Soleado

Promising Practices from the Field

Leveraging Challenges to Increase Access and Engagement of Benchmark Advance with Project GLAD®

by Sarah Ansari, M.Ed. and Lilia Tsui, M.Ed.—ELD Specialists and OCDE Project GLAD® Teacher Trainers, Dublin Unified School District, San Francisco Bay Area, CA

Dismissively waving her hand at rows of shrink-wrapped curriculum, Mrs. A. declared, "Benchmark is just way above their heads. I hate it!" It was a few months after our school district adopted the new English Language Arts curriculum, Benchmark Advance, or BA. The dislike for BA had clearly transferred to her students. Every time she asked them to take out their BA readers, she was greeted with a collective groan of displeasure. Unfortunately, this was not an isolated case.

OCDE Project GLAD® strategies have given teachers and students in Dublin Unified School District greater access to Benchmark Advanced materials.

An Unwelcome Curriculum Adoption

With no formally adopted districtwide ELA curriculum for the past 5 years, teachers had been creating or downloading their own ELA materials and teaching them however they chose. While many teachers appreciated the creativity and autonomy this allowed, it posed significant challenges as well. Consistency and continuity across and between grade levels was scant. This made supporting multilingual learners in different classes extremely challenging, as they were all learning different ELA content at different times.

In our roles as ELD Specialists and OCDE Project GLAD® (Guided Language Acquisition Design) Teacher Trainers in Dublin Unified School District in the San Francisco Bay area, we work in different classrooms across various school sites. It didn't take long for us to notice that the same general sentiment Mrs. A. had shown towards the BA curriculum was in fact shared across the district. The shift to having a prescribed curriculum did not go over well. But why? "The level is just too high," and "The texts are so dry" were the two most commonly cited reasons for the frustration with BA. Some teachers dug in and gave BA their all, mustering their most positive outlook. However, they were often dismayed when, despite their best efforts, the majority of students scored in the failing range on assessments. Others refused to try the new curriculum. Most teachers fell somewhere in between, reluctantly trying BA. What was consistent? Students were not receiving

Inside this issue...

La enseñanza basada en relaciones: Cómo habilitar los superpoderes secretos de estudiantes bilingües de secundaria

por Ron Yoder y Loretta Sandoval—Maestros de matemáticas, Escuela Preparatoria Atrisco Heritage Academy, Albuquerque, NM

El escenario

«Señor Y, ¡tiene ojos azules hermosos!» Esto, de dos chicos que acababan de entrar a mi clase de Álgebra I bilingüe la primera semana de 2020. ¿Cómo reaccionar? «Bueno, ¡gracias!» les digo. El día anterior, en una capacitación AVID (Avance Vía Determinación Individual) al final del día, nuestra subdirectora facilitadora comentó: «Estudiantes de noveno grado: ¡hay que amarlos!» Es impresionante cómo construimos relaciones con nuestros estudiantes desde el primer día, además de enseñar nuestras áreas de contenido.

La vida es dura y pueda que sea más difícil para nuestros estudiantes que para nosotros. Nuestros estudiantes tienen una vida agitada, propensa a la ansiedad y la depresión, distraída por las redes sociales, la televisión y los celulares. Las familias están más fracturadas que nunca y un gran número de nuestros estudiantes sienten la necesidad de trabajar más de 20 horas por semana mientras estudian. Es una maravilla que los estudiantes todavía puedan funcionar.

«Estamos juntos en esto.» Los estudiantes leen este mensaje al entrar al salón.

Pero los estudiantes necesitan aprender y hacer frente sin importar sus circunstancias. Aún cuando enfrentan desafíos socioculturales más pesados, los estudiantes bilingües en particular también tienen herramientas excelentes y experiencias que puedan brindarles una ventaja.

Sucede que enseñamos matemáticas, lo que requiere un aprendizaje profundo. La belleza de esta disciplina es que fomenta la empatía. Utilizamos diferentes perspectivas para resolver problemas. Si analizamos un problema de matemáticas de cierta manera, su solución puede ser trivial. Estudiantes bilingües ya son expertos en ver las cosas desde dos perspectivas culturales. Cuando los invitamos a resolver un problema, no es gran cosa hacerles saber que ya están acostumbrados a mirar desde diferentes puntos de vista.

Enseñamos en Atrisco Heritage Academy High School, donde el alumnado es 91% hispano. Nuestra diversidad proviene de la gran variación en los niveles de logro académico y desarrollo de función ejecutiva, o sea de capacidad de tomar buenas decisiones. Tenemos estudiantes que les cuesta calcular 7 por 9, pero también tenemos otros de primer año que les encanta probar sumas visuales de series. Tenemos estudiantes que luchan contra la ansiedad y la depresión y tenemos otros que ya están trabajando en el negocio familiar y saben exactamente lo que quieren hacer durante los próximos años de sus vidas.

Nuestra facultad de 250 personas también es diversa, pero de una forma más tradicional. Somos de todas partes, con diferentes experiencias de vida y de perspectivas diferentes. Lo que compartimos es un alto nivel de empatía. Tomamos en serio el cuidado de los estudiantes y nos conectamos entre nosotros para servirlos. De lo contrario, no sobreviviríamos.

