

MLU TESTIMONY HB0056 - Bilingual Ed Teacher Certif

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Position: FAV



TESTIMONY

HB0056 - Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study

January 20, 2022

Ways and Means Committee

My name is Carlos Orbe. I am the Public Affairs Specialist for Maryland Latinos Unidos (MLU), an association housed at MD Nonprofits of over 300 Latino community leaders, business owners, and Latino-led nonprofits. MLU's mission is to unify efforts across the state to advocate and organize for the benefit of Maryland's Latino community. Our vision is that the Latino community in Maryland thrives, achieves excellence, innovates, and continually makes progress economically, socially, and environmentally. We utilize data-driven and evidence-based approaches to build coalitions to advocate and create a space for every Latino to have a voice. In doing so, we look to create or advocate for a network of resources to support Latino-initiatives that positively impact the community overall. For these reasons, MLU supports HB0056, "*Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study*", and wholeheartedly believes the community at large, and the state of Maryland will greatly benefit from dual language education, program implementation, and teacher certification.

Established in 2020, MLU has become one of the most involved non-profit organizations within Maryland's Latino community. From its inception and as a civil right, MLU's members embraced bilingual education and universal language access across the state as a principle. In its short history, MLU has witnessed a litany of familial circumstances that were crippled from lack of language access. Children as young as five are often forced to act as translators for their parents, guardians, or family members. Oftentimes, these children are forced to translate professional contracts, hospital bills, doctor's orders, and other types of important legal documents because the adults lack access to English as Second Language (ESL) courses. The lack of dual language access in the state of Maryland, from trained professionals to inaccessible internet webpages, demands a solution for what could be referred to as ever-growing systemic oppression not only for Spanish-dominant Latino families, but for other ELL communities as well. The U.S. Education Department reported a shortage of ESL teachers in all grade levels (pre-K-12) in Maryland as of the 2021-2022 school year.

There is ample evidence indicating that dual language programs lead to superior academic achievement, promote multilingualism, encourage multicultural understanding, and bring the multiple benefits of integration across linguistic, cultural, and socioeconomic levels – an imperative given the political, economic, and social climate in recent years. Dual language education offers benefits for both emergent bilinguals who are English Language Learners (ELLs) and English-speaking students who wish to acquire a second language.

Well-implemented dual language programs require intensive, specialized training and benefit from Teacher Certification. Research indicates ELL students perform best when their 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. 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.

With the passage of HB0056, this committee has an opportunity to be a part of the best solution possible for these children, teachers, and families. Maryland could follow models from other states that have successfully developed state-of-the-art alternative certification programs, graduate certificates, and teacher residency programs to grow the supply of bilingual educators. Maryland has the opportunity to become an educational leader in the expansion of bilingual teacher education programs by establishing:

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

Progress comes in many forms. In years past, Maryland's Latino community has witnessed the passage of legislation benefitting specific communities in previous General Assembly sessions. Today, our hope is that we can see a bill and call it our own. We would like to see progress for our immigrant and ELL communities, and this starts with our children. Your consideration of these matters and solutions is very much appreciated.

Fagan Written Testimony.pdf

Uploaded by: Drew Fagan

Position: FAV



January 20, 2023

Ways and Means Committee
Maryland General Assembly

In Support of HB0056: Public Schools- Dual Language Education- Teacher Certification, Program Implementation, and Study

Chair Atterbeary, Vice Chair Washington, and Esteemed Committee Members:

My name is Dr. Drew S. Fagan and I am Associate Clinical Professor of Applied Linguistics and Language Education, Coordinator of the Teaching English to Speakers of Other Languages (TESOL) Program, and Associate Director of the Multilingual Research Center within the College of Education at the University of Maryland, College Park. I am also the current President of the Maryland TESOL Association. Most recently, I was appointed by the Office of the State Superintendent of Schools in the Maryland State Department of Education (MSDE) to be a member of the Workgroup for English Learners in Public Schools as part of the *Blueprint for Maryland's Future*, where my official member role was English learner advocate. Our [Workgroup's final report](#) was published in November 2022. Previously, I was appointed by the Office of the State Superintendent of Schools as committee member for MSDE's [Maryland American Rescue Plan Elementary and Secondary School Education Relief \(ARP ESSER\) Fund Report](#) (published 2021), the [Maryland Together: Maryland's Recovery Plan for Education COVID-19 Response and Path Forward](#) (published 2020), and the [Maryland Every Student Succeeds Act \(ESSA\) Consolidated State Plan](#) (published 2018). My roles in all of these were as English learner advocate and/or TESOL educator consultant.

