Michigan School for the Deaf

Language Planning Referent Group

Web references to enhance your access to information:

Language Planning Referent Group (LPRG)Resources

1. Robinson, David. (Dec., 1988.) **Language Policy and Planning.
    Washington, DC:** ERIC Clearinghouse on Languages and Linguistics.
    ERIC Identifier: ED303051
    http://www.thememoryhole.org/edu/eric/ed303051.html

    This brief document addresses the following questions:
    ❑ Why is language planning needed?
    ❑ What are the stages of language planning?
    ❑ What specific areas of language use do these stages affect?
    ❑ How do educational systems respond to language planning legislation?
    ❑ Who is involved in language planning efforts?
    ❑ What is the status of language planning in the United States?
    ❑ What are some future challenges for the United States?
    ❑ What are other recommended readings?

2. Crawford, James. (Nov., 1998.) **Ten Common Fallacies about
    Bilingual Education.** Washington, DC: ERIC Clearinghouse on
    Languages and Linguistics. **ERIC Identifier:** ED424792
    www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED424792
    or http://www.kidsource.com/education/ten.fallacy.biling.ed.html

    Based on current research, this digest clarifies some of the myths and
    misconceptions surrounding language use and bilingual education in the
    United States.

3. Solis, Adela. (April 2001.) **Boosting Our Understanding of Bilingual
    Education: A Refresher on Philosophy and Models.** IDRA Newsletter
    - April 2001. http://www.idra.org/Newslttr/2001/Apr/Adela.htm

    This article presents a refresher of bilingual education philosophy and
    models and, most importantly, lists resources that provide a more
    detailed and useful discussion of these models and their implementation.
    This can help educators who need a boost in understanding so as to
    facilitate better choices in planning for bilingual education.

4. Intercultural Development Research Association. (2006.) *Good School and Classrooms for Children Learning English.* http://www.idra.org/Research/goodsch.htm Price: $15.

   New research by the Intercultural Development Research Association (IDRA) has identified the **25 common characteristics of successful schools that contribute to high academic performance of students learning English**. To help others identify successful programs or raise the bar with their own bilingual education programs IDRA has produced *Good Schools and Classrooms for Children Learning English*. This guide is a rubric, designed for people in schools and communities to evaluate five dimensions that are necessary for success: (1) school indicators, (2) student outcomes, (3) leadership, (4) support, and (5) programmatic and instructional practices.

5. Howard, Elizabeth R., Natalie Olague, & David Rogers. (2003.) *The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs.* CREDE-90880P3. Price: $15. http://calstore.cal.org/store/detail.aspx?ID=134

   This guide offers a collection of tools: discussion prompts, graphics organizers, and quizzes to be used by those who are in the process of planning or implementing a new dual language program. A dual language program planning team is encouraged to work together through the guide to assess levels of support and readiness existing in the community for a dual language program and to develop a plan for moving forward with program implementation. (26 pp)

6. *National Association for Bilingual Education.*
   http://www.nabe.org/education/index.html

   NABE's website addresses critical questions about bilingual education such as:
   ❑ What is bilingual education?
   ❑ How does bilingual education work?
   ❑ Do bilingual programs teach English?
   ❑ Why are there so many ways to "do" bilingual education?
   ❑ Does that mean we don't know whether bilingual education is effective?
   ❑ Is bilingual education effective?
   ❑ What are the politics of bilingual education?

7. Howard, Elizabeth & Donna Christian. (2002) *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level.* Center for Applied Linguistics. http://www.cal.org/crede/pubs/edpractice/EPR9.htm

In the United States, two-way immersion (TWI) is an educational approach that integrates native English speakers and native speakers of another language (usually Spanish) for content and literacy instruction in both languages. Two-way immersion education has been in existence in the United States for nearly 40 years, but its growth in popularity is a more recent phenomenon. Over the past 15 years, the number of TWI programs has risen rapidly, with 266 programs documented in a recent survey. The majority of these programs are Spanish/English programs in public elementary schools. The recent growth and popularity of two-way immersion is due in part to research demonstrating its effectiveness for both native English speakers and native speakers of another language, the recognition by policymakers and educators that the U.S. has a critical need for residents who are proficient in more than one language, and the rapidly increasing number of language minority students entering U.S. schools, the majority of whom are native speakers of Spanish. The increase in the number of programs has led to concerns and questions about how to design and implement effective TWI programs. The purpose of this report is to provide an overview of the key issues to consider when planning an elementary level TWI program, and the fundamental characteristics that must be in place for the development of a successful program. It is intended to serve as a guide for informing the many decisions that must be made by programs as they work toward full and effective implementation. The information provided is based on over 15 years of research on two-way immersion education, conducted by the Center for Applied Linguistics.

