



Spring 2022

Soleado

Promising Practices from the Field

El translenguaje como vehículo de conocimiento, participación e identidad

por Analleli Muñoz—Assistant Director of Educator Learning, Research and Practice (ELRP), WIDA, Madison, WI

Existe un gran número de opiniones diversas sobre las prácticas lingüísticas cuando estas desafían y amplían las normas del lenguaje, especialmente cuando esto ocurren por medio del translenguaje—un proceso dinámico interno que aporta al repertorio

sostén que ayuda en el inicio y que se proporciona ocasionalmente cuándo y cómo se preste. También podemos ampliar nuestra perspectiva del translenguaje como un apoyo espontáneo al afirmar el translenguaje e implementar estrategias y estructuras de manera sistemática.

Apoyando el translenguaje	El translenguaje como un apoyo
Apoyos intencionales que benefician a estudiantes a través de los niveles lingüísticos al momento de trabajar con textos y contenido complejo.	Apoyo para estudiantes al inicio del desarrollo de un idioma al trabajar con textos y contenido académico.
Rutinas y estrategias que proporcionan oportunidades para desarrollar prácticas lingüísticas para entornos académicos.	Apoyos ocasionales que promueven el desarrollo de un idioma.
Creación de espacios que nutren el bi/multilingüismo y conocimientos transculturales.	Apoyan la comprensión de contenido y textos en un idioma.
Abarca el desarrollo socioemocional e identidades bilingües.	Apoyan el desarrollo cognitivo y lingüístico de un idioma.

Adaptación de García, Ibarra Johnson, & Solorza, 2017

Inside this issue...

- ▣ ... Demonstration Laboratory School ... Hawaiian Medium by Methodology
- ▣ The Importance of Language Objectives in a Dual Language School Improvement Plan
- ▣ Reflecting on Teaching and Learning Through a Project GLAD® Lens
- ▣ DLeNM's Winter - Summer 2022 Professional Development Offerings



lingüístico de individuos bi/multilingües.

Si reconocemos que el translenguaje nos facilita, dentro del entorno educativo, a sacarle provecho a lo que ya existe—con o sin nuestro permiso—podríamos ir más allá de simplemente reconocer y celebrar las identidades, fortalezas y destrezas distintivas de nuestros estudiantes bi/multilingües.

Una manera de emplear el translenguaje es como apoyo—un

Con intención, el translenguaje se presta a la comprensión de contenido y textos complejos, a proveer oportunidades para el desarrollo de prácticas lingüísticas para entornos académicos, a crear espacios que nutren el bilingüismo y conocimientos y para apoyar el desarrollo socioemocional e identidades bilingües (García, Ibarra Johnson, & Solorza, 2017).

El apoyar el translenguaje en un entorno educativo de manera estratégica e intencional aporta a un ambiente equitativo, ya que su implementación emplea y valora las prácticas lingüísticas que existen y refleja la realidad de muchos de nuestros estudiantes. También es una forma de sostener espacios donde

—continá en la página 8—

Nāwahīokalani'ōpu'u P-12 Demonstration Laboratory School: Dual Language by Outcome – Hawaiian Medium by Methodology

by Dr. William H. Wilson and Dr. Kauanoe Kamanā, Ka Haka 'Ula O Ke 'elikōlani
(College of Hawaiian Language), University of Hawai'i at Hilo

Introduction

We have been asked to describe the “dual language program” of our college’s P-12 Hawaiian language demonstration laboratory school. In Hawai'i, the terms “Hawaiian medium” and “Hawaiian immersion” are used for what are called dual language schools in other states. However, “dual language” is applicable relative to program outcomes. All students who graduate from our laboratory school are orally proficient and literate in the Hawaiian and English languages, with additional knowledge of a third language. Consistent with state law and the federal Native American Languages Act (NALA), our College’s laboratory school, Nāwahīokalani'ōpu'u (Nāwahī), is designed for families who have chosen to speak the endangered Indigenous Native Hawaiian language as their primary language.

Historical and Current Base in Private Language Nests

Nāwahī grew out of a movement in the early 1980s to revitalize the endangered Hawaiian language. At that time the language was spoken primarily by elders born before 1920. Child speakers under the age of 18 then numbered less than 50 and were concentrated on one small remote island. The language was on its way to extinction.

A 1896 ban on the use of Hawaiian as a medium of instruction in schools resulted in the loss of Hawaiian proficiency among children. That ban was part of the Americanization of Hawai'i and followed

what was then U.S. policy for the education of American Indian children. Forced language change resulted in a new English-based language, locally called Pidgin and known to linguists as Hawai'i Creole English. It is still spoken by the majority of Native Hawaiians.

In 1983 a group of us formed the non-profit 'Aha Pūnana Leo to revitalize Hawaiian beginning with language nests. We wanted to reestablish full Hawaiian-medium education as had existed when Hawai'i was an independent monarchy. By 1986, we were able to change local legal barriers to education through Hawaiian, and by 1990 we had joined with American Indian and Alaska Natives to successfully lobby for passage of NALA.



Pūnana Leo language nests like this one are conducted entirely in Hawaiian.

The language nest concept is simply to bring very young children and speakers together for day-long, five-days-a-week, year-round centers where only the Indigenous language is used. The teachers are hired based on language proficiency and are not certified for preschool or childcare. Hawaiian-speaking children enrolled in Pūnana Leo language nests are protected from the loss of Hawaiian that occurs in English-medium preschools and childcare. Children of all language backgrounds enrolled in language nests quickly begin to use Hawaiian. Today there are fourteen Pūnana Leo language nests statewide.

Moving into Public Education

Once we succeeded in establishing Pūnana Leo language nests we were ready to move into the public schools. In the Hilo area, we moved Pūnana Leo

—continued on page 3—



—continued from page 2—

graduates into a Hawaiian-medium strand of a local English-medium public school on lands reserved for Native Hawaiians. At middle school we started a separate all-Hawaiian medium Nāwahī site. Nāwahī then grew grade by grade to become a PK-12 site by adding classes at both the high school and elementary school levels.

