



Summer 2019

A Publication of Dual Language Education of New Mexico

Soleado

Promising Practices from the Field

Washington State is on the Move with Dual Language Education

by Amy Ingram—Spokane Public Schools, Washington State Dual Language Steering Committee and Patty Finnegan—Washington State Office of Superintendent of Public Instruction

Washington state boasts rich student diversity with the seventh largest population of K-12 English learners in the country and 29 federally recognized tribes. Of the English learners, there are 234 home languages. Spanish is the most common, followed by Russian, Vietnamese, Somali, Arabic, Ukrainian, Marshallese, and Korean. As with most other states, Washington's educational systems are actively

bringing native English speakers up to par with the rest of the world by having them learn a second language." The vision has been

widely embraced and uniquely centers on closing opportunity gaps and prioritizes English learners and Native American students for dual language education.



State Superintendent Reykdal leads the way for dual language education for all in Washington State.

Washington State's Dual Language Initiative

With strong support from Governor Jay Inslee, the Washington State Legislature passed

the *Dual Language in Early Learning and K-12 Education* law (2017) that aligned with the Superintendent's vision and allocated grant funds for start-up and expansion of dual language programs. The combination of executive sponsorship by state-level law and policy makers, support from a defined partnership of school district leaders, the Superintendent's Bilingual Education Advisory Committee, state agencies including the Professional Educator Standards Board and the Department of Children, Youth, and Families, and the advocacy of families, community members, and OneAmerica (a non-profit organization that supports immigrant families) has created a powerful synergy of support for dual language education. Dual language has been largely

transforming to serve all students and address persistent opportunity and achievement gaps, especially for children who are culturally and linguistically diverse. Washington State Superintendent of Public Instruction, Chris Reykdal, is leading this transformation with his vision for K-12 education which includes providing all students access to dual language education by 2030. Reykdal states, "If we begin second language acquisition in K-8, we can drastically close learning gaps for our English learners while simultaneously

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The Question Formulation Technique: Validating Students' Voices

by Michele Rewold—Dual Language Education Facilitator, Grand Junction, CO

Promising practices...

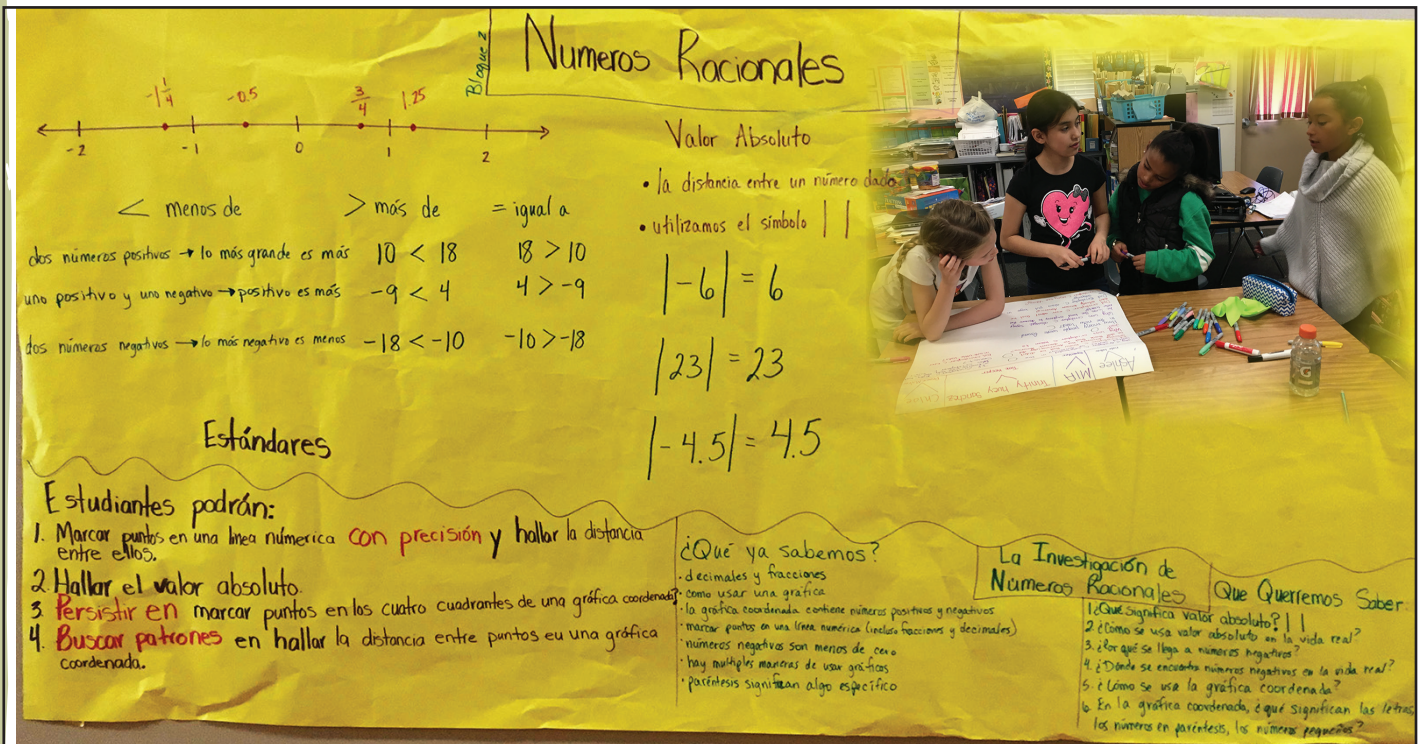
Our dual language PreK-8 classrooms at Dual Immersion Academy in Grand Junction, Colorado are buzzing with students' voices. Questions are *volando*. The energy and enthusiasm in the room are palpable. What is happening? Students are generating their own questions about beavers in first grade, *esfuerzo y moción* in second grade, author's craft in third grade, multiplying large numbers in fourth grade, European colonization in fifth grade, *las complejidades de las ecuaciones lineales* in sixth grade, *la tabla periódica de elementos* in seventh grade, and the Constitution of the United States in eighth grade.

