



Winter 2018

Soleado

Promising Practices from the Field

Reflecting on Linguistic Trauma, Intercultural Leadership, and Racial Healing: A Critical Role for Dual Language Education

by Roberto Chené, Director—Intercultural Leadership Training and Conflict Resolution

“Wisdom, love, healing, truth and understanding are possible when we listen deeply.” – Pat Moore Harbour, *Healing the Heart of Diversity* (<http://patharbour.com/>)

In a stimulating conversation a few months ago with a friend who is a dual language educator and practitioner, I was asked to write about linguistic trauma in Spanish-speaking New Mexican families, and the potential for dual language programs to assist in healing that trauma. For many years I have worked as a therapist



Roberto Chené works to bridge differences and resolve cultural conflicts.

in community mental-health programs. I am a teacher and trainer in anti-racism methodologies, and intercultural mediation, facilitation, and leadership.

Linguistic Trauma

In grade school in the mid-1950s, I and others from my generation were punished if we spoke Spanish on the playground or in the classroom. Those events may seem like a long time ago, but many former classmates vividly recall how painful that experience was and remains to this very day. The effects of linguistic trauma can be as varied as the individual it targets. I did not become fully aware of language oppression, as we

commonly refer to it, until I was an adult working in mental health.

I have come to understand the

punishment as a form of coercive assimilation. I believe it was unintentional, but coercive nonetheless. Oppressing someone for speaking a language other than English has never gone away these past many years, and is, in fact, making an overt resurgence today with the

current polarizing political climate. The targeting of two Latinas by an ICE agent in Montana for speaking Spanish in public is only one recent example among many (Taxin & Galván, *Albuquerque Journal*, 2018). Language oppression, linguistic imperialism, or linguicism, as it is variously called, is a form of racism and can have traumatic effects on a person.

Some of my own struggles as a learner are still with me today. As a child I loved school. That love of learning shifted significantly in the second grade. There was a lumber yard that I would pass everyday going to and from school in northern New Mexico. The teacher was aware of my daily routine and asked me if I would bring her a scrap piece of wood from that lumber yard.

Inside this issue...

- ▣ Using Charting at the Secondary ... Students who are Struggling with Math
- ▣ Integrating Newcomer Students: Secondary Dual Language
- ▣ De la semilla al brote: El florecimiento del ... OCDE Project GLAD® en español
- ▣ Making Dreams Come True ...
- ▣ Rearticulating the Significance of our Language
- ▣ Parent Perspectives ... Being Bilingual for Individuals with Complex Support Needs

—continued on page 14—

Using Charting at the Secondary Level to Support Students who are Struggling with Math

by Evelyn Chávez and Lisa Meyer—Dual Language Education of New Mexico

Promising practices...

Using various types of charts in classrooms is not a new concept—anchor charts have long been created by teachers to support student learning across content areas. In the math framework *Achievement Inspired Mathematics for Scaffolding Student Success* (AIM4S³⁷), charting is used to provide equitable access for all students to grade-level content; it is especially beneficial for students who are a 1 to 2 years behind in math, those who struggle with math, and for language learners. In this article, we will share what charting might look like in secondary math.

Why do I chart?

Teachers utilize charts for different reasons. Math charts support student learning by reinforcing conceptual understanding through visuals and models. This is a powerful way to explain an algorithm or why a formula works. Some teachers use charts to fill in gaps from previous learning as they focus on tier 1, grade-level instruction. Still others might use the charts to clear up misconceptions in students' learning. Charts are most often created for use with a whole class, but they can also be used in targeted small-group instruction; with older students this often takes the form of chart talks. However they are used, they provide equitable access for all students.

Where do I start?

Charting is most powerful when it is intentional and purposeful. For this reason, charts are preplanned by the teacher and relevant to the current topic students are learning. The information can be planned out on an 8 ½ x 11 piece of paper and later penciled in on chart paper. This allows the teacher to consider what

will be most helpful to the students and facilitates the presentation of concepts, vocabulary, and language. Watching as a class chart is built allows the information to be imprinted on students' brains. By presenting the information in an interactive way, the students are more engaged and motivated to take ownership of their learning.

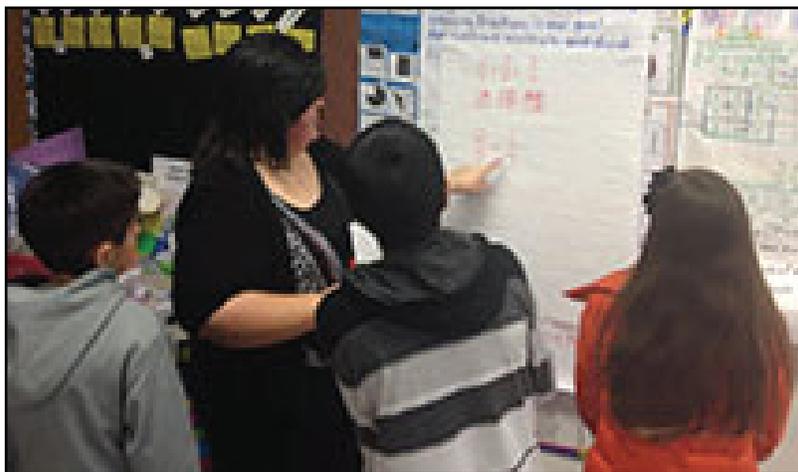


Chart talks provide opportunities to differentiate instruction to address specific student needs.

How do I present the information?

During the building of the chart, teachers provide direct instruction with clear and accurate information. Color-coding supports students in chunking the information into smaller sections or ideas. Having students repeat key language and vocabulary increases

the likelihood students will use this language later. As the teacher traces over the penciled information with colored markers, some students might take notes, while others might simply watch and listen. In either case, snapping a picture of the completed chart can serve as a handy reference when students are doing independent work away from the classroom.

How do I prepare charts for multiple class sessions?

Often, teachers at the secondary level voice concern for having to create a chart for each of their class periods when they teach the same subject multiple times. We recommend that teachers pencil in one chart and deliver the information to their first class with colored markers. Once they have a completed chart, they can place that chart under a new blank piece of chart paper and utilize the first chart to build the next one. It is important to build the chart with each class for the reasons mentioned above. This process gives all students access to the information in

—continued on page 3—

Soleado—Winter 2018



—continued from page 2—

the same way. When each class has a chart, students take ownership of the document, and this ensures that specific information can be included based on the engagement and interaction of the class.

