



Fall 2019

Red or Green? Finding Inspiration in New Mexico at La Cosecha Conference

by Jessica Baker and Grace Larsen—U-46 School District, Elgin, IL

Jessica Baker

In November, I was selected by my school district to attend La Cosecha in Santa Fé, New Mexico. I had first heard about the conference through Dual Language Education of New Mexico's professional development at my district. Since the professional development offerings were so engaging, I had hoped that attending the conference would further my professional growth in the area of multicultural education. I attended every day of the 2018 conference and was able to participate in sessions given by leading experts in the field. It is



Jessica Baker and her daughter, Grace Larsen snap a selfie during a break between sessions at La Cosecha 2018 in Santa Fe.

undeniable that the conference had a significant impact on my practice as I brought numerous strategies back to my classroom. However, the impact La Cosecha had on me was incomparable to the impact it had on my daughter. Below is an account of her experience at La Cosecha.

Grace Larsen

This past November, I accompanied my mom on a work trip to Santa Fé, New Mexico. She suffers from a rare neurological disorder and was advised not to travel alone. While traveling can be exciting, I was not entirely thrilled to be

missing several days of school. At 15 years old, my priorities vary greatly from those of my mother. I had no idea how memorable La Cosecha would be for me.

The airport terminal from Chicago to Albuquerque was packed with teachers from all over the Chicagoland area heading to La Cosecha. Space was cramped, seating tight, as people clambered for the last openings for their carry-ons. The plane ride was anything but quiet. Laughter, language, and friendship filled the compartment, and I began to sense a different vibe—one that I would not be able to articulate

until the end of our trip.

When we landed, I felt like I was in a different world. As we walked through the Albuquerque Sunport, I took note of the Native American influence in the stores. We rented a car which turned out to be a Volkswagen Beetle convertible. My mother, who never misses an opportunity to make a memory, put the top down. She apparently didn't get the memo that November in Albuquerque is cold ... very cold. I was forced to make the hour-long trip on the Turquoise Trail from Albuquerque to Santa Fé top down. My mother, oblivious to the snow surrounding us, stopped where she saw fit—scenic turnouts, chocolate stores, antique shops. We passed a school on a hill

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Celebrating Children's Linguistic Genius

by Heather Skibbins—Program Manager, SEAL
(Sobrato Early Academic Language), Milpitas, CA

Promising practices...

It was my youngest son's last day of preschool. He had spent the last two magical years in a Spanish immersion program in Oakland and it was finally coming to an end. We were walking towards a circle of children and teachers and I was trying to talk to him about how he felt.

Me: *Hoy es el último día de clases en esta escuela. ¿Cómo te sientes?*

Him: *No sé.*

Me: *Me siento triste, porque ha sido una escuela buenisima.*

Him: *I feel a little triste and a little feliz. But I think you feel triste-er than me.*

A few short years ago, I would have said my son was speaking Spanglish and rushed to correct his Spanish. I believed, as many others did, that "mixing" or "code-switching" indicated a deficit in my son's language development. However, on that day, I was able to recognize the brilliance of what his young brain was doing. After a beat, I responded,

Me: *Me encanta como estás practicando tu español. Eres muy inteligente e hiciste una cosa ingeniosa. Dijiste "triste-er", como decimos "sadder" en inglés. Pero en español es diferente, decimos más triste. Y es verdad, amor, siento más triste que tú.*

Him: *OK, Mama, OK.*

That I was able to respond to my son in this way, marked a personal response to a huge shift in bilingual education. I first became a teacher in the wake of Proposition 227, which effectively outlawed most of California's bilingual programming. Over the last 20 years of being in bilingual education in California, I've seen many teachers affected, like I was, by a misunderstanding of the bilingual brain. I've looked at writing samples with my fellow teachers, who bemoaned the fact that

their students were spelling *them*, as "dem" or that Spanish-speaking students wrote "*the toys of my brother*" rather than "*my brother's toys*." Early on, I knew there was something unfair in this deficit

perspective, but at that point I wasn't sure how to articulate it, let alone defend it to them.

Luckily for our children, tireless advocates, educators, and researchers in the field of dual language education have worked hard to align best practices with current research. After two decades, the passage of statewide

Proposition 58 effectively overturned Proposition 227, and a new English Learner Roadmap policy for California set dual language competencies as a goal of education. We are in a whole new policy context. Likewise, my own understanding of what it means to have and use a bilingual brain has evolved as well. I am now able to see that my son was doing what emerging bilingual people around the world do when learning a new language: he was approximating, using a grammatical rule from his home language and applying it to his second language. Using my own bilingualism as a reference, I was able to understand what he was doing and celebrate its genius.

As bilingual teachers during the days of Proposition 227, my colleagues and I were often isolated in our practice and surrounded by a system disconnected from best practices for English learners or emerging bilinguals. Many of us had very little training in pedagogy specific to dual language classrooms and were unclear about the best way to organize our instruction in relationship to language. We had very little guidance in how to make decisions



The author's son and his classmates share a book in their Spanish immersion pre-school program.