The questions our students are creating are just part of a larger protocol or methodology that we have been practicing in our dual language program for the past three years: The Question Formulation Technique (QFT). From the brilliant work of our colleagues at the Right Question Institute (<https://rightquestion.org/>), we have learned how to engage our students by empowering them to ask their

own questions across content areas in both of their languages and to leverage their own questions for inquiry-based learning. Not only are our students more engaged with the content, they are learning a critical skill that will serve them, our society, and our democracy: the ability to ask great questions.

The Question Formulation Technique includes six core components:

- A **question focus**, usually developed by the teacher that serves as the jumping-off point for student questions;
- A process for students to produce their own questions while following **four simple rules**;
- An exercise for students to **analyze, classify, and revise** their questions into closed- and open-ended questions;
- Student selection of **priority questions**;



Students work together in heterogeneous groups to formulate questions for their upcoming mathematics unit. Those questions are added to the Compendium, a large class resource chart.

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- A teacher and student plan for **next steps**—how they will use the priority questions; and
- A **reflection activity** for students to name what they have learned, how they learned it, and how they will use what they learned.

Let's take a walk through the entire process with a sixth-grade math class in Spanish as our example. Working alongside my colleague Johnna Keith, sixth grade teacher (math and science in Spanish) at Dual Immersion Academy Bookcliff Middle School, we designed the QFT for her unit on *números racionales*/rational numbers. We wanted to note our students' prior knowledge of the topic and support them in asking questions that would guide our instruction and motivate them to seek answers. We also knew that the questions students asked regarding a unit or topic of study could serve as a formative assessment of their prior knowledge. Both a listing of what they knew and the questions they generated as part of the QFT process were added to our Compendium, a large class resource chart that is part of the AIM4S™ Framework. (See picture on page 2.)

Enfoque Q/Q Focus

Johnna and I followed these four elements in the design of the Question Focus or Q Focus: it has a clear focus, it is NOT a question, it provokes and stimulates new lines of thinking, and it does not show teacher preference or bias. The Q Focus we designed included three visual images; we selected images of a coordinate graph, absolute value, and inequalities because they represented essential concepts that we would be studying about rational numbers. Initially, we thought we would just use the images, but then we wondered, "Would students be able to generate clear enough questions without attaching the academic vocabulary to the image?"

Gráfica coordenada

Valor absoluto

$|-7|$

Desigualdades

$x \geq -2$

We labeled each image with concise vocabulary and found that it was a good move. The questions the students generated were much more accurate.

Las reglas/The Rules

Next, we reviewed the rules for generating questions with our students: 1) Ask as many questions as you can, 2) change any statement into a question, 3) do not discuss the answers to the question, and 4) number each one. "¡Tienen cinco minutos!/You have five minutes!

Students worked together in heterogeneous groups of four to pose their questions. One student was designated as the scribe; another was designated to share out with the group. We also ensured students had a tree map of Bloom's question stems to help get them started with posing questions. We knew that oftentimes, our second language learners might have a question in mind, but lack the precise language construction to make the question as hard hitting as it could be.

Niveles de Preguntas					
Conocimiento	Comprensión	Aplicación	Análisis	Síntesis	Evaluación
¿Qué?	¿Puedes explicar?	¿Cómo resuelves...?	¿Cuáles son las partes...?	¿Cómo mejorarías?	¿Es mejor si...?
¿Quién?	¿Cuál es la idea Principal?	¿Cómo aplicas lo que has aprendido...?	¿Por qué crees que...?	¿Puedes predecir si...?	¿Estás de acuerdo con los resultados de...?
¿Cuándo?	¿Qué declaraciones o evidencia apoyan?	¿Qué hechos o datos escoges para mostrar...?	¿Puedes nombrar las partes de...?	¿Qué pasaría si...?	¿Cuál es tu opinión de... y por que?
¿Dónde?	¿Cómo resumes...?	¿Qué ejemplos puedes dar para...?	¿Puedes Comparar y Contrastar...?	-Explica en mayor detalle la razón... -Proporciona una alternativa a... -Inventa...	¿Qué información usarías para apoyar el punto de vista de...?
	¿Qué significa...?		¿Cómo clasificarías?	¿Qué cambios harías para resolver...?	
			¿Qué inferencias puedes hacer...?		

Bloom's question stems are available to help students formulate their questions.

Johnna and I circled the room, listening in on conversations, posing clarifying questions, and calling out the time remaining. This is where the magic happened! We heard students posing questions to their group (speaking), the group understanding the question (listening), debating if the question was worthwhile (speaking and listening), and then writing the question or idea down in the format of a question (writing). Also, students continuously reviewed the questions they

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El “continuo de modo”: Del lenguaje oral al lenguaje escrito

por Ruth Kritekman—Dual Language Education of New Mexico

Promising practices...

