



Summer 2024

Embracing my Origins, Respecting my Languages: One Student's Journey

by *Miahuatl García Domingo*—Albuquerque High School Senior, NM

My name is Miahuatl García Domingo, and I am a senior at Albuquerque High School. My name, Miahuatl, means “corn tassel” in the Nahuatl or Aztec language. I am from a multilingual family. My dad is Pueblo Indian and Chicano and speaks English, Spanish, Nahuatl, and Piro. My mother is from Mexico of the Indigenous Nahua community. Her mother tongue is Nahuatl; she learned Spanish when she started school in her village and has been learning English since she came to the United States 18 years ago.

When I was younger, I only spoke Spanish and Nahuatl. The truth is that I don't remember when I started speaking English, as we had

a no-English rule in our home. Both my parents are bilingual educators and understand all too well the tendency for English to take over spaces where other languages, especially Indigenous languages, are spoken. They wanted to create a language nest for me and my sister. My parents make sure my sister and I understand the importance of learning and speaking our Indigenous languages as they are unique in the world and

embody a unique history and culture tied to our Indigenous homelands. My great-grandfather on my father's side was a boarding school survivor having attended the Albuquerque Indian School. There, Native children were forbidden to speak their home languages and were severely

punished if they were caught speaking them.

Nahuatl, my mother's first language, is of the Uto-Aztecan language family and is one of 68 distinct Indigenous languages still spoken in Mexico today. Far from extinct, Nahuatl is the largest Indigenous language group with over a million and a half native speakers in Mexico today.

Nahuatl has a long history, as it was the first Mexican Indigenous language to be written through the efforts of Spanish friars who wanted to use the people's native language to convert them to Christianity. The very name Mexico (Me-**shee**-ko) comes from the Nahuatl language and means “place of the navel of the maguey cactus.” My mother did not learn to



Miahuatl presented her Bilingual Seal Portfolio in front of three judges.

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Emerging Bilinguals—A Dancer’s Perspective

by Ana M. Martínez Fernández—ESOL/Biliteracy Teacher, Braddock Elementary School, Fairfax County Public Schools, VA

Introduction

I have been teaching English to Spanish speakers for over 26 years. Before becoming a classroom teacher, I was a member of a ballet company in San Juan, Puerto Rico, and later, both a ballet teacher and a ballet school director. The discipline and passion that I learned in those years has made me the teacher that I have become, and for this reason, I will try to share my ballerina perspective as a teacher of emergent bilinguals. First, you must understand that I see my

classroom as a stage. As the company’s director I see, on a daily basis, struggling actors and actresses as well as promising stars. I see their potential and provide necessary scaffolds as they try to read lines, sing, dance, compose, create sceneries, and more. The sky is the limit!

The Director/The Teacher

Not everyone can direct a ballet company. There is a minimum of requirements for this position. Among these are a strong technique, stage experience, artistic sensibility, creativity, leadership, and flexibility.

Likewise, a teacher of emergent bilinguals must not only have the required education like teacher preparation courses, certifications, a strong knowledge of grammar and other literacy and language skills in both targeted languages, and some experience, but also creativity and self-motivation. The educator must also be caring and flexible in order to address the socioemotional

needs of the students. Finally, the teacher must be a leader that inspires trust, engages, and motivates all students to excellence.

Initial Interview/Knowing Your Students: Connect and Engage

The director of a dance company will carefully interview every dancer in their audition. S/he reads between their words, can grasp their past training, fears, passions, hopes, and dreams, and hopes to inspire them all to become the best they can be.

S/he tries to envision their potential and maps the path for their success.

In my classroom I am the artistic director for the newcomers. In our first interview, I understand their Spanish words, their fears and their strengths. I smile as I hear them speak in this beautiful language. They are not alone. They are not misunderstood. They smile back at me. This is the beginning of our relationship. For now, I will be their voice in their new country.



The discipline and passion learned when she was a member of a ballet company in Puerto Rico helped Ms. Martínez become the teacher she is now.

I then share with them how I was born in Cuba and left as a refugee baby. We connect. Then, I add that I ended up growing up in Peru only to embark once again to Puerto Rico at the age of eight. I connect with them some more, as I can identify with their painful experiences of leaving a country, family, and friends.

Finally, destiny, as I tell my newcomers, has led me to Virginia with the purpose of making a difference in their lives. We talk about our new

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lives and our hopes and dreams. By then we have developed a relationship of trust. As their director, I will guide the new dancers into their positions.

Dancers/Emergent Bilinguals

All sorts of dancers come to audition to become members of a company. Dancers will come not only in all shapes and sizes, but some will have a stronger technique and more experience than others. Some will have more self-motivation than others. The director must assess what their level of technique is and support them in their individual needs. They are all potential dancers, future members of the corps of ballet, and even soloists or stars.

In like manner, teachers of emergent bilinguals must

understand that each student comes to the class with different linguistic needs. They must carefully assess the newcomers to identify their needs and strengths in order to differentiate instruction and scaffold when needed. The newcomers are all future members of a community, bilinguals in the making, potential superheroes, and even leaders.

