Evaluation of a Dual Language Immersion Program in Rural Oregon

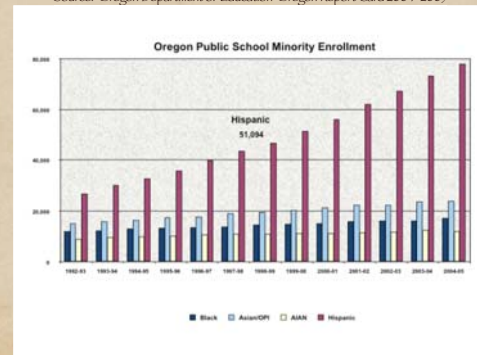# Evaluation of a Dual Language Immersion Program in Rural Oregon

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Northwest Immigration

Immigrants Disperse to New Growth States

NOTE: Major destination states together comprised 67% of the U.S. foreign-born population in 2000. New growth states are those states where the foreign-born population grew by more than 90% between 1990 and 2000.

SOURCE: Urban Institute, based on Census 2000 and 1990 U.S. Census, Demographic Profiles, Table DP-2

Oregon Enrollment Trends

Source: Oregon Department of Education Oregon Report Card 2004-2005

Oregon Public School Minority Enrollment

Hispanic 51,094

Canby School District

English Language Learner enrollment
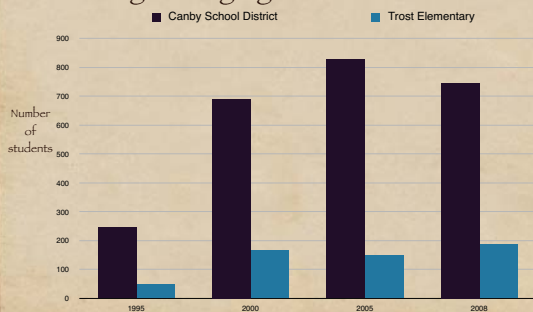
History & Development of DLI program

- Began maintenance bilingual program: 1999-2000
- Title VII grants
- School-wide Title IA Program: 2003-2004
- Year long study for implementation: 2004-2005
- Dual language Immersion began: 2005-2006
- Currently beginning our 4th year: 2008-2009

DLI Program Components

- Goals:

Biliterate, bilingual & cross-cultural relationships

- 80:20 program model
- Equal balance of majority/non-majority language background students
- Neighborhood school
- Program of choice for parents

Strengths & Challenges

Strengths:

- Highly qualified staff
- Research based program
- Teacher collaboration
- School demographics

University of Portland
Partnership

Evaluator's Toolkit for Dual Language Programs (Lindholm-Leary & Hargett, 2006): a tool to help schools develop high quality programs; guidelines for evaluating the program.

- Evaluation questions
- Data collection
- Setting up a data management system
- Analyzing data
- Presenting evaluation findings

Evaluation Questions & Data Collected

- What kind of progress have students in the different language groups made in their oral and written proficiency in each language?
  - Woodcock-Munoz (2005-2006); data from 2006-2008;
  - Developmental Reading Assessment (2006); data from 2006-2008;
  - Evaluación del Desarollo de la Lectura (2007)

Evaluation Questions & Data Collected

- What are teachers' perceptions of the effects and benefits of the program?
  - Survey questionnaires; (Lindholm-Leary & Hargett, 2006)
 - Two focus group discussions

Evaluation Questions & Data Collected

- What Instructional Practices Are Used in the Program?
  - Ten half-day classroom observations with field notes
  - Two focus group discussions
  - Survey questionnaires (Lindholm-Leary & Hargett, 2006)
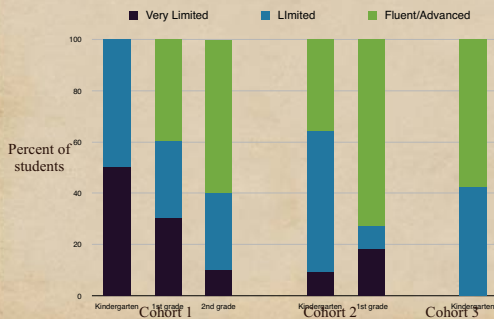
Data Analysis

