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Soleado

Promising Practices from the Field

Los estudiantes de lenguaje dual hablan: Recomendaciones para administradores

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Los programas de lenguaje dual, también conocidos con el término de doble inmersión, siguen expandiéndose a nivel nacional. Esto se debe a que el número de estudiantes aprendices del inglés como

segundo idioma sigue aumentando, actualmente 4,6 millones (National Center for Education Statistics, 2017) según el último informe con esta estadística del año 2014-2015. Las investigaciones longitudinales, una de ellas llevada a cabo por Thomas y Collier (2017), demuestran cómo los estudiantes participes en programas de lenguaje dual superan académicamente a aquellos

estudiantes que no participan en dicho programa.

La brecha académica que existe al principio entre estudiantes aprendices del inglés

y aquellos que son nativos del inglés es extensa, no obstante, ésta se cierra a medida que los estudiantes aprendices del inglés avanzan y cursan en un programa de lenguaje dual. Mientras que las investigaciones corroboran esta información, nosotras quisimos darnos a la tarea de investigar directamente con estudiantes que han participado en dicho programa y averiguar qué tan efectiva ha sido su participación en el programa. Aunque existen diferentes modelos de implementación (90/10, 80/20, o 50/50) en cuanto a un programa de lenguaje dual a nivel nacional,

la meta del éxito de estos es la misma. El éxito de estos programas se mide mediante los tres pilares de la educación bilingüe: el bilingüismo y biteracidad, altos logros académicos y la competencia intercultural (Howard et al., 2018).



Sergio Barrera, graduado de un programa de lenguaje dual, conversa con estudiantes en la escuela a la cual asistió.

Actualmente, son muy pocas las investigaciones a nivel secundaria y preparatoria con enfoque al desarrollo e implementación de programas de lenguaje dual. Por lo tanto, en nuestra opinión, es sumamente importante obtener información para apoyar a los administradores en estos niveles académicos

para el desarrollo de estos programas. En este artículo compartimos un resumen de nuestra investigación etnográfica en la cual entrevistamos a estudiantes que se han graduado de un programa de lenguaje dual. Estos estudiantes representan a diferentes distritos escolares a nivel nacional. Por medio de este artículo, ellos dan voz a las experiencias y recomendaciones que deben tomar en cuenta los administradores que actualmente están implementando o considerando la implementación de un programa de lenguaje dual a nivel secundario.

Recomendaciones para administradores de programas de lenguaje dual

Uno de los temas que se abordaron durante las entrevistas con los estudiantes graduados de programas de lenguaje dual fue el de consideraciones que se deben tomar en

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Finding Our Own Voice—An Indigenous Perspective

by Danielle Martinez, Assistant Principal of Cultural Integration and Community Engagement—Kha'p'o Community School, with Victoria Tafoya—Dual Language Education of New Mexico

Promising practices...

On a recent visit to the Keres Children's Learning Center (KCLC) at Cochiti Pueblo, the Kha'p'o Community School (KCS) team was reminded that teaching our Indigenous language is our priority. This message echoed a 2014 report from the Harvard University Native American Program, *An Analysis of the Kha'p'o Owingeh Language Program*, in which it was noted "... Santa Clara Pueblo ... has recognized the urgency in increasing the fluency of its Native language, Tewa, among its younger generations." Overarching themes related to language revitalization efforts emerged from the analysis: partnership, pedagogy, pride, and support.

This has been a journey for KCS in Santa Clara Pueblo. The struggle for congruency between a western educational framework—dictating how an educational system functions—and the tribal community's ways of knowing and being is a challenge for Native schools implementing their language and culture authentically. This challenge is faced more successfully with the support and assistance of community members. They are the ones with clear knowledge of what is appropriate and how their students learn in an authentic manner. Determining the "right" way to teach students the Tewa language has been a learning process. The support of Dual Language Education of New Mexico (DLeNM), along with other training, has positively impacted our perspective. Deepening our understanding of the importance of sustaining our language and culture has brought to light many changes for our school—physically, emotionally, academically, and socially.

An Indigenous perspective is complex in that Native American educators have to deconstruct Western influences and reconstruct systems of schooling with their own values and norms. The challenge is understanding that Indigenous knowledge and ways of learning are more valid and have sustained

communities for generations. Teaching the Tewa language was traditionally a family responsibility, but over time, language practices in the home changed, impacting the Pueblo. Since a majority of the Pueblo children attend KCS, there has been an ongoing push to teach the language. Despite the staff's efforts, students became speakers of vocabulary words but not speakers who could hold a conversation. The focus on western content standards and the lack of support in

incorporating Native American pride during the Bureau of Indian Education (BIE) years impacted the school, as well as student outcomes. Eventually, Tewa instruction was cancelled indefinitely.

The Santa Clara Pueblo took control of the school from the BIE in July 2016 and restructured it as a

tribally controlled school in August, with the goal of becoming a dual language school by 2021. Learning from the Harvard report and other studies, Kha'p'o staff and community sought different grant opportunities and started to build partnerships with non-profits and other community organizations.

Currently, the KCS mission and vision statements keep us focused on our goal and help us to persevere.

Our Vision

The graduates of Kha'p'o Community School are strong, caring, and respectful stewards of our Tewa language and culture. They are empowered to bridge the Kha'p'o and non-Native worlds and to sustain our land-based culture. They are on the right path to succeed in school and work to fulfill their responsibilities and make a contribution as future leaders and members of our community.

Our Mission

It is the mission of the Kha'p'o Community School to nurture our children through education that embodies Kha'p'o Owingeh culture, language, and values and that is academically challenging and enjoyable. Working together as a community, we enable them to be proficient

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Sixth-grade Reading Buddies read with kindergarteners to promote reading.

