Soleado
Promising Practices from the Field

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Grounding Teaching and Learning in Access, Validation, and Equity: The CLAVES® Framework
by Dual Language Education of New Mexico's CLAVES® Facilitation Team

In the spirit of continuous improvement, Dual Language Education of New Mexico (DLeNM)'s professional development team routinely reflects on our professional learning offerings by reviewing ongoing research, reflecting on feedback from participants, and refining our message. This is particularly true of our Contextualized Learning for Access, Validation, and Equity (CLAVES®) framework, introduced in 2014 (Soleado, Winter issue). We now center this framework in the ideals of **access, validation, and equity,** by focusing on strategies and protocols that offer students equity of voice, opportunities to rehearse and practice new language and concepts to better access content, and an environment in which they feel validated and understood.

The Six Pathways of the CLAVES® Framework are represented by the icons on the lock.

Back in 2014, our review of the research pointed to the very specific needs of students learning in a second language. Like any other student, language learners have the challenge of learning specific content and the thinking and learning skills related to that content. They must also learn the vocabulary, phrases, and sentences necessary to articulate what they are learning and what they are able to do. These skills are multidimensional, complex, and require that the students have meaningful interactions with their teachers and fellow students, as well as with learning materials that reflect their communities and cultural backgrounds. Language learners would benefit from observing how the teacher explains the content and the way their classmates talk about it—the questions they ask to further their understanding, the language they use to explain their thinking, and the ways they transfer their oral language to writing. Current research continues to inform the development of the CLAVES® framework.

In consideration of that research, as well as DLeNM's continued work with teachers and students, we are particularly aware of our ever-changing educational context. We now refer to our students as multilingual learners as a way of honoring and validating the languages and dialects they bring to the classroom. We've worked in English-only, sheltered content, early- and late-exit bilingual, heritage language, and dual language bilingual education programs. We better understand the ways that multilingual learners use their entire linguistic repertoire to learn, negotiate meaning, and reflect, as well as their need for a culturally and linguistically responsive classroom environment.

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Grouping Multilingual Learners: Who Benefits?

by Jennifer Johnson—Principal Consultant, Education Northwest, Portland, OR and Heidi LaMare—Multilingual Learner Continuous Improvement Coordinator, Northwest Educational Service District 189, Anacortes, WA

Theories of language development illustrate that interaction with more proficient speakers is at the heart of how people acquire language (Ellis, 2005; Wong Fillmore, 1991). School is a social environment—multilingual learners' language skills emerge and develop through social and academic interactions with peers. The processes of clarifying, paraphrasing understanding, and negotiating meaning while approximating a new language facilitate development.

Typical service models for English language development in schools across the country involve students receiving small group pull-out instruction and sometimes classroom clustering. These models enable ease of instructional planning and delivery and support schedules that allow more students to be taught at the same time. Groups are often formed based on students' English language proficiency levels and students commonly remain in the same group throughout a school year. This practice may not support the development of instruction based on individual student need and often segregates English learners from classroom peers.

Research has definitively shown that a pull-out service model is the least effective for students in acquiring language (Thomas & Collier, 2002). While students initially make substantial gains, long-term negative effects reflect national trends of English learners experiencing disparate academic outcomes. So, why do these segregated service models persist as frequent options for instruction for multilingual learner instruction?

Research summary

Researchers have studied different aspects and effects of clustering or grouping of multilingual learners. A recent article in Education Week highlighted a research review conducted by Michael J. Kieffer and Andrew W. Waver of New York University (Njarro, 2023). Kieffer and Waver analyzed student data from 783 students in segregated or clustered classroom placements and compared them to those in more integrated settings. Kieffer and Waver reviewed students' English reading outcomes over several years. They found that the practice of separating or clustering multilingual learners had no impact on student literacy outcomes—calling the value of this service model into question.

A second study, conducted by Peggy Estrada, Hiawen Wang, and Timea Farkas of University of California at Santa Cruz, used a mixed-methods approach to examine segregated classroom composition where English learners were the majority of the classroom student population. They analyzed academic data and teacher-reported opportunities for student learning—the latter defined as socio-emotional and academic benefits that students have access to in diverse or heterogeneous classroom environments. This study demonstrated that classrooms with a high proportion of segregated English learners had lower performance on state tests of English language arts, math, and English language proficiency than in more integrated classrooms. This study again calls into question the effectiveness of clustering practices on student academic outcomes and illuminates potential harm from reduced academic and socio-emotional opportunities to learn.

Considerations for grouping

Language acquisition is a rich, complex, and non-linear process that cannot be detached from conceptual learning and understanding. A singular approach will not meet all student needs nor fit every context, so it is essential to understand parameters for grouping practices and clarify the decision-making process to best support student learning. Equitable grouping of multilingual learners demands intentionality—whether in table group selection, classroom clustering, or systems-level service delivery methods.