For the past 22 years, I have been a member of the TESOL field in various capacities: teacher, teacher educator, researcher, language teacher association executive board member, consultant to state and federal education agencies and governments. Throughout this work, my goal, as well as that of my field, has been to ensure that English learners, regardless of their prior lived experiences (first/home language, country of origin, educational/work/familial experiences), have equitable access to education across grade levels and disciplines. Equity for all students is indeed what is at the center of both the *Maryland ESSA State Plan* and the *Blueprint for Maryland's Future*. However, as the events of the last three years have highlighted, there exists pervasive inequality that our English learners deal with daily in our K-12 system. Examples of this include the COVID-19 pandemic showing certain English learner populations' lack of access to both possessing and using technology. The social justice movement has shown the struggles that culturally and linguistically diverse populations face in terms of, among other factors, getting an education that incorporates their already existing academic and language knowledge and uses that as the foundation to build upon their future education. Global political strife has led to new refugee populations entering our state, populations who bring with them unique lived

experiences unlike other immigrant and English learner populations who were already here. What needs to be done at the state level is ensuring that these issues are addressed and that our English learners achieve what the ESSA State Plan emphasized back in 2018: academic achievement and English language proficiency.

Research over the last five decades in the second language acquisition theory field has shown that increased knowledge, proficiency, and literacy in one's first language can enhance one's learning of an additional language. As an illustration¹, older English learners who are recent arrivals to the country and are on grade-level in their first/home language on average exit out of ESOL services faster and grasp academic content in English more easily; those without such first/home language knowledge struggle more with both. In my various TESOL roles over the last 10 years here in Maryland, I have worked with educators and administrators who concur with these findings based on their own anecdotal evidence with their students but continue to be frustrated with the state. They know that the ESSA State Plan emphasizes academic achievement and language proficiency for English learners, but there is currently no state-wide precedent for allowing a student's first/home language to be used and built upon as a resource to address these two overarching state-level goals. Many teachers are left to their own devices to figure how to incorporate a student's first/home language into their teaching. Simultaneously, principals and other administrators struggle with lack of state-level guidance and knowledge for how to construct, implement, and sustain such programs. This has left many in education across the state frustrated. As a teacher and teacher educator, I can tell you that this our Maryland teachers are some of the most dedicated to ensuring that their teacher practices are guided by theory and research; they do not want to do anything halfway that could jeopardize their students' current and future success. Knowledge of how to properly implement and teach learners from a dual language perspective is essential to this happening, and it must start at the top.

HB0056 is a clear way to help address this issue by providing an outlet for teachers to address the state-level goals for English learners as stated in ESSA. The bill would do this by enacting key recommendations that have been proposed by the MSDE *Blueprint's Workgroup for English Learners in Public School's Final Report*. Specifically, HB0056 would enact two overarching recommendations from the Workgroup's report. The first is Recommendation 3, Implementation of Instructional Programs to Support English Learners, and its three sub-recommendations: 3a- scaling two-way immersion programs, 3b- literacy instruction aligned to the Science of Reading that meets the needs of English learners, and 3c- Effective English Language Development (ELD) programs. The second is Recommendation 5, Teacher Preparation Policies to Support English Learners, specifically sub-recommendation 5b: Maryland Bilingual Teacher Certification and Recommendation. These two recommendations came about after more than a year of collaborations and workshopping between Workgroup members and state education agencies from states who already have bilingual education and bilingual/dual language teacher certification. Effective instruction for our English learners can take many forms; dual language education is one which research in the second language acquisition field and educational practice in other states have verified works well to meet English learners' needs. What is missing at this point is enactment by the State legislature to allow this possibility to come to fruition. To help ensure that Maryland's children's success, please vote to support HB0056.

¹ As an example with secondary English learners, see Freeman & Freeman (2009), *Academic language for English language learners and struggling readers*. Heinemann.

Sincerely,

A handwritten signature in blue ink, appearing to read "Drew S. Fagan". The signature is fluid and cursive, with a large initial "D" and a distinct "F" at the end.

Drew S. Fagan, Ed.D.

HB56_MSEA_Lamb_FAV.pdf

Uploaded by: Lauren Lamb

Position: FAV

**Testimony in Support of House Bill 56
Public Schools – Dual Language Education – Teacher Certification, Program
Implementation, and Study**

**House Ways and Means Committee
January 24, 2023**

**Lauren Lamb
Government Relations**

The Maryland State Education Association supports House Bill 56, 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 House Bill 56.

Testimony.HB56_Delegate Lorig Charkoudian.docx.pdf

Uploaded by: Lorig Charkoudian

Position: FAV



THE MARYLAND HOUSE OF DELEGATES
ANNAPOLIS, MARYLAND 21401

HB 56- PUBLIC SCHOOLS- DUAL LANGUAGE ELEMENTS- TEACHER
CERTIFICATION, PROGRAM IMPLEMENTATION, AND STUDY

TESTIMONY OF DELEGATE LORIG CHARKOUDIAN

JANUARY 24, 2023

Chair Atterbeary, Vice Chair Washington, and Members of the Ways and Means Committee,

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 passed 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 HB 56.