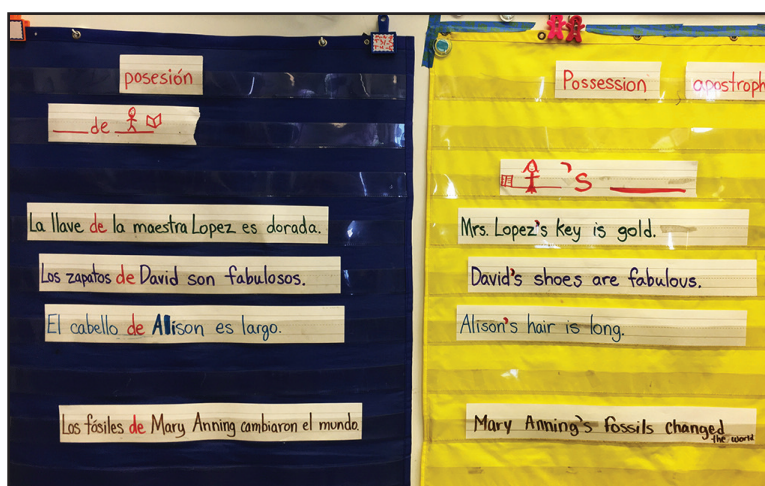
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about what to teach in which language and why. Some teachers just repeated the same units in both English and Spanish, some separated their language instruction by curricular area, but there was little attention directed towards creating a thoughtful, research-based bilingual- and biliteracy-based trajectory that maximized school time and resources.

Certainly, we felt a strong responsibility to uphold the value and integrity of Spanish and push back against the creep of English dominance. What this looked like differed greatly from school to school and within each classroom. Often language percentages depended more on the language strength of each teacher rather than the allocation model. We had strict separation of languages. Some of us had models in which one teacher only spoke the target language to their students and pretended not to understand the other language. While this approach may have been a wonderful motivator for students to push themselves towards the target language, it didn't allow us to model our own bilingualism. It required us to trick our students into seeing us as monolingual, and didn't allow us to scaffold and support them in navigating the similarities and differences between their two languages. It was a best-intentioned attempt at combatting the inequity of language status in our society and schools, but as we became aware of new research and practices we asked ourselves: what if that's not the only way? What if we never have to shut off part of our brain? What if our first language actually makes us more effective in understanding and gaining literacy in our second language? What if we can celebrate our bilingualism as an asset to learning?



The teachers, together with their students, have created a chart that highlights the possessive in English and Spanish.

Through reading the work and attending workshops with many important researchers in the field of dual language, such as *Biliteracy from the Start* by Escamilla et al. (2014), *The Translanguaging Classroom* by García, Johnson, and Seltzer (2017), *Teaching for Biliteracy* by Beeman and Urow (2013), and CABE workshops with Dorta-Duque de Reyes, my understanding of what effective bilingual instruction should look like began to shift. I began to see that if we wanted students to have mastery of each language and the skills to move in and across their multiple language worlds proficiently and authentically, we needed to teach them how to do it. They needed to understand how their languages were similar and different. I needed to stop thinking of my students as two monolinguals in one body and shift to a bilingual mindset, with a different understanding of how students learn and use language. I finally began to see how making cross-language connections would not only strengthen their literacy skills in both languages, but profoundly affirm their bilingual, bicultural identity as they navigated across diverse cultural and linguistic spaces.

Our work as dual language educators is to understand and respect the fact that our students have a multitude of linguistic resources across

their languages.

One implication for teachers is the need to carve out time to do this important cross-language work during instruction. Teachers can teach a whole lesson in Spanish during Spanish language arts in which students examine the differences in the use of possessives in Spanish and English. Students may participate bilingually but the

teacher stays in the language of that instructional block. Much of this work can also occur during English language development. By taking a closer look at how English works, students'

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Trabajando en equipo para mejorar el aprendizaje de los estudiantes

por Ismael Ruiz y Abel Galindo—Maestros,
Escuela Preparatoria Río Grande, Albuquerque, NM

Sin duda alguna el trabajo en equipo apoya a los estudiantes en su aprendizaje. Les enseñamos a buscar y dejar espacio para las ideas ajenas, a respetar los esfuerzos de sus compañeros y ampliar sus propios pensamientos con los de otros. Para este fin existen varias estrategias probadas. Nosotros queremos compartir algunas estrategias que nos han funcionado o que hemos observado en otros salones exitosamente. Abel es maestro de Ciencias Sociales e Ismael es maestro de Matemáticas en la preparatoria Río Grande en Albuquerque, Nuevo México. Esperamos les puedan servir sobre todo a los maestros que comienzan su carrera o que están buscando herramientas adicionales para mejorar el trabajo en equipo de sus alumnos.

En la clase de Gobierno

Una estrategia que maximiza el diálogo e interacción de alumnos es trabajar en pares. Esto se da sobre todo si ambos estudiantes interactúan equitativamente. Específicamente la estrategia del **pensar-hablar-escribir-compartir** rinde buenos dividendos. En un ejemplo positivo de mi clase de Gobierno de los Estados Unidos, los estudiantes vieron un video de aproximadamente 7 minutos sobre el nuevo Tratado México-Estados Unidos-Canadá (T-MEC) para responder a la pregunta: ¿Quién se benefició más con el nuevo T-ME, México, Estados Unidos, Canadá o los tres países? Los estudiantes lo discutieron en pares por un espacio de 4 minutos (2 minutos cada persona). Con esta estructura, cada miembro del par tuvo que organizar y comunicar sus ideas. Terminada la discusión, se les dio 5 minutos para que escribieran sus ideas consensadas en un párrafo de cinco a siete oraciones. Finalmente, cada par de estudiantes compartió sus ideas sobre lo que habían discutido y escrito, 1-2 minutos por pareja.

En muchas ocasiones, los estudiantes responden a preguntas reflexivas del maestro que tienen que ver con análisis o evaluación del tema. Hubo una gama de respuestas, con una nutrida discusión de todo el grupo y con preguntas para los ponentes de cada grupo y para el maestro. Por supuesto, si la clase es de menos de 25 estudiantes, todos los estudiantes pueden compartir su respuesta. Si la clase supera este número puede seleccionar a algunos pares para presentar su respuesta.



