A Publication of Dual Language Education of New Mexico

Soleado

Promising Practices from the Field

Winter 2026

Storytelling, Puppetry, and Afro-Latina Visibility: Practical Pedagogy for Today's Classrooms

by Dra. Yokaira López-Tifa

Inspired by the Legacy of Pura Belpré

In many dual-language and bilingual classrooms across the United States, especially in the Southwest, Latino students are present but not always represented. Afro-Latine children, in particular, often move through school spaces without seeing their cultural, linguistic, or racial identities reflected in books, lessons, or classroom practices. Their histories are frequently overshadowed by curricula shaped by proximity to the Mexican border, where "Latino" is often treated as a monolithic category. Yet the Caribbean diaspora, Puerto Rican, Dominican, Afro-descendant Latine, carries distinct ancestral traditions, racial experiences, and storytelling practices that deserve intentional visibility. One powerful way to bring these identities into the classroom is through storytelling and puppetry, a pedagogical approach rooted in the legacy of Pura Belpré, the first Puerto Rican librarian in the New York Public Library system. Belpré developed what Jiménez-García calls a subversive 'archive of repertoires' that combined oral tradition, puppetry, and bilingual storytelling to provide children with revolutionary tools for resisting U.S. colonialism during the 1920s and 1930s (2014, p. 126). Her influence continues today through the Premio Pura Belpré, an award recognizing Latino authors whose work celebrates our cultures.



The author shares Belpré's La Cucarachita Martina with kindergarteners.

Contemporary Afro-Caribbean writers such as Yolanda Arroyo Pizarro carry that legacy forward through books like Pelo bueno (2018) and María Calabó (2024), turning ancestral oral stories into decolonial texts that affirm Blackness, Caribbean identity, and multilingual lives. Her work offers teachers today a practical, joyful, and culturally sustaining model for literacy instruction, one I have adopted and adapted in my own practice.

Why Afro-Latine Representation Matters

As an Afro-descendant educator rooted in the Puerto Rican-Dominican diaspora, I once assumed that my presence alone answered the question of diversity and inclusion. But as I visited classrooms, collaborated with teachers, and examined curriculum materials, I realized how much

—continued on page 6—

Inside this issue...

- Visual Markers: An Essential Practice in Maintaining the Language of Instruction
- Más allá de la intuición: Capacitación psicométrica y evaluación de programas en la formación de líderes de educación bilingüe
- Save the Date— La Cosecha 2027

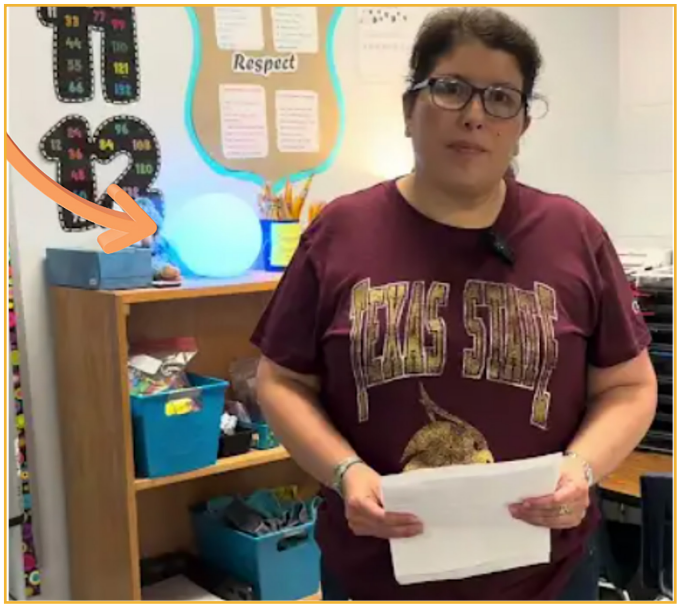
Visual Markers: An Essential Practice in Maintaining the Language of Instruction

by María Fernanda Bruzón, Ph.D.—Multilingual Specialist and Sharon Marroquin, M.Ed. —Multilingual Education Coordinator, Austin Independent School District, Austin, TX

Introduction

Program fidelity, including adherence to the language of instruction, is critical to the success of dual language programs (Howard et al., 2018; Lindholm-Leary, 2012). Inconsistent program implementation can undermine biliteracy development and widen proficiency gaps.