Entonces, ¿qué se supone que debemos hacer? Entendemos que los estudiantes son prioridad. Tampoco es sorpresa que cuando nos sentimos apreciados y apoyados, entonces—especialmente entonces—podemos atender mejor a los estudiantes y sus necesidades. Tenemos un fuerte entorno de apoyo donde los canales formales de comunicación resuenan con la charla informal de los maestros. Una vez más: de lo contrario, no sobreviviríamos.

Pero, «¿si el maestro y mis compañeros descubren que no conozco las tablas de multiplicar, o peor aún, que soy lento?» Es importante que dejemos en claro que, en nuestro salón de clase, no solamente permitimos errores, pero les damos la bienvenida y los analizamos. Los errores muestran que tomamos riesgos y sabemos que tomar riesgos nos ayuda a resolver problemas y desarrollar función ejecutiva. La clave es modelar, modelar, modelar. Los estudiantes necesitan practicar una y otra vez cómo arriesgarse y trabajar desde áreas de comodidad a espacios desconocidos donde pueden tener éxito aplicando lo que saben de antemano.

Aunque es importante tener una idea de cómo enseñar a los estudiantes bilingües, es fundamental que no vengamos con una mentalidad demasiada prescrita. Debemos observar y pensar primero de manera descriptiva, tal como lo hacen los lingüistas cuando dan preferencia a la gramática descriptiva sobre la prescriptiva. Es decir, se observan las reglas que usan los hablantes en lugar de imponer las reglas consideradas correctas. Mirar y escuchar cómo interactúan y se comportan nuestros estudiantes es invaluable. Como maestros, a menudo nos apegamos demasiado a nuestros métodos y sistemas de calificación. No hay que hacer esto. Más bien, es mejor que nos concentremos en obtener y dar muchas observaciones.

Recuerde que no estamos para ser el amigo de los estudiantes. Bien podemos llegar a ser su amigo, pero este no es el objetivo. Nos necesitan como un adulto que los responsabiliza mientras les mostramos amor y compasión. A veces, un estudiante con estrés emocional pedirá permiso para salir de la clase para hablar con un compañero. Está bien. Si a los estudiantes les cuesta calmarse, la solución es la conexión y confortar, no el control y criticar.

Suposiciones

Pero, un momento. El lugar para comenzar, como cualquier maestro de matemáticas le dirá, es con nuestras suposiciones. Estas son algunas de las nuestras, alimentadas por la reflexión constante sobre «¿Cómo puedo hacer que mis alumnos se involucren en su aprendizaje?» Considere estas suposiciones como puntos de conversación para generar aún más ideas de enseñanza y aprendizaje que podemos compartir.

«¡Se trata de relaciones! Cómo afectamos el sentir de nuestros estudiantes es mucho mayor que cualquier contenido que les enseñemos.» –Ginger Burk

«Una persona que se siente apreciada siempre hará más de lo esperado.»

«Los estudiantes NO son adultos. Necesitan ayuda con la gestión del tiempo, cómo estudiar, cómo priorizar las tareas, cómo desarrollar sus habilidades sociales, cómo desarrollar su carácter, etc. En lugar de asumir su inmadurez o su irresponsabilidad, debemos suponer que necesitan ayuda.» –Brad Weinstein

«Lo mejor que podemos hacer por los niños … En lugar de enseñarles cómo siempre tener éxito … ¡Debemos enseñarles cómo responder cuando no tienen éxito!» – @principal_el

«Si un niño no puede aprender de la manera en que le enseñamos, tal vez deberíamos enseñarle de la forma en que sí puede aprender.» –Ignacio Estrada

«El planeta no necesita más 'personas exitosas'. El planeta necesita desesperadamente más pacificadores, sanadores, restauradores, narradores …» –David Orr

Estrategias

¿Qué estrategias funcionan para involucrar a los estudiantes bilingües? Los mismos que funcionan para todos los estudiantes, similar a cómo las rampas funcionan no solamente para las personas en sillas de ruedas, sino que también ayudan al resto de nosotros a no tropezar en la acera. Aquí hay algunas estrategias que funcionan para nosotros:

Construir relaciones fuertes con rapidez para impulsar el aprendizaje del estudiante

⊙ Pronuncie y escriba correctamente los nombres de los alumnos. Pregunte: «¿Cómo le gustaría que dijera su nombre? ¿Cómo lo escribe?» Algunos nombres latinos llevan acentos ortográficos, como José, pero otros quizás no, como Marin. Los estudiantes se lo agradecerán. Si su relación con ellos es buena, ellos también lo corregirán.

⊙ Salúdelos por su nombre en la puerta del salón de clase y camine con algunos desde su salón después de la clase, conversando sobre cualquier cosa.

