research needed in dual language education, particularly in the formal processes like tenure and promotion.

Emergent Themes

Jay Parkes

University of New Mexico

In preparing the summary presentations and this report, some themes seemed to emerge from the convocation discussions. The participants returned to some large ideas: that there's an amorphous, interdisciplinary nature to dual language education research that has advantages and disadvantages; that the contexts of dual language education research are interconnected; that teachers, administrators and other practitioners of dual language education are critical to the research enterprise; that the dual language communities must intentionally be broad and inclusive; and there are needs for attending to institutions of higher education.

The dual language research community is interdisciplinary.

One of the great advantages that dual language research has is that multiple disciplines contribute to it. That also creates challenges that have been enumerated elsewhere in this report. More attention is needed to what the commonalities are amongst these researchers and how the different perspectives can enrich the pursuit of knowledge about dual language education.

The dual language research community must intentionally expand its focus.

Much of the emphasis of the dual language research community is on Spanish/English programs in elementary schools. The community must intentionally pursue other languages and cultures, moving also beyond bilingual/ bicultural to multilingual/ multicultural programs. Dual language as an educational model needs to be applied and studied across the educational "span" from early childhood, through secondary and post-secondary, to life-long learning settings. Dual language is for all language and cultural groups, and dual language researchers need to model that linguistic and cultural diversity.

Dual language research occurs in multiple, interconnected contexts.

Convocation participants acknowledged that dual language education and research is not simply about language but more broadly about education. And it's not just about education, but about social justice. Thus, issues such as immigration policy still have an impact and an implication for dual language researchers and programs.

Teachers, administrators, and other practitioners must be a constant focus of the research community.

Teachers, administrators and other practitioners need to be partners with researchers. They also need to be the focus of research. For example, what are the necessary skills and

dispositions for dual language teachers? Dual language administrators need much more attention than they currently receive. What skills and dispositions do they need?

There also need to be more teacher and administrator preparation programs specifically dedicated to preparing them for dual language programs. Such programs themselves need to follow a dual language model. A question that arises, though, is whether such programs can prepare teachers and administrators to serve anywhere in the nation, or if they should be local or regional in focus.

Attending to higher education issues is essential.

The multi-faceted role that institutions of higher education (IHE's) play (or don't play) in influencing dual language education and research requires more attention. One facet is the need for dual language education programs at the post-secondary level, requiring that research and implementation issues be addressed. A second facet is dual language teacher and administrator preparation. It would be helpful to have a directory of higher education programs that are dual language programs themselves and/or prepare teachers and administrators specifically for dual language programs. A third facet is support and reward structures for IHE faculty members who research and work with dual language programs, as has been mentioned elsewhere. In sum, much more attention to IHE issues is required.

Advancing this Agenda

Clearly, there is a great deal to be done. There are research questions to be answered; entire programs of research to be conducted; infrastructure to be built; and community to be developed. If the ideas raised in this report are going to be addressed, the work must begin in earnest.

What you can do

There are several things you, as the reader of this report, could do next:

- Sign up and contribute to the listserv following the directions in the appendix.
- Write reviews of literature around one or more of the six topics presented here.
- Tackle any of the barriers/solutions.
- Share this report and your thoughts with a colleague or student.
- Disseminate your work.

In moving this agenda forward and creating a stronger, more scientifically mature, vibrant dual language research community supported by a sufficient research infrastructure, it will be important for the community to set its own agenda and not let the critics of dual language education set the research agenda for it. Rather than letting the societal discourse about language and language policy drive the research agenda, bettering education for children should be the focus. In short, we should be doing the research we know needs to be done in the firm belief that scientifically sound research findings – even seemingly "negative" ones – will, indeed, advance dual language education toward more effective ends.

Appendices

Appendix: Dual Language Researcher Convocation Agenda

Dual Language Researcher Convocation Agenda
Santa Fe, New Mexico
November 11 and 12, 2008

Tuesday, November 11, 2008	
2:30 – 3:45 p.m.	Registration
3:30 – 4:00 p.m.	Set up posters
4:00 – 7:00 p.m.	Reception and Research Poster Gallery
7 p.m. until	Dinner on your own
Wednesday, November 12, 2008	
7:30 – 8:00 a.m.	Continental Breakfast
8:00 – 9:05 a.m.	Welcome and Keynote Address
9:05 – 9:15 a.m.	Break
9:15 – 10:45 a.m.	First Set of Breakout Sessions • Session #1: Biliteracy Development • Session #2: Political Climate • Session #3: Cross-Cultural Goal
10:45 – 11:00 a.m.	Break
11:00 – 12:30 p.m.	Second Set of Breakout Sessions • Session #1: Peer Interaction • Session #2: Learning Disabled and other Learner Characteristics • Session #3: Program Demographics
12:30 – 1:30 p.m.	Lunch
1:30 – 2:05 p.m.	The Breakout Gallery Walk
2:05 – 2:50 p.m.	Questions, comments, and discussion on the urgent research questions and issues
2:50 – 3:30 p.m.	What happens next? Following up on the day's work
3:30 – 4:00 p.m.	Travel to the Santa Fe Convention Center
4:00 – 5:30 p.m.	Reception at the Santa Fe Convention Center for Researcher Convocation Participants
Don't forget about La Cosecha! From 6:00 – 8:30 p.m. this same evening, attend the opening session of *La Cosecha* at the Santa Fe Convention Center.	
Thursday, November 13, 2008	
1:00 – 2:30 p.m. "Urgent Research Questions and Issues in Dual Language Education" This report from our convocation will occur in the O'Keefe Room at the Santa Fe Convention Center.	