Establishing the State Hawaiian Language College

To further strengthen our statewide movement, the ‘Aha Pūnana Leo requested the state legislature to develop a state Hawaiian language college out of the Hawaiian Studies Department of the University of Hawai‘i at Hilo. The 1997 legislature did so, naming Nāwahī as the college’s laboratory school to train teachers and demonstrate best practice.

Our college, Ka Haka ‘Ula O Ke‘elikōlani, is also charged with producing curriculum materials, reference materials, teachers, and researchers for schools taught through Hawaiian. We do so with programs that range from the certificate level through to the B.A., M.A. and Ph.D. levels—all taught through Hawaiian. Hawaiian is also the administrative and operational language of the college.

Hawaiian Medium and Hawaiian Immersion Approaches

Nāwahī is officially a *Hawaiian Language Medium School*. The Hawaiian language medium model is 100% Hawaiian - 0% English from preschool all the way through to Grade 12. All staff at the school use Hawaiian as the medium of operations and all large

gatherings with parents and community members are conducted through Hawaiian. Consistent with state and federal law, state academic testing is through Hawaiian.

There are also schools in Hawai‘i that use the *Hawaiian Immersion* model. That model is usually a Hawaiian strand in an English-medium school. Hawaiian immersion usually also follows a 100%-0% classroom language distribution through to Grade 5. However, in middle and high school they teach course work primarily through English with some courses in Hawaiian.



Hawaiian-medium teacher-training program students at their graduation.

For the 2021-2022 school year, approximately 3,600 students are enrolled in 48 school sites taught totally or partially through Hawaiian, from preschool language nests through to Grade 12.

Nāwahī is the largest Hawaiian language school in the state. Enrollment at its main campus is 520 from preschool through Grade 12. Another 132 students attend two satellite campuses. Approximately 95% of all Nāwahī students are Native Hawaiian with a similar ratio of Native Hawaiians in the staff. All staff are second language speakers of Hawaiian, but many are the parents of children whose first language is Hawaiian. They have chosen Nāwahī for the distinctive strength of the total Hawaiian-medium model for language revitalization in their homes and their community.

Heritage and World Languages Taught Through Hawaiian

Nāwahī’s Hawaiian-language medium model does not mean that other languages are ignored. All

—continued on page 10—



The Importance of Language Objectives in a Dual Language School Improvement Plan

by Jesús D. Díaz Peña—Abbott Middle School, School District U-46, Elgin, IL

In a dual-language educational setting, a School Improvement Plan (SIP) must focus on language development as a central and primary area of attention. A SIP consists of a series of efforts and strategies adopted to improve the quality of education in an elementary or secondary school setting. In this context, education is not implied in the ordinary sense of delivering instruction. Rather, it entails a holistic approach that considers academics, socio-emotional wellness, and family and community relations. Typically, a SIP stems from a needs assessment, an action plan, and evaluative measures applied to the areas above. Introducing language development into these three areas needs to be understood as the predominant approach to increasing students' academic performance, promoting socioemotional wellbeing, and establishing closer relationships with families.

Concerning introducing language development to a SIP, educators need to consider the implications of utilizing language objectives as part of their lessons. Himmel (2012) defines language objectives as “lesson objectives that specifically outline the type of language that students will need to learn and use in order to accomplish the goals of the lesson” (What is a Language Objective? section, para.11). In other words, language objectives delineate how the four language domains (listening, reading, writing, and speaking) become embedded into traditional content objectives. For example, in a lesson where a student is expected to graph non-linear equations, a language objective will define a language function that will extend the level of academic rigor implied in the content objective, i.e., Students will be able to orally describe how to graph non-linear equations. Notice how the content of the lesson is not displaced by introducing the language function. Rather, the content objective is being restructured and reinforced through a focus on language. For students to orally describe how to graph non-linear equations, English language learners (ELLs) and non-ELLs need to employ and will have the opportunity to expand their academic language.

Zwiers (2008) defines academic language as “the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts” (p. 20). In this regard, schools need to incorporate language objectives into core subjects to promote language development in a SIP.

Academic Content and Language

Academic content comes from multiple sources: standards, curriculum guides, essential questions, learning targets, among others. In a traditional non-dual language classroom, there are limited opportunities for English language learners to increase their language proficiency if educators are not purposeful in formulating language objectives. Echevarría, Vogt, and Short (2008) have suggested that an overemphasis on content objectives displaces opportunities to participate in language-rich lessons. Similarly, Himmel (2012) indicates that integrating language objectives into core subjects is necessary for teachers of English language learners to develop mastery of academic English. Mastery of academic language must be a goal of any dual-language setting. The design of a SIP needs to be shifted to reflect an emphasis on the four language domains while content serves as a conduit for contextualizing language development. In other words, without academic language students cannot produce the outcomes embedded into standards.

Adopting language objectives into core subjects addresses two key areas in the education field: curriculum integration and equity. Multiple debates in education emerge from the culture of teaching in silos. Genuine efforts have been set into motion to bridge educational strategies across disciplines and multiple fields. When advocates of language objectives suggest that schools need to focus on language, it is due to the disadvantage English learners face every day: “English learners receive a majority of their instruction from general education and content area teachers who may not have experience teaching academic language development” (Himmel, 2012, ¶5). The presence of language objectives in a SIP counteracts the

—continued on page 5—



—continued from page 4—

disadvantage suggested above and provides additional opportunities for English language learners to enhance their language proficiency. However, the adoption of language objectives needs to be systematic encompassing training, practice, and reflection.

Training could take between six months up to a full school year. Administrators and SIP team members could initiate the adoption of language objectives on a small scale starting with a pilot group. The pilot group, once trained and practicing what has been learned, become trainers of trainers mentoring fellow faculty members on the subject. The goal is to turn each classroom in the school into a literacy center where the listening and speaking domains are held at the same level of academic rigor as reading and writing. Displaying standards, content and language objectives, and daily agendas provide students with a sense of uniformity as language

objectives are adopted across the school campus.

