Evaluation of a Dual Language Immersion Program in Rural Oregon

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Northwest Immigration

Immigrants Disperse to New Growth States

Source: Oregon Department of Education Oregon Report Card 2004-2005
Canby School District
English Language Learner enrollment

Canby School District

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 Desarrollo de la Lectura (2007)

- 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 in Reading
Native Spanish speakers in Spanish

Student Performance Data in Reading
Native English speakers in Spanish

Student Performance Data in Reading
Native Spanish speakers in Spanish

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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


- 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

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

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 proficient in both English & Spanish
- Teachers enthusiastic & enjoy teaching in this model
- Teachers demonstrate knowledge about importance of educational equity
- Teachers 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 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