



Dual
Language
education of
**New
Mexico**

Dual Language Essentials

June 3, 2020

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@dlenm



@DLeNM



@dual_language_education_of_nm

www.DLeNM.org

Mission:

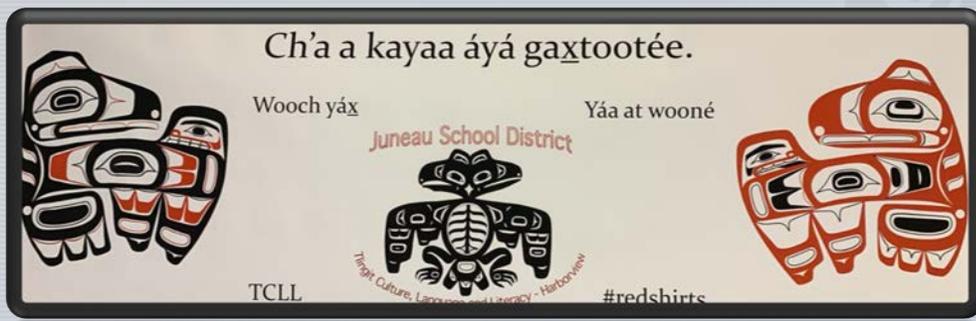
To develop, support, and advocate for high-quality dual language enriched education in New Mexico and beyond



Why Dual Language?



Lessons Learned



Your program is defined by your



We have to value the people of our program
as much as we value the outcomes we seek.

Inspire: Start with the

“WHY”

Moral Imperative: social responsibility to others and the environment. School leaders with moral purpose seek to **make a difference** in the lives of students.

-Michael Fullan

The Golden Circle (Why, How, What): People don't buy what you do, they buy **why you do it**.

“There are only two ways to influence human behavior: you can manipulate it or you can inspire it.

-Simon Sinek

**What is your personal
“Why”?**

Develop a **COLLECTIVE**

“WHY”

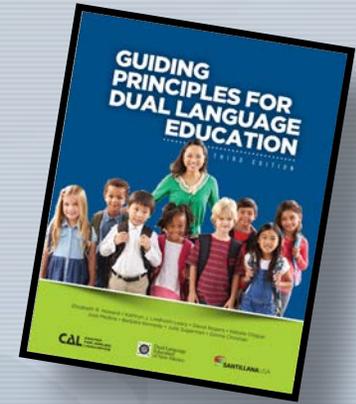
Demonstrate a value for

- your community's stories/ perspectives
- your program's purpose
- developing clear expectations
- effective communication
- creating a collaborative culture

Valuing All Stakeholders

“An environment that facilitates learning requires **equity among all groups**; that is, all participants are treated with justice and fairness. **Equity must be incorporated at several different levels-** district, school, and classroom—**and with respect to students families and teachers.**”

(Alanís & Rodriguez, 2008; de Jong, 2011; Genesee et al., 2006)



Motivations For a Dual Language Program



How would you
prioritize the
motivations?
Other stakeholders?
Are all voices heard?



Valuing All Voices



How does your district/school provide a voice for parents and community?

What is done with the information gathered?



What challenges do you face with truly engaging DL families?

Dual Language Leadership



Effective Leadership Teams

- Represent the various perspectives within the program
- Guide the roll-out and upkeep of the program
- Own the foundational knowledge, in order to broaden the support base

Who is part of your dual language leadership team? What are their main functions?

Supporting Language Equity & Vitality



“Equity Walks”



Community is Key!

Informing

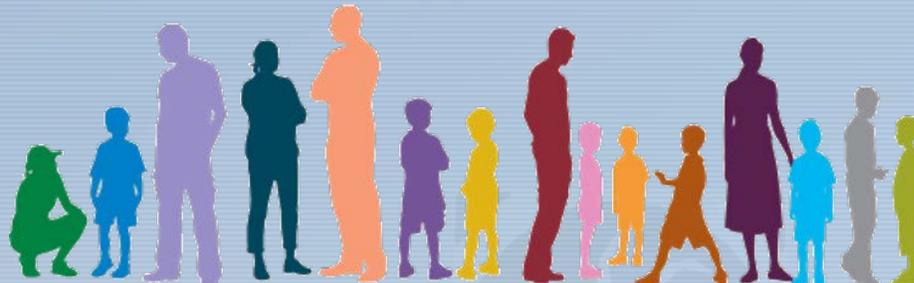


Engaging



Partnering

- Advocating for/with community
- Providing a welcoming environment
- Being responsive to needs/fears/concerns
- Demonstrating equity in valuing both program languages



As a leader you must plan for...



Inicio Acerca Noticias Consejo de Gobierno Calendario Admisiones Información Para Padres Empleo Apóyanos

ENLACES RAPIDOS TRANSLATE

- Inicio
- Grado Asignado por el Estado
- Calendario De Eventos
- Consejo de Gobierno
- Enviar Comunicación a CAIS PTA
- Directorio de Personal
- PowerSchool: Secundaria de CAIS
- Plan De Estudios
- Food Service RFP
- Comprar Un Anuario
- Comunicacion
- Bully Reporting



Calendario propuesto para el año académico 2020-2021

2020-2021	2020-2021	2020-2021
Calendar grid for 2020-2021	Calendar grid for 2020-2021	Calendar grid for 2020-2021

VISITA NUESTRA PAGINA EN FACEBOOK

PRÓXIMOS EVENTOS

- JUN 02** Café y plática
8:30 AM — 9:20 AM
- JUN 04** Equity Council Meet...
5:00 PM — 5:50 PM
- JUN 05** Meeting with our sc...
10:00 AM — 10:50 AM
- JUN 11** Equity Council Meet...
5:00 PM — 5:50 PM

VIEW ALL EVENTS

June 2020

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27



Juro fidelidad a la bandera de los estados unidos de america, y a la republica que representa una nación bajo dios, indivisible, con libertad, y justicia para todos.