In order to help strengthen program implementation and student outcomes, Austin ISD has established the use of visual language markers as an expectation for all elementary dual language classrooms. These take the form of tangible color-coded objects that the teacher wears or displays according to the language of instruction at that moment. Examples include red and blue necklaces, scarves, clothespins, lamps, and signs.



This teacher is using a visual language marker (blue spherical lamp) to let students know that the lesson will be conducted in English.

This practice draws structurally from the Teaching for Biliteracy framework, which emphasizes building cross-linguistic connections between languages and sustaining the language of instruction (Beeman & Urow, 2013), as well as from translanguaging theory, which views biliteracy as a dynamic process in which students draw on their full linguistic repertoire to construct meaning (García & Wei, 2014). The use of visual language markers occurs during instructional time, supporting the development of academic discourse in the target language.

The goal of this article is to describe the critical role of visual language markers in maintaining the language of instruction, as well as the various ways these visual cues support students. Quotes from a campus administrator, teachers, and students in Austin ISD provide real-world insight into the implementation and impact of visual language markers in dual language classrooms.

Maintaining the Language of Instruction

Maintaining the language of instruction refers to the intentional language stance the teacher uses during whole-group, small-group, and individual instruction and interactions. It requires the teacher to avoid concurrent translations and code-switching, while still valuing and accepting student responses in either language.

"Language of instruction means consistently teaching in the designated language according to the schedule, regardless of challenges, while using appropriate scaffolds to ensure that our students are being supported."

– Austin ISD Elementary Campus Administrator

Although sometimes challenging for teachers, maintaining the language of instruction is essential because:

1) **Teachers are modeling and explicitly teaching discipline-specific academic discourse**, as well as providing scaffolds for students to develop receptive and expressive language skills in that

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—continued from page 2—

language. Language development continues throughout the school-age years and adolescence with increasingly complex vocabulary, syntax, and discourse skills (Nippold, 2007).

2) **Teachers are modeling the power that multilingual speakers have to consciously choose a particular language according to the context.** The ability to intentionally select a language for a specific task supports students' metalinguistic awareness and classroom engagement (Hopewell & Abril-Gonzales, 2019).

"Combating the natural urge to default to the more fluent language… we need to remind ourselves that we are the language models."

– Austin ISD Teacher

Visual language markers serve as a reminder for teachers to maintain the designated language of instruction and provide consistent language modeling. Rather than relying on routine translation as a tool, teachers can make content comprehensible through intentional scaffolds, including visuals, realia, Total Physical Response, and hands-on activities. This approach aligns with principles of dual language education that emphasizes intentional language allocation, meaningful instruction in each content language, and planned opportunities for cross-linguistic connections (Beeman & Urow, 2013; Howard et al., 2018)

Providing Students with Critical Visual Cues

In Austin ISD elementary Spanish/English dual language classrooms, the language of instruction is indicated by a specific color: red denotes content taught in Spanish, and blue denotes content taught in English. Color-coding on classroom signage, student-friendly schedules, and anchors of support serve as a visual cue for students. This scaffold is especially critical for bilingual emergent readers working to make sense of two different letter-sound systems.

—continued on page 9—

¡Muchísimas gracias!

DLeNM gratefully acknowledges the generous support of our La Cosecha 2026 Parners

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Más allá de la intuición: Capacitación psicométrica y evaluación de programas en la formación de líderes de educación bilingüe

por Jesús D. Díaz Peña, EdD—Roosevelt University, Chicago, IL

En su programa graduado de liderato educativo y educación bilingüe, Roosevelt University en Chicago exige que los candidatos, en su mayoría maestros de lenguaje dual, completen un curso de evaluación de programas de desarrollo lingüístico. Este curso presenta a los maestros herramientas de medición y análisis que pueden aplicarse al manejo de datos. En el curso, los maestros determinan de manera preliminar la eficacia de programas tales como Estrellita, Arriba la Lectura, I-Ready o Fountas and Pinnell, por mencionar algunos. Aunque los hallazgos de los maestros no son conclusivos, los docentes se exponen a herramientas psicométricas tales como la prueba *t* de muestras independientes o la prueba *t* de muestras pareadas con el fin de identificar si existen diferencias estadísticamente significativas en los datos recopilados.



