



Fall 2023

Soleado

Promising Practices from the Field

Recentering Emergent Bilinguals in Science Instruction and Assessment in a Two-Way Dual Language Program

by Sharon Marroquín—Multilingual Education Specialist,
Austin Independent School District, Austin, TX

Research in the last two decades has shown that the presence of monolingual English students in two-way dual language (TWDL) programs may negatively impact Emergent Bilingual (EB) students. In 2022-23, I conducted an action-research project focused on a TWDL school in Austin, Texas where in the past six years only 5% of fifth graders have taken the Science State of Texas Assessments of Academic Readiness (STAAR) in Spanish. I focused on this data point as a launching pad to explore equity issues in the school's implementation of TWDL, and to create a specific and measurable equity-driven goal for the

Spanish/English TWDL program where students identified as EB learn alongside native English speakers in all classrooms. The school is located in a gentrified urban residential area, and has an economically

diverse student body composed of students from both affluent families and those who live in nearby Housing Authority apartments. Over the past sixteen years, as the cost of a typical house in the neighborhood has risen to over one million dollars, the school's African American and Latine population has declined by



Becker Elementary 5th graders receive science instruction in Spanish.

15 and 31 points respectively. Currently, EB students make up 19% of the school's population, translating to an average of about four students per class.

The Problem

Becker Elementary follows the district's 90/10 TWDL program model, which includes teaching science in Spanish at all grade levels. Despite this fact, in the last six years only 5% of fifth graders have taken the Science STAAR in Spanish. The disparity between the language of instruction and the language of assessment suggests programmatic goals are being undermined in a way that is inequitable to EB students. The fact that Becker fifth-grade students are not taking science assessments in Spanish, even after purportedly receiving science instruction in Spanish since

school to work towards. Teacher interviews, surveys, classroom observations, and lesson plan analyses revealed the hegemony of English and a low incidence of best instructional practices for content and language acquisition. My research investigated the causes of the apparent lack of readiness of (and/or willingness for) fifth graders to take the Science STAAR in Spanish, and worked to shift the campus to recenter EB students, commit to equity, and prepare all students to be successful in science in Spanish.

Becker Elementary is one of four elementary schools within the Austin Independent School District that implements a

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How OCDE Project GLAD® Transformed my Students' Academic Journey

by Emily Key—Principal, Kirtland Elementary School,
Albuquerque Public School, Albuquerque, NM

As a teacher in a Title I elementary school in Albuquerque, New Mexico, most resources and strategies only scratched the surface of what my students truly needed, both within school and in their home lives. The students attending the elementary school where I spent 9 years teaching were typically multilingual learners who came to us with a multitude of assets that we, as their educators, had the privilege of unlocking.

Illuminating their assets was sometimes relatively easy via thought-provoking topics, multiple modalities for learning, and sentence stems. These strategies were enough for some but not for others.

Certain students came to me with a degree of trauma that they carried with them like a heavy backpack to school every day. Different, more in-depth, adjustments of teacher behavior were needed to convince students to hang up their protective armor on their coat hook so that learning could begin. In this article I will discuss how OCDE Project GLAD® allowed my classroom to adopt a climate and culture in which students from diverse backgrounds and with a multitude of adverse childhood experiences felt that their contributions were not just meaningful but imperative to the classroom, which eventually translates to society.

From what my students have taught me (yes, I was listening intently) kiddos in our public school system are no strangers to the adverse aspects of society. In fact, many students as young as kindergarten navigate societal issues such as discrimination, racism, low SES, food scarcity,

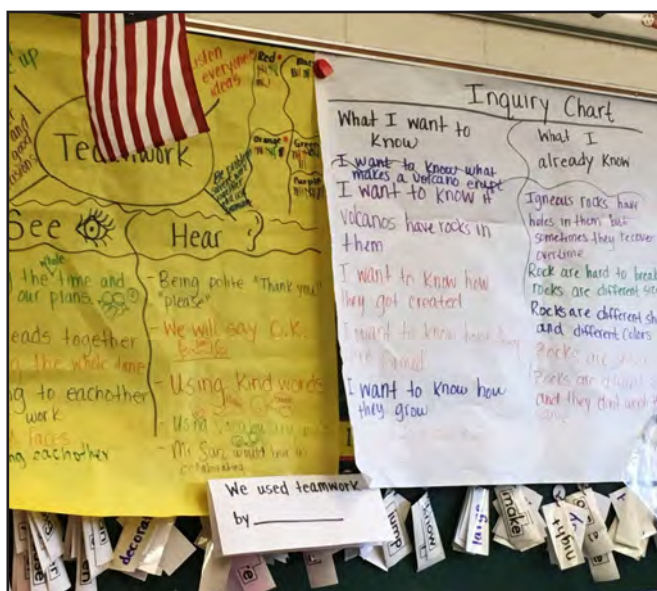
and lack of consistent living situations. Despite often-heard “single stories” about kids and families from a low SES school community, our elementary students showed us the enormous complexities of who they are and what their lives were all about, which in turn helped us make better connections. To this end, building relationships with students was the absolute best way to ensure students were more motivated to learn in the classroom, and ensure they felt a sense of

belonging in the classroom and in an academic environment. We were convincing the students of their capacity as learners.