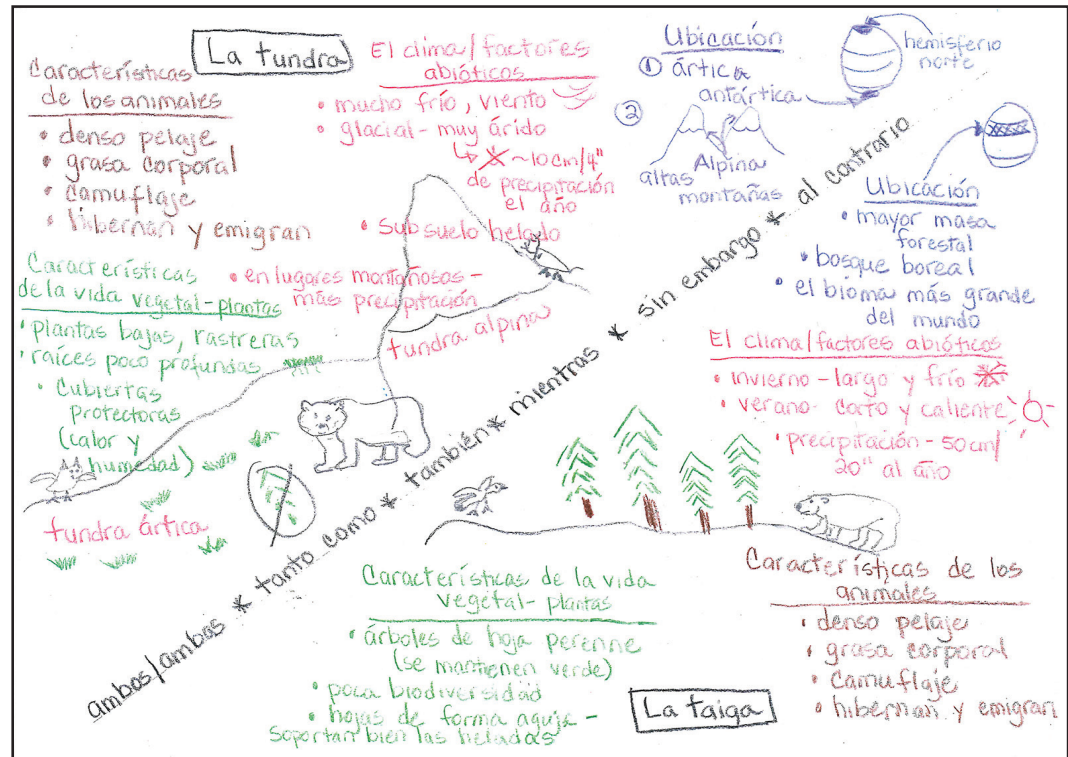
En su libro, *Scaffolding Language, Scaffolding Learning*, Pauline Gibbons (2015) define el modo de lenguaje como la forma oral o escrita de comunicación. Cada modo tiene sus características; el lenguaje escrito debe ser diferente al lenguaje oral. Desafortunadamente, muchos de nuestros estudiantes producen trabajos escritos que contienen expresiones o vocabulario muy informales que no corresponden a un trabajo formal.

Como maestros, nos topamos con esta realidad cuando planeamos motivar a nuestros estudiantes con una actividad manual interactiva. Vemos a nuestros niños participando con mucho entusiasmo, compartiendo y platicando juntos. Luego, les pedimos que escriban un resumen de lo que han experimentado y aprendido de esta actividad, y los niños pierden la motivación. No saben cómo empezar; se quejan de la tarea y escriben un resumen poco interesante, sin detalle y con errores de gramática y de ortografía. Los niños mismos quedan insatisfechos y nosotros, los maestros, nos preguntamos en dónde fallamos. Gibbons nos explica que este continuo de modo nos da la oportunidad de crear lecciones contextualizadas que ayudarán a nuestros estudiantes a desarrollar el lenguaje académico oral y escrito. Gibbons sugiere una lección en cuatro etapas. Cada etapa ayuda a los estudiantes a hacer conexión con el lenguaje que ya dominan mientras aprenden y practican el lenguaje más detallado y formal, moviendo del lenguaje oral entre compañeros de clase, a un resumen oral de una

actividad que todos reconocen, y terminando en un resumen más formal que podría ser oral o escrito.

Etapa #1

En la primera etapa, los niños experimentan el tema de forma interactiva manual: clasificando fotos en categorías relacionadas con el tema, en un paseo al zoológico o museo, o haciendo una prueba científica. En el ejemplo aquí adjunto, el maestro de 8° grado presenta un diagrama pictográfico comparando dos biomas: la tundra y la taiga.



El maestro primero prepara el diagrama con lápiz, pero al presentar la información a los estudiantes usa un marcador de color diferente para presentar cada categoría. Las categorías son: Nombre del bioma, Ubicación, El clima/factores abióticos, Características de los animales (fauna), y Características de la vida vegetal (plantas).

Estímulos para una conversación entre alumnos

- Después de presentar el nombre del bioma y

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su ubicación, el maestro les pide a los niños que contesten esta pregunta con un vecino: ¿Cuál bioma se encuentra en el mero norte y sur de la Tierra?

- Después de presentar acerca del clima y los factores abióticos: ¿Cómo es el clima en la tundra? ¿Y la taiga?
- Después de presentar las características de los animales: ¿Por qué los animales de la tundra y de la taiga tienen tanta grasa corporal?
- Después de presentar las características de la vida vegetal: Hablen de las plantas que viven en la tundra y la taiga. ¿Cómo son? ¿Cuáles son sus características?

Etapa #2

Aquí el maestro introduce vocabulario clave. En este ejemplo el maestro le da a cada pareja de estudiantes nueve tarjetas con las siguientes palabras: el Ártico, alpina, abiótico, subsuelo helado, precipitación, hibernación, migración, camuflaje y biodiversidad. El maestro revisará el diagrama enfocándose en las características que ayudan a definir las palabras clave. Después de cada sección, cada par de estudiantes decidirá cuál de las tarjetas va con esa sección del diagrama y la alzará. En el grupo grande, los estudiantes discutirán la definición de cada palabra y crearán una cuadrícula Frayer en la parte atrás de la tarjeta. En la parte superior izquierda de la cuadrícula pondrán la definición, la superior derecha—un dibujo/bosquejo, fondo izquierdo—un estudio de la palabra (la parte del discurso, la etimología), fondo derecho—las características.

Biodiversidad

Diversidad de especies vegetales y animales que viven en un espacio determinado.	
Nombre femenino – la biodiversidad	Tipo de especies:
Bio – que está relacionado con los seres vivos	Animales y plantas acuáticos – focas, peces, algas
Diversidad – cualidad de diverso o variado	Animales y plantas terrestres – osos polares, árboles de hoja perenne, bosques boreales

Etapa #3

En esta etapa, el maestro invita a los estudiantes a entrar en una conversación o un reporte oral

usando el vocabulario nuevo. Esto les da la oportunidad de practicar/usar/negociar el vocabulario formal del tema en un ambiente seguro. En esta lección, cada par de estudiantes compartirá con el grupo grande al menos una de sus tarjetas con vocabulario, haciendo conexión con el diagrama pictográfico.

Etapa #4

En esta etapa, los estudiantes comenzarán una transición a un reporte escrito. Primero, escribirán una respuesta informal que refleja lo que han aprendido. Podría ser un registro de aprendizaje (learning log) o una página en un diario interactivo. En este ejemplo, los niños usarán un boleto de salida (exit slip). En el boleto escribirán o dibujarán por lo menos una cosa que han aprendido de cada categoría acerca de la tundra y la taiga.