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-Learners-in-Public-Schools_Final-Report_2022.pdf

HB0056_FAV_Martin-Beltran.pdf

Uploaded by: Melinda Martin-Beltran

Position: FAV



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COLLEGE OF EDUCATION
Department of Teaching and Learning, Policy and Leadership

HB 0056 SUPPORT
**Public Schools - Dual Language Education - Teacher Certification,
Program Implementation, and Study**

Ways and Means Committee
January 24th, 2023

Dear Chair Atterbeary, Vice Chair Washington, and Members of the Ways and Means Committee:

As a **researcher** of bilingual language learning and a **teacher educator** in the College of Education at the University of Maryland, with more than 20 years' experience teaching and conducting research in public schools to promote educational equity and multilingualism, and as a **parent** of children who have attended dual language programs in Maryland, I urge you to **support** of HB 56.

HB 56 would advance the *Blueprint for Maryland's Future* by offering a pathway to better prepare Maryland's **future teaching force** to meet the needs of our diverse student population.

Decades of research have documented the benefits of multilingualism, biliteracy, and dual language education programsⁱ. Dual language education offers benefits for *both* English language learners (ELs) and English speaking students who wish to acquire an additional language. Dual language programs that share the goals of bilingualism, biliteracy, academic achievement, and sociocultural competence have been shown to offer the **most promise** in **closing the achievement gap**ⁱⁱ. Research has found that instructional models that use multilingual learners' **home languages for literacy instruction promote better outcomes** in terms of academic achievement, English proficiency, graduation rates, and attitudes toward schoolⁱⁱⁱ.

When **well implemented**, dual immersion bilingual programs lead to **superior academic achievement**, multilingualism, and offer **multiple benefits** across linguistic, cultural, racial and socioeconomic differences. Implementing dual language bilingual programs moves a broader range of students towards ambitious outcomes, including attaining the state's **Seal of Biliteracy**.

Essential to **well implemented** dual language programs are **well prepared teachers**. Research^{iv} indicates ELs perform best when teachers are required to have state certification as a bilingual and/or an ESOL (English for Speakers of Other Languages)

teacher. The *National Dual Language Education Teacher Preparation Standards* adopted by the Council for the Accreditation of Educator Preparation demonstrates the importance of a framework to support dual language educator preparation programs.

Highly qualified teachers in bilingual/dual language programs need to possess not only the knowledge and skills necessary for their grade level/**content** area but must also understand the process of **second language** and **bilingual acquisition**, biliteracy, **bilingual child development** and **intercultural communication**.

Schools across the state are facing a **shortage** of qualified bilingual educators, which could compromise the quality of dual language program implementation. In our research with dual language schools, **teachers and administrators are asking for help** to better prepare teachers for dual language programs.

Currently, 26 states^v offer teacher certification in bilingual education, and **Maryland stands out** as a state with a great need for bilingual teacher certification pathways. Although Maryland has a rapidly growing bilingual population, unfortunately we are potentially **losing teachers** who will **go to other states** to earn their bilingual education certification (e.g. Delaware, New York and New Jersey offer bilingual teacher education programs). Maryland could follow models in other states that have developed alternative certification programs, graduate certificates and teacher residency programs to grow the supply of bilingual educators. Maryland has the opportunity to be an educational leader and join the states across the country that are expanding bilingual teacher education programs.

The College of Education at the University of Maryland (UMCP), where I teach, is well positioned to develop and support teacher preparation for bilingual/dual language teachers. In addition to our teacher preparation programs in elementary, secondary ESOL, and World Language we have developed a Dual Language Post-Baccalaureate certificate to promote professional learning among in-service teachers. Our university is poised to work with other IHEs/**teacher preparation programs across the state** to bring together expertise to create a bilingual teacher certification program. **To advance this initiative**, we need the legal framework presented in HB 56.

As a teacher educator and as a certified bilingual and ESOL teacher with over 20 years experience in our schools, I am confident that this bill (HB 56) is an important opportunity to **strengthen education in Maryland**. As a parent of multilingual children who have benefitted from dual language programs in Maryland's Public Schools, I fully support the expansion of dual language programs across the state that would include more students from diverse backgrounds and would require well prepared teachers.

I respectfully request a favorable vote for HB 56.

Melinda Martin-Beltrán, PhD

ⁱ Billings, E., Martin-Beltrán, M., & Hernandez, A. (2010). Beyond English development: Bilingual approaches to teaching immigrant students and English Language Learners. In C. Faltis & G. Valdés (Eds.) *National Society for the Study of Education Yearbook: Education, Immigrant Students, Refugee Students, and English Learners*, (pp. 384–413). New York: Teachers College Press.

Martin-Beltrán, M. (2009). Cultivating space for the language boomerang: The interplay of two languages as academic resources. *English Teaching: Practice and Critique*, 8(2), 25-53.