We didn't get this effect by providing lists of rules to our students that mimic the oppression of our society. Instead, we did so by valuing our students' thoughts and ideas and allowing them to express themselves within three simple parameters: make good choices, show respect, and be a problem solver. I learned I could not assume students knew what respect should look

like from my perspective and at school. I often used a T-Graph for Social Skills to unpack words like these which can hold different meanings across cultures, discussing what they look and sound like.

How does GLAD® help cultivate a student's sense of belonging within the classroom? GLAD® starts with classroom climate and culture. Note how this is not referred to as “classroom management.” This difference brings to mind a concept I learned in my Educational Leadership program at New Mexico Highlands University. In leadership, we have the technical and the transformative approach. In this metaphor, classroom management is the



Project GLAD® charts like the T-Graph for Social Skills and the Inquiry Chart allow students to contribute meaningfully to class discussions.

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technical approach, which has its place and is useful in some instances. A technical problem has a straightforward answer. Students' act up, they may be asked to clip down, pull a strip, or another variation of a behavior modification strategy. While there is nothing wrong with these approaches, they don't work as effectively when faced with an adaptive problem. Adaptive problems don't have a clear answer and the answer may need to be "teased out", if you will, over a period of time. For example, in my classroom one year, I had eight students on a behavior intervention plan. This was one of my most challenging years in teaching, but what kept that in perspective is the challenges that my students faced. These students experienced what we frequently call behavior problems because of trauma. They learned to react to certain situations out of a fight, flight, or freeze response. It wasn't their fault they were experiencing these issues. It was my job to make sure that despite what they were going through internally, they had access to the Common Core State

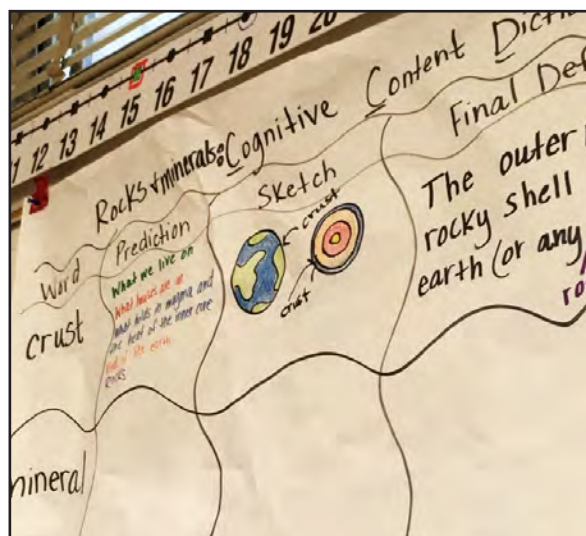
Standards and left their 2nd-grade year with what they needed to be successful in the years that followed. No pressure, right? With GLAD® and the environment that it fosters, my students with the most challenges succeeded. They were picked to be scouts and were given the task of watching their peers for behaviors that reflected their ability to make good decisions, solve problems, or show respect. This gave them the control they craved and built upon their self-worth. The structure of GLAD® and how the framework truly honors student thought and contribution allow students to feel seen, despite their barriers. I had students come to my class with a plethora of warnings from their past teachers. They would come to me and say, "Oh be careful..." and "don't let them get away with ..." I got a lot of unsolicited advice. I smiled and nodded but let that go in one ear and

out the other. Not because I didn't value what my colleagues said, but because I knew my classroom was different. I had GLAD®. I had the strategies that I knew worked. The learning environment that GLAD® created supports students through their adaptive challenges. There is no clear-cut prescription to address the issue and the practitioner must engage in a series of responses to help the student find success. When a teacher engages in the art of creating a positive climate and culture within their four walls, they are utilizing transformational leadership, and those

positive effects will stay with students long after they leave the classroom. Healthy classroom climate and culture is developed from the beginning of the year and modified and adjusted throughout the duration of the year in order to be responsive to the needs of the individual student and the collective.

One of the most empowering components of GLAD® is accepting student responses and writing those responses verbatim on anchor charts, complete with

their initial next to it. It's not about whether the child was right or wrong, or whether they code switched or not. Rather, it's about validating and affirming their ideas. When we value students' ideas, we value their identities. We are telling our students that the ideas that currently exist in their heads are important to what we are currently discussing and what we will discuss. This, in turn, helps create a collective thought cloud that we are constructing throughout the duration of the GLAD® unit. Through this approach, we are creating space for students to show up as their authentic selves in the classroom. GLAD® also sends the message to students that misconceptions are building blocks essential for gaining a solid grasp of the concepts they are learning. If we don't take time to unearth, discuss, and process our misconceptions as a group, then



The Cognitive Content Dictionary allows students to explore the meaning of key content vocabulary by making predictions, deciphering its meaning, and developing hand motions that amplify the word's meaning.



