



Spring 2026

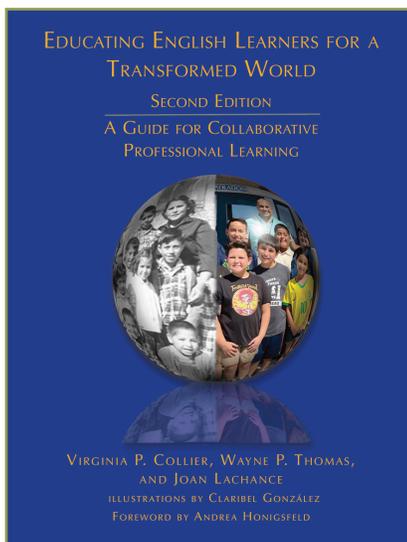
Soleado

Promising Practices from the Field

Transforming Dual Language Education: Explore our New Book of Updated Resources, Vignettes, and Collaborative Pathways

by Virginia Collier, Wayne Thomas, and Joan Lachance

We live in a time of great change. Enacting profound educational transformation is our collective responsibility, now more than ever. This is not an easy journey. Our field has suffered immensely and remains under attack as we face current political realities. Yet we continue to affirm bold choices and actions that support each of our students. We find new ways to co-create an environment at school where students can flourish and collaborate in defining the new world we all desire. How will we educate our students for an unpredictable future? What can we do differently now?



is a heritage language, they too benefit greatly from joining their peers in the dual language program (e.g., Latinos fluent in English whose heritage language is Spanish).

The research evidence supporting the superiority of dual language schooling is now unassailable. Okay then, dual language schooling is a must. First step is to choose the partner language for the program that serves the largest number of students of that language background in the school district. Now, how do

we choose the bilingual teachers needed, all the support staff, the bilingual leaders, and what in the world does the curriculum look like? And we have the other students who are proficient in English to serve—including those of diverse ethnicity, socioeconomic, special needs, and heritages different from the chosen partner language. Well, of course they too belong in the dual language classes. The research clearly shows they too can all benefit enormously.

What a challenge! But we have answers! We encourage you to explore our new book. We partnered with our colleague, Dr. Joan Lachance from the University of North Carolina, Charlotte to boldly address these issues. It is very different from our first edition although it has the same title, *Educating English Learners for a Transformed World*. The subtitle gives you

Crucial first steps are to listen to and act upon the research to collaboratively create the foundational context at school for students to want to be there—*school should be a great place to be*. For our beloved students who are becoming proficient in English (English Learners/Emergent Bilinguals), the research shows that we must consider dual language contexts using their primary language plus English as a basic necessity for success. We must offer dual language schooling if we truly want to support our students. For the English-proficient students for whom the partner language

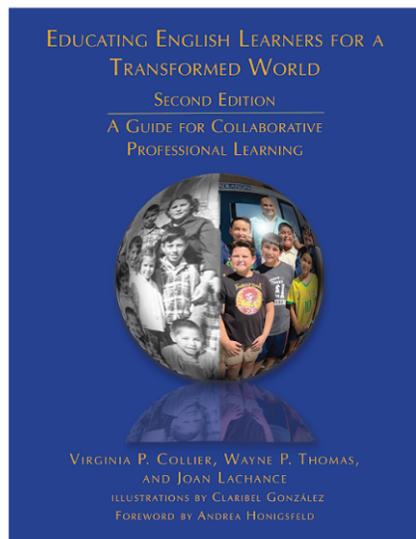
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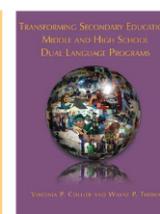
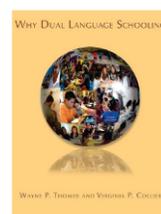
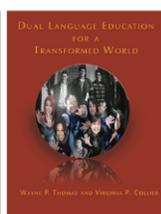
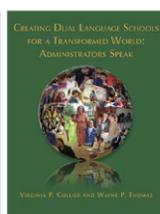
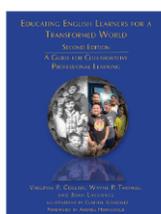
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Dual language matters, and if you're looking for a resource that not only connects the 'what' with the 'why' of dual language education, then the legacy series by Drs. Wayne Thomas and Virginia Collier has what you need.



Available NOW! Educating English Learners for a Transformed World: A Guide for Collaborative Professional Learning (second edition). Drs. Virginia Collier, Wayne Thomas, and Joan Lachance have created an entirely new, updated format, designed for lively, collaborative professional development sessions and university courses for teachers and school leaders. Engaging, interactive exercises stimulate thought-provoking discussions about dual language schooling, based on research foundations. This book should be carefully studied by teachers, school administrators, and local and state policy makers engaged in dual language schooling.

Purchase the entire Dual Language Education Legacy Series by Drs. Virginia Collier and Wayne Thomas TODAY!



Now offering professional development services!



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

DRS. THOMAS' & COLLIER'S VIRTUAL SERVICES:

- Guidance on evaluating your dual language program
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- Guidance on research-based decisions for your dual language program

DR. JOAN LACHANCE'S IN-PERSON SERVICES:

Dr. Lachance provides the same offerings and more! With an emphasis on dual language teachers' collaboration and co-teaching. Dr. Lachance specializes in aligning teacher preparation programs using the Thomas & Collier research methodology and EMMA Standards frameworks for both in- and pre-service teachers.

WE OFFER

CONTACT US NOW!