Appendix: Dual Language Researcher Convocation Participants

Dual Language Researcher	Affiliation
August, Diane	Center for Applied Linguistics
Blum-Martínez, Rebecca	University of New Mexico
Calderón, Margarita	Johns Hopkins University
Christian, Donna	Center for Applied Linguistics
Collier, Virginia	George Mason University
Commins, Nancy	University of Colorado, Boulder
Costa-Garro, Luisa Liliana	Bankstreet College
De Jong, Ester	University of Florida
Escamilla, Kathy	University of Colorado, Boulder
Espinoza, Michele Anberg	California Department of Education
Fortune, Tara	Center for Advanced Research on Language Acquisition
Guerrero, Michael	University of Texas-Pan Am
Hilliard, John	Illinois Resource Center
Howard, Liz	University of Connecticut
Izquierdo, Elena	University of Texas, El Paso
Lindholm-Leary, Kathryn	San Jose State University
Mercado, María	New Mexico State University
Molina, Rosa	2-Way CABE
Neves, Alexandra	Western New Mexico University
Parkes, Jay	University of New Mexico
Perdomo, Marleny	Arlington Public Schools
Pérez, Bertha	University of Texas, San Antonio
Potowski, Kim	University of Illinois, Urban-Champagne
Rodríguez, Mariela	University of Texas-San Antonio
Rogers, David	Dual Language Education of New Mexico
Shannon, Sheila	University of Colorado, Denver
Sizemore, Cindy	Isleta Independent School District
Soltero, Sonia	DePaul University
Sugarman, Julie	Center for Applied Linguistics
Tedick, Diane	University of Minnesota
Thomas, Wayne	George Mason University
Torres-Guzmán, Maria	Teacher's College, Columbia
Urow, Cheryl	Illinois Resource Center
Yanguas, Josie	Illinois Resource Center

Diane August is a research scientist at the Center for Applied Linguistics (CAL) and an educational consultant. At CAL, she is the co-principal investigator for an investigation of the development of literacy in second language learners and the development of a measure of reading comprehension. In addition, she is co-principal investigator with the National Research and Development Center on English Language Learners. Dr. August has worked for many years as an educational consultant in the areas of literacy, program improvement, evaluation and testing, and federal and state education policy. She has been a Senior Program Officer at the National Academy of Sciences and Study Director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Her work is widely published in educational journals and books.

Dr. August has worked in a number of other positions. For ten years she was a public school teacher and school administrator in California, specializing in literacy programs for language minority children in Grades K–8. Subsequently, she served as Legislative Assistant in the area of education for a U.S. Congressman from California, worked as a Grants Officer for the Carnegie Corporation of New York, and was Director of Education for the Children's Defense Fund. In 1981, she received her Ph.D. in education from Stanford University, and in 1982 completed a postdoctoral fellowship in psychology, also at Stanford.

Rebecca Blum-Martínez's work is concerned with how languages are learned, used, and retained in bilingual communities and families – principally Spanish/English and southwestern indigenous communities. Her work is guided by the belief that in order to understand interactions between educational institutions and bilingual children, educators must learn from the students, their families, and communities. Blum-Martínez has been a member of the Bilingual Advisory Committee to the New Mexico State Department of Education for many years. As chair of the task force on the Four Skills Test, she worked closely with legislators and other task force members in developing a proposal which eventually funded the new Prueba and the Spanish summer immersion institutes for Spanish/English bilingual teachers.

For the past 10 years, she has worked with the Pueblo of Cochiti, assisting with the Keres Language Revitalization Project. Additionally, she has been studying the language development of children in Spanish/English dual language immersion programs. In 1993, she received her Ph.D. from the University of California, Berkeley; she received both her undergraduate and master's degrees from UNM. In 1994, she served as president of the New Mexico Association for Bilingual Education. She is also co-founder of the Henry Pascual Excellence in Teaching Award. Blum-Martínez has taught at the elementary, high school, and college levels.