New Mexico—We are Centering Equity!!

by Natane Lim—Project Manager in New Mexico, Embracing Equity



New Mexico is home—it has been my home for 12 years. We are raising our daughter here, have established our personal and professional community, and maintained close contact with family

members who also live here. New Mexico is somewhere special that truly has my heart. But, there is also a sobering reality: New Mexico is rated in the bottom four states in education in the United States each year. It also ranks 50th in child welfare overall. Coupled with New Mexico's lack of equitable educational practices, as outlined in the *Yazzie/Martínez v. State of New Mexico* Decision of 2018, it is clear that our state has a lot of opportunities for improvement. Our children deserve our utmost care and support because they cannot continue to be lost in systems that do not truly value them.

Our community is hardly sitting around waiting to fail. In fact, it's very much the opposite. Strong individual and community organizers have been working steadfastly toward a more equitable education system in New Mexico. One of these community organizers is Embracing Equity, which is a national organization doing equity work in New Mexico since its inception in 2017.

I joined an Embracing Equity cohort as a participant in spring 2021 and it changed my life. I was connected to this amazing team through my good friend and colleague, Trisha Moquino, cofounder and education director of Keres Children's Learning Center. I came in thinking it would be another sit-and-get training, but I walked away from that first session energized and ready to take action! When the team asked if I would like to become a facilitator, I knew I needed to join this

amazing team. Being an early childhood special education teacher here for over a decade and a parent to a young child has given me an interesting perspective. I have spent much of these last 12 years trying to figure out how to advocate for our children of color in a public school system that often does not value our children's full humanity. It is something I have witnessed first-hand and it's heartbreaking. This is where the work of Embracing Equity has been a powerful cross-racial coalition of hope and support for me, for educators, and families in New Mexico.

The Embracing Equity family has allowed me to be my full authentic self; they hold space for me to take valuable risks, even if I trip along the way, they are right there to lift me up. This supportive and loving culture extends beyond our team and captures all those who connect with us on this equity journey—it is a feeling of HOPE.

New Mexico Education History

Living, working, and raising a child in New Mexico has forced me to grapple with our state's history and current reality. There are countless examples of ways that our public education system has ignored and/or erased the experiences of our state's population—from trivializing the Pueblo Revolt of 1680, an historical moment of resilience led by Po'Pay of Ohkay Owingeh to ignoring the state's first Black settlers in 1903 and the establishment of Blackdom in southeast New Mexico. Celebrating and centering the Hispanic/European colonizer perspective in our students' understanding of history creates a gap that consciously or unconsciously ignores the experiences of the Indigenous, Black, and Asian communities who have contributed to New Mexico's growth. This reality demands a response that helps move our community- and educational-based systems toward better racial equity. Our response must be rooted in an understanding of colonialism and its effect on communities. Dr. Bettina Love, the

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William F. Russell Professor at Teachers College at Columbia University tells us, “Settler colonialism is a structure, not an event. This means that settler colonialism is not something that happened in history. It is an on-going and ever-changing structure that defines everything in settler states.”

An Ecosystem Approach

Too often racial equity is pursued through a check-the-box, one-and-done workshop approach with insufficient focus on the intersections among personal, relational, and systems-level opportunities for change. In the wake of the Martínez-Yazzie court decision, this is true even in New Mexico, where the equity mandates are leading to organizations, schools, and districts trying to partner with check-the-box consultants.

In stark contrast, Embracing Equity provides a unique **ecosystem approach** necessary to breakthrough systems of oppression and move towards real action steps and progress represented in:

Individual Learning

We equip partners with the knowledge and practice needed to analyze oppressive structures and increase self-efficacy to be a change agent.

Interpersonal Actions

At its core, equity work is community building. We foster a learning community that equips partners to recognize inequities when they encounter them and do something about them.

Institutional Transformation

Liberatory environments require systemic and cultural commitments to justice. We partner with organizations to bridge personal development and systemic change. We empower the leaders to redefine leadership with equity at the center and equip them to transform their organizational structures, policies, and procedures to best reflect

their community’s values and what’s needed on the ground in their unique context.

Embracing Equity in New Mexico

Embracing Equity collaborates and partners with local individuals, communities, and organizations to create schools where all children thrive ...not just survive. We must do this work together with communities to foster more authentic spaces where every child and family can feel truly seen, valued, and embraced.

In doing this equity work across the state,

we have seen true transformation in practice, building knowledge around equity and community building that all center on our young ones’ ability to flourish.

Our work in New Mexico is making

an impact as seen by our New Mexico-specific outcomes. After engaging with Embracing Equity programs:

- ✱ 90% of our partners are better equipped to identify micro/macro aggressions and race-related incidents.
- ✱ 92% are better equipped to talk about the ways in which their social identities intersect with power.
- ✱ 92% are better equipped to talk about systemic racism and systems of oppression.
- ✱ 98% are better equipped to talk about their role in perpetuating or resisting systemic racism.
- ✱ 90% are better equipped to take action in response to micro/macro aggressions and race-related incidents.
- ✱ 100% report implementing their learnings within the first three months!

