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# Soleado

Promising Practices from the Field

## Responding to Program Implementation Challenges in Public Schools

by David Rogers, Dual Language Education of New Mexico

In this article, we hear from four seasoned school-site administrators about the contexts in which they and their staffs implement dual language programs. This article is a follow-up to “Implementing Dual Language Programs in a Magnet or Charter School Setting” (*Soleado*, Spring 2010, [www.dlenm.org](http://www.dlenm.org)).

Districts all over the U.S. are implementing dual language education because of its solid research base and its promise of full academic gap closure for English learners. The payoff for districts and schools may be great, but the challenges of establishing and maintaining a successful dual language program are complex and require informed leadership and policy from the district down to the classroom. Alignment of support and resources for program and professional development is essential and is often a struggle for districts committed to dual language education.

The challenges come from long-standing realities of school communities, including:

- *School community philosophy*, which assumes that all children deserve to have their educational needs met by their home school.
- *Multiple program strands under one roof*, which may be needed to meet the various educational needs and requests of students and school families.
- *Lack of additional resources for magnet schools*, such as transportation, to ensure that families participate in the program of their choice and/or the program that best responds to their child’s needs.

The following four perspectives are from site administrators who continue to experience both the challenges and successes of dual language program implementation.

### ▣ *The Challenges of Being a Community-Based Magnet Dual Language School* **Lori Stuit—Asst. Principal, East San José Elementary—Albuquerque, New Mexico**

East San José (ESJ) is a magnet school because the program attracts close to one fourth of our students from throughout the district. However, as a community school, we also have an obligation to meet the needs of neighborhood students. We believe that dual language education offers *all* children access to an enriched education in which they acquire academic skills in two languages, develop multicultural understanding, and increase cognitive strength and flexibility. Since many families lack the resources to transport their children to magnet or charter schools, the best way of insuring quality education is to implement dual language programs in community schools.

Being a community-based dual language program presents challenges which can only be overcome by *on-going* parent education. Traditional New Mexican Hispanic families remember parents or grandparents being punished for speaking Spanish. They worry about their own children falling behind and may perceive the program as “catering to the Mexicans.” Conversely, immigrant families often express the desire for their children to learn English as fast as possible and may be concerned that an early emphasis on Spanish could delay English acquisition. We address this through informational meetings for families considering dual language kindergarten and preschool. Brochures in English and Spanish explain the program, including the incremental gains in English over the years. Families enrolling mid-year have one-on-one conferences to explain the program, and administrators are available to discuss concerns after the student is enrolled.

### Inside this issue...

- ▣ ELD Standards and Sheltered/Differentiated Instruction
- ▣ Using a G.L.A.D. Planner to Organize Instruction ...
- ▣ Developing Future Leaders—the Student Leadership Institute
- ▣ La Cosecha 2010 Conference Guide
- ▣ Atributos de un programa dual efectivo a través de la perspectiva estudiantil



—continued on page 10—

# English Language Development Standards and Sheltered/Differentiated Instruction

by Margaret Briseño and Terri Bryant, Literacy Specialists, Clovis Municipal School District

Promising practices...

In the summer of 2009, New Mexico introduced a new version of the English Language Development Standards (E.L.D.). In reviewing the language acquisition levels, as well as the formative and summative frameworks, we noticed how well these matrices fit not only sheltered instruction but also differentiated instruction. The standards support both of these by the conscious effort to make content accessible to all students.

Differentiated instruction includes designing lessons that are built around what students know and are able to do. The Standards include the Model Performance Indicators (MPI's) and the Language Acquisition levels available as guides for such instruction. This allows us to teach the content without watering down anything!



Teachers at the Bilingual Educator's Institute get ready for a Think-Pair-Share with the authors.

With this background, we designed an interactive presentation; our role was "guide on the side." We presented participants with an *Anticipation Guide* (example below left) that served as an introduction to the strategies we would be presenting. An Anticipation Guide helps to activate prior knowledge through a True/False or Agree/Disagree question format. We tried to embed the classroom strategies

within the context of our presentation to make them applicable and help with "transfer" of the strategies.