- Quantitative:
  - Excel spreadsheet format
    - Disaggregated by native language
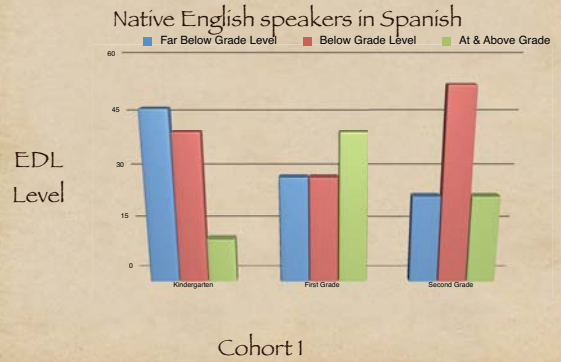   - Frequency counts of student performance scores on WM & DRA

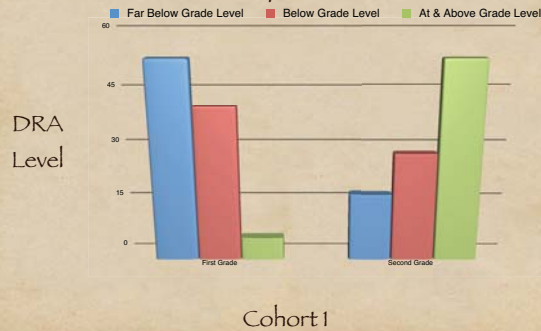### Student Performance Data
Native English speakers in Spanish
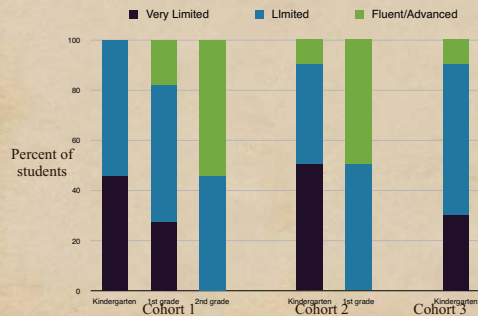
Student Performance Data
Native Spanish speakers in Spanish

Student Performance Data in Reading
Native English speakers in Spanish

Cohort 1

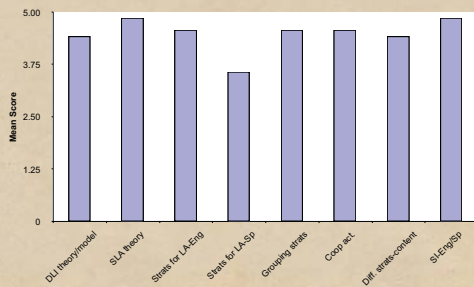### Student Performance Data in Reading
Native English speakers in English

Cohort 1

Student Performance Data in Reading
Native Spanish speakers in Spanish

Cohort 1
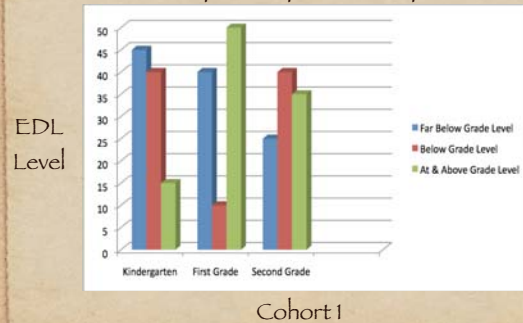
Questionnaire for Teachers
Training Self-Reports

Data Analysis

- Qualitative (Creswell, 1994; Merriam, 1988; Miles & Huberman, 1984):
  - Grounded approach
  - Identifying themes
  - Categorizing chunks of data by theme
  - Comparing and contrasting across types of data

Guiding Principles for
Dual Language Education
(Howard, Christian, Lindholm-Leary, Rogers & Sugarman (2007)

- Tool for planning, self-reflection, & growth
- Effective features of DLI programs
- Review of research and best practices
- Seven strands reflecting major dimensions of program planning & implementation
- Each strand composed of guiding principles
- Key points elaborate on the principle
- Used as theoretical framework for data analysis

Seven Strands: Reflecting Major
Dimensions of Program

- Assessment & Accountability
- Curriculum
- Instruction
- Staff Quality & Professional Development
- Program Structure
- Family & Community

Assessment & Accountability
What kinds of progress have students in the different language groups made?