Reclaiming Our Indigenous Identity:
A Mother's Story of Resilience

by Roberta Zayas—Graduate Student, University of New Mexico,
Language Advocacy Coordinator, Indigenous Rights Center,
Program Coordinator, Office for Diversity, Equity & Inclusion,
University of New Mexico Health Science Center

My name is Roberta Zayas and I am a member of the Diné (Navajo) Nation. I am born for (maternal clan) Tsénabahiłnii (Sleeping Rock People clan) and born into (Paternal clan) Táchii'nii (Red Running into the Water People clan). My maternal grandfather is Tsénjíkiní (Cliff Dwellers People clan) and my paternal grandfather is Tódích'íi'nii (Bitter Water clan). I am a graduate student at the University of New Mexico in a dual degree program, obtaining my Masters Degrees in Public Administration and Community Regional Planning focusing on Indigenous Design

The relationship and connection to the land on which they grew up is a cornerstone of the Diné identity.

and Planning. I am also a first-generation graduate. I currently live in Albuquerque, New Mexico, but, I hale from a place known by my grandparents and their children as Red Willow Springs, Arizona, a rural area in the mountains of northeastern Arizona located on the Navajo Reservation near Sawmill, Arizona. In the Diné way, I am connected to my grandparent's homeland by being raised there and having my umbilical cord buried at Red Willow Springs. This creates a relationship and a connection between myself as a Diné woman and the land that I grew up on. I am also a lucky mother of two beautiful children and a wife to an amazingly supportive husband. In this way, I identify as a Diné woman.

For the greater part of my childhood and into my young adult life I grew up on or near my grandparent's ranch. I suppose this makes me a "rez kid." I grew up herding sheep, planting for harvest, branding cattle, hauling wood and water, and shadowing my grandmother whenever I was not at school. My mother, the sole provider for my family, inspired and encouraged me to achieve so much more than I thought that I was capable of achieving. My grandparents, aunts, and uncles also played a major role in my upbringing. With their encouragement and their commitment to pass on their knowledge, they have instilled in me the value of our Diné ways of K'é (kinship), Hozoh (harmony and balance), and Kéyah and iiná (our land and livelihood).

As I got older my circumstances changed and I left the community and cultural environment with which I was familiar and moved into the city. In this new, urban environment I grew disconnected from my language and culture. I was not hearing my language and I was not speaking it. I noticed that I was beginning to forget some dialect and some understanding of my language. This became evident when I had my children. I realized that what I had learned from my family and home community was slipping away! As a mother I needed to play an important role in connecting my children to their heritage. These realizations motivated and pushed me to reconnect to who I am as a Diné woman. I decided that I needed to make myself accountable to me.

Recapturing my heritage and balancing language and culture was a challenge for me, and in some

ways it still is. Since I grew up in a traditional Navajo environment, living in a Hogan with my grandparents and hearing them tells stories and sing songs in our language, my challenge was to stay connected to my culture and language in this urban context, and create a cultural environment to support my children and help nurture their heritage. My children have mixed heritage, they are Navajo and Puerto Rican. Finding a balance to nurture these two beautiful cultures is challenging. I will discuss how I, as a Navajo mother, keep the connection to the Dine heritage. I started with small steps, getting back in touch with family members, reestablishing kinship with family and extended family, and engaging in events and celebrations. We made trips back to my grandparent's ranch as often as we could, exposing my children to my childhood playground and showing them what it was like to be at grandma and grandpa's house.

Time spent with elders connects children to their Diné heritage.

I purchased Navajo literature and music to share with my children. I began to integrate words and phrases during daily routines such as washing hands and taking baths and during playtime, teaching the vocabulary for shapes, colors, and animals—a little at a time.

At the university, I came across a class called "Issues

Integrating words and phrases during family time naturally exposes children to language.
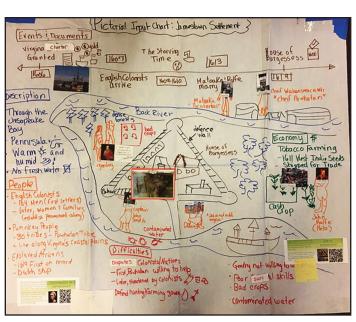
in American Indian Education" and registered for it. This is where I met Dr. Vincent Werito, who I now acknowledge as my mentor. At the time, he was beginning to organize group-learning sessions for the Diné language utilizing language immersion methodology. I made an effort to attend a session and found another way to reconnect with my language and people, but most importantly, it encouraged me to push for learning and teaching in my own home. I realized that I could initiate the process of learning, or in my case, re-learning with my kids. As time went on, I got more engaged with the local Indigenous community at events here in Albuquerque and was able to tap into additional connections and resources, networking to find ways to stay connected to my heritage while in the city.

As I got closer to graduating with my undergraduate degree, I stumbled upon a meeting in the school of Architecture and Planning where there was a group of students sharing and networking on the work that they do here in Albuquerque. Their work ranged from food sovereignty to homelessness and youth advocacy. At this meeting I met an individual who was seeking assistance in starting up a language revitalization group. This is where I found the opportunity to step up and make this initiative a part of my own personal journey. This was completely out of my comfort zone and I was not sure how I was going to accomplish the task. In a sense, my passion is what drove me to move forward. The idea of learning, re-learning, and collectively teaching with other likeminded individuals was an intriguing opportunity to me, so I took it. It's done nothing but grow since.

In collaboration with a local non-profit organization called Indigenous Rights Center, my connection to Dr. Werito, and most importantly, the support and encouragement from my family, we were able to

Getting the Most out of GLAD® Strategies: Addressing Integrated and Designated English Language Development

by A. Kathleen Salgado and Natalie Olague—Professional Development Coordinators and OCDE Project GLAD® Agency Trainers, DLeNM

OCDE Project GLAD® strategies are about providing students access to both content and academic language simultaneously. GLAD® strategies are delivered in a way that embed scaffolds for sheltered instruction (sometimes referred to as *integrated* English language development—ELD) and provide opportunities for focused language acquisition (referred to as *designated* ELD). It is this synergy that makes GLAD® strategies especially effective for culturally and linguistically diverse students. A GLAD® classroom contains a continual balance of sheltered instruction and English language development (ELD). A question that often arises from teachers participating in the six days of foundation training is whether "doing GLAD" during designated ELD time meets federal and state regulations regarding the teaching and learning of language learners. In order to answer this question, federal and state regulations must be explored, the difference between sheltered instruction and ELD must be clarified, and finally, teacher intentionality and delivery of GLAD® strategies must be rationalized and articulated. The purpose of this article is for GLAD® practitioners to address the question for themselves and articulate how they provide ELD instruction for their students.