Los estudiantes del Sr. Galindo, Rubén Rodríguez y Luis Pérez, presentan su plan de negocios.

En la clase de Economía

Otra estrategia que da buenos resultados es que los estudiantes desarrollen y presenten un proyecto o tema a sus compañeros. En mi clase de Economía, los estudiantes desarrollaron y presentaron un plan de negocios, en pares. Pensaron en una idea original para plasmarla en un plan de negocios que incluía los objetivos del negocio, las estrategias que se iban a utilizar para

alcanzar dichos objetivos, el proceso productivo, la inversión requerida y la rentabilidad esperada. Vestidos profesionalmente, el par presentó su plan de negocios a sus compañeros utilizando Microsoft® Powerpoint® o Google Slides. También trabajando en pares, los compañeros de clase discutieron el contenido y la entrega de los presentadores, lo cual compartieron con los presentadores y sus demás compañeros una vez terminada la presentación.

En cuanto a la retroalimentación para los presentadores, les pedí a los alumnos que se enfocaran en dos fortalezas, y algo que se podía mejorar en la calidad y entrega de la presentación. En el segundo punto les pedí a los alumnos siempre ser respetuosos y propositivos con ideas

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claras de lo que se debe mejorar. De esta forma logramos una participación dinámica y un buen ambiente de colaboración y apoyo de todo el salón de clase, presentadores y audiencia. Se convirtió el salón de clase en un grupo altamente interactivo de discusión académica.

En la clase de Matemáticas

En Matemáticas, una de las estrategias que da buenos resultados con respecto a la participación, retención y entendimiento profundo del tema a tratar, es que los estudiantes inventen sus propios problemas. En mi clase, después

de haber recibido la instrucción y haber hecho algunos ejercicios sobre el tópico del que se está tratando, por ejemplo, encontrar las soluciones de un polinomio (donde la gráfica cruza el eje de la x) les pido a los estudiantes que inventen un polinomio con características específicas, como que sea del tercer grado. Luego

les digo que se lo den al compañero de al lado para que este lo resuelva; todos tienen que intercambiar cuadernos y resolver el problema. Después, se regresan el cuaderno y tienen que asegurarse de que la solución esté correcta. Si hay alguna discrepancia, los dos tienen que comentar hasta ponerse de acuerdo. Al comparar y/o contrastar los métodos que usaron para resolver el problema, los estudiantes llegan a mejor entender el concepto clave. De no lograrlo, yo, como maestro, soy un recurso al que tienen acceso para aclarar cualquier duda.

Salir al campo

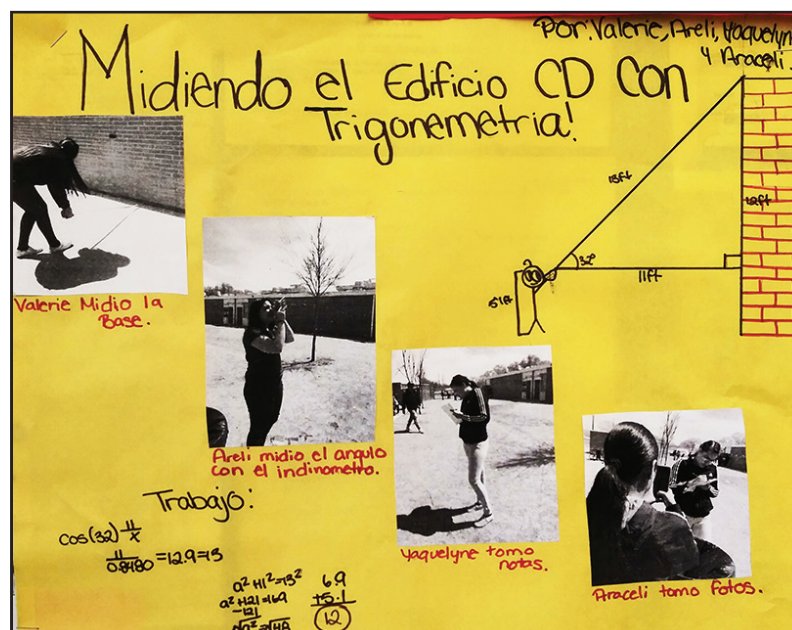
Otra estrategia que tiene resultados positivos comprobados en captar la participación y el interés

de los estudiantes es salir al campo y efectuar comprobaciones prácticas de lo que se aprende dentro del salón de clase. Uno de los trabajos que hacen los estudiantes de geometría para poner en práctica lo aprendido, es medir uno de los edificios de la escuela en grupos de cuatro usando la relación trigonométrica tangente. Los estudiantes forman un grupo en el que ellos se asignan las tareas de medir el ángulo necesario para poder usar la tangente usando un inclinómetro (un aparato que consta de un transportador con un hilo que se amarra en el centro del transportador y se le amarra un peso para poder indicar el

ángulo). Toman notas y fotografías (usando su teléfono) de todo el proceso y ayudan en las mediciones. Todos los integrantes del equipo participan en los cálculos y en la fabricación de un póster que es presentado a la clase con los resultados de las medidas, y que incluye las fotografías de ellos efectuando el proceso y un diagrama del edificio con todas las medidas incluidas. La participación es completa, y después de varios años, he tenido la oportunidad de

preguntarles a mis alumnos cuál es la lección que recuerdan más y muchas veces la respuesta es la medición del edificio usando trigonometría.

