Soleado

Promising Practices from the Field

Creating a Safe Learning Environment: The Power of Student-Teacher Collaboration

by Tamara Kumbalek—Professional Learning Coach, Valencia High School, Los Lunas, NM

Educators have a large and varied toolkit of strategies at their disposal. These are our tools to meet the learning needs of the children we serve. While important, my experience at Río Grande High School proved to me that the strategies implemented in my classroom were of less importance than the development of a functional, collaborative community of learners—we went from being a dysfunctional class to becoming an interdependent team of learners. This is our story.

Ms. Kumbalek and her students worked together to create a collaborative community of learners.

ACCESS test from WiDA, each of them was identified at level 4, Expanding. They were all placed into my English Language Development (ELD) class as a forced elective; instead of culinary arts, metal shop, or sports, they were expected to practice reading and writing. Each student was eager to learn, and each of us knew we could solve our class problem collectively.

Let me back up a minute, though. My classes at Río Grande High School were composed of students ranging from Grades 9 through 12. All of them had participated in ESL programs for anywhere between 3 and 12 years. Of these 34 ELs, half of them had been in one or more of my classes in prior years. As a high school ESL teacher, my students often rolled up with me from year to year in ESL-English, ELD elective, or both. Our history with each other worked to our advantage. We simply had to figure out how to create the supportive learning environment we knew was possible in my classroom with a group twice as large as in prior years.

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The turning point arrived when a student was brave enough to ask, "Miss, how are you going to help us improve our reading and writing when there are so many of us in this class?" The other students looked at me, hoping I had an answer. All I could do was look at them, share their struggle, and respond in complete openness, "I don't know." I continued, "I do know that we we'll figure it out together." And we knew, all of us, that this was the honest truth.

That class started the school year with an enrollment of 34 English learners (ELs). According to the prior spring's

Our first month together that year was rocky. We attempted to run the class using the curriculum provided. The curriculum itself was engaging. In years past, my students loved the novels that were a part of the collection and were able to

Elementary Students Earn Their Bilingual Seal

*by Melissa García—Teacher and Dual Language Goal Team Leader,
and Heather Malcolm—Teacher and Dual Language Goal Team Member,
East San José Elementary, Albuquerque, NM*

East San Jose Elementary School (ESJ), located in the historic San José neighborhood in Albuquerque's South Valley, has long had a strong bilingual program. For generations the San José neighborhood was made up primarily of heritage language Spanish speaking New Mexican families. Immigrant families helped to elevate the presence of the Spanish language and underscored the development of a widely supported dual language program in 1998. What began as a dual language strand within the school soon became a schoolwide program in which all of our students learn in Spanish and English from kindergarten to fifth grade.

East San José is proud to be a part of one of Albuquerque Public School's dual language feeder patterns. The majority of our students graduate from Albuquerque High School, a school that has played a significant role in the development of a bilingual seal in New Mexico.

In recent years, Albuquerque Public School district leaders and teachers began a conversation about recognizing and celebrating student bilingualism at the elementary level. The Albuquerque Public Schools Elementary Bilingual Seal is designed in alignment with the APS Bilingual Seal, which is offered at the high school level and is reflected on graduation diplomas and official high school transcripts. The Elementary Bilingual Seal is intended to be the first step for students on the pathway towards receiving the APS Bilingual Seal upon graduation.

Besides a focus on recognizing students' bilingualism, the elementary seal is to include

Kaitlyn Eckstein presents her bilingual seal portfolio to judges at East San José Elementary School in Albuquerque.

a holistic evaluation, be student driven, include exemplary student work, and be the result of a collaborative effort between fifth-grade students and school staff, with guidance provided based on student needs.

In school year 2018-2019, ESJ proudly presented 30 fifth graders with the bilingual seal. This hard-earned award recognized those who participated in ESJ's dual language program and persisted through the challenging academics required. This achievement honored the students, their teachers, and families who understand the dignity and worth of bilingualism.

The staff of ESJ was very excited about applying to the district to become a school offering their fifth graders an opportunity to acquire their bilingual seal. Our principal, Mr. Eder Ortiz assisted the Dual Language Goal Team in completing the application process to be submitted to the APS Language and Cultural Equity Department. Thanks to our strong dual language program, the district approved our application, and administration and staff developed a timeline and guide for our students, parents, and mentors.

During our fall parent-teacher conferences, fifth-grade teachers provided information to parents about the bilingual seal opportunity for their student. Our Instructional Coach met with interested fifth-grade parents and students. She explained that the requirements for the elementary bilingual seal included the development of a portfolio and a presentation of the portfolio that would take place toward the end of the school year. The students and their families were given the following requirements:

The portfolio must include:

☐ Community Service Learning

1) Write about your community service. For your fifth-grade year you will need to complete one to two community-service learning acts in school or independently. Document where you went, the date you did service, how you planned to help your community, and how you used your bilingual skills. Finish with a reflection statement about how it turned out and what you enjoyed or what you may do differently in the future.

2) Community service learning you have done at your school any time from kindergarten to fifth grade.

☐ Exemplary Work

This can include essays you have written, math tests or projects, science fair projects, or any other work that you are particularly proud of. It can be an accumulation of your elementary years, but remember to include a balance of English and Spanish work.

☐ Awards/Achievements

Include any certificates, ribbons, awards, etc. you have earned during your time in elementary school.

☐ Photographs

Photographs from any of your elementary years, events, around your school, or with your friends can be included in your portfolio. If you need support for this section, ask your mentor or the Bilingual Seal organizers.

☐ Extracurricular (After School Clubs)

This section is devoted to any electives and/or student clubs you have participated in while attending elementary school.

☐ Memories

This section could include a write-up of special memories you made while in school or of special relationships you made with teachers or staff. Consider writing or typing a paper about your years in elementary school.

☐ Individual Choice/Personal Option

This section is devoted to your choice—showcase anything special you do in or out of school.

☐ Interview

This section will include an interview completed with someone about his or her journey as a bilingual citizen. Consider interviewing a family member, community member, school staff, or anyone about their experiences of being bilingual.

Presentation:

Presentation of your portfolio will be near the end of the school year. Your mentor and/or bilingual coordinator will inform you of this date and time so that you can invite your family. It is important that you practice often in order to be ready to present your work. You are in charge of organizing your portfolio. Your mentor can help you think of ideas as to how to organize your portfolio.

In order to ensure a collaborative effort between the students and staff, ESJ organized mentors to assist the students. The mentors were made up of ESJ staff who volunteered their time to guide and support their mentees with their portfolios. The mentors could offer suggestions, but the students were encouraged to organize their bilingual seal portfolio the way they wanted. This proved to be very difficult for some of the students. Some asked if they could see an example of a completed bilingual seal portfolio. Other students had seen their older siblings present their bilingual seal portfolio upon their exit from Albuquerque High. Ultimately, students chose their own way of creating their portfolio.

