



Winter 2022

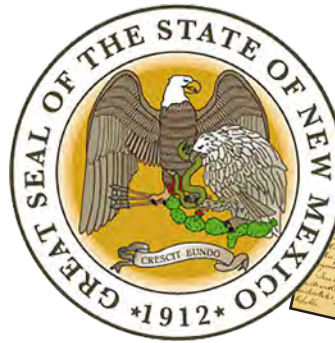
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Promising Practices from the Field

Reclaiming the Narrative: Centering Bilingual Multicultural Education as a Cultural and Linguistic Right

by Elisabeth Valenzuela, Ph.D.—Assistant Professor Bilingual/TESOL Education, and Adrian I. Sandoval—Director, Center for the Education and Study of Diverse Populations, New Mexico Highlands University

On March 4, 2023, New Mexico will commemorate the 50th anniversary of the Bilingual Multicultural Education Act of 1973. For bilingual/multilingual educators, students, families, and communities across New Mexico, 2023 should be a time to celebrate the fortitude of bilingual multicultural education programs over the last five decades. It should also be a time to reflect on our collective and courageous efforts to preserve the cultures and languages of this region despite many efforts to eradicate them. Indeed, it is an invitation to recognize the struggle and resiliency of our



The New Mexico State Seal and the Treaty of Guadalupe Hidalgo

Indigenous and Hispanx/Chicanx communities and political leaders that, despite the efforts to frame bilingual education as a remedial and transitional program, persisted in their commitment to bilingual multicultural education while centering New Mexico's languages, cultures, and histories at the core.

New Mexico's commitment to bilingual multicultural education did not start in 1973. On the contrary, since before 1912 New Mexican leaders and communities have struggled to

assert their cultural and linguistic rights. Article 12, section 8 of the New Mexico Constitution underscores the need for all teachers to be bilingual. Furthermore, in 1915 a mandate that called for the implementation of bilingual education in school districts with 50% or more Hispanic students was introduced by Senator

Sena of San Miguel County. Since the 1960's, New Mexico has led the way in the implementation of bilingual education programs—the Pecos Project (1963), the Maintenance Bilingual Program (West Las Vegas, 1965), and the Dual Language Program (Las Cruces, 1967-1980) (Blum Martínez & Habermann López, 2020).

In *The Shoulders We Stand On: A History of Bilingual Education In New Mexico* (2020), Blum Martínez delineates the three key policies that lead to the 1973 Bilingual Multicultural Education Law (Act). The first was the Bilingual Policy Statement (1967), written by Henry Pascual. It was a one-page document that outlined the advantages of being bilingual and multicultural. The approval of this policy by the State Board of Education helped establish the Division of Bilingual Education, which was charged with supporting local schools in the creation and implementation of programs for bilingual students.

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Lecciones en canciones

por Mariela Contreras—Maestra de sexto grado, Escuela Primaria Chula Vista Learning Community Charter, Distrito de Chula Vista, Chula Vista, CA

Al entrar a nuestro salón de sexto grado de doble inmersión, se siente el enfoque y el entusiasmo, donde puedes escuchar los puentes lingüísticos que se construyen con cada conversación. Una mezcla de palabras en inglés y en español llenan el aire de bilingüismo.

-Maestra, ¿puede poner las canciones de ciencia mientras trabajamos?-

pregunta Angélica.

-Claro que sí- le contesto con una sonrisa.

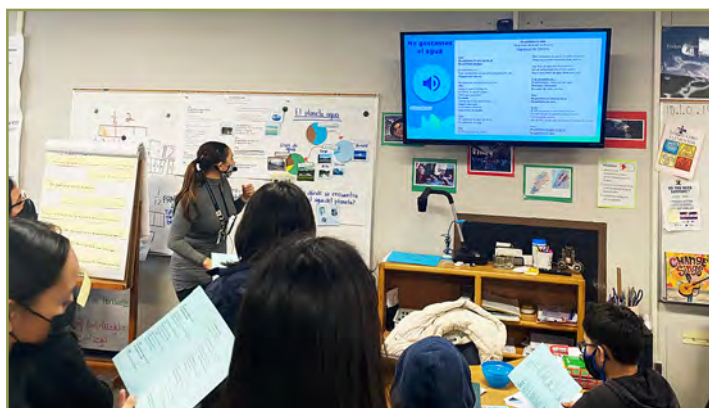
-¿Qué canción de ciencia quieren escuchar? - le pregunto a toda la clase.

-¡**Todas!** - Gritan mis estudiantes como coro unido.

La música es una parte fundamental de mi ideología como maestra de doble inmersión de primaria. Mi ideología directamente impacta la práctica en mi salón (Alfaro, 2019). Recuerdo las canciones de mi infancia y su gran contribución a mi desarrollo lingüístico en inglés y en español. Fue a través de la música que aprendí el alfabeto, los números y hasta algunas reglas de gramática. Ha sido fácil recordar y retener la información atada a melodías repetitivas y rítmicas de esas canciones. La música continúa regalándonos mensajes y lecciones sin importar nuestra edad. Como músico y maestra de primaria, considero que la música en nuestros salones es un componente crítico que brinda muchos beneficios para nuestros estudiantes y para nosotros como educadores.

He tenido la oportunidad de compartir mi amor por la música en una escuela de doble inmersión que se encuentra a ocho millas de distancia de la frontera con México. El 95% de nuestros alumnos se consideran hispanos/os o latinos/os. Nuestros estudiantes aprenden en español la mitad del día y en inglés la otra mitad. El uso de la música en nuestras lecciones y en nuestro salón inspira el aprendizaje y la creatividad de nuestros estudiantes. He visto como la música

apoya la retención y la comprensión del contenido, la adquisición del lenguaje, y la pronunciación del vocabulario académico. Específicamente, he visto como el ritmo y las melodías repetitivas en la música apoyan la fluidez y la pronunciación de las palabras académicas que, a veces, pueden ser largas o difíciles de pronunciar.