En fin, hay un gran número de estrategias exitosas para aumentar la participación de los estudiantes que les van a ayudar a mejorar su vocabulario académico y su entendimiento de los conceptos esenciales de la materia. Aquí hemos expuesto algunas que nos han funcionado y que esperamos les sean de utilidad. Creemos que la participación interactiva de los estudiantes es esencial para lograr su máximo aprendizaje. Siempre se puede mejorar y aprender algo nuevo en el campo de la docencia que tenga un impacto positivo en el rendimiento académico de nuestros estudiantes.



En la clase de Geometría, los estudiantes miden uno de los edificios de la escuela usando la relación trigonométrica tangente.



A Day in the Life of a Fifth-Grade Dual Language Student

by Natalie Olague—Dual Language Education of New Mexico

Promising practices...

The professional developers at Dual Language Education of New Mexico are often asked to describe a typical day in the life of a dual language student. Those who ask often find it difficult to visualize or imagine how the teachers plan their instructional day so that they do not repeat content in the two program languages, but rather build on and reinforce them. Those who are unfamiliar with dual language programs often wonder how the teachers support and differentiate for language learners in both program languages: the English learners who have long been part of bilingual programs as well as heritage-language Spanish speakers and Spanish as a second language learners who struggle with the more formal academic Spanish of school. There are often questions regarding the students' experience: when and how do the students switch languages? What is the reality of students relying on their classmates who are more proficient in the language of instruction? How do the students connect their content and language learning across the two languages?

Natalie Olague, one of Dual Language of Education's Project Directors, crafted a day-in-the-life scenario based on her experience in a 50/50 dual language program that relies on the two-teacher or partner-teacher arrangement. One teacher, Ms. Barrera, teaches one group of fifth graders in English while Sra. De La Torre teaches another group of fifth graders in Spanish. At this school, the teachers exchange students at mid-day—thus achieving the 50/50 time allotment in both program languages. As you read this, consider what it takes for this instructional day to proceed as described. What must the teachers know and understand about second language learners? What kinds of management strategies must the teachers have employed to teach the students how to support each other? How have the teachers approached planning? How has the availability of appropriate materials informed the teachers' plans? How have the teachers incorporated and addressed dual language's third goal, socio-cultural competence? What role do the specials teachers play in the overall dual language program?



Dual Language Structure—50/50

Good morning! I am Yadira Espino, a dual language fifth-grade student at San Miguel Elementary School. I have two teachers. Ms. Barrera is the teacher who teaches me in English and Sra. De La Torre teaches me in Spanish. I start the day with Ms. Barrera and then go to Sra. De La Torre after lunch. The other fifth grade dual language class starts the day with Sra. De La Torre and comes to Ms. Barrera's class after lunch, so we switch teachers at mid-day.

Morning is English Time

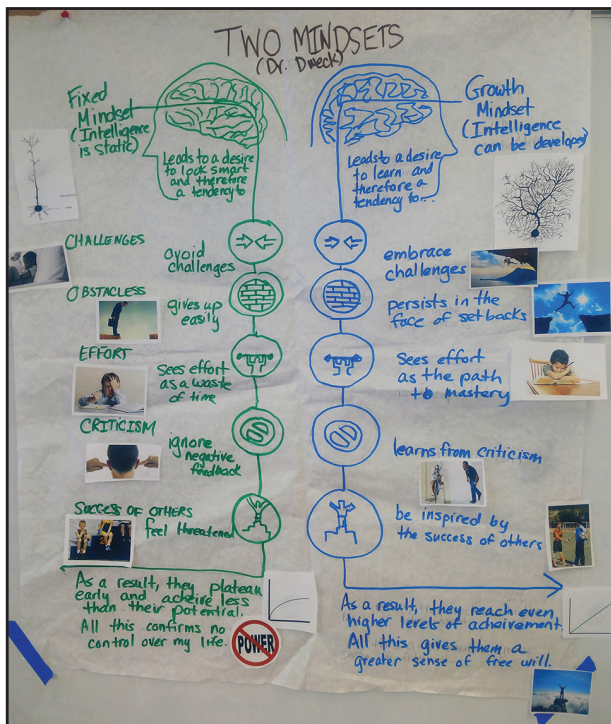
Ms. B greets each of us when we enter the classroom, "Good morning, how are you doing?" First, she takes attendance and reviews our schedule and learning targets for the day. She pulls name sticks for three students to share any *Good News* with the class. My stick gets pulled and I tell the class all about how my baby sister took her first step last night! Next Ms. B calls us to the carpet to continue a lesson she began yesterday about a growth mind-set and a fixed mind-set. She passes out different word cards and photos and asks us to review the *Two Mind-Sets* chart that she created with us yesterday and asks us to think about where our word cards or photos may go. After a minute, she tells us to turn and talk to our partner. She

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asks us to repeat the question and the sentence frame we should use to answer. “Where do you think your picture or word card should go? I think my picture/word card belongs _____.” I got a photo of a man with his fingers in his ears. “I think it goes under fixed mind-set in the category of Criticism—ignores useful negative feedback.” My friend Brisa agrees, “I think you’re right.” She has a picture of a rock climber climbing upside down. We are not sure where that goes. She says “Maybe it goes under growth mind-set in the category of Challenges—persists in the face of setbacks.” Ms. B raises her hand and gives us the Zero Noise Signal, and we all turn toward her. She then starts to review the chart and as she does, different students get up to add their word card or photo to the chart where they think it goes. Ms. B stops a couple of times and asks us questions for us to turn and talk about. She always gives us a sentence starter to help us answer the questions. After we have a chance to talk to our elbow partner, she gives us a Learning Log to work on at our desks, but she keeps José, Daisy, and Amalia at the chart and asks them different questions. I think she wants to make sure they understand and give them a chance to practice answering questions.



