Session Transcript: 28-05-2020 University of Penn - C-SAIL 20/20 Breakout #2

SPEAKER: Good afternoon everybody. Welcome to our break right and I am Associate Professor at the University of Pennsylvania graduate school of education and researcher and I will moderate this breakout session. I first went to introduce error, Garcia be my co-moderator and Eric, as a researcher and clinical assistant professor of bilingual and foreign language education and the multicultural studies program and Department of teaching and learning at Steinhardt and she will be co-moderating and taking some questions from the audience.

I want to go over some logistics. Audio is on mute for the duration of the session and you can submit questions. Eric, we better training questions so feel free to put any questions in the question box and if we are not able to get to them in the session will share emails with the panelists that you can contact directly and also we will try to get to the questions on the website.

Closed captioning is provided and you can get to it with the link and the link will be shared in the question box and you can use live captioning window to change the font size and more.

Before introducing the panelists I want to talk about the purpose of the panel. Where students are coming into classrooms where language other than English is spoken of the dominant framing has been around English learners which raises a bilingual and multilingual of students not classified as English students and is a missed opportunity for priming students classified as English learners as a resource for teaching and learning.

In the spirit of not raising multi language from the conversation we want to put up a poll which asks how many languages you speak and be honest. Like to see how many languages you identify speaking and interpreting that so one, two, three or more than three and I will give you 30 seconds and then we will look at the results.

Could we put up the results. It looks like more than half

Of the people speak at least two languages. Actually most speak at least two or three languages and 16% speak one language. That is interesting background information to begin to think about the multilingualism of the audience and acknowledging it of all the people in the audience.

The recent expansion of dual language education and promoted it in schools have begun to raise conversations without forming multilingualism as a resource however many argue there is more we can do to frame multilingualism and this panel is a range of experts in various positions.

. I am going to introduce each panelist. Samuel who should be popping up in a second is a director of W IDA at the Wisconsin Center of research at University of Wisconsin-Madison and he focuses on

Spanish language instruction in the US and abroad including development of Spanish language and development standards will top

Our second panelist is an assistant professor of bilingual bicultural education at DePaul College of education and the codirector of the bilingual development plan a collaborative research group interested in linguistic aspects of bilingualism and our third panelist Joe is the executive director of the international's network for public schools and parents provides high quality instructions for recently arrived immigrants and he was a founding principal at a high school in New York City.

Finally, Sabrina a director of Georgetown University program of education and assistant director of Georgetown's graduate program in educational transformation including the first licensure and she taught elementary Spanish bilingual, Spanish immersion and English as a second language classroom.

We are going to begin the conversation I going to Samuel first. With Spanish be the most widely used language other than English a great deal of attention is from Spanish English to education programs. Skeptics might argue within the context of reform where English is the language of assessment focusing on a Spanish-language development is misguided so what do you see as the relationship Spanish language development and standards-based form and what implications does this have for education policy and practice?

SAMUEL:
there is ample research documented that people with a b first language have a difficult time acquiring our second language and more than 70% of students identified as English language come from Spanish-speaking households. Part of the reason is that -- if we build Spanish we can get to fast representation of English.

We need to consider that students identified as English learners have to take an English proficiency assessment at an annual basis and firm guidance from COVID-19 issued on May 18 students must have a English assessment and there is no way around it.

We need a new approach and one that goes beyond just looking at English and academic skills in English but leverages other languages. In this case and will speak well Spanish. Cannot be limited to English language proficiency or when we start talking about instruction and assessment we cannot just limited to assessment in English.

Math and English, English, science and art and we create spaces that guide and opportunities to access language skills other than English. Our students know the contact innovators are given an English assessment they may not demonstrate full skills so we need to explore additional ways to guide learning in English and Spanish including my design standards and assessments measuring schools in other languages other than English.

The place and location for doing English language proficiency and a space for standards and

assessments in English but we truly policy and practice: be on that allowed for other languages to be included in standard space reform. Thank you.

NELSON:
Thank you so much. 80% of students are Spanish-speaking but Spanish is the most widely used besides English an estimated 350 languages and so the next question I want Sunny to help us think about this languages other than Spanish.

There are over 1 million speakers in Korean in the United states and a small but growing numbers of courageous -- Korean English language program so what are the opportunities and challenges that differ from opportunities and challenges from English and Spanish language programs and what should policymakers educators think about creating Korean programs consider when trying to make these programs?