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Expanding DLBE Educator Preparation: Lessons Learned from Project SEMBRAR (Year 1)

by Phyllis Hardy—New England Project Coordinator, MABE, Joan Lachance—New Mexico Project Coordinator, EMMA, Meg Burns—NDLC Faculty Coordinator, MABE, Marialuisa DiStefano—University of Massachusetts Amherst, Laura Hamann-Ortiz, University of Rhode Island, and Elena Schmitt—Southern CT State University

Project SEMBRAR is expanding Grow-Your-Own (GYO) pathways for the dual language bilingual educator (DLBE) workforce in the Northern New Mexico and New England regions of the United States. Now in its second year, the project utilizes the EMMA Standards (*emmastandards.org*), the first nationally recognized dual language education teacher preparation standards, to guide the project's work. Specifically, the project is a series of six professional learning modules, each one anchored to the six EMMA Standards.



Project SEMBRAR's New England cohort, representing the Multistate Association for Bilingual Education Northeast (mabene), co-lead the grant application's development and provides essential leadership.

Upon completion of the learning modules, participants earn the EMMA National Dual Language Certificate (NDLC) to be used within their corresponding schools and districts in various ways. The first cohort of DLBE educator participants is now underway with Cohort #2 to launch this June. Each cohort is engaging 20 mentor leaders and 100 bilingual pre-service teachers, helping to realize the Project SEMBRAR's 5-year goals to:

1. Support 400 bilingual pre-service teachers to be bilingually credentialed, with at least 50% being first-generation university students and/or from low-income backgrounds. Within Cohort #1 we can report that:
 - a. 85% of Cohort #1 meets this criteria,
 - b. Two thirds are making progress towards licensure and/or bilingual credential.

2. Provide targeted professional learning for veteran and pre-service teachers within school districts to strengthen and expand dual language bilingual education.
3. Strengthen teacher collaboration, through on-site Communities of Practice, create a sense of professional belonging, and ensure qualified teacher retention.

While Dual Language Education of New Mexico is the official grantee for a National Professional Development Grant that funds the project, we proudly note that

it was a true collaborative effort given that the Multistate Association for Bilingual Education Northeast MABENE (www.mabene.org) co-lead the grant application's development, and now provides essential leadership for the project.

As we move forward into the second half of year one, keeping year two on the horizon, our talented participating faculty have already identified similarities between both participating regions as well as unique aspects that are informative and insightful for our on-going project refinement. This article showcases three formidable examples of the emerging themes of work with Cohort #1, anchored to the project's structure of shared leadership via Communities of Practice. We share the examples of: 1-navigating the complexities of credentialing processes, 2-commonalities in critical reflections on language and equity, and 3-connecting theory to practice.

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Navigating the Complexities of Credentialing Processes

One recurrent theme emerging from our monthly Community of Practice meetings is the complex relationship between professional standards and teacher credentialing requirements. Mentor leaders consistently recognize the value of teacher preparation standards in shaping effective teaching practices. They also report that engagement with their assigned readings, discussion boards, assignments, and artifact creations during *Mentor Moments* has deepened their understanding of the EMMA Standards and their application in classrooms. Participants also observe a ripple effect, as this learning influences their mentees' instructional practices. While the understanding of the Standards is deepening, significant challenges related to implementation persist.

One major issue is the heterogeneous nature of pre-service bilingual teachers' experiences and pathways. Candidates often come from diverse educational and professional backgrounds. For example, some have completed undergraduate programs in other states or countries, while others have not. While most pre-service teachers possess advanced skills in a program partner language, demonstrating their proficiency through the various types of state-approved standardized tests remains a considerable hurdle. The range of requirements complicate the mentoring process. Mentor leaders want to support their mentees in navigating credentialing requirements, yet they do not always have clear answers because each mentee's situation is unique.

Adding another layer of complexity is the high levels of ambiguity among district personnel, who are positioned to balance supporting teachers in meeting certification requirements for employability with ensuring compliance with contractual obligations. Furthermore, obscurity in the structure and offerings of teacher preparation programs exacerbates these challenges. Teacher preparation programs vary widely in their design, requirements, and alignment with state credentialing policies, leaving both mentors and mentees uncertain about the most effective and affordable pathways to licensure. These

intersecting issues underscore the need for greater systemic coherence between teacher preparation, credentialing policies, and district-level practices.

Commonalities in Critical Reflections on Language and Equity

A second recurring theme comes from the first module of the EMMA NDLC Program—mentor leaders engaged with content around bilingualism and biliteracy through readings, videos, reflection questions, and activities focused on bilingual development and language ideologies, policies, and practices. In reviewing mentor leader reflections from both New England and New Mexico, we noted a commonality in how they were engaging with the module. Specifically, we found that (1) mentor leaders were already critically engaged in questions around language and equity, and (2) the EMMA module and associated readings and activities provided an important platform for additional reflection.

One example shared from a Massachusetts mentor leader's discussion post showcases that she already worked to bring students' diverse ways of languaging into the classroom through the co-construction of new vocabulary:

Our school talks a lot about the importance -yet controversy- of “academic language”...[so] one way that I try to provide access to all students' language practices is to co-construct our unit vocabulary. For example, in our weather and clothing unit, I might show the word “suéter” and ask students to share how they say this word with their families. Many of our Guatemalan students say “chumpa” and I paste this word side by side with the more “academic” vocabulary to demonstrate its equal importance.