To-date we have supported over 230 participants

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Mandarin Dual Language Immersion Educators Talk Pedagogy: Creating Community Across SoCal Districts

by Soomin Chao, Ed.D.,—Project Director Multilingual Academic Support (MAS) Unit, Los Angeles County Office of Education and Natasha Neumann, Ed.D.,—Assistant Professor Educational Leadership and Administration, California Polytechnic University San Luis Obispo

It was so early that the morning fog had not yet broken, and there was still dew on the ground. School was out for the summer, and days later Mandarin Dual Language Immersion (DLI) Program teachers and administrators arrived for professional development. As teachers filed in, some of them 20 minutes early after a two-hour commute, you could hear the excitement and anticipation in conversations taking place in Mandarin and in English. Many of them had never met in person at an event specifically addressing their Mandarin DLI programs. This was the first event facilitated by the Multilingual Academic Support (MAS) Unit at the Los Angeles County Office of Education (LACOE) to bring together and celebrate Mandarin DLI teachers and administrators for a day to share pedagogical ideas specific to the nuances of teaching and learning in schools and districts with Mandarin programs.



Teachers and administrators from Mandarin DLI programs were excited to participate in this inaugural event.

conversations facilitated by County administrators and consultants.

The day's agenda consisted of a foundational grounding in several research-based works, including the Guiding Principles of Dual Language Education, 3rd ed. (Howard et. al, 2017) a document published by the Center for Applied Linguistics and authored through the National Clearinghouse for English Language Acquisition, and the California English Learner Roadmap Policy, state board-approved guidance issued by the state of California to guide Local Educational Agencies (LEAs) on “welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools (CA English Learner Roadmap, 2017). Particularly impactful conversations took place between attendees focused on strand six of the Guiding Principles on the importance of cultivating effective

family and community engagement with schools when creating and growing programs. This idea also created opportunities for reflection around the EL Roadmap's first Principle, an assets-based and needs-responsive approach to dual language programs. Dr. Nancy Hong, Director of Dual Language Immersion and Magnet Programs for Glendale Unified School District and a consultant for the MAS Unit shared, “these are opportunities to learn and take something back to our school or district communities to improve our practices, but they are also ways to make connections and network with others doing the work. I often share that I've met some amazing colleagues at different events, and even though we may be thousands of

Description of the Day

On June 7, 2023, the MAS Unit at LACOE hosted a full-day summer institute for teachers, principals, and district administrators of Mandarin Dual Language Immersion Programs. The energy and excitement were palpable at this inaugural convening of Mandarin dual language educators across 3 regional counties, 18 districts, and 2 local institutions of higher education in Southern California supporting bilingual credentialing programs. Attendees, from fledgling preservice teachers to seasoned Mandarin bilingual educators to assistant superintendents of unified school districts charged with creating and expanding programs, contributed to the diversity of perspectives on the topic and the robust

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Experiential learning opportunities included language and arts experiences unique to Chinese culture.

miles apart, we can access each other for support, to ask questions, and the best, to collaborate on projects together.”

Judy Ho and Tina Chan, current teachers of a Mandarin DLI program in South Pasadena Unified School District, partnered with the county as consultants in designing the day. Both expressed the desire and need to bring together a Mandarin DLI community of practice. They shared pre-recorded testimonials of Mandarin DLI parents.

A mother who is a native speaker of Mandarin shared that she intentionally sought out the program to develop her daughter’s academic level of Mandarin and an appreciation for the culture. Additionally, a mother of Chinese heritage not fluent in Mandarin shared her regret in not

learning Mandarin as a child and her hopes that her boys will develop an academic level of Mandarin and a love of the culture. Finally, a Chinese non-heritage and native English-speaking mother shared her desire for her children to acquire Mandarin to communicate and participate within the community and beyond.

What the participants said...

At the conclusion of the day, we were very interested in learning what our teachers and administrators thought about our inaugural day together discussing the pedagogy, leadership, and nuances of Mandarin dual language immersion programs. Participants were asked to respond to a Likert scale statement: “I identified ways in which I can apply knowledge gained from this session to my school/district context.” 24 out of 27 responses marked *Strongly Agree* while the remaining participants marked *Agree*.

Participants were also invited to provide feedback on their experiences from the day, and here were some of their responses:

Open-Ended Survey Prompts	Responses from Participants
<p><i>Briefly list the most relevant and useful skills and/or knowledge you acquired from this session.</i></p> <p><i>The main themes which emerged from this prompt were reading, writing, and speaking strategies in the target language of Mandarin.</i></p>	<ul style="list-style-type: none"> ● “I like the examples/ videos of other teachers showing how they teach speaking, reading, and writing.” ● “I truly loved this PD! This is probably one of the best presentations I’ve been to with practical information that I can take away and use back in my classroom.” ● “Sharing technologies and hands-on ideas...” ● “Inspiration...”
<p><i>What other information related to this topic would you like to see addressed in future sessions?</i></p> <p><i>The most prevalent response to this prompt was related to more collaboration, sharing, and networking time.</i></p>	<ul style="list-style-type: none"> ● “More classroom/class sharing...” ● “More sharing time” ● “More collaboration time” ● “More of the same - sharing of ideas and resources” ● “More network planning sessions”
<p><i>More comments from participants:</i></p>	<ul style="list-style-type: none"> ● “Thank you so much for this much needed Mandarin collaboration” ● “Thank you for providing this wealth of knowledge and presenting wonderful and knowledgeable presenters!”