Martin-Beltrán, M. (2010). The two-way language bridge: Co-constructing bilingual language learning opportunities. *The Modern Language Journal*, 94(2), 254-277.

Martin-Beltrán, M. (2014). “What do you want to say?” How adolescents use translanguaging to expand learning opportunities. *International Multilingual Research Journal*, 8(3)208-230. doi:10.1080/19313152.2014.914372

ⁱⁱ See research findings in the following:

Ramirez, J. D., Pasta, D. J., Yuen, S. D., Billings, D. K., & Ramey, D. R. (1991). *Longitudinal study of structured English immersion strategy, early-exit, and late-exit bilingual education programs for language minority children* (Vols. 1–2, US Department of Education Report, Contract No. 300–87–0 156). San Mateo, CA: Aguirre International.

Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational policy*, 19(4), 572-594.

Thomas, W. P., & Collier, V. (1997). *School Effectiveness for Language Minority Students*. NCBE Resource Collection Series, No. 9.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Center for Research on Education, Diversity & Excellence.

Wells, A. S., Fox, L., and Cordova-Cobo, D. (2016). *How Racially Diverse Schools and Classrooms Can Benefit All Students*. New York City and Washington, DC: The Century Foundation.

Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Dual Language Education of New Mexico/Fuente Press.

ⁱⁱⁱ See also August & Hakuta, 1997; August & Shanahan, 2006; Bialystok & Hakuta, 1994; Collier, 1992; Cummins, 1984; Genesee et al., 2006; Krashen, 1985, 1996; Lambert & Tucker, 1972; Fillmore & Valadez, 1986

^{iv} Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). *Dual language education programs: Current state policies and practices*. Washington, DC: U.S. Department of Education Office of English Language Acquisition.

^v Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). *Dual language education programs: Current state policies and practices*. Washington, DC: U.S. Department of Education Office of English Language Acquisition.

“states have broadcast specific goals or value statements supporting dual language programs or bilingual education more generally. Utah, Delaware, and Georgia have established special dual language initiatives. In Utah, this initiative emerged when key state leaders—including the governor, state superintendents, and state senators—established legislation and issued goals for developing dual language programs throughout the state. Delaware’s dual language initiative includes goals such as maximizing students’ proficiency in a world language in order to develop advanced-level language skills in secondary school; providing a rich academic environment in both English and dual language classrooms; developing students’ abilities to work successfully in multiple cultural settings; and offering a rich, culturally diverse experience for the entire school community. Delaware Governor sponsored the World Language Expansion Initiative in 2011. The initiative supports and funds the development of dual language programs, with the intention of equipping students across the state with advanced-level language skills to compete in the multilingual global economy. Four Delaware Department of Education staff members support the development of these programs, and field agents support dual language program teachers at a ratio of one field agent per 15 teachers.” (Boyle et al, 2015 p. 84, p.88)

Polat- Dual language support letter.pdf

Uploaded by: Nihat Polat

Position: FAV



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COLLEGE OF EDUCATION
Teaching and Learning, Policy and Leadership

January 20, 2023

Letter of Support for HB-56 – Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study

Dear Chair Atterbeary and Members of the Ways and Means Committee:

I strongly urge you to support **HB-56 – Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study** that will help implement the recommendations of the “Blueprint for Maryland’s Future: Workgroup on English Learners” that has recommended expanding dual language programs across Maryland. There is a substantial amount of research about the academic benefits of dual language programs, not only for the non-English speaking multilingual learners, but also for native English speakers who are interested in learning an additional language. Thus, this is a great education model, and we need to prepare teachers who can implement it. As well documented in educational research, over the last several decades, many great policies failed to meet the needs of diverse student populations because they lacked the teacher education component.

Indeed, no great instructional model can generate the anticipated learning outcomes for any student populations if it’s not implemented by well-prepared teachers. Without this Bill, the future of Blueprint will be no different. I can attest to this claim based on my own research. In 2016, I co-authored a paper exploring growth trajectories of 4th- and 8th-grade English learners on NAEP mathematics and reading national tests (*Journal of Educational Research*). Based on a sample of around 20,000 NAEP student data, we found that the achievement gap between non-English speaking multilingual learners and native English speakers remained either steady or slightly widened in both mathematics and reading during the years of NCLB Act (2003-2011). Our analyses of causes behind this policy failure revealed that the teacher force was not prepared to implement the new policy, which despite many shortcomings, had some good ideas about improving the system for the education of multilingual students in our K-12 system.

This bill will play a critical role in ensuring the intended learning outcomes of the Blueprint for Maryland’s Future are met. As you and the committee members know, despite our need for bilingual education teachers, Maryland is amongst the 24 States that do not offer a bilingual teacher certification, which forces many of our own teacher candidates to seek this certification in neighboring states such as Delaware and New Jersey. With the Blueprint for Maryland’s Future goals in place, this is a great time to pass this Bill, and we got great universities that are ready and capable of offering this certification to make sure we support the education of the multilingual students in our K-12 system.