A Two Mind-Sets anchor chart serves as an instructional tool and student resource for related activities.

Now it is time for Writer’s Workshop. We are working on writing realistic fiction stories. Ms. B is working on a story about a girl who goes to a new school and doesn’t have any friends. She shows us how she is trying out different ways to start her story. She shows us how she could start the story using dialogue, talking about where and when the story took place, introducing a character using action, or making an interesting comment, giving us examples of what each might look like. Then she has us go back to our seats and try out some of those same ways to start our stories. I am writing all about a girl who has a baby sister that makes messes all the time! While everyone is writing, she calls Omar, Álvaro, and Diana to the back table to help them with their stories. After we work for about 20 minutes, she draws three students’ name sticks, and they get to sit in the author’s chair to share the different ways they tried starting their stories.

Next, it is time for math games. Each of us has specific partners that we play math games with. Some of our games are the same but with different numbers. I am working with Mariana on the game *Make 1000*. We roll four dice and see how close we can get to making an addition or subtraction equation that equals 1000. Ms. B walks around the class and asks us questions as we play our math games.

Specials and Lunch

Now it is time for specials. Today we get to go to music. I love music because we have a teacher from Puerto Rico teaching us this year! We are learning a song called *La Bamba* by Richie Valens. She tells us that it is the only song in a language other than English that is on a list of the 500 Greatest Songs of All Time! It started off as a traditional Mexican song from Veracruz. It is kind of embarrassing to sing aloud sometimes, but we all like the song a lot. After specials we go to lunch, and then Sra. De La Torre picks us up.

Afternoon is Spanish Time

Sra. De La Torre begins *nuestra lección de matemáticas*, our math lesson, on the Promethean Board; we are learning about *valor posicional*

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De la agricultura a un programa ejemplar y exitoso de lenguaje dual

por Alfonso López—Director, Escuela Primaria Lewis & Clark, Wenatchee, WA

Promising practices...

Corría el año de 1986 cuando la historia de mi vida y de mi familia cambiaría radicalmente. En mis primeros años como educador trabajé como maestro de educación primaria y secundaria en Oaxaca, México. Ahí aprendí la importancia y la gran responsabilidad que los educadores tenemos con la niñez y la juventud para darles una esperanza para un futuro mejor y hacer una sociedad mas justa y preparada. Por caprichos del destino y el deseo de superación, llegué a los Estados Unidos, específicamente al norte central del estado de Washington. Fui parte de la “ola de inmigrantes” que en esa década llegaron en busca de trabajo. Como muchos que formaron parte de esta ola, empecé a trabajar en la agricultura de esta región.

Siete años después de mi arribo al país de las oportunidades, tuve la ocasión de volver a la escuela para obtener mi certificado de maestro en los Estados Unidos. Desde el principio, cuando aún era ayudante de maestros en la escuela primaria Lewis & Clark mientras terminaba mis estudios, aprendí la importancia de hablar dos o más idiomas. Me resistía y aún me resisto a creer y entender que en un país como el nuestro estemos supeditados a aprender un solo idioma, el inglés. Mi propia experiencia de haber iniciado a aprender el inglés como segundo idioma a la edad de 28 años me ha preparado para entender mejor a mis estudiantes.

También he tenido la oportunidad de tomar ventaja del hecho de ser bilingüe y saber las oportunidades que existen para aquellos que hablan dos o más idiomas. Hablar dos o más idiomas enriquece al individuo en el aspecto cultural y de conocimiento. Se aprende a entender y ver el mundo desde dos perspectivas distintas. En el aspecto social, se

enriquece al país ya que como individuos podemos proveer mejores servicios para la sociedad. Se puede servir grupos de personas con los cuales podemos comunicarnos en su lenguaje. También se puede utilizar los idiomas aprendidos para trabajar o desarrollar empresas en otros países. Estos son tan solo unos ejemplos de los servicios que se pueden proveer cuando se habla más de un idioma.



Los estudiantes de la escuela primaria Lewis & Clark celebran las tradiciones de todos los miembros de la comunidad.

Esta filosofía y el haber vivido estas experiencias me hizo entender que ofrecer una educación de esta naturaleza era el camino a seguir. Años después, ya como maestro y siguiendo el sueño de la entonces directora de la escuela Lewis & Clark, Connie Strawn, se inició un programa de lenguaje dual. El inicio fue encontrar el modelo de programa que se ajustara a las necesidades de los estudiantes de esta región. Necesidades como el iniciar un programa que enseñara en los lenguajes de inglés y español ya que los grupos predominantes de la región son Anglo-sajón y Latinos. También otra necesidad fue el que políticamente en la comunidad, se aceptaría mejor el aspecto de enseñar cada idioma durante el día con el mismo tiempo. El modelo más apropiado fue el 50/50, el cual indica que 50% del tiempo se destina a enseñar en inglés y el otro 50% es para enseñar en español. Presentar esta iniciativa con todos los detalles a la Mesa Directiva del distrito escolar y al Superintendente fue la segunda parte. Ambas entidades aprobaron la iniciativa y en el año 2004 se inició el programa. ¡No se hizo esperar el rechazo al programa dual por la comunidad!