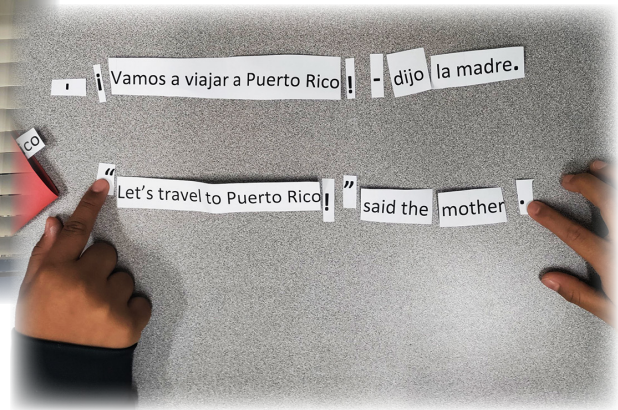
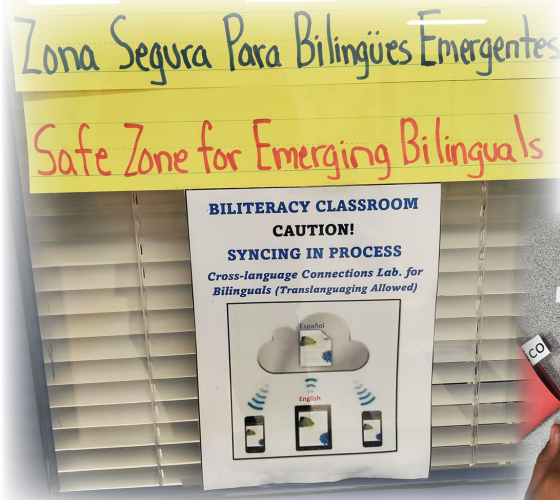
Technique/Curriculum

A beginner dancer must start by learning the basic positions, then steps, combinations, and finally choreographies. Also, a dancer must warm up before dancing, walk before running, turn before doing fouettés. This is the correct and recommended sequence to acquire a clean and strong technique.

In a similar fashion, there is a sequence that makes becoming bilingual easier. The teacher must start by acknowledging that emergent bilinguals already have a language and understand how a

language works. They must then be introduced to different essential language skills through mini lessons. It is recommended that the targeted skill be introduced in their home language, in this case Spanish, and later given examples of the same skill in English. The teacher must provide time to examine the presented skill in both languages and make connections, transfer what is similar, and learn the differences and/or exceptions that might or might not apply in English. This metacognitive activity is extremely valuable while presenting the new language. Furthermore, introduction

of some grammar concepts make sense when they are presented in a logical scope and sequence. For example, nouns must be introduced before adjectives, adjectives before comparatives and superlatives, verbs before adverbs, simple sentences before



Providing time and space to bring the two program languages together supports the students in developing as bilinguals.

compound or complex sentences, etc. I personally like to find, examine, and discuss similarities between languages and then focus on their linguistic differences when applicable. I find this makes the process of acquiring a second language more natural and more lasting.

Tools

A dancer needs mature and strong muscles for support. A good dance director/teacher will not expose a dancer to pointe shoes until ready. Similarly, a multilanguage learner must know the letters and sounds to construct syllables, words, sentences, and stories. Also, it is recommended to work with manipulatives and to use pencil and paper before using computers.

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Dual Language Bilingual Education Researcher Convocation 2023: Setting a Course for Future Research

by the 2023 DLBE Research Convocation Planning Committee

This past November, as part of the annual La Cosecha Conference, the 2023 DLBE Researcher Convocation set out to develop an action agenda that addresses current gaps in DLBE research and takes a multilingual stance in doing so. Unique to this convocation was its intention to serve as a kick-off event for future partnerships, and the formulation of research projects rather than a mere report about ‘the state of DLBE’. This convocation explicitly took a multilingual stance not only to its content (e.g., research topics), but also to the question of research design and methodologies necessary to conduct the kind of research the field of DLBE needs.

To establish the state of the field, the Convocation Planning Committee used the recently published *Handbook of Dual Language Bilingual Education* (Freire, Alfaro, & de Jong, 2023) as its starting point. This handbook not only reviews the current state of research on a wide range of topics affecting DLBE, but it also outlines five areas of research that are needed: 1) critical approaches in DLBE program development and implementation, 2) intersectionalities and identities, 3) communities and partnerships, 4) bilingual teacher education/preparation and learning, and 5) language policy. Following these five areas, convocation participants identified essential topics and research questions, methodologies, and potential funding sources to help move forward an agenda that is to be published and shared in 2024, supported by new research initiatives and collaborations.

Convocation participants included a diverse group

of researchers with active research agendas. The planning committee developed an invitation list with intentional sampling to promote and ensure broad representation from across the U.S. with experience with Spanish and non-Spanish dual language programs across specific content interests, with methodological expertise, and a research place in each participant’s career trajectory. Four of the 30+ researchers who participated were doctoral students who have already demonstrated a career trajectory.

In addition, twelve partner collaborators joined the convocation, serving as thought partners and offering their collaborative networks to this important work. In addition to special guest, Assistant Deputy Secretary & Director of the Office of English Language Acquisition (OELA), Montserrat Garibay, other partner

organizations included SEAL-Sobrato Early Academic Language Foundation, the National Dual Language Forum, WIDA/WCEPS, Seidlit Education, American Learning Company, MC2 Education, WK Kellogg Foundation-NM, the Multistate Association for Bilingual Education, *duallanguageschools.org*, and the New Mexico Association for Bilingual Education.