Another Massachusetts mentor leader shared that one of the module readings on the hegemonic power of English (Faltis, 2023) prompted her to critically reflect on her own language practices in the classroom. She explained:

After reading Faltis, I realized how much “pure and perfect” language shows up in my DLBE context in the form of unintentional microaggressions. We often expect students to speak in very standard English or Spanish, and correct them when they mix the two. But that's actually how bilinguals

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Entropía vocacional generacional y la pérdida del español en Nuevo México: del descuido intergeneracional a la crisis de las profesiones bilingües

por Herbert Soriano—Profesor de artes culinarias de formación profesional, educador de español y entrenador de tiro con arco, Española Valley High School, Española, NM

Resumen

El español en Nuevo México, lengua histórica y de identidad cultural, enfrenta un retroceso acelerado. Paralelamente, profesiones esenciales como la docencia, especialmente en el ámbito bilingüe, sufren una crisis de interés y prestigio.

Este artículo propone el concepto de *entropía vocacional generacional* para explicar cómo el descuido intergeneracional —familiar, educativo, político y cultural— ha dispersado la energía de las nuevas generaciones hacia opciones inmediatas y superficiales, debilitando la transmisión del idioma y la atracción por carreras vinculadas al bilingüismo. Se presentan evidencias de la situación en Nuevo México y se sugieren estrategias culturales y educativas para revertir la tendencia.

Introducción

Nuevo México se distingue por su historia bilingüe y multicultural: el español ha sido lengua de identidad, resistencia y comunidad desde hace más de cuatro siglos. Sin embargo, investigaciones recientes muestran que la transmisión del idioma está en retroceso: los abuelos suelen ser hablantes fluidos, los padres bilingües parciales y muchos nietos apenas comprenden o usan el español en contextos limitados (Villa, 2020; Torres, 2019).

Esta pérdida lingüística coincide con otra crisis: la falta de interés en ser maestro. Los programas de formación docente enfrentan bajas matrículas, particularmente en áreas bilingües, a pesar de que el estado necesita urgentemente más profesores capacitados para atender a una población

estudiantil diversa (Kraft & Lyon, 2024; Lozada-Urbano et al., 2025).



Ambas problemáticas —la erosión del español y la desvalorización de la docencia— pueden entenderse como manifestaciones de un mismo fenómeno: la **entropía vocacional generacional**, producto del

descuido intergeneracional.

El descuido intergeneracional en Nuevo México

Descuido familiar

Durante décadas, muchos hogares dejaron de transmitir el español, en parte por miedo a la discriminación, en parte por presión hacia el monolingüismo en inglés. Esa omisión debilitó la confianza lingüística de los jóvenes.

Descuido educativo

Aunque hoy existen programas bilingües, durante gran parte del siglo XX la escuela en Nuevo México fue un espacio de castigo para los niños que hablaban español. Esa herida histórica todavía pesa y contribuye a la percepción de que el inglés es la única lengua de prestigio.

Descuido político

Las políticas estatales y federales no han garantizado la protección del español como patrimonio cultural. Incluso con el apoyo a programas de educación bilingüe, los recursos siguen siendo insuficientes para formar y retener maestros especializados.

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Descuido cultural

Los medios locales privilegian la narrativa anglófona, relegando el español a un uso doméstico o informal. Rara vez se celebra públicamente el español nuevomexicano como símbolo de orgullo cultural.

Entropía vocacional generacional y pérdida del español

La suma de estos descuidos ha llevado a una dispersión de la energía juvenil hacia lo inmediato y superficial: carreras rápidas, visibilidad en redes sociales o empleos desvinculados de la tradición comunitaria. Esta dispersión, o *entropía vocacional generacional*, afecta directamente a la lengua y a las profesiones que podrían sostenerla.

En la práctica, esto significa:

- ⊗ **Dispersión lingüística:** cada generación usa menos el español, reduciendo el espacio vital del idioma.
- ⊗ **Pérdida de prestigio docente:** ser maestro ya no se percibe como camino honorable, especialmente cuando se trata de la enseñanza del español o en programas bilingües.
- ⊗ **Vacíos profesionales:** los distritos escolares de Nuevo México tienen dificultades crecientes para contratar docentes bilingües, lo que limita las oportunidades de revitalización del idioma.

Evidencias actuales

- ⊗ **Disminución en el uso del español:** estudios sociolingüísticos confirman que los jóvenes de Nuevo México usan el español con menor frecuencia y en menos contextos que sus mayores (Torres, 2019).
- ⊗ **Falta de maestros bilingües:** reportes estatales muestran que las vacantes en programas de educación bilingüe no logran cubrirse por falta de aspirantes (UNESCO, 2023).
- ⊗ **Desinterés en la docencia:** investigaciones nacionales indican que el prestigio de la profesión docente está en mínimos históricos, lo que también afecta a Nuevo México (Kraft & Lyon, 2024).
- ⊗ **Migración de profesionales:** muchos jóvenes optan por empleos fuera del estado o fuera del ámbito educativo, debilitando la base de capital humano para programas bilingües.

Estos síntomas confirman que la entropía vocacional generacional se manifiesta en una doble crisis: pérdida del español y carencia de profesionales que lo enseñen.

Carreras unidas al bilingüismo: un nodo crítico

La docencia bilingüe es un ejemplo claro de cómo la entropía vocacional afecta tanto al idioma como a la educación. Formar maestros capaces de enseñar en inglés y español debería ser una prioridad estratégica en Nuevo México, pero el desinterés juvenil hacia la docencia deja esa tarea en riesgo.