The federal Office for Civil Rights has specified regulations for states to follow in terms of ELD programs. In addition to federal regulation, states may define further requirements. In the state of New Mexico, for example, the NM Public Education Department (NMPED) requires districts to "provide a minimum of 45 minutes

An Input Chart supports both content learning and language development.

of ELD instruction" to students qualifying for such services. For New Mexico, the PED states that "ELD instruction should be distinct from content instruction" and each district, school, and classroom teacher must rationalize how their ELD instruction is distinct from content instruction (NMPED, 2019).

Although the terms sheltered instruction and English language development are commonly used, understanding the purpose of sheltered instruction and ELD is crucial to maximizing efficiency and quality of instruction in the classroom. Th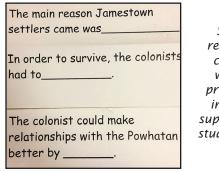e focus of sheltered, or integrated ELD instruction is on academic content with language-development support, using the content standards and state ELD standards in tandem. Sheltered instruction should occur throughout the day in all content areas and be a component of every teacher's instruction, from math, science, social studies, and language arts to physical education and art. English language development, on the other hand, is a protected 45 minutes during the school day during which the focus is on language—the grammatical structures and discourse practices of English with language development standards as a guiding document. Content can be used as an avenue to contextualize the learning during this time, but the focus is more on the language than on the content. In New Mexico, WIDA's English language development standards and students' ACCESS data are used to determine the specific individual needs of students. The ultimate goal is for linguistically diverse students to construct meaning and express ideas effectively.

"Doing GLAD" can serve as a means to deliver both integrated ELD or sheltered instruction as well as designated ELD. The distinction comes from the teacher's intentional planning and the understanding of 1) the strategy itself, 2) the rationale for the strategy, 3) key delivery steps, and 4) the specific lens of instruction. Like most of education, it is about intentionality and articulation; teachers need to know the "why" behind their planning and delivery. GLAD's input strategies, for example, align to the concept of integrated ELD instruction because all students are receiving the instruction, not just the EL students. The Pictorial Input Chart, the Graphic Organizer Input Chart, and the Comparative Input Chart all contain information corresponding to specific content objectives. Opportunities for designated ELD instruction can occur via several different avenues in the context of GLAD Input Charts; some are more obvious than others. First, during 10/2 questioning and response, using their knowledge of each student's specific speaking language levels, the teacher can support individual students to produce academic language by using the pre-planned response frames as support.

Sentence and response frames can be crafted with students' proficiency levels in mind to both support and extend students' language.
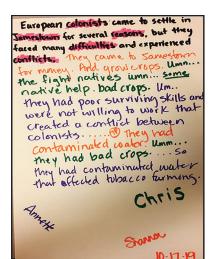
In addition, when processing the Input Chart after the initial delivery, the teacher can give students individualized processing items (e.g., pictures, color-coded word cards) based on their specific language levels. A more obvious GLAD strategy for providing distinct ELD instruction occurs during the ELD Review, where a language-leveled homogeneous small group of students is gathered around the Input Chart and the teacher uses a differentiated-question grid with optional additional pictures to review the Input Chart and provide direct instruction and in-class practice of academic language.

In addition, there are several options for collecting formative assessment data to support distinct ELD instruction using integrated GLAD strategies. The

Learning Log(s) give practice and information that can be used to develop targeted writing mini-lessons and to check for content comprehension. Responses to 10/2 questions and the ELD Review assess the speaking domain and can be used to plan further direct instruction of academic language.

Learning Logs can serve as a quick assessment for both content learning and language practice.

GLAD® integrates content and language standards, sequences delivery to provide students access to grade-level content and language, engages students in discourse, and allows for differentiation while conceptualizing content. **The table on page 15** further describes a sequence of strategies from OCDE Project GLAD®: the Pictorial Input Chart, 10/2 discussions with primary language support, the Learning Log, and the ELD Review and/or ELD Group Frame and explains how the specific lens of instruction can change the intention of the strategy.

An ELD Group Frame assesses students' oral language and provides data to move into writing.

Resources

English Language Development Instructional Framework Guidance Handbook. (2019). Santa Fe: New Mexico Public Education Department.

OCDE Project GLAD® Learning Guide (2nd ed.). (2015). National Training Center, Orange County Department of Education.

The View from Washington

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

The last months of 2019 witnessed passage of federal legislation supporting dual language education, legislation that DLENM endorsed and promoted, as popular interest in language learning reaches new highs. This brief article describes two important measures that are now law.

Funding for English-Learner Programs

Federal funding for instructional programs for English learners is provided by annual appropriations for Title III of the *Every Student Succeeds Act.* Federal funding for this program has been flat for more than a decade with Congress not appropriating additional funds to offset inflation or to account for sustained growth in the English learner population. Congressional neglect of the needs of English learners has been bipartisan; neither the Obama administration nor the Trump administration advocated significant increases for Title III funding.