SUNNY:
I will start with the opportunities. Have a nice foundation of Spanish English dual programs that we can borrow a lot of information, a lot of pedagogy, curriculum design theory so we don't have to start from scratch as much. One of the challenges actually and this was always surprising to me is convincing parents at dual language education as a mainstream form of education is worthwhile, invaluable effort.

Korean parents are gung ho about the heritage and Saturday schools and funnel a lot of energy into that are very skeptical that dual language works in the mainstream form. Why is that. I think it is what you would expect, there's myths around bilingualism, that it causes confusion, after learning in English only have the time only get half the amount of English proficiency, thinking and learning Korean at home is enough and we will take care of Crete at home and you take care of English at school.

It is getting parents to buy into the language education has been a challenge particularly for Korean communities. Other thing that is not just for Heritage speakers of Korea, but amongst other Korean communities in the states, is some myth of the model minority, the assumption that they will be fine.

They are hard-working people. Here these myths and beliefs associated with Asian and Korean communities, the assumption their families are wealthy, I have tons of resources, so they do not need any extra support. Can just go to the mainstream. I think those two have been the main challenges for our communities.

NELSON:
We will come back to that important question and now pivot towards Joe. A common argument I have come across and I'm sure many of the panel have is multilingualism it is a resource in linguistic and homogenous communities in the case of a dual language program and becomes impossible in the linguistically heterogeneous community.

Could you briefly describe the international model on how you frame…as a resource for teaching and learning?

JOSEPH:
not only is it possible, I think it is essential. A core part of who our students are and we support a network of 28 programs around the country in six states plus the District of Columbia and 12 districts and a little under 10,000 students in our network and as of our last count represent 119 countries and 93 different languages.

With stick diversity is the norm that is a premise we start with and in schools were everyone's first language may be Spanish but that represents a very diverse set of Spanish speaking traditions and countries so schools range from very linguistically diverse much more so to some last linguistically diverse but there is still linguistic diversity and all of them.

Everyone is a language teacher, is not about what your licenses, but who your students are so you may be teaching language, history, that you are all language teachers, so part of our job is to go beyond just say that figure out ways to operationalize that and support people in building the capacity to do that.

The opening session and if you are going beyond just telling people that there teachers of language have to back that up with structures, which means time for people to collaborate and professional learning opportunities for teachers to develop those capacities.

It also means support for leaders and a clear vision and how it plays out across the school and will talk more about family involvement later, but it goes beyond instruction and requires teachers to take a broader view of what the role is as a teacher.

It is not so much about the design of the program classified as a bilevel program, you have students coming in who are multilingual there are a lot of opportunities in the classroom to capitalize on that and to bring it to life and build off of it, and if you were policing students language use with each other are constraining their ability to learn.

We should be encouraging them to use every tool in their toolbox and I use this analogy you can ask a carpenter to build something for you and take the hammer out of the toolbox and tell them you can use all the other tools you could probably bank the nail in with a pair of pliers but it will probably take you longer and will bend the nail, you want students to be resourceful and problem solvers and take advantage of everything they have access to.

There is a video of the teaching channel that the healer foundation sponsored in our school and students are in biology to the DNA lesson and two students are Mandarin speaking and the other students speak Spanish and they come in together and they are figuring things out and coming back together again and it is a really powerful example of trans language and if you told students to do it in English and don't use her home language they would not have made meaning is quickly and

deeply as I did.

I also think we just need to think about there are ways to make students metalinguistic aware and make them overt and can have students talk about the language and share it with each other as he learns new ideas and new concepts.

There are ways to have students with each other and in same language groups but also across the class to share the language and how the language works and it may sound to this panel, we have people with deep experience in linguistics, it may not be that interesting to students but we find it is and they're very fascinated.

I think it is a commonplace of collaboration but also I think it comes out to finding real examples in the curriculum and billing into the structures of the school so everybody sees multilingualism as an asset and get to be on rhetoric and that is part of the way you do business in school.

NELSON:
Sometimes it comes across as a challenge for framing multilingualism and I think it is telling that the audience in this audience tends to be multilingual but sometimes teachers don't see it as something they should be doing which is part of the challenge I think we face.

Sabrina, you have worked with developing transformative education practices, what positions should you say teachers have for multilingualism in the classroom? And how is this different from those who are multilingual?