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

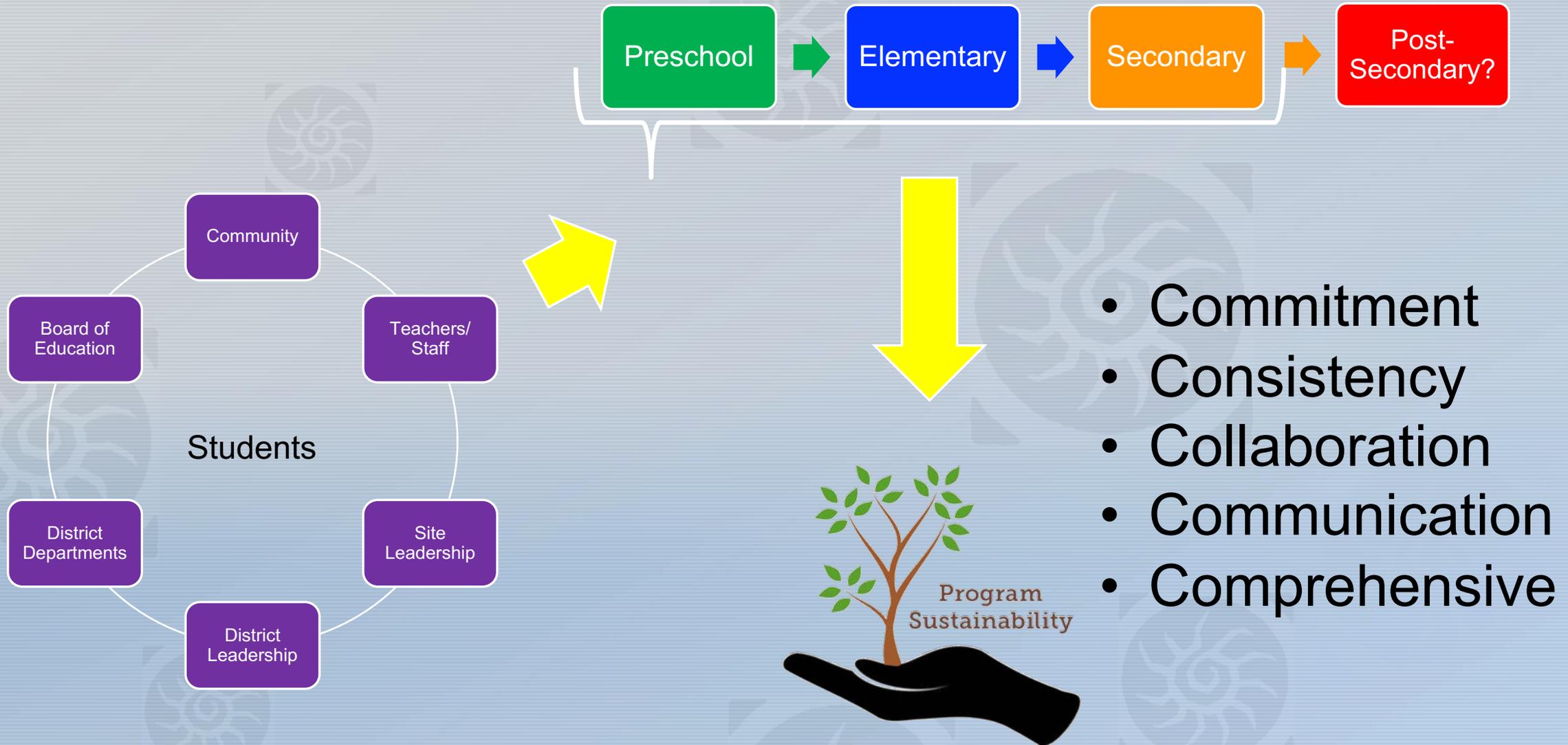


Prioritizing Your Program Needs

- All decisions must be made with DL representation
- Common commitments must be established with stakeholders
- Knowledge must be shared and built together
- Reflection must be constant

We must create systems that will sustain the realities of implementation.

Alignment at all levels



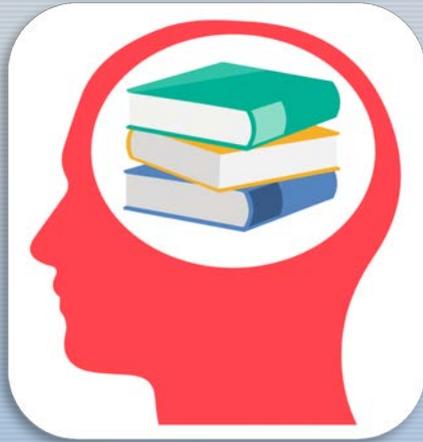


What practices have helped your leadership team create a positive school culture?



What are some challenges to creating an inclusive, collaborative leadership team?

Foundational Knowledge



What is the rationale for your program?

- Needs
- Benefits
- Research

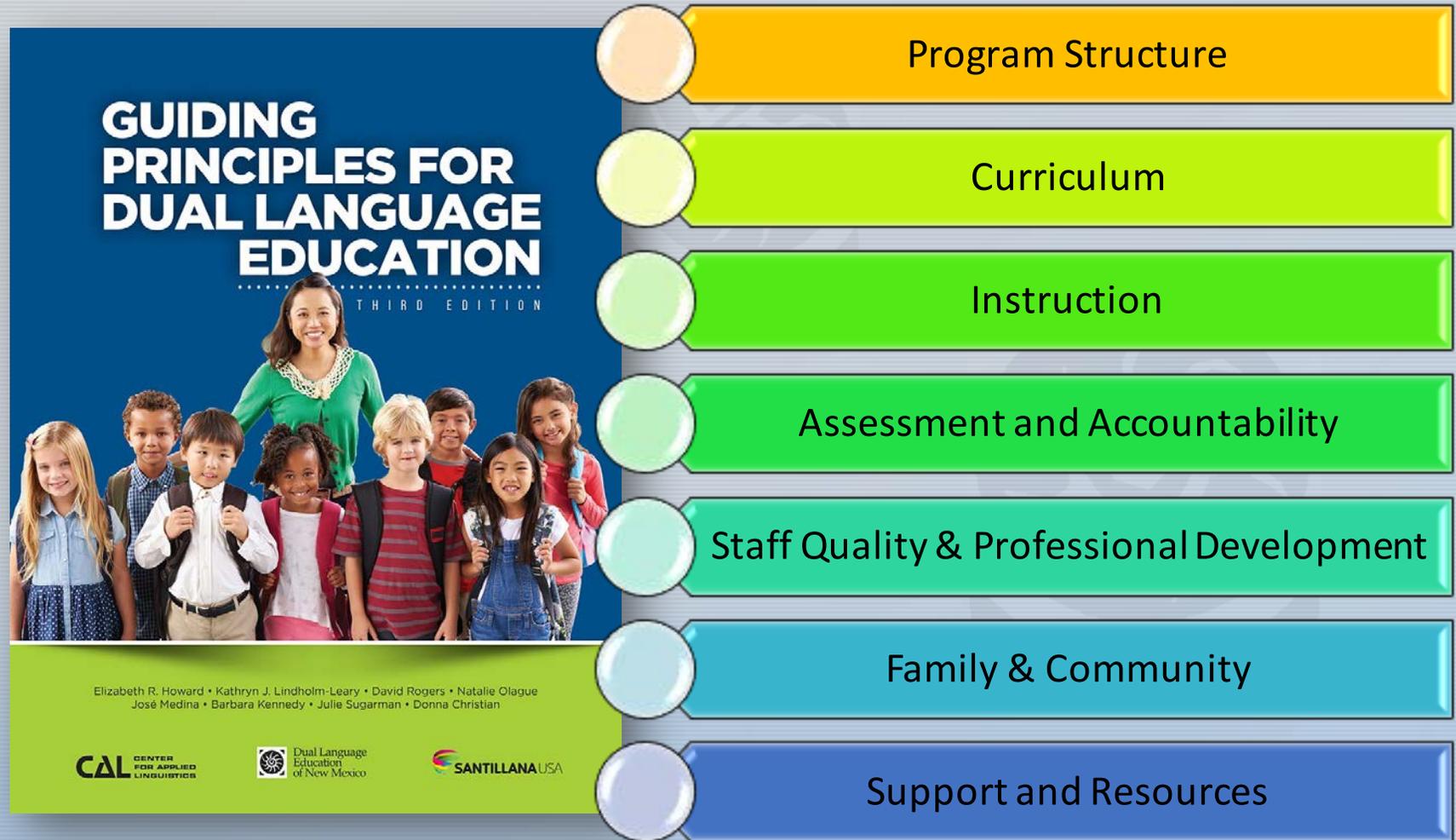


- Misconceptions
- Fears
- Myths



How do you articulate your program's purpose in a consistent way?

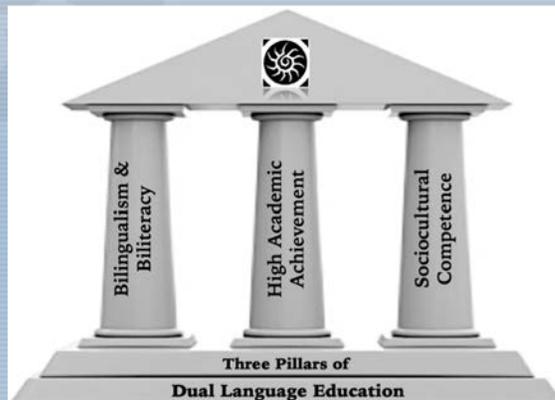
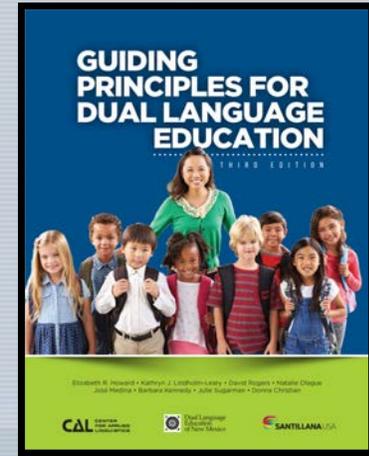
What is theoretical framework your program based on?



