

SB0389 Dual Language Education FAV.pdf

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TESTIMONY FOR SB0389

Public Schools - Dual Language Education - Teacher Certification, Program Implementation, and Study

Bill Sponsor: Senator Lewis Young

Committee: Education, Energy, and the Environment

Organization Submitting: Maryland Legislative Coalition

Person Submitting: Cecilia Plante, co-chair

Position: FAVORABLE

I am submitting this testimony in favor of SB0389 on behalf of the Maryland Legislative Coalition. The Maryland Legislative Coalition is an association of individuals and grassroots groups with members in every district in the state with well over 30,000 members.

The United States is one of the very few countries that does not encourage bilingualism. In most countries, residents have at least two languages, and sometimes multiple languages. Given how diverse this country is, it would make sense to have bilingual programs and encourage teachers to be bilingual.

This bill would require the Department of Education to develop guidelines for the implementation of dual language immersion programs in public schools that are based on and aligned with the guiding principles for dual language education. We should have done this decades ago, but just getting this kind of program started is a giant step forward in catching up with the rest of the world, and also just being able to talk with our neighbors.

We strongly support this bill and recommend a **FAVORABLE** report in committee.

3 -1 SB 389 Dual Language Education - Teacher Cert

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Position: FAV



TESTIMONY TO THE SENATE EDUCATION, ENERGY, AND THE ENVIRONMENT COMMITTEE

SB 389 Public Schools – Dual Language Education – Teacher Certification, Program Implementation and Study

POSITION: Support

BY: Nancy Soreng, President

Date: March 1, 2023

The League of Women Voters of Maryland (LWVMD) is a nonpartisan organization that works to influence public policy through education and advocacy. LWVMD supports programs and reforms that promote equal access to quality education and ensure students have access to well trained teachers. In addition, the League of Women Voters is committed to [diversity, equity, and inclusion](#) in principle and in practice. SB 389 meets these priorities.

LWVMD supports SB 389 Public Schools – Dual Language Education – Teacher Certification, Program Implementation and Study which requires the State Board of Education (MSBE) and the Professional Standards and Teacher Education Board (PSTEB) to develop regulations for the certification of dual language teachers in public schools and the Maryland State Department of Education (MSDE) to develop guidelines for the implementation of dual language immersion programs in public schools.

Given the growth of the English Learner population in Maryland and the proliferation of dual language programs, there is a clear need for well-prepared dual language education teachers and the development of implementation regulations and guidelines.

This bill will support the services needed to address the learning needs of the growing population of English Learners (EL) in the state. The enrollment of English Learners in Maryland increased from 6.5% in 2013 to 11.7% in 2022. While the distribution of EL students is not evenly distributed across the state, the EL student enrollment increased in every Maryland school district. Disparities exist in learning outcomes (graduation, dropout rates, and attendance) of EL compared to their peers. On average, EL students underperform their English-speaking peers across the state.

[Empirical studies](#) show that well implemented dual language programs gradually and steadily close the achievement gap between emergent bilingual children and their monolingual English-speaking counterparts. Dual language education is widely supported by research as a highly effective additive bilingual education approach that is associated with significant academic and linguistic benefits as well as amplified sociocultural and socioemotional competencies, or what might be called 21st century skills. In addition, dual language programs provide English speakers the opportunity to learn another language and acquire cultural competency; they offer dual language learners support in both

languages. Establishing implementation guidelines and regulations will provide schools and districts guidance while allowing local flexibility to develop and implement dual language programs.

Dual language program effectiveness depends heavily on qualified educators with highly specialized preparation. The bill requires the development of teacher certification standards based on the "[National Dual Language Education Teacher Preparation Standards](#)." These standards draw from theory, research, and practice on educator preparation and dual language program effectiveness. They provide guidance and flexibility as the State develops clear, effective, and applicable dual language teacher preparation standards that are appropriate for a variety of dual language/immersion models.

Establishing certification standards for teachers and guidelines for the implementation of dual language immersion programs will help the State meet the challenge of providing quality dual language programs.