Al seguir las cuatro etapas de este *continuo de modo*, el maestro les da a los estudiantes la oportunidad de desarrollar su comprensión y conocimiento del tema mientras formalizan el lenguaje que usan. Reconocemos el valor de proveer a nuestros estudiantes la oportunidad de participar en actividades interactivas. Allí las experiencias y conocimientos previos informan tanto lo que experimentan los niños como el lenguaje que usan para comunicarse con sus compañeros (etapa #1). Cuando tomamos el tiempo necesario para presentar vocabulario más formal y detallado y les damos a los estudiantes la oportunidad de usar esas nuevas palabras para explicar oralmente lo que han aprendido, les damos una base más académica y mejor organizada (etapas #2 y #3). La respuesta escrita

informal (etapa #4) los prepara para una tarea escrita y más larga que refleja el entusiasmo para el tema y las actividades que gozaron al principio.

Reference

Gibbons, P. (2015). *Scaffolding language, scaffolding learning*. Heinemann. Portsmouth, NH.

Transforming New Mexico's Public Education System

by Victoria Tafoya—Dual Language Education of New Mexico and
María Archuleta—Communications Director, New Mexico Center on Law and Poverty

Promising practices...

There is nothing more important for the future of New Mexico than our children. It is of utmost importance that we ensure they get the education they need to succeed. Our state laws recognize this—New Mexico's constitution guarantees children a sufficient education, one that prepares them for the rigors of college and the workforce. However, for decades our state has failed many of our students: 70% of New Mexico students cannot read or do math at grade level. In addition, we have some of the lowest graduation rates in the country.

In response to this sad reality, several families and school districts across New Mexico sued the state for violating the constitutional rights of our students in a lawsuit named after two of the families involved, *Yazzie/Martínez v. State of New Mexico*. The lawsuit specifically faulted the New Mexico Public Education Department (PED) and the state legislature for failing to provide a sufficient and uniform system of education to all New Mexican children as guaranteed by the education clause of the New Mexico State Constitution. Many families and school districts were represented by the New Mexico Center on Law and Poverty, while others were represented by the Mexican American Legal Defense and Education Fund (MALDEF). Volumes of evidence were presented and dozens of experts provided testimony to support the claim that the state has failed to adequately invest in public education and has not adopted educational programming or instructional methodologies known to close the achievement gap for New Mexico's students, especially low-income, Native American, English language learners, and students with disabilities.

The Ruling

On July 20, 2018 the District Court ruled that the state is, in fact, violating the constitutional rights of our students. Judge Sarah Singleton ruled that:

1. The state has failed to comply with state and federal laws regarding the education of Native American and ELL students, including the New Mexico Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act, which has resulted in an inadequate education system for New Mexican students.
2. In violation of the state constitution, the state has failed to provide students with the programs and services that it acknowledges would prepare them for college and career.
3. Lack of funds is not an excuse for denying New Mexico's students a sufficient education.
4. The New Mexico Public Education Department has failed to meet its oversight functions to ensure that all students are receiving the programs and services they need.

The Formation of Transform Education NM

While the *Yazzie/Martínez* lawsuit was in litigation, education, tribal, and community leaders joined together to advance a new vision for our public education system, one that would hold the state accountable to meeting the constitutional rights of our students. This initial group hosted several large convenings to conduct a review of key concepts related to both the judge's findings and educational reform efforts. The process allowed for each participant to think deeply about the concepts and to contribute information and ideas. The information gathered at these convenings became the foundation for the Transform Education NM platform for action. The Transform Education NM coalition was formalized soon after and its membership continues to grow.

The Platform for Action

Supported by research and the volumes of evidence that led the *Yazzie/Martínez* decision, Transform Education NM advocates for the creation of a public

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education system that:

- embraces, reflects, and incorporates the cultural and linguistic heritage of our diverse communities as a foundation for all learning,
- provides extended learning opportunities like summer school and more time in the classroom,
- values our teachers and educators and puts them in a position to succeed here in New Mexico,
- allows all children access to early learning and Pre-Kindergarten programs,
- offers services such as counseling and health clinics that promote learning, and
- ensures all schools receive financial resources required to meet the needs of all children.



The Platform for Action proposes remedies for the State of New Mexico to comply with the District Court’s ruling in *Yazzie & Martínez v. State of New Mexico* and is endorsed by educational and community-responsive organizations from across the state. The platform is based on overwhelming evidence from trial and expert reports and further confirmed through the voices and input of tribal leaders, education experts, families, educators, superintendents, community organizations, and with the Yazzie plaintiff school districts and families that were represented by the New Mexico Center on Law & Poverty. To learn more about the platform, visit <https://transformeducationnm.org/our-platform/>. To read an example of the kind of statements presented during the trial, please read Michelle Soto’s moving account of her experience in the Albuquerque Public Schools on page 18.

The Legislature’s Response

During the 2019 legislative session, several bills

designed to address the lawsuit’s findings were carried by supportive state legislators—most notably, Representatives Tomás Salazar, Christine Trujillo, and Derrick J. Lente. However, the legislature went only part way in addressing the changes necessary for our schools. While the legislature increased the funding allocation for public schools, when adjusted for inflation the budget does not meet even 2008 levels. Like today, in 2008 our funding was insufficient and our state’s education outcomes ranked at or near the bottom nationally.

The increased funding will still not

- ensure social services, counseling, healthcare, and literacy specialists be available to all students who need them.
- cover basic instructional materials for the classroom, or invest enough in our educators to attract and retain new teachers and expand their qualifications.
- cover enough buses so all students have the opportunity to participate in after-school and summer programs.
- and most importantly, it is not enough to ensure teaching is tailored to the unique cultural and linguistic needs of our students, including English language learners, and Indigenous communities.

Coalition Successes

There were, however, other successes that resulted from Transform Education NM’s participation in the legislative session.