In complex educational systems educators must

balance structural factors that affect student grouping practices and considerations for maximizing student learning. Grouping practices at the systems or macro levels that often drive student services include:

❁ Compliance: programmatic requirements, federal and state regulations, funding guidelines or restrictions

❁ Staffing: availability of trained or skilled staff members, staff-to-student ratios, scheduling conflicts or competing duties, master schedule configurations

❁ Ease of delivery: the number of students served at one time or in one location, focused or targeted language development versus integrated language acquisition through content addressing multiple English proficiency levels

Factors that affect grouping practices at the classroom or micro levels may include:

❁ Students: language proficiency level, academic performance, behavioral needs, other affective filters, and individual student profile features

❁ Teachers: teacher skill level in relation to language acquisition practices, classroom structure, planning time and efficiency, support for collaboration, and opportunities for professional development

While a universal approach to grouping multilingual learners is often insufficient to meet student needs, consideration of the following factors will support a student-centered approach that strengthens language acquisition:

❁ Access to core content: Does the child miss something key in the core classroom? Is it a short-term or long-term gain?

❁ Social isolation: From the students' point of view, does the grouping support social isolation or segregation?

❁ Language models: Are there several students in the setting who can act as language models?

❁ Physical isolation: Is the child in the classroom yet physically separated from the rest of the students while working in a small group? Is the student leaving the core classroom? Is the student not part of the group?

❁ Use of other adults: Is the most skilled person providing the instruction to the English learner students?

❁ Teacher skill level: Does the core classroom lesson have embedded language development opportunities within its content? What more might be needed?

At the classroom, building, and district levels, structured conversations about practices for grouping multilingual learners are key to developing an equitable approach to student services. Effective instruction considers the unique needs of students acquiring language and content simultaneously. Shifting structures and systems to more evidence-based grouping practices requires educators and leaders to understand current research, engage in collaborative conversations about students' opportunities to learn, and center decisions on student success rather than adult-level logistical or compliance needs.

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Grappling with Linguistic Bias in the Classroom

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What is linguistic bias?

Linguistic bias refers to the preference for or prejudice against specific languages, dialects, or features of language use. Language varieties that are commonly denigrated in the United States include regional varieties like Southern English and New York City English (Niedzielski & Preston, 2009), as well as varieties associated with racial or ethnic groups, such as African American English and Chicano/a/x English. (See our Soleado article on Sociogrammar, Fall 2024). Sometimes features associated with young women, such as uptalk and vocal fry, are also disparaged (Cameron, 2015).

Linguistic bias can be found across languages and societies. For instance, the variety of American Sign Language associated with Gallaudet University is sometimes considered prestigious, while usages that stray from that variety are more often deemed 'incorrect' or less prestigious (Player, 2023). In our article, Sociogrammar (Soleado, Fall 2024), we outlined linguistic features that are routinely disparaged in English and Spanish that tend to be associated with rural, impoverished, or uneducated communities. Moreover, language features associated with bilingualism, such as code-switching and loanwords, are commonly considered less 'pure' than monolingual varieties. Yet, just as there is no such thing as a 'pure' or entirely homogenous community of people, there is no such thing as a 'pure' language or dialect (Irvine & Gal, 2000).

Google "the ugliest language" or "the ugliest dialect" and you will find thousands of examples of people espousing very ugly, mean, and disparaging opinions. Why do we have those opinions? A common myth is that we simply like the way one language or dialect sounds more than another. But the reality is that our perceptions are intimately tied to how we feel about the people who speak those languages and dialects. Perceptual dialectology research shows clear patterns linking negative perceptions of groups of people with negative perceptions of those people's speech patterns (Niedzielski & Preston, 2009). To put it simply, when you say you dislike the way someone talks, you're actually expressing a dislike for the person or the social group that the person belongs to. In fact, the language varieties and linguistic structures that are denigrated in society are those that are used by people who are the target of racism, classism, sexism, heterosexism, ableism, monolinguism, and other types of oppressive ideologies that pervade our society.

Linguistic discrimination

There is growing evidence that linguistic bias has very serious repercussions in our society. One clear example has to do with what John Baugh (2003, 2019) calls linguistic profiling. In a clever experiment, Baugh called various phone numbers that appeared in newspaper advertisements listing apartments for rent in San Francisco and nearby neighborhoods. Each time someone answered the phone, Baugh said the same sentence: "Hello, I'm calling about the apartment you have advertised in the paper." He would first call using an accent that is associated with an African American or Chicano variety of English. Then he would call again using what he calls his "professional voice," which sounds like what is typically called 'Standard

—continued from page 4—

American English'. He found that the probability of obtaining an appointment to view the rental property increased when he used his "professional voice" and decreased when he used a Chicano or African American English accent. Sometimes, after he was told the apartment had been rented already, he called back using his "professional voice," and was offered an appointment to see the apartment (Baugh, 2003).

Another example can be found in court cases. Linguists John Rickford and Sharese King (2016) argue that during the case against George Zimmerman, who killed Trayvon Martin, jurors were strongly biased against Rachel Jeantel's testimony due to the way she spoke. Jeantel employed linguistic features associated with African American English, which is as linguistically complex and systematic as any other dialect (Baugh, 2015). Jurors' judgments damaged her reputation as a reliable witness.

Co-authors Dawnadine Harvey and Audriana Sauceda

Linguistic profiling can also lead to unlawful detainment. Two women in Montana who were in line in a gas station convenience store were detained by a Customs and Border Protection agent because he noticed they were speaking Spanish and declared that that was unusual in the area (Casillas, 2019).