Roosevelt University en Chicago, IL

Trasfondo y Prácticas Basadas en Evidencia

En la pedagogía, las prácticas basadas en evidencia, EBPs por sus siglas en inglés, son indispensables. De hecho, el gobierno federal restringe fondos federales en caso de que los distritos escolares no adopten EBPs. El American Institute for Research define las EBPs como "prácticas instruccionales, estrategias, programas e intervenciones, que han sido sometidas a evaluaciones rigurosas donde se ha determinado su efectividad al mejorar resultados [estudiantiles]" (García and Davis, 2019, p. 2). Los docentes, ejerciendo liderazgo en su entorno académico (sus escuelas, departamentos, distritos, etc.) deben tomar decisiones relacionadas al progreso de sus alumnos basado en evidencia. Más importante aún resulta determinar la efectividad de un programa, y esto debe requerir un proceso sistemático que se utilice para distinguir si un programa es exitoso y si debe continuar o modificarse (Royse et al., 2015).

La Evaluación y el Desarrollo Sociolingüístico

El trabajo de evaluar las destrezas sociolingüísticas de los estudiantes es un asunto complejo. En su estudio sobre la evaluación de la adquisición de un segundo idioma, (de Jong, 2002) destacó la importancia de herramientas y estrategias avaladas por estudios empíricos. Es decir, la medición del dominio de un segundo idioma debe realizarse con el rigor de, por ejemplo, análisis estadístico. El estudio también destaca que desagregar la data de los estudiantes es una forma de analizar patrones de aprendizaje entre hablantes de idioma nativo y estudiantes del inglés como segundo idioma. No obstante, Cobb, Vega y Kronauge (2006) advierten a los maestros que los elementos relacionados a la generalización de sus hallazgos son limitados mayormente por concepto del tamaño de las muestras en sus evaluaciones. De acuerdo a Royse et al., por ejemplo, una muestra apropiada para una población de 200 estudiantes serían 132 participantes. Por otro lado, y según Creighton (2006), el obtener e identificar patrones de información que faciliten la toma de decisiones puede ser un ejercicio más valioso que solamente confirmar que un programa funciona.

Herramientas Psicométricas y Metodología de Análisis

A continuación, presento un ejemplo sobre cómo un maestro puede utilizar datos de forma conveniente y así determinar la eficacia de programas de intervención, o al menos, identificar patrones en la data. En este ejemplo, el grupo de estudiantes A utiliza I-Ready - Lectura,

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mientras que el grupo de estudiantes B no lo utiliza. I-Ready - Lectura es un programa de literacidad en el idioma inglés. Para determinar la efectividad del programa, y entiéndase por efectividad un incremento en el nivel de literacidad de los estudiantes, es fundamental incluir una comparación dentro del diseño de la evaluación. En este caso, utilizamos una prueba *t* de muestras independientes ya que los dos grupos no se relacionan entre sí. Al comparar ambos grupos, es posible que la variable dependiente en cuestión, en este caso la literacidad en el inglés sea afectada por la intervención, que a su vez es también la variable independiente. Por último, la medida utilizada para determinar la literacidad en el idioma inglés proviene de un examen estandarizado. La tabla a continuación sirve de referencia visual:

Tabla 1

Relación Entre Variables

Escuela	Variables	
Escuela de Bilingües Emergentes	Variable Independiente	Variable Dependiente
	Intervención (I-Ready - Lectura)	Literacidad en el inglés

Tabla 2

Promedio y Desviaciones Estándares en las Medidas de Lecto-Escritura en inglés

Grupo del Estudiante	*Muestra (n)*	*Promedio ($\bar{x}$)*	*Desviación Estándar*
Grupo A	412	2.5	.87
Grupo B	262	2.56	.91
Total, de Estudiantes	674	2.52	.89

Nota: Todos los datos son hipotéticos y no representan datos reales. Solo se están utilizando para propósitos ilustrativos.

Presumiendo que a mayor valor numérico mejor es el nivel de literacidad, entonces podríamos inferir que los estudiantes en el Grupo A (n = 412, $\bar{x}$ = 2.5) muestran un nivel similar de literacidad en el idioma inglés que los estudiantes en el Grupo B (n = 262, $\bar{x}$ = 2.56). Sin embargo, resulta trascendental determinar si los resultados entre un grupo y otro son estadísticamente significativos. Las Tabla 3 y 4 a continuación demuestran el cómputo de una prueba *t* de muestras independientes donde se puede aseverar que, en efecto, no hay una diferencia estadísticamente significativa: Literacidad en el inglés de los estudiantes en Grupo A (Promedio = 2.5, Desviación Estándar = .88) y Literacidad en el inglés de los estudiantes en Grupo B (Promedio = 2.5, Desviación Estándar = .91); $t(671) = -.81$, $p = .42$. Estos resultados sugieren que los estudiantes

Tabla 3

Estadísticas del Grupo

	Grupo	*n*	*Promedio*	*Desviación Estándar*	*Error Est. del Promedio*
Literacidad	A	412	2.502	.8769	.0432
	B	261	2.560	.9142	.0566

en el Grupo A no tienen un mejor nivel de literacidad en el idioma inglés, desde el punto de vista estadístico, que los estudiantes en el Grupo B aun cuando en el Grupo A se utiliza la intervención I-Ready.