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Pre-Kindergarten, suggests either inadequate implementation of the program model, ineffective language-acquisition instructional practices, and/or capitulation to English-speaking families and their perceived concerns about test scores.

Data Collection

Initial teacher surveys and interviews suggested that staff was not aware that whatever was happening was to the detriment of the 19% of students the program was originally intended to serve. In fact, two survey responses ironically revealed the perception that it was “not fair” to expect native-English speakers to test in Spanish. Classroom observation data showed that students in most classrooms interacted only in English, with no evidence of an expectation for the use of Spanish. Overall there was a lack of evidence of broad implementation of best instructional practices such as oracy, sentence stems, visuals, kinesthetic elements, hands-on experiences, and formative assessment. Student surveys provided interesting data points: 41% indicated that, if they could choose, they would choose to take the Science STAAR in Spanish, and 66% said they would work harder if they knew they were going to do so.

The Challenges

In spring 2022, Becker’s principal expressed enthusiasm about working towards shifting the language of assessment in science. As a former fifth-grade teacher at the school, he had long wanted to make this change and was fully aware of the equity issues involved. He knew that this would entail a change in teachers’ mindsets, as well as an increase in the quality of vertical instruction in Spanish. He also knew the potential for families of native-English speakers to derail this effort. Other challenges included multiple teacher vacancies and the newly redesigned STAAR. The latter resulted in increased pressure from district leadership for campuses to prove they were preparing students for the new format.

Recentering Begins

Objective 1: Staff can explain the significance of dual language for EB students and make a collective commitment regarding equity at the campus and classroom level.

We kicked-off with a day of learning to build a collective understanding of the WHY of TWDL programs. This was an essential starting point because it provided



a common foundational experience to initiate the needed paradigm shift. We began by observing and talking about racist images from the past. We reflected on the sign “WE SERVE WHITES ONLY, NO SPANISH OR MEXICANS”, and on an image of Josefa Segovia, lynched in California in 1851. We learned that historians estimate that between the 1840s and the 1930s 5,000 Mexicans and Mexican Americans in the Southwestern United States were the victims of hate killings. We learned about anti-Latine violence and segregation in Texas, and about the Blackwell School where a teacher held a mock funeral for “Mr. Spanish”. We spoke about how this made us feel, and some shared their personal experiences growing up as Spanish speakers in English-only classrooms. We looked at national trends showing that for the past 50 years, despite the victory of bilingual education, scores

for Hispanic students have lagged significantly behind those of Whites. We learned the origin of dual language and reviewed research showing the positive outcomes of TWDL programs for EB students in reading, math, and science. We spent time processing and writing about the significance of TWDL for our EB students at Becker.

During a second day of learning, the staff looked at campus data through an equity lens and engaged in powerful conversations about what equity looks like in the classroom. Teachers collectively generated a list of strategies that included elevating Spanish, oracy, structured conversations, sentence stems, student goal setting, cooperative learning, cross-disciplinary projects, and the use of culturally sustaining literature. In small groups, teachers drafted a campus commitment to equity, and then each person wrote their own personal commitment to equity in the classroom.

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Josefa Segovia was the first and only woman to be hanged in California.

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Aligning the Language of Instruction with the Language of Assessment

Objective 2: A majority of fifth graders will be prepared for and take the Science STAAR in the language of instruction by spring 2025.

Thanks to the transfer of knowledge that occurs in bilingual brains, TWDL students should theoretically be able to assess in either language (especially when given opportunities to make cross-linguistic connections). However, in this case the misalignment between the language of instruction and the language of assessment was not occurring by design. Rather it was an unfortunate consequence of a lack of high-quality instruction, the pervasiveness of English during Spanish instructional time, deference to the majority native-English speakers, and a lack of awareness of the inequity of these practices.

The sentiment from teachers and administrators was that a shift to Spanish assessment would inevitably lead to low scores. In an attempt to persuade teachers and assuage administrators' unease, I researched and conveyed the information that a low Science STAAR score has no impact on a student's chances of being accepted into a middle school magnet program, nor does it impact a student's ability to choose advanced middle school courses. I also reminded teachers and administrators that *not* receiving quality instruction in Science in Spanish could negatively affect students' chances for success in the district's secondary dual language program.

In Fall 2022, the principal came to the decision that all fifth-grade students, with a few exceptions, would take the Science STAAR in Spanish. Teachers were onboard, and a plan was made to devote a weekly meeting to plan for implementation of best practices during science instructional time. A date was set for a Zoom meeting with families to explain the decision. At the last moment, the meeting was canceled, and after consulting with his supervisor, the principal backtracked. His anxiety over potentially low scores and parent and district pushback was palpable. He eventually

crafted a compromise: he asked teachers to select a few students to assess in Spanish based on benchmark data and classroom performance.