Dual Language Education of New Mexico, the host of the event, provided staff for note taking, ensuring the day’s discussions among all five working groups were properly captured for the research action agenda. A special thank you to those who served as working group facilitators:

✿ Equity, Status & Power— Dr. Deborah Palmer, University of Colorado-Boulder



Participating doctoral students were given the opportunity to present their research topics.

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- ✿ Partnership & Community Engagement—
Dr. Magaly Lavadenz, Loyola Marymount
University
- ✿ Educator Preparation— Dr. Kara Mitchell
Viesca, University of Nebraska
- ✿ Diversity, Identity, and Intersectionalities—
Dr. Juan Freire, Brigham Young University
- ✿ Critical Language Policy— Dr. Michael
Guerrero, University of Texas-Rio Grande Valley

Foundational Understanding for 2023 DLBE Researcher Convocation

All convocation participants established that there is value in supporting bilingualism and biliteracy development for all learners. There are benefits (goals) for the individual, as well as for the United States in developing and ensuring strong self-identity, academic achievement, sociocultural competence, and diversifying the nation's workforce, to mention just a few. Collectively the convocation believes that dual language bilingual education is the most effective way of supporting these goals.



Members of the Research Convocation working groups celebrate the opportunity to plan for future research.

Framing the Research

During convocation discussions, a number of principles on which the research action agenda will be developed were agreed upon. These include:

1. Recognizing and affirming the complexities and diversity within DLBE.
2. Centering the experiences and voices of minoritized language speakers (students, teachers, families, communities).
3. Approaching DLBE through affirmative practices (asset-based/culturally and linguistically sustaining/decolonizing) lenses.

4. Engaging in research with an equity lens (access, inclusivity).

Emerging Topic Areas

A number of topic areas began to emerge during the convocation. These topic areas will be further developed as the final agenda is created, but what we now understand is that we must think of topics across different school levels (early childhood, elementary, secondary, tertiary) and contexts (demographics, languages, community demographics, etc.), in order to ensure the agenda is comprehensive.

The initial topic areas emerging are:

1. Bilingual educator talent development
2. Program practices that support program outcomes (pedagogies, curriculum, and assessment)
3. Impact of policies on program success.

Next Steps

The 2023 DLBE Convocation served as a kick-off event for

future partnerships and the formulation of new research initiatives and collaborations. In 2024 we are considering the following next steps:

Short-Term

- ✿ Write a research action agenda as a research framework.
- ✿ Invite additional researchers.
- ✿ Invite organization and research foundation partners to help identify and/or commit resources to support new research collaborations and ongoing work.
- ✿ Secure space at partner conferences to support the convening and work of research collaborations over the next three years.
- ✿ Identify current research projects aligned

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Balancing Two Cultures and Two Languages

by Metzli Rogers-González—High School Senior and Bilingual Seal Recipient,
Albuquerque High School, NM

My name is Metzli Rogers-González and I have been a dual language student since kindergarten. It has always been important to my parents that I be bilingual. It has since become important to me to maintain. Both my mom and my dad are bilingual and are bilingual educators, so bilingualism is a value most of the people around me share. I didn't always love being bilingual, but I now realize how much of an asset and a blessing it is to be able to communicate with so many more people.

I used to believe that I lived in two separate worlds. In my English world, I found my friends, my dad's family, and the environment around me. In my Spanish world, I discovered my mom's family, my Mexican heritage, and the experiences of travel. It wasn't until middle school that I realized my worlds weren't as distinct as I thought. Despite being taught in school that I didn't have to separate them, I struggled with being bilingual.

Growing up, most of my classmates were learning Spanish while I was learning English. I grew close to them, often trying to emulate their behaviors since I didn't find many peers like me. This led me to associate my "English world" with my friends and their families, sinking into a comfort zone. Meanwhile, at home, Spanish became less prevalent due to everyone's busy schedules, further solidifying my comfort in the English aspect of my bilingualism, albeit with a lingering feeling of not completely fitting in.

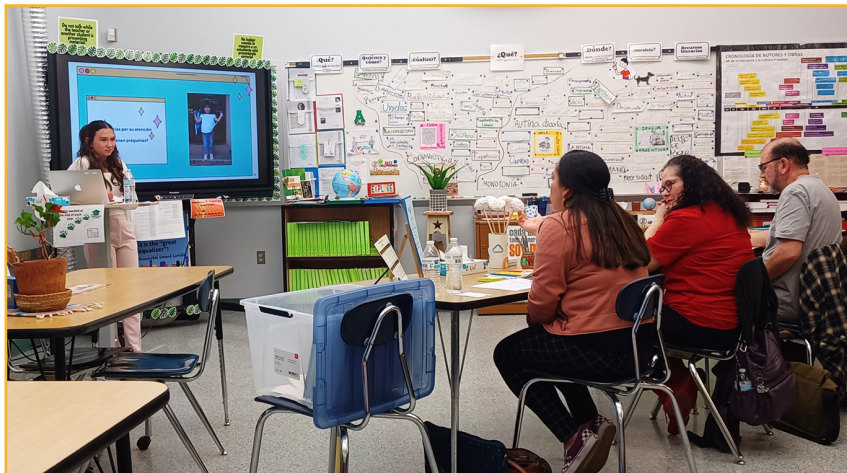
Transitioning to middle school brought a shift—70% of my classmates were now English language learners. Making friends was easy for me, earning me the nickname "social butterfly" from my mom. I found myself befriending everyone, not confined to a specific group. Many of these new friends shared a similar mindset of having two separate worlds. One conversation with a specific friend stuck with me; she expressed feeling torn between her Mexican identity and fitting into

the predominantly white culture. This resonated deeply with me, sparking a realization that maybe separating my worlds was no longer necessary.