The radiography of the school is revealed once a needs assessment has been delineated, managed, and analyzed. The needs assessment provides the SIP team with critical information on the current status of the school, justifying the adoption of a language-focused SIP. That is a plan that emphasizes teachers' understanding and use of language objectives in addition to positive student academic and language outcomes. There are many data points to consider, but literacy-skill measurements are critical. For example, in a school where 50% of students are reading below grade level, every teacher needs to become a reading teacher. Core subjects such as science, math, and social studies need to incorporate into their curriculum opportunities for increasing reading skills and the SIP team needs to lead that effort. A practical approach to increasing reading skills

Examples of Content Objectives Transformed into Language Objectives

Content standard	Traditional content objective or I can statement	Enhanced language objective
Math 7.NS.3. Solve real-world and mathematical problems involving the four mathematical operations with rational numbers.	<i>I can solve word problems that involve adding and subtracting rational numbers.</i>	Students will be able to explain verbally the process of adding and subtracting rational numbers by using vocabulary-based foldables .
Science MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	<i>I can develop a model of the Earth-sun-moon system to explain the pattern of the moon phases.</i>	Students will be able to summarize in writing the phases of the moon by using terms such as waxing, waning, crescent, and gibbous with the support of a graphic organizer for the 8 phases of the moon .
Social Studies SS.CV.3.6-8.LC, MdC, MC. Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	<i>I can describe one way in which individuals can promote the common good.</i>	Students will be able to orally describe a narrative of real or imagined events that would show promotion of the common good, using vocabulary from the text, with the support of a word bank .

Note: The table above represents the work of the faculty at Abbott Middle School during a professional development session on language objectives. Teachers use the formula for language objectives as explained in Echevarría and Short (2010): Students will be able to (Language function) (Content topic) by using (Target vocabulary) with/using (Support).

—continued on page 12—



Reflecting on Teaching and Learning Through a Project GLAD® Lens

by Amanda Reyes—Director of Financial Capability, Nusenda Credit Union, OCDE Project GLAD® Key Trainer, DLeNM, & Course Instructor, Central NM Community College

Promising practices...

Advocacy

Authentic Educator

Pivot Creativity Innovation

Financial Capability

Advocacy

Advocacy

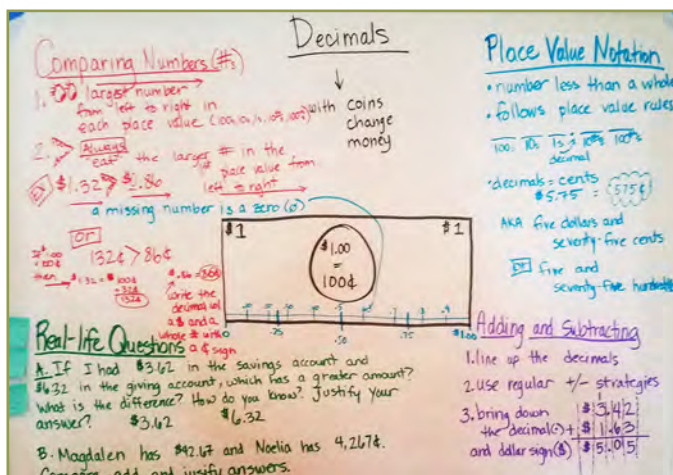
I have been teaching since 2001, each year building upon unique opportunities and diverse student populations. I have been fortunate to have taught in Pre-K, elementary, middle school, high school, and college settings in traditional and community schools.

The programs in which I have worked include general education, special education, gifted education, and inclusion, with newcomer, emerging bilingual, and second language learning students, and those with identified disabilities. I have been a peer mentor, administrative intern, assistant principal, supervisor, director, and instructor.

My personal frame and motivation are closely aligned with the values I learned as I became a Key Trainer of OCDE Project GLAD®. In a world of unlimited access to information but filtered knowledge, educators are the front-line, the first responders, and the cultural ambassadors for students, families, peers, collaborating staff, and even their administrators. Educators must navigate the experiences and needs of students with income insecurity, second-language learning, or a disability, then guide students to build necessary skills for future careers, kind hearts, and the ability to analyze their worlds. Countless resources have been written, presented, or recorded about this work; how to be more efficient, effective, advanced, collaborative, and engaging. But, in my opinion,

none have taken the stance of Project GLAD®, originally built on a foundation of advocacy for a specific group of students, yet brilliantly designed for inclusivity.

Project—What's in a name? Merely everything.



A Pictorial Input Chart on decimals supports financial literacy students with concept and language development.

The word project implies time, thought, and effort. Learning is the act of the brain taking in information and analyzing this as a problem to be solved. GLAD, the acronym for Guided Language Acquisition Design is the extension of this long-term learning—supporting the teacher in developing content knowledge and building language, the foundation

of interaction between people. Rhythm, color, repetition, connection to prior learning, feelings of security, and meaningful communication are naturally, yet intentionally planned. Acknowledging and incorporating the learning theories and brain research that serve as the foundation for these techniques are acts of advocacy.

Authentic—Connected to Personal Experience

Project GLAD® reminds educators that students come with their own experiential bank; one that is overflowing with opportunity to build upon their truth, while acknowledging that they each have a different, powerful, story. Teachers bring their own experiences and learning as they find ways to make connections with their students, and the content and language they teach. Framing personal experiences as wealth is an act of advocacy.

Educator

I am no longer a classroom teacher, but use

—continued on page 7—

Soleado—Spring 2022





—continued from page 6—

experiences and lesson learned from my previous roles to direct and expand the community financial education programs for Nusenda Credit Union. This includes teaching two dual credit courses per semester with the Albuquerque Public Schools' (APS) Career Enrichment Center (CEC) though Central New Mexico Community College (CNM). It was challenging to teach an online high school course for the first time, merging financial capability (the capacity, based on knowledge, skills, and access, to manage financial resources effectively) along with career exploration, and using a new Learning Management System (LMS). Therefore, I drew on a personal framework for thinking about how my experience as a Project GLAD® Key Trainer helped me to incorporate the structure and strategies into my various professional and volunteer roles. My non-negotiables reflect what I see as the spirit that guides the how and why of Project GLAD®. They are:

- ◇ Cooperation and facilitation of communication is key.
- ◇ Intentional scaffolding of information and learning must be included in all planning.
- ◇ Input must be purposeful and include returning to the content for a deeper dive.
- ◇ Spiral learning facilitates the gradual release of responsibility.
- ◇ Mentorship is vital.