Our department, Department of Teaching and Learning, and Policy and Leadership is well positioned to offer this certification. In addition to being one of the largest providers of teachers at elementary, middle, and secondary levels, in numerous content areas, we also have a world-class doctoral program in Applied Linguistics that generates a significant amount of research with great pedagogical implications on multilingual language acquisition and development, teacher education for multilingual learners, and so forth. Our colleagues have created a certification program in this area, and we are ready to serve this student population and support our State to meet its Blueprint goals.

It is for these reasons that I strongly urge you to please support HB 56.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nihat Polat'. The signature is fluid and cursive, with a prominent loop at the end.

Nihat Polat, Ph.D.
Professor and Chair

Testimony In Support of HB 56 - Ways and Means - D

Uploaded by: Rich Ceruolo

Position: FAV



January 20, 2023

Maryland House of Delegates
6 Bladen St.
Annapolis, MD. 21401

In Support of HB 56: Public Schools – Dual Language Education, Training and Guidelines

Members of the Maryland House of Delegates, Ways and Means Committee.

We are an organization of military and non-military families with over 1500 members, many with a variety of disabilities and are primarily Spanish speaking households, fully support HB 56.

Many of our children, especially those in military households, come from a variety of cultures from across the world. And live in a variety of cultural settings. We are on board with the idea of Maryland adopting best practices from other state's programs related to training and teaching a variety of world language programs.

As we grow our education system and include many groups that have not been included in our state's school systems requires that we change and evolve as an education system. These kinds of "Maryland's Blueprint for the Future" based and inclusive programs will be transformative for our school systems on a systemwide/statewide basis.

The futures of all of Maryland's students and their futures requires your support today and into the future of Maryland. Please let us support ALL of our students now, and into the future.

Please support House Bill 56 and we ask the committee to return a favorable report.

Thank you for your time, and for considering our testimony today.

Mr. Richard Ceruolo | richceruolo@gmail.com
Parent, Lead Advocate and Director of Public Policy
Parent Advocacy Consortium (Find us on Facebook/Meta)
<https://www.facebook.com/groups/ParentAdvocacyConsortium>

HB0056_FAV_Gutierrez.pdf

Uploaded by: Sandra Gutierrez

Position: FAV

HB 56- Support
Sandra Gutiérrez
University of Maryland
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HB 56 Support
Bilingual Education: Improving How We Do It
And Who Teaches It

Ways and Means Committee
January 24, 2023

¡Buenas tardes! Good afternoon! Chair Atterbeary, Vice Chair Washington, and Members of the Ways and Means Committee,

Mi nombre es Sandra Gutiérrez. Soy una educadora bilingüe con 22 años de experiencia. Hoy he venido a testificar para apoyar el proyecto de ley **HB-56**.

Hello everyone, my name is Sandra Gutiérrez. I am a bilingual teacher, school leader, and teacher educator with 22 years of experience supporting multilingual and multicultural students and teachers in K-12 schools in Maryland and Washington, DC. Do you realize that you all would have understood the first part of my introduction in Spanish if you had attended a Spanish-English bilingual school? Yes, bilingual education is that powerful!

Dual language Bilingual Schools are growing exponentially across the nation, and Maryland is no exception. There are good reasons behind this. Research shows that bilingual education is a powerful way to transform students' lives. Students who reach high levels of proficiency in two languages outperform their peers in standardized tests, have greater cognitive flexibility and empathy, and have more success in higher education and the labor market. In short, bilingualism opens doors! This is especially true for immigrant students who get to preserve their first language and culture as they become highly proficient in English.

But how do we get students to reach high levels of bilingualism? It takes, more than anything else, highly trained, committed, passionate bilingual teachers and leaders. I have coached dozens of new teachers in dual language bilingual schools, and I can tell you one thing. They are eager to serve students, BUT in their first few years they do not have all the knowledge and skills they need to do it well. They have taught Spanish or English to native speakers before BUT they do not know how to teach bilingually YET. On average, as a instructional coach and trainer, it took me two years to teach a new bilingual teacher all the skills they need to develop rigorous thematic units, integrate content and language instruction, support their students' biliteracy development and translanguaging, and many other skills and dispositions they need to

provide TRANSFORMATIVE bilingual education. That is two years while the teacher is already in the classroom in front of students!

Why does this happen? In Maryland, unlike several other states where dual language programs are expanding, we do not yet have bilingual teacher preparation standards, bilingual teacher preparation programs, or a certification process that gets teachers ready to teach bilingually. A rigorous state-level certification process for bilingual teachers would allow new teachers to enter the classrooms more prepared instead of learning everything on the job.