By spring, the fifth-grade bilingual seal candidates began to implement their community service projects. Some of the students chose to support the school by helping out in the school garden, with food bank distribution, or reading with and helping younger children in different classrooms or after-school clubs. Other students implemented their community service off campus with the support of their families. Administrators and staff members often stayed after school to support those who needed help with the writing process and presentation preparation. The technology lab was opened during after-school hours for students to use and work on their presentations.

El reto de enseñar matemáticas avanzadas en español a niños angloparlantes

por Irene Arévalo—Escuelas Públicas de la Ciudad de Alexandria, VA

Enseño matemáticas en una escuela primaria bilingüe de doble inmersión (50% del día en cada idioma) en español, donde la mayoría de mis alumnos son angloparlantes. Estos niños son talentosos y están llevando un currículo un año acelerado con el objeto de retarlos tanto con la matemática acelerada como con el hecho de que aprenden en su segunda lengua. El entrenamiento de AIM4S³™ me ha permitido crear un sistema de planificación y enseñanza de las unidades en mi clase. El sistema me ayuda a planificar un contenido avanzado con apoyos para que los chicos aprendan y practiquen el lenguaje específico de las matemáticas. Empezando por la planificación de las lecciones, continuando con la presentación sistemática de cada una y terminando con el repaso de las lecciones, he usado lo que aprendí en este entrenamiento.

Este sistema de planificación y compendios ha sido alabado por los administradores de mi escuela y me han calificado de superior en todo lo referente a planeamiento. Cada unidad contiene muchos de los elementos que ellos quieren ver en el planeamiento de las lecciones: la consideración de los datos de los alumnos, la diferenciación de actividades y recursos y el alineamiento de los objetivos de la lección a los estándares estatales—estos elementos eran los esenciales en un planeamiento que se ha demostrado da buenos resultados en la educación de los niños. Por otro lado, los encargados de matemáticas del distrito que han venido a visitar mi salón de clase, han comentado la estructura y claridad de cada lección, resumida en los compendios. Pero, lo que más aprecio son los comentarios que mis alumnos les han hecho a sus padres. Varios padres de familia, durante las conferencias que he tenido durante el año, me han

dicho que sus hijos les han mencionado cómo les gustaba mi sistema de enseñanza.
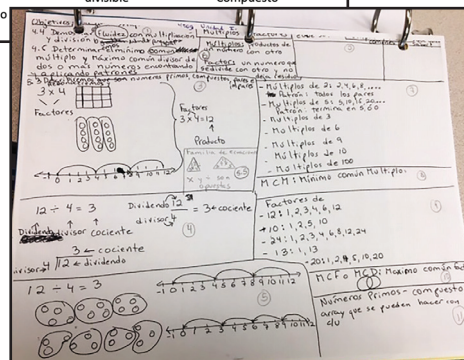
Para planificar mis lecciones he adaptado la plantilla sugerida basada en la planeación inversa de Wiggins y McTighe (2012). Considero los objetivos, los conceptos claves, las preguntas esenciales, el vocabulario, las frases modelo, la motivación de la lección y las ilustraciones que acompañan el concepto y que lo representan. Acompañando esta platilla, preparo una página modelo del compendio en pequeño donde está escrito y dibujado todo lo que necesito poner en el compendio cuando dicte la clase. Este proceso de llenar la plantilla y crear el mini compendio, requiere que yo entienda y procese los conceptos que tengo que enseñar. Ha demandado que busque las mejores representaciones de los conceptos, dado que los niños entienden mejor los conceptos cuando ven una ilustración. Por otro lado, tengo que pensar qué vocabulario necesito definir y/o traducir, porque no es un cognado del español. Tengo que pensar qué preguntas les voy a hacer a los niños y tengo que planificar qué frases tengo que escribirles para que me contesten usando el lenguaje matemático apropiado. Una vez terminado con estas dos herramientas, uso ese mini compendio para planificar qué, en qué orden y qué días voy a dictar las lecciones que conforman la unidad.

Para presentar la lección, uso mi planificación para hacerlo de manera sistemática. Uso el

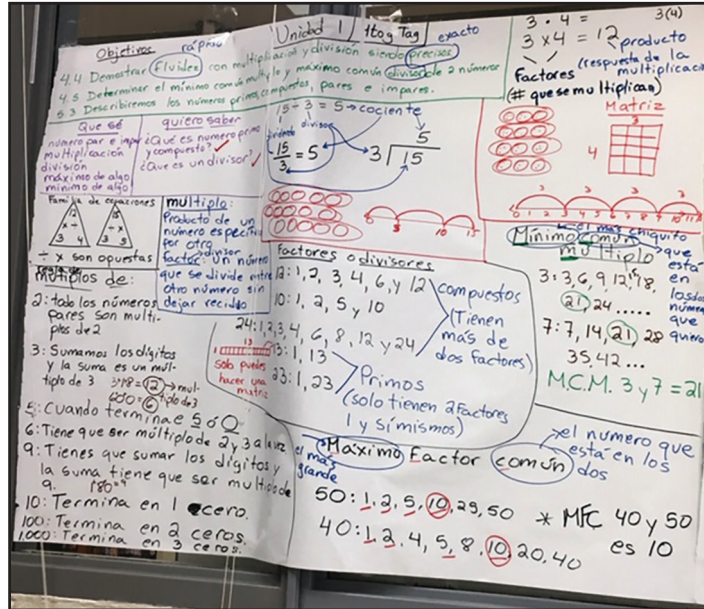*La planificación incluye los conceptos matemáticos y el lenguaje matemático apropiado.*

proceso sugerido del compendio. Primero, le pongo el título de la unidad en el póster del compendio, así introduciendo a los niños el tema que trabajaremos. Les hago la primera pregunta –¿Qué sabemos de ese tema? – Los niños discuten la pregunta con sus vecinos y yo apunto sus respuestas en el compendio. Luego les pregunto lo que quieren saber de ese tema. Otra vez apunto sus respuestas en el compendio. Uso esa información para dirigir las lecciones y mantener el interés de los chicos. Ahora les explico las ideas grandes de la unidad, así como los estándares y las prácticas matemáticas. Esa información también va en el compendio. Con cada lección de la unidad, añado más información con más ejemplos e imágenes al compendio. Así les presento el contenido de la unidad en forma escrita, con explicaciones directas y con diversas actividades de práctica. Los chicos se han acostumbrado a la rutina y a usar los compendios como medio de referencia durante el trabajo personal y grupal. Como el plan de estudios se basa en lo aprendido, también se refieren al compendio durante las lecciones posteriores. Lo valioso del compendio con toda la información referente a la unidad es que se queda en las paredes del salón de referencia, incluso cuando ya se ha pasado a otra unidad. Estos compendios los he construido con ellos y los chicos los conocen bien. Incluso los colores que uso en los compendios son consistentes: azul para palabras de vocabulario, verde para objetivos, etc.