The newly installed Democratic leadership of the House for the 116th Congress prioritized education funding, including expanded support for Title III. The House FY 2020 appropriations bill included $189 billion for education spending, an increase of $11.8 billion over the level of FY 2019 appropriations and $48 billion over President Trump's 2020 budget request. H.R. 2740 appropriated $980.4 million for ESSA Title III, an increase of $242.6 million in current spending and the Trump administration's request for "level funding."

However, the regular order of the appropriations legislative process was jettisoned by Senate Republicans for FY 2020, and the contents of the dozen appropriations bills required to keep the government operating were dumped in one "minibus" bill making appropriations for all federal offices and programs. By pursuing this "minibus" funding mechanism, legislators were able to skirt or change policies affecting everything from abortion to gun control to immigration and policies concerning asylum seekers, and to lift long-standing budget restrictions on government spending for both defense and domestic federal programs. Because the funding legislation is so vast and important, members of Congress are less likely to go to the mat on funding for small programs with limited reach, and bipartisan compromise is exalted. That's what happened on the FY 2020 spending for ESSA Title III. The net increase in appropriations for Title III was limited to $50 million rather than the $242.6 million provided in the House-passed bill. Still, the $50 million increase in ESSA Title III funding will help support English learners.

Passage of the Esther Martinez Native Languages Programs Reauthorization Act

In December, the House of Representatives passed legislation already approved by the Senate to reauthorize an education-grants program created under the 1974 Native American Programs Act providing limited federal funding for education programs which preserve and vitalize Indigenous languages. Signed by President Trump, the Esther Martinez Native Languages Programs Act had bipartisan support. The legislation is named after a New Mexican teacher and champion for Native languages who spent her life promoting the growth and revitalization of Native languages. The entire New Mexico congressional delegation voted in favor of the law.

Esther Martinez, of Ohkay Owingeh (San Juan Pueblo) was a linguist and storyteller for the Tewa people.

SAVE THE DATE

Dual Language Education of New Mexico

Summer Institutes

June 1 – 3, 2020 • Albuquerque, NM

AIM4S³™ Math Institute
June 1 - 2, 2020

Looking for better ways to meet the needs of your students who struggle with math? AIM4S³™ is here for you! Participate in our institute and learn exciting new strategies that have students doing the heavy mathematical thinking and questioning in your classroom.

Project GLAD®
Guided Language Acquisition Design
Summer Institute
June 2-3, 2020

Struggling to build academic language and literacy with your second language learners? Project GLAD® can help! Sessions will include: teaching for social and emotional learning, creating collaborative structures to maximize class synergy, metacognitive learning, and integrating language, content, and cultural objectives into lessons and units.

Native Language Symposium
June 3, 2020
Gifting our Language to the Next Generation of Speakers

Join us as we consider how tribal communities are meeting their obligation to gift their language to the next generation. Sessions will include teachers, advocates, tribal youth, and leaders who will share their thoughts and experiences in the urgent work of learning and teaching their native language.

DLeNM Summer Institutes are open to ALL!
For more information, visit us online at www.dlenm.org today!

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Dual Language Education of New Mexico

Check out highlights from Student Leadership Institute (SLI) 2019!
SLI is part of the annual La Cosecha Conference and brings together
linguistically and culturally diverse students to focus on issues of identity, leadership,
and the development of an asset-based perspective related to their diverse backgrounds.

Consider registering your 6th-12th grade students for SLI 2020—November 6 in Santa Fe, NM.
For more information, please visit lacosechaconference.org.

the quality of education they deserved, and teachers were frustrated.

An Opportunity Presents Itself

As OCDE Project GLAD® Teacher Trainers, we naturally upheld our own Three Personal Standards, one of which is "Solve a Problem." We recognized that the problem was in fact two puzzle pieces that easily fit together. First, teachers were looking for ways to make this new ELA curriculum more comprehensible and accessible to students, while increasing student engagement and enjoyment as they learn. Second, we now had content that was consistent across grade levels throughout the district and carefully designed to spiral and build upon previous learning through the grade levels. The solution was clear ... GLAD® strategies! Thus began our journey of supporting teachers in integrating the use of GLAD® strategies with BA.

OCDE Project GLAD® is a professional learning model that transforms the teaching and learning process with "evidence-based practices that help design classrooms and lessons where language comes alive through content" (*https://ocde.us/ NTCProjectGLAD/Pages/default.aspx*). Lessons using GLAD® strategies aim to:

> Increase student engagement through the use of academic discourse, collaborative conversations, active participation, metacognition, and reflection;

> Increase access to content and language so students have comprehensible input through research-based strategies that differentiate and scaffold, leading to the development of language proficiency and content mastery;

> Develop the 21st century skills of collaboration, communication, creativity, critical thinking; and

> Foster a positive and safe classroom culture by having an asset-based mindset with high expectations, respect, and positive interdependence.