Linguistic bias affects children in the classroom

We all have both explicit and implicit biases, and teachers are just as prone to such biases as other people (Starck et al., 2020). Such biases extend to language. For example, Crowl and MacGinitie (1974) recorded six Anglo-American and six African-American 9th-grade boys saying aloud identical answers to questions, differing only in speech patterns. White teachers assigned significantly higher grades to the answers recorded by the Anglo-American boys as compared to the African-American boys. Similar findings have been found when comparing African-American, Latino, and White ninth-graders (Shepherd, 2020). Chin (2010) reviews the results of accent bias in the classroom and shows that minoritized students who are perceived as having accents tend to receive lower grades, have issues accessing higher-track classes, and receive less attention from teachers.

It is worth noting that people's perceptions of accents are not always based on identifiable phonetic features. For example, Rubin (1992) played an identical recording of a 'teacher' giving a lecture in so-called 'Standard American English' to 62 undergraduate students who listened to the lecture while seeing an image of either a Caucasian woman or an Asian woman. Students reported hearing a 'foreign accent' more often when shown the image of the Asian woman even though the recordings were identical. Moreover, the students had more difficulty with comprehension of the lecture content when seeing the image of the Asian woman, suggesting that they not only perceived a 'foreign accent' but that this perception affected how they processed the language they were hearing.

To summarize, there is evidence that teachers show bias against students whom they perceive as having non-standard or foreign accents, resulting in decreased academic success.

What can we do to mitigate linguistic bias in the classroom?

Despite the prevalence of linguistic bias and its

Addressing the Resource-Constrained *Realidades* of Dual Language: Acuarela's Effort to Support Instructional Equity, Coherence, and Sustainability with a Curriculum Built (Beautifully) *Bilingüe*

by Callie Lowenstein—Founder and Executive Director, Acuarela Curriculum Co-op

I'm sure I'm not the only dual language teacher to get stuck climbing over a chain link fence to get out of the building, having stayed in our classrooms too late making the bilingual instructional materials we didn't have.

Because our schools didn't have a Spanish curriculum adoption. Because the Spanish and English curricula weren't coordinated or aligned. Because the Spanish materials on offer were too complicated, too basic, poorly translated, or culturally harmful. Because we wanted better for our students.

Dual language students are best served when all aspects of the program work together.

While an abundance of research supports the power of dual language (DL) models to supercharge learning, the realities of dual language schools are too often circumscribed by the resources we have for implementation—the simultaneous scarcity of resources designed for our contexts, and the clutter of un-aligned curricula and supplemental resources competing to fill in the gaps.

Education researchers Sarah L. Woulfin and Rachael Gabriel describe curriculum as educational "infrastructure" — a necessary condition for improving instructional quality in our schools (2020). The framing of curriculum as "infrastructure" is a powerful one because it positions curriculum as a systems-level intervention, one that shouldn't be reliant on individual bilingual educators sacrificing their nights and weekends to make sure students have effective instructional materials to learn with. It is also powerful because it connotes the big-picture planning required to design instructional materials that are coherent, comprehensive, and aligned to school structures, all the more important in our more complex bilingual context.

Indeed, the necessity of coherence is emphasized as the very first principle of Guiding Principles for Dual Language Education (2018): "Principle 1: All aspects of the program *work together* to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence." (Emphasis mine)

In Key Point F, the authors go further, suggesting that for this principle to be realized, there must be "deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction."

How many bilingual educators and students are working in conditions where this is truly the case? And when the basic infrastructure of dual language curriculum isn't in place, at what cost do we continue to leave individual schools and teachers to juggle the hodgepodge of curricular puzzle pieces in order to make it all fit together? What is the impact on the quality of teaching and learning? What is the impact on the sustainability of our profession?

I want to go deeper into *tres realidades* of dual language curriculum that are currently impacting the ability of our DL schools to fulfill their potential— and then I'd like to share one possible *solución* that bilingual educators are building together at Acuarela Curriculum Co-op (*acuarelacurriculum.org*).

Realidad 1: Missing Spanish Resources

In my first dual language school, in New York City, I taught 2nd grade. Our foundational
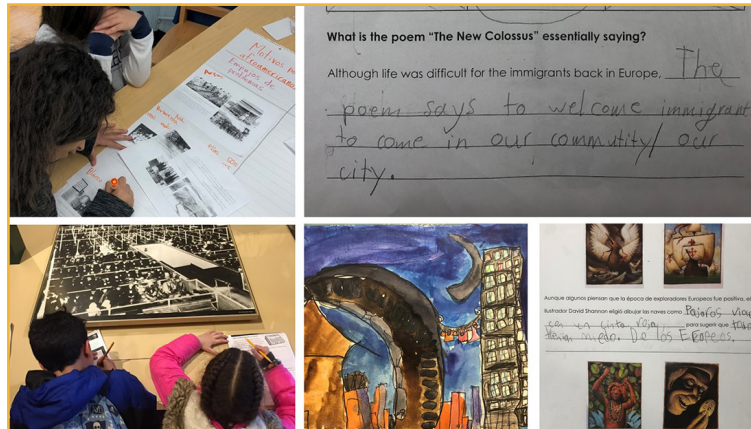
skills program for English literacy was Wilson Fundations®. Our foundational skills program for Spanish was… figure it out for yourself. More recently, I worked in Washington, D.C., where the district had supported classroom educators to create a comprehensive content-literacy curriculum… in English. For the dual language programs, there was the usual, bashful, and apologetic, "We're so sorry, it's coming soon" (to transadapt this statement into reality-ese: For now, figure it out yourself). I imagine you, reader, might have your own version of this story.