I have intentionally utilized these non-negotiables when designing professional development for school staff, updating coursework for teachers at CNM, and even in my work with the Girl Scouts. In my role at Nusenda Credit Union, this same approach supports education program design and facilitation of the financial curriculum. Project GLAD® reinvigorated my love for teaching, training, and learning, plus added specific strategies to innovate and “pivot” in various situations. Thinking as an educator, is an act of advocacy.

Pivot—A Term That is Foundational to Business

This term refers to what happens when there is a starting point, then a barrier, and the need to change direction or move differently. Educators have long been masters of the pivot when school communities change, new technologies and materials are introduced, or when research points to updated best practices. The past year and a half have taught us all that our work with students,

regardless of the format—virtual, face-to-face, in-person, recorded, and more, must continue in order to meet the demand for learning. In the fall of 2020, I was teaching virtually while navigating online school with my three children: a 1st grader, a 5th grader, and an 8th grader. The most engaged online were the youngest two, both attending a school that uses Project GLAD® nearly schoolwide in the dual language and English+ classrooms. My son, the youngest, sat across the room from me every single day. Working through a chant with his teacher—headphones on, school iPad propped up, body moving, and words flowing—he thrived. He learned to read and write in two languages with the help of Pictorial Input Charts, Chants, sentence stems, a picture dictionary, Signal Words, and an incredible teacher who relied heavily on the foundation of Project GLAD® as the primary format for learning. I couldn't see or hear a full lesson, but I followed her lead and taught myself how to incorporate the foundations of Project GLAD® while teaching (and learning the technology tools) online. What gratitude I have for my child's teacher and her unknown leadership! Learning from others, is an act of advocacy.

Creativity

Project GLAD® reminds educators that we have permission to be creative. Project GLAD® acknowledges there is no one approach to teaching and learning, but rather a set of powerful strategies that complement the classroom, honor the educator, appreciate individual students from an asset lens, and motivate focused communication between peers. Project GLAD® found me when I was disillusioned with the materials and approaches thrown at special education programs. Too many failed to be engaging, to foster opportunity for inclusive learning, or to encourage high standards for my students with various disabilities. I was equally disillusioned with the divisions that are created when students learn through the “other” approach, be it strategies, class size, programs, or teaching style. I have found that my most successful years of teaching involved team teaching based on a Project GLAD® foundation, which included students of all academic and linguistic levels. This required significant planning and relationship building on the part of everyone involved, including educational assistants and specialty staff. When we planned together using

—continued on page 15—



—continuación de la página 1—

estudiantes pueden ampliar sus repertorios y conocimientos transculturales por medio de los conocimientos que se encuentran en fronteras culturales y lingüísticas. Esto ocurre de modo que no solo se logran metas académicas, sino que incluso se logra definir la identidad bilingüe.

Preguntas para reflexión y conversación

- ¿Qué beneficios presenta el translenguaje como un apoyo para sus estudiantes?
- ¿Qué beneficios presenta el apoyo del translenguaje para sus estudiantes?
- ¿Cómo aporta el entorno educativo al desarrollo de las identidades bilingües de sus estudiantes?

El translenguaje puede existir como hebra integral a través de varios modelos de educación bilingüe. Si regresamos a un punto anterior, el translenguaje es un proceso interno que no se puede desactivar. Por ende, ¿por qué no aprender a través de la conciencia metalingüística con los estudiantes las maneras que el súper poder del bi/multilingüismo brinda?

Falta a la fidelidad de programas bilingües es una inquietud frecuente acerca del translenguaje en el entorno académico. Pero la existencia del translenguaje no tiene que competir con planes de asignación de idiomas, por ejemplo. Las metas en los planes de asignación de idiomas no se comprometen cuando se despliega el translenguaje con el propósito de incrementar la participación y profundizar el conocimiento a la par de la conciencia metalingüística.

Otras maneras de devengarle provecho al translenguaje es por medio de apoyos (translanguaging rings), la documentación y la transformación (Sánchez, García, & Solorza, 2018). Soportes por medio de translanguaging rings, según se define la estrategia, apoyan al estudiante a extender su zona de desarrollo próximo (Vygotsky, 1978) y permiten que el estudiante represente y perciba conocimiento por medio de su repertorio completo—un repertorio que refleja bilingüismo dinámico. Quizás este ejemplo de apoyos sea el más conocido; pero también, en cierto modo, funciona como base—ya que es importante ejercer la creencia de valorización. Si no aceptamos lo que los estudiantes pueden hacer a través de su repertorio completo se puede confundir con una valorización del lenguaje sobre el conocimiento.

Preguntas para reflexión y conversación

- ¿Cómo podría este enfoque ayudar en el desarrollo y el fortalecimiento del repertorio lingüístico de sus estudiantes bi/multilingües?
- ¿Qué rutinas y estructuras son necesarias para ayudar a que los estudiantes puedan andamiar el translenguaje?

Con dichos apoyos a mano, se facilita la documentación como hebra en una educación bilingüe; porque la maestra/o puede tomar notas sobre no solo el uso de uno o más lenguajes, pero también del conocimiento de conceptos académicos. Los estudiantes pueden razonar, conversar y así ampliar su conocimiento sin límites monoglósicos mientras que fortalecen su identidad bi/multilingüe. La maestra/o luego transforma sus notas a lecciones sobre el manejo de destrezas lingüísticas para distintas audiencias y/o lenguajes. Por ejemplo, si al observar una conversación la maestra/o nota que los estudiantes tienen el conocimiento, pero aun necesitan desarrollar la habilidad de expresar ideas a través de oraciones coherentes, complejas y concisas en español, la maestra/o puede diseñar lecciones que atienden esa destreza. Es así que el translenguaje, como parte de la documentación, apoya la colaboración, alienta a los estudiantes en el aprendizaje sin límites y todo ocurre—como dice el dicho—al mismo tiempo sin quitar el dedo del renglón, porque la maestra/o regresa a la meta de ese entorno.