In Spring 2023 eleven fifth graders (19%) took the Science STAAR in Spanish. Although fewer than we initially hoped for, this percentage represents an important positive change. As administrators and teachers continue to grow their awareness of equity issues and work to improve instruction, we foresee that the number of students assessing successfully in Spanish will rise in the coming years. We also trust that this will catalyze efforts to improve instruction across grade levels.



Understanding the "why" of TDWL included a review of racist practices at the Blackwell School in Marfa, TX.

Next Steps

Recentering EBs at Becker Elementary is a long-term effort. The following action items have been identified to keep the momentum going:

- ⊗ Ensure that each year all staff are able to explain the significance of TWDL for EB students.
- ⊗ Create equitable classrooms through ongoing job-embedded professional learning.
- ⊗ Frame classroom informal feedback through an equity lens.
- ⊗ Elevate the status of Spanish on the campus and in the classroom.
- ⊗ Dedicate one weekly equity-focused team meeting to science for 3rd-5th grades.
- ⊗ Record the percentage of students testing in Spanish each year in order to track progress.

Conclusion

The work to recenter Emergent Bilingual students at Becker Elementary has just begun. I am confident that courageous leadership will continue to move equity to the forefront of the school's decisions through deep reflection, collective commitment, building teacher capacity, and aligning the language of assessment to the language of instruction. This effort will give *all* students the opportunity to thrive.





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Family and Community Institute



Powwow



Schedule-at-a-Glance

Wednesday, November 8th

- 6:30 a.m. – 2:30 p.m. School Visits*
- 8:30 a.m. – 3:00 p.m. Pre-Conference Institutes*
- 12:00 p.m. – 5:00 p.m. Early Check-In
- 1:00 p.m. – 5:00 p.m. Exhibits Open
- 5:30 p.m. – 7:00 p.m. Opening Session (Live Stream)
- 7:00 p.m. – 8:30 p.m. Opening Reception & Night at the Exhibits

Thursday, November 9th

- 7:30 a.m. – 3:30 p.m. Check-In
- 8:00 a.m. – 5:00 p.m. Exhibits & Career Fair
- 9:10 a.m. – 2:50 p.m. Concurrent Sessions
- 12: 15 p.m. – 1:15 p.m. Networking Luncheon
- 3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
- 7:30 p.m. – 10:30 p.m. Conference Fundraiser/Dance

Friday, November 10th

- 7:30 a.m. – 11:30 a.m. Check-In
- 8:00 a.m. – 5:00 p.m. Exhibits & Career Fair
- 9:10 a.m. – 2:50 p.m. Concurrent Sessions
- 12: 15 p.m. – 1:15 p.m. Networking Luncheon
- 3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
- 3:30 p.m. – 11:00 p.m. Powwow
- 8:30 a.m. – 3:00 p.m. Student Leadership Institute & Family/Community Institute
- 7:00 p.m. - 9:30 p.m. – Musical Peña

Saturday, November 11th

- 7:45 a.m. – 9:00 a.m. Breakfast with an Expert
- 9:10 a.m. – 12:15 p.m. Concurrent Sessions
- 11:30 a.m. – 12:00 p.m. Closing

*Indicates ticketed event.

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we are not respecting the learning community of “young scientists” or “junior mathematicians” we are creating. This kind of exploration of ideas often engages students in conversation that forms kinship with their peers and can provide the teacher with an early look into the students’ metacognition. Amplifying student voices untranslated into the dominant dialect, regionality, or language sends a very strong message to the students that we are all in this together and we need to hear from you.



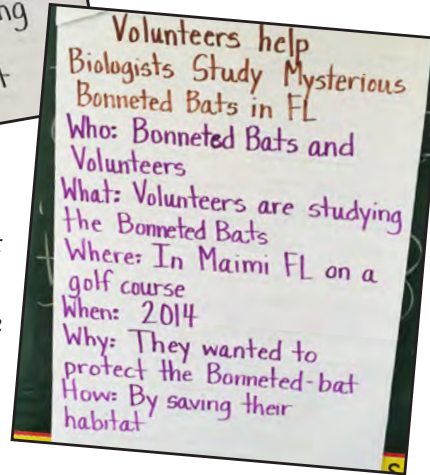
Project GLAD®’s many strategies amplify students’ voices, support them in accessing their prior knowledge and experiences, and provide them with the skills and confidence to wrestle with new concepts.

Once students become comfortable wrestling with and discussing new concepts, GLAD® encourages students to start building upon their existing prior knowledge with help from the Inquiry Chart. With a freshly lowered affective filter, students are ready to become experts in the content. They can do this via Pictorial Input Charts, a Cognitive Content Dictionary, Narrative Input Charts, Comparative Input Charts, Expert Groups, and more. These processes not only build a linguistic repertoire for students but also curate a variety of resources to fuel student thinking throughout the duration of the unit. As students learn to reference the charts around them, they are gaining experience in how to utilize educational resources and cite the current research, while also thinking analytically about how different facts are correlated and connected to bring about new and unique perspectives and ideas.