- A partnership was formed with the New Mexico Public Education Department (PED) to move forward with developing a multicultural and multilingual education that is responsive to our students.
- The coalition successfully advocated for a bill that will provide much-needed support

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Reimagining Matemática in a Dual Language Program: The Need for Quipus and Yupana

by Mario Benabe—STEM Coordinator, South Bronx Community Charter High School

Promising practices...

As the Science, Technology, Engineering, and Mathematics (STEM) coordinator of a dual language high school in New York City's South Bronx Community Charter High School (SBC), I have worked to intersect the moral obligation of *doing right* with the practical tools we use in our daily STEM lessons. Creating larger STEM-focused academic viability in dual language classrooms involves going deeper into the roots of our students' history, language, and culture to foster a sensibility of mathematical truth—to develop a decolonized, immersive, and good-hearted approach to teaching through a deeply rooted cultural lens. Without consistent reflection and revision to our own STEM teaching and learning practices, we run the risk of ignoring the very things that sustain our students' cultural, linguistic, and pluralistic identities. I have conceived of my framework for teaching and learning as *Do the Right Thing Pedagogy*. Paris (2012) says:

Our pedagogies [must] be more responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. (pg. 94)

Within SBC's project-based STEM learning experiences, students have an opportunity to study various Indigenous tools, knowledge, and perspectives of mathematics. Our students became deeply interested in learning about the Incas, specifically around their use of *quipus* and *yupana*, intricate systems to report and quantify data necessary to the workings of their civilization. Asher (1981) explains that a *quipu* is a

collection of cords with knots tied in them. The cords were usually made of cotton and were often dyed one or more colors. The records referred to by Pedro Cieza de León (Spanish

conquistador and chronicler of Perú) described that in earlier times, when the Incas moved upon an area, a census was taken and the results were put on *quipus*. The output of gold mines, the composition of work forces, the amount and kinds of tribute, the content of store house—down to the last sandal ... were all recorded on the *quipus*. (pg.10)

Drawing from the resource guide and activities from Basin, Tamez, and Exploratorium Teacher Institute's *Math and Science Across Cultures* (2002), I devised a project that gave our students the ability to practice and use *quipus*. The project involved researching the narratives of their community in the Bronx. Our students used *quipus* to describe the mathematical relevance of the data they gathered to describe their neighborhood, identify one issue that negatively impacted their community, and provide suggestions for ways to heal the injustice.



SBC students told the story of the Bronx Community District 4 (on the left of the image) and Community District 3 (on the right) using quipus.

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One student reflected on his team’s work by saying:

We should value the history of our ancestors in math classes. The diversity of cultures and Indigenous and Afrocentric math tools could help us unlock the secrets of our history that were either destroyed or taken away from us. This *quipu* represents aspects of this neighborhood in the Bronx; some of the data was shocking to us. This community ranks number one in incarceration rates. ... People ... are arrested every day for things that education can fix. As a group, we are going to write a letter to the local politicians to make sure that they are supporting our community for the better. I hope we can grow as a community and increase our graduation rates. [Translated from Spanish]

This project allowed our students to research a mathematical tool that has existed for hundreds of years and use it to communicate a social-justice message and advocate for change in their communities. Using an ethno-mathematical approach, our students are empowered to be agents of change in our society.

La yupana

Yupana is a Quechua word for “herramienta para contar”, a tool for counting. The image of the *Yupana* in the next column comes from the first published drawing (Guamán Poma de Ayala, 1613) that depicts a *quipucamayoc*—someone who could read the sacred *quipus*—holding a *quipu* and looking down at a *yupana*.

The *yupana* is an abstract inscribed notation system made up of a matrix containing five rows and four columns made of clay, stone, or wood. Each row of the board, starting from the bottom, represents what we now call place value. The first row represents the ones, the second row represents the tens, the third row represents the hundreds, continuing on until the sixth row which represents the hundreds of thousands. The dots in each partition represent the quantity or number within the place value, so in the column on the left, the bottom row represents 5, the second row represents

50, and so on. Corn kernels, seeds, beans, pebbles, or other natural occurring materials were used to represent numbers. When using the *yupana* for addition or other operations that require exchanges into a higher or lower grouping of place value, the hands become an agent of the mind.



The procedure becomes unscripted, and one’s hands engage in a dance. Mathematical patterns are created and the students reach a level of abstraction where they are able to add, subtract, multiply, and divide in very complex ways—into the hundreds of thousands—in a matter of seconds. The *yupana* can also be used to represent remainders—even decimal values when engaging in long division!

In “*La historia natural y moral de las Indias*” originally published in 1586, José de Acosta describes his observations of members of the Inca civilization making use of a *yupana*:

To see them use another kind of *quipu* with maize kernels is a perfect joy. In order to effect a very difficult computation for which an able calculator would require pen and ink for the various methods of calculation these Indians make use of their kernels. They place one here, three somewhere else

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SAVE THE DATE!

La Cosecha 2019

24th Annual Dual Language Conference

November 13 - 16, 2019 • Albuquerque, NM



www.lacosechaconference.org

WWW.LACOSECHACONFERENCE.ORG

2019 FEATURED SPEAKERS



F. Isabel Campoy
Writer, Poet, Playwright,
Songwriter, Storyteller



José Medina
Chief Educational Advocate
Educational Solutions



Virginia Collier
Wayne Thomas
Professors Emeriti
George Mason University



Vincent Werito
Professor
University of New Mexico



Cornel Pewewardy
Professor of Indigenous Nations Studies
Portland State University



Trisha Moquino
Co-Founder
Keres Childrens Learning Center



Manuel Escamilla
Assistant Director
Bueno Center



123 Andrés
Teaching Artist, Songwriter

Join us as we bring together educators, parents, researchers, and dual language supporters from across the U.S. and around the world for La Cosecha 2019!



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DLLeNM



La Cosecha — gathering the best resources by and for our bilingual communities!