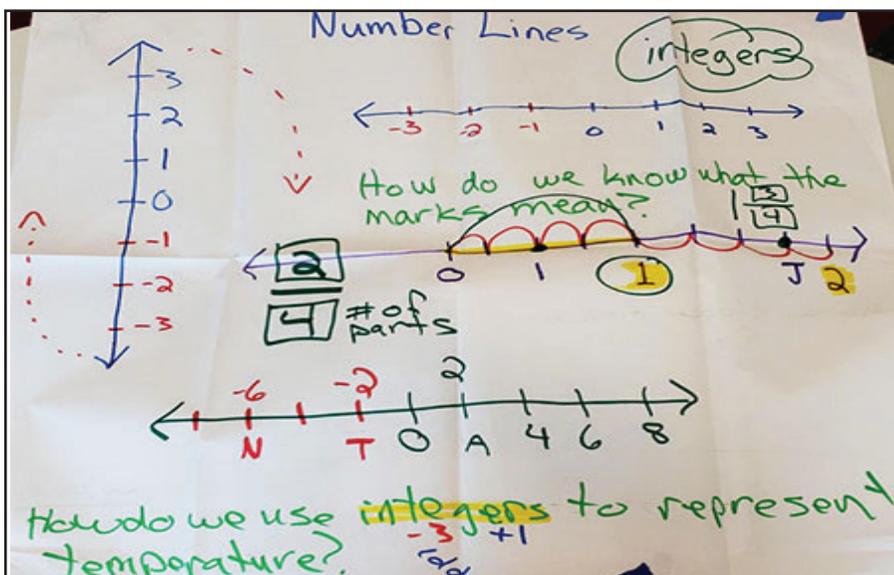
How do I organize and manage the charts?

Charts can be organized for different class periods. Teachers store and organize their charts in a number of different ways. Some have the charts in the same area and roll up those they are not using. Some teachers fold them and have them clipped from clothes hangers, and still others roll or fold them and store them in a bucket or another type of container. The key idea to managing the charts is that the students have access to them when they need them. Students are generally more than willing to assist teachers in changing the charts out for their class—this could be an assigned responsibility.

How do I keep the chart meaningful?

In order to make the chart meaningful to students, it must be referred to and processed throughout the unit of instruction or anytime students need the concept reinforced. This “living document” becomes a resource that students can utilize to make connections to their new learning. The processing of the chart may include adding information as new learning takes place, highlighting ideas as students make connections, or adding answers to questions that arise about the content on the chart.

Example Charts



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Number Lines

This number-line chart was a response to information gathered from a preassessment—the teacher learned that students had little understanding of negative numbers. In order for students to apply what they learn about integers, they need to know how to read a number line. The students recognized a vertical number line because of their prior experiences with thermometers, so the teacher first built a vertical number line and reminded them what the positive and negative numbers represented. She then used the arrows to demonstrate that if the number line is rotated clockwise 90° it works in the same way. Now the positive integers are to the right and the negative integers are to the left of the 0. Then, the teacher demonstrated what the marks, or intervals mean or represent. These number lines were examples of scaffolding provided by the teacher to fill the gaps of knowledge students demonstrated on the preassessment. Taking the time to model this for students supports their learning and prepares them for the sixth grade standards.

For more information about AIM4S3™ and supporting language learners or students who struggle with math, visit www.aim4scubed.dlenm.org.

—continued on page 16—



Integrating Newcomer Students: Secondary Dual Language

by Dr. Virginia Elizondo—Private Educational Consultant, Intercept Educational Foundation, former Newcomer Manager, Houston Independent School District

Promising practice

In 2014, a large number of secondary students from mostly Central American countries settled in the Houston area. The effect on the Houston Independent School District (HISD), the seventh largest school district in the nation and the largest school district in Texas, was immediate. HISD responded by developing a division within the Multilingual Department whose focus would be immigrant English learners. For our purposes, an immigrant is defined as a student who has been

enrolled in U.S. school for 3 years or less. The term newcomer refers to immigrant students enrolled in a U.S. school in his or her first 2 years. As manager of the Immigrant English Learners Division, I was responsible for establishing an appropriate program for these newly arrived

Central American students. While the number of newcomer students fluctuates yearly, HISD continues to receive thousands of these students in any given year. Their needs continue to be a priority for us. After several years of study, we have begun piloting a program that we believe will provide a strong academic and linguistic path for our students.

Surveying the Field

As the Immigrant English Learners Division worked with campus administrators and teachers on how best to support these secondary students, we found that most favored the use of primary language support (PLS) for our Spanish speakers. But each campus had a different idea of what that

meant. In some classrooms we found variations as to the percentage of time Spanish was used. We also found an increasing use of Spanish in our English Language Development courses; teachers were resorting to the use of Spanish to explain concepts in classes clearly meant to address English acquisition. It's not surprising that what we were not finding was increased English proficiency among our immigrant students.



Waltrip High School is excited to offer dual language programming to their newcomer students.

We focused most of our efforts on high school, as the sense of urgency was at its most extreme at this level. We interviewed teachers to ascertain their rationale for using so much primary language support. The responses varied, but one

reason trended among the responses—in Texas, immigrant students are still required to successfully complete the same graduation requirements as non-immigrant students. This includes the successful completion of end of course state assessments which are only offered in English. Campus leadership and teachers felt that utilizing the primary language to explain concepts would increase the students' chances of grasping the content. They felt that the English development would come later and faster, as the students became familiar with the content.

Finding Dual Language

I realize that last statement may be controversial, but it made me think. How could we utilize

—continued on page 5—



—continued from page 4—

the students' home language as a scaffold, but also ensure that students would be afforded opportunities to learn English? I firmly believe both from the research and my own teaching experience that dual language education is the most effective model of bilingual programming for English learners. So, I started researching around my state for instances where newcomer students were enrolled in secondary dual language programs. What I noticed was that most secondary newcomer students were being placed into preexisting programs that had been designed for students who were transitioning from an elementary DL program. I found that while some middle school programs included Spanish-speaking students new to dual language, they were sure to “double block” the students for each of the content areas where they were state assessed. Double blocking means students took two sections of math or language arts in lieu of an elective. In some schools, the students are taught the same content in English during one section and in Spanish for the other section. That triggered additional considerations as we planned for expanding this practice to the high school. At the high school level students have various pathways, endorsements, and other graduation opportunities, including receiving a distinction-level diploma. Each of these rely heavily on the student's elective course availability. Double blocking students for every area would book all of their elective slots, thus shutting them out of other opportunities.

We also found that some schools' data took a big hit when they introduced Spanish-speaking newcomers into the dual language program. Aggregate dual language achievement levels dropped, which prompted administrators to create a separate newcomer program for those students so that their test scores would not factor into program data. I looked at these scenarios and realized that the one thing the district had to do was to create a program with newcomer-student needs in mind. I decided that if we were going to utilize dual language programming, we needed to adapt it to address newcomer needs and issues. I reached out to my friend and colleague, Benjamin Bannon, an assistant principal at Waltrip High School, and we discussed my idea. I brought my dual language background, newcomer experience, and campus and central

office leadership expertise, and Benjamin brought his longstanding work with special needs students, his English as a second language experience, and his expertise with newcomer students together to create a framework and lesson design that supports both dual language and newcomer programming.

We worked throughout the year, round the clock, weekends, and in the middle of night debating, discussing, and coming to epiphanies. In HISD most of our dual language programming is offered at the elementary level. If we were going to start this program at the secondary level, we needed to find a campus that was willing to pilot it at their already busy high school campus. Luckily, Benjamin's principal at Waltrip High School, Mr. Dale Mitchell is a forward-thinking, innovative principal. We spoke to him about the program. He gave us insight, guidance, and asked revealing questions that gave us the high school leadership perspective. With his feedback we were better able to delineate the program effectively and realistically. We did not have to adjust any of our non-negotiables, and he helped us craft a more campus-friendly request.