Lo mismo ocurre con otras carreras ligadas al bilingüismo: traductores, trabajadores sociales, enfermeras comunitarias. Al perder atractivo estas vocaciones, el español pierde presencia en la vida pública y queda confinado al ámbito privado.

Estrategias para revertir la entropía

1. **Premios públicos al magisterio bilingüe**
Crear reconocimientos estatales para jóvenes docentes que promuevan el español en aulas y comunidades, visibilizando su impacto.
2. **Proyectos mediáticos comunitarios**
Documentales escolares y podcasts donde estudiantes entrevisten a sus abuelos en español, mostrando la riqueza intergeneracional.
3. **Arte bilingüe**
Murales y concursos literarios en español e inglés, celebrando la historia lingüística de Nuevo México como parte del orgullo local.
4. **Mentoría docente**
Programas donde maestros veteranos acompañen a jóvenes en formación, transmitiendo tanto habilidades pedagógicas como compromiso cultural.

Conclusión

La *entropía vocacional generacional* en Nuevo México se manifiesta en la pérdida del español y en el desinterés por profesiones bilingües como la docencia. Este fenómeno no es culpa de los

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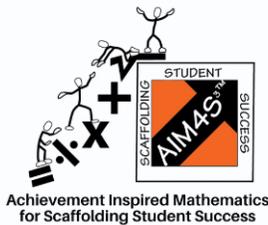




Professional Development Designed for You!



DLeNM partners with districts to strengthen multilingual education through high-quality, research-based professional learning aligned to district goals and community contexts. Our work supports the academic, social, and emotional success of multilingual learners—while building educator capacity for lasting impact.



AIM4S™ is an instructional framework that ensures equitable access to high-quality math education for all students. It leverages your existing math program materials to support every learner, with a particular emphasis on multilingual students and those who struggle with math.

OCDE Project GLAD® offers educators professional development focused on language acquisition, brain-based learning, and literacy/biliteracy development. GLAD® strategies equip teachers to deliver a rigorous, standards-based curriculum, while affirming and developing students' linguistic and cultural identities.



Contextualized Learning for Access, Validation, Equity, and Success (CLAVES®) is a framework that provides the professional learning needed to cultivate an equitable environment in classrooms and schools where each student, especially multilingual learners, or English learners, has access to contextualized content and language, while validating their individual identity and educational agency.

DLBE Program Development offerings are designed to build a strong foundation for your program while integrating practices that will foster sustainability and capacity-building at every level of growth. Creating a thriving Dual Language Bilingual Education program entails continuous and deliberate reflection on equity, research, best practices, implementation, and evaluation, and aligns with the Guiding Principles for Dual Language Education, 2018.



Tribal communities are faced with the challenge of revitalizing and sustaining Indigenous languages affected by the realities of colonization. DLeNM works with tribal communities to define local community expectations for language learning (i.e., language program mission, objectives, and focus) and support culturally authentic program planning and implementation of the Indigenous language.

We have what your district needs. Let's plan together!

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GLAD®ifying my Yearly Thematic Units & How You Can, Too!

by Bonnie Sam—1st Grade Teacher, Governor Bent Elementary, Albuquerque, NM

Promising practices...

You've completed the entire six-day OCDE Project GLAD® Foundations training! Or maybe you've been trained for many years, and over time have slowly stopped utilizing and even forgotten the strategies. This can happen thanks to curriculum changes happening every 5-6 years, new administration at your school or district, and policies evolving statewide. Either way, it can feel a bit daunting to look at all of the options that GLAD® offers you when planning. Where to start?

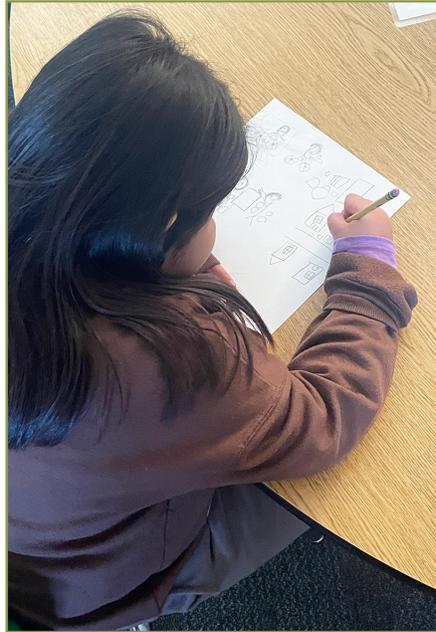
Over the years, and the constant evolution and challenges that teaching has thrown my way, I have developed some guiding questions and frameworks that help me to plan, collaborate, and begin teaching thematic units. These units not only align to the current district curriculum, but they also still allow me to be creative and interested in the content. I also know that with GLAD® included, I am using research-based best practices that will support all of my students in their language learning and educational journeys, while they have fun with content.

Guiding Question #1: What thematic units am I already teaching?

Oftentimes, there is no need to start from scratch when it comes to incorporating GLAD® strategies into what you are already teaching. As teachers, we take pride in our content, and especially thematic units that we have already put a lot of time and effort into creating. I find it really helpful to make a curriculum map for the entire school year, to chart out what I do each month, and make sure to include units that I have worked hard to create.

It is important to do some reflection at this time, too, and consider—have my students enjoyed this topic in the past, and does it keep them engaged?