Maestra Contreras, junto con sus alumnos, revisa vocabulario y contenido académico por medio de la música.

He tenido el honor de ser parte del desarrollo académico del mismo grupo de estudiantes dos años consecutivos. Ahora que están en sexto grado, recuerdan las canciones que aprendimos el año pasado y piden escucharlas cada semana. Escuchan las primeras notas del acordeón de la canción

titulada, *La materia*, una adaptación de la famosa canción, *La Chona* interpretada originalmente por nuestros vecinos musicales transfronterizos, Los Tucanes de Tijuana. Se puede ver la inspiración y la seguridad con la que nuestros estudiantes se preparan para cantar. Abandonan sus asientos y con prisa buscan a sus compañeras/os para cantar la canción en dueto. Empiezan a bailar y a cantar juntos:

*“Contaré la historia de lo que llamo materia,
diario yo la encuentro donde menos se le espera,
diario yo la encuentro donde menos se le espera.
Los científicos dicen que dentro de ella están,
muy pequeñas cosas llamadas partículas”.*

La melodía de la canción es familiar y popular para nuestros estudiantes. La reconocen por que suena en la radio, en las plataformas de música que frecuentan, en sus contextos familiares y, en los bautizos, quinceañeras, bodas y fiestas que atienden los fines de semana. Una canción que se considera por algunas personas un himno en la región en donde se ubica nuestra escuela.

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Al ritmo de nuestra cultura

Junto a la maestra Karina Pérez, esta canción se eligió con la intención de establecer una conexión cultural entre nuestros alumnos y el contenido de nuestra lección. Se sabe que nuestros estudiantes tienden a conectarse más cuando consideramos su cultura como inspiración para nuestras lecciones (Paris y Alim, 2017). Al incluir una canción como *La Chona* en nuestra lección, invitamos directamente a que su cultura forme parte de nuestra fiesta académica. Esto logra establecer un lugar de importancia y reconocimiento a su cultura y a su identidad en nuestro salón. Al considerar la rica cultura de nuestros estudiantes para seleccionar las canciones, también estamos creando un espacio para que nuestros estudiantes puedan expresar su repertorio lingüístico de una manera creativa (Alfaro y Bartolomé, 2018).

Algunos de nuestros alumnos han expresado lo difícil que es cantar la canción con su letra original durante sus compromisos personales, ya que tienen la letra que adaptamos grabada en sus mentes. Esto muestra el impacto y los beneficios que pueden tener nuestras lecciones fuera del salón cuando enseñamos el contenido con música que está atada a su entorno cultural.

Compositores de lecciones musicales

En la educación, somos creadores y escritores de lecciones que inspiran a nuestros estudiantes. Cuando creamos las lecciones usando música, nos convertimos en compositores musicales de nuestras lecciones. Aprender con música se puede considerar una forma de translenguaje porque le damos la oportunidad a nuestros estudiantes de expresarse creativamente y practicar el idioma mientras consumen el contenido a través de una canción (Alfaro y Bartolomé, 2018). También contribuimos al capital lingüístico de nuestros estudiantes multilingües porque desarrollamos sus habilidades para aprender el contenido y el vocabulario académico oralmente y de una manera creativa (Alfaro y Bartolomé, 2018). Por lo tanto, es importante considerar los siguientes pasos para empezar a componer lecciones musicales.

Ya que se consideró el entorno cultural de nuestros alumnos para elegir una canción, sigue la identificación del aprendizaje principal y el uso del vocabulario académico correspondiente como base para la adaptación de la letra original. La canción de *La materia* ha sido adaptada para satisfacer el estándar de ciencias físicas de quinto grado (5-

PS1, La materia y sus interacciones). Tiene como enfoque de aprendizaje principal, el movimiento y las propiedades de la materia. El objetivo principal forma parte del coro de la canción ya que ahí es en donde los intérpretes originales de la canción usan la repetición melódica como estrategia para compartir un mensaje repetitivo e importante. Se construyen las rimas y las frases musicales alrededor del vocabulario académico de la lección. El coro de la canción, *La materia* incluye vocabulario académico como *materia, partículas, átomos, elementos, electrones y núcleo*.

Coro:

*La materia se mueve,
las partículas forman,
la materia que tocas,
todo lo que exploras,
y los átomos cambian,
de elemento a elemento,
electrones por fuera y el núcleo por dentro.*

En los versos de la canción se desarrolla más en detalle el concepto de la materia y sus propiedades, todavía considerando el aprendizaje principal y el vocabulario académico de la lección. Los versos de la canción de la materia usan vocabulario académico como, *partícula, átomo, sólido, líquido, gas, y estado*.

Partes de los versos:

*La partícula más pequeña que hoy existe,
Es el átomo, lo más pequeño que hoy existe.
Es el átomo, lo más pequeño que hoy existe.*

*La materia se puede encontrar en tres maneras,
toma forma de sólido, líquido o gas.
toma forma de sólido, líquido o gas.*

*La materia cambia de un estado a estado,
Si calientas algo, la materia cambiará,
Si enfrías algo también, la materia cambiará.*

Este proceso funciona para todos los grados y se puede comenzar de diferentes maneras. Puede empezar eligiendo la canción apropiada para sus alumnos o eligiendo el aprendizaje principal de la lección. También puede ser que el vocabulario académico de la lección inspire un patrón de rimas. Todo depende de lo que funcione mejor para el salón y para el educador. Usualmente se pueden encontrar las versiones instrumentales o en forma karaoke de la canción que elija en cualquier plataforma en donde se escucha música.

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Dual Language Programs and Translanguaging: DLeNM's PD Staff Weighs In

By Dual Language Education of New Mexico's Professional Development Staff

In recent years there has been some debate around translanguaging in the context of dual language education. As an organization, DLeNM believes that it is important to clarify our beliefs concerning this debate, with an emphasis on practical implications for dual language educators. In summary, we believe that the use of translanguaging strategies in a dual language classroom is complex, and that teacher training and expertise should drive its implementation and be based on the specific needs of the students in their classrooms.