We urge a favorable report on SB389.

Testimony SB 389 Sen. Lewis Young .docx.pdf

Uploaded by: Karen Lewis Young

Position: FAV

KAREN LEWIS YOUNG
Legislative District 3
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Committee on Education, Energy,
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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

February 28, 2023

Chair Senator Brian Feldman
Education, Energy, and Environment Committee
2 West Miller Senate Office Building
Annapolis, MD 21401

SB 389 - PUBLIC SCHOOLS - DUAL LANGUAGE ELEMENTS-
TEACHER CERTIFICATION, PROGRAM IMPLEMENTATION, AND
STUDY

Chair Feldman, Vice Chair Kagan, and Members of the Education,

Dual language education offers a multitude of benefits for students. These programs lead to superior academic achievement, promote multilingualism, and bring the multiple benefits of integration across linguistic, cultural, and socioeconomic levels.

These programs are a vital piece of Maryland's public education system because they support three types of students.

- English Language Learners who do not yet speak any English.
- Students who are bilingual or multilingual and have been exposed to English since birth, but are still mastering grammar, spelling, and comprehension in those languages.¹
- English-speaking students who wish to acquire a second language.

In Maryland, these programs are necessary. There are over 98,000 English Learners in our state.² Over the past ten years, this number has increased by 95%³ and is projected to continue to increase. The overwhelming majority of students in this population speak Spanish in their homes and are Elementary students. Yet, these diverse student

¹Gándara, P. and Escamilla, K. (2017). Bilingual Education in the United States. In Book: Bilingual and Multilingual Education, pp. 439-452. from

https://www.researchgate.net/publication/312265592_Bilingual_Education_in_the_United_States

² Maryland State Department of Education. (2022). The Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools. [PDF] Retrieved January 14, 2022, from

https://blueprint.marylandpublicschools.org/wp-content/uploads/sites/20/2022/11/Workgroup-on-English-Learners-in-Public-Schools_Final-Report_2022.pdf

³ Maryland State Department of Education. (2020). EL Data for the 2019-20 School Year. [PDF].

Retrieved January 15, 2022, from

https://marylandpublicschools.org/programs/Documents/English-Learners/ELGlance/2019-2020_ELData.pdf

communities are present in every county in Maryland and represent a number of languages and grade-levels.

The U.S. Education Department reported a shortage of teachers who are prepared to teach bilingual education courses in Maryland schools based on data for the 2021-2022 school year.⁴ However the Blueprint Comprehensive Plan submitted to the Maryland General Assembly this past December (2022) by the Accountability and Implementation Board presented solutions for this problem. Primarily, it is important to “increase the rigor of teacher preparation programs and licensure requirements” and make sure all teachers are prepared to serve English Learners.⁵

This legislation establishes three state-wide initiatives for Maryland’s bilingual teachers:

1. A certification program for dual language teachers in elementary, middle, and high schools;
2. Guidelines for ongoing professional development for dual language teachers and
3. Guidelines for the implementation of dual language programs in public schools.

A state-wide, high quality, bilingual teacher certification program will support the needs of all stakeholders involved in the education of our diverse student communities. It will support schools by building a force of teachers who are prepared to deliver rigorous bilingual instruction. It will also support students and families who desire these necessary and coveted programs.

I respectfully request a favorable report on SB389.

Sincerely,



Senator Karen Lewis Young

⁴ Sánchez, V.G. (2021, November 7). As numbers of multilingual students rises, finding teachers for them becomes a priority. *Washington Post*.