Visit [DLeNM.org](https://www.dlenm.org) for information on how to **purchase a hard copy** or how to get a **free PDF version**.

Goals

1. High academic achievement in L1 and L2
2. Become bilingual and biliterate (when written)
3. Demonstrate sociocultural competence
 - Identity development, cross-cultural competence, and multicultural appreciation

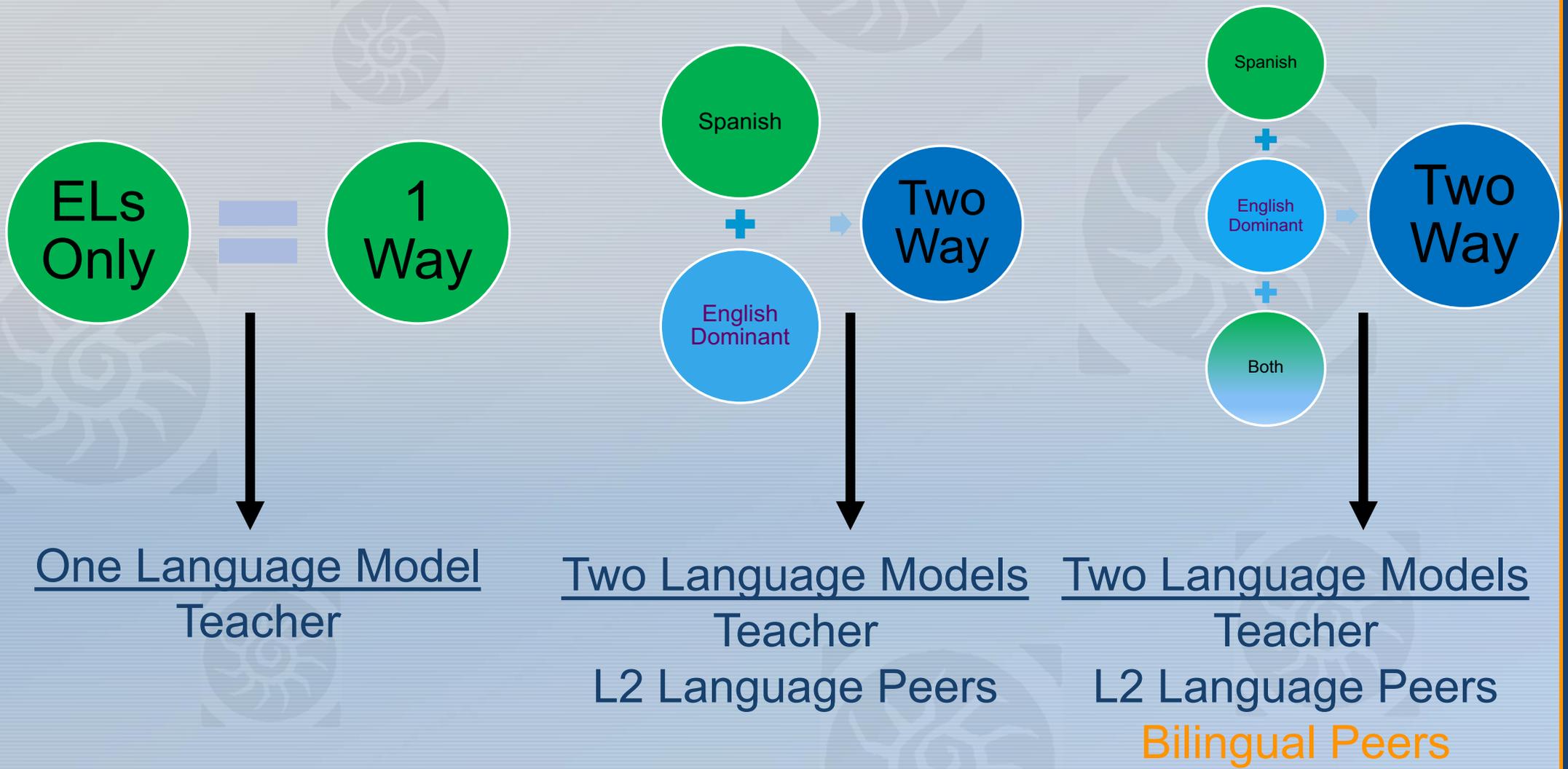


Secondary Level

- Promote student leadership
- Prepare students for global careers and global citizenship