Preguntas para reflexión y conversación

- ¿Cómo podría este enfoque ayudar en el desarrollo y el fortalecimiento del repertorio lingüístico de sus estudiantes bi/multilingües?
- ¿Qué rutinas y estructuras son necesarias para ayudar a que los estudiantes puedan andamiar el translenguaje?

El translenguaje puede servir como vehículo de transformación. Se pueden tomar representaciones del lenguaje—conversaciones, notas, trabajos, imágenes, videos, música, etc.—para conversar críticamente sobre el cómo, cuándo, dónde, y porqué rasgos lingüísticos y variedades son aceptadas o no, al igual que exploraciones de cómo el lenguaje es dinámico y fluido. En la transformación, se atiende a destrezas que pueden incluir elementos del discurso, la organización de frases y oraciones o palabras.

Un espacio de transformación permite la adaptación del lenguaje que se ajusta al contexto sociohistórico de los estudiantes, sus familias y sus comunidades con un lente crítico. La transformación provee la oportunidad para que los estudiantes utilicen el lenguaje de manera creativa. Por ejemplo, el libro *Red Ridin' in the Hood: and Other Cuentos* por Patricia Santos Marcantonio, provee relatos altamente comunes en contextos

—continúa en la página 9—

—continuación de la página 8—

latinoamericanos y es un buen ejemplo del bilingüismo dinámico y el transculturalismo.



Preguntas para reflexión y conversación

- ¿Cómo crea un entorno bi/multilingüe reflejante de las experiencias de sus estudiantes?
- ¿Cómo inicia conversaciones sobre el uso creativo del lenguaje y la manera por la cual la sociedad percibe el uso de ciertas variedades lingüísticas?
- ¿Cómo crea oportunidades para explorar y aplicar la creatividad lingüística?

Nuevamente, es importante recalcar que el translenguaje no disminuye las metas lingüísticas dentro de un plan bilingüe; sino crea espacios estratégicos donde los estudiantes pueden desarrollar conciencia propia sobre su repertorio lingüístico y su identidad bilingüe mientras colaboran con sus compañeros. En fin, mediante la evaluación formativa se informa la instrucción relevante y estratégica que toma en cuenta el conocimiento sin límite de un solo lenguaje y aporta al desarrollo del bilingüismo dinámico.

Referencias

García, O., Ibarra Johnson, S., & Seltzer, K. (2016). *The translanguaging classroom: Leveraging student bilingualism for learning* (1st ed.). Caslon Publishing.

Sánchez, M. T., García, O., & Solorza, C. (2017). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37–51. <https://doi.org/10.1080/15235882.2017.1405098>

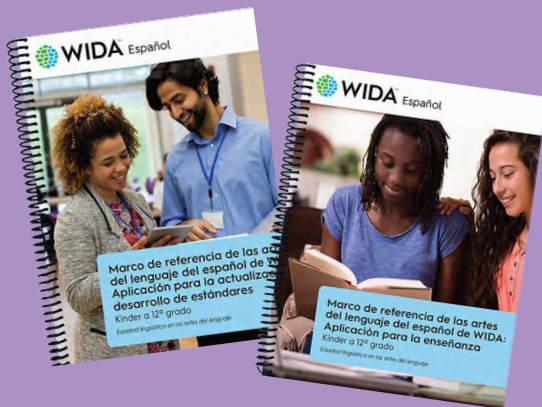
Santos, P., & Alarcao, R. (2005). *Red ridin' in the hood: And other cuentos*. Farrar, Straus and Giroux.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University Press.

WIDA. (2021). *Marco de referencia de las artes del lenguaje del español de WIDA: Aplicación para la enseñanza*. Board of Regents of the University of Wisconsin System.

Marco de referencia de las artes del lenguaje del español de WIDA (Marco ALE)

PURCHASE NOW



Marco ALE provides the key elements for the development of standards and the teaching of Spanish language arts. Get the Marco ALE documents:

- *Marco ALE: Aplicación para la actualización y desarrollo de estándares* (standards design)
- *Marco ALE: Aplicación para la enseñanza* (teaching and learning)



WIDA™ Español

More information at wida.wisc.edu/MarcoALE





—continued from page 3—

students at the demonstration model site study at least one immigrant heritage language and one world language as secondary languages. They do so through Hawaiian, the primary language. The heritage language that has been most commonly taught to students is Japanese, the language of the largest immigrant group to work on Hawai'i's sugar plantations in the 1800s. Learning Japanese typically begins in Grade 1 and ends in Grade 6. Lack of teachers proficient in both Hawaiian and Japanese has hindered growth of this program.

The world language studied at Nāwahī is the Standard North American dialect of English. Nāwahī students take an English course beginning in Grade 5. At that age, all students have oral communicative proficiency in a vernacular form of English gained in the community and have also mastered basic English literacy through transfer from Hawaiian. This makes it possible for the Nāwahī Grade 5 English course to share content with state Grade 5 English courses in English-medium public schools.

Academic Achievements

The students' English course is not their official language arts course. That course is Hawaiian language arts, where Hawaiian traditional literature, oratory, grammar, and writing skills are taught. English instruction continues as a world language course from Grade 5 through to Grade 12. It is at a sufficiently advanced level for students to matriculate into English-medium universities upon graduation. Nāwahī has had students continue on to Stanford University, Loyola Marymount University, the University of Northern Arizona, and Dartmouth College, among out-of-

state institutes of higher learning. Indeed, in spite of not teaching any courses through the English language, Nāwahī has had an average college-going rate of 85%—some 20 points higher than the state average. It has also maintained a 100% high school graduation rate since its first high school graduation in 1999. These academic achievements are in stark contrast to the poor academic outcomes experienced by Native Hawaiians in the standard English-medium public schools in the 20th and 21st centuries.



Japanese is taught as a heritage language to honor immigrants to Hawai'i.

Because the state and federal government have recognized Hawaiian as a Native American language, not only is state testing of language arts done through Hawaiian, the state Seal of Biliteracy is awarded to Nāwahī students based on their grades in (Hawaiian) language arts and a passing score on a national assessment in any other language they chose. All Nāwahī students who have met the state requirements of an overall 3.0 grade-point average and a 3.0 grade-point average in language arts have chosen English as their Seal of Biliteracy assessment language. All have passed the Avant English proficiency assessment at the level required for the seal, or above it.