Students draw with the Tewa teacher to expand their imaginations.

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Tewa and English speakers, support their physical and emotional well-being, encourage their critical thinking and imagination, and inspire their love of learning.

Being new to administration and learning about sustaining Native languages—as well as implementing a program aligned to the Tewa Language and Culture Curriculum—has been a challenge. I attended various trainings, but I needed a more interactive, school-based professional development. That is why I applied for the DLeNM *Building Community Partnerships to Support Dual Language Learners* grant. This was the perfect opportunity to build a foundation for KCS regarding the Tewa language. Working to establish the KCS Dual Language Program by 2021, we have partnered with DLeNM to support the school in developing the components needed to sustain a language program.

The work began with a program planning retreat in June 2017. A team representing school administrators, teachers, board members, and parents reviewed the non-negotiables of a dual language program. A draft curriculum alignment plan was developed, along with a communication and stakeholders plan. That summer, KCS also developed the “Tewa Team” of six individuals, and this team has collaborated on different strategies to create authentic speakers of the Tewa language. Students receive 1 hour of Tewa instruction daily; but as assistant principal, I scheduled the Tewa Team members in the general education classrooms, art, and PE classes, where they are encouraged to speak Tewa 100% of the time.

In the most recent professional learning time, Patrick Werito, DLeNM Coordinator of Tribal Relations, reviewed a site visit report from October 2017. The report included drivers and barriers seen in the Tewa language classrooms. Mr. Werito asked us to identify recent professional development, what we took from it, and how it impacted our teaching. Connections were made to other professional development sessions around New Mexico, such as the KCLC Symposium and training sponsored by the American Indian Language Policy Research and Teacher Training

Center. Larissa Aguilar, Tewa Language Teacher Assistant, noted, “With your help, we’ve been able to start these conversations.”

As described by Darrin Rock, Tewa Language Coordinator, “The current curriculum plan ... didn’t relate to what was happening in our community, to our traditional calendar.” Reflecting on the community’s traditional calendar, the team solidified their goal to develop speakers of the language. They started with identifying tasks the students could do to demonstrate use of the language and meet a community need. The first unit centered around wood and/or hunting. Darrin shared, “Planning gives us insight, perspective ... to realize that our language is our priority—English comes second.”

Collectively, the Tewa language team is beginning to define the focus of our Tewa language instruction, always asking, “How can we make sure this is really working?” The next step is to share with tribal community leaders, the local school board, parents, and other community members by responding to the following thought, “What does our next generation of Tewa speakers need to know?”

Through reflection, the Tewa Language team now has a clear goal—an Indigenous perspective has emerged, centered around how the team themselves learned language. The team began generating knowledge that is both valid and vital to the well-being of Kha’pò students as individuals, as community members, and as promoters of the Tewa language. The ongoing work of the Tewa language team, the DLeNM team, and the Santa Clara community as a whole will continue to shape our practice, define our goals, and articulate a Santa Clara Indigenous learning framework to support our students. Together we are working to realize our shared commitment to language learning.

Reference

Celosia, A., & Dabrieo, M. (2014). *An Analysis of the Kha’pò Owingeh Language Program*. Cambridge, MA: Harvard University Native American Program.

Timeline of Support

June 2017	On-site Consultation	La Siembra Program Planning Retreat
July 17-18, 2017	On-site Consultation	Planning and conversation with DL team and new Tewa coordinator
August 24, 2017	Community Engagement	Co-hosted meeting with tribal council members, board members, and Kha’pò school staff
August 25, 2017	On-site Consultation	DL 101 and reviewed goals, started conversation about program planning retreat
September 22, 2017	On-site Consultation	Vision building and approach to language acquisition
October 26-27, 2017	On-site Consultation	Tewa language classroom observations and follow-up
December 8, 2017	On-site Consultation	Continued development of vision and mission of language development, support with planning for Tewa language instruction, review of current curriculum



AIM4S^{3™} Professional Development— Make it a Marathon, Not a Sprint

by Evelyn Chávez and Lisa Meyer—Dual Language Education of New Mexico

Promising practices...

Meaningful professional development that impacts instruction and student learning is a strategically run marathon—not a sprint. We wouldn't expect to attend a seminar on marathon running, watch someone run a marathon, and then go out and run a marathon a week later; but we ask teachers to do this all of the time. We expect them to attend a training, immediately implement it in their classrooms, and promptly see differences in their students—but rarely do we provide the ongoing support, coaching, and practice for teachers to become effective implementers of powerful professional learning.

This article is in response to administrators and teacher leaders asking what it takes to implement professional development—specifically the framework *Achievement Inspired Mathematics for Scaffolding Student Success* (AIM4S^{3™})—in a way that leads to changes in teacher beliefs and practices and increases student learning (see below for more on AIM4S^{3™}). We base this response on feedback from hundreds of teachers and administrators, our own work with schools and districts, and current research on effective professional development.

The AIM4S^{3™} framework impacts math instruction at a school site when teachers become open to making



Teachers discuss AIM4S^{3™} unit planning and resources during scheduled collaboration time.

shifts in their instruction, and the leadership team is ready and able to support the teachers in this journey. However, this outcome can only be realized if there is a long-term vision and commitment that is grounded in readiness *before* the initial training.

Readiness

The questions below can help a school determine if they're ready to implement AIM4S^{3™} or if they need additional discussion and work before taking that step.

- 1) Are we committed to making mathematics instruction a priority for our professional learning?
- 2) Is AIM4S^{3™} a good match for our school?
- 3) Do we have the structures and resources in place to support the type of planning and collaboration that AIM4S^{3™} encourages?
- 4) Have we built staff consensus that AIM4S^{3™} addresses important needs identified at the school? Is the staff on board with this initiative?

What is AIM4S^{3™}?