-Ysleta ISD

Types of Programs

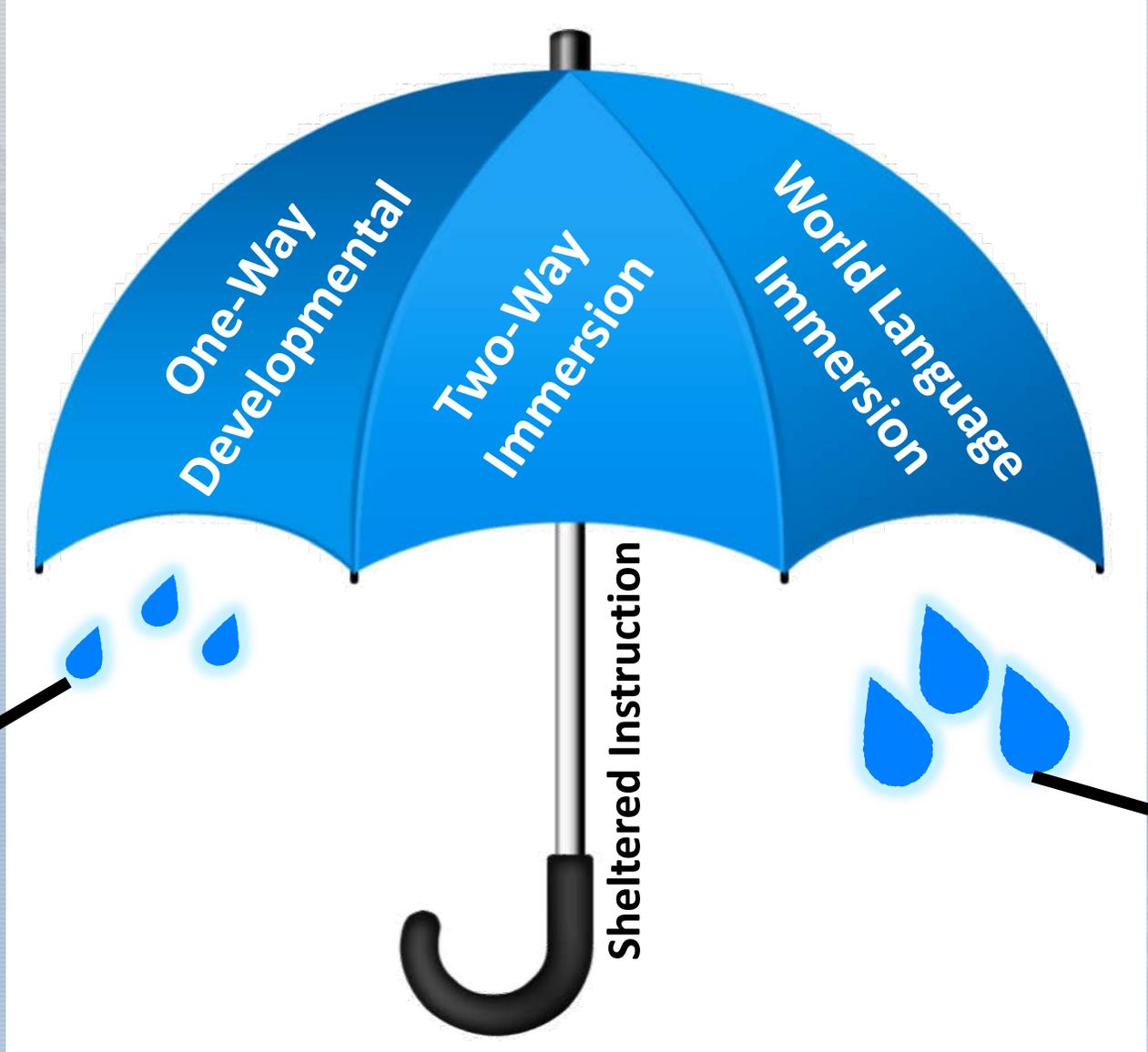


Program Requirements



1. A minimum of 50% to a maximum of 90% of instruction in the target language or Language Other Than English (LOTE).
2. Appropriate separation of languages to support high levels of language acquisition (no simultaneous translation).
3. K-12th grade commitment.

Dual Language Umbrella



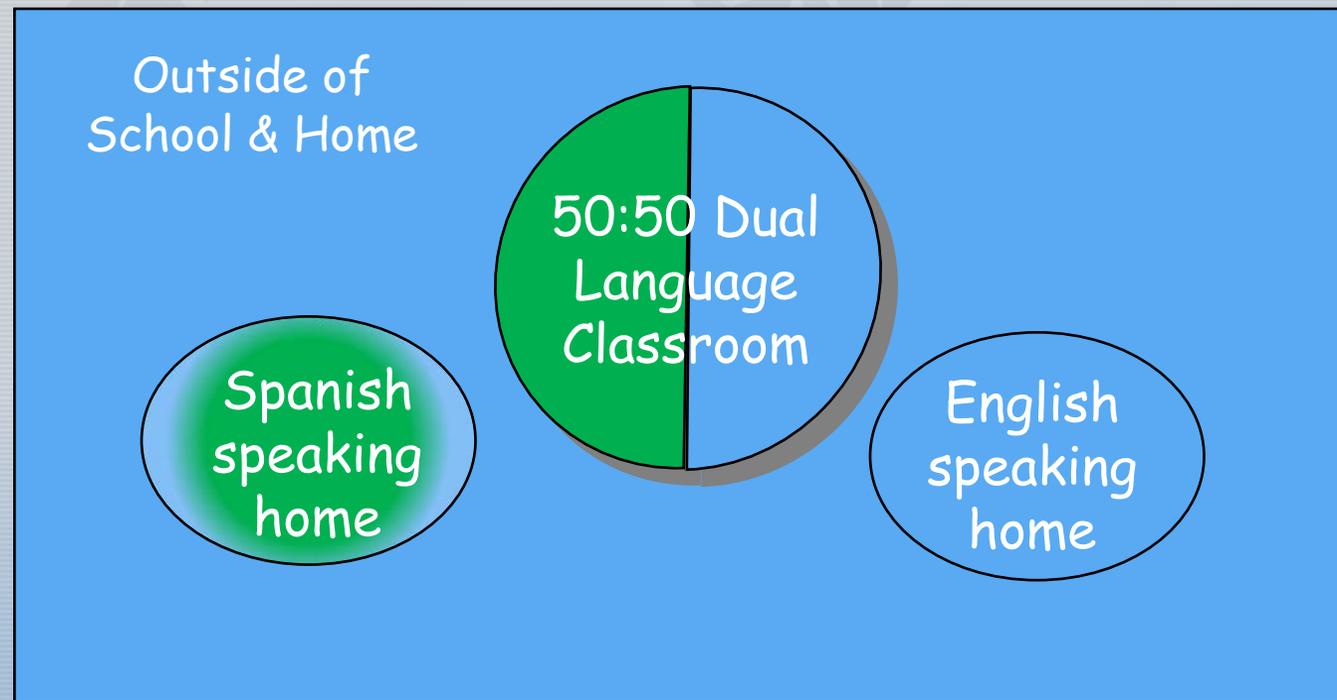
ESL Pull-out

ESL Content

Transitional Bilingual (TBE)