Historical Context

When dual language programs were first implemented over 20 years ago, one key guiding principle was the separation of program languages for instruction (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007). Dual language educators found that when teachers taught solely in the target language, with appropriate sheltering techniques, language acquisition for their students was greatly accelerated. The immersion experience provides motivation for language learning and student engagement. In fact, the plethora of positive dual language research outcomes reflect the practice of separating program languages for instruction (Thomas & Collier, 2009, 2012, 2017).

However, because of its importance, it became easy for some DL practitioners to advocate for a “strict” separation of languages which, in some cases, resulted in students being reprimanded for not staying in the target language. This was never the intent of the Guiding Principles (Howard, et al., 2007). The expectation was that the **DL teachers** would maintain the target language in order to provide the immersion learning experience that would result in greater language proficiency for all students. The use of scaffolding and sheltering strategies ensured developing language learners’ comprehension of the lesson and opportunities to

use both program languages. As DL programs have evolved, key researchers and practitioners (Beeman & Urow, 2013; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, & Escamilla, 2014; García & Wei, 2014) have revised this guiding principle to reflect the idea of an “appropriate” separation and the bringing together of the program languages (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018).

Consistent with this new context, the concept of translanguaging has arisen.

Definition

Based on the work of Dr. Ofelia García and her colleagues (García & Wei, 2014; García, Ibarra-Johnson & Seltzer, 2017), translanguaging is when multilinguals use all their unique linguistic assets to process and comprehend information in both academic and social contexts. For example,

in an academic context, students might reflect, discuss, read, and write using their entire linguistic repertoire as they negotiate for meaning. Teachers affirm and leverage these assets as intentional instructional strategies. Therefore, translanguaging is relevant for any classroom with multilingual students, not just those enrolled in a dual language program. When teachers take a “translanguaging stance” and encourage their students to use all their linguistic resources, they are affirming their students’ identities as bilinguals, which in turn, promotes a positive classroom culture, increases student engagement, and ultimately furthers the progress of social justice—a society that celebrates diversity and equity. In fact, Dr. Anna Mendoza, in her blog, *annamend* (*annamend.com*) discusses a study that researched the role intentional translanguaging practices played in an Indigenous language-revitalization program in Peru (Quechua), and found that, “Power is transformed when we grant agency and voice to actors with less valued languages and literacy practices (Hornberger &

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This image first appeared in *Embracing Translanguaging Practices*, an article in the *New Jersey Speech-Language-Hearing Association (NJSLHA) newsletter, VOICES*.





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Skilton-Sylvester, 2000), while positioning everyone as a legitimate user of all the languages and literacy practices” (Mendoza, 2021). The teacher in that study said the following: “I am now convinced that this (translanguaging) is the only possible strategy because this way everybody participates” (Zavala, 2015). Mendoza goes on to say, “the use of both languages oiled classroom interactions to increase inclusion, participation, motivation, and understanding of pupils in a ‘safe’ learning environment of mutual respect where everyone [can] feel part of a community of legitimate Quechua speakers and become more aware of the language” (p. 9). Translanguaging went from being “a last resort” to a conscious strategy to include and involve all of her students (2021).

Positive Implications for DL Bilingual Education Programs

For students enrolled in a dual language program, translanguaging has many positive implications for curriculum and instruction, and aligns particularly well with the third goal of dual language bilingual education programs—all students will demonstrate socio-cultural competence (identity development, cross-cultural competency, multicultural appreciation, and critical consciousness). In *Reframing Language Allocation Policy in Dual Language Bilingual Education* (Sánchez, García, & Solorza, 2017), the authors present a framework that includes separate instructional spaces: one space for the use of English and a separate space for the use of the language other than English (LOTE). Within each of these spaces, there are translanguaging rings and connections to translanguaging documentation and transformation, which will be discussed below.

Translanguaging Documentation and Translanguaging Rings

Translanguaging documentation focuses on DL teachers having a deep, holistic understanding of their emergent bilingual students’ content knowledge, linguistic performances, and use of translanguaging. This deep understanding requires appropriate data from valid assessments of emergent bilinguals, such as those recommended in *Biliteracy from the Start* (Escamilla, et al, 2014) and the Assessment Strand of *The Guiding Principles of Dual Language Education* (Howard, et al, 2018). These recommended assessments reflect the students’ true use of their linguistic repertoire and have not been completed or analyzed in program language isolation. Sánchez, García, & Solorza

(2017) present an example of translanguaging documentation in which a DL teacher does a read aloud of an English-language book to her entire class. Later, she leads a small guided-reading group where she encourages the students to discuss the reading and take notes using their entire linguistic repertoire. The DL teacher carefully observes the discussion and note taking and documents what she sees. This translanguaging documentation can then be used to plan student-specific translanguaging rings, e.g., supports and scaffolds in both the English-language instructional space and the partner-language, or LOTE instructional space. What makes these translanguaging rings different from scaffolds and supports that have historically been used in DL bilingual classrooms (e.g., pictures, gestures, sentence frames), is the use of the students’ home language, when needed. One example is that of Carlos, a student who has recently arrived from El Salvador and placed in a DL 4th-grade classroom. The class is reading *Holes* (Sachar, 1998) in English. Based on the teacher’s documentation of his use of English and Spanish, Carlos has been given a Spanish-language version of the novel and tasked with comparing an identified paragraph from the Spanish-language version to the English-language version. The intentional use of the student’s home language will allow Carlos a deeper understanding of the novel while developing his cross-linguistic awareness. The connection between translanguaging documentation and the specific translanguaging rings planned by the teacher is the opportunity for differentiation; the rings are specific to the needs of each student.