Finalmente les tomo una foto a cada compendio y esa foto los chicos la pegan en sus cuadernos. Esto les sirve de referencia posterior y para estudiar en la casa. Usamos los compendios para revisar todas

Sra. Arévalo construye el compendio mientras dicta las lecciones. Ya completado, el compendio sirve de recurso para los alumnos.

las unidades y prepararnos para los exámenes estandarizados de Virginia. Ellos usan resaltador en sus fotos que tienen pegadas y toman notas de lo que quieren reforzar. Mis alumnos llevan sus cuadernos a la casa para repasar.

Como mis alumnos llevan un currículo acelerado, ellos no toman el examen del año que cursan, sino del año siguiente (cuarto grado toma el examen de quinto grado, quinto grado toma sexto grado). Esto es importante, porque sirve para ver si los niños realmente han aprendido el currículo que se les ha enseñado. Se espera que todos mis alumnos pasen este examen, aunque no con los puntajes casi perfectos que solían tener cuando tomaban el examen de su grado. Los chicos este año, después de usar el sistema AIM4S³™, han subido un promedio de 40 puntos en ambas clases con respecto al puntaje promedio de los chicos del año pasado. El hecho de que se escribió la información cuando se dictó la lección con ejemplos y dibujos, no se haya borrado al final de la clase y porque se quedó escrito en el compendio, permite que el compendio sea una excelente herramienta para los años venideros.

References

Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

From Surviving to Thriving: Harnessing the Power of AVID and GLAD®

by Ryan Palmer—Bilingual Educator, Harrison Middle School, Albuquerque, NM
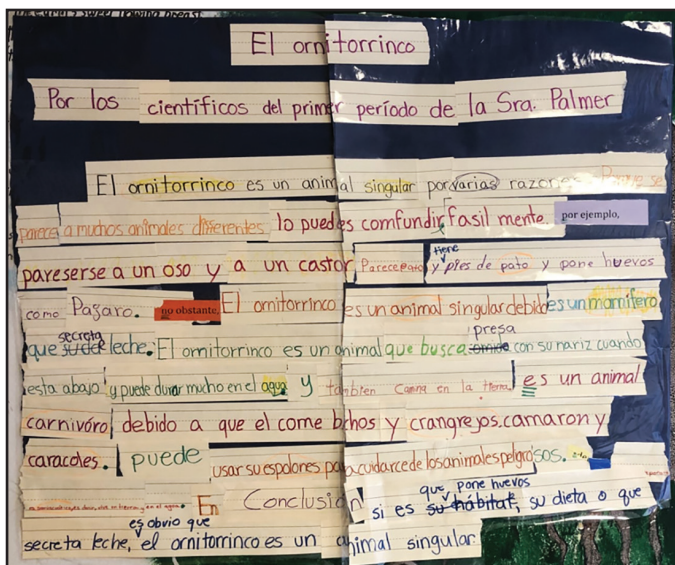
I will start with a disclaimer: my path to the teaching profession has not been a traditional one. I do not have an undergraduate degree in education. I was in my late 20s when I realized that I was happiest when I was helping people grow linguistically, and so I started taking graduate-level classes in Language, Literacy, and Sociocultural Studies at the University of New Mexico. Thus, I was exposed to OCDE Project GLAD® strategies like the Pictorial Input Chart, the Here-There Chants, and the ELD Review before I ever set foot in a classroom. When I eventually became a long-term substitute, I used what I remembered of those GLAD strategies to survive. That first semester, I used any strategy I could get my hands on to attempt to deliver engaging, comprehensible lessons to my eighth-grade social studies students.

A combination of AVID and Project GLAD® strategies support Ms. Palmer's students in her Spanish language arts class.

The following school year, I was a teacher of record, but on the first day of school I had taken exactly zero classes in lesson planning, classroom management, assessment, unit design, or pedagogy. I found myself going to as many free after-school trainings as I could. Two of those trainings gave me a basic understanding of AVID, Advancement Via Individual Determination. I began to use the Cornell Notes method with my students to teach them to take notes and interact with those notes afterwards.

For example, if my students took notes on Monday, I would ask them to review those notes and highlight the most important ideas for Tuesday's bell ringer. Their homework on Tuesday would be to circle the key words. On Wednesday, their bell ringer would be to review their notes and chunk them into sections. Their homework on Wednesday would be to write one possible test question per chunk of notes in the left-hand ("skinny") column of their Cornell notes paper. Their bell ringer on Thursday would be to write a summary at the bottom of their page of Cornell notes. These AVID strategies are designed to help students learn how to study while combatting what AVID calls "the curve of forgetfulness" *(avid.org)*.

I also required my students to keep an Interactive Language Notebook, or ILN. By using ILNs in my classroom, my students create and interact with a notebook that serves as a personal-learning archive and a reference tool. This subject-specific notebook holds Cornell notes, assignments, reflections, learning logs, and summaries. Maintaining an ILN helps my students stay organized. They couldn't lose their graphic organizers because they cut out and glued their graphic organizers into specific pages of their ILN. I also use the ILNs as a way to teach textual features. The first three pages are the table of contents for the whole notebook, while the last several pages serve as a reference section where students cut out and glue a glossary of literary terms, their personal vocabulary page, their personal spelling page, and their personal "Important Information" page.

OCDE Project GLAD® and AVID are principally composed of teaching best practices. Neither program claims to have invented something brand new. For me, nearly every strategy that I learned from the AVID trainings was immediately

applicable as a way to help my students achieve at a higher level. I had no compunctions about combining AVID strategies with what I remembered from my ESL methods class.

I can look back on that first full year in the classroom and cringe. I made so many mistakes! Thankfully, my principals must have taken the long view with me, since they invited me to return the following year, this time as the Spanish Language Arts teacher. Thanks to a 2-year partnership with Dual Language Education of New Mexico (DLeNM) and my school district's department of Language and Cultural Equity (LCE), all six of the core dual language teachers were sponsored to attend Tier I OCDE Project GLAD® training. Between the 2-day Research and Theory workshop and the 4-day in-class demonstration, the six of us knew enough to get started experimenting with GLAD strategies.

At the end of the school year, LCE invited all Spanish language arts teachers to attend professional development regarding a new K-12 curriculum that the district had purchased from Santillana Educación S. L.. I almost instantly fell in love with the first short story in the sixth-grade book: "*El ornitorrinco*," by Argentine writer Carmen Vázquez-Vigo. In the short story, a platypus begins to question his identity after a group of young humans discuss whether he is a bear, a featherless duck, a rooster *sin cresta*, or a beaver. However, I knew that the text itself would not be accessible to my sixth graders due to a lack of prior knowledge, so I decided to use some GLAD strategies to build background understanding of the *ornitorrinco,* or platypus.