SABRINA:
A lot of things we work with our educators and educators to operationalize and connects to a Joe was sharing that happens at his goals and the schools and the network and we value and respect diverse city that have a broad definition of it.

Linguistic diversity that inhabits exactly speak the same language but there is lot of linguistic friction that happens in an American or Spanish community. For mono linguist…ranking students strength and I really value the strength the student brings in because they have advanced knowledge of the science look at multilingual students as though strength they bring in from there realistic -- linguistic and cultural heritage is.

How do we act out the value of diversity. And having the educators and made something we want students to have, like be lifelong learners, so how do educators animate that and how do they actually go from year to year and class to class with an open mind saying how can I learn about these families and communities in ways that are meaningful and challenge the previous set of knowledge I thought a developed lecture, no matter how long I have been in the school's community.

So how are we living out a value for a wide range of diversity and honoring the linguistic resources and cultural heritage of students and living out the process of being a lifelong learner in a way that

respects diversity within groups also diversity in our own history and background as well.

NELON:
Sunny you mentioned Korean American schools. in response to continued lack of Korean English option and perhaps more bite into these programs there are a large number of Korean heritage schools to find teachers that work with Korean students are not aware they are in the schools.

About these programs and what teachers should know about these programs?

SUNNY:
Heritage language schools or Saturday schools is what I call them, have become a major part of the Korean American youth experience and almost a rite of passage and everyone has a story they did not want to get up on Saturday morning but were forced to go to Saturday school my mom and dad.

In research and antidotally we see schools are the only opportunity for students to be in a classroom where they are the majority and they don't have to explain themselves, and they don't have to explain what they eat for breakfast.

Saturday schools aren't actually language development the biggest benefit is exploring and affirming their cultural identity and the one place where they don't have to pretend white, native English speakers all top they can translate our code switch with friends and teachers and do not get funny looks for being who they are, but the Santa thing is, a Monday morning they are back to being the white version of themselves and Saturday school is never really talked about and is never asked about.

Like you said the teachers really don't know these students go to school on Saturday and if it does come up it is like you poor thing, peers sent you to Saturday school and becomes a thing of beauty. My recommendation for teachers to know this is common for Korean students and even if they complain a belted are getting something the mainstream educational system is not providing for them.

Affirmation that they are not strange or weird for being bilingual, not wired for eating strange foods or having a different family life and the tension of being one thing at school and one thing at home.

Look at common core UC collaborative conversations with diverse partners, asking questions from multiple avenues of exploration and choosing flexibility from a range of strategies. These are things bilinguals are great and so drawing from their abilities rather than silencing them and rather than ignoring them I think is a really powerful way to make this valuable I really considering the students as a resource.

NELSON:
There are other programs that are non-Korean as well. Are they doing these schools and what can we get from them. Has a b network of those, but we should always be asking students what kind of

language are they having outside of the classroom because they really are important to connect.

The school and the access is through kind of the next topic and it is often a challenge in making homeschool connections, especially when there is a language barrier and the schools that are diverse unlike the international's network. Joe, how did you and your network work to make homeschool connections? What are concrete goals you recommend to bridge the gap especially when serving diverse linguistic populations?

JOE:
Thinking of the teacher's role in a broader context so they are part of an instructional team and teachers have built in time as a team to meet with a counselor or social work in a school. That is to help teachers build our capacity to manage some things but it is also about – they know the students best and spend the most time with them, so it should not be the idea of sauce emotional support but a lot of times teachers are supporting students working through life issues that are coming up.

And there is a quote from a teacher in one of our schools that I heard a few days ago and was talking about this and the idea you just don't send the student as a counselor or social worker and the teacher said he would not say to a parent don't talk to me, go talk to the counselor, invite them into a team meeting, meet privately or find other ways to connect with them.

It doesn't matter who you are or what your role is, he should communicate with families. One things I have heard so slowly and clearly from schools is by far the most common topic of conversation and that is around food and security, being able to pay rent, getting access to medical care.

In most cases the school is the only official institution outside of a religious or community institution where families feel comfortable going to for those resources so school is a service provider on academic coursework and is also a question of how to measure what it means to engage with families.

You have a monthly PTA meeting and count the number of bodies that show up and if that is your measure of success I would think that more on a daily and weekly basis, how many family members come into the school and how many opportunities are assaultive school to connect with them.