Translanguaging Transformation

The translanguaging transformation space involves the intentional bringing together of the two program languages for “critical metalinguistic analysis, to develop creative language users, and to promote students’ criticality” (Sánchez, García, & Solorza, 2017). These purposes are similar to the description of Exemplary Practice for Key Point B of the Instruction Strand of the Guiding Principles for Dual Language Education (2018) which says, “There is consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production”. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages

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GISD Maximizes the Keys to Multilingual Learners' Success with CLAVES™

*by Esmeralda Sanxter—District Bilingual Instructional Specialist,
Gadsden Independent School District, Gadsden, NM*

Gadsden Independent School District (GISD) is located in southern New Mexico. It is the fourth largest district in the state with 16 elementary schools, 3 middle schools and 5 high schools. Our district is large and has a very rural feel thanks to the area it covers. It is composed of many small communities, from Mesquite in the north to Sunland Park in the South, and from Chaparral in the east to La Mesa in the west. We currently have about 12,500 students enrolled from Pre-Kindergarten to 12th grade; approximately 5,500 students (44%) are multilingual learners (ML).

Over the last decade, GISD has taken several steps to change the mindset of teachers, especially at the secondary level. We wanted our teachers to shift the way they referred to our student population, from “those students” and their “bilingual teachers” to “our students” in “our school”. We began in 2006 by implementing the WIDA ELD Standards and offering districtwide professional learning for all teachers focused on language, culture, and instructional strategies we called the ELD Language Academy. Great gains were made in shifting mindsets and expectations, but we began to notice a plateau. Our leadership team knew that we had pockets of greatness across the district, but our challenge was spreading the knowledge in a way that would be consistent and purposeful for our students, while highlighting the wonderful instructional practices that were taking place. Other more widely learned frameworks were suggested, but since our schools had already been doing work toward lesson planning, strategies, assessment, culturally responsive instruction, and more, the decision was made to pursue a framework that would help us build on this work and bring focus to our multilingual students’ needs. In the spring of 2020, we began

our work with Dual Language Education of New Mexico’s instructional frameworks. We decided to implement CLAVES™ in our secondary schools and Project GLAD® in our elementary schools in the fall. Fall of 2020 changed our lives as educators but not the path we were on.



GISD teachers learn about the 8 pathways of the CLAVES™ framework.

We believed that the CLAVES™ (Contextualized Learning for Access, Validation, Equity, and Success) framework would help us get to where we wanted to be. With the COVID-19 pandemic in full swing, we were uncertain of many things, but

we knew that we had to keep moving forward with our instructional focus. As it turned out, for the teachers who participated in the CLAVES™ Building Capacity sessions during this time, it was a blessing. The CLAVES™ framework consisted of eight pathways with instructional strategies that would support multilingual learners in achieving greater academic success. They not only walked away with knowledge of the framework; they also learned new virtual strategies for engaging students in each of the pathways that they could use right away. Although we were faced with the challenge of virtual instruction and online professional learning, we were able to learn, adapt, and continue.

We also held virtual VISITAS™ (Viewing Interactive Sheltered Instruction, Teachers, and Students) and determined that while there is a difference between virtual and in-person learning, addressing the needs of our multilingual learners was never in the spotlight as much as it was at that time. VISITAS™ offers educators in varying roles the opportunity to visit classrooms and watch teacher-directed instruction. Specific “look-fors” representing the 8 pathways were decided upon by the entire staff before the in-class visits. The visits are non-evaluative; visitors simply observe and take note

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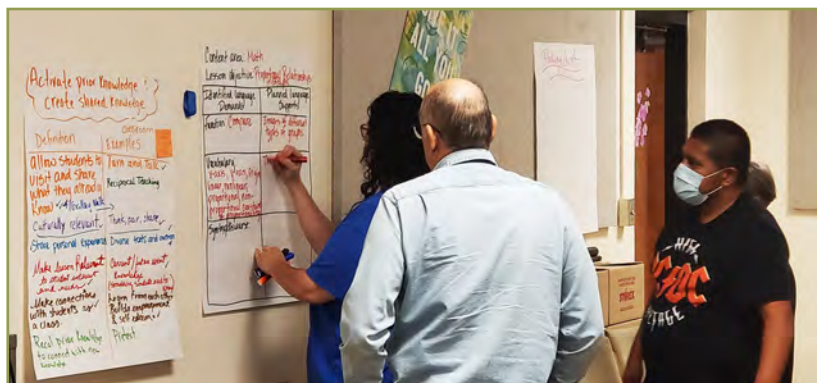
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of what they see on the walls, the interactions with the teacher and between students, and the instructional moves that make up the teaching and learning in each classroom. Later, visitors dump the data—report on what they observed, and, together with the teachers who were observed, look for trends. An additional bonus in our case was that all administrators, directors, instructional specialists, instructional coaches, and our superintendent had the opportunity to participate together virtually. While having leadership team participation is part of the CLAVES™ opportunity no matter the circumstances, the pandemic made it possible to get all of the leadership team in the same “virtual classroom” at the same time. This was particularly helpful to our district because we are so large and spread out, and rarely have this opportunity.

One of the biggest challenges to professional learning in general, is that teachers often view it as one more thing to do. With CLAVES™, teachers have not had that reaction. The overall view of CLAVES™ from GISD teachers has been one of appreciation. Instead of feeling the need to add something new or change what they are doing, they have learned ways to tweak what they already know and make it better. They understand that success begins with using the 8 pathways to plan intentional lessons that are consistent and focused on schoolwide change.

While the CLAVES™ framework is intended to validate students, we have found that, in many ways, it has validated our teachers during a time when they need it most. Like teachers across the country, GISD teachers have experienced the added stress of a rapid shift to online instruction and students struggling academically and socially. A large part of this sense of validation has come from the VISITAS™ process. While we have only had two districtwide VISITAS™ opportunities, the

feedback from teachers has been that they enjoy the process of deciding what they are going to look for during their visits and then have the chance to go into classrooms to see if it is really there. So many times, we have great planning conversations,



Teachers identify the language demands of key math concepts and plan for language supports to ensure that the lessons are comprehensible to their multilingual learners.

but when we return to our classrooms and our students, we're not sure if we accomplished what we discussed. VISITAS™ offered teachers a way to truly see their efforts in action and learn from one another. Initially, teachers were not sure about visiting each other's classrooms due to

negative evaluative experiences. However, after participating in VISITAS™, they have appreciated the opportunity to focus on specific instructional practices and improve them.