Algunos miembros de la comunidad rechazaron abiertamente el programa argumentando que en los Estados Unidos el lenguaje oficial es el inglés y que no hay necesidad de “forzar” los niños a aprender

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otro idioma. El rechazo se vino de ambos grupos en la comunidad, tanto los que hablaban inglés como los que hablaban español. Claramente se sentía la necesidad de informar a la comunidad de los beneficios de ser bilingüe y hacer entender que el beneficio no es solamente para los alumnos latinos sino también para alumnos cuya lengua nativa es el inglés.

Nuestros maestros empezaron a ofrecer noches de información para padres de familia y otros miembros de la comunidad acerca del programa dual en la escuela. Ofrecieron presentaciones a diferentes organizaciones como el Rotary Club y Kiwanis International. También informaron e ilustraron a la comunidad los beneficios de un programa de lenguaje dual por medio de radio y periódico. Se me dio la oportunidad de ser presentador de un programa de educación en una estación de radio local. También tuve la oportunidad de escribir artículos de educación en un periódico estatal en los cuales informé a la comunidad acerca de aspectos de la educación. Estos medios de comunicación han rendido sus frutos y después de 16 años la aceptación del programa en la comunidad es evidente. Ya la mayoría de familias que asisten a nuestra escuela muestran su apoyo total al programa. En la comunidad se han escrito artículos acerca de los beneficios que este program proporciona para los estudiantes y las personas en la comunidad responden positivamente. Más familias eligen enviar sus niños a la escuela Lewis & Clark para tomar ventaja del programa.

Ha sido de mucha importancia para mí como director y el personal de la escuela mantener el enfoque del programa para que arroje frutos positivos. A través de los años, la preparación de los maestros y su capacitación para seguir y enseñar de acuerdo al modelo 50/50 ha sido otro reto. Por

la falta de recursos económicos para enviar a los maestros a capacitarse fuera del distrito escolar, el modo de preparación es a través de visitas y observaciones a los maestros más capacitados en este renglón en la misma escuela. Grupos de



El Sr. López, con su esposa, María e hijo, Mauricio recibe el honor de Director Estatal del Año, 2019 por la Asociación de Directores Escolares del Estado de Washington por su liderazgo y creatividad.

maestros designados de acuerdo al grado que enseñan hicieron diferentes observaciones en las clases de los maestros con más experiencia. Después de las observaciones los maestros tuvieron la oportunidad de proporcionar ideas de lo aprendido e implementar parte de lo observado. También hacemos grupos de estudio de libros para capacitarnos en aspectos

específicos del programa. Por ejemplo, uno de los aspectos a mejorar es el agilizar el aprendizaje del segundo idioma, especialmente el español. Para este cambio en nuestro programa, se estudió el libro *Teaching for Biliteracy* (Beeman & Urow, 2013) y así cambiamos el aspecto de la lecto-escritura. Ahora en nuestro programa se enseña simultáneamente la lecto-escritura en los dos idiomas desde el inicio, es decir, desde kindergarten.

El mejor modo de motivar a las familias a que envíen sus alumnos a nuestro programa es mostrándoles resultados académicos y de lenguaje. Es una meta que no es nada fácil pero que con tenacidad, esfuerzo, dedicación y enfoque se puede lograr. Solo hay que recordar que el que habla dos lenguajes vale por dos. Vale la pena crear e impulsar programas de lenguaje dual. Nuestros estudiantes y nuestro país lo necesitan y moralmente es una demanda social.

Referencia

Beeman, K, & Urow, C. (2013). *Teaching for biliteracy*. Philadelphia, PA: Caslon.





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and numerous Pueblo-style homes—even a house with bottles along the fence.

Finally, we arrived in Santa Fé to check into our hotel—La Fonda on the Plaza. We ate at a local restaurant where I was asked, “red or green?” I didn’t even know what that meant! I was in awe of the Spanish influence that permeated Santa Fé.

The altitude affected my mother more severely than she anticipated, so I accompanied her to the conference check in to pick up her conference badge and tote. Maneuvering through the swarm of teachers was quite difficult. As the evening went on, I was astounded at the number of people who came to attend La Cosecha. I was intrigued by the passion of so many educators with regard to bilingualism.

It is almost impossible to understand the impact of my epiphany without knowing a few things about me. I attend a 4-year, public high school in a predominantly White area of Chicago. Over 90% of my town’s population speaks English and I am one of only 20 Black students in the building. I quickly began to reflect on what such a conference would look like in our area. “Are teachers this impassioned back home, and if so, what about?” I thought.

As the days went on I accompanied my mother to the keynote sessions, as well as various others, making sure she arrived safely. I would wait for her to get seated and then wait outside of the ballroom. In doing so, I had the opportunity to overhear several sessions. I was moved by Dr. Jim Cummins speaking of bilingual education in Canada. I Googled the official language of Canada. How had I not known what it was? While I was fully immersed in the beauty of the multiculturalism I was experiencing, I was saddened by the lack of diversity I was used to.

The issue is simple. You see where I come from, we lack deep cultural roots to our ethnicities and language. There are no invocations at the beginning of events as there were before each day’s general session. Half of my class does not even stand for the Pledge of Allegiance. It was not something I knew I was missing until I attended La Cosecha. I began to evaluate my own culture after seeing the ethnic diversity among speakers and attendees of La Cosecha. Was I living in a cultureless void? I examined my own

culture and that of my friends. How many forego their language and traditions so that they can fit into another culture? And what happens to that language and those traditions after generations of doing so? I had so many questions. My mind was reeling. I suppose I’m desperately trying to describe exactly what people have been advocating for—a common theme throughout the sessions. What I kept coming back to was the fact that so many people had gathered in one place to work on this exact topic.