One of the overlying non-negotiables was to ensure that at least two content areas were taught in Spanish. I had found that some secondary campuses favored offering world language courses to fulfill this requirement. Some programs would not choose courses for which a state assessment was required. After discussions with Mr. Mitchell we decided on Algebra I and World Geography as the classes that would be taught in Spanish. Both courses were tied to a state assessment. We also developed an English language development course that our newcomers would be required to take. This course would support students' English development through Algebra I and World Geography themes. The focus was English language development and not reteaching Algebra I or Biology content.

We were blessed as we set out to staff our program; four excellent teachers have been hired. All set high expectations for their students, but scaffold extensively to ensure their success. One of them, Ms. Perez, a bilingual teacher from Venezuela, has joined the development team and will assist with recruitment and curriculum development.

—continued on page 18—





De la semilla al brote: El florecimiento del proyecto OCDE Project GLAD® en español

por Diana Hernández y Omar Guillén—Coordinadores,
Centro Nacional de Capacitación, OCDE Project GLAD®

Durante muchos años, los educadores bilingües han estado en busca de estrategias para apoyar la adquisición del idioma español en sus aulas, sin embargo, no existía un modelo coherente de Desarrollo del Idioma Español (SLD, por sus siglas en inglés). Históricamente, los educadores bilingües se han pasado horas traduciendo, creando y luchando por recursos en español con el fin de satisfacer las necesidades de sus estudiantes (García, Johnson y Seltzer, 2017). Además, ha habido muchos cambios en la política educativa que rodean los caminos hacia la alfabetización bilingüe, como la Proposición 58—Ley de Educación Multilingüe de California de 2016 que fue aprobada por el 74% de los votantes de California (Secretaría de Estado de California, 2016). Esta ley inspiró a los distritos escolares de todo el estado a buscar formas innovadoras de apoyar a sus educadores bilingües; sin embargo, este no es un problema de práctica exclusivo de California.

Fue a partir de esta necesidad y el deseo de apoyar a la comunidad de educadores bilingües que se concibió este trabajo. Dos ambiciosos coordinadores del Centro Nacional de Capacitación (NTC) en el Departamento de Educación del Condado de Orange (OCDE) en California, Diana Hernández y Omar Guillén, tomaron el concepto del modelo original de OCDE Project GLAD® para desarrollar recursos para educadores bilingües. Partiendo sobre la base meritoria del modelo original de OCDE Project GLAD®, y en la construcción de lenguaje y alfabetización a través de una secuencia de estrategias, una filosofía de metodologías basadas

en activos y pedagogía socio-lingüística, desarrollar el proyecto OCDE Project GLAD® en español se dio como iniciativa para el siguiente paso. Por lo tanto, OCDE Project GLAD® en español nació como respuesta al deseo de satisfacer las necesidades de los maestros de alfabetización bilingüe. El objetivo de crear este nuevo capítulo es la implementación exitosa del modelo.

El modelo OCDE Project GLAD® ofrece entornos de aprendizaje atractivos para todos los estudiantes, mediante

la creación de aulas con un enriquecido lenguaje funcional (Lindholm-Leary & Genessee, 2010). OCDE Project GLAD® es también un modelo de desarrollo profesional único que se centra tanto en las teorías de alta influencia (Hattie, 2012) pedagógica, así como también de andragogías (Forzani, 2014; Knowles, Holton, III, y Swanson, 2012; Lampert et al., 2013) para el aprendizaje de adultos, los maestros participantes. La capacitación de este modelo consta de dos partes, la cual comienza con un *Taller de investigación y teoría de 2 días*, donde los participantes reciben información sobre la investigación y la teoría que informan el modelo, así como una visión general de las estrategias. El entrenamiento luego se traslada a un aula—la *Demostración de 4 días en el salón de clases*— donde las estrategias se demuestran en vivo con estudiantes de K-12 por un capacitador, y un segundo capacitador funge como entrenador con el propósito de hacer explícito todo el conocimiento para los participantes adultos que observan la



Los co-desarrolladores comparten las estrategias de Proyecto GLAD® a participantes del Sistema Educativo Estatal de Baja California, México.

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—continuación de la página 6—

instrucción (Dudley, 2013; Freeman, 1991; Mezirow, 1991). La demostración en el aula se imparte en el transcurso de cuatro días consecutivos. Los mismos principios rectores, teorías de aprendizaje, enfoque filosófico y estructuras programáticas utilizadas para informar el modelo original guiaron el desarrollo del OCDE Project GLAD® en español.

Avalados por la historia, la investigación y la teoría del modelo, los co-desarrolladores comenzaron la tarea de crear OCDE Project GLAD® en español. Este nuevo capítulo involucra a los participantes en las mismas estructuras programáticas; sin embargo, hay algunas diferencias. Ambos elementos, el taller de 2 días y la demostración de 4 días, se imparten totalmente en español. También se necesitaron investigaciones adicionales. Durante el taller de 2 días, los participantes tienen la oportunidad de analizar el cuerpo de investigación que rodea el lenguaje dual, así como las características clave de los programas de lenguaje dual implementados con éxito (Collier y Thomas, 2014). Finalmente, para contextualizar este aprendizaje, los co-desarrolladores crearon la Guía Suplementaria que proporciona una descripción detallada para el uso y enseñanza de cada estrategia, así mismo destaca cómo enseñar explícitamente las características del idioma español, por ejemplo, el uso gramatical de los acentos ortográficos.

El proyecto OCDE Project GLAD® en español ha estado en continuo desarrollo por más de tres años. Con un lenguaje tan vivo y diverso como lo es el español, los co-desarrolladores abordaron el diseño de este proyecto con un punto de vista panhispánico (ASALE, 2007; Instituto Cervantes, 2016; Valle, 2008; 2009). De acuerdo con la Real Academia Española (RAE, 2014), el adjetivo panhispánico, se define como “perteneciente o relativo a todos los pueblos que hablan la lengua española” (p.1620). Esta perspectiva dio la pauta para crear un grupo de enfoque. En el otoño de 2015, los co-desarrolladores, junto con el grupo de enfoque comenzaron el trabajo de crear este proyecto. Este grupo diverso de individuos estuvo formado por un microcosmos de capacitadores, maestros, estudiantes y padres de familia que trabajan en escuelas de doble inmersión. Hubo cuatro resultados que guiaron el trabajo: (1) crear un lenguaje común entre educadores

bilingües en todos los entornos al adoptar e introducir una terminología educativa consistente en español (Ericsson y Charness, 1994); Grossman y McDonald, 2008; Hattie, 2009; Marzano, 2009; Collier y Thomas, 2014), (2) seguir un marco de alfabetización bilingüe que esté basado en los principios y filosofías fundamentales de los programas de lenguaje dual (Howard, et al. 2017), (3) alinearse con las iniciativas de las Agencias Educativas Locales (LEA) (es decir, estándares estatales, SLD y otros recursos locales), y (4) definir las características específicas del español para enseñar explícitamente el español académico.

Dado que los programas de doble inmersión en los Estados Unidos brindan servicios a estudiantes de muchos países de habla hispana, el encontrar la terminología correcta en español que represente con precisión valorable la diversidad dentro del idioma español ha sido un constante desafío. Para abordar este desafío con una postura panhispánica, los co-desarrolladores consideraron los antecedentes de estudiantes, educadores y traductores (es decir, nacidos en los Estados Unidos, primera generación, educados formalmente fuera de los EE.UU. en un país de habla hispana, etc.) y, en conjunto con el apoyo del grupo de enfoque y la consulta de numerosos materiales de investigación, el OCDE Project GLAD® se tradujo con éxito al español.