As I entered high school, my friend group shifted again to now include more Spanish

speakers. I embraced this change, feeling more at ease speaking Spanish around them. Before I knew it, the imaginary barriers between my worlds began to dissolve. I started appreciating the importance of my Spanish world, realizing how much my parents enriched my life with language, culture, and love. I had initially felt isolated by not allowing my worlds to mix, but this realization shifted my perspective.

De hecho, cuando nació mi hermana, mis abuelos vinieron desde California a acompañarme porque mis padres tuvieron que estar con ella en el hospital los primeros dos meses de su vida. Ese tiempo que pasé junto a mis abuelos fue la oportunidad ideal para crear una unión fuerte entre nosotros, y especialmente con mi abuelo. Por esta razón, el español se convirtió en un puente que me conectó con mi familia y con



Metzli presents her Bilingual Seal Portfolio at Albuquerque High School.

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mi cultura mexicana. A su vez, esto facilitó que aprendiera mucho de mi familia lo cual impactó mi personalidad.

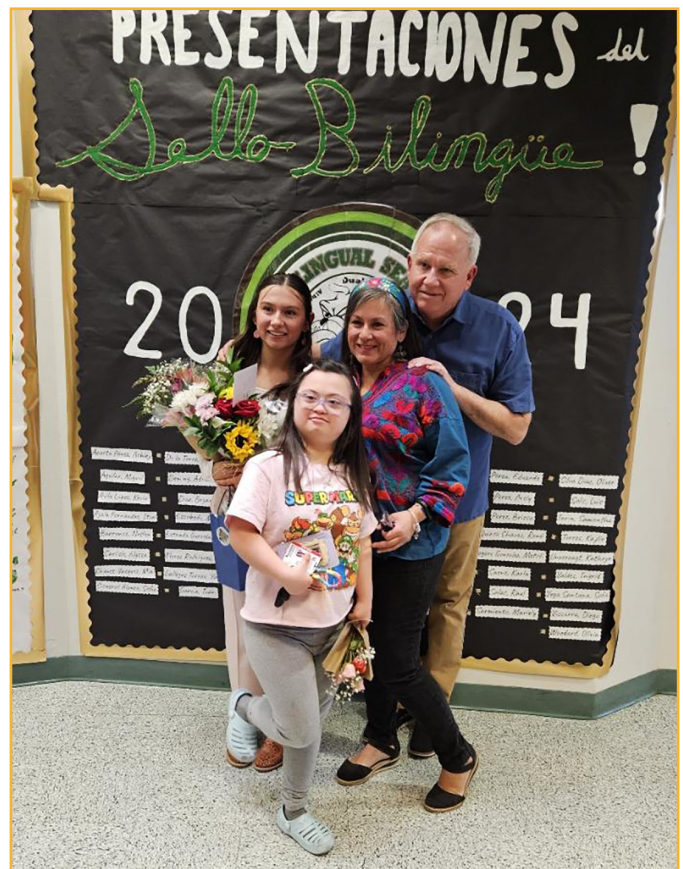
Aprendí desde pequeña que por poder hablar español tenía la oportunidad de hablar con más personas y aprender más cosas. Mis abuelos tienen una casa en Irapuato, México y de ese lugar solo tengo hermosos recuerdos. Pasaba horas con mis primas jugando y hablando de todo bajo el sol y para mí fue fabuloso hablar español porque ellas no hablan inglés. Mis abuelos también siempre apoyaron a mi mamá para que ella a su vez, me inculcara la importancia de que yo supiera mi cultura. Desde que yo apenas era una bebé, cuando mi abuelo iba a México, nos traía regalos a mí y a mi hermana. Mis abuelos nos hablaban en español y mi abuela siempre estaba cantando en español, lo cual sembró en mí una relación hermosa con la música en español. Es curioso que a mí me cuesta concentrarme y recordar cosas, pero con música sí me puedo concentrar y hasta me ayuda a recordar cosas. Por ejemplo, puedo recordar algo que sucedió hace años porque lo puedo conectar a una canción. No entiendo por qué me pasa así, pero he aprendido a usar la música como herramienta.

También he tenido la oportunidad de viajar a países donde hablan español. Por ejemplo, yo bailé flamenco por 10 años, un baile con mucha historia y cultura española. Gracias a que sabía español, entendía la letra de las canciones que hablaban de amor y de la ciudad de Sevilla, que es la capital del flamenco. Esas canciones describen a Sevilla con tanta hermosura y belleza que quise visitarla desde que tenía seis años. Tuve mucha suerte de que este sueño se hiciera realidad y aunque ya no bailo, todavía es uno de mis lugares favoritos que he visitado y espero poder volver a ver.