Since I am still in high school myself, I don’t know all there is to know about culture and language. I am not bilingual, nor am I a teacher. I haven’t read books, attended classes, and researched strategies like my mom has. Yet, I felt that I left La Cosecha with some key pieces of information.

1. Teachers are in fact heroes. Each teacher I saw has the power to impact dual language education and I hope they do so.
2. Something powerful happens when language is embraced. Not just for those working in bilingual and multicultural education, but for everybody. Watching people work so passionately to provide dual language services was awe inspiring.
3. I was so moved by everything at La Cosecha that this fall I will enter my school’s career pathways program in education. I hope to one day be as passionate as the many educators I witnessed when in Santa Fé.
4. I learned that Hatch chiles are an analogy for life. Right now I am green, but in the future I hope to return to New Mexico as red, more mature and ready to pick up where other educators have left off.



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understanding deepens and supports their ability to compare and contrast both languages, focusing on linguistic form and structure. It may involve looking at the two languages side by side and asking whether and how they work the same or differently. By doing this, knowledge of each language is improved, the brain's ability to move back and forth across the two languages is strengthened, and students discover the amazing diversity of cultural and human expression.

In addition to planned cross-language lessons, there are often moments that arise naturally in the classroom that lead to important “Ahas.” Teachers may respond to a student's approximation, not by pointing out the error, but rather by acknowledging the student's mastery of one language's rules and trying them out in the new language. However, when those generalizations don't hold to be true, students need to be taught the new rule for how it works in the other language. Those lessons must be explicit and direct and involve authentic practice to expand the students' linguistic repertoire.

My own experiences as a bilingual teacher over the last 20 years, and the findings of many prominent practitioners and researchers, have led me to a better understanding of bilingual language development. Some language is acquired naturally, as the brain constructs rules and systems for each language and makes sense of them through interacting with proficient users of the language. But simply being immersed in a bilingual world is not enough. Research has shown that language and literacy development across two languages are greatly enhanced when there is an intentional

focus on supporting and teaching cross-language connections, and where students are engaged in activities that involve explicit contrastive analysis (Escamilla, Hopewell, Geisler, & Ruiz, 2007). In the past, teachers have left it up to students to discover these, but it is now clear that intentional, explicit instruction in lexical and grammatical similarities and differences helps children to be more successful in both their languages. When

we open up the academic space to allow for students to bring their whole selves to the learning, we also affirm their full identity and see their many cultures, languages, and experiences as integral and additive to the classroom community. Through making shifts in how we think about, plan for, instruct, and assess our bilingual and biliterate students, we can help them flourish and thrive as the linguistic geniuses they are.

For more information, please contact me at: heather@seal.org or visit <https://seal.org/>.



Students celebrate their bilingualism as part of their identity.

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I would like to thank Dr. Laurie Olsen for her mentoring, support, and collaboration in creating this piece.





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con decimales, place value with decimals. Sra. De La Torre shows us how to use a place value chart and arrows to show how the value of a digit changes when you divide decimals by 100 or 1000: “*Noten cómo cambia el valor del dígito cuando dividimos por cien y luego por mil.*” She uses the name sticks to have three different students come up to the Promethean Board and complete three problems while the rest of us work on the same problems on our white boards. Then, Sra. De La Torre sends everyone back to our desks to do some practice problems on our own. I am not sure about the first problem, so I go to the back table to work with Sra. De La Torre. I tell her, “*Maestra, no sé cómo resolver el primer problema que nos asignó. ¿Me puede ayudar?*” Brisa and Mariana join us. Sra. De La Torre helps us by breaking down the problem and talking us through each step. She makes us repeat after her.



Las alumnas de quinto grado anotan en su texto.

Then it is time for *lectura*, reading. We are reading a book called *Malala, una niña valiente de Pakistán* about Malala Yousafzai. *Hoy vamos a volver a leer el libro en equipo.* Today we are going to reread the book in our teams and look for evidence of Malala having *una mentalidad de crecimiento*, a growth mind-set. *Vamos a poner notas en nuestros textos individuales de lo que muestra una mentalidad de crecimiento.* *Luego, en equipo, vamos a crear un póster con evidencia del texto.* We are going to annotate each of our individual texts and then make a poster as a team to show the evidence. Each of us has a different colored marker to write with. *Yo escojo el marcador rojo, Tomás escoge el azul y Ana escoge el morado*, and we have index cards with sentence starters to help us begin, *En el _____ párrafo dice que Malala _____.* *Yo creo que esto muestra _____.* I have to help Jennifer because she doesn't know Spanish

that good. She talks to me in English but I use the cards with sentence starters to help her talk in Spanish. She helps me during English time sometime, so I don't mind helping her during Spanish time.

Tomorrow we are going to pretend we are Malala and write a speech about how she has a growth mind-set. After that, each of us is going to get to research any important person that we want, just like we did Malala, and prove that the person we picked had a growth mind-set. Then, each of us will write a speech like we are the person we picked to research, dress up like that person, and give the speech to the whole class! I think

I am going to pick *Amelia Earhart, la primera aviadora americana que voló sola por el Atlántico.* I remember reading about her in third grade. Daisy says she is going to pick Selena. I think it is because she wants to dress up like her! Miguel says he is going to pick *el futbolista famoso*, the famous soccer player Oswaldo Sánchez. I can't wait to see who everyone picks and see and hear everyone's presentations! *Al terminar el día escolar, guardamos nuestros útiles, limpiamos alrededor de nuestros escritorios, metemos los papeles de la tarea en la mochila y nos despedimos de Sra. De la Torre. ¡Hasta mañana!*

If you have a day-in-the-life story representing your program model that you would like to share, please send it to ruth@dlenm.org.