Without appropriate resources, teachers are left to reinvent the wheel one late night at a time. Across the United States, 89% of teachers regularly draw lessons from sites like Teachers Pay Teachers (Polikoff & Dean, 2019), spending 12.5 hours a week sourcing materials — and this is in monolingual instructional settings! In dual language schools, we are further taxed with what researcher Cathy Amanti calls "invisible work" (2019) — the translation, transadaptation, and realignment of materials that weren't built for bilingual contexts.

And this invisible work comes at great cost: at the very same time that we are trying to grow the pipeline of dual language educators, bilingual teachers cite lack of materials as the number one factor driving them out of the profession. (I, myself, have witnessed colleague after colleague either leave dual language or leave the classroom altogether after experiencing the burnout of not having the basic tools, the curricular infrastructure, to do their work well.)

Realidad 2: A Double-Dosed Schedule That Goes Half as Deep

Even having a Spanish and an English curricular adoption doesn't solve the problem entirely. Most Spanish and English programs are written for 180 days of instruction… but dual language schools don't have 360 days to teach!

In many schools, this has manifested in a duplicative but shallow school day, where dual language teachers are required to get through every subject in half the time, to hit too many materias in both English and Spanish every day, rather

than coordinating in reasonable cycles across languages. This results in instructional absurdities like 15-minute read alouds with no time for the purposeful vocabulary practice and meaningful discourse that would support our multilingual learners' oral language development. It results in 15-minute daily writing blocks with no time for a mini lesson, no mid-workshop share, and no closure. (This, I guess, is better than no writing block at all, a phenomenon all too common in doubled-up DL schedules.)

This sample schedule demonstrates a doubled-up schedule that attempts to fit a full instructional day in half the time; a common occurence when curricular materials aren't built for a bilingual context.

All too often, small group reading and phonics are the "must haves" that are repeated twice a day (i.e., during both English and Spanish time), despite the evident opportunities to streamline by facilitating cross-linguistic bridging for transfer in these areas. This duplicative approach usually cuts time short for content areas like science and social studies, and comprehensive writing instruction, where so much rich language development (and valuable, meaningful learning) happens.

Dual Language Programs on an Island: Navegando la corriente del bilingüismo

by Dr. Rachel Owens—Coordinator of Curriculum and Multilingual Learners, District 102, La Grange, IL and Dra. Elvira Pichardo—Lewis University, Romeoville, IL

As dual language programs expand in the state of Illinois, the context of dual language education has moved into traditionally monolingual districts, schools, and contexts. The growing emergent bilingual population and expansion of dual language programs provides opportunities for districts, schools, and educators to shift how we consider bilingualism in schools and how bilingual programming reflects the dynamic bilingualism of the community. How then, can school districts work to develop and strengthen dual language programs, particularly when the dual language program is housed in one school, is the only one in the district, and operates as an isla? If the district's focus is on an individual school or program, organizational and structural systems that center monolingualism will not change (Neugebauer, Galloway, & Dobbs, 2023). Instead, collective inquiry at the horizontal level (teacher-teacher) and vertical level (principal-teacher, principal-district admin) is critical to ensuring the success of the dual language program, including the implementation of effective language teaching and learning strategies and allowing it to operate as an isthmus or a bridge to the whole district (Neugebauer, Galloway, & Dobbs, 2023).

Hallway displays celebrate Spanish-speaking countries.

Navegando la corriente del bilingüismo

How can we navegar la corriente del bilingüismo if bilingualism and the dual language program operates as an island and how can we build a bridge from the DL program to the rest of the school or district? In order to understand the action steps necessary, the following questions must be asked: What must be learned about the school/district culture around language? What must be changed around the school/district's culture around multilingualism, and what must be built to support a culture of equitable language teaching and learning? (Neugebauer, Galloway, & Dobbs, p.120, 2023). Saying that dual language programs operate as islands does not refer to whether principals and administrators support the dual language program; it is a measure of how the dual language program is connected to the rest of the district, including its organizational systems. In some cases, dual language programs operate as islands because of curriculum; in others because of language, instructional strategies, and school culture. The introduction of the dual language program into existing school cultures can create a divide and facilitate an "us versus them" perspective. Most importantly, is multilingualism and related teaching and learning viewed from an asset perspective or as a deficit?

Action Steps to a Multilingual Ecosystem: Contra la corriente del monolingüismo

How can we shift leadership and administrative practices from leading with a monolingual lens to leading with a language-centered perspective? As dual language leaders, our lens is the language practice of emergent bilingual students in our schools and the use of evidence-based research including conversations around power dynamics and critical consciousness (Marshall & Nungaray, 2024, p.165). Engaging in a process of collective inquiry allows us to consider all stakeholders,

including staff members, members of the administrative center, and community members to broaden the lens of equity and include biliteracy. Based on our collective experience, we have created four pillars of advice to create connections between our dual language programs and the administrative center. The four pillars serve as a metaphor to create a land bridge or to turn your island into an isthmus. The four pillars are: engage your community, connect with the administrative center or district administrators, find a seat at the table, and educate and remind.