I started with a modified version of GLAD Observation Charts. I had printed out about 14 different pictures of platypuses in action. I put each picture inside a sheet protector. Then, in order both to create a greater sense of intellectual curiosity and to help students hone in on specific details, I used cardstock to cover up 75% of the picture. Using sentence frames, students worked with a partner to discuss and record what they observed, wondered, and predicted. After interacting with just 25% of the picture, students were allowed to remove the cardstock and see the rest of the picture.
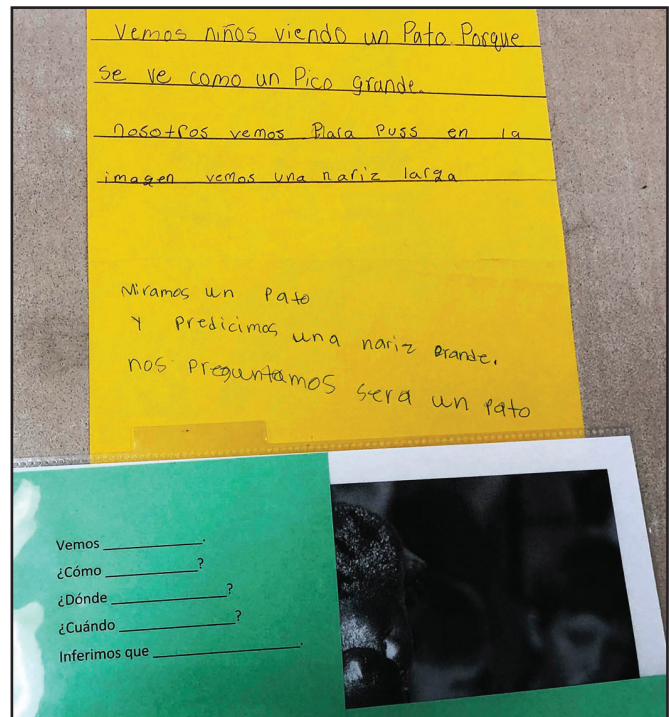
A modified Observation Chart gives pairs of students the opportunity to make observations, pose questions, and make hypotheses.

After this activity, I created a Pictorial Input Chart, a large chart with categories of information, on the platypus. I wanted us to write a shared writing paragraph (a Cooperative Strip Paragraph) to synthesize why the platypus is such a strange animal, but I decided to use some AVID strategies to help each team of students create the sentence they would add to the class paragraph.

One of AVID's best-known strategies is the use of Cornell notes to help students interact with their notes and master content. I decided to blend the

Learning From Each Other:
Making the VISITAS™ Process our Own

by Kelly Bradley—Teacher, Lockwood Elementary School, Clovis, NM

At the start of a new school year, teachers are scrambling to get everything ready and intent on settling in with our new students. We work hard to start the new year off right. The last thing we want to hear is that there is going to be another training to prepare for in-class observations! In school year 2017-2018, my colleagues and I were pleased to learn that this round of observations would be in our hands as teachers; we would be in charge of the focus and would decide how our observations would be used. The staff came together to use DLeNM's VISITAS™ process to find out how to make our school better as a whole and improve our instruction (for a detailed explanation of VISITAS™, please access the Winter 2016 issue of Soleado at *www.dlenm.soleado).*

I'm a first-grade teacher at Lockwood Elementary School in Clovis, a city of about 38,000 people on the eastern plains of New Mexico. Lockwood Elementary is a Title I school with 389 students, 38% of whom are labeled as English learners. Lockwood Elementary teachers and administrators are committed to providing our K-6 students with a high-quality education. With that goal in mind, our Instructional Council invited Dual Language Education of New Mexico to train the Council in Contextualized Learning for Access, Validation, Equity, and Success (CLAVES™). An important component of CLAVES™ is the VISITAS™ process by which small groups of teachers visit each other's classrooms for a non-evaluative opportunity to observe the classroom environment and watch their colleagues' instruction. The Instructional Council had the staff meet in small groups to discuss what professional development sessions we had attended and what areas of instruction we as teachers would like to improve. After much discussion, we decided to focus on language— teacher talk, student-to-student talk, and the development of academic vocabulary. Our students often struggle to express their higher-order thinking, giving the deceiving impression that they are unable to keep up with grade-level content. Rather, their academic English language skills are not yet developed enough to reflect their thinking.

I teach in an English classroom with students at varying levels of English proficiency. It can be very frustrating for young learners to be unable to fully express themselves, so I wanted to give them as much support as I could both in and out of the classroom. We also wanted our students to be able to use academic vocabulary correctly during class discussions and when answering written questions. We believe that all of our students would benefit from a focus on language—on producing well-constructed oral and written sentences. In VISITAS™ terminology, we now had our "look fors"!

The next step was to arrange for peer observations or classroom visits … this was the part that made everyone nervous. When teachers hear the word, "observation," we automatically get stressed and start trying to plan exactly what we are going to say and how and where we are going to stand. The staff was split into two groups: those being observed and those observing. The next time we went through this process, we flipped the roles. This gave all of the teachers the opportunity to be in both positions.

The observing group was split into two different groups and were given the specific classrooms their group was going to observe. Everyone had their look for instructional-focus forms, clip boards, and pencils in hand. The instructional-focus forms were very simple: most importantly, there were to be no teacher names recorded, each classroom was numbered by the first classroom visited, the second classroom, and so on. Our visits to each classroom lasted about 10-15 minutes. During that time, we were to record only what we saw and heard—were there sentence stems posted, what kind of language did the students use when they spoke to each other? We avoided any evaluative comments, even positive ones! Once everyone was done observing in the classrooms they were assigned, the group met to chart all of the quantitative data that was collected, for example, "2 out of 5 classrooms had sentence stems posted," "in 4 out of 5 classrooms the desks were arranged to maximize team or group

work," or "in 1 of 5 classrooms the teacher gave the students time to turn and talk to one another about information presented." At the end of the day, the staff would meet as a whole to see what the schoolwide quantitative data showed regarding the ways teachers helped students develop more academic language. As a staff, we needed to determine if our efforts were effective enough. Did we need more training? Did the staff believe that we had mastered academic language-development strategies and could start talking about our next goal or "look for" to help make our daily instruction more rigorous and give it more depth?

A student in Ms. Bradley's class leads the students during a lesson in math.

We devoted many staff meetings to studying the data we collected during our first VISITAS™. Since our meetings often took place in classrooms, we started to notice what was posted on classroom walls, how the rooms were setup, what charts were available as resources. Many of us started taking pictures of everything posted to reflect back on. Then we moved on to observing instruction with teachers using their planning time to visit colleagues' classrooms. We observed teachers using a variety of strategies in order to support students' use of academic language. In the accompanying picture, my students practice using sentence stems during a student-led activity. They were able to recognize and read the math vocabulary in sentence stems, discuss *What's My Place, What's My Value*, and break down the number of the day.

After observing teachers in action using different strategies, we were given time to go back to our classrooms and try them for ourselves—making adjustments according to our content and grade level. The VISITAS™ process helped keep teachers accountable for attempting new strategies and methods, which means that we had plenty of time to work on using various strategies, visit the same classroom or another to see how teachers modify

for their context and then go back and try it in our rooms. This was done over months, not days or weeks. We all knew and understood that we had to have time for observing our peers, practicing in our classrooms, and then practicing some more.