Otros lugares que tuve la oportunidad de visitar fueron las ruinas aztecas y mayas en México. He visitado Teotihuacán, Tepoztlán, Xochicalco, y Tenochtitlán. Estas ruinas tienen un significado muy especial para mí porque mi nombre, Metzli, es de origen náhuatl, una lengua azteca. Mi nombre significa Luna o La diosa de la luna y se dice que poseer este nombre ayuda a alcanzar

todas las expectativas. Yo amo mi nombre y sé que mi mamá lo escogió para darme parte de mi cultura y esto es muy importante para mí.

My journey of self-reflection and acceptance has led me to embrace both aspects of my bilingual identity. I've come to understand that they are not mutually exclusive but rather complementary. By interacting with peers who share similar feelings and experiences, I've found a sense of belonging and acceptance. Embracing my bilingualism and cultural heritage has allowed me to develop a deeper understanding of myself and a stronger connection to my roots. I've embraced all facets of my life, allowing them to intertwine whenever possible. I've come to cherish the multitude of people who love and support me. Being bilingual has become a gift, enriching my life beyond measure.



Metzli's family joined her for her bilingual seal presentation.





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Educational Solutions



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The Canizales Group



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Dr. Carmen Ayala
Retired Superintendent
of Education, Illinois



Ray Taken Alive
Lakota Language & Culture
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Dr. Cristina Alfaro
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Dr. Aradhana Mudambi
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Schedule at-a-Glance

SUGGESTED
FUNDING SOURCES:
Title I * Title IIa * Title III
Migrant Education
Professional Development
Federal School
Improvement Funding



Tuesday, November 12th

8:00 am – 4:00 pm Dual Language Education Foundations for Leadership*
8:00 am – 4:00 pm OCDE Project GLAD 2-Day Biliteracy Foundations*

Wednesday, November 13th

6:30 am – 2:30 pm School Visits*
8:30 am – 3:30 pm Pre-Conference Institutes*
8:00 am – 4:00 pm OCDE Project GLAD 2-Day Biliteracy Foundations*
12:00 pm – 5:00 pm Check-In
1:00 pm – 5:00 pm Exhibits Open
5:30 pm – 7:00 pm Opening Session (Live Stream)
7:00 pm – 8:30 pm Opening Reception & Night at the Exhibits

Thursday, November 14th

7:30 am – 3:30 pm Check-In
7:30 am – 5:00 pm Exhibits & Career Fair
9:10 am – 2:50 pm Concurrent Sessions
12:15 pm – 1:15 pm Networking Luncheon
3:15 pm – 4:30 pm Plenary Session (Live Stream)
7:00 pm – 10:30 pm Comedy Show/Fundraiser*

Friday, November 15th

8:00 am – 11:30 am Check-In
8:00 am – 5:00 pm Exhibits & Career Fair
9:10 am – 2:50 pm Concurrent Sessions
12:15 pm – 1:15 pm Networking Luncheon
3:15 pm – 4:30 pm Plenary Session (Live Stream)
8:30 am – 3:00 pm Student Leadership Institute & Semillas y Raíces
3:00 pm - 11:00 pm Powwow

Saturday, November 16th

7:45 am – 9:00 am Breakfast with an Expert
9:10 am – 12:15 pm Concurrent Sessions
*Indicates ticketed event.

Early Registration Deadline - July 15



www.LaCosechaConference.org

Reciprocal Teaching: An Old Strategy Finds New Favor

by Ruth Kriteaman—Lead Editor, Dual Language Education of New Mexico

In their paper *Reinvesting and Rebounding: Where the Evidence Points for Accelerated Learning* (Almarode, Hattie, Fisher, & Frey, 2021), the authors recognize the need to move beyond offering teachers general principles and broad recommendations for student growth. Instead, they focus on specific aspects of interventions, approaches, and strategies that have the potential to accelerate student learning.

One strategy that was found to accelerate learning beyond what would be expected from a year's worth of formal schooling is Reciprocal Teaching. This cooperative strategy encourages collaboration by requiring students to work in small groups to share their ideas and perspectives on a given text, developing better communication and collaboration skills, and empathy and understanding for their classmates.

Reciprocal teaching helps students focus on reading comprehension. There are four components to this strategy: summarizing, questioning, clarifying, and predicting. What makes it reciprocal is that the students, in small groups, take turns leading the discussion and asking questions for each of the four component areas. Summarizing allows readers to recall important details and synthesize thoughts. Questioning promotes interaction by giving students agency in reading, and posing questions and answering them themselves. Clarifying teaches students to employ various strategies such as rereading, using known decoding skills, and looking at sentence context for clarification of unfamiliar vocabulary, concepts, or sentence structures. Predicting sets the purpose for reading. These critical skills are developed in small groups with the students themselves leading the way (Baker & Emerson, 2014).

It works like this: the teacher models what each component entails. Using a piece of text that reflects the unit of study, the teacher guides a discussion of the text taking on the role of summarizer, questioner, clarifier, and predictor, in turn. Anchor charts with question and sentence stems that support the discussion for each component could serve as a reminder of ways to promote, extend, and deepen the comprehension of the text.

The students are then assigned a text and placed in groups of four, with each student taking on a different role. The roles can switch at intervals decided on by the teacher so that students have the opportunity to experience and practice each role. One scaffold for those students struggling with reading or inexperienced in the language of instruction is to meet with other students fulfilling the same role to plan and practice leading the discussion before joining their heterogeneous group. In this way they have questions prepared and have rehearsed possible responses to the discussion.