The first pillar, engaging your community, focuses on providing a dual language program that is accountable to all stakeholders and has a responsive infrastructure for maintaining an active, ongoing responsive cycle with families, staff members, educators, and community members (Marshall & Nungaray, 2024, p.180). When all stakeholders are involved in planning and implementing your dual program, it is easier to build a bridge to the island. Families and the community are critical to the growth, improvement, and sustainability of the dual language program at the school and district level, including the educators who teach in the program and educators who teach in traditional classrooms. As the dual language program works to recruit, hire, and retain educators who believe in bilingualism and the principles of a quality dual language education, it is pivotal for all educators to have opportunities to talk, collaborate, and plan together in order to address the many myths and misconceptions about biliteracy, bilingualism, and instruction in dual language programs (Marshall & Nungaray, 2024, p.180). Engaging the community provides an opportunity for all stakeholders to learn,

Celebrando el bilingüismo de los estudiantes

to use a common language, to build capacity around research-based instructional strategies, and to learn about the benefits of dual language programming (Marshall & Nungaray, 2024, p.180). This will create a loop of accountability that will enable educators to communicate with family and community and to answer any questions or concerns surrounding the dual language program.

The second pillar focuses on connecting with the administrative center. Whether your program is aligned to the district curriculum, or whether your reading intervention model is a monolingual one, the students and dual language educators need the administrative center to work for them. Dual language programs must have access to quality curriculum and resources. Although administrators have various years and types of experiences in education, do they represent the diversity and languages of the dual language program? As they consider the future of the district, the instructional focus, and determine where to allocate resources, are emergent bilinguals and the dual language program part of the conversation? The administrative center's public relations department, human resource department, data or assessment coordinator— all work for the dual language program. Dual language classrooms should be in the district's communications. Spanish assessment data should be evaluated and compared by the assessment and data team. The human resources department needs to be accountable to the dual language program and should seek information regarding which universities produce quality bilingual educators.

Does the district recruit bilingual teachers from

We adjusted our concepts of teaching and learning to accommodate virtual, synchronous and asynchronous contexts and their emphasis on both technology and the social-emotional well-being of teachers and students. We have come to understand how important it is that students see themselves and their communities in the materials we use. We experienced the ever-increasing influx of newcomer students representing a huge diversity of languages, cultures, and trauma. Many of our students have experienced major schooling interruptions, little adult supervision or guidance, and an increasingly hostile general population. And still, teachers continue to ensure that their grade-level content standards are being addressed. They commit to attending and reflecting on the information shared through state- and district-mandated professional learning, new curricula, published materials, and research-informed approaches to teaching and learning.

every student—the pedagogy, the strategies and activities in which students engage, the materials, the classroom ecology, the relationships that are developed between teachers and students and between students and their peers, the lens through which students, their families, cultures, languages and experiences are viewed, the routines and approaches to classroom management. Equity for each student is achieved by providing them access to the instructional materials, language, and experiences that support their learning needs. In her July 27, 2017, blog, *Equity vs. Equality: What Does "Access" Really Mean*, Caroline Belden writes, "Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it." Teaching and learning within the CLAVES® Framework is grounded in **equity through access and validation**. The Six Pathways of Contextualized Learning reflect this understanding and are as follows:

Teachers are active participants in CLAVES® Framework professional learning, as the facilitators model various strategies.

It comes as no surprise, given these explosive changes, that DLeNM's understanding of teaching and learning for high-quality, contextualized instruction has evolved. We now understand that everything that happens in a classroom must be grounded in equity and access for

1. *Focus on language*—Every lesson provides an opportunity and a need to teach students academic language skills that go well-beyond vocabulary lists. Students need to be able to comprehend content lessons and communicate both orally and in written form what they know. The focus should incorporate the four domains of listening, speaking, reading, and writing of content language, as well as academic language functions and the structures typical of those functions. If students are being asked to *compare* characters in a story, they should be taught and given the opportunity to practice using descriptive adjectives and the appropriate way to turn them into comparatives—either by adding -er- to the word or using the word -more- correctly (prettier or more beautiful) (Snow and Wong Fillmore, 2002).

2. *Plan for peer interaction*— Language learning is an interactive process. Therefore, teachers must be adept at setting up instructional structures and protocols that facilitate students' use of all registers of the language of instruction, both social

and academic. This means that the teacher must explicitly plan for and provide opportunities for students to use
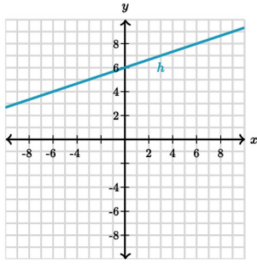
Compare Linear Functions

Language (Word, Concept, etc.)	Language Support
Comparing and contrasting two categories of information.	These _____ are similar/different because _____. The _____ of function 1 is _____, however it is _____ for function 2.
Words needed for comparing and contrasting	but, however, on the other had, more, less, though, most of the
Concluding statement	(In conclusion, therefore) _____ has _____ , than _____

Function 1 is defined by the following table.

x	y
0	5
5	7.5
10	10
15	12.5

Function 2 is defined by line h.

Which function has a greater slope?

Participants in the CLAVES™ Framework professional development sessions learn multiple strategies that provide students with access to content and language.

language to process and engage in their learning **with each other.** The structures include opportunities for risk taking and negotiation of meaning, with the teacher providing language input and output in an environment that reduces anxiety. These instructional structures also foster a more inclusive classroom environment where each student's voice is heard, their perspective is validated, and they contribute to the class's understanding of the topic.