AIM4S^{3™} is designed to support elementary and middle school teachers in delivering high-quality, targeted mathematics instruction for students who are often underserved—language learners, students from lower socioeconomic backgrounds, and those who struggle with mathematics. AIM4S^{3™} is an instructional framework; it is not a curriculum. Teachers use the programs and resources that their district has adopted. AIM4S^{3™} supports teachers in planning and implementing the Common Core State Standards and aligns with the four domains of the Danielson Framework for Teaching.

AIM4S^{3™} is based on the beliefs that 1) teachers, as professionals, need to have the tools and knowledge to make informed decisions based on the instructional needs of their students, and 2) all students can be successful mathematical problem solvers if provided access and well-designed supports.

As a principal, if you send staff to get trained in AIM4S^{3™} without having a plan of support and implementation, you are going to see surface level practices that will probably fade over time. Not because the teacher doesn't want to implement, but because there is not support logistically and professionally for the teacher to succeed.

—Chris Sánchez, Principal Support Specialist,
Albuquerque Public Schools—

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Moving Forward

The first step is to build an AIM4S^{3™} leadership team that will move the initiative forward. Typically, this team has three to four members, including an administrator, a teacher leader knowledgeable about mathematics instruction, and a respected classroom teacher. The team builds consensus and buy-in with the staff before training begins and provides support for teachers as they use the framework with students.

Within the leadership team, we recommend identifying a team leader who will be responsible for organizing trainings and follow-up, communicating with staff, and maintaining the focus on this work as the initiative moves forward. This person works closely with the AIM4S^{3™} trainers to make sure that the professional development is differentiated to target teachers' specific needs and the school's demographics. This individual often supports grade-level teams with planning and aligning their AIM4S^{3™} implementation with other school and district expectations.

Rollout Plan: Keeping the Initiative Alive

Once the leadership team is in place, we recommend and support building a long-term professional development plan for the AIM4S^{3™} initiative. While this plan will change and develop over time, it provides an implementation guide and ensures that support continues beyond the first year of training. Below are insights and recommendations to inform a 3-year plan for both participating teachers and the AIM4S^{3™} leadership team.

Year 1—Initial Training and Implementation

In the first year, teachers participate in 6 days of in-depth professional development (3+3 AIM4S^{3™} PD Model). The initial 3 days are consecutive and include an overview of the theory and strategies, live classroom demonstrations, and time for participants to plan for implementation in their own classrooms. The remaining 3 days are spread throughout the year to support teachers with implementation. This includes teachers sharing classroom artifacts, deepening their understanding of the framework, and continuing classroom planning. During the first year, many teachers use individual strategies, while others

AIM4S^{3™} is a significant tool for teachers that scaffolds math concepts for all students, regardless of their proficiency level. If done well, this framework structure fits in the Highly Effective Level of Performance of Domain 3 on the New Mexico Teach Observation Rubric (based on the Danielson Framework for Teaching).

—Christy Sigmon, Principal, Albuquerque Public Schools—

What does the research say?

Effective professional development:

1. is content focused;
2. incorporates active learning utilizing adult learning theory;
3. supports collaboration, typically in job-embedded contexts;
4. uses models and modeling of effective practice;
5. provides coaching and expert support;
6. offers opportunities for feedback and reflection; and
7. is of sustained duration.

—Darling-Hammond, Hylar, & Gardner, 2017

are ready to connect strategies and implement a good portion of the framework. It is helpful to know that some schools train their entire staff at one time. For others, is it more realistic to train a grade level at a time with a rolling implementation.

In this first year, the AIM4S^{3™} leadership team's role is to actively support teachers and learn alongside them, encouraging a professional culture of learning at the school. It is critical that administrators attend key parts of the initial training. This allows them to support teachers and have realistic expectations for implementation. It also provides opportunities to observe the classroom demonstrations and work with trainers to see how high-quality implementation of the framework aligns with district evaluation rubrics.

Year 2—Developing Implementation

In Year 2, teachers better understand how the different components of the framework work together to increase student learning. For many, their practice begins to shift as math instruction becomes more student centered. Teachers incorporate high-level problem solving into instruction, and their expectations for student oral and written output increase as their toolbox of sheltering and scaffolding strategies grows to support these expectations.

Teachers plan units from a broader AIM4S^{3™} perspective, analyzing grade-level standards more closely to fill any gaps they see in program materials or students' knowledge. Dedicated grade-level planning time in teachers' schedules allows them to collaboratively create

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Transforming the Ernie Pyle Middle School Dual Language Program

by Luis García, Bilingual Coordinator—Ernie Pyle MS, Albuquerque Public Schools

Promising practices...

Ernie Pyle Middle School (EPMS) is nestled in the South Valley of Albuquerque and has a long history of serving bilingual students and families in this historically Spanish-speaking farming community. That demographic has changed a bit over the years, but the community continues to be predominantly Spanish speaking and increasingly bilingual. With a student population hovering around 600 this year, over 90% of our student population identifies as Hispanic. About 30% of EPMS students participate in the dual language program. This number has shown a steady increase since the 2013-2014 school year, when we formally started restructuring our dual language program. This year, we also had several students transfer to Ernie Pyle to participate in the program.

Although we have made great gains in all aspects of our program, the Ernie Pyle dual language program has not always been so well defined. For example, there was a time when not all staff and community members were even aware that EPMS had a dual language program. If students and families did not know about it, how could they participate? Another contributing factor has been the turnover in administration. Ernie Pyle has had three administrators since 2010—each has had varying degrees of commitment to dual language education. It wasn't until 2014 that a dual language coordinator was appointed and a bilingual team was formed, made up of bilingual- and TESOL-endorsed teachers, an instructional coach, and one or two administrators. We then sought advice from Dual Language Education of New Mexico (DLeNM), where we were welcomed with open arms.