Margarita Calderón has taught ESL and bilingual classes in elementary, middle, and high schools, has been a bilingual program director, and has taught graduate courses on educational leadership/administration and bilingual teacher education. Calderón's 100+ publications include teachers' manuals, journal articles, and books. The four-year study presented at the Dual Language Researcher Convocation, Expediting Reading Comprehension for English Language Learners (ExC-ELL), was funded by the Carnegie Corporation of New York to develop a professional development program for middle and high school math, science, social studies and language arts teachers with a wide range of ELLs. A curriculum program for SIFE and SE-ELL (for Response to Intervention Tiers 2 and 3) called RIGOR (Reading Instructional Goals for

Older Readers) was developed using science and social studies books for teaching phonics and basic reading comprehension skills through science and social studies topics aligned to standards. Both programs have been empirically tested in experimental/control groups of diverse ELL populations.

Students in the experimental groups have consistently outperformed control cohorts and made AYP. The schools in New York received an "A" on their report card. Middle School MS 319 was recognized this year as the top middle school in the city. The high school in Kauai has sustained its excellent status since the pilot. ELLs in special education classes, as compared to control groups, gain 6 to 9 months in reading above their counterparts.

Donna Christian is President of the Center for Applied Linguistics (CAL) in Washington, DC. Dr. Christian has worked with CAL since 1974, focusing on the role of language in education, including issues of second language learning and dialect diversity. For over 20 years, she has been involved in research, professional development, and technical assistance related to two-way bilingual immersion, including a multi-faceted study for the National Center for Research on Education, Diversity & Excellence (CREDE), funded by the U.S. Department of Education. She is currently a senior advisor to CAL's Heritage Languages Initiative, Biliteracy Research Program, and English for Heritage Language Speakers program. Her recent publications deal with research on and approaches to the education of vernacular dialect speakers and English language learners.

Virginia Collier and Wayne Thomas are researchers in the area of school effectiveness for linguistically and culturally diverse students. Both Collier and Thomas have worked with school districts across the country for the past 22 years. Their award winning national research has had substantial impact on school policies throughout the world. Collier and Thomas continue to provide leadership training for superintendents, principals, and policy makers on the effectiveness of dual language enrichment education. Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education and Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology at George Mason University.

Nancy Commins has worked with linguistically diverse students as a classroom teacher in ESOL and bilingual programs, as a university professor, program director, and school district administrator. Presently she is a consultant and author. Commins is a member of the Bilingual ESL Network at the University of Colorado at Denver. Nancy' presentation at the Dual Language Researcher Convocation will feature two topics drawn from her recent book, written with colleague and friend Ofelia Miramontes, entitled, *Linguistic Diversity and Teaching*. The title of her presentation is: Teaching and Learning Environments in Dual Language Programs: Are we making the most out of each of them?

The first topic is about how to accommodate the various groups that dual language programs bring together. Any sound instructional design should purposefully plan for the grouping and regrouping (and regrouping again) of students. Although many other considerations go into forming groups for instruction, for second language learners the students' level of language proficiency needs to be a major indicator in helping guide teacher planning and their choice of strategies. Each setting provides necessary opportunities for the students, and places particular demands on their teachers. The second topic is about creating a sense of belonging and affirming

the identity of all students in the program. This topic is related to the first and fits within the socio-political context examined in Shannon's work.

Luisa Liliana Costa-Garro, PhD, a native of Argentina, is a linguist and graduate faculty member at Bank Street College in New York City. Luisa teaches and consults in language acquisition and development and comprehensive literacy in two languages as well as the foundations of bilingualism and bilingual dual language education. She coordinates the Language Series for dual language teachers and administrators as well as mainstream classroom teachers who are also searching for knowledge and support in teaching second language learners. Luisa is a passionate believer in recognizing and embracing the cultural and linguistic heritage that children bring to school as a foundation for literacy and life-long learning. Costa-Garro has a trilingual daughter who attended a Dual Language program and is currently attending college. Her research, "Tapping the Oral Tradition," investigates how the oral tradition is an effective tool for language development, cross-cultural competence, and socialization. By tapping the languages and cultures of our students and their families as a classroom resource, we support instruction, peer social interaction, cultural competency and, most of all, multilingual development. An anthropological research study was undertaken to tap a variety of cultural games gathered in Buenos Aires, Argentina, New York City, USA, and Seville, Spain. Cultural games, songs, rounds, chants, tongue twisters, and storytelling were examples of the oral tradition collected. These were used as examples to enhance academic and literacy skills and enrich the pedagogical repertoire of strategies, approaches, and attitudes to reach the diverse learners in our school communities.

Ester De Jong: After graduating from the doctoral program with a specialization in Bilingual Education at Boston University, I worked at the district level before moving into academia. For five years (1996-2001), I was the assistant Director for Bilingual Education for the Framingham Public Schools in Massachusetts and worked closely with teachers in three different programs: a two-way immersion, a general bilingual education, and an English as a Second Language Program. My position as a district level administrator allowed me to extend my role as an advocate for bilingual learners beyond the district, including the role of chair of the Massachusetts Department of Education Commissioner's Advisory Board on Bilingual Education. In 2001, I accepted a tenure-track position in ESOL/Bilingual Education at the University of Florida in Gainesville where I am now an associate professor. I have published in the Bilingual Research Journal, Teacher Education Quarterly, Journal of Adult and Adolescent Literacy, and Educational Policy, among others.