CONFERENCE SCHEDULE AT A GLANCE

Wednesday, November 13th

6:30 a.m. – 3:00 p.m.	School Visits*
8:00 a.m. – 4:00 p.m.	Pre-Conference Institutes*
12:00 p.m. – 5:00 p.m.	Early Check-In
1:00 p.m. – 5:00 p.m.	Exhibits Open
5:30 p.m. – 7:00 p.m.	Opening Session
7:00 p.m. – 8:30 p.m.	Opening Reception & Night at the Exhibits

Thursday, November 14th

7:30 a.m. – 10:30 p.m.	Check-In
7:00 a.m. – 5:00 p.m.	Exhibits & Career Fair
7:00 a.m. – 8:00 a.m.	Breakfast
8:00 a.m. – 9:45 a.m.	Opening Session
10:00 a.m. – 5:30 p.m.	Concurrent Sessions
11:30 a.m. – 1:15 p.m.	Networking Luncheon
7:30 p.m. – 10:30 p.m.	Conference Dance/ Fundraiser*

Friday, November 15th

7:30 a.m. – 10:30 a.m.	Check-In
8:00 a.m. – 5:00 p.m.	Exhibits & Career Fair
7:00 a.m. – 8:00 a.m.	Breakfast
8:00 a.m. – 4:30 p.m.	Indigenous Education Symposium
8:00 a.m. – 9:30 a.m.	Opening Session
10:00 a.m. – 4:30 p.m.	Concurrent Sessions
8:00 a.m. – 4:30 p.m.	Student Leadership Institute
11:30 a.m. – 1:15 p.m.	Networking Luncheon
7:30 p.m. – 10:00 p.m.	Peña Musical

Saturday, November 16th

8:00 a.m. – 12:00 p.m.	Indigenous Education Symposium
8:30 a.m. – 10:45 a.m.	Breakfast with an Expert
9:15 a.m. – 10:45 a.m.	Concurrent Sessions
11:30 a.m. – 12:00 p.m.	Closing Session

Breakfast and lunch are provided to all registered conference attendees for Thursday, Friday, and Saturday (breakfast only).

*Indicates ticketed event.

SUGGESTED FUNDING RESOURCES:

- Title I - Title IIa - Title III
- Migrant Education
- Professional Development
- Federal School Improvement Funding

CONFERENCE PARTNER HOTELS

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welcomed as part of the systemic changes that school district leaders are willing to embrace in order to close the opportunity gap among students. Growing public awareness of the benefits of dual language education has added fuel to these systemic transformations, and the number of dual language programs has increased from 55 to 75 schools in the past 4 years. Over a third of Washington's districts plan to build or expand dual language programs in the next 5 years.

A hallmark of Washington's dual language law is the intentional design of two-way dual language programs for English learners and Native American students. If the school district does not have

the student demographics to support a two-way program, then a one-way program is established for English learners and/or Native American students. The design is based on the longitudinal research of Thomas and Collier (2001-2017) that confirms dual language education as the most effective education model for English learners. By prioritizing English learners and Native American students, dual language education is intended to close opportunity gaps for these student groups while honoring their language and cultural assets.

Scaffolding the Vision

The scaffold for the vision began with a survey of school district superintendents to gauge their support and readiness for dual language education. Of the respondents, 75% said their district supported dual language as long as there were sufficient bilingual educators to staff the program, as well as professional learning opportunities to support and maintain dual language programs. Another survey was conducted in a large, urban area of the state that currently has one dual language

program, and 96% of the individuals polled were supportive of offering dual language education. This information provided a guide for building a framework and strategic plan of supports to address a range of identified challenges.

The state Bilingual Education department gathered various stakeholders to serve on task

forces that met over a period of a year to build a framework of essential components for effective, sustainable dual language programs. Stakeholders represented all parts of the state and included dual language educators and district leaders, educators having expertise with English learners, Tribal elders and language specialists, policy makers, teacher education

faculty, parents, community members, and students. In addition to individual experience and expertise, task force members used *The Guiding Principles for Dual Language Education, 3rd Edition* (CAL, 2017) as a basis to build the framework.

Key Learnings from the Dual Language Task Forces

This process revealed some considerations that are crucial to Washington's successful implementation of statewide dual language programs.

- Statewide standards for biliteracy development are foundational for effective dual language programs, e.g., aligned English and Spanish language proficiency standards and assessments as well as aligned English and Spanish language arts standards and assessments for progress monitoring.
- Stipends are needed to recruit and retain bilingual educators.



Small but mighty, East Valley School District serves nearly all of their English learners at Moxee Elementary through dual language education.

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- Grant funds are needed to support on-going professional learning to build and continuously grow the programs.
- Formal government-to-government meetings between the state education agency and each tribe are needed to open dialogue and begin the trust-building process so participants can learn ways to authentically partner with one another to support Native students with their tribal languages.
- Each tribe considers language as sacred; language and culture are interconnected.
- Each tribe is in the process of growing their language among Native children, youth, educators, and community members.
- Although tribes are at different places in terms of language preservation, restoration, and development of dual language programs, tribal leadership expressed a desire to collaborate and learn from one another's efforts.



Wa He Lut Indian School students learn tribal dances and songs during physical education class.

for mentor schools/districts that will hold the designation as Dual Language Lighthouses. Based on criteria screenings, schools or districts will be invited to be peer-reviewed as potential mentors. The designated Dual Language Lighthouses will be awarded grant funds to share their expertise with other programs. Teachers and administrators from around the state will be able to visit the lighthouse schools and reach out to their staff to collaborate, ask questions, and share ideas.

Washington is taking a long view to build collaborative support systems that will sustain and grow dual language education throughout the state. In the not too distant future, all Washington students, especially English learners and Native students, will have access to dual language education!

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Going Forward

The framework is being vetted by dual language experts, education associations, teacher education programs, K-12 educators and administrators, families, community members, and students. The framework will then be used for rulemaking to guide grant funding and to ensure fidelity to designs for effective, sustainable programs.

Task force members representing the various stakeholder groups have also been convened to form a steering committee to guide the work forward. In an effort to grow and share expertise within the state, the committee will develop criteria



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had written down (reading). At minute four, we reminded our students to number their questions.