Do I enjoy this content, and find it interesting to teach? Why did I choose to create a unit around this topic in the first place? Does the big idea of this unit align with the content and grade-level standards I am required to address?



Mrs. Sam uses Listen and Sketch, a GLAD® strategy that develops visualization and comprehension and promotes active listening.

A highly engaging unit about a topic that interests you and your students is wonderful, but, as a professional, you still have to tie it to the content you should be covering. So, I always make sure to double check NM State Social Studies and NexGen Science Standards to be sure that what I am planning aligns with those expectations.

For the past seven years, the thematic units that my first-grade team and I cover have changed slightly and pivoted, but they usually follow the same schedule. For example, a unit that we developed based on the Benchmark ELA curriculum was all about how to be a helpful citizen in your community. With

the rollout of SAVVAS MyView, we had to adjust this unit to fit the overarching theme of what one might find in a neighborhood community and how to be a good neighbor. Some of the input strategies, such as the Graphic Organizer needed to change, but we were still able to use the same Communities Here, There Chant from the previous unit. Also, vocabulary words that we selected for our Picture Dictionaries changed—citizen became neighbor, while we kept other words like community, urban, rural, and suburban.

It became easier with time to take the structure and information from an earlier unit to shape a new one without having to start with something completely new.

Guiding Question #2: What parts of the current curriculum am I already using?

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The thought of a boxed curriculum that our districts purchase and give to us can bring about a lot of feelings: resentment, frustration, excitement, exhaustion, the list goes on! As educators, we know to expect a change in our ELA and math curriculum every 5-7 years, but that doesn't mean that it gets easier with each change.

Over the course of my career, I have used and adapted three different curricula in both math and ELA, and in three different grade levels. I think we can all agree that you will never get to every single part of the curriculum, and not every resource will or should be used. That is the beauty of teaching; we get to be so creative! We are also incredibly skilled at picking and choosing, supplementing, and adapting the materials to meet the needs of our students.

GLAD® can be your best friend when it comes time to breathe life into a boxed curriculum. When I am faced with a new program (in ELA especially), the first thing I do is look at the overview of each unit for the entire year, and what the overarching theme, or “big idea,” is for each. I then reflect on these questions:

- ✓ Does this fit in with anything I have taught in the past?
- ✓ What are elements that are similar and what are different?
- ✓ What are the objectives for each unit in the domains of reading, writing, speaking, and listening?
- ✓ What are the essential questions and enduring understandings?
- ✓ What texts are available through this curriculum?
- ✓ What trade books do I already have that would fit in as a text set to support it?

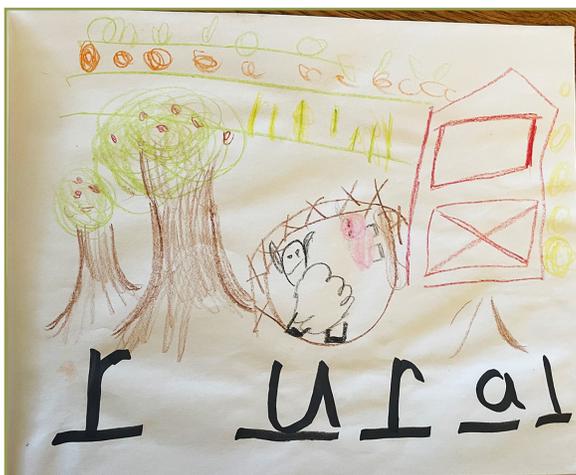
I then start to put this information into a planner template that I use to help guide the planning process while collaborating with my

grade-level team. Knowing the overall purpose of a unit and writing it down, helps me to envision **what** I want to accomplish with my students. Next will come the **how**, which is achieved through the implementation of GLAD® strategies.

Guiding Question #3: What are some gaps that I see in this curriculum that I need to make sure to fill?

No curriculum is perfect; we all know this! And I know I often find myself saying “Where was this created? Because it does not fit the needs and backgrounds of our students here in New Mexico!” This is where the gaps become evident, and where we really get to find the fun elements to start supplementing.

As a first-grade teacher, my first priority is phonics, and giving my students access to decodable texts that allow them constant practice with the skills we are covering. I also am looking for diverse trade books or texts that I can use as daily read-alouds to expose my students to narrative and informational text structure and rich vocabulary that are representative of them and their classmates. I also search for visual elements within the curriculum such as anchor charts, realistic photographs, and illustrations that I can create and have posted as a reference in the classroom. As a TESOL-endorsed educator, I look at the strategies and activities offered to support my multilingual learners. We all have those specific resources that we seek out first, because we know what our students need.



Project GLAD®'s Picture Dictionary supports early learners in vocabulary development and word study skills.

I find that the areas that are lacking in most curricula are: a vast library of decodable texts aligned to a phonics program, culturally diverse texts to use for read-alouds, visual supports for learning such as anchor charts and realia, and thoughtful adaptations for my language learners and students with IEPs.

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a hint – *A Guide for Collaborative Professional Learning*. Grounding our book in collaborative pathways, we study research findings in depth and offer a structure for discussions regarding why these findings are so powerful in making the case for dual language schooling. But then we move you to define your context and ponder ways that you could modify and adapt your program to meet the specific needs of your students, by way of practical exercises that focus on critical instructional and programmatic issues that must be considered.



Esteemed researchers, Drs. Virginia Collier, Wayne Thomas, and Joan Lachance, have shared their knowledge and passion for bilingual dual language education in conferences over many years.