*3. Support meaning with sensory experiences—*Key to multilingual learners' comprehension is the use of language in authentic contexts. Providing real objects and images, using interactive technology, and engaging students in instructional activities that require the use of all modalities can create authentic contexts that students need to comprehend and use language appropriately.

*4. Activate prior knowledge and/or create shared knowledge—*Although the research is clear that tapping students' prior knowledge when introducing a concept is beneficial to all students, it is essential for multilingual learners.

Given the diversity of experiences and knowledge multilingual learners bring to the classroom, connecting new learning to those experiences and knowledge allows for a better understanding of the concepts and provide a natural opportunity to build deeper sociocultural understanding and competence among all students (Echeverria, Vogt, & Short, 2004). If students lack prior knowledge or experience, engaging in a shared class activity is an excellent way to ensure they connect new learning to a common experience.

*5. Make text accessible—*In order for students to comprehend and utilize text as a way of learning new information and sharing their learning with others, teachers must plan for a variety of experiences to engage and support students' reading and writing skills. These instructional experiences provide students support **before reading** by previewing vocabulary and content for easier access and understanding, **during reading** by giving students the opportunity to develop and practice student-learning strategies that support comprehension, and **after reading** by extending both newly learned information and newly developed skills to other materials and content areas.

*6. Facilitate cross-linguistic connections—*Multilingual learners bring with them a breadth of background knowledge, conceptual understanding, and ways of knowing from their life experiences and personal linguistic repertoires. It is essential that their teachers validate and build upon these assets by helping them to develop strategies to bridge what they know in one language or one context to the other (Beeman & Urow, 2012). While it is certainly helpful for the teachers to be familiar with the languages represented in their classes, even English-only teachers can investigate general grammatical or other language structures and rules to help students develop metalinguistic awareness:

How are changes in time—past, present, future conveyed? What is basic sentence structure; what is the typical placement of the subject of a sentence, describing words, verbs, direct and indirect object pronouns? How are singular nouns made into plural nouns? How does one address someone who is older or in a position of power? What are ways that students are expected to interact in class? And how do these rules differ from those used in English and/or in U.S. classrooms?

The world has become a very different place. The demands on our students are complex, students' experiences, languages, and knowledge are more diverse, and their need to connect and be accepted within the entire school community is critical. Therefore, understanding the importance of providing contextualized learning for access, validation, and equity is key to ensuring that each student achieves his/her academic and social-emotional goals. The CLAVES® Framework and the instructional strategies within each Pathway, both individually and collectively, go beyond just 'good teaching'—they reflect a profound understanding that our students require more than what we may have once needed in our own schooling.

Please contact *claves@dlenm.org* to learn more.

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often-unconscious nature, we can all play a role in combatting its harmful effects. As individuals, this starts with taking the following steps:

◊ Accept that you have bias: As with other types of bias, no one is immune to linguistic bias. Everyone makes judgements about language, and we often aren't even aware when we are doing it. Therefore, the first step in addressing linguistic bias is acknowledging we all have it.

◊ Identify your biases: Given that bias can be unconscious, this can be a difficult step. Begin by identifying the conscious linguistic judgements you make. This involves recognizing your reactions to language variation and questioning the judgements you make based on these reactions.

◊ Challenge your biases: Once you've identified a bias, examine the root of this judgment. What social and cultural factors may be shaping your perception of certain languages or linguistic features? How might your judgements reflect and reinforce stereotypes about marginalized groups in society? By challenging yourself to view your biases from a new perspective and with a deeper understanding of their underlying origin, you can actively work to change any biased attitudes and behaviors you may have.

To learn more about integrating these steps into your daily life, you can take the online Linguistic Bias Training (*https://bilingualism.unm.edu/resources/linguistic-bias-training.html*). This 15-minute training was developed by the Lobo Language Acquisition Lab and consists of three parts. The first part reviews linguistic diversity, with special attention to diversity in New Mexico. The second part explains linguistic bias, and the third part discusses the repercussions of linguistic bias and how to mitigate it using the steps outlined above.

While practicing self-reflection is vital for addressing linguistic bias on an individual level, more broad-based initiatives are needed to combat its widespread harms. That is why the Lobo Language Acquisition Lab has created a series of expanded trainings and educational modules designed specifically for teachers. Given

their pivotal role in shaping children's attitudes and perspectives from an early age, teachers are uniquely positioned to reduce linguistic bias and promote language diversity within their communities, starting in the classroom.

One such educator-focused initiative was a module developed by lab members David Páez and Naomi Shin for the New Mexico Public Education Department's microcredential for teachers called "New Mexico Education Acts." As of May 2, 2024, 369 educators had completed the microcredential, and another 160 were enrolled.

Our workshops, available in both face-to-face and webinar formats, similarly define and illustrate linguistic bias, including how it impacts children. Participants are invited to imagine how they would respond to different classroom scenarios depicting linguistic bias. Thus far, we have created three versions of the workshop. The first is a general one designed for all types of teachers. The second was developed specifically for Navajo language teachers, and the third was developed for early intervention specialists and teachers who work with deaf and hard of hearing children.