Otro desafío fue el probar este nuevo proyecto en el campo educativo. Esto requirió de la colaboración de otros colegas en diferentes entornos. Los co-desarrolladores viajaron numerosas veces dentro del Condado de Orange, California, así como también fuera del estado para implementar OCDE Project GLAD® en español en una variedad de contextos. Después de cada ronda de pruebas de campo, los comentarios evaluativos de los participantes comenzaron a remodelar y refinar el proyecto en lo que actualmente se ha convertido.

Los co-desarrolladores han tenido la oportunidad de trabajar en conjunto y participar en un proyecto binacional con la Asociación de California para la Educación Bilingüe (CABE, por sus siglas en inglés), y el Sistema Educativo Estatal (SEE) de Baja California, México. Este proyecto está actualmente en curso. El taller de 2 días fue impartido en

—continúa en la página 17—



Making Dreams Come True: DLeNM's Partnership with District Leaders Yields Results

by Cheryl A Wolfel, Ed.D.—Executive Director of Second Language Programs, Community Consolidated School District 15, Palatine, IL

“District 15’s Spanish dual language program for the 2018-19 school year is now available ...” Seeing this sentence posted on our district’s website was a dream come true for many of us at Community Consolidated School District 15 (CCSD15) in Palatine, IL. As the executive director of second language programs for the past 19 years, I had tried unsuccessfully at least four different times to begin a dual language program. This time it was finally a reality! Dual Language Education of New Mexico (DLeNM), specifically Michael Rodríguez and Adrian Sandoval, were driving forces to inform, challenge, and lead us to a successful start with our dual language program.

CCSD15 is the second largest elementary (K-8) district in Illinois, serving a diverse population of all or part of seven northwest suburban Chicago communities. District 15 has 15 elementary schools, four junior high schools, and one preschool early childhood center and alternative public day school. Over 70 languages are spoken in the district, with 40 or more languages spoken in several schools! There are over 3000 students enrolled in our second language programs from countries all over the world. Illinois rules and regulations for second language programs state that when an attendance center has 20 or more students who qualify for EL services and speak the same language, the district must establish a bilingual program. CCSD15 has mandated transitional bilingual programs for the following languages: Spanish, Polish, Japanese, Bulgarian, Korean, Tamil, and Telegu. We have been very fortunate to have found qualified teachers in all of the mandated languages. Spanish is our most widely spoken language, and 10 of our elementary schools have recently transitioned

from early-exit bilingual to one-way Spanish dual language programs.

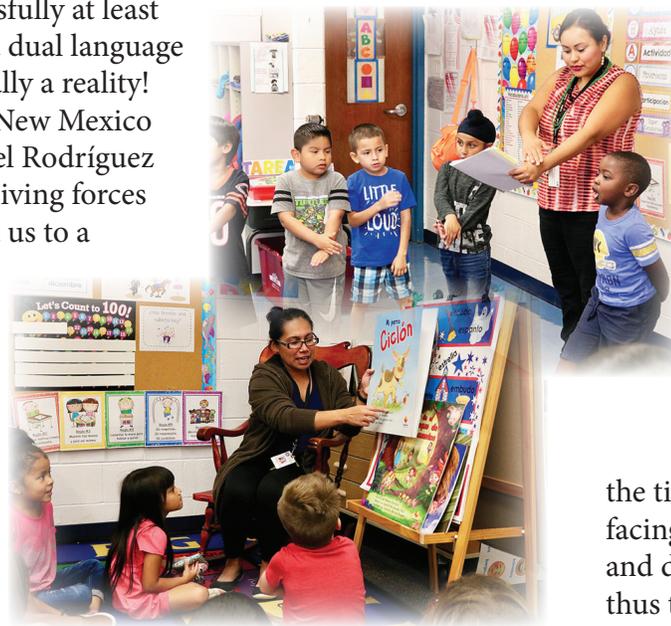
Our first attempt at a two-way dual language program was more than 30 years ago when the district tried to initiate a dual language program and failed. That attempt left a sour feeling in

the minds of many community members towards dual language. In 2002 when I was asked by the senior leadership of the district to explore dual language, I formed a committee, visited schools, and wrote a proposal.

There was not a lot of community interest at the time and the district was facing some major leadership and demographic changes, thus the proposal never moved forward. In subsequent

years, there were several presentations to the board of education, conversations with parents, visits to other districts and classrooms, but nothing that moved the dual language initiative forward.

In the summer of 2016, the then assistant director of second language programs and I were fortunate enough to attend the Literacy Squared® Institute in Puebla, Mexico under the direction of Kathy Escamilla. There we were able to connect with dual language educators from all over the United States. For the first time, we heard the name Dual Language Education of New Mexico (DLeNM) from other attendees; some from New Mexico and others not. Upon returning to Illinois, we learned that DLeNM had been instrumental in helping a neighboring district begin and sustain an award-



—continued on page 9—

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winning dual language program. This of course is what we wanted. District 15 has a history of being an award-winning district—it was the recipient of the Malcom Baldrige Award in 2003 for education and we wanted to continue that history of award-winning excellence with our dual language program!

In April of 2017, I reached out and contacted Michael Rodríguez, Director of Operations, to inquire about the possibility of DLeNM working with us to begin a dual language program. I felt that if we could present a proposal to our stakeholders backed by a recognized organization with a known track record of success, that it might be better received; Michael promptly responded. He outlined the choice of retreats DLeNM offered and explained in-depth what each one entailed. He advised us regarding future staffing needs for the dual language program and who needed to be a part of each school's dual language leadership team. He helped me visualize next steps and begin to develop a plan to present a proposal for dual language programming.

Over the next couple of months, I used the information that Michael provided and the resources on the DLeNM website (dlenm.org) to begin planting small but powerful seeds with other administrators. The information and resources supported our discussions regarding how to begin a successful program in our district that would benefit not only our Spanish-speaking students but all of the students who would be a part of the dual language classes. We spoke about the strong leadership that would be provided to us by DLeNM, their extensive work in the field, and the fact that we would have outside knowledgeable consultants to help plan, support, and sustain our program.

Thanks to my early conversations with Michael, the knowledge gained and the groundwork we had established, when the time came for the board of education to set goals in the fall of 2017, one goal was to create a two-way dual language program to begin in the fall of 2018. I immediately called DLeNM to schedule a Program Site Evaluation in November. We were on our way to our dreams of being a dual language district!

I spoke to Michael several times and communicated by email to ensure that the 2 days that DLeNM was

in the district for the Program Site Evaluation would produce the results that we wanted and needed. Mike's guidance was clear as to what we could expect from them and what they needed from us. He reassured me that after the visit, DLeNM would provide us with a complete program evaluation report to support us in designing and implementing a successful program.

Excitement was contagious as we carefully selected and prepared the four schools that we wanted to evaluate during the site visit. We held a meeting with the targeted school administrators before the DLeNM visit and shared with them the documents that had been sent to me outlining the process: what to expect at each school, which stakeholders needed to be present, what classroom visits would look like, and what would be evaluated. At all of the meetings, we made sure that our teacher's union and our board of education were represented. Their presence helped keep everyone informed and part of the process.

