



UNIVERSITY OF
MARYLAND

COLLEGE OF EDUCATION

Teaching and Learning, Policy and Leadership

2311 Benjamin Bldg.
College Park, Maryland 20742-1125
301.405.3324 TEL 301.405.9055 FAX

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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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.

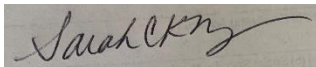
A study of students in Portland Public Schools (PPS)¹ included a sample of 1,625 students either randomly assigned to DL or a control group from the 2004/2005 to 2010/2011 school years. Students in DL settings outperformed their peers on state accountability tests in reading by 13% in 5th and by 22% 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,

A handwritten signature in black ink on a light-colored background, reading "Sarah C.K. Moore".

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.