Feedback from workshop participants suggests that our trainings have both short- and long-term impact. There is already evidence that providing training can reduce implicit racial bias (Devine et al., 2012). Thus, we have reason to believe that implementing linguistic bias training is a worthwhile endeavor with long-term impact on teachers and, in turn, on children. By addressing linguistic bias at both the individual and institutional level, we can advance our goal of ensuring greater equity and acceptance for all people, regardless of how they speak, write, or sign.

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Acuarela students engage in a rich interdisciplinary study of geology though fieldwork, scientific modeling, and a thoughtful weaving of informational text, thematically aligned fiction, and poetry in Spanish and English. The documentation panel bulletin board provides a visual anchor, mapping the connections of content and language learning across languages, fostering greater coherence for both teachers and students.

Realidad 3: Missed Opportunities for Transfer and L1 Leveraging

Another dual language pitfall of using two parallel-but-separate curricula is that it often results in separating subject areas by language —and forfeiting the powerful opportunities for translanguaging, bridging, and transfer (Celic & Seltzer, 2013) that truly bilingual content-literacy units can provide.

In my most recent school, as in many others, social studies-infused literacy units were taught in English while STEM-focused literacy units were taught in Spanish. For our Spanish-dominant students, this meant there was little opportunity to leverage their L1 to make sense of complex history and geography content, making each unit's complex text less accessible for students and the work of scaffolding and bridging more of a lift for teachers. And the converse was true for students from English-speaking homes in the Spanish literacy STEM units. This also meant each academic day was that much more of a hodgepodge, with less overall connectivity and coherence between the Spanish and the English instructional time, less time to process and digest new ideas before being thrown into the next topic, text, and task.

This pitfall also manifests in the domain of foundational literacy skills, where dual language teachers are often tasked with solving the jigsaw puzzle of two scope and sequence documents whose pieces weren't designed to fit together. Too often, this results in duplicative instruction (think: teaching m, t, or s from scratch in each language), missed opportunities for bridging (think: soft c and g, which follow a similar pattern with

different sounds), and a scramble to get through both sequences by the end of the year, sometimes speeding through the most complex skills that should get more time, not less.

This lack of appropriate curricular infrastructure is making dual language much more complicated and more difficult than it needs to be! We need instructional resources that are built bilingüe, so that we can spend our time fine-tuning for our students, rather than starting from scratch, ham fisting two instructional days into one, or asking students to live in parallel intellectual universes in their blue and red classrooms.

Hello everyone! I teach Kindergarten 50/50 and would like to be more strategic with phonics lessons. Since English and Spanish letters/sounds are taught in a different order, how do to you structure English and Spanish phonics lessons without teaching whole lessons twice in both languages? How would you teach letters that make the same sound? I'd appreciate all your ideas!

3   14 comments

Without aligned materials, too many bilingual educators are left to figure out the coordination of their curricular materials on their own.
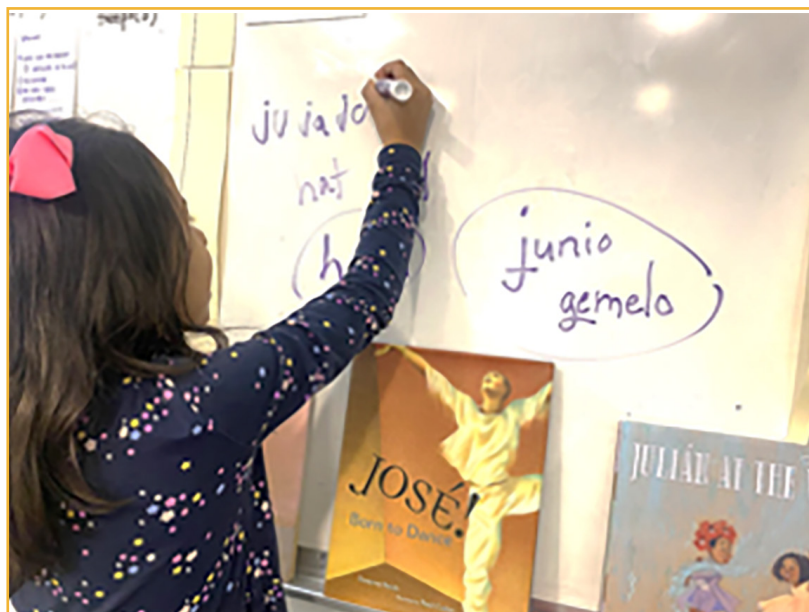
Our Acuarela Vision

These are the realidades that inspired us to launch Acuarela Curriculum Co-op, the first comprehensive curriculum designed intentionally for dual language. We are current and former bilingual classroom teachers, coaches, and leaders, trying to solve the dual language curricular infrastructure problem.

We are excited to be crafting a bilingual *scope and secuencia* that specifically plans for cross linguistic connections as a main event, not just a sidebar or a footnote; that streamlines foundational skill instruction by leveraging targeted opportunities for transfer, opening up more space for oral language development and rich content learning along the way.

An Acuarela student explores the commonality between the sounds represented by j/g and h in Spanish and English, connecting each letter-sound correspondence to words.