By the time we went back for our second round of formal VISITAS™, we were able to narrow down our "look fors" to the use of sentence frames as a highly effective way to promote both academic language vocabulary and more formal language structures. Our data showed that Lockwood teachers were using stems consistently across grade levels, giving our students a well-used scaffold. Sentences stems became something that teachers thought of and posted even when they weren't formally planned. As Lockwood staff became more and more comfortable with using sentence stems we were able to move on and find something else that we would like to work on as a staff to better support our students.

This year (SY 2019-20) will be Lockwood's third year of using VISITAS™; we all know what to expect and how to identify our instructional focus (planning for peer interaction), plan the observation schedule, and dump the data without stress or anxiety of being observed. We are able to talk and communicate openly with each other and volunteer our classrooms for teachers to come in and observe. We have also been able to share, without feeling like we are boasting, the strategies that we are using and want others to see. The VISITAS™ process brought us together as a staff to share thoughts and ideas, to collaborate, and even to build and expand on each other's ideas. The entire process was directed and run by Lockwood's teachers as a way to help us work together to come up with new ideas to help our students be successful. This is a program that Lockwood will keep using, because learning from each other is sometimes when we learn our best practices.

A Significant Funding Boost for ESEA Title III

by James J. Lyons, Esq.—DLeNM Senior Policy Advisor

The 116th Congress, sworn in on January 3, 2019, is remarkable in many respects, but maybe most of all in its composition. As National Public Radio reported in January, 2019, "there are 15 percent more women in this Congress than there were last session. There are now a record number of women of color in the House. There are also a slew of firsts: Congress now has its first Native American women, Muslim women and youngest female member ever."

Representatives Nita Lowey of New York and Rosa Delauro of Connecticut work together on the House Appropriations Committe to increase funding for ESEA Title III.

Politically, the 2018 elections brought about a shift in power with Democrats gaining a majority in the House of Representatives for the 116th Congress. The Democratic majority elected Representative Nancy Pelosi of San Francisco to be Speaker of the House, a position she also held from 2007 to 2011 during the 110th and 111th Congresses.

The partisan realignment of House committees also saw two women selected by their Democratic colleagues to head important bodies which control spending. Nita Lowey, representing parts of New York's Westchester and Rockland Counties, was chosen to chair the Committee on Appropriations, and Rosa DeLauro, representing New Haven and adjacent Connecticut communities, was named chair of the Appropriations Subcommittee on Labor, Health and Human Services (HHS), and Education.

On June 19, 2019, the House of Representatives passed H.R. 2740, the Labor, HHS, Education Departments' FY 2020 appropriations bill. The legislation, introduced a month earlier, was sponsored by the subcommittee's chair DeLauro. The legislation includes $189.9 billion in funding for education, an increase of $11.8 billion over the 2019 enacted level and $48 billion over the President's 2020 budget request.

H.R. 2740 appropriates $980.4 million for ESEA Title III, an increase of $242.6 million over the $737.4 million in current spending and the Trump administration's request. The purpose of ESEA Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. The Committee report explained the reasons for this "historic" increase:

> Federal data shows that significant achievement gaps exist between English learners (ELs) and their peers; however, the funding to support these students has been flat for many years. This comes at a time when many States and school districts have experienced rapid growth in their EL populations. Providing increased resources to improve educational quality for EL students is a top priority for the Committee.

The "flat" funding of Title III noted by the Committee was not so much the result of partisanship as it was of bipartisan neglect. Hopes that President Obama would seek a substantial increase in Title III funding were dashed at the outset of his administration when Congress passed his American Recovery and Reinvestment Act of 2009 (ARRA) to stimulate an economy that was in near free-fall. Education funding received a $92 billion boost to stabilize state education spending and to promote important educational programs. Notably, not one dime of ARRA funding was directed to Title III!

Subsequent budget requests to Congress by President Obama during his two terms did not call for substantial increases for Title III. Accordingly, the programs and services for English learners and recent immigrant students shrank as inflation and growth of the eligible student population reduced the value of Title III to states, school districts, and most importantly, the students in need of those programs and services.

The committee report on the FY 2020 appropriations bill passed by the House noted another important shortcoming in Title III funding.

> The Committee is aware that the statutory formula used to make English Language Acquisition allotments to States … does not fully capture children and youth who relocate from the U.S. territory of Puerto Rico, where Spanish is the primary language of instruction, to one of the 50 States or the District of Columbia. The Committee-recommended funding is intended to help in addressing this need.

Celebration of the substantial increase in Title III funding provided by the House would be premature as it is an unfinished matter. The Senate must pass its own FY 2020 Labor, HHS, and Education appropriations bill. Then House and Senate conferees must resolve all differences between the bills passed in both chambers. And finally, President Trump must sign the reconciled measure.

The Senate's lethargy in passing appropriations bills required that Congress pass a continuing resolution to prevent a government shutdown on October 1st. At the beginning of FY 2020, Labor, HHS, Education Subcommittee Chair Senator Roy Blunt (R-MO) released his draft bill, so we now know the amount of Title III appropriations contemplated by the Senate. No surprise, it provides level funding at the FY 2019 level of $737.4 million as requested in President Trump's budget.

Despite the Senate's decision to request the lower funding called for in the president's budget, it is entirely appropriate for the dual language education community to thank House leaders for their request for higher funding. Letters to the chair of the Appropriations Committee, Nita Lowey, and Labor, HHS, and Education subcommittee chair, Rosa DeLauro, should be sent as soon as possible. The letters can also state your hope that the House will remain steadfast in its support for increased Title III funding during upcoming negotiations with the Senate on FY2020 spending. By the time of *La Cosecha* in Albuquerque, we may know exactly how much assistance the federal government will provide to English learners and recent immigrant students. Hopefully, we will have something to celebrate!

A summary of the House of Representatives' fiscal year 2020 Labor, Health and Human Services, and Education bill can be found at: *https://appropriations.house.gov/sites/democrats.appropriations.house.gov/files/FY2020%20LHHS%20Filed%20Bill%20-%20HR2740.pdf*

The text of the bill can be found at: *https://appropriations.house.gov/sites/democrats.appropriations.house.gov/files/Base_xml.pdf*

> *Members of the House Appropriations Committee can only be contacted by way of 'hard mail' through the United States Postal Services or FedEx. Letters may be addressed as follows:*
>
> *Reps.Nita Lowey and Rosa Delauro House Appropriations Committee, H-307 The Capitol, Washington, DC 20515.*

use the content to drive authentic learning and interact in meaningful grade-level conversation. That year, however, the class was not functioning well for any of us. Students new to the class were either too shy to speak or demonstrated their lack of interest in reading or writing by acting out. The upperclassmen who had worked with me in previous years encouraged those new to the class to give the class, and me, a chance. In spite of that, even my returning students admitted that they argued and talked over each other when discussing the assigned novels. Something had to change. The learning environment was dysfunctional—we all knew it.
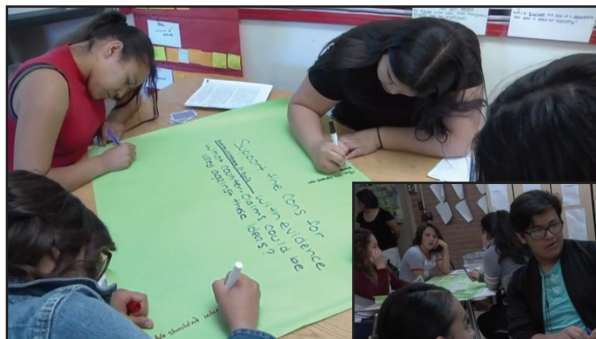
Students follow the Paper Chat and Carousel Conversations Mix-up protocol to have respectful conversations.