As we started to restructure our program, we wanted to make sure we got it right. As researchers Wayne Thomas and Virginia Collier have stated in numerous workshops, when it comes to bilingual programs, there is “the good, the bad, and the ugly.” We wanted to make sure that the responsibility for the whole program was not on the shoulders of any one teacher

or administrator. After our dual language team was identified, we set out to develop a mission. With the help of our students as primary stakeholders, we came up with the following statement: “All Ernie Pyle dual language students will become bilingual, biliterate, and culturally responsive learners who demonstrate high academic achievement and contribute to a global society.”

Our first step was identifying a person with the experience and background to serve as bilingual coordinator and spearhead the restructuring of the program. After I was asked to serve in this role, we identified our bilingual team, made up of Spanish and ELD teachers who were offering the classes in the program. Then we began our work to develop a curriculum alignment plan or CAP—a work in progress as we continue to expand our program. With the help of our newly identified team and instructional coach, we created a curriculum plan

that reflected the classes we were able to offer at that time. We decided to expand by one grade level each year until we were able to offer Spanish core classes in grades six through eight. This aspect of the program is key and is determined by teachers with the necessary endorsements and experience. It takes active recruiting to find the appropriate teachers for a quality program. As for our offerings, we started with the base of Spanish language arts and social studies in Spanish. Then we added math in Spanish and later, science in Spanish. The idea was to create a CAP that would allow our dual language students to have had each of the core courses in Spanish by the time they complete the eighth grade.

Our next task was to shift the overall culture of our school regarding the need for and value of bilingualism and bilingual education. Not everyone was on board or even knew about the program at our school. We had teachers who chastised and punished students for speaking Spanish in the classroom. One

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Science in Spanish is one of the core course offerings for EPMS dual language students.

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thing was clear—our students were getting mixed messages about their home language and culture in the school setting. This scenario was all too familiar to me, as I recalled listening to stories from my own parents and grandparents about their experiences of being punished in school for speaking languages other than English. Our committed and newly formed dual language team began to request and implement professional development to review the justification, importance, and benefits of dual language education. We felt it was not only necessary but should be required at a predominantly Hispanic and dual language school, and more specifically at a South Valley school with a vibrant heritage very representative of its primarily Spanish-speaking community.

Armed with administrative support and a better understanding of the rationale for bilingual education, the EPMS community started to see a shift in the school culture. The initial justification for a dual language program at EPMS was reinforced at a training by DLeNM, *El Enriquecer*, which is designed to support existing programs in reflecting on current practices and structures and then identifying next steps. That 2-day retreat was the bilingual committee's springboard to begin sharing important aspects of the training with our whole staff. Since the implementation of this professional development, our students have begun taking more pride in speaking Spanish as they start to advocate for themselves and the program. The lack of certified staff needed to implement a full dual language program continues to be a hurdle. As our program expands, we are continuously looking for qualified staff to join our team so that we can better serve our students and families. We currently have a very committed dual language team that understands the importance and need for bilingual education, especially in today's increasingly multicultural and multilingual society.

We also started to promote our program more with our feeder schools, as well as among our own students, families, and surrounding community. This was another vital piece that has allowed us to expand our programming. We began by sending program representatives to the feeder schools when our counselors went to pre-register incoming sixth graders. Here, we were able to promote our program and recruit not only participating bilingual students but also students who may not have been in their elementary program for whatever reason.

In the last few years, a major selling point and benefit to participating in bilingual programming in Albuquerque Public Schools has been the option to receive a bilingual seal. These prestigious seals indicate that, upon high school graduation, a student has met rigorous course and GPA requirements and is equally proficient in both oral and written Spanish and English. Students must also demonstrate cultural understanding and awareness to be eligible for the seal. With growing popularity, this incentive has motivated families to consider this option for their students.

For many years, bilingual education has often been viewed as a remedial and/or transitional program designed to mainstream English learners into an English-only setting. Finally, in a state where bilingual education is protected under our constitution, a paradigm shift is definitely beginning to take place. This shift includes increased linguistic prestige in the speaking of and continued

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Fulfilling the Promise of Dual Language Through Sustainability

by Michael Rodríguez—Dual Language Education of New Mexico

Promising practices...

Every year, the number of dual language programs across the country continues to grow. Motivation for bringing dual language education to a community may range from providing English learners with equitable access to the curriculum, raising overall academic achievement, or providing all students with a proven model of enriched education. Whatever the reason, one common theme across all programs is the inherent responsibility among decision makers to ensure that the program is founded in a solid understanding of what it takes to become a “well-implemented” dual language program. Knowing the research, adequately supporting the use of best practices, and having systems in place that foster sustainability are all essential to long-lasting success. By constantly revisiting and supporting the development of these areas, the desired results attained by other high quality programs can be realized, and the promise of bilingualism and biliteracy can be fulfilled.

Through our experience with districts across the country, it is evident that much up-front work is usually done by communities to justify why dual language education is appropriate for them. This work demonstrates that a key group of individuals driving the initiative has studied research, developed a plan to inform and earn the support of stakeholders, and determined how curriculum will be delivered. With these considerations accounted for, the program is launched—usually starting in one or two grade levels. And then what? The realities of implementation begin! The motivated teachers who initially worked with the administration to get things off the ground now become the trailblazers in the program’s first dual language classrooms. They are excited, effective, and deliberate in their actions, making sure that everything goes according to plan, while still having a role in the ongoing advocacy and promotion of the program. In order to maintain a high level of excitement for what they are doing, sustainable practices must be in place to honor and value the many hats that dual language leaders are wearing, while proactively planning for the unexpected challenges that will present themselves.