We modeled a lesson using the science standards from the NM State Standards and Benchmarks. We chose "weather" as our broad focus, cognizant that this topic was taught in varying degrees across many grade levels. The Sheltered Instruction Observation Protocol (SIOP)

5-step lesson plan was used in the lesson design along with the ELD standards. The lesson plan format and ELD standards equipped us with a guide for gathering materials to ensure we covered all language acquisition levels.

In February 2010, we presented at the New Mexico Association for Bilingual Education's "Bilingual Educator's Institute" to model how to teach grade level content that is cognitively demanding for English Language Learners (ELLs). Our goal was to immerse participants in the lesson to make it meaningful, relevant, and applicable to their situation. In order to maximize the adult learning

experience, we used strategies and techniques from Dr. Robin Fogarty and Brian Pet's book *From Staff Room to Classroom*. Adult learners want professional development that is practical, can be implemented right away, and fits into their specific content area and curriculum.

## Anticipation Guide

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. Read alouds are only appropriate in the primary grades.		
		2. Read/think alouds are effective for diverse learners.		
		3. Anchor charts help activate and validate students' background knowledge.		
		4. Anchor charts should be created by the teachers prior to the lesson.		
		5. Only text should be used on anchor charts.		
		6. Foldables can be used at any level in any subject.		

Anticipation Guide

We used a non-fiction story, *What Do You See In A Cloud* by Allan Fowler to introduce the specific sub-topic "clouds," modeling a *Read Aloud/ Think Aloud* to build background and help front load our academic vocabulary. This is referred to by Jeff Zwiers as the "linguistic glue that holds the tanks, texts, and tests of school together." Our purpose for the think aloud was to give participants a framework for thinking, as well as to help them build genuine common academic language for talking about clouds.



The photos of clouds are for students at Level 1 or Beginning language acquisition levels. Students are asked to match the content vocabulary to the appropriate picture.

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We then created an *Anchor Chart* as a graphic organizer to list information we learned from the text. “Anchor Charts allow us to make our thinking visible and permanent and trace our work together,” states Debbie Miller in her book *Reading for Meaning*. For dependent readers we know that this helps them organize information and see relationships that they would otherwise **not** see, as Kylene Beers notes.

We then went on to Guided Practice using a series of *foldable* activities that were differentiated by language acquisition level and included both the formative (support) and summative (no support) frameworks of the E.L.D. standards. Foldables are three-dimensional interactive graphic organizers that can be used for any subject matter, with any grade level. We used a set of step books, flap books (example at right), and windowpanes. This set provided student engagement and academic language development, and it also included all of the language domains (reading, writing, speaking, listening). Our activities included pictures and/or text, depending on the language acquisition level and the language domain. Foldables can be used to reach all learners and help students retain information. The “movement” or “doing” portion of making the foldable is what helps with the retention of information, as Eric Jensen states in his book *Teaching With the Brain in Mind*. “The part of the brain that processes movement is the same part of the brain that’s processing learning.” Foldables help to replace worksheets and can be used as study guides, too.



*In this lesson sequence, the “flap book” is for students at Level 4. Each flap has a picture of a type of cloud, and students are asked to write a description of each specific cloud under the flap.*

We were also able to do immediate assessments by simply monitoring the foldable activities, so that we did not have to spend hours creating elaborate assessments. This made the alternate assessments authentic and applicable to the content.

As we worked through the lesson, we kept in mind the eight components of SIOP as we modeled the strategies (see table below). While this may seem like a daunting task, what the ELD standards have demonstrated to us is that we have a rich resource to help provide effective instruction, which is “the only avenue to give all students what they need” according to Gail Bushy and Joan Moser in their book *The Café*.

The ELD standards are a rich resource for teachers in designing standards-based differentiated instruction lessons. The participants at the 2010 NMABE Bilingual Educator’s Institute were introduced to a variety of strategies, through an interactive format, that were practical, applicable to their current teaching assignment, and relevant.