Nothing brought me more joy as a teacher than giving my students “the signal word” and watching them intrinsically recite the definition back to me in a chorus of expertise, typically, a definition that they created themselves through the work of the Cognitive Content Dictionary. Rather than being given a definition to the word, the students themselves made predictions,

deciphered the meaning, and came up with the hand motions to go along with the words in a brilliant display of comprehension. When we afford these opportunities for multilingual learners, we are changing internalized notions of self that have been largely shaped by the sociopolitical landscape. We are telling our culturally and linguistically diverse students that they are scholars, investigators, and brilliant analysts of literature. Academic success is not getting the right

question on a test, it’s using critical-thinking skills to ask “why”. No matter the complexity of a topic, GLAD® creates an environment in which information is easily accessible to students.



Through GLAD®, we are developing confident leaders who will become agents of change. When we offer rigorous content to students in this way, we are telling them that we know they are capable of synthesizing this information and making it their own. As students engage in this collective effort, they are capturing knowledge that will live in their hearts forever.

For more information about OCDE Project GLAD® and Dual Language Education of New Mexico’s role as a Regional Training Center, please visit <https://www.dlenm.org/what-we-do/instructional-support-and-resources/ocde-project-glad>.





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and a total of 84 organizations in their equity and anti-racism journeys. Our Teaching for Equity micro-credential has been piloted by the University of New Mexico (UNM), UNM Taos, Central New Mexico Community College (CNM), and Southwestern Indian Polytechnic Institute (SIPI) with around 33 pre-service educators. All of the partners we serve share our core values around championing racial equity as a lever for systemic change.

Below is a snapshot of some of our New Mexico partners:

Albuquerque Public Schools
 Central New Mexico
 Community College
 NM Escuela Del Sol Montessori
 Explora Science Center
 and Children's Museum of
 Albuquerque
 First Born New Mexico
 Future Focused Education
 Indigenous Montessori Institute
 Keres Children's Learning
 Center (KCLC)
 DLeNM's La Cosecha Dual
 Language Conference
 Los Alamos National Lab Foundation
 New Mexico Perinatal Collaborative
 New Mexico Public Education Department
 (NMPED)
 Project ECHO - Univ of New Mexico
 Santa Fe Community College
 San Juan Community College
 Southwestern Indian Polytechnic Institute
 University of New Mexico
 University of New Mexico - Taos
 W. K. Kellogg Foundation

New Mexico, now is our moment to do better by our children! With the passing of so many damaging laws recently – removing affirmative action in higher education, stripping freedoms

from our queer community, and rejecting student debt-loan forgiveness – we see this reality as a war on young people of color time and time again. Are we not tired of the same harmful outcomes? New Mexico is making strides to uphold equity and now more action is needed. My motivation is my daughter and my dream for an equitable world for her to live in, starting right here at home, in the land of enchantment. I know

it takes more than just saying it, we must be in solidarity with combating racism and inequity.

We at Embracing Equity are fighting the good fight, which requires community and partnership, so we call on you to join us in creating equitable transformation across our beautiful state. Please visit our website (embracingequity.org) to learn more about our programs and offerings. We are actively planning for next year's cohorts, so please join our email list at <https://embracingequity.org/nm-cohorts/embracing-equity-cohort> to stay in touch!



Embracing Equity utilizes a holistic approach to build a culture of belonging in which everyone's approaches and points of view matter.



Presentations like this introduce participants to Embracing Equity's comprehensive education initiatives.

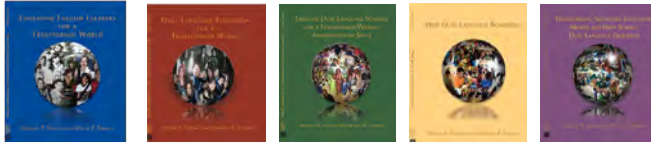
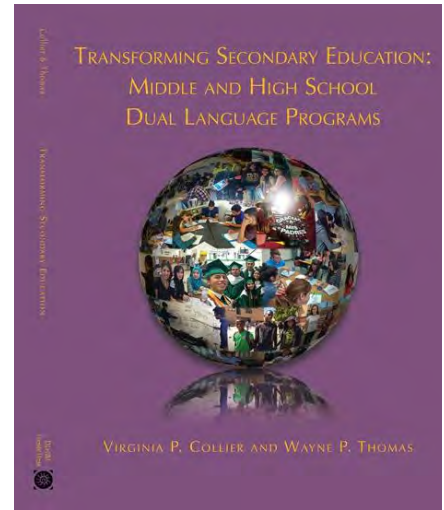
Transforming Secondary Education: Middle and High School Guidance

Dual Language Education Legacy Series by Drs. Virginia Collier and Wayne Thomas

In the fifth and most recent book in their Legacy Series, *Transforming Secondary Education: Middle and High School Dual Language Programs*, Drs. Virginia Collier and Wayne Thomas have compiled a comprehensive collection of articles that provide guidance on what works well in secondary dual language education, what challenges might occur, and what new approaches others have taken to address those challenges. Each chapter includes a brief introduction written by Collier and Thomas that provides context for the research, insight, and guidance from secondary educators representing multiple states and differing circumstances. Readers who are new to the idea of dual language schooling, those preparing to expand their program to the secondary level, and experienced secondary dual language educators will all find useful information and compelling insight.