Indigenous Language Revitalization Success

While we are proud of the academic achievements of Nāwahī students, the outcome that we find most gratifying is the growth of Hawaiian as the language of the home. While there were no Hawaiian-speaking children on our island in 1980, the latest available government statistics show that Hawaiian is now the most common non-English language spoken in homes on the island.

—continued on page 11—



E Ola Ka "Ielo Hawai'i - That The Hawaiian Language Shall Live.

For Additional Information

1. About Pūnana Leo Language Nests:
https://www.youtube.com/watch?v=eVMNXNMVY_M
2. About Nāwahi School:
<https://www.youtube.com/watch?v=lhELOIta084>
3. About Graduates:
<https://www.youtube.com/watch?v=MQ8qDLLDBik>
4. About the College:
<https://www1w.youtube.com/watch?v=7Pbg8HxETTw>
5. The College's Resources for Schools:
<https://ulukau.org/index.php?a=p&advanced=false&p=home&st=universal&stOld=universal&stAuthors=&stTitles=&stSubjects=&stPlaces=&stRefines=&stUniversal=&stIsland=&stMoku=&stAhupuaa=&cl=&l=en&wp=>
6. State Department of Education - History of Hawaiian Education
<https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/History-of-the-Hawaiian-Education-program.aspx>

NOVEMBER 2 - 5, 2022
DUAL LANGUAGE CONFERENCE Hybrid
La Cosecha
 Santa Fe **NM TRUE**

INVITED SPEAKERS INCLUDE:

- 
Ester J. de Jong
- 
US Secretary Deb Haaland
- 
Dr. Alma Flor Ada
- 
Dr. José Medina
- 
F. Isabel Campoy

Join us for La Cosecha 2022 — the conference for teachers by teachers, as we share current theories, best practices, resources, and build networks to fuel our community's efforts for a better future for our children! For more information and to register, visit us online today!

WWW.LACOSECHACONFERENCE.ORG





—continued from page 5—

consists of all teachers incorporating reading objectives into their lessons. In fact, Echevarría, Short, and Vogt (2008) suggest that teachers need to be attentive to all four language domains as they deliver instruction. In this example, the development of reading skills emerged as the most critical area in need of improvement.

The success of a SIP is contingent on many factors, but fundamentally is a matter of perception (Bird, Dunaway, Hancock, & Wang, 2013). The SIP team needs to be strategic on how to promote language objectives in the school. In my experience, many content area teachers feel unsettled when the emphasis is placed on language development. Often the perception is that content is being displaced at the cost of developing a language skill, i.e., reading. However, reflecting on how to incorporate language objectives into core subjects needs to be rooted in an accurate definition of what language objectives comprise. If the school faculty fails to acknowledge the importance of language targets, the perception will be that the objectives set forth by the SIP team are pointless. Therefore, it is imperative to understand and communicate an accurate definition of language objectives and their transformative effects on instruction. Because language objectives focus on the language needed to understand and articulate the content being studied, they are not in opposition to content objectives, rather they stress the importance of language functions critical in achieving the goals of a lesson. Within this framework, a SIP plan could only be set in motion if all stakeholders understand the what, the why, and the how of such a plan.

Socioemotional Learning and Language

Integrating language objectives into core subjects impacts a broad spectrum of educational dimensions; it is not limited to academics. For example, learning the socioemotional language that enables students to articulate feelings, sensations, and emotions is a fundamental life skill. Learning how to articulate feelings is significant, particularly for English language learners, as they continue to embrace the struggles of language proficiency, adjustment to an unknown culture, possible changes in the families' socioeconomic status, and identity. For example, Latino students often don't feel as though they can become a part of the school culture without losing their cultural

identity. As such, a SIP needs to “provide the learners [the] opportunity to **discuss** [emphasis added] what is personally meaningful to them and how the subjects they're studying connect to their own lives” (Cabrera, Cabral, & Murry, 2013, p. 104). Discussing what is personally meaningful to a student is in general best pedagogical practice. Notice how the authors use the verb discuss as a language function. The connection between language functions to a well-crafted language objective relies heavily on action verbs and learning outcomes. Language functions in this context represent the taxonomy of cognitive skills vis a vis the language demands needed to meet the objectives of a lesson. For example, Goal 1 of Illinois Socio-emotional Learning Standards expects students to develop self-awareness and self-management skills to achieve school and life success. An example of a language objective in this context would be: Students will be able to restate in writing the importance of breathing techniques as a self-management skill. Hence the importance of incorporating a language objective and equipping students with a linguistic repertoire to express feelings and emotions.

Relationships with Families

Developing and sharing language objectives with students and their families support opportunities for collaboration as a shared goal defined in a SIP. Sociologist Joyce Epstein (1994, 2019) suggests that there are six types of school involvement for youth, family, and community engagement. Although examining Epstein's work is outside the scope of this article, educators attempting to enhance the family-involvement piece in their SIP need to consider ways to expand two of the six types of involvement Epstein proposes: parenting and learning at home. Parenting in Epstein's view implies helping parents explore the ideal conditions that will support learning at home but particularly improving language development. Supporting academic vocabulary with visual aids and establishing routines in the home that promote literacy skills are examples of parent involvement. On the other hand, learning at home implies that the home is an extension of the classroom and vice versa. Informing families of the “skills required for students in all subjects at each grade” (p. 14) and the values promoted in school also implies

—continued on page 13—



—continued from page 12—

communicating the school's focus on language objectives. Within this regard, language and content objectives are envisioned with the same status both in school and at home.

Final Thoughts

In a dual-language setting adopting best practices requires a focus on language development aligned with content standards. In developing a SIP, that focus impacts academics, socioemotional learning, and family and community relations. Incorporating language objectives into core subjects enriches the dynamics of a classroom by providing opportunities to master academic language and expanding the practice of all four language domains. The mastery of academic language has proven to increase outcomes on standardized assessments for both one-way and two-way dual-language students. Furthermore, it contributes to closing the achievement gap (Thomas & Collier, 2017) for students learning a second language. The development of a SIP needs to be conceived in terms of a journey (Hallinger & Heck, 2011); a journey that encompasses multiple and different roads that ultimately lead to the same place: students' success.