In our roles, we continually seek opportunities to support teachers in building their expertise in ELD instruction, largely through the use of Project GLAD® strategies. Our struggles often lie in inspiring teacher interest in changing or building

upon their practice, and in working with teams of teachers in which individual teachers use different content materials. BA gave us the opportunity to leverage both of these challenges. We began testing the delivery of BA lessons using GLAD® strategies every chance we got. Certain GLAD® strategies naturally lend themselves to specific BA lessons: Fictional texts are easily made into Narrative Input Charts; timelines in non-fiction texts became Graphic Organizers. Students began enjoying BA, and comprehension of the challenging texts increased. The reception and change in attitude were astounding! Rather than moans and groans about taking out their BA materials, the disappointment came when it was time to end the lessons. "That was fun!" students would exclaim. Teachers also began to feel more confident in their ability to teach BA through the use of GLAD® strategies, and were less resistant when they were able to choose how they delivered the content. The newfound opportunity to plan and collaborate with teachers across the district also became a huge draw. Most importantly, we saw teachers readily supporting English language development using cooperative learning strategies and creating the conditions for positive interdependence amongst their students.

Gaining Traction

Using GLAD® strategies to teach BA quickly gained traction, not only with GLAD®-trained teachers, but also with teachers who had never been trained. As we modeled lessons, we became increasingly familiar with BA content and structure, discovering patterns across units and grade levels. For example, in every unit on days 3 and 5 in lower grades, and day 14 in the upper grades, the lesson asks students to compare two texts—a perfect opportunity to use a Comparative Input Chart. Through this work, we gained a much more in-depth understanding of the linguistic supports multilingual students need to be successful with the curriculum.

We began offering professional development sessions at staff-wide PD days and after-school workshops, which were very well attended. But still, there was something missing. We began to see that teaching BA lessons using GLAD® strategies was only a beginning. Without GLAD® unit planning, isolated GLAD® strategies were not being utilized to their full effect and the cohesiveness was not sustained through the entire BA unit. The strategies

did not build upon each other, as GLAD® strategies are designed to do.

Taking it to the Next Level

That's when we knew we had to go one step further. For one 4-day GLAD® Foundations demo, we created our own BA/GLAD® unit, pairing an existing, similarly themed GLAD® unit with the content from a BA unit. We wanted our unit to have the flow of a typical GLAD® unit but have the content and literacy skills that BA asked teachers to teach. The invaluable experience was a deep dive into the nuances of both BA and GLAD® and yielded a strengthened understanding of the planning and teaching processes. It was many hours of hard work but what incredible joy the process brought us!

Ways to Integrate OCDE Project GLAD® & Benchmark Advance		
Pathway A: Build in OCDE Project GLAD® strategies that align well with BA lessons	Pathway B: Use an existing OCDE Project GLAD® unit with a similar theme as your BA unit, and revamp with BA content	Pathway C: Use the BA content, texts and images to create your own OCDE Project GLAD® unit!
Observation Charts, Inquiry Charts, Big Book, Graphic Organizer, Narrative Input Chart, Pictorial Input Chart, Comparative Input Chart, Chants, SPC, Home School Connection, Listen Sketch, Expert Groups, Cooperative Strip Paragraph, Graffiti Wall (and more!) all pair well with BA.	For example, we used: American Heroes by Diana Hernández and San Bernardino educators with BA Grade 3 Unit 1 texts and images to create: Government for the People by Lilia Tsui and Sarah Ansari	The BA Unit theme, texts, and images can all be used to create your own OCDE Project GLAD® unit!

Considerations for Pathway B: Revamp an existing OCDE Project GLAD® unit with BA content
• Does a GLAD® unit with a similar theme already exist?   • How much time do you have to devote to this unit?   • What are the unit themes in the existing GLAD® unit and the unit objectives/essential questions from BA unit?   • What are the standards and essential skills on which students will be assessed at the end of the unit?   • What are some key vocabulary words that need to be included in the unit?   • Which texts in the BA unit lend themselves to the different GLAD® strategies?

We test-drove this newly created unit and it was a success! We attained our goal of increasing access to the curriculum and student engagement, as witnessed by the connections our students made between their experiences and the content and with each other. We knew we were really onto something when a newly GLAD®-certified teacher went on to teach the entire unit we created in her own class. She later shared with us:

> *GLAD has transformed the way I teach and makes me excited to come to work everyday! I am finishing up Benchmark Unit 1 for 3rd grade, which you modeled in the demo. The unit has moved both me and my students. We have cried together over the issues addressed in my unit. Thank you for the good work that you are doing. I will continue to "GLADify" my Benchmark units this year. There is no turning back for me!*

Looking Ahead

Our work with BA and GLAD® continues to gain momentum, and the journey is incredibly rewarding. We are inspired by the way a challenging situation became an opportunity to work more closely with teachers in shifting their practices to better support all students, but especially multilingual learners. As we continue to support teachers in planning units and using a flow of strategies, rather than stand-alone strategies here and there, there is much refining yet to be done. Our next steps include building more complete GLAD®-BA units and examining how BA's designated ELD materials can be enhanced when paired with GLAD®. We must further identify how content learning, English language development, and successful unit test results can be balanced.

Conclusion

Whether it be new curriculum adoption (such as sparked our journey), new accountability measures, or a deep look at data that illuminates ways in which practices are not meeting the needs of all student groups, we encourage you to take advantage of the opportunity the context provides. How can we, as educators, and those in roles that support educators, use this moment to reflect on past practices and try new ways of teaching? How can we leverage the disequilibrium to focus our efforts on the needs of our multilingual learners? We wish you the same excitement and joy along your journey to make curriculum meaningful for your students. Most importantly, we hope that this glimpse into our experience may be a catalyst for you to reframe difficult situations into opportunities for growth, creating powerful learning that impacts both teachers and students.