Strengths:
- Systematic data on academic performance & language & literacy development are collected from all students on a regular basis
- Program assesses students in both English & Spanish
- Assessment data used for instructional decisions
- Data management system

Needs/Challenges:
- Assessments that provide strong, detailed information take a lot of time to administer, especially in two languages.
- Teachers need PD to develop, collect, & interpret data appropriately & accurately.
- Program needs a budget & personnel to manage assessments & data

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Curriculum
What instructional practices are used in the program?

Strengths:
- Thematic
- Purposeful
- Aligned with standards
- Language & content objectives
- Language arts instruction provided in both languages
- One set of literacy expectations for all

Needs/Challenges:
- Quality resources in Spanish that fit with themes
- Time built into teachers' schedules to collaboratively plan, document curricula, & develop scope & sequence

Instruction

What instructional practices are used in the program?

Strengths:
- Adherence to thematic & academic instruction
- Cooperative learning
- Sheltered instruction
- Comprehensible input
- Monolingual lesson delivery
- Integrated language arts approach
- Combination of heterogeneous & homogeneous grouping for literacy instruction
- Shared reading, assisted reading, SSR, guided reading

Needs/Challenges:
- More support for families struggling with poverty
- More instructional focus that promotes student output in the target language

Curriculum Mapping & Alignment

- State standards and District "Power Standards"
- Curriculum Maps
  - Social Studies, Science
- Language Arts
  - Spanish, English/English Language Development
- Math
  - K-3 Bridges
  - 4-5 Investigations (Grade 3 DLI investigations)

Instructional Practices

- Thematic units
- Guided Language Acquisition Design-GLAD
- Sheltered Instruction Observation Protocol-SIOP (Echevarria, Vogt, & Short, 2008)
- Cooperative learning
- Heterogeneous and homogeneous groupings

Staff Quality & Professional Development

What are teachers' perceptions of the effects and benefits of the program?

Strengths:
- Teachers highly trained & knowledgeable about DLI model
- Teachers are proficient in both English & Spanish
- Teachers are enthusiastic & enjoy teaching in this model
- Teachers demonstrate knowledge about importance of educational equity-have high expectations for all students

Needs/Challenges:
- On-going PD in language education pedagogy & development of professional language skills in Spanish
- PD focused on action research & teacher study groups
- Compensation, regular meetings, and time for co-planning, co-teaching, reflection, & feedback

Program Structure

What are teachers' perceptions of the effects and benefits of the program?

Strengths:
- Commitment to a vision & goals
- Grounded in theory & best practices
- Share same philosophy
- Teachers' committed to equity
- Classroom community

Needs/Challenges:
- Collaborative planning with non-DLI teachers
- Adhering to the 50% balance of native English and native Spanish speakers
- Continue to build successive grade levels

Family & Community

What are the teachers' perceptions of the effects and benefits of the program?

Strengths:
- School-parent communication
- Parent involvement & understanding of program
- Community support
- Parent ownership

Needs/Challenges:
- Parent liaison who speaks both languages, understands parents' needs, & plans for parent education
- Intercultural mixing outside of school
- More connections with the community

Support & Resources

What are the teachers' perceptions of the effects and benefits of the program?

Strengths:

- Principal has high expectations; advocates for program; provides support; knowledgeable
- Board of Education supports program
- District committed to needs of ELLs
- Teachers treated as professionals

Needs/Challenges:

- District and school staff need to be more informed about DLI

Resources

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Resources

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