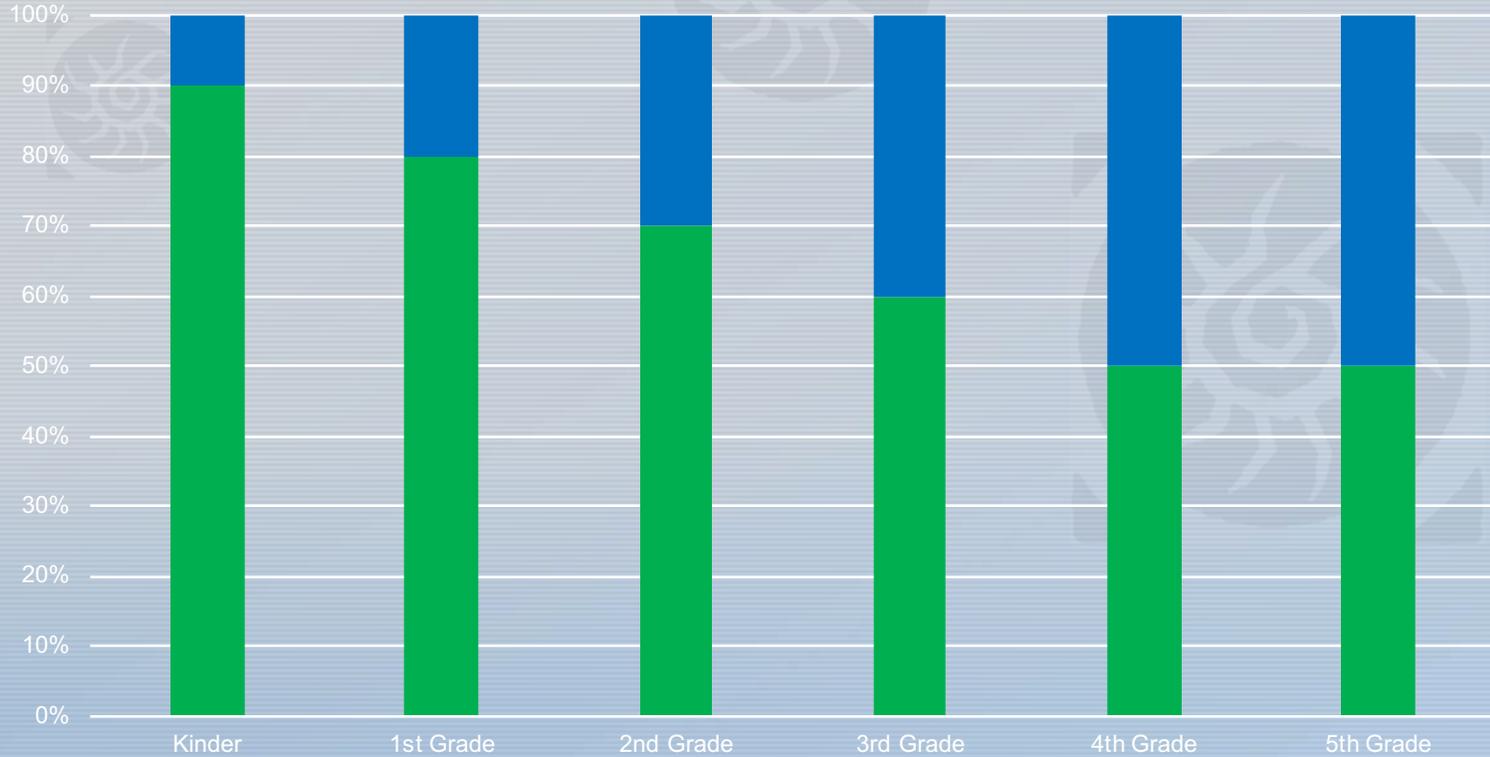
~~“Submersion”~~

LANGUAGE ENVIRONMENT



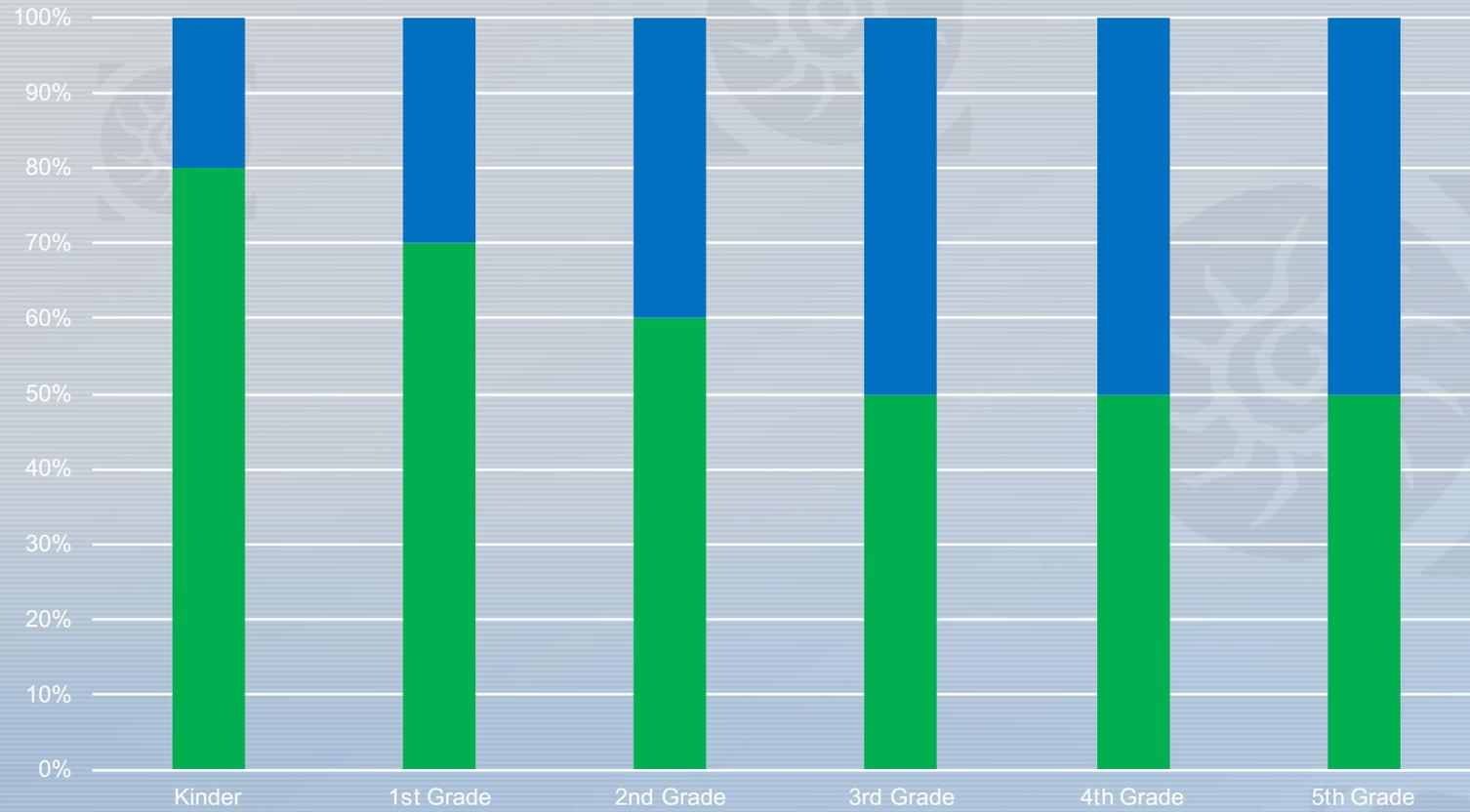
Blue = English
Green = Spanish

Language Allocation 90:10 Dual Language Program



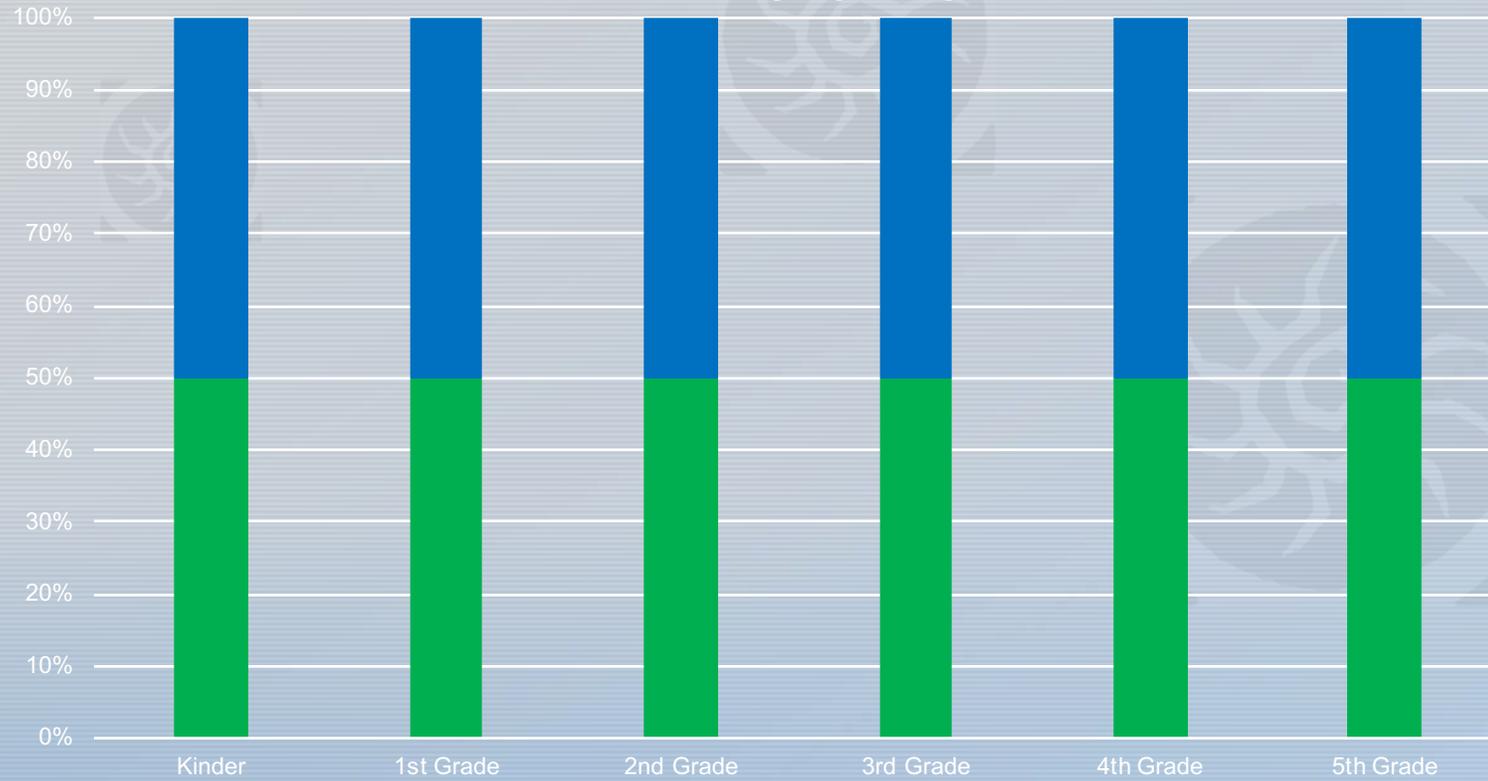
Blue = English
Green = Spanish

Language Allocation 80:20 Dual Language Program



Blue = English
Green = Spanish

Language Allocation 50:50 Dual Language Program



Blue = English
Green = Spanish

NON-NEGOTIABLE

#1

A minimum of 50% of the instruction delivered in non-English or Target Language

Why is it important?