<b>SIOP Component</b>	<b>Tool</b>	<b>Rationale</b>
Preparation	Anticipation Guide	Activate prior knowledge
Building Background	Read Aloud using Non-Fiction text	Frontload academic vocabulary/ concepts
Comprehensible Input	Modeled Read Aloud/Think Aloud	Emphasize key vocabulary/themes
Strategies	Foldables/Hands-on Materials	Make concepts concrete
Interaction	Think-Pair-Share/Small Groups Cooperative Learning Groups	Provide opportunity for students to fully participate
Practice and Application	Hands-on Activities with Relevance to Content	Support gradual release of responsibility for mastering concept
Lesson Delivery	Language and Content Objectives	Keep lesson focused
Review and Assessment	Teacher Observation	Provide informal and authentic assessment with feedback



# Using a G.L.A.D. Planner to Organize Instruction in a Dual Language Classroom

by Jessica Gonzales, Salazar Elementary, Santa Fe Public Schools

Last September, I was immersed in Guided Language Acquisition Design (G.L.A.D.) during a four-day second grade classroom demonstration. Weeks later, I was still trying to wrap my head around how G.L.A.D. strategies work and how to implement them in the English component of our first grade dual language classroom. Since the use of Harcourt Trophies is a non-negotiable of our school's 90 minute literacy block, I still needed support for using G.L.A.D. with a reading basal and organizing lessons across the two classes I share with my team teacher. Luckily, at the November La Cosecha conference I attended a follow-up session for G.L.A.D.-trained teachers which focused on implementing G.L.A.D. within core reading programs.

## Bringing G.L.A.D. into the Core Reading Block

After researching various websites, I came across a useful tool that I thought would be beneficial because it provided areas to plan different G.L.A.D. strategies Monday through Friday, as well as details about each day's strategies. Since discovering this resource, I use it to plan short, week-long G.L.A.D. units using the lessons in the Harcourt Trophies 1<sup>st</sup> grade basal as a

guide. The plan below was created for the week that we read the selection "All That Corn."

When planning a Trophies G.L.A.D. mini-unit, I use a number of strategies each day while adjusting to meet the needs of the two classes. For example: on Monday I teach Class A, and their behavior expectations are to follow the three G.L.A.D. standards. By following the standards, students receive *Literacy Expert Awards* with pictures of reading strategies. The *Cognitive Content Dictionary (CCD)* signal word for Class A is **plough**, which was taken from a poem in the basal. Since I planned to use the poem later in the week, I introduced the word in order to help all students be successful and make connections to what they were learning. That day, Class A made observations on chart paper from realia and read a *Big Book* called "Let's Go Visiting." An *ELL Retell* was necessary because I have a small cluster of students at a beginning level of English proficiency. This strategy also helped prepare Group A for one of their *Team Tasks*: sequence the story "Let's Go Visiting" using wordless picture cards, and then collaboratively create sentences about each picture.