There is community box where they are student led, student hosted and students identify a place and community that they want to share with adults and they organized them and lead and is important for professional development to understand what students are like outside of school and ask them to take the lead on a.

How we all building opportunities so students are learning outside of the building and in the community also how are you bringing the broader community into the school by partnering with community organization's or figuring out more meaningful ways to engage with families that are just not traditional structures I think are common to all schools.

NELSON:
You are colluding to some of the long standing and equities that have been exasperated in the COVID crisis. Sabrina, he worked in teacher education and are focused on educational transformation so water issues beyond language? And teacher should address and think about comfortable connections when working with linguistic diverse students and how have you worked with teachers and students strengthened this connection?

SABRINA:
First is to recognize our educational relationship with students and families is bidirectional and any b relationship is bidirectional, do not talk to educators about school it is bidirectional communication. As our educator is to ask the families what they need, what works best for them and have a broad, open mind when it comes to those things, and it is not necessarily what does a family need so my job is easier, what does a family need probably and use of resources Joe mentioned and use resources in the community.

Connect the family with the resources and weight if they are comfortable you can be a window and a pathway for other relationships be it food, security, job training, support or access to healthcare and our schools can be the hubs of access for the community.

And be mutually respectful that families feel comfortable coming to the educators and ways to open the doors and definitely not close pay attention to broaden our definition of data, so we don't always look at outcomes or assessments, who is coming to meetings, who is doing the drop off in the pickup.

Who has responded and who has not, think about families and students were for this week from opportunity and what do I need to do to reach them that is outside of the norm because obviously the norm is not working and the goal is to reach them.

Be tenacious and persevere and assume good intent. We have to persevere and be tenacious and assume everyone is struggling and has multifaceted lives so we have to figure out how else can I communicate with the family and think about the family holistically and if their social and emotional and physical needs are met and if the students will thrive and offer classroom and then comes back to bidirectional and trust.

NELSON:
If we are going to have a conversation about standards and standards based reform needs to happen within a broader conversation of the many challenges. tried to bring the conversation back into an explicit focus of standards and I would argue all we talk about is relevant. It seems one practical way of pushing to…is to create bilingual or multilingual standards and this is something that RITA has been trying to do so you can you briefly describe the work you have undertaken at RITA to a standard-based assessment and report?

SAMUEL:

the RITA program focuses on two specific projects in the first is a Spanish/language/arts framework and to have a document that can be used by education or local agencies to develop Spanish language arts standards or to enhance their existing standards.

The second is on language development so we have useful data curriculum and instruction with the classroom and they serve as a blueprint for assessment and Spanish language development is a high level of commitment to deliver that in the near future. As we look at both pieces are also leveraging expertise on the England side of the English language development that RITA has done over the last 15 to 20 years and part is bringing in the philosophy and guided principles of language development and some are trying to push language development in the academic process, and bridging that we take into account the diversity of students.

There is no one Spanish. There are many countries that use Spanish and other countries across the globe so we try to leverage that as we designed this concept. Four Pieces We Have Looked into transcultural experiences and how they can be built into standards from the get-go.

Then making sure we have the necessary considerations, social contacts the bridge of the conversation and to be crafted and owned locally. Standards phase 3 as we explore further into standards and assessments and other languages on top

The work we do at RITA Espanol is triggered by standards against which students performance can be measured but that could also serve to confirm other work and Sunny Other Communities Leverage...

The other piece is to be very mindful for multilanguage goal practices and she is Spanish at home, English the school and multilingual settings across all public domains we want to be very cognizant of that and been very mindful of local ownership and making sure we practice documents in these tools so educators can push them and have ownership within the classroom as implemented.

This work will be formed by research and practice not just in the US but specifically in Spanish-speaking countries across Latin America to make sure we bridge the research factors into our work.

We are also trying to bridge into teacher and professional learning opportunities because is not just a matter of putting out the assessment and having teachers figure out on their own. One other thing RITA does is support stays in the consortium for educators at the classroom and administrative level and we will continue to do that.

Guide instruction for Spanish language development across academic errors that when paired with the current system have for English would enable teachers to have necessary guidance and support to create opportunities for students to stop their full linguistic abilities in English and Spanish.

Hopefully, provide additional opportunities in the linguistic unity and we will definitely do that.