We are excited for Acuarela students to engage in complex nonfiction read alouds and discussions about la geología during Spanish time and to head outside to explore rocks and erosion during English time, building intellectual and linguistic bridges all along the way; to read Duncan Tonatiuh's gorgeous renditions of Nahua mythology during English time and to analyze maps of Tenochtitlan during Spanish time, weaving deep and enduring understanding through an intentional tapestry of text, discourse, writing, and hands-on experiences in both languages.

Teaching across multiple languages is inherently complex, messy, beautiful, and creative. But at its best, it is also coherent, richly connected, and strategically scaffolded within and across languages, so teachers and students can go deeper in their L1 *and* L2, and even L3.

We are early in this journey and seek bilingual educator colleagues steeped in the Science of Biliteracy to collaborate in giving life to the curriculum our schools and students deserve. If this is up your alley, únete con nosotros y juntos haremos un plan de estudios that is built beautifully bilingüe.

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teacher-exchange program (Marshall & Nunegary, 2024, p.175)? The HR department must work to hire and retain bilingual teachers and conduct exit interviews when a teacher chooses to leave, to learn about the conditions bilingual educators face, as well as what may be needed to motivate educators to remain in the school district.

The third pillar expands on the relationship with the administrative center by focusing on action and having a seat at the table, meaning a representative of the dual language program is on the superintendent's cabinet. Leadership must have someone advocating for the program. Even if no one in the administrative center understands the principles of dual language education and bilingual programming, someone needs to be sitting there representing the program. This has a significant impact on the decision-making process, including the allocation of resources and curricular selections, online programs that are authentic to the dual language program, and salaries for new teachers. The dual language program must be present in districtwide discussions and in all administrative decisions in order for the program to thrive. An English-language/bilingual/dual language/multilingual director, coordinator, or assistant superintendent should be a member of the leadership team. The process of collective inquiry allows the dual language program to communicate by gathering data and communicating with the administrative center about the curriculum, teachers in the dual language program, including hiring and retention, and other concerns that may have a direct or indirect impact on the dual language program (Neugebauer, Galloway, & Dobbs, 2023).

The fourth and last pillar is to educate and remind. The administrative team, faculty, staff, and

It is critical that dual language programs grow in ways that honor all stakeholders.

community need to know the research supporting dual language programming and understand how it is implemented at the school and district. One of the ways to combat disinformation around dual language programs is to highlight the benefits of the program, the importance of the program, and how it fits in the community. We must highlight the wonderful things that are happening in dual language classrooms, the great work and planning done by the dual language teachers, and the reasons for the growing popularity of dual language programming. We want to encourage the community to come and see the dual language program in action so they can see what it looks like locally. It is important to be intentional about data collection so that the academic growth of the dual language students can be shared. When the data mimics Thomas and Collier's data (2017), the board of education, parents, and the community must be informed. When a student brings their second language into the community while honing and growing their first language, all stakeholders should know!

Conclusion and Key Takeaways

As dual language programs continue to expand across the nation, it is important to reimagine language instruction and teaching and what it means to be a dual language leader. In traditional monolingual spaces, it is important for dual language educators, principals and district-level administrators to collaborate with all stakeholders, finding allies, and finding its community. One of the ways that we can continue to provide accountability and transparency to all stakeholders is by providing a constant feedback loop, actively listening and maintaining relationships. One strategy is to engage in collective inquiry in which we explore, analyze, and make critical shifts to the

—continued from page 18—

school culture in order to model these shifts to the district. A relationship with the district office will determine whether the dual language program operates as an island or as an isthmus. This relationship will set the stage for the questioning, dismantling, and changing of mindsets that will challenge inequitable practices in the district.

In order to be strategic about the work we do as dual language leaders, we have focused on four pillars that drive the work with the administrative center. Gone are the days of closing your door and teaching or leading as the lonely school administrator. It is important to actively consider the work that needs to be done and how it can be achieved in the spaces in which we teach, work, and lead. Schools are often places of constant action with little space or time for reflection. It is important to take time to reflect on your dual language program. We have included four pillars to consider when making sure that dual language programs grow in ways that honor all stakeholders and the Guiding Principles of Dual Language

Education (2018). They have allowed us to strategize, and to notice and name how inequities can persist when considering the teaching of language. As we continue to be present at the district and administrative levels, we are in the best position to analyze ways in which we can continue to broaden the lens of equity to include biliteracy.

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🔲 **American Council on the Teaching of Foreign Languages (ACTFL)—Connect for the Love of Languages!** November 22-24, 2024, in Philadelphia, PA. For more information, please visit *www.actfl.org/convention-and-expo*.

🔲 **National Association of English Learner Program Administrators (NAELPA): Annual Hybrid Conference—Activating the Power of Leadership for Multilingual Success:** February 18+19, 2025, in Atlanta, GA. For more information, please visit *www.naelpa.org*.

🔲 **National Association for Bilingual Education (NABE): 54th Annual Conference—Multilingualism for a United Global Society:** February 19-22, 2025, in Atlanta, GA. For more information, visit *www.nabe.org*.

🔲 **TESOL25—International Convention & Expo:** March 18-21, 2025, in Long Beach, CA. For more information, please visit *www.tesol.org*.

🔲 **California Association for Bilingual Education (CABE)—Honoring Our Past, Embracing Our Future: 50 Years of Bilingual Advocacy and Excellence:** March 26-29, 2025, in Long Beach, CA. Please visit *www.cabe2025.org*.

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