From the over 30 years of research by Drs. Virginia Collier and Wayne Thomas, we know that data which quantifies the success of dual language instruction is based on the results of well-implemented programs (Thomas & Collier, 2017, p. 74). Knowing that, on

average, it takes 6 years for students to reach native-like proficiency and grade-level achievement, the importance of planning for the long term is amplified (Thomas & Collier, 2017). True bilingualism is an investment. By building the capacity of all stakeholder groups, program leadership can consciously expand program “ownership” from the small group steering the early initiative to the entire school community. This forward thinking of well-implemented programs leads to sustainability over time.

Key Components of Long-term Program Sustainability

Program Structures—Who a school or district selects to guide a dual language initiative is critical. Leadership teams work best when they are a true representation of the community they serve and are able to bring the various stakeholder perspectives to the table when important decisions are made. With inevitable changes in key roles that will occur over the years, systems and structures must clearly articulate the program’s intended purpose and ideals to new stakeholders, some of whom may attempt to thwart or challenge its relevance. Steps such as an annual review of the mission statement, common commitments, and program model expectations help ensure the health and longevity of the program’s core beliefs. Conducting regularly scheduled self-evaluations using the rubrics of the *Guiding Principles for Dual Language Education* (Howard et al., 2017) will help stakeholders and practitioners reflect on the progress being made in various areas while setting goals that will elevate program quality and sustainable practices.

Curriculum, Instruction, and Assessment—At the core of any quality dual language program is a well-defined curriculum alignment (or articulation) plan (CAP) which clearly outlines what is being taught in each program language, for how long, and what it looks like at each grade level. In order to prepare all students for participation in high school honors or Advanced Placement courses in the target language, the alignment of language and content expectations between the primary and secondary levels must be present. Any district or school CAP should be revisited annually in order to adjust for new materials, course offerings, and available supports.

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Superintendents, along with directors of curriculum and instruction, assessment, and special education, must be reminded to constantly approach their work with a dual language lens. This will help in making large-scale decisions such as materials adoptions, selection of assessments, professional training, and master scheduling/staffing while accounting for nuances of dual language programs. Being proactive will diminish barriers and support the ability to create and maintain well-implemented programs.

Staff Quality and Professional Development—

For programs to be effective, it follows that the people who will have the greatest impact on student performance be provided with the most effective and up-to-date tools and strategies. Being familiar with current research, dual language essentials, biliteracy development, cross-linguistic connections, and contextualized learning are all necessary in order to understand and support students. Since instructional materials can sometimes be incomplete or poorly translated into the target language, considerations for time to review, develop, and acquire appropriate resources must be made. Building support networks among the dual language teachers in your area and allowing them to collaborate regularly is powerful. Deliberately utilizing their skills to create alignment from elementary through high school is also essential.

Just like the leadership team, all teachers and support staff at a school site (including non-dual language staff members) must understand the purpose, systems, and structures of the program. While some teachers may never directly participate in the dual language program, there are many professional learning opportunities that all teachers can benefit from which will serve to reduce the “us vs. them” mentality that can often arise. Building the capacity of all staff and finding ways to support emerging leaders from within will provide a pool of knowledgeable and trusted individuals whose understanding supports all students and programs.

Supports and Resources—The combination of informing, engaging, and leveraging stakeholders from all levels is exhibited in how willing individual leaders are to “put their money where their mouths are.” Knowing why and how dual language programs work will never get a program to well-implemented status, much less sustainable, unless there are concrete, actionable plans in place to make it all happen. The ideals of dual language programming need to be reflected and directly aligned with board

initiatives, district and school goals, and common commitments among staff members. When incorporated in a meaningful way at the district level, the likelihood that adequate supports and resources will follow increases greatly.

Family and Community—Students, families, and community members are at the heart of every school’s dual language program. They are the beneficiaries of what is being offered and the reason for all the hard work. Ensuring that these stakeholder groups are actively engaged is of utmost importance. As part of their orientation, they need to be informed of dual language education’s purpose and promise—but it has to go beyond that. As with other groups, stakeholders have their own personal connections and purposes for participating. For them to move past simply being informed, they need purposeful opportunities to own the program and contribute to its success by sharing their perspectives and talents. Given a voice, students, families, and community members can become a program’s greatest allies and recruiters—or its biggest critics. Aligning closely with those being served adds another layer of accountability and another means of ensuring that the program stays true to its purpose.

For students to reap the benefits of a dual language program, leaders must work to foster a culture that values the perspectives of all stakeholders and encourages collaboration at all levels. It takes years of consistency—grounded in ongoing evaluation, reflection, and revision—to develop a larger community with the excitement and passion of the initial implementation team, but it is possible. Together they own the struggles and successes of the program and are able to fulfill the promise of bilingualism, biliteracy, academic proficiency, and sociocultural competence for many years to come.

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Teaching the Home Language— Producing Diné Speakers, Establishing a Diné Cultural Identity

by Berlinda Begay, Ed.D., Multicultural/Bilingual Coordinator—Cultural Heritage Center

Eva B. Stokely, a K–5 elementary school in Shiprock, New Mexico, has the only Diné Dual Language Program in the Central Consolidated School District. Currently, there are 57 students in the K-5 dual language program. The program began as a magnet with a 90/10 dual language immersion model in 2011 with the goal of producing Diné speakers and establishing a Diné cultural identity. The program started with a kindergarten cohort and added a grade each year.

As the years went by, there were difficult times. Staffing was a challenge from the start, as the program needed teachers certified to teach both Navajo and content area instruction. We learned that when the same teacher taught both Navajo and English, students quickly realized they didn't need to make the effort to speak Navajo. For other teachers, multi-grade classrooms and the need for extensive differentiation made it difficult to maintain Navajo language instruction as a priority. There was also much to learn about second language acquisition and methodologies for those teaching at that time.