¿Qué Significan Estos Números?

Para algunos docentes resulta poco familiar el uso de estadísticas (Salkind and Frey, 2026). No obstante, los datos presentados en este artículo revelan la importancia de tomar decisiones informadas por evidencia. Por ejemplo, la Tabla 3 revela lo siguiente:

- Hay una brecha relativa en cuanto al tamaño de la muestra de cada grupo (412 > 261).
- El promedio de literalidad en el idioma inglés para ambos grupos aparenta ser similar cuando comparamos (n = 412, Promedio = 2.502) y (n = 261, Promedio = 2.560).
- El espacio o separación entre los distintos puntos para cada grupo también es parecido (n= 412, Desviación Estándar = .8769) y (n = 261, Desviación Estándar = .9143).

Sin adelantarnos a lo que la prueba *t* de muestras independientes nos pueda develar, es acertado intuir que la intervención I-Ready

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work remained. I rarely heard an Afro-Caribbean author named. Teachers had "Latino" books, but almost none by Afro-Latino authors. When I asked colleagues whether they had ever staged a Cucarachita Martina performance, some had never heard of it, while others reached back to their childhood memories on the island. Those conversations made the gap impossible to ignore.

Current publishing data reveal a persistent gap in the representation of Latine communities in children's literature. Of 3,622 children's and young adult titles published in 2024, only 7.8% were about Latine people, experiences, or cultures and 11.2% had at least one Latine creator, while 70% included at least one white creator (Cooperative Children's Book Center [CCBC], 2025). Within this already limited representation, Afro-Latine and Afro-Caribbean voices remain particularly underrepresented.



Yokaira and colleague, Isabel Espinal, enact the story of la cucarachita Martina and el rantoncito Pérez.

According to Sims-Bishop (1990), children need books that are mirrors, windows, and sliding glass doors. When a child never finds a mirror, or the only reflection is distorted, the child absorbs a quiet lesson about how little she or he is valued. A Dominican child who never meets an Afro-Latine protagonist learns, without a word spoken, that stories are not written about people who look like her. And the Mexican-American children beside her lose a window onto a latinidad that is Black, Indigenous, and mixed, not one color, not one country.

This gap is very structural. In dual-language communities across New Mexico, Arizona, and Texas, shaped by closeness to Mexico, "Latino" in the curriculum often means Mexican or Mexican-American. That richness is a gift, but it can quietly stand in for the whole of latinidad and leave the rest of the diaspora invisible. The Caribbean Latino community, Puerto Rican, Dominican, Afro-descendant Latine, carries a distinct racial and cultural history: Three Kings rather than Santa, *bomba* and *plena*, trickster figures like *Juan Bobo*, and a matter-of-fact Blackness that is central, not incidental, to who many Latinos are. When these cultural elements are absent from the curriculum, Afro-Latino children lose access to their own heritage, and their peers lose access to a fuller understanding of Latinidad.

Storytelling and Puppetry as Antiracist Pedagogy

Storytelling is part of daily life in many Afro-Caribbean communities. A *cuento*, a *chisme*, or a *bochinche* can carry ancestral knowledge, humor, family histories, and community memory. As an Afro-Caribbean Puerto Rican woman, Pura Belpré understood the power of these traditions and brought them into the public library through storytelling and puppetry. Her work reminds us that oral storytelling is a way of preserving knowledge, language, culture, and identity. Belpré did not simply place Afro-Caribbean stories on a library shelf, she performed them with pride. Through her bilingual storytelling and handmade puppets, she created spaces where children could hear Spanish, encounter Afro-Caribbean folklore, and see their culture represented in a public institution.