After 16 years of teaching ESL at the secondary level, this class environment was heartbreaking, and I did not know what to do. I did not know how to inspire 34 ELs who read and wrote multiple years below grade level to want to read and write, much less to engage in meaningful conversation about our texts. I did not know how to reach each student to support their learning needs, whether it was a lack of skill or a lack of will, to lessen the achievement gap between them and their non-EL peers. I did not know how to prevent students who had previously loved working in my classes from dropping this particular section because they did not love the dynamics of that large group. I did not love the dynamics of that large group. I believed in my students and they believed in me. How was I going to help them?

 I reached out to my supervising administrator, Mr. Anthony Branch. He knew the struggles we were having, and suggested incorporating stations into the classroom. I would be lying if I said that I was excited about this proposed solution. How does one use stations well at the secondary level? More concerning, how was I supposed to use multiple, concurrent activities to engage 34

students who, at the time, were not functioning together on one activity? The solution required only that I ensure access to grade-level learning; the classroom instructional activities needed to be standards based: all reading, writing, speaking, and listening development had to align with the English Language Arts standards for Grades 9–12.

Armed with standards-based parameters and an instructional solution that I was not sure how to implement effectively, I went back to my students. They were anxious to hear what had been suggested to eliminate the dysfunction in our classroom. That day was the first day of our best year together. That was the day we learned together what the power of compassion, collaboration, and communication can do for a learning environment.

After proposing the solution offered to me to plan for learning stations, I offered myself up to the students to guide the development of our work. I asked them what they needed. I surveyed them first to allow them to each have a voice in our classroom. What did they want to do? What support did they need from me to be successful? What did they need from each other to create a respectful learning environment? What strategies did they find most helpful to process their understanding?

This line of inquiry felt counterintuitive. I was the teacher, right? I should know how to proceed. In reality, the students knew exactly what they needed: topics of interest to them, opportunities to write independently to process their own thoughts, and safe, structured interactions with classmates to build upon their understanding. Together, we decided that we would research current events and controversial topics. Incorporating their ideas into the course development made them feel respected and heard. They felt like young adults whose ideas

were valued and important for the entire group.

Every 4 to 6 weeks, we met to brainstorm current topics they were interested in researching, narrowed them down to the top three topics through voting, and then, by consensus determined what topic would guide our learning for the next few weeks. At every stage, they had a voice in our work together. With each cycle of learning, the topics became more challenging, more difficult to discuss and debate: from school uniforms to arming teachers with guns, from impeaching the U.S. President to the United States' involvement in Syria.

Using their interests, we developed a system of working together that incorporated both a digital classroom and tangible strategies. Procedures were key in developing their collaboration every step of the way. In addition to a lot of patience from all of us, our first round of learning required clear expectations of how to use the internet to research reliable articles, collaborate virtually in Google Classrooms, ask high-level questions to guide their research, support their written work with evidence, and debate topics smartly. Every day, the expectations were provided to them both orally and in writing. And every day, the students were asked what worked for them and what we could improve upon. Over time, the expectations developed into a well-functioning classroom culture in which they asked questions, researched independently, shared their research with their group virtually, and discussed their viewpoints respectfully.

Strategies and scaffolding supported the students through every phase of their learning. A multitude of strategies were implemented to develop their confidence: respectful brainstorming; explicit instruction on how to ask questions; clear time limits for reading, writing, and sharing ideas; sentence stems to support both oral and written responses; visible and tangible means to ensure all students participated in conversation; idea mapping; and conver-stations (see pages 14-15). Core strategies that guided research, writing, and conversation evolved to drive deeper levels of learning while support remained available for those who needed it. By our last cycle of research and debate toward the end of the school year,

many students no longer needed sentence stems, guiding questions, or accountability measures for engagement in conversation. The students had become highly capable of engaging in deep levels of learning without much more from me than facilitation and progress monitoring. The final evolution in my classroom can be seen at the link at the end of this article.

The evolution of our classroom resulted in ELs who believed in their own abilities to engage in learning. Shy students became vocal and confident. Apathetic and uninterested students found the learning to be fun, challenging, and interactive. Students bored with the provided curriculum became curious learners. And all of my students felt more confident in their abilities to read, write, work as a team, and carry out meaningful conversations. Many students claimed that the skills provided through our work transferred to their other classes. They became focused learners and willing helpers in each other's learning, comfortable expressing their opinions.

My students knew they improved behaviorally and academically. They have attributed their success to my trust in them, my belief in them. In turn, they trusted me with their education and believed in themselves. None of our work together was determined unilaterally through authority; instead, we became a highly interdependent team that pushed each other to keep working harder. We didn't take time off. Every minute mattered. Our year together helped us all improve. They became better learners, and I became a better teacher.

An explanation of the strategies and scaffolding discussed in this article can be found on pages 14-15.

A video of this class in action can be found on the DLeNM website, at www.dlenm.org.

Ms. Kumbalek's Strategies and Scaffolding that Support Respectful Collaboration

Unit Introduction and Development:

- **Unpacking the Unit Objective**: Students identified what actions they would take in the unit, what standards-based content would be learned, and the purpose for the unit.

- **Student Input**: Based on the unpacked objective, students identified their current learning strengths and needs, possible strategies to support their learning from the teacher, each other, and themselves.

- **Topic Brainstorming & Categorization**: Students listed topics of interest for research individually, narrowed down the topics within work groups, and shared three with the whole class on Post-Its. The class categorized the topics, moving Post-Its into groups.

- **Topic Identification via Consensus**: Work teams presented pros and cons of topics and voted upon the topic of focus for the unit.

Student Learning:

- **Developing Research Questions**: Students asked level 1, 2, & 3 questions about the topic to drive research.

- **Collaborative Research**: Work teams split the research questions equitably and used databases and online newspapers to research the unit topic.

- **Independent & Small Group Writing**: Daily, work teams created and added to a synthesized report in Google Classrooms.

- **Small Group Oral Processing**: Daily, work teams discussed their individual research and how it connected to each other's new information. New research questions were developed to drive deeper research.

Conver-Stations—Paper Chat & Carousel Conversations Mix-Up (Wessling, 2018):

- Work teams were provided one of the driving research questions. For 2 minutes, they independently responded to the question on a table poster using their research.

- Work teams discussed and debated the question for 7 minutes. They began by using the support of their written ideas. As the conversation grew, they could choose to utilize their research as a support.