ELD Lesson Plan						
GLAD Unit: Harcourt Trophies-(Guess Who) "All That Corn"						
Dates: December 2009						
	Strategy (indicate minutes)	Strategy (indicate minutes)	Strategy (indicate minutes)	Strategy (indicate minutes)	Strategy (indicate minutes)	Materials Needed
Monday Class A	<b>Focus &amp; Motivation</b> 3 standards *Literacy Expert Awards -reading strategies	<b>22 min.</b> <b>CCD-plough</b> *Signal word *Predictions WHOLE GROUP 10/2	<b>22 min.</b> <b>Observations/Realia</b> *microwave popcorn pkg. *canned corn *ear of corn *popped popcorn	<b>12 min.</b> <b>Big Book-Shared Reading</b> "Let's Go Visiting" WHOLE GROUP 10/2 ELL RETELL	<b>35 min.</b> <b>Team Task:</b> *Use pictures w/out words- Finish the sentence that follows pattern in the story. Ex: "Let's go visiting. What do you say? One gray goat is ready to play."	Awards Bags Chart paper Markers Big book Team folders
Tuesday Class B	<b>Focus &amp; Motivation</b> 3 standards *Literacy Expert Awards -reading connections Text to self, text to world, text to text	<b>22 min.</b> <b>CCD-harvest</b> *Signal word *Predictions WHOLE GROUP 10/2	<b>22 min.</b> <b>Picture File Card Sort</b> Food: *Fresh fruits and veg. *Canned or packaged food *Junk food SM. GROUPS-TEAMS	<b>25 min.</b> <b>Mind Map</b> *Farm-what comes from a farm? WHOLE GROUP 10/2 ELL RETELL	<b>25 min.</b> <b>Team Tasks</b> *ABC book: Animal names-identify middle sounds Ex. Pig, duck *re-create mind map	Med. sized paper Markers Crayons Pics Chart paper Awards
Wednesday Class A	<b>Focus &amp; Motivation</b> 3 standards *Literacy Expert Awards -Word search: animals	<b>22 min.</b> <b>CCD</b> *Signal word= <b>plough</b> *Final meaning *Sentences *New word= <b>reap</b> WHOLE GROUP, 10/2, TEAM POINTS	<b>30 min.</b> <b>Found Poetry</b> " <b>HARVEST</b> " WHOLE GROUP 10/2 TEAM POINTS CLUNKERS & LINKS	<b>35 min.</b> <b>Team Tasks</b> *Create word wheel with the phonogram "ll...all" *word sort: words with o and a * re-write new found poem( shared pen)	<b>10 min.</b> <b>Home-School Connection</b> *Take home student book and read: "All that Corn"(Guess Who) *Make a chart-Transportation of goods *use pics and label *return to school	Chart paper Sentence strips Sentence chart Markers Highlighter tape Word cards Team folders with poem St. spelling book
Thursday Class B	<b>Focus &amp; Motivation</b> 3 standards *Literacy Expert Awards -Word scramble: spelling words	<b>22 min.</b> <b>CCD</b> *Signal word= <b>harvest</b> *Final meaning *Sentences *New word= <b>ough</b> WHOLE GROUP, 10/2, TEAM POINTS	<b>22 min.</b> <b>Listen and Sketch</b> "Planting Sunshine"	<b>30 min.</b> <b>Sentence Patterning Chart-corn</b> WHOLE GROUP, 10/2, TEAM POINTS <b>35min.</b> <b>Team Tasks,</b> *see Wednesday	<b>10 min.</b> <b>Home-School Connection</b> *see Wednesday	Interactive journals Chart paper Markers Team folders with poem Awards
Friday Class B	<b>Focus &amp; Motivation</b> 3 standards *Literacy Expert Awards -Word search: animals	<b>22 min.</b> <b>CCD</b> *Signal word= <b>ough</b> *Final meaning *Sentences WHOLE GROUP, 10/2, TEAM POINTS	<b>15 min.</b> <b>Process Home-School Connection</b>	<b>40 min.</b> <b>Sentence Patterning Chart</b> *Reading game *Trading game *Flip Chant	<b>40 min.</b> <b>Expert Groups (4)</b> Read Decodable Books: Below Level, On-Level, (Advanced), (ELL)	Chart paper Markers Flip charts Word cards Decodable books
Notes	Translate Home-School Connection to Spanish Additional HW pgs. Challenge: pgs. 47-53; Practice: pgs.46-53; Extra Support pgs.47-53; ELL pgs.47-53 *DUE MONDAY					

<http://smestaff.wikispaces.com/file/view/ELD+Lesson+Planner.doc>

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—continued from page 4—

On Tuesday, Class B read the same basal selection but engaged in different or modified G.L.A.D. strategies. For instance, Class B's behavior expectations were the same as Class A, but their *Literacy Expert Awards* were modified to show various connections (text-to-text, text-to-world, text-to-self) and focus on one particular reading comprehension strategy. Class B's CCD signal word was also taken from the poetry they would be studying. However, the word **harvest** was chosen because it was unfamiliar to the students. Additionally, Class B was given activities such as the *Picture File Sort*, *Mind Map* and differentiated *Team Tasks* in order to build more background knowledge.

Through this unit I practiced the different components of G.L.A.D. before I actually taught a complete unit. The template was useful in keeping track of instructional minutes, strategies, and the work of both classes. I was also able to maintain fidelity to the school's reading program while scaffolding the lessons for my students—the addition of G.L.A.D. strategies helped make the core reading selection more accessible to all students.