My research interests focus on how teachers and administrators can promote quality education for bilingual children, linking policy and practice. My focus is on how we can achieve this goal for all children in a way that is integrative and equitable, rather than exclusive and marginalizing. I have focused on three broad areas: integrated bilingual education (with a focus on two-way immersion programs), language policy, and teacher preparation for English language learners (with a focus on standard curriculum teachers). I have also focused on a range of efforts that aim to bring together diverse learners in a learning environment that meets the needs of all learners, centering on two-way immersion programs as an effective model to promote bilingualism/ multilingualism and biliteracy for all children. I have been interested in achievement and what program factors contribute to long-term positive outcomes and, in particular, how student integration contributes to these outcomes. More recently, I have shifted my focus to practices in

secondary dual language programs. Other areas of interest include how language decision-making can support multilingualism and work with teachers on thinking of themselves as active language policy makers in their classrooms and schools. I also have studied the other side of this issue, i.e., the impact of restrictive (English-only) language policies on teacher practices within the context of Massachusetts Question 2.

Kathy Escamilla is a professor of education in the division of social, bilingual, and multicultural foundations. Dr. Escamilla's research centers on educational issues related to Spanish speaking language minority students in U.S. schools. She is specifically interested in issues related to the development of bilingualism and biliteracy in early elementary grades for this Spanish speaking population. Dr. Escamilla's research, entitled, Transitions to Biliteracy: Literacy Squared®, was pilot tested in 2005-2006, and has been implemented and studied longitudinally in grades 1-5 since fall 2006. Its unique features include a focus on literacy instruction in *both* Spanish and English beginning in first grade, the utilization of multiple approaches to teaching literacy in both languages, and thoughtful, explicit attention to cross-language connections. Research on this program has had two major purposes. The first was to examine the potential of the paired (Spanish/English) literacy intervention designed for emerging bilingual children. The second was to develop new paradigms and lenses through which to examine and describe literacy development in emerging Spanish/English bilinguals.

Through the implementation of this program and its concomitant research, we propose a paradigm for assessment and instruction whereby children are developing a trajectory toward biliteracy. We argue that this trajectory toward biliteracy may be a better theoretical frame to use in planning instruction and assessing the academic outcomes for Spanish/English emerging bilinguals in U.S. schools. This work represents a paradigm shift away from the emergent bilingual as two monolinguals in one mind to the belief that bilingualism is uniquely different and that knowledge is distributed across languages and contexts that are accessed and called on differently according to circumstance and audience.

Michele Anberg-Espinoza: The number of African American students in Two-Way Spanish Immersion programs is small but growing. However, the research literature reports limited information about the perceptions and experiences of African American students, particularly those students who speak African American vernacular (also referred to as Ebonics), and their parents. There is a need to understand how the unique and cultural and linguistic realities of African American students interface with their academic experiences and acquisition of a second language. The purpose of the study presented at the dual language researcher convocation was to examine the perspectives and experiences of African American upper elementary and middle school students and parents in a two-way spanish immersion to obtain insight into the factors that contributed to student perseverance in the program and the role of language and culture in the lives of the students. The study considered that this new insight could provide information to educators about practices that may optimize achievement and create equitable opportunities for bilingualism, biliteracy and multiculturalism among the study participants.

Tara Williams Fortune, immersion projects coordinator for CARLA, one of several language resource centers in the U.S., is engaged in the preparation and continuing education of language immersion professionals through CARLA and as a member of the graduate faculty in Second Languages and Cultures Education at the University of Minnesota. She lectures and consults on

immersion education throughout the U.S. and abroad. She is founding editor of The ACIE (American Council on Immersion Education) Newsletter. Recent projects target struggling immersion learners and oral proficiency assessment. Her own research examines the dynamics of language use and peer interaction in immersion classrooms. Recent publications include a volume co-edited with Diane Tedick entitled *Pathways to Multilingualism: Evolving Perspectives on Immersion Education* (2008 Multilingual Matters).

Diane J. Tedick is associate professor in the Second Languages and Cultures Education Program in the College of Education and Human Development at the University of Minnesota. She is a teacher educator for second language contexts including immersion and bilingual education, foreign language education, and English as a second language. She serves as a consultant and conducts program evaluations in immersion and language programs around the U.S. and internationally. Her research focuses on the pedagogy required for balancing language and content in instruction. Recent publications include a volume co-edited with Tara Fortune entitled *Pathways to Multilingualism: Evolving Perspectives on Immersion Education* (2008 Multilingual Matters).