- Both languages hold same value
- Meet the expectations of what students need to learn. Have the opportunity to transfer.
- If you want them to become biliterate it is important to focus strongly in both languages.
- Because we live in English world need to elevate the status of the non-English language.

What are the challenges?

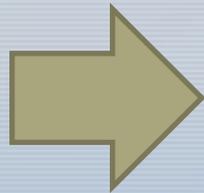
- Scheduling! Language of specials.
- Mobility of students.
- Quality and mobility of staff.
- Instructional materials unavailable.
- Assessments available in both languages.

“Once you choose translation as an instructional strategy it quickly becomes your only strategy.”

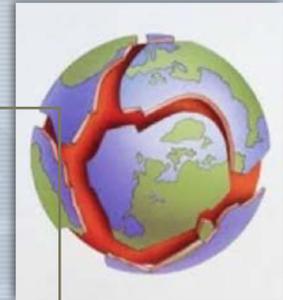
Appropriate separation of languages to promote high levels of language acquisition (no translation)

Shift happens!

- Focus on **language** of instruction
- **Strict separation** of languages
- Parallel monolingual perspective



- Focus on **quality** of Instruction
- **Intentional** use of languages side by side - cross language connections (not simultaneous translation!)
- **Holistic Bilingual** perspective



Separado o together? Some thoughts about the separation of languages of instruction

“. . . a compelling reason for separating the languages of instruction is the fear that encouraging the use of both languages is going to favor the more proficient language, typically the home language”

“Engaging in this cross-linguistic transfer not only helps comprehension but it also develops metalinguistic awareness, a valuable skill that contributes to the development of literacy.”

Else Hamayan – Soleado-Winter 2010

NON-NEGOTIABLE

#2

Appropriate Separation of Languages

Why is it important?

- Students don't get lazy – they listen to understand
- Teachers don't get lazy – they teach for comprehension and to develop language learning strategies
- Language Model is pure
- Teacher can get “deeper” into the language
- Natural language and language flow is modeled

What are the challenges?

Puzzled, frustrated, or resistant students

Teacher must understand dual language strategies:

- Sheltering
- Cooperative learning
- Scaffolding content

Not for the faint hearted!

“Once you choose translation as an instructional strategy it quickly becomes your only strategy.”

Teaching for cross-linguistic transfer

“...it is appropriate to maintain a separate space for each language, it is also important to teach for transfer across languages.”



Teaching for Cross-Language Transfer in Dual Language Education: Possibilities and Pitfalls. Jim Cummins, 2005

Second Language Acquisition

How long does it take to acquire a second language?



————— 1-3 yrs.

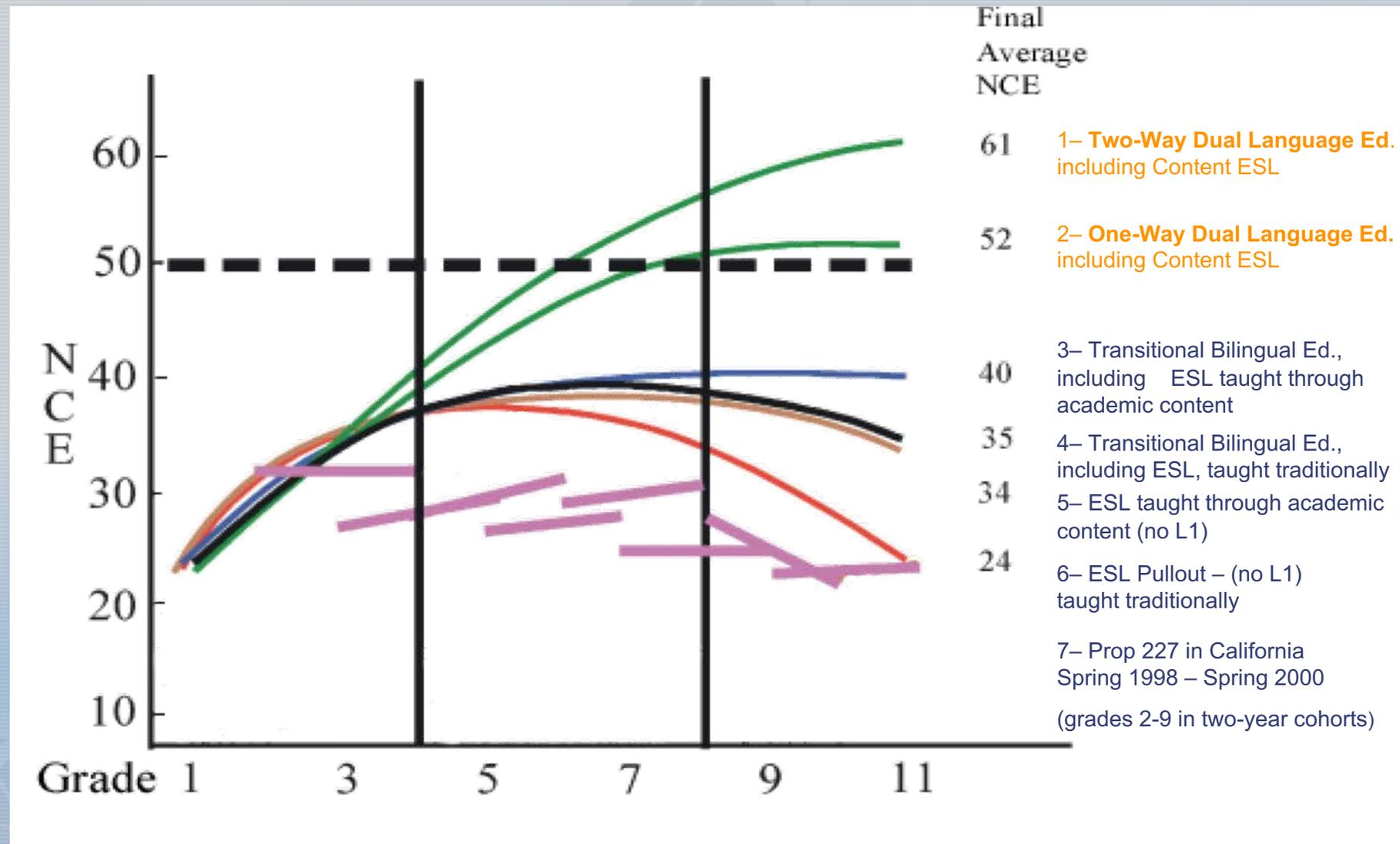


————— 5-7 yrs. (under ideal circumstances)

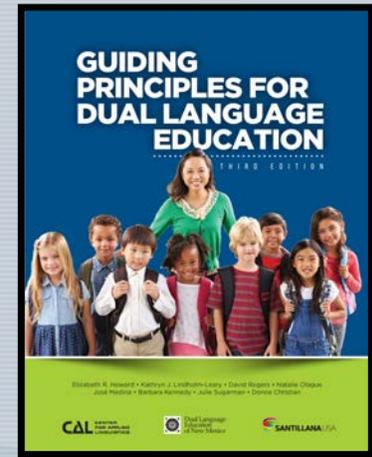
————— **8-10 years**

1. ELs cannot wait to learn academic content until they're proficient in English!
2. If we want students to be bilingual and biliterate, we must protect our language time!