### Integrating Literacy Instruction and a G.L.A.D. Social Studies Unit

After a couple of months of implementing G.L.A.D. strategies in my core reading lessons, I felt ready to try a complete social studies unit. Being new to G.L.A.D., creating my own unit was a little over my head, so I downloaded a great unit from the Project G.L.A.D. website that covered almost all the first grade social studies standards. During this unit, I integrated social studies content while continuing to develop the skills emphasized in the core.

As I planned, I worried about completing each day's strategies in the 90 minutes allowed for the literacy block. I needed an organizational tool to keep track of what each group accomplished throughout the week. After more research, I found a sheltered lesson plan template to help me with day-by-day implementation of a complete 4-6 week G.L.A.D. unit (see above right).

My experience thus far with G.L.A.D. has taught me that understanding all of my students' language needs is key to success in a dual language classroom. This can be tricky, because that awareness sometimes get pushed aside while you're thinking about how you are carrying out a lesson and remembering what you've learned in the G.L.A.D. training. When using this resource to plan my daily lessons, I am forced to

## 1ST World Cultures Social Studies

Teacher: Gonzales (Group A)

<b>Date:</b> December 7, 2009			
<b>English proficiency Levels:</b> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> <b>Other Sub groups:</b> IEP Students-3			
<b>Content Standards:</b> LA Strand #1 BM 1-A PS1, 4, 6-7; BM 1-B PS1; BM 1-C PS1-4; BM 1-D PS1-5 LA Strand #2 BM 1-A PS1-3; BM 2-B PS1-9; BM 2-C PS 5 SS Strand #2 BM 2-A PS1, 3; BM 2-B PS2; BM 2-C PS1-2; BM 2-E PS1.			
<b>Content Objectives:</b> Understand that families are universal. Families are different based on culture, history environment, economics and composition. People and families make choices that result in something gained and something given up. The way families live is influenced by their environment.			
<b>ELD Standards:</b> Social and Instructional Language: LISTENING- Level 1-5; SPEAKING- Level 1-5; WRITING-Level 1-5 <b>Language Objective:</b> Students will use these language functions—describe, explain, compare—as they discuss this selection and their own family's experiences.			
<b>Language Frames:</b> (Entering/Emerging) My _____ immigrated from _____. (Developing/Expanding) My _____ immigrated from _____ because _____. (Developing/Expanding/Bridging) In this family, they _____ (But...) In my family, we _____. (all levels for CCD) Our team thinks _____ means _____ (because _____.)			
<b>Materials:</b> anthropologist notebooks, chart paper, Vietnam Family Pictorial word cards, Vietnam picture file cards, Narrative chart, expert group texts, interactive journals			
<b>Text:</b> "The Lotus Seed"-Kiuchi, Tatsuro; "Vietnamese Americans"-Hall, Margaret			
<b>Vocabulary:</b> immigration, influences, suburbs, cultural celebration, procession, ceremony, banquet, emperor, throne, lotus, altar			
<b>Language Demands</b> (idioms, multiple meanings, etc.): past tense, metaphor and symbolism (lotus seed)			
<b>Supplementary Materials</b>	<b>Cooperative Learning</b>	<b>Behavior Reinforcement</b>	<b>Oral Processing Breaks</b>
<input type="checkbox"/> Realia <input type="checkbox"/> Hands on manipulatives <input checked="" type="checkbox"/> Picture file cards <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Whole class modeling <input checked="" type="checkbox"/> Team guided practice <input type="checkbox"/> Partners guided practice <input type="checkbox"/> Independent practice	<input checked="" type="checkbox"/> Signal word <input checked="" type="checkbox"/> T-Graph/ Team points <input checked="" type="checkbox"/> Standards/Awards/ Scouts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> 10/2 chunk & chew <input type="checkbox"/> Reciprocal teaching (A teaches B) <input checked="" type="checkbox"/> Personal interaction
<input checked="" type="checkbox"/> Focus & Motivation <input checked="" type="checkbox"/> Comprehensible Input <input checked="" type="checkbox"/> Guided Oral Practice <input checked="" type="checkbox"/> Reading & Writing <input checked="" type="checkbox"/> Differentiation			
<b>Lesson Sequence</b>			
1) CCD-review/new signal word 2) Review Vietnamese Family Pictorial Input Chart w/word cards-add to Team Tasks 3) Review chants-"Immigration"(highlight/sketch); new chant-"A New Home" 4) Narrative Input-The Lotus Seed 5) Interactive Journals-Did you or anyone in your family immigrate from another country? 6) Begin Expert Groups-Ahmed and Vavo Families *Team Tasks			
<b>Assessment</b>			
<input checked="" type="checkbox"/> Informal: <input checked="" type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> 10/2 Responses <input checked="" type="checkbox"/> Team Answers <input type="checkbox"/> Response Boards <input type="checkbox"/> Inquiry Chart <input type="checkbox"/> Formal			
<b>Homework</b>			
<b>Home-School Connection #1: Continents Map-Where is Vietnam?</b>			
<b>Reflection:</b> Did you reach the lesson's objectives? Yes- I could have spent more time on the pictorial input and maybe more "chunk and chew" is needed in this group.			
How did the subgroups perform? All students were able to contribute effectively, except for one student. She continued to remain off task throughout the entire day, excluding whole group activities. However the student could not apply them to small group activities (team tasks).			