Our secondary bilingual and ESL instructional specialists have continued to highlight and emphasize the 8 pathways in observation feedback and make connections between them and other district initiatives that have been implemented since we began learning about CLAVES™. School leaders (administrators, instructional coaches, and lead teachers) have also played a role in this work. We know that change takes time, and that it takes all of us working together to convey the message of the importance of the work being done. We also know that it is not perfect and that there are still areas to focus on, but we are making positive changes to the way we address our multilingual learners.

We have had multiple successes along the way, but one that I would like to highlight is our districtwide approach. While other districts have focused on one or two schools or specific content area teachers receiving the training, we have done things a bit unconventionally. When we began, we selected a few teachers from each campus to participate, largely due to the number of substitutes available, and to achieve districtwide implementation. In the beginning we did not have enough teachers at any one school to carry

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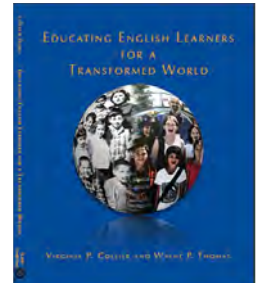
"I didn't get it until I read it..."

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

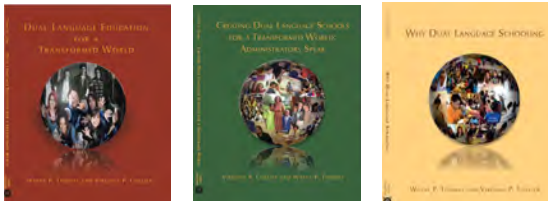
Dual language matters, and if you're looking for a resource that not only connects the 'what' with the 'why' of dual language education, then the legacy series by Drs. Wayne Thomas and Virginia Collier has what you need.

"Bilingual educators throughout the U.S. have always had the burden of proof in demonstrating the benefits of learning a second language and, at the same time, maintaining the richness of a maternal language that nourishes and defines the essence of our cultural identity in this global society. The work of Thomas and Collier has unified and empowered educators and provided us with a common language. This empirical common language, complimented with processes and schemas..., has demonstrated without a doubt the effectiveness of bilingual education, regardless of the sociopolitical matrix that surrounds our field. At the national level, their longitudinal research and data has created an environment to develop additive instructional programs. In our district, this data has been instrumental not only in our move from transitional bilingual education into the dual language program models, but also in the expansion of a program in which two linguistic groups form part of one learning community where each and every student's language and culture are recognized."

Wilma Valero, Former Director, Programs for English Learners, U-46, Elgin, Illinois.

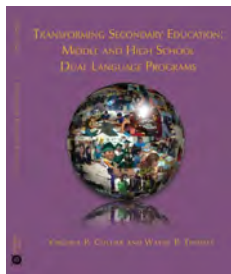


The series starts off with *Educating English Learners for a Transformed World*, a publication that should be read by anyone who is making decisions regarding the design, implementation, and assessment of education programming for English learners.



Dual Language for a Transformed World follows and makes the case for dual language education to become the standard for all schools. The third book in the series, *Administrators Speak* is a must read for administrators and school leaders. Leaders from around the country share challenges, best practices, and celebrate the success of their dual language programs.

The fourth book in this series, *Why Dual Language Schooling*, was written for families, boards of education, and business and community members who seek to understand the exciting promise of K-12 dual language education. The final book in this series, *Transforming Secondary Education*, features authors representing secondary dual language programs across the United States. They share insights, considerations, and successes—an invaluable resource for schools and districts that are preparing to expand their program to the secondary level.



"The research of Dr. Wayne Thomas and Dr. Virginia Collier has opened the eyes of many educators, policy makers, and the community at large about the long-term effects of dual language education... Their work is also powerful for promoting the development of students' native language, second language, and academic achievement."

Rossana Boyd, Ph.D., Director, Bilingual/ESL Teacher Certification Programs—University of North Texas; Past President—National Association for Bilingual Education

The legacy series by Drs. Virginia Collier and Wayne Thomas is published by Fuente Press and available for purchase at www.dlenm.org.



Drs. Virginia Collier and Wayne Thomas are internationally known for their research on long-term school effectiveness for culturally and linguistically diverse students. Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology and Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education, both at George Mason University. Their research on dual language education is perhaps the most well-known across the United States. Their longitudinal studies of student achievement in various types of educational programs for English learners are considered seminal work in the field.



For more information, scan the QR code or visit www.DLeNM.org today!



Dual Language Learners in Early Childhood Education and the Science of Reading

by Martha Hernández—Executive Director, and
Shelly Spiegel-Coleman—Strategic Advisor, Californians Together

The National Committee for Effective Literacy (NCEL) was formed to uplift research, policies, and practices to ensure that English learner (EL)/ emergent bilingual (EB) students leave school as proficient readers and writers in English, and preferably more languages, and who thrive and succeed in school and their communities. The committee calls for literacy instruction that recognizes, honors, and leverages dual language brains and builds on the considerable research and knowledge base about what constitutes effective literacy instruction for English learners. It calls for federal and state leadership and investment in effective literacy instruction and in the teachers, curriculum, and resources needed to support the instruction that EL/EBs need.

Effective literacy education for EL/EB students is an urgent achievement and equity issue impacting well over five million students in the nation's schools.

Closing the opportunity and achievement gaps for English learner/emergent bilingual who have been left behind should be a high priority. Too often, however, one-size-fits-all literacy approaches designed for English-proficient students are inappropriately applied to English learner/emergent bilingual children with harmful consequences. Amidst an increased focus on early literacy across the nation today, it is essential that we get it right for EL/EB students, avoid foundational skill-centered literacy approaches that have failed them in the past, and heed the specific research on literacy development for second language and dual language learners. Fortunately, we have a strong research base to build upon and know what effective literacy instruction for English learners should be.