Gaps in staffing created inconsistencies in the program, and some parents took their children out. Other parents were not aware of how long the second language acquisition process takes and mistakenly expected their child to become fluent by the end of the school year. These misconceptions made it clear how important it is for parents to become familiar with program goals, second language acquisition, curriculum, and the differences between religion and the program's cultural components. Fortunately, parents who believed in the dual language program and its intentions kept their children in the program over the years.

The program changed to a 50/50 dual language immersion one-way model

when the fourth grade class was added. In order to implement a state-funded dual language model, we had to plan for 3 hours of instruction in English and 3 hours in Navajo. In response to budget and staffing constraints, we met this requirement with three teachers instructing solely in Navajo and three who would be responsible for English language arts, math, and other content areas in English. Each day, one Navajo teacher taught 3 hours of Navajo to the kindergartners while the English teacher taught the

first graders. Then the grades switched, so kindergartners received 3 hours of English and the first graders received 3 hours of Navajo. This model was the same for grades two through five. (See Figure 1.)

Throughout uncertain times, as the administrators dealt with programmatic and administrative issues, the teachers stood in solidarity and worked together to build and strengthen the program. We found that teacher collaboration is extremely important for planning and materials development. Parents who believe in the program's philosophy are very active and supportive with program activities and initiatives. A majority of the students currently in the program began in kindergarten.



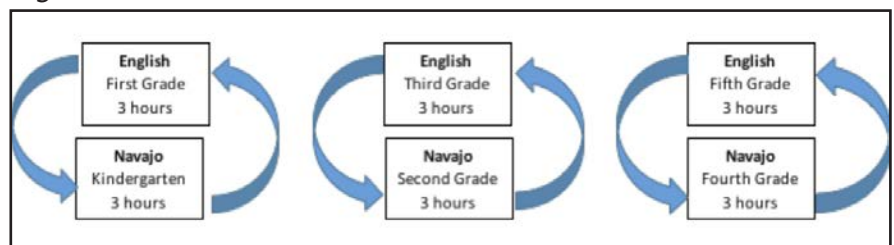
A Diné language teacher works on oral language development with first-grade students.

and strengthen the program. We found that teacher collaboration is extremely important for planning and materials development. Parents who believe in the program's philosophy are very active and supportive with program activities and initiatives. A majority of the students currently in the program began in kindergarten.

The Diné Dual Language Immersion Program objectives are to support students as they develop a strong Navajo cultural identity and to develop oral language proficiency. The program has chosen to put Navajo reading and writing aside and solely focus on Navajo oral language development to produce speakers of the language. Content area instruction is delivered in English. The program now utilizes a

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Figure 1





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unique curriculum based on the Navajo way of thought, developed by basing cultural instruction on seasons and the moon phases. As an authentic reflection of the culture, only Navajo Nation Content Standards are utilized. Oral language development is based on the community's home language, the language that reflects the vocabulary and concepts of daily life with routines from the authentic settings of home and school. The program emphasizes a lot of play and language games to make second language acquisition and learning fun.

As a former teacher in the program, I naively thought that as a fluent speaker of the language I could enter an immersion program and teach. I soon learned that it was important to know the foundation of the program's oral language methodologies and the theories, processes, and pace of second language acquisition. You cannot just speak Navajo—you must be trained in the foundation of the methodologies and theories. Since summer 2017, the language teachers have received intensive training that has resulted in a significant paradigm shift. Professional development and learning was led by consultants from the Indigenous Language Institute and the University of New Mexico's American Indian Language Policy Research and Teacher Training Center.

As teachers become more knowledgeable in oral language methodologies and second language acquisition, language learning becomes enjoyable, and students are motivated to learn their heritage language. For this reason, teachers must have a passion and love for their language in order to transmit that same attitude and approach when they are teaching.

Through professional development, our teachers learned that one of the best ways to make language acquisition effective is to utilize hands-on experiences as part of an authentic learning process. This project-based learning encourages students to speak more. In order to provide strong

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Eva B. Stokely Elementary School Diné Dual Language Curriculum Themes with Diné Character Development Emphasis

A. Self-Identity: Rules and Principles (Fall Themes)

- Ha' 1t' 7sh Biniiy4 Din4 Bizaad B0hool' aah?
- Clans: four basic, subclans, clan history
- Family/extended family: kinship terms, relationships, protocols
- Environment: Earth, cosmos, elements (fire, water, air, pollen), animals, plants, insects
- Classroom kinship: kinship wheels
- Home/school/community/environment rules and expectations: manners and protocols

B. Child Development: Rules and Principles (Fall Themes)

- Blessingway before birth
- Birth: umbilical cord, afterbirth
- Naming Ceremony
- First Laugh
- Asd1k'eh ashch7n, 111k'eh ashch7n, k4k'eh asch7n
- Puberty Ceremony: roles, responsibilities
- Dress, jewelry, hair
- Traditional foods

C. Creation Stories: Rules and Principles (Winter Themes)

- Storytelling: Emergence, Four Worlds
- Changing Woman/White Shell/ Twin Warriors/Journey to the Sun
- Cosmos: Constellations (Coyote Tosses the Stars)
- Sun/Moon
- Coyote Stories (Morals)
- Winter Games: String, Shoe, Tsidi]

D. Geography: Rules and Principles (Spring Themes)

- Home area/region: types of homes, corn field, sacred areas
- Navajo Nation: Sacred Mountains, monuments, rivers, lakes
- United States: neighboring tribes, other tribes
- Navajo government: self, family, community, nation, environment, flag, seal, leaders
- Navajo history: Long Walk, treaties, assimilation, self-determination

*Fall Themes: August 16–October 14
Winter Themes: October 18–March 2
Spring Themes: March 7–May 11*