⊙ Dese cuenta y respete los espacios personales. Los estudiantes con raíces latinoamericanas pueden tener espacios personales más pequeños y perciben distancias de autoridad más grandes. Fíjese y apele a su sentido de responsabilidad para involucrarlos más rápidamente. Cuando hable individualmente con un estudiante, párese a su lado o háblele mientras caminan juntos para evitar ser demasiado agresivo.

⊙ Cuente historias. ¡Haga teatro! En la clase de matemáticas, cuente historias sobre matemáticos para resaltar su humanidad, persistencia y defectos. Recree el drama renacentista entre matemáticos en torneos de resolución de ecuaciones y a lo largo de la historia cuando se disputaba quién descubrió qué primero. Newton versus Liebnitz, Edison versus Tesla. No tenga miedo de inyectar comedia. ¿Un auto Tesla se convierte en un Edison si es robado?

Anuncie claramente las tareas y las consecuencias de comportamiento

⊙ Anuncie el tema y la tarea por adelantado; escríbalo en un pizarrón para que los estudiantes lo vean cuando entren a la clase.

⊙ «Trabaje en esta tarea por no más de 40 minutos. Descanse mejor en vez de desvelarse para terminar la tarea.»

⊙ «¿Quiere ir al baño, tomar agua o comprar una merienda? Dígalo. Simplemente no diga una cosa y haga otra para mantener su privilegio de salir durante la clase.»

⊙ «¿Llegó tarde? Llame a sus padres en su celular para que yo les pueda avisar.»

⊙ «¿Usó su celular cuando se supone que lo tenía que haber guardado? Déjeme ponerlo en la estación de carga para que lo lleve cuando termina la clase. ¿Otra vez? Búsquelo al fin del día en la oficina.»

⊙ «¿Hablando en vez de trabajar? Nueva ubicación de asiento. ¿Todavía? Trabaje por separado en un aula vecina, donde ya se habrá hecho arreglos previos.»

Los mensajes en este póster fueron inspirados por los estudiantes.

Use visuales para fortalecer la cultura escolar

⊙ Exhiba pósteres inspirados por estudiantes.

⊙ Ponga frases motivadoras en los escalones. Durante tiempos de pruebas estandarizadas, se puede incluir fórmulas y conceptos claves.

⊙ Diseñe una camiseta atractiva con tela de alta calidad. Aquí se ve el diseño que hicimos para los campamentos Jaguar Jumpstart y Big Future de este verano pasado. Nuestros estudiantes las visten con frecuencia.
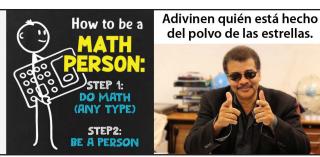
Los memes y los juegos de palabras motivan y crean un ambiente alegre y relajado en el salón de clase.

Yo le duro lo que usted **me cuide**, yo le hablo como usted **me trate** y le creo lo que usted me **demuestre**.

Frida Kahlo

How to be a **MATH PERSON:**

STEP 1: DO MATH (ANY TYPE)

STEP2: BE A PERSON

Adivinen quién está hecho del polvo de las estrellas.

Comparta citas diarias, memes y juegos de palabras (Estos fomentan un ambiente de aprendizaje reflexivo, relajado y creativo.)

- «Tome riesgos. Cometa errores. Déjese desordenar.» –Ms. Frizzle

- «Educad a los niños y no será necesario castigar a los hombres.» –Pythagoras

5. Comparta imágenes que respondan a los estudiantes

- «No te tomes en serio nada que no te haga reír.» –Eduardo Galeano

- «El secreto del humor en sí mismo no es la alegría, sino la tristeza.» -Mark Twain

Cómo medir el éxito

El éxito ocurre cuando los estudiantes comentan «¿A dónde se fue la hora?» o cuando se olvidan de llevar sus celulares de la estación de carga al final de la clase. Capture su imaginación y atención, y ellos aprenderán. Si su relación con ellos es fuerte, se sorprenderá de la profundidad y amplitud de su aprendizaje. La dificultad está en crear lecciones emocionantes y todavía tener tiempo suficiente para evaluar y diferenciar el desempeño de todos los estudiantes. Pero esa es otra historia.

To access this article in English, Relation-Based Teaching: How to Unleash High School Bilingual Students' Secret Powers, please visit dlenm.org/resource-center/soleado-newsletters/ and click on Spring 2020 Related Content.

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establish language revitalization sessions for the Diné language free to community members who want to learn the language or make the kinship connections in an urban setting. The connections that I make with my kin at these sessions and the exposure that my children get in learning their language with various age groups is fulfilling. This is what makes my work with my community and family worthwhile.

I truly feel that what made this journey possible was coming to terms with what I was losing and understanding that I could not recreate the same environment that I grew up in for my kids. However, I could still teach them and learn together with them. Finding that centeredness and grounding was key to realizing my own strengths and assets as well as the resources that were available to me. I have realized that speaking in my own language, no matter how fluent I may or may not be, provides this sense of "power" which grounds me in who I am and where I come from. Realizing this created a sense of urgency to learn with my children, because it is a part of who they are as well. Essentially, I am setting them up with a sense of self-identity for their own future.