Following Belpre's example, teachers can use storytelling and puppetry to bring Afro-Latine books into the classroom in ways that make culture and identity visible and meaningful. Rather than using storytelling and puppetry only as an entertaining activity, teachers can use them as a pedagogy for introducing children to Afro-Latine literature. The teacher becomes the storyteller and puppeteer, bringing books by Afro-Latine and Afro-Caribbean authors to life. The purpose is to help children encounter Blackness within

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Latinidad, hear Spanish as a language of literature and culture, and recognize Afro-Latino characters and experiences as part of the curriculum. A teacher might begin with a book by an Afro-Latino author, introduce the author and cultural context, and then perform the story using simple puppets. The teacher can tell the story in Spanish, English, or both, depending on the classroom, using voice, movement, repetition, and humor to engage children. After the performance, students can return to the book to discuss the characters, language, culture, and themes. The performance becomes a bridge into the text and not a replacement for reading.



Yokaira and Isabel presented "Un día con Pura" at UMass Amherst's W.E.B. Dubois Library with bilingual storytelling and a puppet-making workshop.

Introducing Afro-Latino stories into the classroom creates an opening for the cultural knowledge students already hold the language, memories, and traditions they bring from home. Students learn through the cultural communities they belong to (Ladsong-Billings, 2009), and storytelling offers a way for those communities to enter the classroom (Zepeda, 2014). And when the story is specifically Afro-Latino, it expands children's understanding of latinidad as a diverse identity that includes Blackness, Caribbean heritage, and multilingual lives. I have seen the power of this connection firsthand. When a student sees the puppets and hears a story that affirms Blackness, Caribbean culture, Spanish, or ancestral identity, the response can be immediate and deeply emotional. Students ask questions, make connections, and recognize themselves or their families in the story.

A Praxis in Action

In Spring 2024, in collaboration with Isabel Espinal at UMass Amherst's W.E.B. Du Bois Library, and the student group Latinos Unidos, I had the opportunity to bring this pedagogy to life through "Un día con Pura". We created a bilingual storytelling of La Cucarachita Martina and a puppet-making workshop echoing Belpré's handmade títeres. The event offered students a translanguaging space (García et al., 2017) where Spanish was valued as part of their cultural and academic identity (Creese & Blackledge, 2010). What happened in that library room affirmed everything I believe about this work. As Kindergarteners listened to Martina's story, their eyes lit up with recognition. Some whispered *"¡yo también soy puertorriqueño!"* echoing the cultural affirmation Belpre's achieved decades earlier. For many students, it was their first time experiencing academic Spanish outside the classroom. They experienced Spanish as a language for learning, storytelling, and connection.



Teachers can bring this praxis into their own classrooms, and many already do. But the question is whether we trace the practice back to its Afro-descendant roots and intentionally choose books written by Afro-Latino authors. For teachers in New Mexico, Arizona, or anywhere in the Southwest, a version of "Un día con Pura" can be simple and powerful. This is where I can help. I bring the joyful experience of Pura Belpré directly to your school. I come dressed as Belpré, bring

—continued on page 8—

—continued from page 7—

puppets, and share her story and Pérez y Martina with student, creating a meaningful experience in Spanish and/or English that makes Afro-Latina authors visible beyond the book. This event can happen at your school and be adapted to your classroom, grade level, or as teacher training on how to integrate Afro-Latino texts and activities into the curriculum

Call to Action

Afro-Latino stories must become a visible, intentional part of early childhood education. This work begins with teachers who choose texts that honor Afro-descendant roots and design learning experiences that reflect Caribbean cultural practices. Storytelling and puppetry are powerful tools, but they require thoughtful implementation. For practical guidance, teachers can refer to ***Grade-Banded Afro-Latino Book Recommendations*** to bring culturally grounded materials into their classrooms. The call to action is simple: make space for Afro-Latino stories so children can see themselves reflected with dignity and joy. By doing this, they can broaden their knowledge of *Latinidades* cultures beyond the monolithic "Latino" category. If you would like to collaborate to bring this activity to life in your classroom or school, please contact me at ylopeztifa@umass.edu or 787-409-1764.

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Pura Belpré, the first Puertorican librarian in the New York Public Library system with the puppets she used to tell stories to children.

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Color-coded visual language markers provide another form of multimodal scaffold that cues students and helps them maintain focus on the target language.