- Work teams rotated to the next table's research question, leaving one team-member 'expert' behind to facilitate the conversation with the new tablemates.

- The table facilitator read the research question to their new tablemates.

- The new tablemates responded to the question on the poster independently for 2 minutes while the table 'expert' added ideas to the poster based on the last conversation.

- The student discussed and debated the question for 7 minutes.

- A new table 'expert' was chosen before students moved to the next table's research question. This was repeated through all of the research.

Oral Language Supports:

- **Accountability Playing Cards**: Each student was provided three playing cards, face up. As students participated in the conversation for each research question, another student could
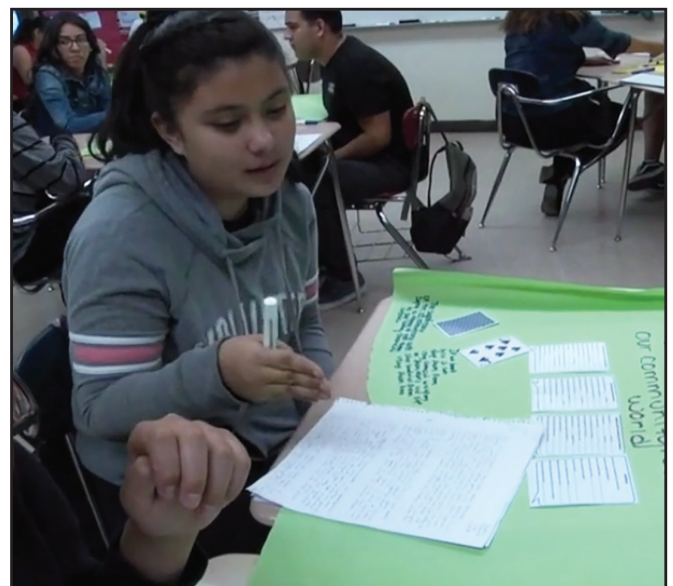
The structure of Conver-Stations support the students in respectful discussions.

give a card away if the input to the conversation was meaningful and/or added a question that drove the conversation deeper. The receiver turned the received card upside-down. When all students in the group received three cards, now upside-down to reflect their participation, they could repeat the process until the time was up. As the year progressed, students determined if the cards were needed depending upon their peers' engagement in the conversation.

•**Sentence Stems**: Student were provided sentence stems that supported their ability to connect with ideas from their peers, ask questions, and introduce conflicting opinions respectfully. Over the course of the year, sentence stems were available, however, students used them only as needed.

End of Unit Reflection:

•**Independent Assessment of Learning**: Students wrote their understanding of the topic of discussion, newly developed questions, and reflection of their developed opinions regarding the topic in a Google response.

•**Unit Survey**: Students responded to a survey to determine if the unit objectives were met, what went well, what needed improving for the next unit of study, and how to improve our ability to support each other's learning.

•**Whole Class Discussion**: Students engaged in a conversation regarding their responses to the survey to identify adjustments to consider for the next unit of study.

References

The Teaching Channel (Producer). (2018). *Conver-stations: A discussion strategy.* S. B. Wessling. Available at: *https:www.teachingchannel. org/video/conver-stations-strategy*

Honoring Indigenous Language Teachers at La Cosecha

by Patrick Werito—Coordinator of Tribal Initiatives, DLeNM

Dual Language Education of New Mexico has chosen to strengthen the long-standing Indigenous language strand of offerings during La Cosecha as an exciting and concrete way to honor Indigenous languages and those who are instrumental in stemming language loss. Tribal communities face a tremendous challenge in preserving their community language. They face a delicate balancing act: young members need support to be successful academically while efforts are made to bolster the vibrancy of the language that has sustained their Indigenous way of life and the cultural identity of its members. Some tribal communities do not view their Native language as a vehicle for learning academic content. Some continue to grapple with varying perceptions and attitudes toward the local Indigenous language and English. Others are working to adopt and affirm a local narrative on language learning. The power is in the relationship between the schools and the communities they serve.

A Social PowWow will feature a special Adult Women Jingle contest honoring Indigenous language teachers.

La Cosecha 2019's Indigenous Language Strand will showcase Indigenous language teachers and the different strategies they apply in support of language preservation and revitalization at the classroom, district, and higher-education levels. These presentations will take place November 15-16, Friday and Saturday of La Cosecha 2019 and will include a social powwow Friday evening at 5:00.

The Indigenous Language Strand boasts broad representation from different Native communities. Dr. Cornel Pewewardy (Comanche-Kiowa), of Portland State University and Dr. Vincent Werito (Diné) of the University of New Mexico are featured speakers. There will be presentations by representatives from Hawaii, the Cherokee Nation, Alaska, and various Indigenous language programs from Oaxaca, Mexico. Diné language teachers from the Navajo Nation offer strategies and approaches that support language learning in their contexts. Pueblo language teachers representing Keres and Tewa speakers share program models that support their community efforts to revitalize their unwritten languages. There will also be presentations from representatives of the Washington-based Joint National Committee for Languages as well as the Institute for American Indian Education.

The Indigenous Language Strand presents the first-ever social powwow showcasing Native American dancing and singing. The Social PowWow will begin with a Gourd Dance at 5:00 pm on Friday evening in the Northwest Exhibit Hall. The Grand Entry will begin at 7:00 pm. There will also be a special Adult Women Jingle contest honoring Indigenous language teachers and sponsored by the Head Woman, Sariah Werito, a 19-year old student at the University of New Mexico.

Dual Language Education of New Mexico is proud to support the preservation and revitalization of Indigenous languages. The exponential rate at which these languages are being lost is of critical importance to us all. By giving Indigenous community members, teachers, and advocates a platform to share their strategies, struggles, and best practices, DLeNM hopes to strengthen their efforts.

At the end of the spring semester, the Dual Language Goal Team scheduled several days of bilingual seal presentations. Community members were asked to serve as judges and parents were invited to attend the presentations. It was the highlight of the end of the year. Students who met portfolio and presentation requirements were scored using the Bilingual Seal Components Rubric provided by the district, and all students passed. The feedback from the judges and parents was overwhelmingly positive—they were particularly impressed by the students' fluency and competency in both languages. The students also were very proud and happy to have completed their presentations.

Here's what a few of our students had to say:

The bilingual seal was a relief. My mother was born in Mexico, so Spanish was her first language. For me though, I never really thought I was any good at speaking Spanish, as it is my second language. And so getting my bilingual seal was great. I enjoyed the community services. My mom and mentor (Ms. Salgado) helped me a lot, and overall, it was a great experience. Julius Wurzel

Trabajando en mi sello bilingüe era una buena experiencia porque pude hablar los dos idiomas en mi servicio comunitario. And I felt very proud of myself because I never gave up and even though it was hard work, I was trying my best because you just have to believe in yourself and never give up. Antonio Iran Loera

As a final recognition at the end of the year, all fifth-grade students who earned the APS Elementary Bilingual Seal were recognized at our end-of-year fifth-grade promotion ceremony. They were given their Bilingual Seal Certificate as well as a special scarf to wear at the promotion. It

Proud bilingual seal recipients pose with their principal, Mr. Eder Ortiz and their mentors.

was a wonderful way to celebrate the end of fifth grade and to reflect upon their accomplishments from kindergarten to fifth grade at East San José.