Reciprocal teaching is not a new strategy, but it is one that has been shown to develop better metacognition in student reading and learning and helps

students become more active, reflective, and strategic readers (Baker & Emerson, 2014).

| | |
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| <p>SUMMARIZER</p> <p><i>Good readers summarize what they read in their heads and restate the main ideas in their own words.</i></p> <p>SOME QUESTIONS A SUMMARIZER MIGHT ASK:</p> <ul style="list-style-type: none">• Can you use your own words to summarize what we just read?• Which parts could you leave out and still get the point across?• Can you summarize what we just read into one sentence? | <p>QUESTIONER</p> <p><i>Good readers ask questions as they read to help themselves think about what they're reading.</i></p> <p>SOME QUESTIONS A QUESTIONER MIGHT ASK:</p> <ul style="list-style-type: none">• Why is _____ significant?• What does _____ tell us about _____'s character?• What is your opinion of _____?• What line really stands out for you? Why? |
| <p>CLARIFIER</p> <p><i>Good readers look for parts of a text that are confusing and make sure they understand it.</i></p> <p>SOME QUESTIONS A CLARIFIER MIGHT ASK:</p> <ul style="list-style-type: none">• What does _____ mean?• Why did [character's name] do that?• Why did [character's name] say that?• Why did _____ happen? | <p>PREDICTOR</p> <p><i>Good readers predict what will happen next in a text or predict what a text will be about.</i></p> <p>SOME QUESTIONS A PREDICTOR MIGHT ASK:</p> <ul style="list-style-type: none">• Based on what we just read, what do you think will happen next?• What information could we use to predict?• What were our predictions from last time? Were any of them correct? |

Question and answer frames support students in entering the discussion on their own terms.

References

- Almarode, J., Hattie, J., Fisher, D., & Frey, N. (2021). *Rebounding and reinvesting. Where the evidence points for accelerating learning. A GOLD paper.* Thousand Oaks, CA: Corwin.
- Baker, J. & Emerson, L. M. (2014, May/June). Reciprocal teaching: Seeing is believing. *Teaching Technique.* William and Mary School of Education.



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speak Spanish until she started school in her community. Although she was never punished for speaking Nahuatl in school, my mother and her family experienced blatant racism outside of the community for speaking Nahuatl in public and wearing their traditional clothing. Even today, many of the women of our community maintain our traditional dress.

My Piro language belongs to the Tanoan Pueblo language family, as classified by linguists, which includes Tiwa, Tewa and Towa. The Piro language has been asleep for several generations since the removal of our people from our ancestral village of Socorro, NM, leading up to the Pueblo revolt of 1680 and Americanization efforts of the U.S. Indian boarding school era. In recent years, my tribe, Socorro del Sur Pueblo, TX has begun efforts to restore the language and revitalize our cultural traditions as we seek federal recognition as an Indian tribe. As a tribal leader, my dad has taken it upon himself to lead the revitalization effort of our Pueblo language, Piro, starting with our family.

I have attended bilingual schools throughout my schooling, Dolores Gonzales Elementary School, Ernie Pyle Middle School, and Albuquerque High School. I have been in the bilingual program since kindergarten, and it has helped me grow academically, socially, and culturally in both languages. During the years that I was in elementary and middle school, there were no bilingual seal opportunities until high school, so I did not have the same advantage as present generations that are getting their bilingual seals at younger ages. However, I recently earned my



Miahuatl proudly showcases her Piro heritage by wearing her traditional Pueblo attire.

Albuquerque Public School (APS) Bilingual Seal and my APS Native American Seal. For the APS Bilingual Seal, apart from the required classes, I had to write four different essays that talk about my academic growth in both Spanish and English, answer some cultural competency questions, and list out my personal achievements and community service. This seal also required us to make a

portfolio and a presentation to present in front of three judges. Apart from this seal, I also qualified for the NM State Seal, the Global Seal, and the Seal of Distinction. The NM State Seal requires us to take at least four bilingual classes and pass them with at least a C. The Global Seal is obtained by passing the Spanish Language Assessment (STAMP) test and, depending on the score we receive on the test, we can either get the bronze, silver, or gold medal. I passed the test with a good score, so I received the gold medal. For the Seal of Distinction, the requirement is a 3.5 GPA or higher. Lastly, the APS Native American Seal requires an essay on my tribal identity and a Native American cultural value of

my choice, as well as a cultural demonstration. The Native American value I chose was belonging and I demonstrated the weaving of a traditional double-sided Pueblo belt.

The transition to English was not easy for me. The family on my dad's side who are from New Mexico speak more English, but they also speak New Mexican Spanish. My parents have taught me how to value where I come from and to be proud of being an Indigenous woman. This is something very special and important to me as I come from a long line of strong Indigenous women. Nahuatl is

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one of the ways I communicate with my family in Mexico. Connecting with my family in my Native language allows me to be part of the community and culture. Although I do not see my family in Mexico every day, I try to practice my Nahuatl language with them every time I visit or when we talk on the phone. Although the community of Cuentepec is Nahuatl-speaking, the young people also speak Spanish very well. I also practice with my mom, dad, and sister at home. I am not yet as fluent as I would like to be, but I understand everything they say to me in Nahuatl. Maintaining my Indigenous languages is difficult because they are not languages I can learn from a book or practice just anywhere, only with my immediate family and in our Pueblos when we visit. I know that the language of power in the United States is English, but I will continue to strive to learn and speak both of my Indigenous languages, as well as continue to speak, read, and write in Spanish.