To motivate your reading and enliven your discussions, we introduce you to some of the characters from our organic farm—our groundhogs that challenge Wayne, the owls that watch us and supervise the farm at night, the all-important pollinators that inspire us to work together for the

best results, Ginger’s beloved and prolific blueberry groves, and the collaborative plants that support each other and regenerate the beautiful, nutrient-rich soils.

Through this book, we hope you will collaboratively create your own actionable transformations of your dual language districts, schools, and programs so that your students will flourish and bring about the new and greatly improved versions of our multilingual world.

To purchase your copy of this exciting new book, please scan the QR Code with your phone or visit the DLeNM Bookstore at <https://dlenm-bookstore.org/product-category/physical-books/>



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naturally communicate, and I think we sometimes miss out on honoring that.

Similarly, one of the New Mexico mentor leaders shared that the module content had prompted her to consider how she might intentionally incorporate more flexible languaging practices into her classroom to honor the dynamic nature of bilingualism:

The module made me reflect on early teaching experiences where English was prohibited, and how I now consciously create an environment where students can communicate comfortably while still acquiring Spanish.

As a whole, mentor leaders expressed appreciation for the opportunity to delve into these critical conversations around language and equity through the module and subsequent discussions. While it was clear that these experienced DLBE educators and leaders already consider these issues in their

own practice, they nevertheless benefited from having the dedicated time to deepen their learning and collectively reflect upon these central issues

Connecting Theory to Practice

A third emerging theme comes from the notion that teachers who wish to learn how to work with multilingual learners often find it difficult to overcome the heavy theoretical load of teacher preparation coursework and connect it to classroom realities in meaningful ways. What we have learned so far from Cohort #1 is that the challenge is not simply about theory itself, but about how theory is applied to specific learning environments. We agree that curriculum is largely static (developed outside of the classroom, generalized for a variety of learners and a multitude of contexts), and yet learning is inherently dynamic, shaped by learners’ funds of knowledge, interaction,

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available languages and language practices, and context. Therefore, supporting teachers in translating theory into practice requires attention to intentional decision making by teachers that bridges the static-dynamic divide in a bilingual classroom.

Through the NDLC Modules and the EMMA Standards, theoretical constructs such as culturally responsive pedagogy, translanguaging, and language-as-resource have shifted from abstract ideas to actionable, instructional opportunities. Mentor leaders describe how theory enhanced their planning rather than adding a burden. As one mentor leader explained,

DLBE planning must include content, language, and biliteracy goals. Not enough planning does a disservice to students just like packing a lesson with too much.

This perspective positions theory as a tool for balance as it supports rigor while remaining responsive to learners.

Other mentor leaders believed that engaging with the professional learning modules raised expectations for lesson design itself. One mentor noted,

More time needs to be dedicated to enhancing plans to reflect strong dual language lesson design.

Importantly, this was not a call for additional paperwork, but for more intentional engagement with curriculum, questioning whose knowledge is centered, how students' languages are positioned, and what scaffolds are necessary to sustain the deep, rich, and complex thinking associated with biliteracy. At the same time, mentor leaders cautioned,

Too many times we believe that more paperwork will make things better... we have to be present in our classrooms.

The details from this emergent theme reinforced an important insight from Project SEMBRAR:

theory becomes meaningful only when teachers use it to transform static curriculum into dynamic, bilingual learning experiences through culturally responsive interpretation and intentional scaffolding.

Conclusion

Overall, we, as the Project Staff and NDLC Faculty, have already learned many things about DLBE teacher preparation as a result of Project SEMBRAR, guided by the EMMA Standards. We find this to be profoundly impactful given that Project SEMBRAR aims to support over 400 bilingual pre-service teachers to become bilingually endorsed by the project's end. The early emerging themes from the first cohort highlight the need for greater coherence between teacher preparation, credentialing policies, and district practices, as well as the importance of connecting theory to practice in DLBE classrooms.



Members of the New Mexico cohort meet with their mentor leaders.

Ultimately, we know from these early patterns in the professional learning modules that engagement with the NDLC content deepens Mentor Leaders' understanding of professional standards and directly influences the reshaping of mentees' instructional practices. These critical Community of Practice conversations already prompt Mentor Leaders and their mentees to consider incorporating specialized language practices to honor the dynamic nature of bilingualism and biliteracy. Finally, the Communities of Practice structures ensure that the mentees not only understand theory but apply it to specific DLBE learning environments resulting in the design and delivery of lessons that are more culturally responsive, critically conscious, and with intentional scaffolding for biliteracy.

Resources

Faltis, C. (2023). The hegemonic power of English (and Spanish of elsewhere) and its impact in dual language education. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education* (ch. 29). Routledge.