This bill will make this possible! By creating a certification process for dual language teachers and developing guidelines for implementing dual language immersion programs in public schools, Maryland will finally have a pipeline of highly trained bilingual educators who have the key knowledge, skills and dispositions needed to transform students' lives.

For all of these reasons, I urge you to support this bill.

¡Es lo mejor, es lo correcto, es lo que los niños y maestros bilingües de Maryland necesitan!

It is what is best, it is what is right, it is what our Maryland bilingual teachers and children need!

HB56-UMD-Compiled-LettersofSupport-Jan2023.pdf

Uploaded by: Sarah CK Moore

Position: FAV



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MARYLAND

COLLEGE OF EDUCATION

Teaching and Learning, Policy and Leadership

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Chair of Ways & Means

Delegate Vanessa E. Atterbeary

Vanessa.Atterbeary@house.state.md.us

Vice Chair

Delegate Alonzo T. Washington

alonzo.washington@house.state.md.us

Letter of Support for HB-56 – Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study

January 20, 2023

Dear Chair Atterbeary and Members of the Ways and Means Committee:

I urge you to support **HB-56 – Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study** that will help implement the recommendations of the “Blueprint for Maryland’s Future: Workgroup on English Learners” that has recommended expanding dual language programs across Maryland. The preparation of teachers to meet the needs of their student is an essential element for well-implemented dual language programs, which in turn is a critical component of meeting the needs of the multilingual students in our state.

Research demonstrates that dual language instruction, which includes the teacher of K-12 content (e.g., math, science, social studies, etc.) in both English and another global language (Spanish, Chinese, French, etc.) offers many benefits for students, including academic, cultural, cognitive, and professional ones. Promoting bilingualism and biliteracy in Maryland’s schools will help our students to be aligned with the global priorities of the future and offer our next generation numerous opportunities.

As a teacher, researcher, teacher educator, and parent with over 15 years of experience working to improve outcomes for multilingual students and to prepare teachers to meet the needs of diverse students in our public schools, I would like to emphasize the importance of this bill in acknowledging the important work of dual language/bilingual educators and offering a pathway and process for teacher education programs to prepare teachers for bilingual programs. This bill will require the State Board of Education to adopt regulations for the certification of dual language teachers and the development of guidelines for dual language implementation to support teachers and teacher preparation programs – work that has already been done in many

other states nationally, and work that is vital considering the make-up of our student population here in Maryland.

I urge you to support HB-56.

Sincerely,

A handwritten signature in black ink, appearing to read 'Laura Mahalingappa', with a stylized flourish at the end.

Laura Mahalingappa, Ph.D.
University of Maryland Associate Professor of Education, Maryland Voter, and Parent of a child
in Maryland's Public Schools



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COLLEGE OF EDUCATION

Teaching and Learning, Policy and Leadership

January 20, 2023

Sarah CK Moore, PhD

Clinical Assistant Professor

University of Maryland College Park

Dear Chair Atterbeary and Members of the Ways and Means Committee:

This Written Testimony is in strong support for **House Bill 56—Maryland Dual Language Education – Teacher Certification, Program Implementation, and Study**. This Bill would make it possible to realize important parts of the Maryland Blueprint’s English Learner Workgroup recommendations. As a Clinical Assistant Professor at the University of Maryland College Park (UMCP) and former Program Director at the Center for Applied Linguistics, I have extensively studied top-down policies impacting language educator preparation and professional development and program models for the instruction of non-native English speaking students. Although researchers have since the early 1990s shown evidence that Dual Language (DL) programs produce superior academic results than largely monolingual settings, two recent studies were highlighted meeting the incredibly high criteria of the United States Department of Education’s Institute of Education Sciences, What Works Clearinghouse (WWC) standards.

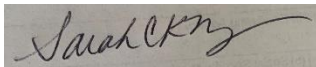
A study of students in Portland Public Schools (PPS)¹ included a sample of 1,625 students either randomly assigned to DL or a control group from the 2004/2005 to 2010/2011 school years. Students in DL settings outperformed their peers on state accountability tests in reading by 13% in 5th and by 22% in 8th grade. Students whose native language matched the partner language in DL settings were as much as 14% more likely to acquire English in 6th grade than their peers in non-DL settings. In addition to myriad other studies that have shown that DL program produce students who are better prepared for academics, society, and global economic competitiveness, the Portland study's rigor aptly illustrates that the most successful programs for students learning English are Dual Language.

The Maryland Blueprint's English Learner Workgroup prioritized creation of new DL program in across the state. In order to so, systems of schooling need to have available to them teachers who are prepared to work in these settings. Despite Maryland's incredible linguistic diversity, we are one of only 24 states that do not offer a DL teaching certificate.

HB 56 is critical because it lays the groundwork for ensuring effective DL programs across the state of Maryland by preparing DL educators and school leaders through creation of a DL teaching certificate, convening a Workgroup to guide assessments and other instructional and related necessities, and ultimately will serve to expand DL programs. Passage of HB56 is vital for the continued support of students who come to school with rich multilingual resources by guaranteeing that the educators with whom they work are adequately prepared for heritage language, content area, and English learning.