The failure of one-size-fits-all “scientific” reading and literacy approaches for EL/EBs in the past

In the 1990s, concerns about a reading crisis in the United States fueled national research and policies aimed at closing achievement gaps by focusing on early literacy. The 2001 *No Child Left Behind Act* mistakenly relied upon inappropriate English assessments for EL/EBs, leading to mandated use of a narrow foundational skills literacy curriculum and instructional approaches as the corrective action.

An accompanying curriculum and professional development initiative, Reading First (2002), was instituted seeking to ensure that all students would score at state reading benchmarks by third grade. Reading First required schools to adopt “scientific, research-based reading programs” based in part upon the research of the National Reading Panel (2000), which had identified five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Reading First, however, primarily emphasized the phonemic awareness and phonics components—a narrow slice and loose interpretation of the National Reading Panel’s work. An extensive evaluation of the efficacy of Reading First (Gamse., Jacob., Horst, Boulay, & Unlu. 2008) found that while there was an impact on strengthening decoding skills among first-grade students, there was no significant impact on student reading comprehension test scores in subsequent grades and no improvement in student motivation and engagement with literacy. Reading First policies, and the “scientifically based” literacy curricula and approaches that schools adopted, were never designed for EL/EB students. As stated in the introduction to the National Reading Panel’s report (2000) delineating the limitations of their work, “*The Panel did not address issues relevant to second language learning.*” The National Assessment for Education Progress (NAEP) (2001) confirmed Reading First’s failure to reduce reading gaps for this population.

Literacy instruction for English learners should be based upon the specific research about English learners, which consistently shows that effective literacy instruction for ELs is NOT the same as for monolingual English proficient students.

In a 2006 research report on literacy development of EL/EB students (August & Shanahan, 2006), the National Literacy Panel on Language Minority Children and Youth found that the National Reading Panel’s components of effective literacy instruction were insufficient for EL/EBs. The report laid out the fundamental understanding that the development of language and literacy for students with two or more languages is distinctly different from monolingual literacy development. It critiqued the shortcomings of programs that

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primarily emphasized foundational reading skills, calling instead for a **comprehensive approach** to literacy development. It made clear the ways in which effective literacy instruction for EL/EBs is different in significant ways from instruction for monolingual students.

Furthermore, the past decade has seen a growth of dual language programs nationwide in response to research on the benefits of bilingualism. Strong and consistent research (Lindholm-Leary, 2001), has established that emerging bilingual children have benefited greatly from dual language programs that develop literacy in English and a partner language (usually the EL participants' home language). Research has demonstrated that teaching emerging bilingual students to read in their home language promotes higher reading achievement in English in the long run.

Effective biliteracy instruction and pedagogy involve the strategic and inter-related use of two languages. Biliterate pedagogies provide intentional opportunities for students to make cross-language and cross-cultural connections. Elements of effective literacy instruction in dual language education contexts include the following characteristics:

- ◇ *Active engagement in language production (presentational and interpersonal speaking, writing) in both languages*
- ◇ *Strategically coordinated and aligned literacy instruction in both languages—with a scope and sequence authentic to each language*
- ◇ *Use of both languages for meaningful interaction and academic study*
- ◇ *An affirming climate for linguistic and cultural diversity, including learning about the benefits of bilingualism and explicit efforts to equalize the status of “minoritized” languages (and communities) with English*
- ◇ *Integration of language and culture, intentionally teaching and learning how language reflects culture and way of thinking*
- ◇ *Cross-language connections that build a meta-linguistic understanding of how language works across language systems*
- ◇ *High-quality and equitable instructional materials in both languages*
- ◇ *Exposure to high-level, expressive, and authentic language models*

◇ *Valid and appropriate use of dual language literacy assessments*

◇ *Integration of content with language and literacy development, using content as a bridge across languages.*

A Call to Heed the Research on Effective Literacy for EL/EB students.

Because literacy skills are so foundational and the stakes so high, all students should be taught to read and write in the most effective, appropriate way for them. It means heeding what is known about literacy development and the dual language brain, applying knowledge of second language and biliteracy development, and being guided by asset-oriented, research-based literacy instruction principles.

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For more information on the work of NCEL, and to join with a national community advocating for effective literacy practices for ELs/EBs, please visit multilingualliteracy.org.



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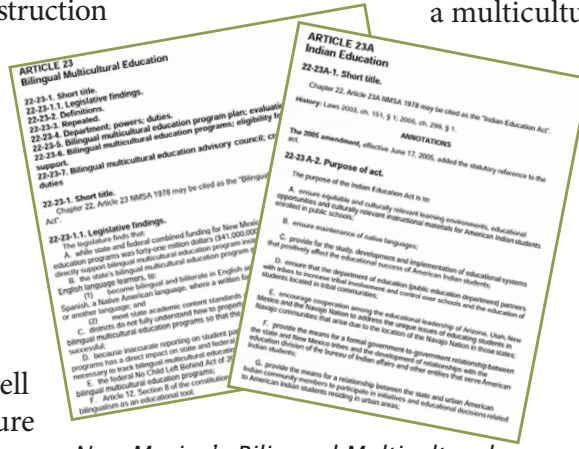
The Bilingual Policy Statement of 1967, led to the 1969 Bilingual Education Act sponsored by Representative Roberto Mondragón and Senator Jerry Apodaca. This historic piece of legislation gave local school boards authority to implement bilingual programs and allow instruction in a language other than English as part of the regular school program.

Subsequently, in April 1971, Senate Bill 155, “the Bilingual Instruction Act” was approved. The act established that bilingual programs must instruct in two languages, as well as include the history and culture of the students (Blum Martínez & Habermann López, 2020). Once again, this important legislation demonstrated New Mexico’s political leaders’ commitment to establish bilingual multicultural education programs as a means of asserting the cultural and linguistic right of *Nuevomexicanos*.