East Whittier City School District, [ewcsd.org/edusupport/elprogram/index.html](http://ewcsd.org/edusupport/elprogram/index.html)

consciously think about exactly who I am teaching the lesson to—and why.

The example above is the second day in the unit "Families In Our Community" with Class A. There are many aspects of the template that keep me on track, but most importantly it assists in planning for the language needs of all the students in each group. Class A's English proficiency levels, (New Mexico ELD Standards) range from 1 to 5, as you can see above. Class B's levels range from 2 or 3 through 5. This planner shows differentiated language frames that I used to support the lesson sequence, especially the students' work in their interactive journals. There is a place to list all the ELD standards, language objectives, language frames, and new vocabulary used during each day of the unit.

While for many teachers these planners may seem like additional work, they've been great tools for helping me organize instruction with G.L.A.D. strategies, differentiating my instruction for a range of language proficiency levels, and staying on top of two classes with different instructional needs!

For more information, please contact Jessica Gonzales at [fsunstjg@msn.com](mailto:fsunstjg@msn.com) or Lisa Meyer-Jacks at [lisa@dlenm.org](mailto:lisa@dlenm.org).

# Developing Future Leaders— Student Leadership Institute at La Cosecha 2009

by Lorenzo Sánchez

Promising practices...

*“Me gustó mucho que aprendimos y la interacción, intercambio de ideas entre todas las escuelas.”* Such was the response when—for the first time ever at La Cosecha—a group of teachers brought together 96 high school students to talk about their needs, values, and aspirations. The day served to open the eyes of students to their own possibilities, but it also opened the eyes of their teachers. As one teacher put it, “I saw my students as very different people today. I saw a potential today that I don’t always see in the classroom.” This student affirmation seems more important than ever in a time of growing anti-immigrant sentiment in our country.

Historically, La Cosecha has focused on serving the needs and interests of teachers and administrators, university staff and students, and families and community members in the field of dual language



*In his keynote address, Principal Juan Contreras inspired students with poetry and stories of life along the border.*

education. With growing interest in secondary dual language programs, the idea came about to offer a conference strand directed at high school students involved in dual language. Our primary goal was to affirm the life experiences shared by the group—to help these students see that their life experiences to

this point were an asset, not an impediment, to future success in the professional world.

A group of teachers from West Mesa, Río Grande, Albuquerque and Valley high schools in Albuquerque and from Ysleta School District in El Paso joined with DLeNM to design and organize the event. The result was a one-day conference strand at La Cosecha 2009—

The Student Leadership

Institute. Students came from the Albuquerque high schools previously mentioned, as well as from Del Valle, Eastwood, and Bel Air high schools in El Paso, Texas; Woodburn High School in Woodburn, Oregon; and Truman and Washington middle schools in Albuquerque.