When November 14-15 arrived, the four schools were buzzing with excitement. In their presentation to the larger group, Michael and Adrian, DLeNM's Project Director of Bilingualism and Biliteracy, gave an introduction and overview of dual language and outlined the process that we would follow over the next 2 days. The larger group consisted of all four site administrators, selected teachers, district office administrators, and board of education and teacher union representatives. We had prepared to have breakfast and lunch brought in both days so that we had more time to debrief and discuss topics. As promised, after interviewing stakeholders and visiting multiple classrooms, they delivered a comprehensive and informative report that allowed us to focus on the two schools that we would open in fall 2018 as two-way dual language sites.

After the fall site visit, we scheduled a planning retreat for spring 2018 with DLeNM and each school's dual language leadership team. In preparation for the retreat, we were given clear expectations as to the purpose of our work. In the few months before they returned for the planning retreat, our administrators put together their teams

—continued on page 15—



Rearticulating the Significance of Our Language: Reflections on the Place of Diné Language in Contemporary Contexts

by Vincent Werito—Assistant Professor, American Indian Education,
University of New Mexico

Promising practices...

Many Diné (Navajo) youth today feel disconnected from their parents and/or grandparents because they do not speak the language. The opportunity to learn their heritage language has been taken away because of messages society has given the community about the worth of their language. Many young people refuse to learn it because they feel that the language is antiquated and insignificant to their contemporary contexts and experiences (Lee, 2007). I believe that fluent speakers of Navajo of all ages and their communities have a choice to ignore societal messages and use the language with a renewed sense of purpose to sustain the Diné language and cultural life-ways within the home, school, and community.

As a former Navajo language teacher I have personally witnessed the language shift from Navajo to English over the last 15 years. In the late 1990s, I started my teaching career on the Navajo reservation in my home community. I remember speaking then with students in both English and Navajo. Later, when I moved to Albuquerque, I noticed that significantly fewer students there could comprehend or speak Navajo compared to the students I had taught at home. But then in 2005, I was invited to give an eighth grade commencement speech at one of the schools back home and asked the teachers how many of their students were fluent speakers. Almost all responded that their students did not comprehend or speak Navajo.

Despite the passage of key legislative reform acts with regard to language policies at the federal, state, and tribal level, the oral transmission, use, and maintenance of Diné continues to decline. Why is this happening? Skutnabb-Kangas (1999, 1988) postulates that linguicism, or language oppression

turns individuals from one language group against each other *as well as on themselves*. Parents and grandparents struggle with the importance of teaching the heritage language to their children or grandchildren because of their own struggles with language oppression. They buy into the idea that learning only English is critical for success in school and life.



Community forums offer opportunities to discuss concerns and issues related to language use.

I have spent many years teaching and working with Navajo communities to revitalize our language. Based upon those experiences, I believe that *speakers* of the language

must rearticulate the purpose and significance of Indigenous languages to contemporary contexts. By doing so we can reconnect the value of our language to contemporary contexts and motivate younger generations to learn and use it. Most new language learners point to learning the language as a way to communicate with elders and others, a powerful reason. However, current speakers of the language seem to have forgotten that we learned the language growing up with it all around us as a way to communicate all aspects of our lives. A conscious effort must be made to curb English as the only language spoken most of the time at home, in schools, or in the larger community (McCarty, 2002). It is vital that Indigenous language communities demonstrate and reinforce the value of Indigenous knowledge and languages in all aspects of their lives. For example, in some Indigenous language communities school and communitywide programs have begun master-apprentice teams and language nests to reverse language shift and revitalize heritage languages (Hinton, 2013). I have worked in collaboration with others in my community to start language groups in the home and community as a way to

—continued on page 11—

Soleado—Winter 2018



—continued from page 10—

advocate for the use of the language. Some of the activities we recommend include using the language around the dinner table, while playing traditional children's games, or engaging in other cultural activities. In some rural Diné communities, close-knit families are making good use of family reunions or holiday breaks from school or work to engage in culture-based immersion activities that are tailored to the family's strengths and local contexts. These are innovative activities that highlight the effectiveness of language-speaking members of the community who take ownership and responsibility for supporting the next generation of speakers.

More efforts are needed that underscore local empowerment, tribal sovereignty, and self-determination. For example, community forums and surveys are an effective way to ask questions about the purpose and value of the language to community members and find ways to address concerns and issues related to cultural sustainability.

Furthermore, Diné educators and parents must work together to identify more innovative ways to support language learners in their communities by rearticulating Diné approaches or ways of talking to children and socializing them again in the social and cultural contexts of the language community (Hinton, 2013; Fishman, 1991). For example, Navajo language educators who are learning immersion methodologies in school need to share them with parents and community members. School and community leaders should reconsider language policies in schools and community centers and begin to engage in discussions with parents to find more spaces for using the language. Through these collaborations, more Navajo language and cultural programs can be implemented. There are even possibilities for developing adult language classes that support the efforts of school-community based programs and provide adults a place to reclaim their

language. As more awareness about reversing Navajo language shift increases, more community-based efforts like immersion day camps, language advocacy groups, and even the use of technology to aid in learning the language can be considered and utilized.



Making bread provides a natural context to use the language.

The sociocultural and political contexts for learning and speaking the Navajo language have shifted and changed over the past 30 years (Lee, 2009; Spolsky, 2002). The place and value of Diné in Navajo communities are not the same for the current generation (McCarty, 2002). Fluent Diné speakers are not speaking to the younger generation, and many of the language programs with well-meaning Navajo language teachers are not teaching as effectively as they would like to create new speakers. Their efforts are, for most part, hindered by language ideologies and English language policies that impede their efforts to revitalize the language. Finally,

the notion of revitalizing the Navajo language is one of the key issues that continues to be ignored by Diné communities themselves.

In an article written in 1994 titled “Láánáá Nisin: Diné Education in The Year 2004”, Anita Pfeiffer and Wayne Holm, used the Diné concept of láánáá , or hopeful thinking, to describe key transformations that could be achieved by the year 2004 if Diné education were restructured with the goal of “achieving relatively stable societal bilingualism where it is good to be and speak Diné” (p.37). In particular, they wrote,

We have to take part in a massive but incremental change in people's perceptions—to where a critical mass of the people feel that it is good to be what one is, and that only talking that language will enable one to participate fully as a member of that group. Unless people feel that their language does something for them that

—Continued on page 18—





Parent Perspectives on the Importance of Being Bilingual for Individuals with Complex Support Needs

by Julia Scherba de Valenzuela—Associate Professor, Special Education and Susan R. Copeland—Special Education Program Coordinator, University of New Mexico

Many people would agree that it is important and useful for typically developing children to continue progressing in their home languages while learning English. But what about children with complex support needs, such as those with an intellectual disability, autism spectrum disorder, or multiple disabilities? All

students have a well-documented right to education to support their language development, such as English as a second language (ESL) or bilingual education programs, including those with disabilities (U.S. Department of Justice and U.S. Department of Education, 2015). In addition, children with a variety of disabilities, including those with complex support needs, can and do become bilingual (Kay-Raining Bird, Genesee, & Verhoeven, 2016). Indeed, research suggests that bilingualism improves executive functioning (Olulade et al., 2016)—a key deficit among individuals with autism spectrum disorders. Yet, special education services are often prioritized over ESL or bilingual education (de Valenzuela, et al, 2016), and there is little documentation about the participation of students with complex support needs in language development programs.