Looking forward, 30 young students have accomplished the challenging work of earning their Bilingual Seal. They have been learning in two languages throughout their elementary years. Many have expressed a plan to earn their bilingual seal upon graduation from high school. As a school we can all celebrate their success and look forward to improving our implemention of this process next year. Our technology teacher is already planning to devote her computer-lab time with the fifth graders to work on some of the seal requirements. Mr. Ortiz has plans for a parent meeting at the beginning of the school year so that parents are aware of all required components early on.

As we progress with our dual language program at East San José, we will continue to implement the three pillars of dual language education. Pillar One embodies bilingualism and biliteracy where students can speak, read, write, and use each of the two program languages to support the continued growth of the other. Pillar Two ensures high academic achievement in both languages where students achieve grade-level expectations in core and special courses. Pillar Three represents socio-cultural competence where all stakeholders work to ensure equity by understanding and advocating for the cultural, linguistic, and socioeconomic needs of all. These three pillars of dual language are represented in our students' bilingual seal.

Pictorial Input Chart, the Cornell method, and the Cooperative Strip Paragraph in order to help students take ownership of their learning process. First, I took a picture with my cell phone of the *ornitorrinco* Input Chart that I had created in front of the students. I then printed out black-and-white pictures of the chart for students to cut out and glue into the "notes" section of an AVID Cornell note template. That first day with the notes, students wrote in the topic and essential question, circled key words, and highlighted key ideas. The following day, I directed my students' attention to the essential question of the *ornitorrinco* Cornell notes: *¿Por qué es el ornitorrinco un animal singular?* Why is the platypus an unusual animal? I asked students to reflect on the information they aquired through the written text and the Input Chart and write their own answer to this essential question in the summary section of the Cornell note paper. Students read their individual answers to the rest of their four-person team. Finally, team members collaborated to combine, revise, and ultimately choose which sentence they wanted to write down on a sentence strip to add to the class paragraph. We then revised and edited the paragraph as a class.

I have also used Cornell notes for extended 10-2s I give my students when I present input charts. Students know that when I am first presenting an input chart, my expectation is that they are 100% focused on the chart and me; they should not be writing. However, I can print off copies of Cornell notes ahead of time with questions written in the left-hand column. The students can refer to those questions when I give them 2 minutes to turn and talk to an elbow partner to process the information I presented to them in the 10 minutes prior. During their 2-minute processing time, students discuss the questions orally before writing (or sketching) their answer in the right-hand column.

One way to target academic vocabulary during 10-2s is the use of a Communal Word Bank. With this AVID strategy, you let students know that they will be discussing a certain topic with a partner and you ask them to call out key vocabulary words that might be important to use during their discussion. You scribe four to eight vocabulary words on the board and challenge students to correctly use as many of those words as they can in their responses. If you call on students to share out what they discussed, you can ask the other students to practice active listening and snap their fingers any time they hear those communal vocabulary words being used.

Another AVID strategy that works well with GLAD strategies is a reading strategy called "Inside-Outside-Outside." This strategy is a way to help readers increase their independence and be able to decipher what unknown words mean. The premise is that when a reader encounters a word that they do not understand, they should first look *inside* the word itself for word parts, cognates, and related words. Sometimes, looking "inside" the word is all they need in order to figure out what the word means. However, if the reader still doesn't know what the word means, the reader should look *outside* the word for context clues. If, after looking for context clues, the reader still doesn't understand what the word means, the reader is allowed to look *outside* the text itself, in a dictionary or thesaurus, for the official meaning. The final step is writing a definition in their own words of what the word means. This strategy can be part of "think-alouds" during whole-class instruction and explicitly modeled during small-group instruction.

In "literature circles," one of the assigned roles is that of Questioner. I taught my students about Costa's three levels of questions (gathering, processing, and applying) so that the Questioner could practice crafting questions from each of the three levels (Costa & Kallick, 2008). AVID depicts Costa's levels of questions as three levels of a house, with Level 1 being the foundation for all subsequent levels. I also included a picture of a traffic light and connected each level with a color. Level 3 questions were red because you have to "stop and think" in order to answer them. Both AVID and GLAD use activities that require student-generated questions. By explicitly teaching my students about Costa's three levels of questions, I helped them to engage in more serious inquiry.
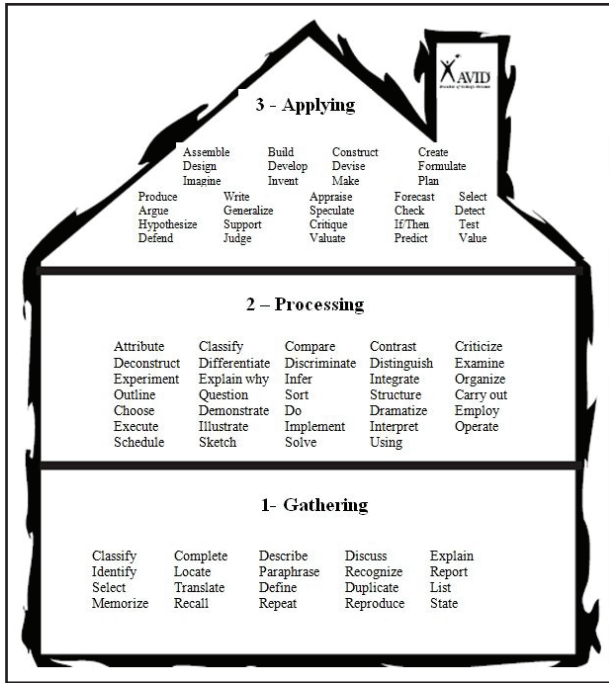
This image of Costa's Levels of Questions serves as a scaffold for students during literature circles. Other AVID resources can be found at avid.org.

Above all, my experiences with AVID and OCDE Project GLAD® have reinforced the importance of our agency as teachers. We get to choose how we are going to use different techniques and resources in our class. It is our privilege to experiment with strategies until we find out what works best for our students. I originally started using AVID and GLAD together as a way to survive my first years in the classroom ... and to help my students survive me! In the process, I learned that students yearn for chances to write academically, engage in authentic inquiry, collaborate effectively, organize their thoughts and their resources, and read engaging texts. I have loved seeing how these strategies combine to help my students and me to thrive!

References

Costa, A. L., & Kallick, B., (2008) *Learning and leading with habits of mind: 16 essential characteristics for successs.* Alexandria, VA: Association for Supervision and Curriculum Development.

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☐ California Association for Bilingual Education—CABE 2020—A Perfect vision for multiculturalism and multiliteracy:
April 8-11, 2020, San Francisco, CA. For more information or to register, please visit *www.gocabe.org*.

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April 23–25, 2020, in Bellevue, WA. For information or to register, please visit *www.wabewa.org*.

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