I urge a favorable vote on HB 56—for the long-term benefit of all Marylanders.

Sincerely,



Sarah C.K. Moore

¹ Steele, Jennifer L., Robert Slater, Gema Zamarro, Trey Miller, Jennifer J. Li, Susan Burkhauser, and Michael Bacon, Dual-Language Immersion Programs Raise Student Achievement in English. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research_briefs/RB9903.html.

Wendy Tarr HB56

Uploaded by: Wendy Tarr

Position: FAV

January 24, 2023

Dear Chair Atterbeary and Members of the Ways and Means Committee,

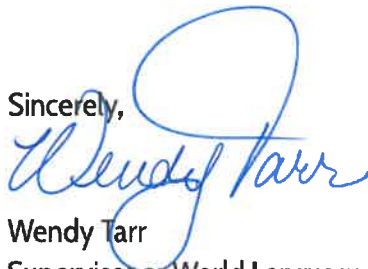
I urge you to support **HB-56 – Maryland Dual Language Education - Teacher Certification, Program Implementation, and Study** that will help implement the recommendations of the “Blueprint for Maryland’s Future: Workgroup on English Learners” that has recommended expanding dual language programs across Maryland. For well-implemented dual language programs, it is essential to have well prepared teachers.

This bill will recognize the important work of dual language/bilingual educators and will offer a pathway and process for teacher education programs to prepare teachers for bilingual programs. This bill will require the State Board of Education to adopt regulations for the certification of dual language teachers and the development of guidelines for dual language implementation to support teachers and teacher preparation programs.

Research demonstrates that dual language instruction (e.g. content taught in English and Spanish or another global language) offers life-long learning benefits for students learning English and those learning a global language as an additional language. Promoting bilingualism and biliteracy in Maryland’s schools will offer greater academic, cultural, linguistic, and future professional opportunities for the next generation of Marylanders. Furthermore, our nation’s national security and global competitiveness depends on our citizens’ ability to speak other languages.

I urge you to support HB-56.

Sincerely,



Wendy Tarr

Supervisor of World Languages
St. Mary’s County Public Schools, MD
wmtarr@smcps.org

HB56

Uploaded by: Yousuf Ahmed

Position: UNF



HB56 PUBLIC SCHOOLS – DUAL LANGUAGE EDUCATION – TEACHER CERTIFICATION, PROGRAM IMPLEMENTATION, AND STUDY

January 24, 2023
WAYS AND MEANS

SUPPORT

Grace A. Wilson, Acting Legislative & Policy Specialist (410.440.1758)

Anne Arundel County Public Schools (AACPS) supports **HB56 Public Schools – Dual Language Education – Teacher Certification, Program Implementation, and Study**. This bill establishes a new state certification for dual language teachers and requires the State Board of Education and the Professional Standards and Teacher Education Board to adopt regulations for the certifications of and renewal of a certificate for dual language teachers in public schools on or before December 31, 2024. The requirements for the dual language teacher certification must be aligned with the National Dual Language Education Teacher Preparation Standards. In addition, the state certification must not “create unnecessary barriers that limit multilingual candidates from being certified,” including consideration of alternative coursework or assessments that incorporate and give weight to demonstrations of multilingualism and prior teaching experience and credentials.

This bill also requires the Maryland State Department of Education to develop guidelines for the implementation of dual language immersion programs in public schools that are aligned with the *Guiding Principles for Dual Language Education* published by the Center for Applied Linguistics.

AACPS is in the process of implementing its first dual language education program at Tyler Heights Elementary School. This program was developed using the *Guiding Principles for Dual Language Education* published by the Center for Applied Linguistics. As such, AACPS supports guidelines for the implementation of dual language immersion programs in Maryland that align with the Center for Applied Linguistics’ guiding principals for dual language education.

Furthermore, establishing a state certification for dual language teachers will support AACPS in the process of recruiting, hiring, training, and retaining highly qualified dual language teachers; and will help establish clear pathways for multilingual support staff to transition to dual language teachers.

Accordingly, AACPS respectfully requests a **FAVORABLE** committee report on HB56.