In reclaiming the narrative and centering bilingual multicultural education as a cultural and linguistic right, we must also acknowledge the painful history of language and culture eradication experienced by our Indigenous and Hispanx/Chicanx communities. Many of our bilingual education advocates—legislators, educators, and community leaders themselves experienced first-hand physical and verbal punishment for speaking their heritage language(s). Such trauma has become generational and, in many instances, continues to afflict the very same cultures and languages that have made New Mexico the uniquely and unapologetic multilingual and multicultural state that it is.

The commemoration of the 50th Anniversary of the 1973 Bilingual Multicultural Education Act must be a time for us all to reflect on where we have been and to confidently reaffirm, without hesitation or apology, the value and importance of bilingual multicultural education as we continue to move toward the second quarter

of this century. In so doing, it will offer further guidance in response to the Martínez and Yazzie Consolidated Lawsuit and foster greater equity for our bilingual/multilingual students through social-justice practices focused on ensuring a multicultural legacy for New Mexico.



New Mexico’s Bilingual Multicultural Education Act and Indian Education Act ensure students’ cultural and linguistic rights.

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El ritmo de la inspiración

Después de la canción de *La materia*, mis estudiantes me preguntaban si iba a haber más canciones para las otras lecciones. No lo había considerado, pero después de ver los beneficios de la primera canción, decidí continuar con nuestro aprendizaje melódico. Mis alumnos inspiraron la adaptación de la canción, *Say So* por Doja Cat que se convirtió en la canción, *Las esferas*. La canción de la película, *Encanto*, *We Don't Talk About Bruno*, se convirtió en, *No gastamos el agua*.

Cuando no había canciones para una unidad o una lección, nuestros alumnos escribían sus propias canciones. También creaban videos animados que acompañaban a las canciones. Mi estudiante, Noé, creó un video animado para la canción, *Las esferas*.

La música en nuestro salón ha resultado muy divertida y efectiva para nuestro aprendizaje. En un salón de doble inmersión, la música fortalece la adquisición del lenguaje a través del uso de melodías, repeticiones, ritmos y rimas. Escuchamos y cantamos las canciones antes de comenzar nuestras lecciones de ciencia. Usualmente las canciones se acompañan con un cartel que contiene imágenes y palabras académicas que se presentan o se repasan al ritmo de la canción. Las canciones se comparten con los alumnos para que las canten en su tiempo libre y así repasen la información que aprendimos durante clase.

Al final del año, compartí una encuesta con 78 estudiantes de quinto grado y compartieron sus opiniones. El 75% de los estudiantes escucharon la canción cinco o más veces fuera del salón. Solamente 13% de estudiantes contestaron que no se aprendieron la canción. La canción, *La materia* fue la más popular con un promedio de 4.5 estrellas de 5. Más de la mitad de nuestros alumnos compartieron la canción con alguien fuera del salón. Este año escolar, mis estudiantes han pedido ser parte del proceso de escritura de nuestras canciones. Mis estudiantes, Alexander y Santiago inspiraron la adaptación de la canción, *No rompas más de*

Caballo Dorado que ahora es *La canción de las rocas*. También, varios estudiantes han empezado a escribir canciones para matemáticas y para historia.

Conclusión

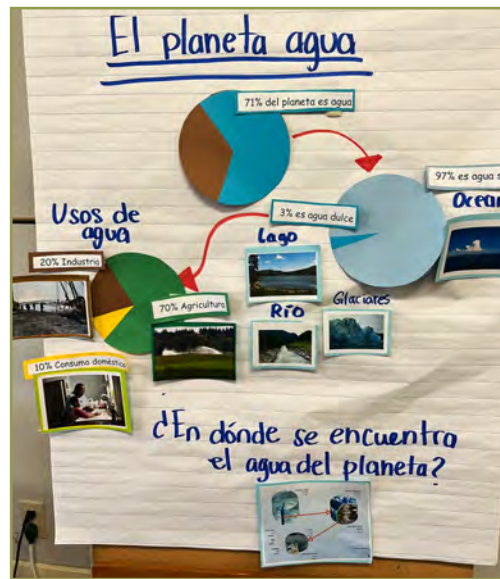
En mis dos años de maestra, he usado lo que más amo y conozco para procesar y aprender el contenido del grado que enseñé. El proceso de adaptar canciones para usarlas en mis lecciones es parte del crecimiento que me empodera como maestra. Me permite ser vulnerable y libre con mis estudiantes y así poder crear un ambiente en donde mis estudiantes también se sienten libres, empoderados e inspirados por la música (Hooks, 2014).

Quisiera invitar a la comunidad de educadores a formar parte de esta fiesta académica y a usar la música como un recurso para seguir desarrollando la

adquisición de lenguaje en sus salones. Pero, sobre todo, invito a que consideren la música como una herramienta crítica que fortalece la conexión cultural entre sus estudiantes y sus lecciones.

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Las canciones se acompañan con un cartel que contiene imágenes y vocabulario académico.

Mariela Contreras se ha establecido como una vocalista, artista y educadora bilingüe en San Diego, California. Visite su sitio web, <http://www.marielacontreras.com/>, y en Instagram, con su nombre de usuario, @_maestramariela.

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concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities” (Howard, et al., 2018). An example of metalinguistic analysis comes from a DL teacher who conducts a short activity, which he calls “Language Detectives/Lingüísticos.” The students are to focus on a single feature or use of English and Spanish. Students in teams use both of their languages to discuss how the two languages differ and identify other examples of the feature. The practice of metalinguistic analysis, guided initially by the teacher, brings the two instructional languages together to identify both similarities and differences, and goes well beyond identifying cognates. Metalinguistic charts document the analysis and serve as on-the-wall resources for the students to access.

Developing students as creative language users in this translanguageing transformation space is where the translanguageing community has truly expanded the thinking of DL education. Examples of activities done in this space include “encouraging students to use their entire language repertoire authentically to portray different voices or different linguistic realities” (Sánchez, García, & Solorza, 2017). Having students write jokes in English and Spanish is another simple example of an activity that can be done in this translanguageing transformation space in order to develop students as creative language users. The translanguageing transformation space is also used to promote student’s criticality, the ability to examine power structures and patterns of inequality. One example of this may involve DL students going out into the community to conduct interviews with other bilinguals, document linguistic practices, and become aware of signs, notices, and labels found in the community (Sánchez, García & Solorza, 2017).