Research and Findings

Because of the need for more information, we invited Spanish-speaking parents of children with complex support needs in New Mexico to speak with us about which languages they speak with their children, their preferences for their children's language learning, and their perceptions related to their children's language learning at school. In particular, we sought to answer the following questions:

- How do Spanish-speaking participants define bilingualism and language use for and with their children with complex support needs?
- What hopes, dreams, goals, and concerns related to language do these parents report?



Learning both English and Spanish allows children with complex needs to retain their cultural heritage and identity.

We interviewed 14 individuals, 13 of whom were mothers and one was a custodial grandmother. The group of participants was purposefully diverse, with differences in: (a) their proficiency in and daily use of their first and second languages, (b) urban versus rural residence, (c) country of origin, and (d) socioeconomic status. We conducted most of the interviews in Spanish, at the participants' request. We highlight three themes from our analysis here: (a) learning language is important, (b) both

languages are important, and (c) experiences with schools and services are problematic.

Learning Language is Important

The children of the research participants all had significant disabilities and subsequently limited language development. Yet, the parents consistently placed a very strong priority on their children developing both oral and written language. To this end, they engaged in a variety of home language and literacy activities. For example, Lily (not her real name) emphasized that “we want her to read and write in Spanish and English. Those are very important to us and we will work on whatever it takes on our part to get her there.” Azucena recollected that her son was having quite a lot of difficulty learning when “the teacher was showing him letter by letter with the sounds.” She told us that “he didn't get it. He would tell me letter by letter and I would ask what does it say? And he would tell me something completely different. So then I taught him syllable by

—continued on page 13—

—continued from page 12—

syllable like I had learned. And my son learned in 2 weeks to read and write.” These parents insisted that their children could learn and were willing to engage in a variety of educational activities at home to support their academic progress.

Both Languages are Important

In addition to valuing learning language in general, these parents voiced a number of reasons why learning both English and Spanish were important for their children. The reasons for learning English were obvious and pragmatic for these parents; Sandy argued that “because we are in a country where one has to learn English, one has to know the language.” The primary reasons expressed for learning Spanish were (a) the ability to communicate with family members, (b) to retain their cultural heritage and identity, and (c) to be included in community activities. María eloquently articulated this second reason:

Language is a key factor in our identity, both in traditions and rituals, and language is fundamental and it's really important to us ... so in this household English and Spanish are essential for who we are as a family and we're a bilingual bicultural family. And that's manifested by the books, by the reading material we have in both languages, by listening to radio in both languages, television, and I think that as parents we take that really seriously because we see that as part of our child's legacy, as part of her heritage and we don't want to strip her of that regardless of what others might say: Y'know, 'she doesn't understand it, she didn't write, why do you even bother.' To us she does understand it and to us all those little nuances help shape her and her identity.

Parents also related the importance of their children's participation in community activities, such as attending church, and going to the park, zoo, and local stores. They reported their children commonly interact with people who either speak English or Spanish at these times, therefore, they need to know both languages to participate in the full range of family and community events and activities. Bilingualism is key to inclusion for individuals with complex support needs.

Experiences with Schools and Services are Problematic

The participants confirmed they value the teachers and service providers who worked with their children. Yet, they also recognized systemic problems, including low expectations, poor communication with families, and lack of service providers and teachers who speak Spanish. While cognizant of their children's limitations, they saw how they made progress with the few educators and service providers who provided consistent and challenging instruction and made connection with the parents to reinforce lessons at home. But, far more often, they saw the negative impact of teachers' failure to recognize the learning potential of students with complex support needs. Alma summed up the concerns expressed by other participants when she said that,

I find myself I guess a little frustrated with the expectations from prior teachers. We document everything on her IEP and they know where I stand in regard to Annelise's education, so I guess it's a little frustrating to me to not have teachers that support that, and think that because she is severely disabled that she [only] needs those life skills. Yes, she does need those life skills but those will come... as her understanding of her environment grows... So don't give her 10 different ways of saying she's hungry.... Teach her to read that she's hungry... that's my frustration—that they keep trying to teach her those life skills when she has them. She has a basic understanding of those life skills; it's the academics that we want her to learn.

Gabriela relayed her concern that because of other demands on teachers' time, “the assistant is the one who is in charge of taking care of the students” and that she “would like the teachers to be better prepared academically.” Like many of the other parents, she was concerned that “with so many years of school, she [her daughter] could have learned SOMETHING.” These parents poignantly expressed both the possibilities of and the problems with education for students with complex support needs in our schools.

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Being trusting, happy to please, and unquestioning, I found a piece of wood and brought it to school. I remember that it was wedge-shaped and probably about a foot long. That piece of wood became the paddle that the teacher would use to punish us when we spoke Spanish. I was deeply affected by what I sensed was a betrayal, although I could not name what happened until many years later. I can remember the change, however, in how I felt about school. The love of learning in me was diminished.

It is critical to recognize that the loss of a language is an emotional trauma for many people, one from which many feel they may never recover. There is often a need to grieve the circumstances that resulted in the loss of a language or the ability to speak one's heritage language, particularly when it was not taught because of the pressure to assimilate to the mainstream culture. The healing of linguistic trauma takes place in the context of mutual, empathetic, caring, and nonjudgmental relationships. A recent editorial in the *Albuquerque Journal* by Esther Cepeda speaks to the dilemma of identity that many people feel if they have lost access to their language.

Healing the Trauma

As an adult, I formed healing support groups with others to manage and recover from the effects of the punishment we received. In our support groups we create a safe, accepting environment where participants are free to express themselves without fear of judgment or criticism. The healing can take the form of speaking the language any way you can, while others in the group are not allowed to judge, criticize, or ridicule the way you speak. One can confess to feeling ashamed for having lost the ability to speak the native language, if such is the case. In the healing group, participants can give each other permission to correct one another's speech as they relearn the language and explore the feelings of shame, inadequacy, and guilt that may arise when they attempt to speak a language they feel has been lost. Might dual language be successful in undoing the hurt that has been done to countless students and their families over the years?

I believe dual language programs have a major role to play in resolving cultural conflict and healing linguistic trauma. The dualistic, reciprocal nature

of the dual language approach is exactly what is needed to move our communities into a more intercultural way of thinking and acting. We take for granted, and thus underestimate, the transforming potential of truly reciprocal relationships. The radical behavior of taking time in a time-oppressive society to listen deeply to each other's story is a treasure that has yet to be fully explored for its healing potential. When we prioritize allowing the other, whoever they may be, to reveal to us who they are before we assume we know, we are contradicting the conditioned tendency to stereotype each other. Such sustained deep listening needs to be systematized and institutionalized. Dual language programs can be a vehicle for such a process. In fact, two-way dual language programs are so called because the class is made up of English-dominant and Spanish-dominant students learning in both program languages. During Spanish-designated instruction, the Spanish-dominant students can provide linguistic and cultural support to their classmates. Likewise, during English-designated instruction, the English speakers provide the support. The collaborative structures typically used by dual language teachers require that students work together in cooperative groups to complete projects, discuss, and brainstorm ideas. This approach supports the third goal of dual language programming: socio-cultural competence, and provides the context for this deep listening.