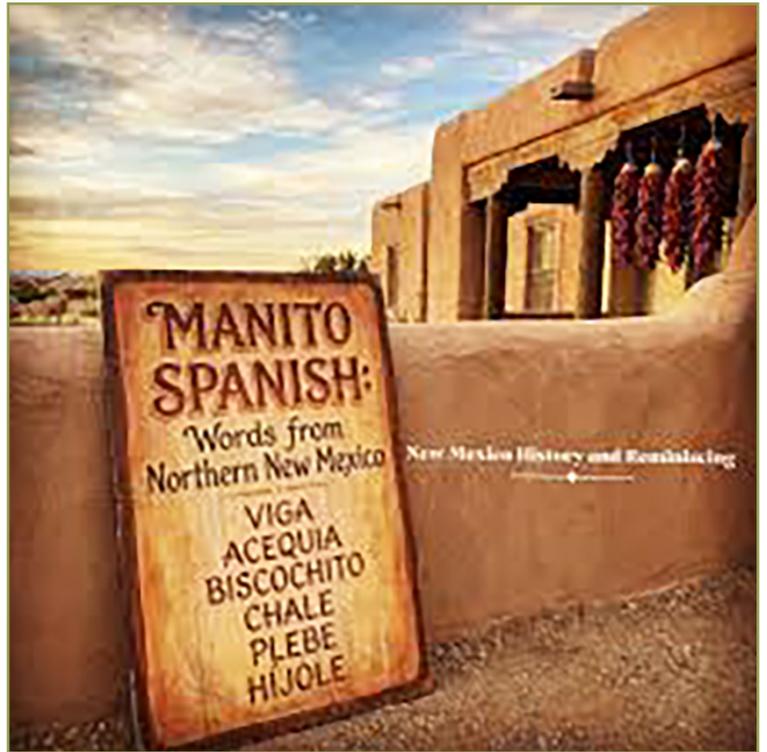
—continuación de la página 6—

jóvenes, sino consecuencia del descuido intergeneracional: familias, escuelas, gobiernos y medios que no supieron sostener el prestigio del idioma ni de quienes lo enseñan.

Revertir la entropía implica reconcentrar la energía social en lo esencial: recuperar el valor del español como lengua de identidad y formar nuevas generaciones de profesionales que lo mantengan vivo en la educación y la vida pública.

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Enhance Spanish Instruction With Spanish Language Development Resources From WIDA

Los recursos de WIDA ofrecen un sistema integral para apoyar la enseñanza de las artes del lenguaje y del desarrollo del lenguaje español:

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- El Marco de referencia de las artes del lenguaje del español de WIDA (Marco ALE)
- The free Marco DALE Digital Explorer tool, available on the WIDA website
- The WIDA English Language Development (ELD) Standards Framework, 2020 Edition, and ELD Standards Framework Digital Explorer may be used alongside Spanish language development resources



Para obtener más información, visite wida.wisc.edu/teach/spanish



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I saw that I could elevate texts from SAVVAS myView Literacy by using their read-aloud texts (very short stories presented to students orally with no visuals) to do Listen & Sketch (a GLAD® Reading and Writing strategy) with my students, as well as making them into Narrative Input Charts (an Input strategy). This allowed students visual support to accompany all texts, made the readings more interactive, and supported more dialogue in our classroom as we discussed each text.

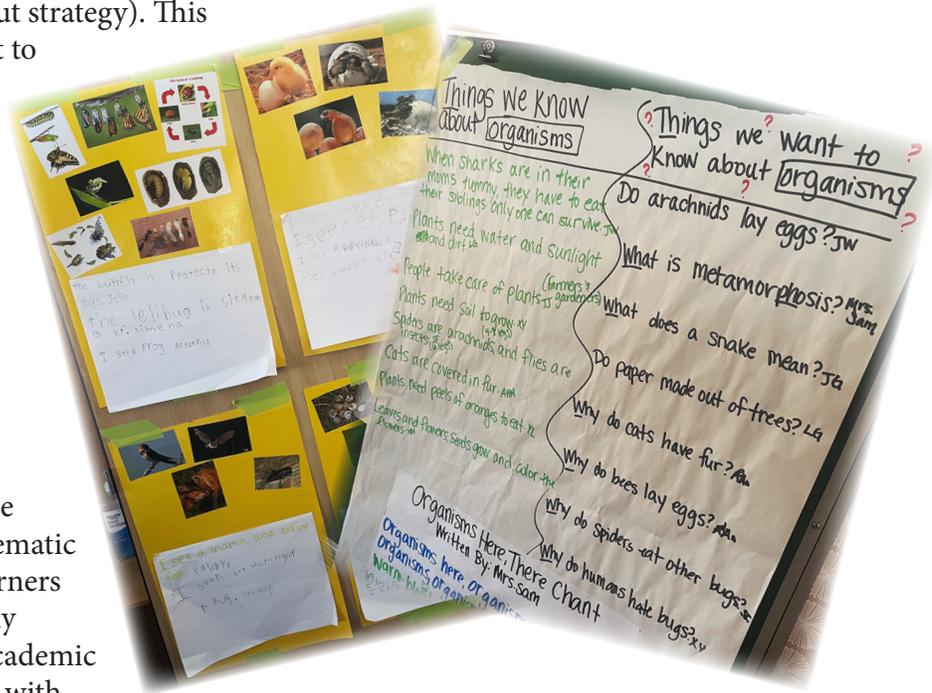
Guiding Question #4:
Which GLAD® strategies can I implement with little to no prep to get me started?

Now we have finally reached the “how” of planning an entire thematic unit that is beneficial for all learners in our classrooms, but especially those learning English in the academic setting. The thought of starting with a whole new thematic unit can feel overwhelming, to say the least. For the remainder of this article, I will outline the GLAD® strategies that I find the quickest and easiest to start implementing, so that you can elevate any topic you are currently teaching.

Focus & Motivation strategies serve to spark interest in the unit of study, set a purpose for learning, and assess students’ prior knowledge.

- ✓ Observation Charts - An activity that encourages students to talk with a partner as they observe, make predictions, and ask questions of topic-related images and realia.
- ✓ Inquiry Chart - a natural extension of the Observation Charts—an interactive chart that asks students what they know about the topic of study and what they would like to learn that is revisited often to correct errors, answer questions, add newly learned information, and deepen students’ understanding of the topic.