References

- Bird, J. J., Dunaway, D. M., Hancock, D. R., & Wang, C. (2013). The superintendent's leadership role in school improvement: Relationships between authenticity and best practices. *Leadership and Policy in Schools, 12*(1), 77-99.
- Echevarría, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed), *Improving education for English learners: Research-based approaches*. CDE Press.
- Echevarría, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP Model*. Pearson/Allyn & Bacon.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., Greenfield, M. D., Hutchins, D. J., & Williams, K. J. (2019). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
- Epstein, J. L. (2019). Theory to practice: School and family partnerships lead to school improvement and student success. In C. L. Fagnano & B. Z. Werber (Eds.), *School, family and community interaction: A view from the firing lines* (1st ed., pp. 39-52). Taylor & Francis. <https://doi.org/10.4324/9780429305375>
- Fagnano, C. L., Werber, B. (2019). *School, Family, And Community Interaction: A View From The Firing Lines*. Taylor & Francis.
- Herrera, S.G., Cabral, R.M., & Murry, K.G. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. [Kindle DX editon]. Pearson.
- Himmel, J., (2012). Language objectives: The key to effective content area instruction for English learners. *Colorín Colorado*. <https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners#h-final-thoughts>
- Hallinger P., & Heck, R. H. (2011). Exploring the journey of school improvement: Classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement, 22*(1) 1-27. <https://doi.org/10.1080/09243453.2010.536322>
- Thomas, W. P., & Collier, V. P. (2017). *Why dual language schooling*. Dual Language Education of New Mexico, Fuente Press.
- Zweirs, J. (2008). *Building academic language: Essential practices for content classrooms, Grades 5-12*. Jossey Bass.

Correspondence about this article should be sent to:
 Jesús D. Díaz, Abbott Middle School, School District U-46,
 949 Van St. Elgin, IL 60123
 Email: jesusdiazpena@u-46.org



WINTER - SUMMER 2022 Professional Development

Designed with you in mind to fit into your schedule and meet your professional development needs!



Achievement Inspired Mathematics for Scaffolding Student Success

LEVEL 1 ELEMENTARY & SECONDARY TRAINING
Designed to fit into your schedule and to meet your professional development needs.



LEVEL I: Elementary & Secondary Math Training

Days #1 - 2: February 8 - 9, 2022
Days #3 - 4: March 8 - 9, 2022
Days #5 - 6: April 12 - 13, 2022

Registration Fee - \$1050 includes materials and access to AIM4S3™ online resources. To register, click below.

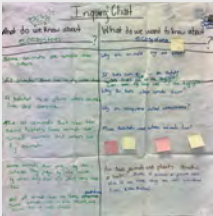
<https://dlenmorg.force.com/s/trainingregistration?courseid=a0I3m00001amVJE>



Spring – Summer 2022 Foundations Certification Training

Part 1: 2-day Virtual Research and Theory Workshop
March 31 - April 1, 2022

Part 2: 4-day Virtual Classroom Demonstration
Elementary Level - June 13 - 16, 2022
Secondary Level - June 20-23, 2022



8:00 am - 3:30 pm MST (with breaks and lunch)
\$1090 (includes the cost of shipping the GLAD® Learning Guide)
Register Now! <https://forms.gle/hn6dtnSJQFRMUVfu6>



Designed to deepen your mathematical understanding and support you in addressing students' mathematical gaps, the AIM4S3™ Virtual Institute is the summer professional development you need! Join us for this virtual hands-on workshop targeting K-8 mathematics educators and secondary teachers working with English learners, emerging bilinguals, and students who struggle with math.

For more information and to register, visit <https://forms.gle/Lk4YJ5Y5R3dpK1N67>

AIM4S3™ VIRTUAL INSTITUTE JUNE 1- 2

OCDE Project GLAD® & AIM4S3 Hybrid Institute JUNE 7 - 8

HOTEL ALBUQUERQUE-OLD TOWN
ALBUQUERQUE, NM

Join us for this year's *Hybrid* Summer Institute!

Join us in-person or virtually—sessions will support you in building your understanding of these powerful frameworks, engage in student-centered instructional strategies for the core content areas of math, language arts, social studies, and science, and deepen your understanding of how to integrate content and language to support English learners and emerging bilinguals.

For more information and to register visit <https://cvent.me/717nrl>



www.DLeNM.org • (505)243-0648 • information@dlenm.org



—continued from page 7—

Project GLAD®, our ideas, knowledge of students, and pedagogy worked synergistically to build a strong foundation for students, constructing one that supported scaffolding, accommodations, modifications, and differentiation. We started with standards, considered the student population, and envisioned robust learning experiences. Creativity in planning is an act of advocacy.

Innovation

Educators are at the forefront of innovation. We take new and old ideas, current events, and available technology or tools to teach students how to think. Moving in a new direction with my career was a natural progression. I relied heavily on Project GLAD® foundational research and theory to understand the opportunities for service with financial capability in Pre-K through high school in the formal, traditional education setting. Historically, financial literacy standards are not included in New Mexico's standards, making this work more difficult to conceptualize in classrooms across the state. In the summer of 2020, I completed a standards analysis of financial education using Common Core State Standards and approved NM standards. Noticing these were sparse and disconnected from the core of our current events, I created mini-units based on the Common Core Math standards, taking Strategies that Hang Together to sketch out a primary, intermediate, and secondary mini-unit comprised of the following charts: Observation, Inquiry, and Pictorial Input, along with sentence/question stems for 10/2's. The Pictorial provides a visual format for analyzing and organizing key concepts within the standards, when writing a short unit. Though we typically encourage educators to build units by starting with the Process Grid, completed Pictorials can help educators quickly use visuals, color-scaffolds, and content, to determine scaffolding techniques, differentiation strategies, and appropriate accommodations across grade levels. The vertical alignment of standards in math revealed the need to supplement Tier 1 and Tier 2 content vocabulary. Change, coins, budget, expense, income, spend, save, and give are just a few examples.