Since a very young age, my parents have taught me the importance of being multilingual, especially the importance of maintaining my Indigenous languages. No matter what people dedicate themselves to, I think multilingual individuals will always be a great help in contributing to society. For example, I would like to work in the engineering field. This way, I could do something I like and at the same time help a variety of people with what they need or wish to accomplish and, because I know more than one language, I can help more people and benefit my communities.

One leadership opportunity I participated in was the Student Leadership Institute (SLI), which took place in Santa Fe during La Cosecha 2023. At this institute I learned a lot about how to become a good leader and give back to my community. I like going to events like this because I learn more about how to be a good role model for my school and in my community. La Cosecha week was very busy, especially for the bilingual teachers. That week, some guests from the La Cosecha conference came to the school to observe bilingual classes at my school in order to implement and inform

the bilingual programs in their respective schools. We, the student volunteers, had the responsibility of being their guides around the school. During this meeting, we learned about the structure of the bilingual program and how it works. Another community service similar to this was when I helped with the bilingual seal portfolio presentations. It was very inspiring to see those presentations and helped me get an idea of what I needed to prepare for my bilingual presentation for my senior year.

One highlight from my sophomore year was when I was chosen to be APS Student of the Week. I am grateful for having been chosen because it gave me a boost of motivation to keep going, especially during those last few months of school! Another achievement that I am very proud of is the fact that I was able to maintain a 3.7 GPA for four years at my high school. This is a reflection of my effort at school, and I am very grateful because it has opened many doors for my academic future.

Serving and giving back to my community is a top priority in both my academic and personal life. I firmly believe that whatever I set out to achieve in the future, I have a responsibility to give back to my communities in some way. One reason is because my ancestors have overcome many obstacles throughout our history, and I find great strength and pride in my identity as a descendant of such strong and resilient people.



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Music is also an important element in our lives. For a dancer, selecting the right music is essential to set the tempo for the dancer's execution of a sequence of steps and to help remember a given combination. For this reason, music is not only carefully selected but is present through the entire process, from the barre warm-up exercises, to stretches, adagios, allegros in a class, and later in choreographies. For emergent bilinguals, the use of repetition, rhyme, chants, and music facilitate the acquisition of new concepts and skills in the second language, and helps by creating an engaging and fun environment, too.

Scenery and color add to the emotional state of a dancer and influences and compliments how they perform. In the emergent bilingual classroom, the use of color to code the targeted languages is highly recommended. The teacher must choose two colors, one for the students' home language and another for the second language. Colors can vary, but they must be used consistently in presentation, charts, and in all printed material within a class, and preferably within the school for reference. In my case, Spanish is presented in blue, and English is presented in red. Visuals like word walls, sentence strips, cognate charts, chant charts, and visual aids like materials prepared with GLAD strategies are not mere decorations but essential tools to learn. They provide needed scaffolds to the emergent bilinguals so they become more independent in their learning process.

A dancer is usually exposed to different styles: classical, contemporary, tap, ballroom, tango, swing, jazz, hip-hop, etc. This richness in

variety of styles will help the dancer find his/her own unique expression through movement. Sometimes, the dancer will stick to one style, and that is ok. Some dancers will freely mix more than one style to confidently express through

movement how he/she feels...and that is okay, too.



The classroom library offers students a variety of reading material and a chance to read for pleasure.

Similarly, an emergent bilingual is exposed to two languages. The emergent bilingual will then communicate ideas and feelings in his/her first language, in the emerging language, or in a combination of both. This code-switching or translanguaging is part of the process and should be not only accepted, but encouraged, since effective communication is the

final goal. Improvisation and risk taking might be the best tools available when an emergent bilingual is on his/her own. This risk taking occurs first in their safe zone, their biliteracy classroom and then beyond the classroom.

Scaffolds are used in theater stages. Technicians use them to set lights and scenery when needed, but they are removed for the performances. Dancing teachers also scaffold dancers by not only demonstrating how steps are done, but the emotions that must accompany the steps in each choreography.

Likewise, different, scaffolds are used to support the emergent bilinguals in the classroom. The set up for bilingual learners must include manipulatives, songs, sentence strips, writing and drawing materials, and visuals. It also needs decodables, L1, L2, bilingual multicultural, and engaging books. Teachers must plan and

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provide the needed scaffolds before, during, and after lessons. Through repetition and multiple exposures to new vocabulary and linguistic content, the students will become more confident. They will transition from a silent initial voice and will find their own confident voices. When the right moment comes, the teacher must know when the scaffolds, once in place, can be removed to encourage the students to perform on their own.

Discipline is a skill every performer must have—responsibility, attendance, punctuality, practice, and commitment. In an emerging bilingual setting, students must also understand these same principles. In order to acquire the superpower of being bilingual, students must understand that commitment and practice is needed. They must internalize the importance of this superpower and the opportunities and responsibilities that come with it.