—continuación de la página 1—

cuenta por los administradores al planear o desarrollar un programa de lenguaje dual a nivel secundario. El apoyo de los administradores debe ser latente, ya que ellos son la primera cara del programa en cualquier plantel escolar. Uno de los estudiantes compartió que el administrador de su escuela secundaria se esforzó en aprender el idioma de inmersión del programa, español. Al mismo tiempo, compartió el estudiante cómo este administrador empezó a comunicarse con los padres de familia en su idioma y de esta manera involucró a los padres en la educación de los estudiantes y las actividades escolares. Como notó un estudiante, “José Martí menciona en su famoso ensayo, *Nuestra América*, que no se puede gobernar a gente que no se conoce, por lo tanto, no se puede educar a estudiantes que no se conocen”. Adicionalmente, por medio de las entrevistas realizadas, los estudiantes hicieron las siguientes recomendaciones:

Cursos académicos y de enriquecimiento

- desarrollar un plan de cursos de preparatoria con un enfoque en clases más avanzadas y que contengan un lenguaje académico más avanzado;
- ofrecer cursos electivos con enfoque en certificaciones, por ejemplo, certificación en traducción o de intérprete;
- mantener una mente abierta y tener flexibilidad en cuanto a los cursos y el horario escolar en el cual están ofrecidos los cursos para los estudiantes del programa; e
- integrar cursos que fortalezcan habilidades de los estudiantes y que reflejen las necesidades del siglo 21.

Conexiones culturales y de lenguaje

- mantener la relevancia cultural de los maestros;
- identificar diferencias lingüísticas entre maestros y estudiantes;
- proveer fondos adicionales para materiales culturalmente relevantes, según el curso;

- ofrecer cursos de identidad, específicamente en los distritos situados en la frontera con México;
- incluir aprendizaje de la cultura y el idioma del lugar; y
- contratar maestros nativos de la lengua para lograr una experiencia rica en cultura y con una variedad de expresiones coloquiales.

Ejemplos de cursos académicos y de enriquecimiento

Para lograr el éxito en los programas de lenguaje dual, es crucial que el programa tenga una compatibilidad con las necesidades identificadas por la comunidad (Montecel & Cortez, 2002). Mediante las entrevistas, descubrimos una variedad de cursos ofrecidos dentro de cada programa a nivel de secundaria y preparatoria. Estos cursos incluyen materias académicas y de enriquecimiento (Figura 1). En esta figura se muestran las clases que los estudiantes entrevistados cursaron en los diferentes niveles de educación, secundaria y preparatoria. Basado en la información proveída, se puede ver que los cursos que tienden a ser instruidos o considerados para instrucción en español usualmente son aquellos en ciencias sociales, matemáticas y lenguaje con literatura. Cabe mencionar que cada distrito tiene diferentes recursos y por lo tanto se recomienda la evaluación de maestros capacitados para enseñar el curso elegido, el número de estudiantes que se beneficiará, el interés estudiantil en cuanto al curso y los recursos para una instrucción efectiva. Por medio de las clases de enriquecimiento, los estudiantes compartieron cómo éstas fomentaron el enriquecimiento cultural. Por ejemplo, uno de ellos mencionó que tuvo la oportunidad de fomentar el desarrollo cultural, gracias a la experiencia de su maestra de baile, la cual formó un grupo de danza.

¿En dónde se encuentran los estudiantes actualmente?

Los estudiantes entrevistados se encuentran en diferentes etapas de su vida, pero una similitud en ellos es el progreso y éxito académico que han tenido, el cual lo atribuyen en gran parte a su participación en el programa de lenguaje dual. Un ejemplo es como una de las estudiantes atribuye su éxito dada la oportunidad profesional

—continúa en la página 13—

Figura 1

Secundaria	Preparatoria
<ul style="list-style-type: none"> ◉ español 1 ◉ español 2 ◉ introducción al español nivel 3 ◉ historia de Tejas ◉ historia de los Estados Unidos ◉ historia mundial ◉ matemáticas ◉ educación física ◉ teatro ◉ danza 	<ul style="list-style-type: none"> ◉ español para nativos 1-4 ◉ español 3 ◉ español avanzado 5: lenguaje y cultura ◉ español avanzado 6: literatura ◉ español 7 ◉ ciencias ◉ matemáticas ◉ alemán (idioma adicional) ◉ geometría 1 ◉ geometría 2

—continuación de la página 12—

de mudarse a Munich, Alemania para ejercer dentro de una de las compañías líder mundialmente de ingeniería ortopédica.



Maria Withrow, graduada de un programa de language dual, en Alemania

Otros ejercen actualmente como maestros bilingües, uno como instructor de postgrado, y otros como estudiantes universitarios y a nivel de doctorado.

Conclusión

Las investigaciones longitudinales de los programas de lenguaje dual han demostrado la efectividad académica y el impacto que dicho programa tiene en los estudiantes partícipes, pero por medio de estas entrevistas los estudiantes compartieron aspectos críticos que se deben de tomar en cuenta durante la planeación e implementación de dicho programa. Al mismo tiempo, sus experiencias nos demuestran que el impacto no solo ha sido en el

área social y cultural en sus vidas, pero también el impacto académico y profesional que siguen teniendo a raíz de la instrucción académica en dos idiomas.

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language modeling, the teacher always stays in the heritage language and utilizes scaffolding strategies such as Total Physical Response and visual aids to communicate with the students.

Like all schools in the Central Consolidated School District, Eva B. Stokely has a heritage language model as well as the district's only dual language immersion model. In the heritage language model, students receive 1 hour of Navajo language daily. In the dual language immersion one-way model, students receive 3 hours of Navajo language instruction and 3 hours of content instruction in English daily. Some of the students in the dual language program are identified as English learners, and others are in the program voluntarily.