Switching the visual language marker from red to blue, or vice versa, eases transitions for students. This signal becomes a predictable routine that helps to lower students' affective filter as they move from one content area to the next, consistent with Krashen's (1982) affective filter hypothesis. When teachers facilitate cross-linguistic connection lessons, teachers either take off the visual language marker or put on both colors, signaling an intentional use of two languages during instructional time. **The explicit switch of the visual language marker may support the development of students' metalinguistic awareness as they maneuver between the two program languages.**

Impact of Visual Language Markers on Students

Visual language markers provide students with a consisten visual cue that signals the designated language of instruction. Their use as an instructional support is conceptually aligned with Mayer's (2009) cognitive theory of multimedia learning which emphasizes the integration of visual and verbal information to support students' meaningful learning.

"The visual marker helps me stay on track with both languages and not get confused about when to speak Spanish or English. Some kids forget, so the light really helps."

— 2nd-grade dual language student in a classroom that uses a colored light as a visual language marker.

"It reminds me of what language I need to speak. Cuando las puedo ver, esto me recuerda qué idioma tengo que usar."

— 3rd-grade dual language student

"Nosotros los podemos mezclar [inglés y español], pero el maestro no (we can mix [English and Spanish] but the teacher does not)."

— 3rd Grade dual language student

The last student's obsesrvation captures the foundational balance of dual language instruction: while students engage in translanguaging—fluidly accessing all the linguistic assets to process content—the teacher maintains a sustained language allocation that supports the development of academic discourse in the target language.

Using visual language markers facilitates students' navigation and understanding of content and supports language development. As teachers maintain the language of instruction without translation, students construct meaning through engagement with visuals, realia, and Total Physical Response. Rather than translating, teachers implement research-based instructional strategies, such as launching lessons with visuals, identifying language objectives, preteaching vocabulary, chunking grade-level text, providing differentiated sentence stems and frames, facilitating structured conversations, using gradual release of responsibility, and making connections to students' lived experiences. These strategies support students as they grow their listening, speaking, reading, and writing proficiency in two languages.

Visual language markers provide routine and a sense of comfort. In many Austin ISD classrooms, student classroom jobs entail reminding the teacher and handing them the appropriate visual language marker, fostering predictability and a sense of ownership and belonging.

Visual language markers can contribute to the development of students' bilingual and biliterate identities. Teachers work to create welcoming, safe environments where students feel comfortable taking risks as language learners. The classroom becomes a space where students are proud of their growing bilingualism and biliteracy. **The visual language marker is a tangible representation of the power of moving between languages according to the context.**

—continued on page 10—

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The Power of Alignment

Visual language markers, when implemented campus-wide, help create aligned, coherent instructional contexts across classrooms.

"The visual language marker] provides a consistent school-wide expectation across all classrooms, so students and staff can quickly identify the language of instruction."

– Austin ISD Elementary Campus Administrator

At the district level, the impact of alignment is multiplied: the practice of using visual language markers contributes to consistency of program implementation and supports the conditions for positive student outcomes (Howard et al., 2018)

Conclusion

Visual language markers play an essential role in helping the teacher maintain the language of instruction and thus implement content-based language instructional strategies instead of translating.

Through visual language markers, the teacher explicitly models the power to choose a language based on context. Visual language markers also provide color-coded visual cues for students that signal transitions, provide routines, create opportunities to develop metalinguistic awareness, may lower the affective filter, and contribute to their bilingual and biliterate identities.

Lastly, the use of visual language markers across a district and campus contributes to dual language program implementation and alignment, thereby supporting the conditions for positive student outcomes.

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Visual Language Markers: Tips for Implementation

District-Level Action Steps

- Establish maintaining the language of instruction as a critical feature of instruction
- Set expectation for use of visual language markers in all DLBE classrooms
- Provide professional learning for district and campus leadership and teachers on the role of visual language markers in maintaining the language of instruction
- Provide professional learning on content-based-language instruction so that teachers are able to avoid translating by instead developing proficiency in research-based strategies that help make content comprehensible
- Develop and utilize observation tool to progress monitor across campuses
- Provide coaching support for district and campus leadership as needed

Campus-Level Action Steps

- Communicate expectation for maintaining the language of instruction and use of visual language markers in all DLBE classrooms
- Facilitate access to professional learning on the role of visual language markers in maintaining the language of instruction

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—continued from page 10—

- Meet with staff to discuss expectations and collectively choose a visual language marker to use (per individual or campuswide)
- Facilitate access to professional learning on content-based-language instruction so teachers are able to avoid translating by developing proficiency in research-based strategies that help make content comprehensible
- Progress monitor during walkthroughs
- Provide coaching support
- Ensure alignment across classrooms

