Community-Based Heritage Language Schools: Promoting Collaboration Among Educators, Families, and Researchers

Saturday, September 27, 2014
Pre-Conference Event
Friday, September 26, 2014

American University, Washington DC
Mary Graydon Center, Rooms 2–5
Community-Based Heritage Language Schools: Promoting Collaboration Among Educators, Families, and Researchers

A networking conference for program administrators, teachers, parents, and researchers involved in community-based language programs and bilingual schools

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**Location**
American University, Washington DC
Mary Graydon Center, Rooms 2–5

**Pre-Conference Event**
Friday, September 26, 2014 • 4:00 - 6:00 pm

**Main Conference Events**
Saturday, September 27, 2014
Conference: 9:00 am – 5:00 pm • Reception and Networking 5:00 - 6:30 pm

**Conference Chairs**
Ana Lucia Lico, Co-founder and Executive Director
Brazilian Association for Culture and Education (ABRACE)

Joy Kreeft Peyton, Senior Fellow
Center for Applied Linguistics

Amelia Tseng, Director
Bilingual Education Program, American University

Polina Vinogradova, Director
TESOL Program, American University

**Conference Coordinators**
Danielle G. Sodani and Lindsay Joy
School of Education, Teaching and Health, American University

**Graduate Assistants**
Valeriya Minakova, Mary Spanarkel, Louise Godley, Eda Aladagl Yoon, and Tanya Camp
(TESOL Program)

Ashley Whittington
(Bilingual Education Program)

**Special Thanks to**
Ana-María Nuevo
The conference is organized by the Bilingual Education Program (School of Education, Teaching and Health, American University) and co-sponsored by the TESOL Program (Department of World Languages and Cultures, American University) and the Center for Applied Linguistics

The graduate program in Bilingual Education prepares educators and policymakers to work in the field of bilingual education both domestically and internationally. AU’s program in Bilingual Education is unique in the D.C. area. In the spirit of reflective practitionership, our interdisciplinary curriculum provides up-to-date knowledge of the foundations, social contexts, and pedagogical approaches of bilingual education and creates conditions for hands-on experience through educational partnerships. We currently offer three tracks: the MAT degree with K-12 teacher certification and the MA degree in either International Training and Education or Teaching English to Speakers of Other Languages (TESOL). We also offer an 18-credit hour Graduate Certificate in Bilingual Education for those who are already active in the education field and want to enhance their knowledge and skills in bilingual education. Contact: bilingual@american.edu. Follow us on Twitter @aubilingual (AU Bilingual Ed) and on Facebook at American University Bilingual Education

The graduate program in Teaching English to Speakers of Other Languages (TESOL) offers a Master’s degree in TESOL, a Master’s degree in TEFL (online), a Graduate Certificate in TESOL, and a TESOL Summer Institute. The AU TESOL Program aims to be more than just a graduate program. We believe in the importance of creating a community of learners as well as connecting our students to the expanding ESL community in the Washington, D.C. metropolitan area. During their course of study, students gain practical, hands-on teaching experience through involvement with local ESL institutions, public schools, and community-based volunteer teaching programs. Additionally, the program regularly hosts a variety of professional development events and conferences, attended by both students and professionals currently working in the field of ESL. Contact: tesol@american.edu. Follow us on Facebook at American University TESOL program.

The Center for Applied Linguistics (CAL) is a private, non-profit organization founded in 1959. Headquartered in Washington D.C., CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL’s mission is to promote language learning and cultural understanding by serving as a trusted resource for research, services, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe. Contact: Susan Gilson, sgilson@cal.org
Pre-Conference Event  
Friday, September 26, 2014 • 4:00-6:00 pm

The State of Bilingual Education in the Washington, D.C. Metropolitan Area: Challenges, Successes, and Future Directions  
*Panel Discussion*

This panel features researchers and practitioners in the field of bilingual, dual language, and heritage education. Topics addressed by the panel include an overview of bilingual education and heritage language education in the United States in K-12, community, and post-secondary contexts; how recognizing the value of the partner (non-English) language in dual language programs strengthens learning for all students; program model non-negotiables and the complexities of designing a dual language program; the importance of maintaining fidelity to program implementation and avoiding stumbling blocks in implementation; and successes and challenges in a 50/50 two-way immersion program.