8. ***New Mexico School for the Deaf Website.***
   http://www.nmsd.k12.nm.us/publications/publications.html

   The New Mexico School for the Deaf (NMSD) and the New Mexico State Department of Education (SDE) formed the New Mexico Task Force on the Education of the Deaf and Hard of Hearing for one fundamental reason: children and youth who are deaf or hard of hearing face unique, long-standing, and life-altering educational barriers that require a comprehensive, communication- and language-driven educational delivery system. The NMSD have produced as part of its strategic planning activities numerous useful documents that can be found on their website:

   a. ***Deaf and Hard of Hearing Children's Educational Bill of Rights***
      http://www.nmsd.k12.nm.us/publications/billeng.html

   b. ***New Mexico Education of the Deaf and Hard of Hearing Task Force Report***
      http://www.nmsd.k12.nm.us/publications/trfcovereng.html and
      http://www.nmsd.k12.nm.us/publications/TFReng.pdf

  c. *Communication Considerations IEP Addendum Form &Dialogue Questions for Communication Considerations IEP Addendum Form*
   http://www.nmsd.k12.nm.us/publications/CommConsidEng.pdf

  d. *NMSD Position Statement on Cochlear Implants*
   http://www.nmsd.k12.nm.us/publications/NMSDCochlear.pdf

  e. *IDEA Reauthorization Analysis*
   http://www.nmsd.k12.nm.us/publications/documents/AnalysisoftheIDEA.pdf

9. National Association of State Directors of Special Education (NASDSE). (1994 revised.) *Deaf and Hard of Hearing Students: Educational Service Guidelines.*
http://www.nasdse.org/projects.cfm?pageprojectid=17

At the request of numerous administrators, parents and direct service providers, NASDSE has revived its **Deaf Education Initiative Project**. This project has two components: (1) revising, updating and expanding NASDSE's out-of-date **Deaf and Hard of Hearing Students: Educational Service Guidelines**, which was originally published in 1995; and (2) a new technical/assistance/training component. The training component will be developed and implemented following the publication of the Guidelines document. The training seminars will provide local and state education administrators with information about federal statutes, policy guidance and promising practices from the field of deaf education. It will also facilitate their participation in a strategic planning session for adapting some of the nationally recognized research-based practices to their state-specific needs.

10. *The National Agenda for all Deaf and Hard of Hearing Children.*
(2001.) www.deafed.net

The National Agenda is an historic coalition of parent, consumer, professional, and advocacy organizations involved in the education of children who are deaf and hard of hearing who are working to develop an effective, communication-driven educational delivery system for our children. Our vision is three-fold: to build a grass roots movement united behind a set of definitive national goals, to establish a local, state, regional, and national agenda so that parents, professionals, consumers, academicians, advocates, and others have a mechanism through which information can be exchanged, resources created, and work commenced on problems at those various levels, and to advocate for a communication and language-driven educational delivery system whereby every deaf and hard of hearing child will be provided with a quality, literacy-focused, language-rich education.

11. **National Deaf Education Project**
   http://www.ndepnow.org

   The National Deaf Education Project (NDEP) was established in 1998 to articulate and work toward the development of a quality communication and language-driven educational delivery system for students who are deaf or hard of hearing. The website offers:

   - Latest legislative news
   - States' reform
   - Power point presentations
   - New Mexico addendum

12. **Council for Exceptional Children: Information Center on Disabilities and Gifted Education**
   http://ericec.org

   CEC has 12 digests on the education of deaf students, including total communication and bi-lingual, bi-cultural. Go to "digests"; scroll to "other disabilities" to find the 12 digests.