NELSON:
The second poll is asking about experiences and how the standards are framing multilingualism of. One is lowest and you think it is not doing a good job and five is the best and you think it is doing a good job.

Seems like most are at 1 or 2 and some feel ambivalent but very few who think the standards are doing a good job and really see multilingualism as a resource. Erica, are there any themes or questions you got from the audience?

ERICA:
Yes, there are actually quite a few questions for someone. Are there any updates on the release of a Spanish language assessment and schools, districts and states may be able to take a look at it soon?

SAMUEL:
Not in the immediate future but we are conducting a number of studies to make sure we are addressing the needs of educators and this fall we will have a national inquiry at RITA Espanol is to see what educators are looking for.

We are going to bring in all the data and Apple inform our path to for the development of Spanish (inaudible).

ERICA:
Thank you so much. A belated question is when there are so many different standards in Spanish, the ones in 2013, when states might develop themselves. How do curriculum developers start to begin to think about the different competing standards? Which are most beneficial in bilingual education contexts?

SAMUEL:
One key distinction is the difference between language development and language art. RITA is working on two projects but one is more on the language arts, the ultimate use and application of skills being able to interpret retain and produce high quality writing an academic setting in Spanish. Other is language development approach which is more the linguistic side you can engage fully with academic content.

Once we have the two combined we can look at language arts standards which is literature, reading and writing of Spanish language and in the language development standard. There are multiple standards out there that there is a main would be used for language art and the RITA 2015 development standards and both documents we don't need updating and need to be revisited.

One thing we hope to do good science of language arts standards are able to enhance current standards by looking at an item or component with the language art framework.

Once we are able to go through the process we are hoping to deliver a brand-new set of with Spanish development standards. Held those out in the market and a lot of curriculum developers develop their own curriculum can take those guys to develop their program, and guide instructions.

Is there is an assessment that we have a full system.

ERICA:
Another question that came up was to what extent are we think about black communities and Sunday schools they have? What are the links we can draw heritage programs with Korean language? How are we think about multiple varieties of language and the concept of multilingualism? That question is open up to anyone.

SABRINA:
I think this is one of the tenants we work with educators and it is really broadening our definition of diversity we kind of having an internal process for strategy where we request our assumptions.

About his Friday of English African American students may speak but also the ratio of ethnic diversity within other linguistic communities, so we know we have a slow-growing community of students identified as black but also speak Spanish at home and may have a different richness and diversity that they bring to the classroom.

But if we can value and respect the broad linguistic and cultural diversity that all students bring in and we also value the different varieties of English African American students bring in but also other varieties of Korean and Spanish students bring in and so we can take our blinders off and students come in with full linguistic resources and they are all valued and leveraged so they become multilingual and sex also academically in their pursuits in the school.

SUNNY:
These differences are just that…differences. Might use double negatives and many of the languages use double negatives. A lot of these qualities and replace ends problems with certain dialects they are not problems with the language, their social problems and they are assigned these families that we might have of certain communities and I think that is a myth and a miss understanding that we need to fuss at every level.

One at the teacher preparation level to make sure that our teachers are getting some content in linguistics but also language diversity, social linguistics and I have my students who are pre-and in-service teachers do a project with a have to do a linguistic report and a minority language or minority dialect.

So taking Caribbean Spanish which is often somehow seen as "less than." And though it is a beautiful language with rich systems so doing these projects I think really opened their eyes to the complexities, the expectation that you have to be monolingual or have to speak to monolingual's food back to back in order to be fully proficient bilingual.

NELSON:

We are unfortunately out of time. The panelists graciously agreed to respond to emails and thank you so much everyone for being here and I want to end with a final thought that I had. It is something that makes me sad and sometimes I find students home language practices are most disrespected in classrooms where they are supposed to be learning in her home language and that is something we also need to think about in addition to think about all the different variations in language.

Thank you for joining. Just a reminder for those participating in the closing keynote that begins at 1:30, which is about 15 minutes from now. You haven't registered you can register and all sessions are recorded and will be available so you can feel free to share this panel with others that may think it would be illuminating.

It ran fairly smoothly and I think that is the last slide. I know clapping is kind of awkward but I will clap for all the panels here. We will stay open for a little bit but I encourage everyone to go to the final plenary because I am sure it will be an interesting conversation. Thanks, everybody.