When students work together in a classroom context in which they share a common goal, they counter the conditioned fear that is at the root of cross-cultural conflict. Dual language education is a structured and sanctioned approach which can strengthen shared empathy in students and staff. Shared empathy for the challenges of learning in another language nourishes the ground for promoting healing. Mixing people of different cultures does not necessarily constitute cultural diversity unless that group of people are working to transform relationships of dominance and subordination into relationships of equality. How and where do we learn that process of transformation? Dual language programs can be a response to this question. When teachers show their students how to work in groups, how to engage in accountable, respectful talk, and how to take on tasks in which all members of the group have an

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—continued from page 14—

important role, positive interdependence is the result. It is a model which creates a community that privileges both Spanish and English equally.

Intercultural Leadership

Intercultural leaders work to bridge differences and resolve cultural conflicts. A basic characteristic of an intercultural leader is that he or she can communicate comfortably between two or more cultures and serve as a cultural bridgemaker. The state and the nation need many such leaders who understand the transforming and healing dynamics of mutually empowering relationships rooted in deep listening and reciprocity. Dual language education can play a critical role in nourishing this kind of leadership.

The trauma of losing a home or heritage language is not a relic of a bygone era—it is a very present reality for many. By expanding the availability of well-implemented dual language education at all levels, we set the stage for school communities in which linguistic trauma cannot gain a foothold. Instead, students of all ages learn respect for both program languages and the cultures they represent, the struggles we all face when learning in a new language, the experiences that each of us bring to the classroom, and the transforming potential of reciprocating relationship. The intercultural leadership skills that are developed in dual language programs provide us all hope that the incidences of linguistic trauma will soon be a thing of the past.

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and chose dual language teacher leaders. We hosted informational nights to inform the school communities about the program and began enrolling students. All along, DLENM was checking in with us to see how things were going, providing resources to include in our presentations, and sharing knowledge that they had gained from working with other districts. We never felt that we could fail; they were walking beside us the entire time.

Michael and Adrian returned in the spring for a La Siembra™ retreat and each principal brought their dual language leadership teams. Over the course of 2 days, teams participated in a self-assessment using the *Guiding Principles for Dual Language Education* (CAL, 2018). Each team reviewed best practices in dual language instruction, pored over multiple examples of school communication with stakeholders, and studied the curriculum. Detailed action plans were created to move each school’s dual language program forward. A curriculum alignment plan (CAP) was created by each school that delineated when each subject area would be taught and in what language. Once again participants left the retreat with a clear sense of purpose and action plans to guide their efforts.

Thanks to DLeNM’s guidance and our hard work, we not only met the board goal of opening a dual language program in 2018-19, but we have five dual language kindergarten classes filled with excited teachers, parents, and students. Soon we will be scheduling our next on-site training to begin planning for the 2019-20 school year and adding first grade!

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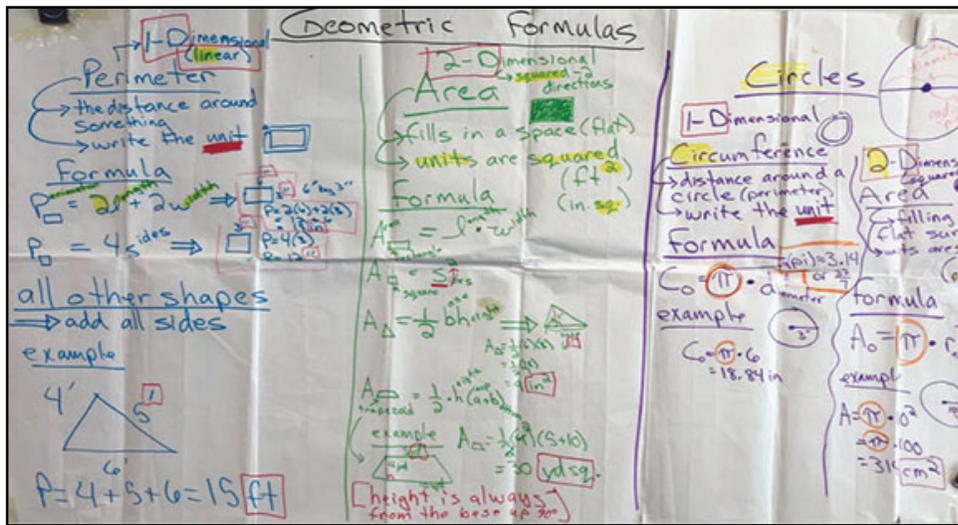
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Geometric Formulas



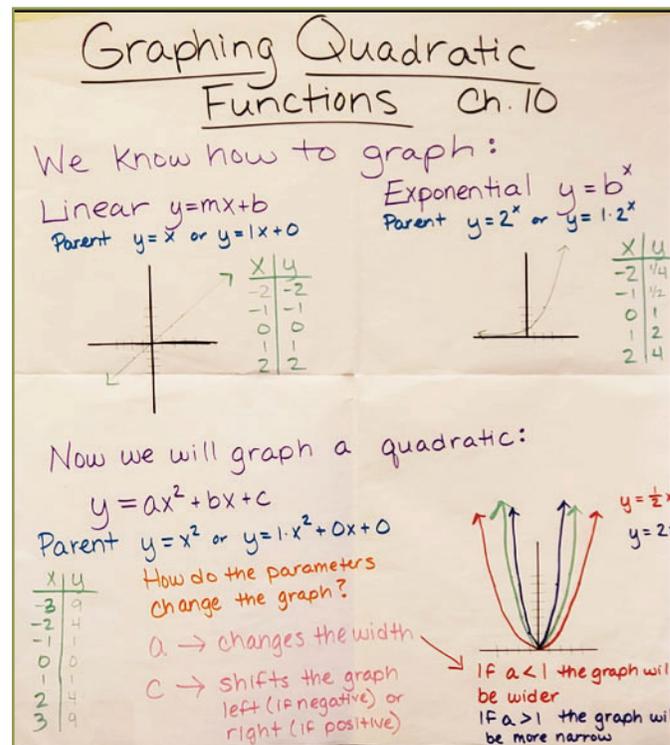
In the Geometric Formulas chart, the teacher uses highlighting to emphasize the language needed to understand the formulas. In the example for perimeter: $P(\text{erimeter}) = 2l(\text{ength}) + 2w(\text{idth})$, the teacher writes and color-codes the language. This is seen in various places throughout the chart. Writing what the variables actually represent assists students in making a connection to the visuals, which represent the concept and supports the students to better understand why $P=2l+2w$. The same is true in the section devoted to Area: $A = L \times W$. The teacher demonstrated that area is two dimensional by representing the concept of squared with a filled-in rectangle and the term highlighted. She also added other ways of writing it, like sq. or 2. Likewise, in the section devoted to Circles, the teacher highlighted the similarity in circle and circumference as a way to support the students' understanding of the word family. She also highlighted the radius and diameter of a circle. The chart demonstrates what circumference is with words and a model.