Two-way immersion programs have been shown to be successful program models for educating integrated groups of English-proficient and Spanish-proficient students and keeping Hispanic children in school. However, studies of today's oft-encountered one-way (foreign language) immersion program (whose intended audience speaks English), transitioning from an English-proficient student group towards one that includes a few Spanish-dominant Hispanic children, are scant. This mixed methods study assesses the effectiveness of one such program's curricular and instructional practices. The study, entitled, *One-Way Spanish Immersion and English Learners: Match or Mismatch?*, seeks to answer the following research questions:

1. How do Amigos (immersion) students perform on mandated achievement tests given in English relative to Innovations (non-immersion) peers learning in the same elementary school?
2. How do Hispanic and Limited English Proficient (LEP) Amigos students perform on mandated achievement tests given in English relative to Hispanic LEP Innovations peers and Hispanic LEP peers in the state?
3. How do Hispanic LEP Amigos students perform on mandated achievement tests given in English relative to English proficient Amigos peers?
4. How do administrators and teachers involved in a school with a partial Spanish immersion program understand and interact with the various issues encountered because of the inclusion of Hispanic LEP students in the program?
5. Are current curricular and instructional practices in the Amigos program effective and appropriate for serving Hispanic LEP learners?

Michael Guerrero, University of Texas, Pan American.

John Hilliard is an Education Specialist and Dual U Project Coordinator at the Illinois Resource Center (IRC). John came to Illinois from New York, where he received his master's at the University of New York at Buffalo. After he was named the New York State bilingual teacher of the year in 1991, John received a scholarship from the Spanish Ministry of Education to study children's literature in Madrid. At IRC, John specializes in dual language program model

development and instruction, native language literacy, and technology integration in second language classrooms. John also serves as the instructional coordinator for the Center for Teaching and Learning, a project that helps teachers use and integrate educational technology in their classrooms.

Liz Howard is an Assistant Professor of Bilingual Education in the department of Curriculum and Instruction at the University of Connecticut. She is the Co-Investigator of a vocabulary intervention study for native Spanish-speaking adolescents, as well as the Principal Investigator of a recently completed biliteracy study focusing on the spelling development of Spanish/English bilingual children. Prior to coming to the University of Connecticut, she was a Senior Research Associate with the Center for Applied Linguistics (CAL) in Washington, DC, where she directed a number of projects related to biliteracy development and dual language education. In addition, she has worked as a bilingual elementary school teacher in California, and has taught adult ESL and literacy courses as a Peace Corps volunteer in Costa Rica.

Elena Izquierdo, University of Texas, El Paso.

Kathryn Lindholm-Leary received her Ph.D. in Developmental Psychology at UCLA, where she worked at the Spanish Speaking Mental Health Research Center and the Center for Language Education and Research. She is currently a professor of Child and Adolescent Development at San Jose State University, where she has taught for 20 years. At San Jose State, Kathryn received a Teacher-Scholar award, was a finalist for the President's Scholar award, and was a San Jose State nominee for the prestigious Wang Family Excellence award. Her research interests focus on understanding the cognitive, language, psychosocial, and societal factors that influence student achievement, with a particular emphasis on culturally and linguistically diverse students.

Dr. Lindholm-Leary has worked with two-way immersion and other bilingual programs for the past 25 years and during that time has evaluated over 30 programs and helped to establish programs in over 50 school districts in 10 states. Dr. Lindholm-Leary has the most comprehensive longitudinal data on bilingual students, particularly students in two-way programs, in the country. She regularly consults with various state departments of education, including the California State Department of Education and also the US Department of Education. She has authored or co-authored four books and many chapters and journal articles on the topics of dual language education and child bilingualism and has presented her findings at over 100 local, state, national and international conferences. Her research was also used by previous U.S. Secretary of Education Richard Riley to establishing Title VII funding and program priorities for two-way immersion programs, and has been cited in the Congressional Record.

María D. Mercado is an Associate Professor in the Department of Curriculum and Instruction at New Mexico State University in Las Cruces, New Mexico. She teaches courses in undergraduate and graduate education in Bilingual Education and TESOL. She believes in engendering the biliteracy of her own students, many of whom are or will be teachers in the U.S/Mexico border region, and has taught several of her courses entirely in Spanish. Prior to her role as a faculty member at NMSU, she was a classroom teacher with over 15 years teaching experience in Early Childhood/Bilingual Education settings including teaching second grade dual language

immersion at Dolores Gonzales Elementary in Albuquerque, New Mexico. She has two Level Three teaching licenses, *Instructional Leader in Elementary and Early Childhood Education* for the state of New Mexico.

Her primary research interests include: dual language immersion education; sociocultural perspectives on bilingual education; early childhood biliteracy; transnationalism, identity and biliteracy, and classroom discourse (teacher, student discourse). Having been a classroom teacher for so many years, a primary emphasis of her work encompasses research that supports understandings related to classroom instruction.