Preguntas cerradas y abiertas/Closed- and Open-Ended Questions

The next step in the process was to ask students about closed and open questions. “What is a closed-ended question?” And here is where my elementary background brain was blown: they knew the difference! Kendra said, “A closed-ended question is answered with a one-word response or a yes or no.” Exactly. “What is an open-ended question, then?” Marco, another student answered, “Open-ended questions require a lot of words to answer.” Exactly. We instructed them to label each of their questions as open or closed with a letter: O or C. Since this lesson was in Spanish, *A significa abierta y C significa cerrada*. We heard students re-reading their questions and debating if the question was open or closed (reading, listening, speaking).

What is the purpose of asking students to analyze their own questions and decide if they have created open or closed questions? The authors of *Make Just One Change: Teach Students to Ask Their Own Questions* (Rothstein & Santana, 2017) argue the following:

To look at the differences between closed-ended and open-ended questions and to learn how to change one kind into another becomes a shortcut to better answers. And [students] will engage in a powerful metacognitive thinking exercise about the purposes and uses of different types of questions and ways to obtain information. (pg. 74)

In our classrooms, we have also noticed a certain level of empowerment when students realize that every question they create or encounter can be made into an open-ended question or a closed-ended question. Some of our best conversations and debates have arisen by arguing for and against a question being open or closed ... or both.

Next, we posed the questions: “What are the advantages of an open-ended question? What are the disadvantages of an open-ended question?”

Students raced to answer: “Open-ended questions allow for a lot of different answers. Questions with a lot of different answers can be hard.” Yes! Next, we asked, “What are the advantages of a closed-ended question?” Ale answered, “There is one right answer and that’s it.” “What are the disadvantages of a closed-ended question?” Camela answered, “There is not really any discussion ... it is a quick answer.” Exactly. Are both types of questions valuable? Absolutely! We knew that both questions lend themselves to thinking about the topic at hand.

Abierta a cerrada y cerrada a abierta/Open to Closed, Closed to Open

Now we asked our students to revise and edit their questions by directing them to: “Choose one open question and change it to a closed question and change one closed question and change it to an open question.” They wrestled with the syntax of the question and discovered swift moves to change their questions. One group took on the question they posed about *valor absoluto/absolute value*. “¿Qué significa *valor absoluto*?/What is absolute value?” The group discussed the question and then Yishai offered, “*Para cambiarla a una pregunta abierta, podemos preguntar: ¿Cómo se usa valor absoluto en la vida real?*/In order to change the question to an open question, we could ask: How do we use absolute value in real life?” Closed to open. Yes.

Another student identified a quick move to change an open-ended question to a closed-ended question. “*Porqué no la cambiamos de: ¿Porqué es importante aprender esto? a ¿Es importante aprender esto?*/Why don’t we change: Why is this important to learn? to Is this important to learn?” And here we have just part of the power of this protocol. Students were starting to see that there are patterns to questions, and by leveraging nuances in the language, they can get to the question they are seeking to answer!

Priorizando preguntas/Prioritizing Questions

Now we asked our students: “*Escojan tres de las preguntas más importantes o las tres que más les interesan.*/Choose the three most important questions, or the three questions that interest you the most.” Students identified their top three

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burning questions. The playing field changed. Suddenly, our students had questions that THEY created. Questions that THEY wanted answered. Students weren't just answering questions the teachers posed. Motivation was in high gear and we needed to get out of the way and let them at it!

Próximos pasos/Next Steps

As teachers who are implementing the AIMS4S^{3™} Framework, we created a document of all priority questions. During the next class session, we read their questions aloud and came to consensus on six questions that would best drive our learning about rational numbers. We then placed them on the Compendium in the inquiry section. The students' questions were now front and center to guide our unit.

We also typed, printed, and posted the questions that weren't added to the Compendium. We made sure that during the course of the unit, the students were given the opportunity to answer those questions as well. The lingering questions that were not answered in the unit of study became challenge questions or the focus of further research that students took on themselves to answer. By having our students generate their own questions, we shifted the power balance. Our students had questions to answer and they were THEIR questions, not ours.

Many students do indeed learn in the course of studying American history and government that they have the *right* to ask questions. But that is not enough. We should also deliberately develop their ability to ask questions. (Rothstein & Santana, 2017, pg. 154)

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Application of the QFT to AIMS^{3™}

If you are using the AIMS4S^{3™} Framework (Achievement Inspired Mathematics for Scaffolding Student Success), the QFT process is a dynamic way to teach students how to ask meaningful, high-interest questions about mathematics that you can use to drive your instruction. Here are some tips for using the QFT process with AIMS4S^{3™}:

- Carefully choose two or three Q Focus images that will target key ideas in the unit. Labeling the images, without teaching what those labels mean, can help increase the level of the language in the questions.
- Use a student question to kick off your lesson. “Today, we are going to explore your question, *Why do we have absolute value in mathematics?*” At the end of the lesson, make sure to come back to the question and have students share their current understanding.
- For questions on the Inquiry Chart on the Compendium, make sure to capture students' new learning in another color. It is powerful for students to see their understandings develop over time.
- Some questions will be answered during one lesson; some will be addressed over multiple lessons. Student thinking should drive the discussions rather than a simple restatement of a teacher-developed response.

The QFT Process is a powerful way to validate students' voices and put their questions at the center of instruction. With careful facilitation, students' questions can provide relevancy and purpose to what the class is studying.





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and eight I do not know where. They move one kernel here and three there and the fact is that they are able to complete their computation without making the smallest mistake. As a matter of fact, they are better at calculating what each one is due to pay or give than we should be with pen and ink. Whether this is not ingenious and whether these people are wild animals let those judge who will! What I consider as certain is that in what they undertake to do they are superior to us. (Acosta, 1590; quoted in Leonard & Shakiban, 2010)

The picture below features a *yupana* that I created with my students. The project required students to collect the wood to make our *yupana*, cut it to its dimensions, scale the partitions exactly, inscribe the quantities in each partition, and find contrasting natural materials (beans, corn kernels) to complete our calculations.