Our vision for the day included the opportunity for students to meet with successful professionals in their communities who came from similar backgrounds. These small, intimate table conversations were called *Tertulias*. University professors and students, scientists, state senators,



*Students enjoyed Tertulia sessions with local mentors from many different professions.*

Tuve la oportunidad en la conferencia de liderazgo de la Cosecha para los jóvenes bilingües de Albuquerque Nuevo México de ver a mis estudiantes convertirse en líderes de su comunidad. Al principio se les veía una tremenda timidez al ver a tantos otros muchachos de otros lados. Pero al transcurso del día se les veía prender un interés por lo que estaban viendo. El poeta al principio los inspiró a creer en sí mismo y en sus habilidades bilingües como función deseada en nuestra sociedad. En las tertulias vieron la inmensidad de oportunidades de carreras que tenían para escoger. Ese momento ya eran jóvenes adultos y ya no más chiquillos. Pero para su maestra lo más importante donde de verdad vi un cambio total fue cuando tuvieron la ocasión de estar a solas con los chicos de Distrito Escolar Ysleta. Cuando regrese con ellos ya no eran mis chicos tímidos sino, ya eran unos jóvenes maduros organizándose para grandes logros en su escuela y en su comunidad.

*Mishelle Jurado, Escuela Secundaria Río Grande  
—Albuquerque, Nuevo México*

—continued on page 7—



## Conference Guide

# La Cosecha 2010

November 17-20, 2010

Santa Fe Convention Center ❖ La Fonda Hotel

Santa Fe, New Mexico



*Santa Fe Convention Center*



*La Fonda Headquarter Hotel*

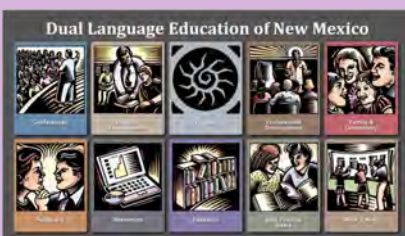
## Featured Speakers

- Jennie deGroat
- Barbara Flores
- Mary Capellini
- Natalie Olague
- David W. Moore
- Patricia Latham
- José Luis Orozco
- Virginia Collier
- Wayne Thomas
- Michael Guerrero
- Adrian Sandoval
- Elena Izquierdo
- Esther DeJong
- Jeff Zwiers
- Kathy Escamilla
- Consuelo Castillo Kickbusch
- Paul Martínez
- Stanley Lucero
- DLeNM Staff
- Regional DL Teachers

Registration and lodging info at: [www.lacosecha.dlenm.org](http://www.lacosecha.dlenm.org)

“Cosechando lo mejor de nuestra comunidad bilingüe”

Hosted by Dual Language  
Education of New Mexico



**SUGGESTED  
FUNDING RESOURCES:**  
Title I \* Title II \* Title III  
NM State Bilingual Funds  
Professional Development  
Race to the Top Funding

[www.lacosecha.dlenm.org](http://www.lacosecha.dlenm.org)

# Conference Overview

## Wednesday, November 17, 2010

- 7:00 a.m. – 3:00 p.m. School Visits (Ticketed Event)
- 3:00 p.m. – 5:30 p.m. Early Check-In
- 5:30 p.m. – 7:00 p.m. Opening Session
- 7:00 p.m. – 8:30 p.m. Opening Reception
- 7:00 p.m. – 9:00 p.m. Exhibitors (Opening)

## Thursday, November 18, 2010

- 7:00 a.m. – 10:30 a.m. Check-In
- 7:30 a.m. – 5:00 p.m. Exhibits
- 8:30 a.m. – 9:45 a.m. Opening Session
- 10:00 a.m. – 4:30 p.m. Concurrent Sessions
- 11:30 a.m. – 1:00 p.m. Networking (Lunch included)

## Friday, November 19, 2010

- 7:30 a.m. – 8:30 a.m. Check-In
- 7:30 a.m. – 4:30 p.m. Exhibits
- 8:15 a.m. – 9:30 a.m. Opening Session
- 9:45 a.m. – 4:30 p.m. Concurrent Sessions

**Lunch on your own**

- 7:30 p.m. – 10:30 p.m. Conference Dance

## Saturday, November 20, 2010

- 8:30 a.m. – 11:20 a.m. Concurrent Sessions
- 11:30 a.m. – Noon Closing Session



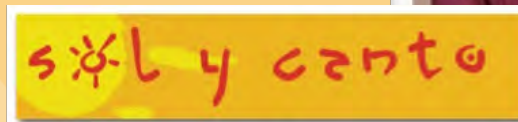
### Friday Night Dance Celebration

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With three time Grammy Award winner

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With Special Guests



Little Joe y La Familia presents a hybrid of rancho and *jaitón* music. This *orquesta Tejano* brings everything from *conjunto* polkas to country & western, blues, and jazz to their performances. Little Joe's masterpiece *ranchera* "Las Nubes" is a synthesis of jazz and *ranchera* and is a popular theme among Chicanos throughout the Southwest. We are proud to include a three time Grammy Award winner to this year's conference.