Classroom Action Steps

- Use a visual language marker consistently
- Assign a student the classroom job of "Language Marker Manager"
- Maintain the language of instruction and avoid concurrent translating or persistent code-switching
- Utilize content-based language instructional strategies such as visuals, realia, Total Physical Response, structured conversations, and sentence stems
- Signal clear language transitions to students while pointing to the visual language marker
- Value and accept student responses in any language, while providing scaffolds for restating in the language of instruction

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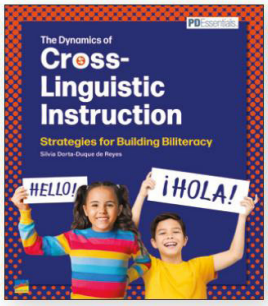


Silvia Dorta-Duque de Reyes, Ed. M.
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—continuación de la página 5—

- Lectura no produce cambios significativos en el nivel de literacidad en el Grupo A comparado con el Grupo B. Finalmente, una vez completada la evaluación de medidas de tendencia central (promedio, mediana, etc.), entonces podemos mirar el resultado de la evaluación estadística en sus méritos. La Tabla 4 nos presenta el componente de la prueba *t* a base del cálculo realizado por el programa SPSS. En términos sencillos, estamos tratando de identificar si hay alguna diferencia estadística significativa entre el Grupo A y el Grupo B en relación a la eficacia que puede tener I-Ready - Lectura como programa para el fortalecimiento de la literacidad en el idioma inglés.

Tabla 4

Prueba t de Muestras Independientes

		Prueba de Levene para verificar la homogeneidad de varianzas		Prueba *t* para la Igualdad de Promedios						
		F	*Sig.*	*t*	*gl*	*Significación bilateral*	*Diferencia de medias*	*Error estándar de la diferencia*	*Intervalo de confianza del 95% para la diferencia*	
									Lower	Upper
Literacidad	Se asume igual varianza	1.451	.229	-.813	671	.416	-.0574	.0705	-.1959	.0811
	No se asume igual varianza			-.806	536	.421	-.0574	.0712	-.1972	.0825

Nota: La intención del autor en mostrar esta gráfica es estrictamente ilustrativa de cómo SPSS, el programa computarizado de análisis estadístico presenta el cómputo de la prueba *t* de muestras independientes.

En esta fase, le corresponde al maestro evaluador interpretar los resultados. Entonces, ¿cómo podemos interpretar la Tabla 4? En primer lugar, debemos de tener claro el objetivo de nuestra evaluación: identificar si hay una diferencia estadísticamente significativa en relación al nivel de literacidad en el idioma inglés entre un grupo de estudiantes expuestos al programa I-Ready - Lectura y un grupo que no lo está. En segundo lugar, corresponde observar la Prueba de Levene para verificar la homogeneidad de varianzas. Si el valor Sig. es mayor de .05, entonces, la variabilidad entre las dos condiciones es proporcionalmente igual y se observa el valor Significación bilateral de la primera línea o fila. En cambio, si el valor Sig. de la Prueba de Levene es menor de .05 quiere decir que la variabilidad entre las dos condiciones es diferente. Lo cual implica que, estadísticamente hablando, no se asume igual varianza y se lee el valor Significación bilateral de la segunda línea o fila. Por lo tanto, dependiendo de la lectura correspondiente en la columna Sig. se procede a leer el valor Significación bilateral de la primera o de la segunda fila. El valor Significación bilateral expresa si existe una diferencia estadísticamente significativa entre los grupos evaluados.

En fin, debido a que el valor de la Prueba de Levene es .229 (> .05), entonces procedemos a leer de la primera línea y podemos concluir que: No hubo una diferencia estadística significativa en las puntuaciones para las condiciones del programa I-Ready - Lectura del Grupo A (M = 2.5, Desviación Estándar = .88) y el Grupo B (M = 2.6, Desviación Estándar =.91); t(-.81) = .229, p = 0.42. A partir de este análisis es oportuno proceder con la toma de decisiones correspondiente en cuanto a si un programa hace la diferencia en la aptitud académica de los estudiantes. Por lo tanto, corresponde preguntarse: ¿Añade valor a la experiencia académica de los estudiantes el trabajar con I-Ready? ¿Promueve I-Ready una mejoría en el desarrollo lingüístico de los estudiantes? ¿Será oportuno continuar invirtiendo dinero en un programa con los resultados presentados? Como maestro evaluador, estas y otras preguntas son oportunas para determinar el uso de recursos y dineros destinados a la mejoría de resultados académicos.