She grew up in a bilingual household, the daughter of Mexican immigrants and attributes her own high degree of biliterate abilities (Spanish/English) to her parents and grandmother. Her grandmother told her many wonderful stories of her own childhood in *Amánalco, México*. This taught her to love the Spanish language and storytelling and to treasure her connections to her extended family. Her mother shared her many talents which taught her to love *la cultura y lo típico de México* including beautiful Mexican floral cross stitch embroidery, Mexican dishes such as *mole,* and Mexican churches. Her father shared his passion for endless reading on world history and global politics and the belief that education is the means for achieving equity in society. And I believe that Valenzuela's notion of an authentic form of caring that emphasizes relations of reciprocity between teachers and students is what I strive to do in my work as a teacher, servant and scholar of education.

Rosa Molina is currently the Executive Director of 2-Way CABE, providing technical assistance and professional development to TWBI Programs in California and promoting the expansion of TWBI Education throughout the United States. She recently moved into this position after four years as the Assistant Superintendent of Instruction for the San José Unified School District (SJUSD), where she supervised and provided direct oversight of 8 state preschools, 39 elementary schools, 7 middle schools and 7 high schools; she also supervised and provided oversight of the district's Special Education, Desegregation, Curriculum and Instruction, Enrollment, Bilingual Education, Elementary and Secondary Education Programs. She developed her expertise during the previous 28 years experience as a bilingual classroom teacher, Title I Resource Teacher, Staff Development District Trainer and Resource Teacher, Manager of Staff Development, Director of Bilingual Education/Staff Development, and Director of Elementary Education.

Rosa Molina served as the Principal of one of California's premiere two way bilingual education programs at River Glen Elementary School. She brought the school to national and state prominence with the academic progress of all the students in her charge, and specifically the Latino English Learners. When River Glen was granted a Title VII Academic Excellence grant to disseminate the two way bilingual immersion program model, Molina became the Director of Project Two Way and worked to establish programs across the country. She helped found 8 demonstration sites: 2 in Alaska, 2 in Texas, 3 in California and 1 in Massachusetts. She also consulted with countless districts in the early years of the development of their programs. In 1998, Molina joined a small group of educators to work with the Israeli Office of Bilingual Programs to support the development of three programs in Hebrew and Arabic in Israel as part of their peace mission.

Rosa Molina worked with a team of TWBI experts to help found an organization which would provide technical assistance and leadership in the development of TWBI Programs in California, 2-Way CABE. As President of 2-Way CABE, Ms. Molina and her colleagues organized the yearly Two Way Bilingual Immersion Conference to provide professional development training for TWBI teachers throughout the U.S. Rosa has been responsible for training thousands of teachers, staff members, parents and administrators at the national and state levels in the basic tenets of TWBI Education.

Alexandra Neves is an Assistant Professor of Bilingual Education at Western New Mexico University, Silver City. Originally from Brazil, she taught EFL for several years and also taught teacher preparation courses at the University of the South of Santa Catarina. She has written articles on language learning and teaching for the TESOL organization and for *Sonamidia Magazine*, Brazil. Her main interests are in the field of language acquisition and development and teacher education.

Jay Parkes is currently an Associate Professor of Educational Psychology at the University of New Mexico where he teaches primarily graduate course work in classroom assessment, educational measurement, introductory and intermediate statistics, and research design. His areas of expertise include performance and alternative assessments, and classroom assessment. He was a member of the Board of Directors of Dual Language Education of New Mexico for five years. He also was a Senior Research Fellow at DLeNM in 2007. He directed both the Dual Language Consolidated Database Project and the Dual Language Family Survey Project in Albuquerque. In addition to work in Dual Language, he also collaborates with the UNM School of Medicine on projects related to simulations as assessments, which has included a two-year Stemmler Grant from the National Board of Medical Examiners.

Marleny Perdomo, Arlington Public Schools.

Bertha Pérez is professor of Literacy and Bicultural Bilingual Studies at The University of Texas at San Antonio. She received her Ed.D. from the University of Massachusetts at Amherst. She teaches undergraduate and graduate courses in literacy, biliteracy, and children's literature. Her research focuses on biliteracy, language and literacy development in bilingual settings, sociocultural context of literacy, and bilingual teacher education. Professor Pérez writes, teaches, lectures and consults extensively on these topics. Among her publications are *Becoming Biliterate: A Study of Two-Way Bilingual Immersion education* (2004), *Sociocultural Contexts of Language and Literacy* (2004, 1998), and *Learning in Two Worlds,* coauthor with María Torres Guzman (2002, 1996, & 1992). Dr. Pérez is currently serving as the Associate Dean for Research for the College of Education and Human Development at the University of Texas, San Antonio.

Kim Potowski, University of Illinois, Urbana-Champagne. Kim Potowski's research is a two-year project at Inter-American Magnet School in Chicago, IL, founded in 1975 and the second oldest dual immersion school in the nation. Data are presented on the proportion of Spanish and English turns produced by students during 5th grade, as well as various measures of their oral, written, grammatical, and socioliguistic proficiency in Spanish during their 8th grade year. Results show that more English is used than the official curriculum indicates; that Spanish is generally reserved for on-task turns with the teacher; and explores some of the strengths and weaknesses in students' Spanish proficiency.