**Presenters**

**Introduction**  
Sarah Irvine Belson, Dean, School of Education, Teaching and Health, American University  
Amelia Tseng, Lecturer and Director, Bilingual Education Program, American University

**The State of Bilingual/Heritage Language Education in the United States**  
Sarah Shin, Professor of Education and Co-Director of M.A. TESOL Program, University of Maryland Baltimore County

**Reframing the Conversation about Home Language in Public Schools**  
Katarina Brito, Bilingual Program Developer, D.C. Public Schools

**Dual Language Program Models: National Trends in Program Design**  
Julie Sugarman, Senior Research Associate, Center for Applied Linguistics

**Fidelity of Implementation: Common Stumbling Blocks (And What to Do About Them)**  
Barbara Acosta, Dual Language Coordinator, Alexandria City Public Schools

**Key School ~ Escuela Key: 29 Years of Two-Way Spanish Immersion**  
Marjorie Myers, Principal of Francis Scott Key Elementary School - Escuela Key, Arlington Public Schools

**Q&A**  
(facilitated by Julie Sugarman, Center for Applied Linguistics)
Conference Program
Saturday, September 27, 2014

8:15-9:00am Continental Breakfast and Registration

9:00-9:15am Welcome From the Conference Organizers
Ana Lucia Lico, Joy Kreeft Peyton, Amelia Tseng, and Polina Vinogradova

9:15 -10:15am Keynote Address
Linguistic Landscapes and Their Power in Heritage Language Education
Terrence G. Wiley, President, Center for Applied Linguistics

Panel Presentations and Discussions:
Program Challenges and Promising Practices

10:15-11:15am Panel Presentation: Engaging Partners
Moderator: Marta McCabe, University of North Carolina Chapel Hill
- Parents in heritage language schools: Benefits of participation and roles they can play – Claire Chik, National Heritage Language Resource Center, UCLA
- Building dynamic collaborations among heritage language program staff and parents – Ana Lucia Lico, ABRACE
- Helping students maintain their language, culture, and country connections - Patricia Sanguinetti, Escuela Argentina
- Connecting heritage language programs with public schools – Tommy Lu, Chinese Language Program of Delaware, and Na Liu, Center for Applied Linguistics

11:15am-12:15pm Discussion with Coffee Break
Participants ask questions of and discuss issues with presenters.
Complimentary coffee and hot tea served

12:15-1:15pm Panel Presentation: Building Strong, Sustainable Programs
Moderator: Na Liu, Center for Applied Linguistics
- Features of effective language programs – Joy Kreeft Peyton, Center for Applied Linguistics
- Challenges and successes in development of standards, curriculum, and assessments – Benoit Le Devedec, French Heritage Language Program
- Documenting program participation and outcomes – Renate Ludanyi, German Language Schools Conference, German School of Connecticut
- Funding heritage language programs – Panel – Jane Ross, French Heritage Language Program; Stephanie Fillman, Prospera Hispanic Leadership Program; Na Liu, Center for Applied Linguistics (Chinese Heritage Language Programs)
1:15-1:45 pm  Lunch

1:45-2:30 pm  Discussion
Participants ask questions of and discuss issues with presenters.

2:30-3:30 pm  Panel Presentation: Motivating and Empowering Students
Moderator: Polina Vinogradova, American University
- Using digital stories and multiliteracies with heritage language speakers – Polina Vinogradova, TESOL Program, American University
- Providing opportunities for youth to show leadership and academic excellence – Stephanie Fillman, Prospera Hispanic Leadership Program
- Building leaders in the community – Daniel Sarmiento, Executive Director, Escuela Bolivia/EduFuturo, Emerging Leaders Program
- Lessons learned from STARTALK: Building learner communities and collaborations between communities and universities – Catherine Ingold, National Foreign Language Center

3:30-4:30 pm  Discussion with Coffee Break
Participants ask questions of and discuss issues with presenters.
Complimentary coffee and hot tea available

4:30-5:00 pm  Closing Remarks
Recap of key learnings and next steps

5:00-6:30 pm  Reception and Networking
Presenters and Moderators

Pre-Conference Event

*Acosta, Barbara*, Alexandria City Public Schools, barbara.acosta@acps.k12.va.us

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*Shin, Sarah*, University of Maryland Baltimore County, shin@umbc.edu

*Sugarman, Julie*, Center for Applied Linguistics, jsugarman@cal.org

Conference

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