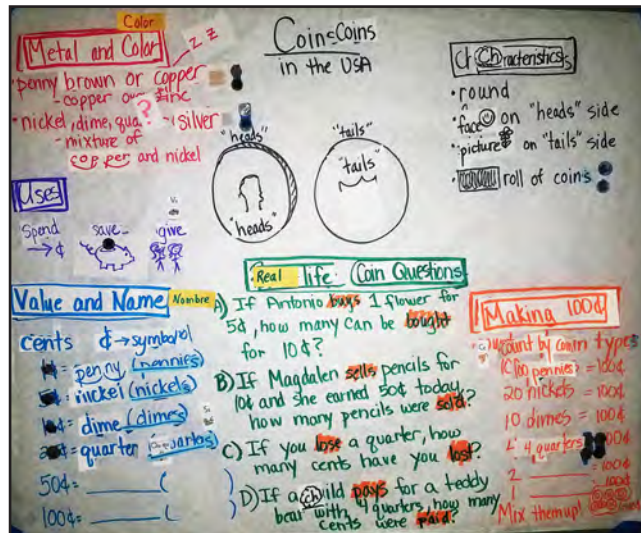
Incorporating real-life problems with the math content increased the opportunity to teach language across content. In the example on this page, note

the syllable division (using Wilson Language Training notations), interactive word wall (Four Blocks), highlighted verb forms (sells/ sold, lose/ lost, etc.), and cognates (yellow strips). Intentional planning for these basic Pictorials encourage high levels of engagement in the classroom and for community application. Opportunities for curriculum and program development require a balance of proven and forward-thinking strategies. After fielding

multiple requests for financial literacy resources for high school math, I am now facilitating a team through Nusenda, some of whom are Project GLAD® practitioners and trainers, tasked with creating a financial capability course in math. Innovation in service, is an act of advocacy.

Financial Capability

Education is power and opportunity, but financial capability is important because it is the pathway to economic freedom. When individuals engage in building knowledge, are given quality tools, and have a trustworthy support system to make financial decisions, they are more equipped to make an informed choice for current or emergency situations and understand the long-term implications of such decisions. This cycle of knowledge, tools, and teamwork creates empowerment for the individual. However, this cycle is not exclusive. By definition, the act of empowerment is a gift that is shared through a community, crossing barriers for financial inclusion and long-term economic advancement. Financial Capability is an act of advocacy for self and others. What better lens through which to view curriculum development, delivery of instruction, and community advocacy, than through Project GLAD®?



This chart allows Ms. Reyes to teach language across content with a focus on syllabication, vocabulary development, verb forms, and cognates.

For more information on OCDE Project GLAD®, please visit www.dlenm.org/what-we-do/instructional-support-and-resources/ocde-project-glad





Dual Language
Education of
New Mexico

PO Box 91508
Albuquerque, NM 87199
www.dlenm.org
505.243.0648

Executive Director:

David Rogers

Director of Business and
Development:

Leslie Sánchez

Director of Instructional Equity:

Lisa Meyer

Director of Operations:

Michael Rodríguez

Director of Heritage Languages:

José Azul Cortés

Board of Directors

Executive Committee:

Chairpersons:

Loretta Booker

Sylvia Martínez

Secretary:

Adrián Ávila

Treasurer:

Al Gurulé

Editor: Ruth Kriteman

soleado@dlenm.org

© DLeNM 2022

All rights reserved.

Soleado is a quarterly publication of
Dual Language Education of New Mexico,
distributed to DLeNM's professional
subscribers. It is protected by U.S.
copyright laws. Please direct inquiries or
permission requests to soleado@dlenm.org.



NONPROFIT
ORGANIZATION
U.S. POSTAGE PAID
ALBUQUERQUE, NM
PERMIT NO. 495

▣ **MULTISTATE ASSOCIATION FOR BILINGUAL EDUCATION NORTHEAST (MABE) ANNUAL SOUTHERN NEW ENGLAND AND REGIONAL DUAL LANGUAGE VIRTUAL CONFERENCE—CRITICAL CONSCIOUSNESS: THE FOURTH PILLAR OF DUAL LANGUAGE EDUCATION:** March 18-19, 2022. See www.mabene.org for more information.

▣ **CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)—STAND UP! GET UP! FOR BILINGUAL AND MULTILINGUAL RIGHTS:** March 30-April 2, 2022, Hybrid, in San Francisco, CA. For more information, please visit www.gocabe.org.

▣ **GUIDED LANGUAGE ACQUISITION DESIGN—OCDE PROJECT GLAD® FOUNDATIONS CERTIFICATION TRAINING:**

Part 1: 2-day Virtual Research and Theory Workshop
March 31-April 1, 2022

Part 2: 4-day Virtual Classroom Demonstration
Elementary Level—June 13-16
Secondary Level - June 20-23

Contact gladinfo@dlenm.org for more information.

▣ **NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION (NMABE) 47TH ANNUAL CONFERENCE—AFFIRMING OUR STRENGTH AND RESILIENCY THROUGH LANGUAGES AND CULTURES:** April 7-9, 2022, at the Embassy Suites in Albuquerque, NM. For more information, visit www.nmabe.org.

▣ **ACHIEVEMENT INSPIRED MATHEMATICS FOR SCAFFOLDING STUDENT SUCCESS—AIM4S³™ VIRTUAL INSTITUTE**
June 1-2, 2022. For more information and to register, visit <https://forms.gle/Lk4YJ5Y5R3dpK1N67>

▣ **OCDE PROJECT GLAD® & AIM4S³ HYBRID SUMMER INSTITUTE**
June 7-8, 2022. For more information and to register, please visit <https://cvent.me/717nrl>

▣ **ASSOCIATION FOR TWO-WAY & DUAL LANGUAGE EDUCATION (ATDLE)—2022 NATIONAL 2-WAY BILINGUAL IMMERSION CONFERENCE:** June 27-29, 2022, in Riverside, CA. Visit www.atdle.org for more information.