Beyond the unique power of the mathematical relationship expressed when using the *yupana*, the material itself can become a means through which we engage in language acquisition and/or revitalization. One way to underscore both



the process and the language needed to explain and use *yupana* is to ensure that we connect and align to the students' inner and outer worlds. When I had the privilege of presenting this *yupana* to students at the Santa Fe Indian School in December 2018, I told a story; I built a relationship with the students around the oral traditions that anchor both their and my cultures. I used blue corn kernels to represent the number 2018 and Anasazi beans to represent 1680. As I laid out 1680, I spoke about the resistance against colonialism during the Pueblo Revolt and how that same resistance is necessary in 2018. In this way I used the *yupana* to not only express Indigeneity in mathematics but to situate our resistance within a deep analysis of history. As mathematics teachers, we often go straight to presenting the symbols (numbers and words) and expect math to be represented only in writing. There is great power in anchoring the math in a context that our students understand. *Yupana* is the key to not only decoding the great mathematical minds of the Incas, but also demonstrates to our students of Indigenous or diasporic Latinx ancestries that “we have math in our blood.” (Ortiz-Franco, 1992)

It is my belief that we must divorce ourselves from conventional teaching and learning practices in dual language settings, especially in mathematics, because it is often a place where less of our students' culture and fewer of their linguistic expressions are anchored in the learning. When we truly move away from convention and our pedagogies become decolonialized, we can recognize and learn from the depth of cognitive rigor around and within our children's cultural and linguistic ancestral knowledge systems. As a starting point for educators, I hope the *quipus* and the *yupana* are two of the many examples we can use to reimagine our practice in dual language STEM education.

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For more information regarding South Bronx Community Charter High School's STEM program, please reference Dr. Virginia Collier and Dr. Wayne Thomas' latest publication from Fuente Press: Transforming Secondary Education: Middle and High School Dual Language Programs. Author Mario Benabe, and other secondary dual language teachers and administrators provide important information regarding what works well in secondary dual language education, what challenges might occur, and what new approaches have been taken to address those challenges.

To purchase a copy, please go to <https://shop.dlenm.org/book-5-transforming-secondary-education-middle-and-high-school-dual-language-programs-2>

for our Regional Educational Collaboratives to reach smaller school districts and provide professional development to their teachers to help them meet the needs of culturally and linguistically diverse students.

- Significant momentum and support among legislators were built for the goals and platform of our coalition to transform education in New Mexico.

Our Work is Just Beginning

Our work is far from over, and the coalition will continue to advocate for our kids and push for change. We recognize more must be done to ensure targeted and effective professional development for teachers, wide-spread access to universal Pre-K, funding for at-risk students, and other changes to ensure adequate programs, accountability, and a truly multicultural and linguistically responsive education system.

Dual Language Education of New Mexico (DLeNM) is a primary partner in the coalition. As efforts continue, DLeNM will support the advocacy efforts of the coalition and collaborate with the newly appointed leaders of the New Mexico Public Education Department. The goal of supporting the advancement of dual language education programs throughout the state is a primary goal of DLeNM and one that is now shared by key leaders within the New Mexico PED. We know that supporting advocacy is an investment that can lead to systemic change. Transforming our public education system is possible with the dedication and support of many. Dual Language Education of New Mexico is grateful to play a part in the transformation of education in New Mexico.



My Multicultural, Bilingual Legacy

by Michelle Soto—APS Senior & New Mexico Dream Team Education Justice Fellow

Promising practices...

In the last semester of my public school education, my priorities have become a little different than your typical high school senior. While most of my classmates are preoccupied with leaving behind some kind of legacy through senior class pranks, gifts, or unique prom outfits, my focus is invested in leaving behind a different kind of legacy.

As an immigrant bilingual student, I have set out to leave behind a legacy that will benefit and amplify the protection and wellbeing of all those immigrant bilingual students who will come after me. For me, this means advocating for legislation like House Bill 159 which seeks to establish a multicultural and multilingual framework for public education to address the unique and linguistic needs of ALL New Mexican students.

I have been in Albuquerque Public Schools since fourth grade, and ever since, I have seen firsthand the lack of accommodations for bilingual students like myself.

When I immigrated to Albuquerque from Mexico at the age of nine I struggled to learn English in a school that was not prepared to help me to learn, adapt, or thrive. Enrolling in school was also a struggle due to the language barrier my parents faced when dealing with school administrators. Believe it or not, it took us two months to finally be able to enroll me in the school.

You can imagine my isolation on my first day of class when I realized that no one spoke Spanish except for two other students whom the teacher came to rely on to keep me informed of what was happening in the class. When she saw that they were not capable of explaining everything to me and that I wasn't able to keep up with the class, she would send me to the computer to play "educational games." I felt like a burden. I'll never forget that awful experience. I'll

never forget that awful feeling.

That was just one of many similar experiences I have lived in my time as a student. No student deserves to go through what I experienced. All students deserve better regardless of their ethnicity, skin color, religion, ability to speak English, family income, or immigration status.



Michelle Soto speaks in support of House Bill 159, which establishes a multicultural and multilingual framework for public education.

My experiences have shown me, sometimes the hard way, that to solve all these issues students need the adequate support and funding for classes and programs that are designed to help multicultural students by giving us an equitable education. Every student across New Mexico

deserves to feel included, supported, and motivated to continue with higher education or trade, no matter their background.

Effective tools are needed to create opportunities for multicultural students and we must include parents and teachers, all with the purpose of helping students learn and grow in an accommodating atmosphere. After all we are the future.

Our education system has not been created in our favor and that needs to change. Today more than ever we need bold and immediate action to transform our educational system. We have an opportunity, so let's do it!

As my senior year comes to an end, I will continue to advocate for this educational justice through my work as an Education Justice fellow with the *New Mexico Dream Team* and our participation in the *Transform Education NM* coalition.

This is the legacy I want to leave behind.

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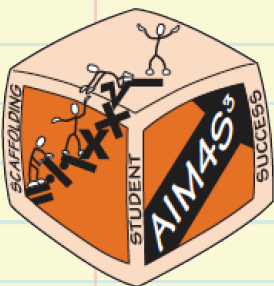
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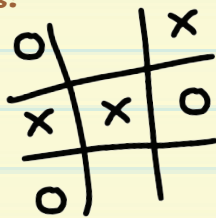
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