Dress Rehearsal and Opening Night

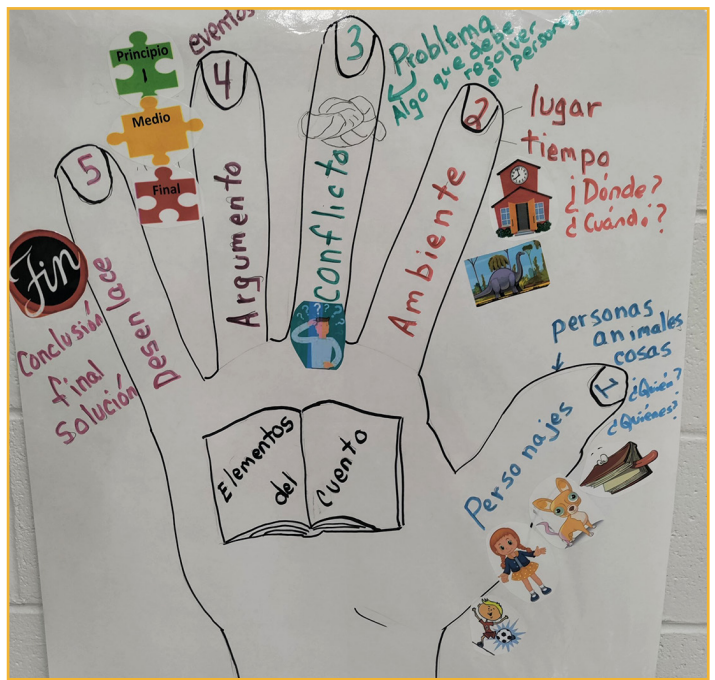
A dancer has internalized the choreography taught, but it is in the dress rehearsal that other elements such as costumes, lights, music, scenery, and other dancers come together. The director will assess if changes or an extra rehearsal is needed. The director will involve the technicians, musicians, and the producers to achieve the desired result.

Teachers in an emergent bilingual class must also assess the students to see what they are learning and the areas or skills that need more practice or a different approach. The teacher will involve others like the administrators (producers), other teachers (experts - technicians), and the parents (the audience) in this process.

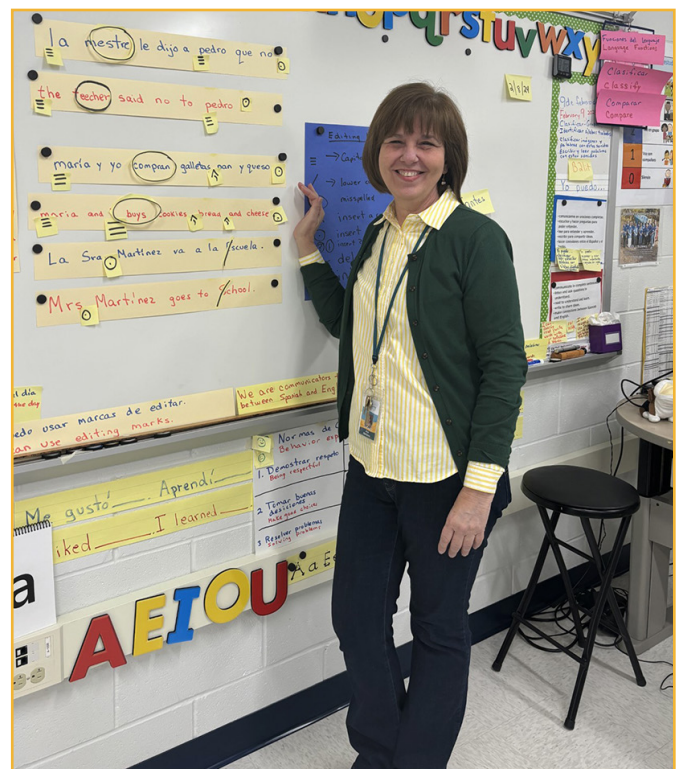
Finally, whether the goal is a performance on an opening night with an audience, a graduation, or just going to the next grade, this is a moment to celebrate even the smallest achievement. The teacher understands that through this new language students are opening doors to a new culture and new opportunities. It is a reason big enough to celebrate as a community with the audience, parents, fellow teachers and administrators with flowers, applause, smiles, or certificates.

Once again, as the company's director, I see the once-struggling actors and actresses face their future with a superpower, the superpower of being bilingual.

The curtain comes down...until the next season.



A story-element anchor chart supports students in language arts.



Ms. Martínez is proud to share her expertise with her students.

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with the research agenda, invite collaborators to share their work via blogs or newsletters, and publish a “research brief” coordinated by facilitators.

Mid/Longer Term

- ✿ Create a research strand at La Cosecha 2024 that highlights convocation themes, current and new research initiatives and collaborations.
- ✿ Invite partners for grant funding to support ongoing work and design new (pilot) projects specifically addressed in the research action agenda.
- ✿ Prepare for the special-topics issue of the Bilingual Research Journal in 2025, as well as supporting publications in other professional journals.

For more information on how you can get involved in the work moving forward, please contact david@dlenm.org.

The 2023 DLBE Researcher Convocation Planning Committee:

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Dr. Elizabeth Howard - University of Connecticut

Dr. Sue Hopewell - University of Colorado - Boulder

Dr. Jay Parkes - University of New Mexico

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References

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