Mariela A. Rodríguez, Ph.D. is an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Texas at San Antonio. She was a bilingual education teacher in the Rio Grande Valley for several years before earning her degree in Educational Leadership from New Mexico State University. Her dissertation focused on the crucial role of the principal in supporting dual language education programs. Her research agenda continues to revolve around campus leadership practices that promote dual language program effectiveness.

Rodríguez seeks to connect this area of research with principal preparation. She understands the need for aspiring school leaders to have a strong knowledge and experiential base in bilingual education program goals and models, given the large number of ELLs in south Texas school districts. She has engaged in qualitative inquiry using the case study method to gain in-depth knowledge of campus-level and district-level leadership initiatives that support dual language education programs. She has co-authored publications about these topics in the *Journal of School Leadership* and the *Journal of Latinos and Education*.

David Rogers, Dual Language Education of New Mexico.

Denise Sandy-Sánchez is currently a professional development coordinator for Dual Language Education of New Mexico (DLeNM). She has several years of classroom experience as a bilingual and dual language teacher, peer support teacher for The Teacher Enhancement Program (a collaborative program between Albuquerque Public Schools (APS) and The University of New Mexico that supported teachers studying their classroom practice in conjunction with achieving a masters degree), and teaching Children's Literature with a multicultural focus at the University of New Mexico (UNM). As a professional development coordinator, she has focused on the following projects: secondary dual language programs and non-negotiables, evaluating the current Guiding Principles Dual Language Education document for relevance to secondary programs as well as the representation of cross-cultural issues; using the Developmental Reading Assessment (DRA2) and its Spanish counterpart Evaluación del Desarrollo de Lectura (EDL2) to inform instruction in dual language programs and student growth, training and supporting school with the development and evaluation of dual language programs with La Siembra and El Enriquecer retreats; power planning to maximize instruction and language development within content areas; collaborative work with Ysleta Independent School District on power planning and a K-12 dual language articulation plan across the district; and organizing the La Cosecha Teacher of the Year awards, which celebrate the dedication to teaching and learning in a dual language classroom.

Sandy-Sánchez is all but dissertation (ABD) at the University of New Mexico and has an interest in studying the current status of cross-cultural competency, one of the dual language goals, in dual language programs. Through her graduate studies, she has engaged in the following course focused research projects: family literacy with an emphasis on how immigrant families can use literature to trigger memories, share experiences, and keep families connected; a mother/daughter project on viewing children's literature through a critical literacy and feminist lens; the impact of taking a critical literacy approach to classroom reading and discussions; and practitioner research on her own contradictions and self-evaluation as a classroom teacher. As a teacher at UNM, she focused on building a teaching and learning community where students were constantly challenged to read and respond with a critical lens, to evaluate the point of view

that was presented, who and how this point of view impacted them and potentially their audience, and how important it is to connect the literature to the students' experiences, knowledge, and questions.

Sheila Shannon presents research entitled, The Socio-Political Context: Derrick Bell's Interest-Convergence Dilemma and Dual Language Programs. She recently conducted an ethnographic study of parent involvement in a dual language school (in press). Using the framework of Derrick Bell's Interest-Convergence Dilemma. Shannon shows how dual language programs can unwittingly bring together two groups who in society are either privileged or oppressed. In the school of this study, these differences meant that the interests of the privileged white English dominant group superceded those of the oppressed Mexican and Spanish dominant group. Given the new era and the hope it brings. She argues that dual language programs make central diversity and equity as their mission.

Sheila Shannon also recently published an article on a case study of a school district in the Pacific Northwest that has experienced dramatic growth of its Latino population. This demographic change is part of the New Latino Diaspora. The response that this school district has taken is in sharp contrast with those of districts elsewhere. Rather than taking an assimilationist or benevolent racism approach, this school district has adopted an integrationist philosophy. Part of the implementation of the philosophy is a one way dual language program for Spanish and English and a one way dual language program in Russian and English. Taking into account the dilemma of converging interests, she argues that schools respond to demographic changes that globalization brings with inclusive and integrationist approaches.

Cindy Sizemore is currently the Dual Language Coordinator for the Ysleta Independent School District (YISD) in El Paso, TX. Her focus areas include secondary dual language program and student leadership development along with K -12 dual language district program alignment. Sizemore and her high school students present frequently on the critical role of student leadership in dual language programs and on developing strong secondary dual language programs that provide for purposeful integrations with English as a Second Language as well as advanced Foreign Language programs. Her program at Del Valle High School was referred to as "the answer to the bilingual education crisis," by *Texas Monthly* and one of her students was published in *Multilingual Educator.* Sizemore is working closely with Dual Language Education New Mexico in their work with refining the *Guiding Principles for Dual Language* to be inclusive of secondary programs. She has also served as the YISD Languages Other Than English Coordinator, high school dual language coordinator, German teacher kindergarten – 12 and Russian teacher 9 -12. She holds Master's degrees in both Educational Administration (UTEP) and German Literature with Foreign Language Pedagogy from the University of Arizona, Tucson. Her BA is also from U of A with a double major in German and Russian. Sizemore taught German FLES for pre-kindergarten through 12th grade in Tucson before moving to El Paso to work for the Ysleta Independent School District.