—continúa en la página 13—

—continuación de la página 12—

Nota del Autor: Se utiliza I-Ready - Lectura como nomenclatura y no en una estricta representación de las capacidades del programa en sí mismo.

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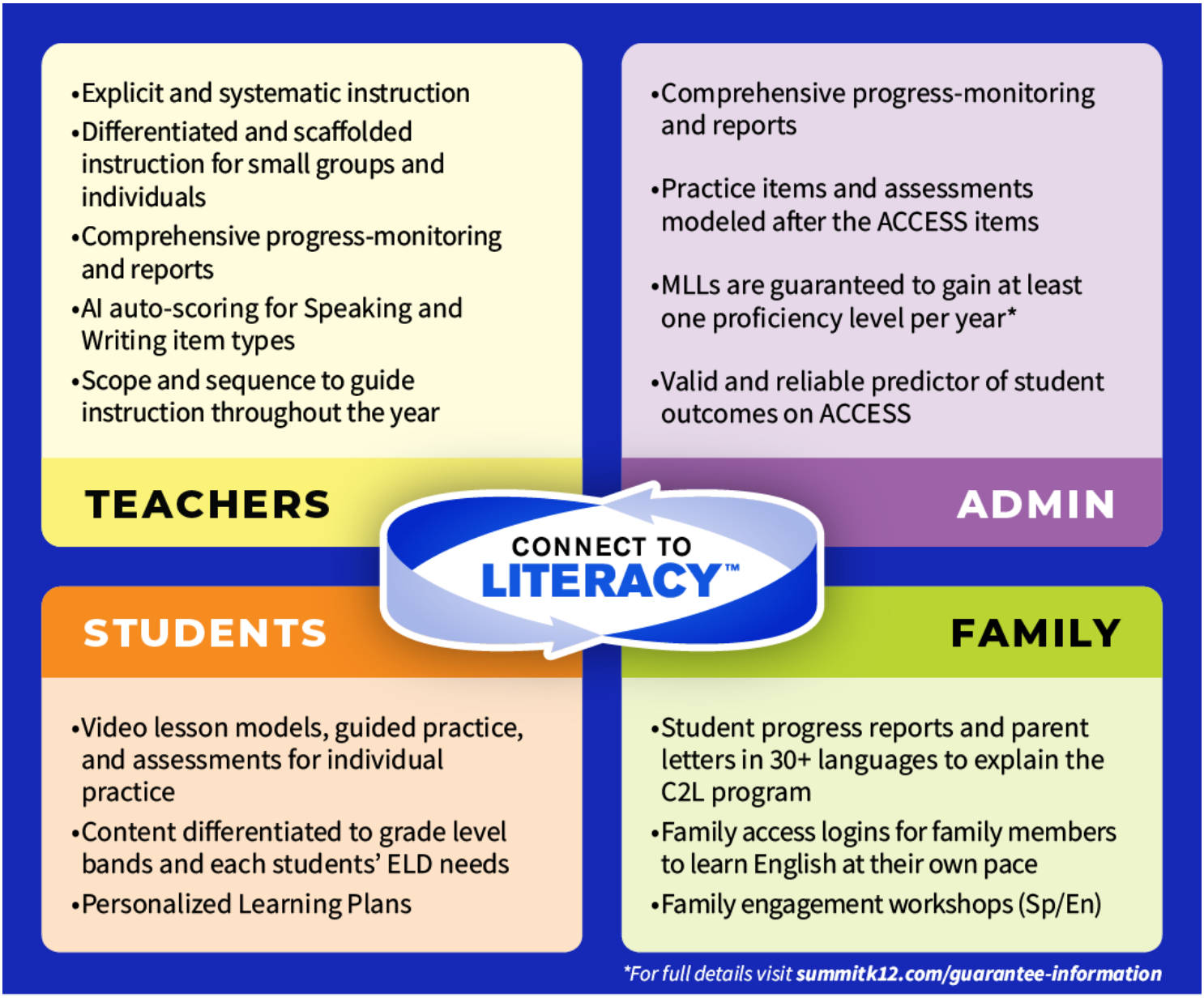
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Soleado is printed by Starline Printing in Albuquerque. Thanks to Danny Trujillo and the Starline staff for their expertise and support!