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Dismantling School Segregation: Exploring Two-Way Immersion as a Vehicle for Equitable Schooling

Proposal Abstract:

I am seeking a Faculty Career Enhancement Grant to support data collection for a comparative case study of how three two-way immersion (TWI) programs navigate equity commitments, processes, and challenges. TWI is a bilingual program in which native English speakers and native speakers of a minoritized language (e.g., Spanish) learn together in the same classroom and receive content and literacy instruction in both languages. These programs often integrate students from different racial/ethnic backgrounds, in addition to linguistic backgrounds. While shifts in public perception around bilingualism have contributed to an explosion of interest in TWI in recent years, there has been limited research on how TWI can meaningfully and equitably integrate students.

This study addresses this gap through an in-depth comparative study of how three TWI schools navigate equity concerns and commitments in their integrative programs. Specifically, I explore (1) how teachers and leaders at these TWI schools conceptualize equity, (2) how their programs operationalize (through practices and policies) their equity goals, and (3) the challenges they face in working toward equitable schooling and how they address them. Ultimately, I aim to develop a conceptual framework for researchers and practitioners that encapsulates the processes and policies informing truly integrative schooling.

Awarded: $10,000