<https://www.washingtonpost.com/education/2021/11/07/english-language-teachers-towson/>

⁵ Maryland State Department of Education. (2022). The Blueprint for Maryland’s Future: Workgroup on English Learners in Public Schools. [PDF] Retrieved January 14, 2022, from <https://blueprint.marylandpublicschools.org/wp-content/uploads/sites/20/2022/11/Workgroup-on-English->

[L earners-in-Public-Schools_Final-Report_2022.pdf](#)

SB389_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

**Testimony in Support of Senate Bill 389
Public Schools – Dual Language Education – Teacher Certification, Program
Implementation, and Study**

**Senate Education, Energy and Environment Committee
1:00pm
March 1, 2023**

**Lauren Lamb
Government Relations**

The Maryland State Education Association supports Senate Bill 389, which would require the State Board of Education and the Professional Standards and Teacher Education Board to create and adopt regulations for the certification of and renewal of a certificate for dual language teachers in public schools by 2024 and direct the State Department of Education to develop research-based guidelines for implementing dual language immersion programs in public schools. The steps in this legislation are consistent with recommendations from the Workgroup on English Learners in Public Schools and will improve outcomes for English Learners and native English speakers alike.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students for the careers and jobs of the future. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Why Scale Dual Language Immersion Programs?

English Learners (ELs) represent 11.5% of Maryland's K-12 students and are the fastest growing student population in the state.¹ The vast majority (72%) of English Learners

¹ Blueprint for Maryland's Future Workgroup on English Learners in Public Schools: Final Report. <https://marylandpublicschools.org/Blueprint/Documents/Reports122021/WorkgroupEnglishLearnersPublicSchoolsFinalReport.pdf>, p. 18 (Accessed January 2023).

in Maryland speak Spanish, and students who speak Arabic, Chinese, French, and Urdu represent approximately 1% each of the EL student population.²

Monolingual English instruction is by far the most common approach to ESOL (English for Speakers of Other Languages) services in Maryland public schools. However, several LEAs have student populations that would support dual language immersion programs, meaning that there is a substantial population of English Learners who speak one language.³ Montgomery County and Prince George's County have already begun to establish dual language immersion programs.⁴

Research shows that dual language models accelerate language acquisition and improve English Learners' academic outcomes when compared to monolingual English instruction.⁵ Further, dual language immersion has benefits for all students, including stronger literacy in both languages and greater opportunities for future employment.⁶

Why Develop a Dual Language Teacher Certification?

School leaders who manage Maryland's existing dual language programs cite staffing as their greatest challenge.⁷ As the state faces a grave shortage of teachers and other school personnel, we must create more pathways for multilingual educators to enter to profession. All students will benefit when our certification process reflects the value of dual language instruction.

The measures in this bill would prepare more teachers for dual language instructional settings, promote multilingualism for all students, and provide more effective instruction for English Learners. It is time for Maryland to embrace

² Ibid, p. 18.

³ Ibid, p. 48.

⁴ Ibid, p. 49.

⁵ Ibid, p. 47-48.

⁶ Ibid, p. 47-48.

⁷ Ibid, p. 54.



innovative, research-based language acquisition models where the opportunities exist.

We urge the committee to issue a favorable report on Senate Bill 389.

SB0388_HB0056 Bill Testimony.docx.pdf

Uploaded by: Maryland Legislative Latino Caucus

Position: FAV



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TO: Senator Brian J. Feldman, Chair
Senator Cheryl C. Kagan, Vice Chair
Education, Energy, and the Environment Committee Members
FROM: Maryland Legislative Latino Caucus
DATE: February 28, 2023
RE: SB0388/HB0056 Public Schools - Dual Language
Education - Teacher Certification, Program Implementation, and Study

The MLLC supports SB0388/HB0056 Public Schools - Dual Language Education - Teacher Certification, Program Implementation, and Study

The MLLC is a bipartisan group of Senators and Delegates committed to supporting legislation that improves the lives of Latinos throughout our state. The MLLC is a crucial voice in the development of public policy that uplifts the Latino community and benefits the state of Maryland. Thank you for allowing us the opportunity to express our support of SB0388/HB0056.