- ✓ Cognitive Content Dictionary (CCD) and Picture Dictionary - A strategy that introduces academic vocabulary, one word at a time, related to a unit of study and teaches word-study skills comprehensibly.



Observation Charts encourage students to talk with a partner about topic-related images. Then, they are better able to articulate what they know and what they hope to learn.

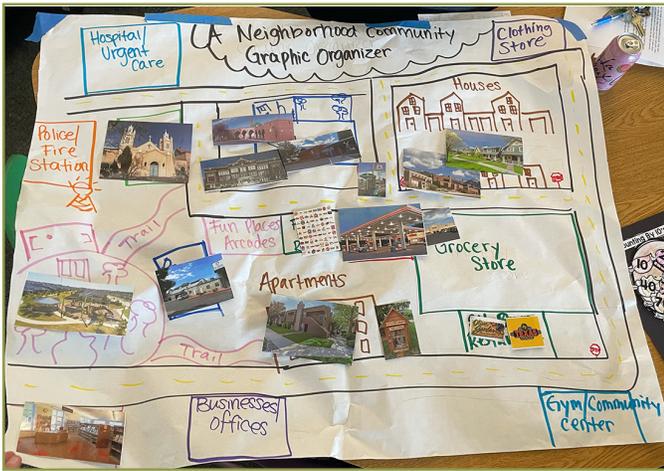
Input Strategies are direct teaching strategies for key topic understanding as outlined in the standards. These are the strategies that allow you to pack in vocabulary and information through visuals and discourse to process all that you are presenting.

- ✓ Graphic Organizer Input Chart - a color-coded graphic organizer that outlines the big ideas of the unit made comprehensible with repetition of key vocabulary and images, created and presented in front of the students.
- ✓ Pictorial Input Chart - a chart that consists of a central image key to the unit theme with color-coded categories of information in bulleted format, made comprehensible with repetition of key vocabulary and concepts, and sketches, created and presented in front of the students.

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Project GLAD® Input Strategies are color-coded, highly visual charts created in front of the students.

- ✓ Narrative Input Chart - a way to present a narrative text related to the unit of study in an interactive format that includes turn and talks, vocabulary and conversation bubble review, and extension activities.

Guided Oral Practice strategies provide students with multiple and varied opportunities to engage in academic talk using topic-related vocabulary with classmates.

- ✓ Chants & DLeNM's Chant Bank - chants, poems, raps, and songs are written to include key concepts and language that provide students with a fun and engaging way to learn new content. DLeNM's Chant Bank is a free resource of chants and songs uploaded by teachers from across the country covering multiple content areas and grade levels, in English and Spanish (visit dlenm.org and find the link in the drop-down menu for Resources).

- ✓ Sentence Patterning Chart - an interactive and engaging strategy to teach students sentence formation, correct syntax, and parts of speech. Follows the Here, There Chant organically as you pull vocabulary from the chant.

Reading & Writing strategies provide students with comprehensible, modeled, and guided support.

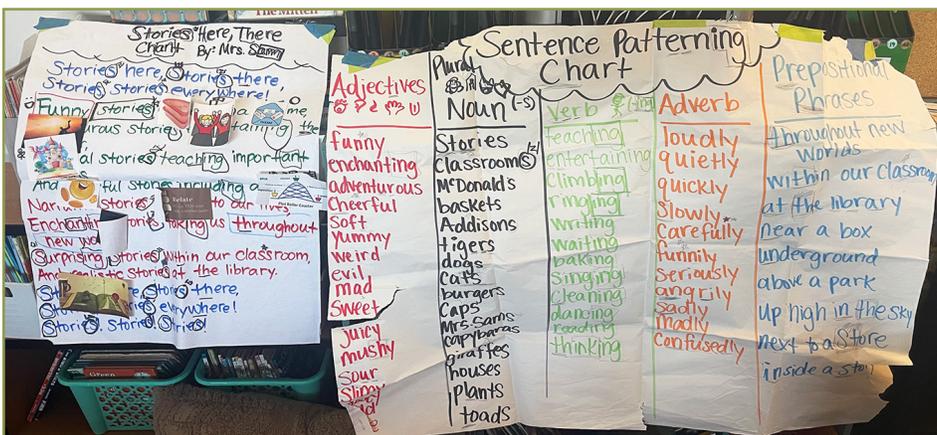
- ✓ Listen & Sketch is a strategy that develops visualization and comprehension and promotes active listening.

In the Listen and Sketch strategy, the teacher pauses during a read-aloud to give students a chance to sketch what they visualize as they hear the story.



Whether you are new to the world of Project GLAD® or a practitioner, it can be overwhelming when so many resources are given to you. It is really helpful to combat those feelings by revisiting units you have already created. Once you have looked at where you've been, the guiding questions above are a great way to reflect on where you would like to go next. After some reflection, selecting key GLAD® strategies, like the ones outlined above, will help you meet your students' needs while keeping them engaged in the important content you are tasked with.

I think it is important to remember that teaching should be an enjoyable process. We can make it that way by trying new strategies and methods, making mistakes, collaborating, tinkering, and therefore re-energizing our practices.



The Here There Chant and the Sentence Patterning Chart support students in learning high-level vocabulary, proper sentence structure, and parts of speech in a fun and engaging way.



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