MSDE HB56

Uploaded by: Yousuf Ahmed

Position: UNF



Mohammed Choudhury
State Superintendent of Schools

BILL: House Bill 56 **DATE:** JANUARY 24, 2023

SUBJECT: Public Schools - Dual Language **COMMITTEE:** WAYS AND MEANS
Education - Teacher Certification,
Program Implementation, and Study

POSITION: Oppose

CONTACT: Yousuf Ahmed
410-767-0090
Yousuf.ahmed@maryland.gov

The Maryland State Department of Education (MSDE) respectfully opposes **House Bill 56 Public Schools - Dual Language Education - Teacher Certification, Program Implementation, and Study**, which specifies that the State Board of Education and Professional Standards and Teacher Education Board shall adopt regulations related to the certification of and renewal of a certificate for dual language teachers in public schools, requires the State Department of Education to develop guidelines for the implementation of dual language immersion programs in public schools aligned with the Guiding Principles of Dual Language Education published by the Center for Applied Linguistics, and requires MSDE to convene a workgroup and make recommendations regarding determining best practices for the selection or development of assessments and metrics for student achievement and language proficiency for dual language students. **MSDE wholeheartedly agrees with the importance of the policy areas addressed in this legislation, but MSDE also recognizes that the provisions of the bill are duplicative to existing work, other proposed legislation, current MSDE policies, and already-published Blueprint workgroup reports.**

The establishment of a workgroup in HB 56 is duplicative of the work completed by the Workgroup on English Learners established by HB1372 (2021). The Workgroup on English Learners was established in the Blueprint for Maryland's Future Act during the 2021 Maryland legislative session (HB1372). To address the specified requirements and position Maryland as a national leader to support English learners, the EL Workgroup held a series of 16 meetings from August 2021 to October 2022. You can view all sessions and report details online, [here](#). The Workgroup was charged with collecting data on English learners (ELs) in the State, reviewing national research and current practices, and making recommendations to improve the education of English learners in the State. A final report, published in December 2022, included nine recommendations focusing on equitable and valid assessments for English learners, scaling two-way immersion programs, effective models of English language development programs, and teacher preparation and licensure policies to support English learners. Detailed description of the workgroup can be found on page 11 of the report.

The [workgroup's final report](#) is published on the MSDE website and was provided to the General Assembly.

MSDE is currently promulgating regulations that have gone through extensive public feedback and engagement on the entire chapter governing areas of certification that align with the intent of House Bill 56 and allow for dual certification pathways and corresponding credentials. The law, as drafted, is well-intentioned but MSDE has begun this policy work proactively based on the workgroups' recommendations. Completing the intent of this portion of the law does not require statutory language. For example:

- The report lays out and describes the research-based, effective models of instruction for two-way immersion programs (see report, beginning page 46 – Implementation of Instructional Programs to Support ELs);
- MSDE will already be, as per the report’s recommendation, convening a workgroup formed around EL reclassification (see report, beginning on page 81);
- MSDE will already be moving to administer the Kindergarten Readiness Assessment (KRA) in Spanish (see report, beginning on page 65);
- MSDE is moving forward with policies and regulation to support improvements to teacher preparation policies that support ELs (see report, beginning on page 84); and
- MSDE is updating Department policies and guidance to ensure MSDE can lead local education agency efforts in policy and practice to measure and support ELs at all stages.

Further, MSDE believes the provisions in House Bill 56 are addressed in the newly proposed Multilingualism is an Asset Act, which stems from the final report from the Workgroup on English Learners in Public Schools. The bill specifically focuses on the following recommendations from the report:

- Recommendation 3a: Scale Dual Language Two-Way Immersion Programs (p. 47)
- Recommendation 9: Funding Allocations and Spending Decisions that Support Success for English Learners (p. 115)

MSDE will continue to lead the implementation of these recommendations, especially ones that can be addressed through a shift of practices and protocols at the Department level. However, recommendations 3a and 9 from the Workgroup on English Learners in Public Schools hinge on statutory actions from the General Assembly. The newly drafted §5-224 in the Department-proposed Multilingualism is an Asset Act introduces a new mechanism in Maryland to develop, fund, implement, scale, and sustain a statewide approach to the expansion of research-based dual language two-way immersion programs and schools. Most English learners in Maryland are in elementary grades and these students largely come from households where the predominant language spoken is Spanish. There is no debate that the best model for educating English learners is through culturally relevant and responsive dual language programs and schools.

Ultimately, MSDE wants to move beyond discussing best practices when the Workgroup on English Learners has already identified those practices, with extensive stakeholder feedback; and instead focus on implementing action now. MSDE is dedicated to building strong teacher pipelines – including for dual certification – and supporting the expansion of high-quality, research-based two-way immersion programs. Multilingualism is an asset, and how to educate English learners at scale is not a mystery. We are only as strong as our lowest achieving students, and the ultimate judge of the Blueprint for Maryland's Future's effectiveness will be the performance of historically underserved populations. The Maryland General Assembly’s Latino Caucus and MSDE are working together this session to advance statutory language to make demonstrative and non-duplicative changes that will improve the education landscape for English Learners in Maryland. However, due to existing Department efforts and competing legislation, we respectfully oppose **House Bill 56** and we request that you consider this information as you deliberate the bill. Please contact Yousuf Ahmed, at 410-767-0090, or yousuf.ahmed@maryland.gov, for any additional information.