“The Graph”



Additional Supporting Research



DL programs lead to **higher outcomes** when they are provided to the participating students for a **period of at least 6 years**. (average time required to achieve native-like proficiency and grade level achievement)

(Carroll & Bailey, 2015; Genesee et al., 2006; Hill, Weston & Hayes, 2014; Lindholm-Leary & Genesee, 2010; Parrish et al., 2006; Thompson, 2015, Umansky & Reardon, 2014)

Comparing bilingual instruction with English-only instruction:

“...language-minority students instructed **in their native language** as well as in English **perform better, on average, on measures of English reading proficiency** than language-minority students instructed only in English. This is the case at both the elementary and secondary levels.”

“Moreover, the research indicates that instructional programs work when they provide **opportunities for students to develop proficiency in their first language...**”



August and Shanahan (2006)

Goldenberg Research

- ... NLP was the latest of five meta-analyses that reached the same conclusion: **learning to read in the home language promotes reading achievement in the second language.**

Goldenberg, C. (2008, Summer). Teaching English language learners: What the research does and does not say. *American Educator*, 15.

Literacy as well as other skills and knowledge transfer across languages.

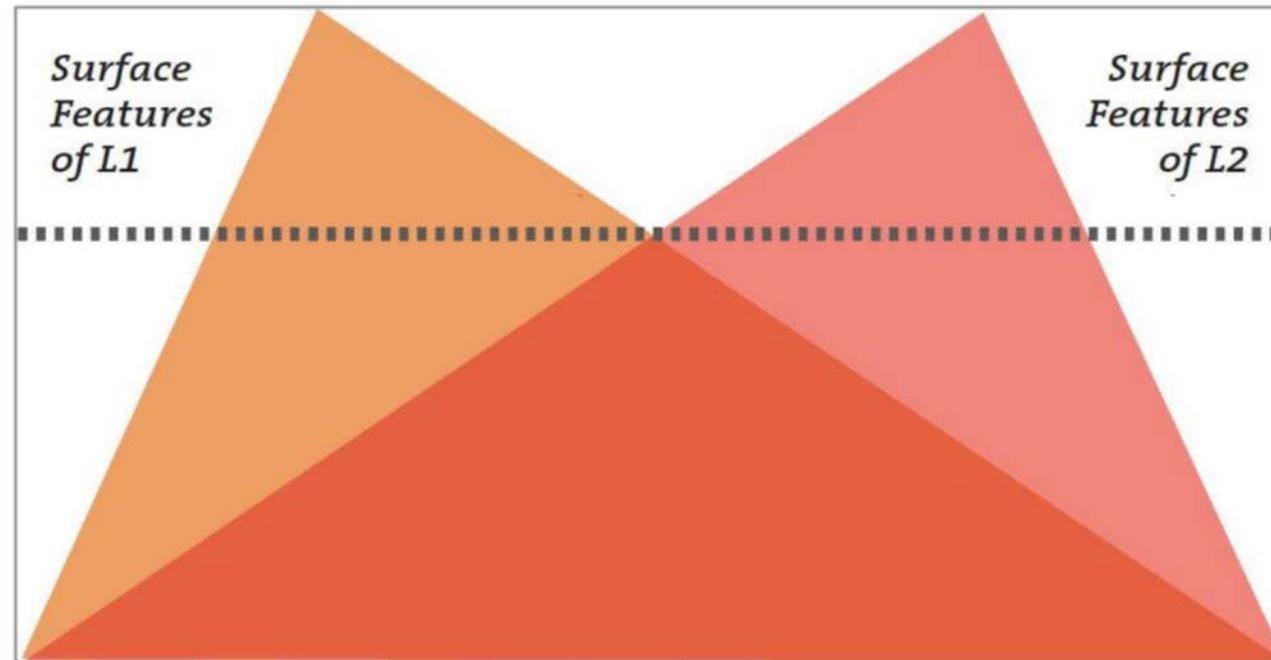
“...if you learn something in one language, you either already know it in another language (i.e., transfer it to) or can more easily learn it in another language.”

Goldenberg (2008)



Common Underlying Proficiency Model:
The Empirical Basis for Teaching for Cross-Linguistic Transfer

*The Dual Iceberg representation
of bilingual proficiency*



*Different languages don't occupy separate spaces in our brains:
There is overlap and interdependence among languages.*

Indigenous Lens

- When a school **values and utilizes students' Native language** in the curriculum, there is **increased** student self-esteem, **less** anxiety, and greater self-efficacy. (Hakuta 2001)

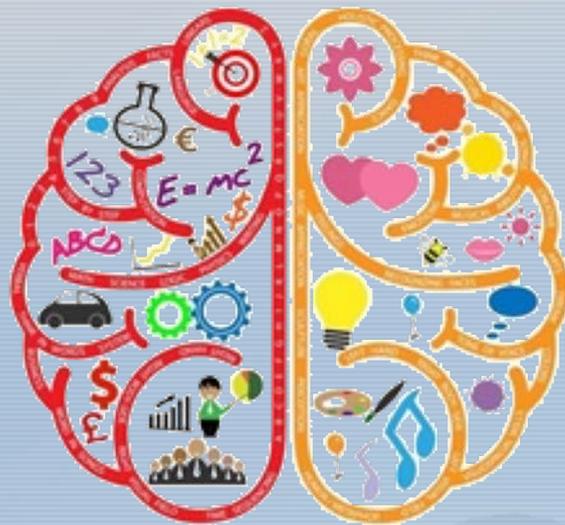


- Most intriguing about the Native and Indigenous language immersion models is the **clear and positive connection** between Native and Indigenous language and culture with educational achievement.

Benham, Maenette K. P. and Mann, Henrietta. "Culture and Language Matters: Defining, Implementing, and Evaluating." Benham and Stein (Ed.). *The Renaissance of American Indian Higher Education: Capturing the Dream*. Lawrence Erlbaum Associates: London. 2003. Pp. 177.

“Dual language programs are the *only* programs that assist students to **fully reach the 50th percentile in both their first and second languages** in all subjects and to maintain that level or higher through the end of schooling.”

-Thomas & Collier, 2002



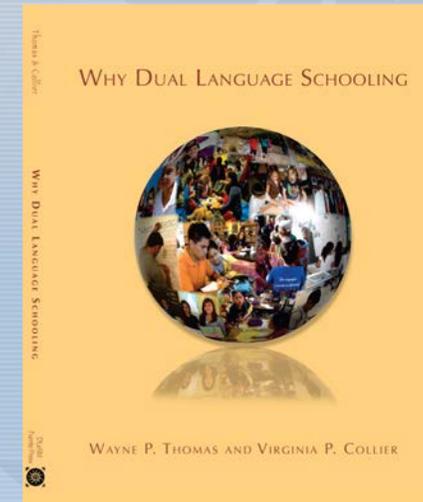
1.5 Year's Growth in 1 Year's Time Adapted from Thomas & Collier 2009

Grade	Must catch up not just with language proficiency, but also academic language proficiency and content knowledge	
	Native Speaker	2 nd Language Learner
Kinder	5 yrs.	0
1 st	6 yrs.	1.5 yrs.
2 nd	7 yrs.	3.0 yrs.
3 rd	8 yrs.	4.5 yrs.
4 th	9 yrs.	6.0 yrs.
5 th	10 yrs.	7.5 yrs.
6 th	11 yrs.	9.0 yrs.
7 th	12 yrs.	11.5 yrs.
8 th	13 yrs.	13 yrs.