Graphing Quadratic Functions

The teacher in this algebra class made a connection between students' new learning and their prior knowledge in order to expand the concept of graphing quadratic functions. The chart held powerful visuals for students as they would soon attempt to graph quadratic functions independently. In the top left section, the teacher reminded the students how to graph linear and exponential

functions. Once the students' prior knowledge was accessed, the teacher moved to the new learning. Next, the teacher presented the method for graphing an exponential function. As with the functions above, the teacher wrote the formula and graphed the examples. Students then looked at how changing the parameters effected the graph. This succinct chart allowed the students to access

information over time.



As I reflect on my charting ...

Does my chart include a conceptual explanation and/or visuals to help students understand the concept?

Is key vocabulary embedded in context?

Have I intentionally planned the chart to support my language learners, students with special needs, and students working below grade level? This might mean that unnecessary language is eliminated, there are clear visuals, the chart is easy to read from across the room, the writing is legible, and the chart includes plenty of white space for easy reading.

—continuación de la página 7—

julio de 2018, dos demostraciones de 4 días están programadas para el otoño de 2018. Una demostración de 4 días en el salón de clases tendrá lugar en Tijuana, México, en octubre de 2018, y la segunda demostración se llevará a cabo en California en noviembre de 2018. A través de estas colaboraciones en conjunto, así como también participando con educadores del estado de Baja California, México, los co-desarrolladores tuvieron la oportunidad de experimentar cómo este nuevo proyecto puede construir puentes. Además, los co-desarrolladores están creando grupos y plataformas digitales para educadores bilingües a escala nacional y binacional con el fin de compartir y crear recursos. Finalmente, los co-desarrolladores están construyendo un glosario de términos educativos, y les gustaría que todos se unieran para construir un lenguaje común en español para todos los estudiantes.

El trabajo de OCDE Project GLAD® en español no ha terminado, ya que el desarrollo, la implementación y la evaluación del programa son procesos continuos e iterativos. La visión de los co-desarrolladores sobre este modelo está creciendo en su capacidad y sostenibilidad, por lo que complementa las iniciativas y respalda los planes de estudio, no solo en el estado California y en los Estados Unidos, sino también internacionalmente.

Únase a nosotros en NTCprojectglad.com para obtener más información, o síganos en Twitter @OCDEProjectGLAD. Si desea unirse a nuestra red y cargar/descargar recursos bilingües, envíe un correo electrónico a dhernandez@ocde.us u oguillen@ocde.us para ser invitado a nuestra red digital.

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We found an advantage for piloting this program at Waltrip High School. HISD is a district of school choice, which means that families can request a transfer to any of the schools in the district. The pool for dual language students was not large so we believed recruiting these students would be a challenge. We went to meet with the principal of one of the middle schools that offers dual language programming. The principal was very excited to support our pilot. Coincidentally, Waltrip High School was a school that their students want to attend. There was limited space available, so the principal knew that students would be interested in enrolling in our dual language program. We currently have 25 students enrolled. The class is composed of 2/3 newcomers and 1/3 continuing dual language students from the middle school. The assessment information used to enroll newcomer students is a lexile reading test to ensure they have a high school literacy level in Spanish. We take teacher recommendations and participation in the Spanish AP test for the non-newcomer students. We are not cherry-picking students for this program; we want to ensure access for all. The curriculum is transdisciplinary. We worked out the schedule to include a common planning time for both teachers. Students' elective courses are their own, with the exception of the ELD support course. We are in our preliminary stages of implementation. We will be utilizing both qualitative and quantitative data sets to track our progress and for our final evaluation.

This school year will be eventful! With the purposeful planning that has gone into the development of this program, we hope to support the needs of both groups of students.

Dr. Elizondo is one of the contributing authors in Dr. Collier's and Dr. Thomas' latest book: *Transforming Secondary Education: Middle and High School Dual Language Programs*, newly published by DLeNM's Fuente Press. To order your copy, please visit our website: <http://shop.dlenm.org/books>

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cannot be done as well in English, they will not persist or use that language with their children (p.37).

Within recent efforts to revitalize Indigenous languages at the school and community level there is often little attention given to the role and responsibilities of speakers of the language within the larger community contexts. Therefore, it is imperative that speakers of the language, Navajo educators, parents, and community members advocate for the language by reflecting and acting upon their own role and responsibility and become more engaged in order to perpetuate the language for future generations.

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—continued from page 13—

Implications of the Results

We found five major take-aways from this analysis. First, parents value the ability of students with complex support needs to communicate in *both* languages, to the extent to which they are able. Second, parents can be an important resource for school staff and are willing to implement home activities to assist their children in learning language. Third, the recruitment of teachers and service providers who speak languages other than English and are knowledgeable about teaching students with complex support needs should be a priority. Fourth, the perception that not all teachers have high expectations for students with complex support needs must be addressed in terms of school culture and administrative support. Finally, research and development of interventions for individuals with all disabilities should be based on the multilingual reality of our schools and communities, not a monolingual model.

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▣ **AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES—ANNUAL CONVENTION & WORLD LANGUAGES EXPO:** November 22-24, 2019, in Washington, DC. For more information, please visit <https://www.actfl.org/convention-expo>.

▣ **COLORADO ASSOCIATION FOR BILINGUAL EDUCATION—CELEBRANDO EXCELENCIA EN LA ENSEÑANZA DE ALUMNOS BILINGÜES, TOGETHER WE LEARN, 2019 WINTER CONFERENCE:** February 6-7 2019, in Denver, CO. Please visit <http://www.cocabe.org/cabe-conference/> for more information.

▣ **NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION—48TH ANNUAL CONFERENCE—EXPERIENCE THE MAGIC—BILITERACY AS A GLOBAL IMPERATIVE: ENRICHED EDUCATION FOR EMPOWERMENT, EQUITY AND EXCELLENCE:** March 6-9, 2019, in Lake Buena Vista, FL. For more information, please visit www.nabe.org.

▣ **CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION—CABE 2019—IMAGINE, INSPIRE, IGNITE - MULTILINGUALISM FOR ALL:** March 20-23, 2019, in Long Beach, CA. For more information or to register, please visit www.gocabe.org.

▣ **WASHINGTON ASSOCIATION FOR BILINGUAL EDUCATION—STEAMING AHEAD! WABE 2019 ANNUAL CONFERENCE:** April 25-27, 2019, in Bellevue, WA. For information or to register, please visit www.wabewa.org.

▣ **ACHIEVEMENT INSPIRED MATHEMATICS FOR SCAFFOLDING STUDENT SUCCESS (AIM4S^{3™}) ANNUAL SUMMER INSTITUTE:** May 29-30, 2019, in Albuquerque, NM. This institute is for teachers already trained in AIM4S^{3™}.

For more information, please contact Lisa Meyer, at lisa@dlenm.org or visit www.dlenm.org.

▣ **GUIDED LANGUAGE ACQUISITION DESIGN—OCDE PROJECT GLAD®**

TIER 1 CERTIFICATION:
Two-Day Research and Theory Workshop, December 5-6, 2019; and 4-Day Classroom Demonstration—January 15-18, 2019 in Albuquerque, NM.

PRESCHOOL GLAD:
One Day Research and Theory Workshop and 4-Day Classroom Demonstration—January 28-February 1, 2019.

ANNUAL SUMMER INSTITUTE:
June 4-5, 2019, in Santa Fe, NM.

For more information, please contact Diana Pinkston-Stewart at diana@dlenm.org or visit www.dlenm.org.