Considerations

Despite the many positive contributions of translanguageing to dual language programs, there are several areas that should be carefully considered. Purposeful, free flow translanguageing **by the teacher** would detract from the highly motivating dual language immersion experience and impede student motivation to develop their second language. Decades of experience of dual language practitioners underscore the tenacity of

students, especially younger ones, to wait until the teacher speaks the language that they are most comfortable with (Rosa Molina, 2018 La Cosecha panel presentation). It is, therefore, not recommended. Another consideration is to ensure that translanguageing doesn’t become a substitute for providing effective scaffolding/sheltering strategies (e.g., visual supports, repetition, sentence frames) that are the basis for second language acquisition. In other words, teachers must not use translanguageing to avoid careful and robust planning for engaging and scaffolded instruction. **The goal of translanguageing is not to make teaching easier.** Rather, it underscores the importance of supporting the practice of instructional translanguageing with professional learning opportunities for

the dual language classroom teacher.

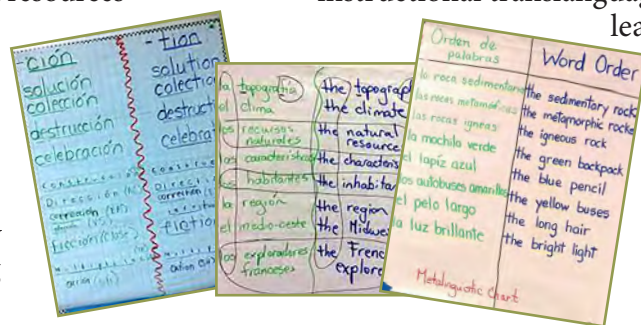
Another consideration focuses on English-dominant children who are in the initial stages of developing their second language. Encouraging English-dominant students to

use English during instructional time allocated for the Language Other Than English (LOTE) could reinforce the societal dominance of English (Howard, et. al., 2018). Therefore, translanguageing pedagogies may **not** be appropriate for students in the initial stages of developing their second language, but rather for those with more developed language proficiency (Howard, et. al., 2018).

In summary, translanguageing in a dual language classroom is complex, and teacher professionalism should drive its implementation based on the specific needs of the students. Teacher professional development around translanguageing and other cross-linguistic pedagogies, in the context of **appropriate**, not strict separation and bringing together of program languages, should be a high priority for all dual language programs. For further study, please access the references listed below.

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These, and other examples of metalinguistic charts can be found in Beeman and Urow’s website, *TeachingForBiliteracy.com*.

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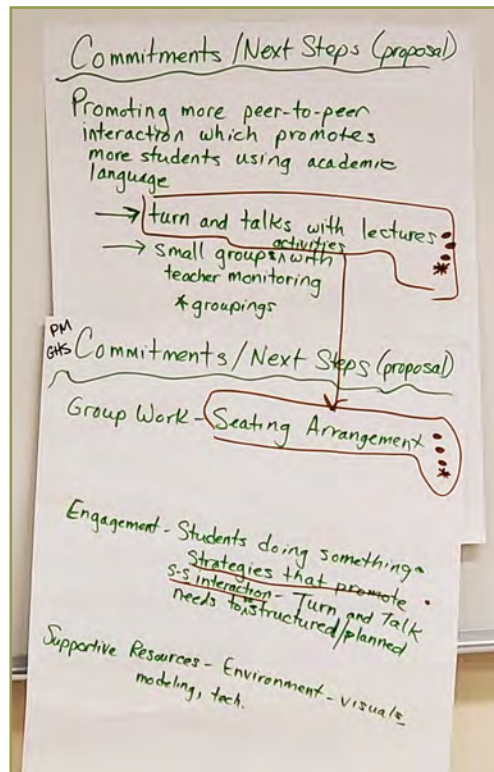


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 out the VISITAS™ process the way it was intended. Now, three years into implementation, it has turned out to be one of the better decisions we have made! It has forced us to slow down the process and really focus on a few cohorts of teachers at a time. This has sent the message to teachers and administrators that focusing on our multilingual learners is important enough to take our time and do it well.

Another success has been addressing our teachers' need for support with the Plan for Peer Interaction pathway. Many teachers struggled with having students talk to each other while collaborating in small groups, and this struggle became more pronounced as we worked through the pandemic. We addressed this need by adding Kagan Workshops to our professional learning. Without CLAVES™, we would not have known that this was an area that we needed to address. We now use structures such as Turn and Talk, and Inside Outside Circle to support student conversations, which we reviewed as we began building capacity in the CLAVES™ framework. Teachers' CLAVES™ learning emphasized the need to dig deeply into these types of structures in order for students to negotiate content learning and the language needed to articulate that learning. It made us aware that teachers needed a larger variety of structures to pull from; Kagans Workshops offered our teachers targeted strategies for their instructional toolbox.

GISD continues to work with the Leadership Team by having semester check-ins. These check-ins have allowed us to keep our CLAVES™ journey in the forefront. We acknowledge that bumps come up along the way, but by keeping our leadership teams informed and aware, we are able to overcome situations in a manner that affects teachers and students minimally, if at all.

Our plan, as we continue, is to add more cohorts of teachers for the coming year. At this point, we have one-third of our teachers at each campus



GISD participants developed commitments and next steps to promote more peer interaction among their students.

trained in the 8 pathways. We will also continue to provide specific support based on campus needs. As we continue to participate in VISITAS™, our hope is that teachers at each campus will use the data gathered during the classroom visits to suggest other pathways on which to focus. This information will inform future professional learning opportunities targeting specific outcomes and give teachers time in their PLCs to plan their use of the 8 pathways. Then, we will allow time for teachers to implement their new learning and carry out VISITAS™ again. We want this learning cycle to be continuous and are looking forward to ongoing learning and a positive impact on multilingual learners' success.





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