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Discovering Who I Am and Finding My Path

by Stephanie Muñoz—Bilingual Seal Graduate and Journalist, Yakima, WA

Promising practices...

My name is Stephanie Muñoz and I am a bilingual journalist. I was particularly fortunate to have participated in dual language programs since kindergarten. I'd like to share my journey to discovering who I am and who I aspire to be—it all started with the roots of my culture. I am a first-generation Mexican-American daughter of immigrant teenage parents.

Growing up in a bilingual household taught me early on that I have the power of not one, but two different voices, my Spanish voice and my English voice. As time went by I soon realized I also had a third voice. My third voice is the one I learned first but always thought to be incorrect. Spanglish was my first language. Growing up with English and Spanish often resulted in a blend of words that only a person who knows both would understand. This was the language we used in my family and with friends.

My first memories of bilingual education are from when I was enrolled in the dual language program at East San José Elementary school in the heart of one of Albuquerque's oldest Hispanic neighborhoods. I was placed in Sra. Annie Rodríguez's kindergarten class and began my bilingual journey. Not only did I meet life-long friends but encountered a few unusual problems. I couldn't distinguish between *sesenta* and *setenta*! It wasn't until later in life that I was able to use them correctly.

My love for literature began with the RIF (Reading Is Fundamental) program. Each month Sra.

Rodríguez gave us the opportunity to receive a free book in exchange for completing an at-home reading calendar. I could read books in English and Spanish. I've always loved books and never missed the opportunity to get a new book for free. It was also during these years that I learned to play the *guitarrón* by joining our school's Mariachi and learned to dance in a traditional *folklórico* group. Dance and music became a love and passion that

endured all the way through my high school years.

At Washington Middle School I discovered my feminist soul and was introduced to the Chicano world. Teachers Nadine and Patsy Córdova made a huge impact

on how I viewed my Mexican ancestry, introducing me to the

history and struggles of Mexicans living in the United States. It was there that my interest in the women who have changed the world increased. In my seventh grade English literature class with Mrs. Ellis, I started a project for National History Day that brought my two worlds together in a way that I will never forget. The theme was women in history and there was no better way to honor my ancestors and my passion for music than to focus my project on the women in the history of mariachi music.

My participation in Mariachi provided a most unexpected but wonderful experience—I was able to fly on a plane for the first time! I was 16 years old when my older sister Diana and I were invited to play with the first female mariachi in New York City. This experience introduced me to Latinos with similar backgrounds as mine who did not



An invitation to play with the first all-female mariachi group in New York City was a highlight of Stephanie's high-school years.

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speak Spanish very well. Our host, the Paulino family, was very impressed that my sister and I were able to hold a fluent conversation in Spanish despite having grown up in the United States. The trip underscored for me how powerful my Mexican roots were. I was able to participate in a prestigious event because of them.

During my years at Albuquerque High School, I met my mentor, Sra. Mishelle Jurado. Ms. Jurado was my sophomore Spanish language arts teacher and played a critical role in my life through my senior year as I completed the requirements for the bilingual seal.

Mishelle was unlike any other teacher. She was open and honest with the topics that we were studying and helped us face challenging issues. One book that really resonated with me was *El Alquimista* by Paulo Coelho, which spoke to finding your true self and filling your true purpose. For me this was a turning point—my goals became clearer and more focused than ever before. Reading this book in Spanish and establishing a connection to it made me want to further my education by pursuing a bachelor's degree in Spanish.

While at Albuquerque High, I joined our student leadership group, *Mentes Abiertas*. The other members and I shared our experiences in the dual language program and talked about how being bilingual was both a challenge and a way to have many more opportunities. As advocates for the dual language program, we would often present at the La Cosecha conference. This yearly event was very special to me because I often ended up being the person who presented our goals and mission. That experience made me want to become a journalist. There was something about being able to give voice

to those without one or to empower others to use that voice when they may not have realized that they had it. This experience was so powerful that I took it with me beyond college.

Mentes Abiertas gave me and my peers the opportunity to interact with others using both English and Spanish. We were expected to behave and dress as young professionals as we spoke about our experiences. My proudest moment was being able to be a positive representative of the dual language program at Albuquerque High School.



Reporting for KNDO, the NBC affiliate in Yakima, Washington gives Stephanie the opportunity to tell the community's stories.

I was also given the opportunity to be a part of a documentary by Moisés González about dual language and the path toward the bilingual seal. He followed me as I went through my day, talked to me about my experiences, and documented my senior bilingual seal portfolio. This experience convinced me to pursue journalism. I love to be a storyteller; I'm honored to tell people's stories.

Today I live and work as a television journalist for the NBC affiliate, KNDO in Yakima, Washington. In many ways, the culture here is very much like Albuquerque's. The eastern side of Washington state is home to many people of Mexican heritage who first arrived as migrant workers to support the area's agriculture. My bilingual experience has given me a way to speak to and for this community. I hope to make a difference.

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▣ **KERES CHILDREN'S LEARNING CENTER (KCLC), 4TH ANNUAL NATIVE LANGUAGE SYMPOSIUM—CROSS-GENERATIONAL MODEL OF EDUCATION: USING THE MONTESSORI APPROACH IN SERVICE TO INDIAN EDUCATION:** November 7-8, 2019, at the Indian Pueblo Cultural Center, Albuquerque, NM. For more information and to register, visit <https://www.kclcmontessori.org/kclc-symposium-2019.html>.

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