While students in the heritage language model acquire some Navajo language, the likelihood of producing language speakers is small, because 1 hour daily only adds up to 25 days of total instruction in a school year. Those students who participate in the 3-hour dual language model have a better opportunity to develop strong oral language skills, because 3 hours a day equals 77 days of Navajo language instruction in the school year. Evaluations show that the dual language students



Fifth-grade dual language students from Eva B. Stokely are preparing kneel down bread.

are advanced in oral language comprehension and are able to hold a short conversation. In both program models, it is apparent that cultural identity is also strengthened and evident in students' appreciation, respect, and honor of their Navajo identity. This positively impacts students' role in school, in the family, and as members of the community. Parents are ecstatic and express their gratitude to the teachers and the school for the results they see in their children.





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AIM4S^{3™} units that include formative and summative assessments. Ideally, this planning is supported by an instructional coach or lead teacher who is knowledgeable about the framework and can actively support teachers in going deeper with their planning and locating resources to support instruction.

At this time, many schools are ready to use DLeNM's instructional rounds protocol, VISITAS[™], to give teachers an opportunity to observe each other's classrooms, identify future professional development needs or next steps, and continue to refine their practice in specific areas. We have found VISITAS[™] to be a powerful structure for helping a school community define best practices and set expectations for high-quality instruction that meets their students' needs.

During the second year, the AIM4S^{3™} leadership team is key to keeping the professional development alive. In addition to prioritizing planning time, it is important to provide opportunities for teachers to share what they are doing in their classrooms. This can be as simple as having everyone bring an AIM4S^{3™} artifact from their math instruction to share during a 10-minute gallery walk at a staff meeting. AIM4S^{3™} trainers provide additional professional development to address specific needs, such as supported planning, classroom coaching, or facilitating the VISITAS[™] protocol. Site and district administrators may consider supporting a school or district team in AIM4S^{3™} trainer certification to build capacity and ensure sustainability of the framework.

I honestly plan ahead better than I have ever done. It forces me to take an in-depth look at the module and take the big ideas out and organize them in a kid-friendly manner. I can't be a week-by-week teacher. I am more intentional and organized. I look at the tests and make sure that students have access to all of the material they will be assessed on, even if it isn't covered in the math book. —Teacher —

Year 3 and Beyond—Full Implementation

Toward the end of Year 3 and moving forward, teachers are knowledgeable about and implementing the complete framework. Teachers are the architects of their instruction—they have a deep understanding of best practices in math and how to make instruction accessible to all of their students as they continue to refine their practice. In working

towards sustainability, the leadership team continues to support teachers and to have high expectations for full implementation. They identify and celebrate shifts in deep understanding of best practices. They ensure that new teachers are trained in the framework so that they can collaborate and plan with their grade-level teams and maintain the high level of mathematics instruction that is in place. In short, the leadership team keeps the AIM4S^{3™} work alive while new school and district professional development initiatives in other areas are rolled out.

The Payoff for Running the Marathon

If there has been strong support and high expectations for implementation, it is in the second and third years that a school community sees the payoff of this work. This is when schools see strong evidence of changing practice and differences in student outcomes. Many teachers see higher scores on their evaluations which reinforces that the work they are doing is positively impacting their instruction. They also see changes in student engagement, thinking, and achievement.

Unlike a sprint, the commitment to a “professional development marathon” pays high dividends. With the extended commitment, there are meaningful changes to the instructional culture of the school because both teachers and students have internalized the learning and truly made it their own.

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For more information about AIM4S^{3™}, please visit www.AIM4Scubed.dlenm.org, or contact Lisa Meyer, lisa@dlenm.org.

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development of Spanish, English, and Indigenous languages in New Mexico. High schools now offer Advanced Placement and honors courses in Spanish, such as literature, biology, chemistry, and history. In completing this coursework, students who take Advanced Placement exams may also earn college credit, depending on the college they attend. Also, in addition to having an actual bilingual seal on the diploma, the designation will appear on the high school transcript under achievements, which will help students when they apply for college scholarships.

The bilingual seal model is currently being adapted for implementation in at least two Albuquerque middle schools, including EPMS. We have actively participated in these discussions over the last few years. All of this is very positive for our students as it restores the value in speaking, reading, and writing a second language and instills a sense of cultural competence—essential 20th century skills.

Lastly, Ernie Pyle Middle School is participating in a three-year grant from the Kellogg Foundation. During this time, DLeNM will provide support in the form of professional development at the selected schools, from the primary level all the way up through high school in the Río Grande Cluster. Two components of the grant are CLAVES™ (Contextualized Learning for Access, Validation, Equity and Success), which also means “keys” in Spanish, and VISITAS™ (Viewing Interactive Sheltered Instruction Teachers and Students), or “visits” in Spanish. CLAVES™ is a framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve culturally and linguistically diverse students, with specific emphasis on English learners. This assets-based approach helps us to recognize and capitalize

on the linguistic and cultural assets within our school community. VISITAS™ is also an assets-based, non-evaluative approach to teacher-to-teacher peer observation and collaboration. These two frameworks are designed to work in tandem to create sustainability, consistency in practice, and a protocol for continuous improvement.

The redefining of the EPMS Dual Language Program has been a long and bumpy ride—but a meaningful one. We could never have come this far without the support of our administrators and our dedicated dual language committee members, students, and families—past and present. Exciting things are happening at Ernie Pyle Middle School, and we are happy to share our experience. We welcome feedback and suggestions, and we are eager to collaborate with those who share our passion for bilingual education, student excellence, and success.

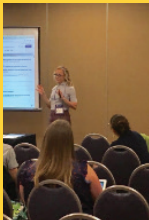


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