Engaging with kin, spending time with elders who have the knowledge of the past, understanding that the person next to me could very well be my next teacher, and embracing the language of my people has created a sense of resilience in the Westernized world in which I live today. It boosts my self-esteem and builds on my own self-identity as an individual.

I have found great benefit in maintaining an honest awareness that some things do not work out as planned. Certainly, some of my efforts do not work well. But, every failure offers the possibility of a deeper understanding of the issues and clues to a better outcome. I have come to realize that expecting failure, planning for it, and finding ways to learn from the experience has changed my perspective. Although it is great to reflect on things going as planned, reflecting and acknowledging what did not work is also beneficial. I leave you with this thought—out of small things, big things can grow. I am planting the love for my language. I truly believe that it is the binding seal of our culture.

Ahéhee'

Coming together as a community to teach and learn provides participants of all ages the opportunity to develop their Native identity.

OCDE Project GLAD® Strategy	Rationale	Key Delivery Steps	Sheltered Lens (to develop content knowledge and skills, the teacher must …)	ELD Lens (to develop language to express thinking with appropriate academic language, the teacher must …)
Input Chart	To provide universal access to grade- level content and language, which correspond to specific content objectives (e.g., the water cycle).	Students are in close proximity to a penciled-in chart. Teacher completes chart in front of students, color-coding categories of related information. Teacher presents "chunks" of information by category. Students rehearse vocabulary and phrases by responding when teacher says "say it with me."	Add visuals, realia, and/or gestures to clarify specific content and concepts. Review information with content word cards and pictures or other images.	Identify specific vocabulary for word study: -parts of speech, -word structure, - prefix/suffix, and - word usage. Differentiate the review of language based on students' ACCESS data.
10/2 Discussion with Primary Language	To provide students the opportunity to negotiate for meaning.	Teacher develops intentional discussion prompts. Students discuss teacher prompts with partners. Students share discussion points with the class.	Develop questions to review content using depths of knowledge (DOK) and Bloom's taxonomy charts. Allow students to use primary language to support meaning of the content. Provide specific response frames for students to articulate understanding of content.	Develop questions to review language at various ACCESS levels: questions that can be answered by pointing or by yes or no for Level 1, Beginning students; open-ended questions for levels 3 or 4, Developing and Expanding. Pair students based on proficiency levels. Listen for students' authentic discourse to further differentiate instruction . Develop frames to target specific grammatical structures at various proficiency levels, e.g., proper verb tense, correct question forming.
ELD Review	To assess students' language development progress using the content as a vehicle to practice language.	Teacher selects a small leveled language-learner group. Students are in close proximity to an input chart. Teacher asks students questions. Teacher uses student's response to check for understanding and challenge students for deeper language production.	Develop questions to review content using depths of knowledge (DOK) and Bloom's taxonomy charts. Check for understanding of the content. Use visual/realia to support review of content.	Develop content questions linked to language standards for different proficiency levels, depths of knowledge, and grammatical forms and functions. Document student oral language production. Use visual/realia to support production of language. Monitor student for language production over time. Design differentiated mini-lessons based on student responses. Transition oral responses to supported writing opportunities.
Learning Log	To provide opportunity for students to individually process information through sketching and writing.	Teacher prompts students for written response. Students use input chart as content and language support to craft a written response.	Develop writing prompt to allow students to articulate content knowledge. Provide specific frames for students to articulate content. Assess content knowledge. Provide necessary reviews for gaps in content comprehension.	Develop prompts based on specific grammatical structures and language differentiated by student ACCESS level. Develop sentence frames to target specific grammatical structures at various proficiency levels. Assess student responses based on their proficiency levels. Design differentiated mini-lessons to support students' vocabulary and grammatical structures.
ELD Group Frame	To assess student oral language proficiency and provide valuable data to support the move to reading and writing.	Teacher selects a small leveled language-learner group. Students are in close proximity to an input chart. Teacher provides a written topic sentence based on the content of the Input Chart to a small group of students. Teacher gives a different colored marker to each student. Students provide oral statement that aligns to the given topic sentence. Teacher uses student marker to scribe students' responses.	Develop topic sentence linked to Input Chart content. Check for understanding of the content. Use visual/realia to support review of content if needed.	Develop prompt to elicit intended grammatical forms and functions. Compare students' responses with ELD standards to determine proficiency level. Plan ELD mini-lesson to address language structures—regroup students as necessary. Use students' oral responses as a draft to guide students through writing process using structures relevant to proficiency levels. Monitor student for language production over time. Continue to provide language instruction to advance students to the next proficiency level.

New Mexico Association for Bilingual Edcation—NMABE 2020—Multicultural Learning—A Proven Pathway Rooted in our Heritage, Language, and Culture:

February 10-12, 2020 at the Embassy Suites, Albuquerque, NM. For more information or to register, please visit *www.nmabe.org*.

Multistate Association for Bilingual Education, Northeast—Southern New England Regional Conference for Dual Language Programs 2020—Access and Inclusion in Dual Language Education:

March 21, 2020 (snow date March 28, 2020), Framingham, MA. Visit *www.mabene.org* to learn more.

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*.

Washington Association for Bilingual Education—The Wide world of language: Reaching beyond! WABE 2020 Annual Conference:

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

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