Dual language programs lead to superior academic achievement, promote multilingualism, and bring the multiple benefits of integration across linguistic, cultural, and socioeconomic levels. Dual language education offers benefits for both emergent bilinguals (English language learners) and English-speaking students who wish to acquire a second language. There are 5,484 elementary school grades in Maryland that have dual language population ratios, and nearly all elementary school grades (79.8%) have at least one English Learner.¹ For well-implemented dual language programs, it is essential to have well-prepared teachers. Research indicates that English language learners perform best when teachers possess not only the knowledge and skills necessary for their grade level/content area, but also the understanding of second language acquisition, bilingual child development, and strong proficiency in the languages they teach.² Given the proliferation of dual language programs, the need for well-prepared dual language education educators is imperative. Schools across the state are facing a shortage of qualified bilingual educators, which could compromise the quality of language program implementation.

This bill will require that the State Board of Education adopt regulations for the certification of dual language teachers in public schools, and the development of guidelines for dual language implementation to support teachers and teacher preparation programs. These requirements will ensure that Maryland teachers can acquire and maintain dual language teacher certification in order to best serve the multilingual student population in Maryland schools.

For these reasons, the Maryland Legislative Latino Caucus respectfully requests a favorable report on SB0388/HB0056.

¹ Opportunities for Dual Language Learning in Maryland (Preliminary Analysis). (n.d.). *Maryland State Department of Education*.

² Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). Dual Language Education Programs: Current State Policies and Practices. *U.S. Department of Education of English Language Acquisition*.

BTU Testimony SB389 Support with Amendments .pdf

Uploaded by: Nathan Ferrell

Position: FWA



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Testimony in Support of Senate Bill 389
Dual Language Education - Teacher Certification Program Implementation and
Study

Education Energy and the Environment Committee

March 1, 2023

1:00pm

The Baltimore Teachers Union supports Senate Bill 389 with amendments and urges a favorable report on this bill.

The Baltimore Teachers Union represents 8,280 teachers, paraprofessionals, counselors, clinicians, librarians, secretaries, community school site specialists, bus transportation aides, and many more school-based and central office support staff. We are 4 out of 5 workers in Baltimore City Public Schools, serving 75,595 students and their families. Our national union, the American Federation of Teachers, has over 1.7 million members in the United States and its territories.

The dual language teacher certification standards that form the foundation of SB389 are strong. The BTU offers the following amendments to further strengthen the bill and ensure that the resulting MSDE certification is culturally sustaining and equity-minded.

- 1.) Amendments should be added that ensures the workgroup meetings to be open, accessible, and posted with advance notice, and that at least 10 minutes during each of its meetings be reserved for comment by community members who have not been appointed to the workgroup.
- 2.) Amendments should be added that incentivizes recruiting local multilingual Marylanders into these positions, not just recruiting from abroad or other states/territories; this includes pathways from community colleges and high schools into these new positions.
- 3.) Amendments should be added to lines 14-19 on page 2 to require the state to post the requirements for dual language certification and send hard and e-copies of the most recent version to the relevant local bargaining unit and CAPAs at LEAs.

- 4.) Amend lines 7-20 on page 3 to insert language specifying who should be on the dual language education workgroup that MSDE will convene. In the 2021-2022 Blueprint/MSDE Workgroup on ELLs, there were a few slots designated for a student/recent student, teachers, and advocates, but similar language is not in this bill. The selection process in the bill is also opaque, suggesting that Superintendent Choudhury or his designate will just pick whomever they want.

The major consistent critiques of MSDE during the Workgroup on ELLs process have been lack of input from most affected stakeholders (like dual language schools in Baltimore - Baltimore International Academy) and lack of attention to older multilingual English learners (like late arriving high school students). We offer our support of the bill with amendments to draw attention to our consistent critiques around process and the needs of less well served ELs (neurodiverse, with disabilities, older, from less populous language groups, etc.).

Our amendments requiring the state to post the requirements for dual language certification are due to our concerns about the general capacity of MSDE division of certification that is understaffed as well as the general capacity and resourcing of LEA's certification offices led by individual CAPAs (certification authorized partner associate) who manage the process of educator certification.

BTU urges a favorable report on Senate Bill 389 with amendments.