Sizemore is involved in kindergarten – 12th grade program design. She is currently wrestling with issues of district wide curriculum alignment focusing on content and language of instruction distributions that promote true bilingualism and biliteracy coupled with high academic achievement across all core and elective areas. By-products of this work are questions about language percentages and program definition. When is 90/10 really 80/20? How are language

percentages determined, and if only special pull out programs such as fine arts and P.E. are conducted in English in the early grades, is this enough to build an academic language foundation that facilitates strong transfer to full literacy? Conversely, are elective classes enough at the secondary level to consider a program dual language with the goal of equal academic and literacy abilities in both languages? Other interests include student leadership development and intentional program integration with ESL and advanced foreign language programs.

Dr. **Sonia W. Soltero** is Associate Professor and Director of the Bilingual-Bicultural Education Program in the School of Education at DePaul University in Chicago. She earned her doctorate in bilingual education from the University of Arizona. She has been involved with bilingual and dual language education for over 20 years as a teacher, professional developer, and researcher. Dr. Soltero's previous experience has been as a public school dual language and bilingual teacher, first teaching Native American and Latino students near the Pascua Yaqui Reservation in Arizona and then teaching Latino, African American, and European descent students in dual language programs in the Chicago Public Schools. She has written multiple articles on dual and bilingual education as well as language minority rights, and authored *Dual Language: Teaching and Learning in Two Languages*, a book about dual language program implementation. Dr. Soltero served on the Illinois Early Learning Council' subcommittee on Linguistic and Cultural Diversity as well as an educational advisor to the Chinese American Community Service League. Her collaborations across the United States with schools, school districts, and agencies have included professional development and curricular planning/design related to language learners.

Julie Sugarman, Center for Applied Linguistics.

Wayne Thomas, George Mason University (see information above with Virginia Collier)

María E. Torres-Guzmán, Professor of Bilingual/Bicultural Education in the Department of International and Transcultural Studies at Teachers College, Columbia University, has taught and conducted research throughout the United States and in various parts of the world, including Puerto Rico, Spain, and New Zealand. Her research has primarily focused on the Spanish-speaking populations within the United States, but it has extended beyond to center her research on how teachers think about the spaces of freedom within the context of strong forms of bilingual education and how they create and recreate linguocultural spaces in multicultural classrooms.

Cheryl Urow is an Education Specialist at the Illinois Resource Center (IRC). Cheryl comes to the IRC with experience as both an educational consultant and dual language classroom teacher. She has her Master's Degree in Educational Leadership, with an emphasis on bilingual education, from the University of Illinois at Chicago. She has taught in dual language programs both in Chicago and the suburbs. As a consultant for the Center for Applied Linguistics in Washington, D.C., Urow developed and presented workshops for dual programs throughout the country. Prior to her work in this country, she worked with the Ministry of Education in Costa Rica to restructure teacher training for Costa Rican teachers of English. Her interests are dual language education, multicultural children's literature, and differentiation in the classroom.

Josie Yanguas is Director of the Illinois Resource Center. Prior to becoming IRC's director, She had worked at the IRC in various capacities, including coordinating the annual state bilingual

conference and various Title III projects. She also worked as a consultant for the Chicago Public Schools. Yanguas has a Master's in Education from the University of Pennsylvania Graduate School of Education (Education, Culture, and Society Division). She has served on the IAMME Executive Board since 1990 in varying capacities, most currently as public relations officer. Her areas of interest and focus are policies and programs related to bilingual education, foundations of bilingual education, and dual language programming.

Appendix: Dual Language Researcher Convocation Sponsors

Ben Lujan Leadership & Public Policy Institute	http://www.bli.nmhu.edu/
Two-Way California Association for Bilingual Education	http://www.twowaycabe.org/
Center for Applied Linguistics	http://www.cal.org/
Center for Advanced Research on Language Acquisition	http://www.carla.umn.edu/
Center for the Education and Study of Diverse Populations	http://www.cesdp.nmhu.edu/
Dual Language Education of New Mexico	http://www.dlenm.org/
Illinois Resource Center	http://www.thecenterweb.org/irc/
National Network for Early Language Learning	http://nnell.org/
University of New Mexico, College of Education	http://coe.unm.edu/
Western New Mexico University, School of Education	http://www.wnmu.edu/academic/schedu/soe/index.htm

Appendix: Internet-based Resources Related to the Convocation

The DUALLANGUAGERESEARCH-L listserv: See www.dlenm.org to join

The National Dual Language Consortium website: www.dual-language.org

Dual Language Education of New Mexico website: www.dlenm.org

The Center for Applied Linguistics website: www.cal.org/twi