Having a research foundation for your program is important!

- **Know** the research that supports your design and implementation practices.
- **Create** research based promotional/marketing tools
- **Use** it to continuously educate and support the community that your model serves
- **Develop** community members as advocates

Student achievement in dual language programs is directly correlated with the quality of implementation



Systems, Processes & Procedures



Common Commitments

“WHAT”

- Review
- Recommit

SHARED PRACTICES AT CIEN AGUAS

Staff meetings are technology-friendly and others are technology-friendly. Staff meetings we give each other active listening.

The Cien Aguas International School community will employ professionals who:

- Will commit to realizing the principles and practices of the Cien Aguas Charter (as presented in the Cien Aguas Manual)
- Believe in a world-class education for all children through a high-standards curriculum delivered in two languages
- Have experience working with English Language Learners
- Are knowledgeable about dual language education and committed to multilingual enrichment
- Believe in collaborative decision-making and are team builders
- Are members of the community in good standing
- Are knowledgeable about, or willing to become knowledgeable about Project GLAD instructional strategies
- Are dedicated to environmental sustainability through education and personal example.

Practice	Comes from
Mike: Commitment to mission and vision of school	Charter
Mike: Curriculum Framework	Charter
Michelle: Kinder: five units/ 1 st -5 th : six units- big ideas and inquiry approach	Charter
Paty: Interdisciplinary units in the middle school	Charter
Paty: Project GLAD strategies across grade levels	Charter
Colleen: Management strategies for oral language development include 10/2s, numbered heads together, T-chart for social skills, and circulating to listen for collaborative behaviors/award team points.	Charter
Ruth: Peacemaking/Teambuilding curriculum; weekly in elementary school, daily in middle school (through advisory period)	GLAD
Velia: Focus on environmental sustainability	Charter
Steve: Lesson plan format- note your Q1/SAT/EL needs	Charter
Mayte: Special education program: resource room format; we're all responsible for IEPs!	Charter
Lucy: Solve problems, make good decisions, show respect = 3 standards of behavior (school rules)	Admin
Maria: Traffic light behavior system for elementary school	PED
Mike: Elementary- Set up room with carpet area for whole group, tables/desks for team work and individual work	GLAD
Mike: Policies and practices described in Cien Aguas Manual	Staff
Mike: Homework policy	GLAD
Mike: Dress code	Governing Council
Robert: Instructional time sacred and disruptions kept to a minimum	Manual
Dair: Spanish is the primary language of adult communication during school hours and with students in common areas. Visitors are asked to respect target language.	Manual
Laurie: Morning meeting: 1) welcome students, set tone, agenda and objectives for day, personal sharing & teambuilding; 2) announcements and pledge 3) attendance and lunch counts	Charter
Mike: End of day closing (homework recap/clarification)	Staff
Yara: All middle school classes will begin with a short "bell work" assignment that will review daily objectives. During bell work teacher will take classroom attendance.	Admin PED (requires objectives)
	Staff
	PED

us on sustainability.

estions about the world toward cross-cultural English.

Policies

- **Late Entry Policy**
 - Enrolling students who enter the program late
- **Program Enrollment Policy**
 - Enrolling students from outside boundary
 - Lottery/selection process
- **Language Use Policy**
 - Valuing both program languages equally



What other type of policies have supported your program's sustainability?

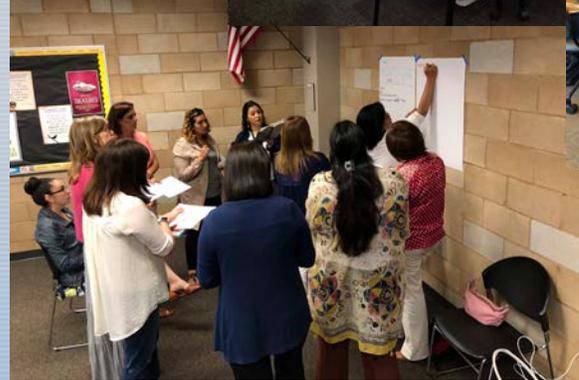
Recruitment & Retention

- Interview/ Demo Considerations
- “Team Player” Good fit
- Language and Content Proficiency
- Endorsements
- Relationships



Staff Professional Development

- Experts/Consultants
- Book Studies
- Unit Development
- Action Research
- Piloting Programs
- Cross-School Collaboration
- Model Classrooms



Use the "Chat"

What training has been a
"game-changer" for your
staff?

How do your team members hold each other accountable?



- Valuing Collaboration Time
- Leveraging Assets
- Effective Communication Loop
- District Responsibility



Language Allocation Plan



C.A.P.

Curriculum Alignment Plan:

- What content is taught in each language?
- For how long?
- How does this look at each grade level?
- K-12 Alignment?

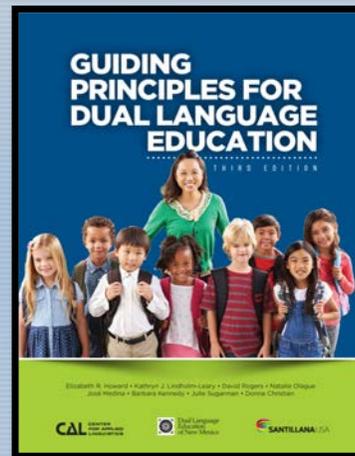
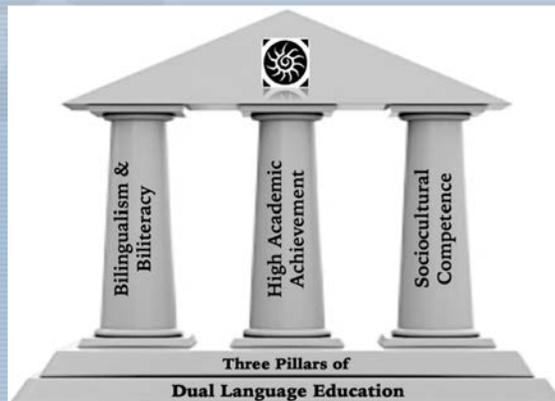
- Daily Schedules
- Staffing
 - Teaming or Not
 - Lang. of Specials
- Biliteracy Trajectory
- Alignment w/school-wide programs
- Materials Implications
- Assessments

Let the CAP be your roadmap.

Secondary Implementation Options



1. High academic achievement in L1 and L2
2. Become bilingual and biliterate (when written)
3. Demonstrate sociocultural competence



Secondary Level

- Promote student leadership
- Prepare students for global careers and global citizenship

-Ysleta ISD

Fostering Sustainability



Team building with a purpose (the not so “soft” skills!)

- Valuing people. Valuing perspectives.
- Sense of community to connect/reconnect with the collective “*why*”

All group work is about relationships!

Knowledge is Power!

All DL & Non-DL Staff



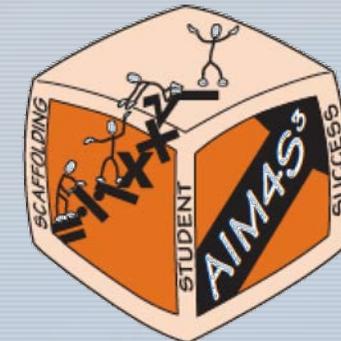
All DL Teams, K-12

ON-SITE & VIRTUAL

Professional Development Offerings

www.dlenm.org

Instructional Support



Program Leadership Development



Contact us for
Customized
Professional
Development Sessions!

Thank You

Michael Rodriguez
 Director of Operations
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