“The focus for guidance on the systemic, academic, and socio-emotional elements needed for the middle school and high school levels is loud and clear, and as always, Collier and Thomas have stepped in to offer a clear look at what it takes to create successful and sustainable programs! Kudos for offering this focus!”

Jan Gustafson Corea, former Executive Officer and current Senior Consultant, California Association for Bilingual Education



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Drs. Collier and Thomas outline the many reasons why dual language education is the key to preparing our students for a transformed world.

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Context for Mandarin DLI in California

As California educators seek innovative ways to serve their multilingual students, dual language immersion (DLI) programs are growing in number across the state and within Los Angeles County. Specifically, Mandarin dual language immersion programs are expanding across the county as districts and communities see the benefit of cross-cultural and cross-linguistic learning that happens when native Mandarin-speaking students and native English-speaking students are partnered together to learn each other's language and culture while also learning content in each other's language. The Los Angeles County Office of Education, Multilingual Academic Support (MAS) Unit sees itself as a foundational partner in supporting and fostering the development of Mandarin DLI programs.

The number of Mandarin speakers in Los Angeles County is growing. In 2021, Los Angeles had a population of 9,309,771. Out of the over 9 million residents of L.A. County, 5 million speak a language other than English (Los Angeles Almanac, 2021). According to the Los Angeles Almanac with compiled U.S. Census Data from 2021, there are 536,430 Chinese speakers (including Mandarin and Cantonese) comprising 3.06% of the population in the city of Los Angeles.

Compare these numbers with the 2000 census which reported 400,000 Chinese speakers residing in Los Angeles. These numbers are larger at the Los Angeles County level, which is the area served by the Los Angeles County Office of Education.

As the number of Mandarin speaking students increases in the county, so does the growth of Mandarin DLI programs as districts strive to best serve their students. According to the

self-reported information on the website titled Mandarin Immersion Parents Council there were 13 schools in Los Angeles County with Mandarin dual language immersion programs started between school years 2007-08 and 2016-17—a ten-year span. Between school years 2017-18 and 2022-23, a six-year span, there were 17 additional Mandarin dual language immersion programs started at individual school sites in Los Angeles County. As of publication date of this article, the authors are aware of two additional school sites with Mandarin dual immersion programs not listed in the Mandarin Immersion Parents Council site. Tracking the number of Mandarin dual language immersion programs as well as any other dual language immersion program in languages other than Mandarin is a challenge. In one recent effort to understand the growth of DLI programs across the U.S., Greg Roberts, the Director of Dual Language Studies at the American Councils Research Center (ARC) reported there were 312

Chinese programs in the U.S. in 2021. While there are around 30 Chinese programs in L.A. County, according to the Mandarin Immersion Parents Council website, there are about 100 additional Chinese DLI programs in California.

The implementation of new Mandarin DLI programs also has implications for the demand for teachers who hold a Mandarin bilingual teaching authorization from the California

Commission on Teacher Credentialing (CTC) and who are able to fill new teacher openings. As new programs are started at schools, districts must also recruit teachers with the appropriate Mandarin credentials. Further, there are only a handful of universities in the Los Angeles area that prepare and recommend credentials for the Mandarin or Cantonese bilingual authorization. While the demand for Mandarin DLI programs grows, so

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Teachers, site principals, and superintendents of districts learn together about incorporating tactile and kinesthetic learning experiences.

does the need for credentialed and prepared teachers and administrators. A potential lever in the development of Mandarin DLI programs is the county office of education.

Why is this day worth writing about?

This day in early June 2023 was the first of its kind as we at the MAS Unit within the Los Angeles County Office of Education level responded to a needs survey for countywide dual language immersion programs shared in January of 2022. Teachers and leaders of Mandarin DLI

programs expressed a desire for collaboration and learning around their own unique programs. As Mandarin DLI programs are growing, so is the need for collaborative spaces for teachers and administrators to share strategies, experiences and knowledge to best support students in these programs. We have more professional learning spaces planned for the 2023-24 academic year and look forward to growing our network of Mandarin DLI educators.



Administrators, teachers, and presenters at LACOE MAS Mandarin DLI Institute at the Huntington Library on June 7, 2023.

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▣ WIDA ANNUAL CONFERENCE—**ADELANTE WITH A MULTILINGUAL MINDSET:** October 17-20, 2023, in Milwaukee, WI. For more information and to register, visit www.wida.wisc.us.

▣ TEXAS ASSOCIATION FOR BILINGUAL EDUCATION (TABE) CONFERENCE 2022—**51ST ANNUAL CONFERENCE:** October 18-21, 2023 in McAllen, TX. For more information, please visit www.tabe.org.

▣ HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES (HACU)—**37TH ANNUAL CONFERENCE:** October 28-30, 2023 at the Hilton Chicago, Chicago, IL. For more information, visit www.hacu.net.

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