Sol y Canto is the award winning Pan-Latin ensemble led by Puerto Rican/Argentine singer and bongo player Rosi Amador and New Mexican guitarist and composer Brian Amador. Featuring Rosi's crystalline voice, Brian's lush Spanish guitar, and virtuoso musicians from Uruguay, Perú, Panamá and Argentina, this band addresses matters of the heart, social and global aspiration, and driving interpretations of contemporary Latin music.

### Mary Capellini

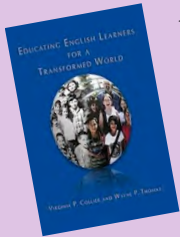


Mary is an educational consultant and published author who taught in large urban schools as a bilingual elementary teacher, mentor teacher, and reading resource teacher. She is the author of *Balancing Reading and Language Learning: A Resource for Teaching English Language Learners, K-5* (2005), as well as the author of numerous bilingual children's books. She works with schools and districts across the country improving the reading, writing, and speaking development of all children in a variety of ways.



### Virginia Collier & Wayne Thomas

Researchers in the area of school effectiveness for linguistically and culturally diverse students, both Virginia and Wayne have worked with school districts across the country for the past 22 years. Their award winning national research has had substantial impact on school policies throughout the world. They continue to provide leadership training for superintendents, principals, and policy makers on the effectiveness of dual language enrichment education. Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education and Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology at George Mason University. Virginia and Wayne's latest book, *Educating English Learners for a Transformed World* is published by DLeNM and Fuente Press, [www.publications.dlenm.org](http://www.publications.dlenm.org).



### Consuelo Castillo Kickbusch



Consuelo is a renowned, charismatic, passionate, and influential speaker with a mission to empower the next generation of leaders. Throughout her career, Consuelo has shared her personal knowledge on becoming an effective leader in today's global marketplace with hundreds of schools, colleges, universities, corporations, and government institutions both in the U.S. and abroad.

Born and raised along the border in a small barrio in Laredo, Texas, Consuelo Castillo Kickbusch is all too familiar with the challenges of poverty, discrimination and illiteracy. Although she grew up without material wealth, Consuelo was taught by her immigrant parents that she was rich in culture, tradition, values, and faith.

Barbara is a teacher educator and professor at California State University, San Bernardino. For the past 15 years she has been engaged in collaborative action research with teachers and administrators in their implementation and transformation of whole language with culturally and linguistically diverse children. She coauthored *Reading in a Bilingual Classroom: Literacy and Biliteracy* with her mentors, Drs. Ken and Yetta Goodman, and she has published various articles and chapters in journals and books. Barbara presently serves as president of the Alliance for Multilingual Multicultural Education's board of directors.

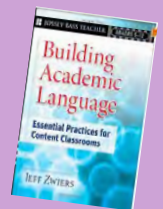
### Barbara Flores



### Jeff Zwiers



Jeff works as a mentor in urban school settings, trains teachers in language and literacy strategies, and teaches at Stanford University. He consults for international education development projects that promote bilingual education, critical thinking, formative assessment, and engaged learning. He has published books and articles on reading, thinking, and academic language. His most recent book is *Building Academic Language: Essential Practices for Content Classrooms* (2008). Jeff's current action research focus is on using academic conversations to accelerate the development of content understandings, communication skills, and cognitive skills in all subject areas.



Kathy is a professor of education in the division of social, bilingual and multicultural foundations at the University of Colorado at Boulder. Her research centers on educational issues related to Spanish-speaking language minority students in U.S. schools. She is specifically interested in the development of bilingualism and biliteracy in early elementary grades for this population. Her recent research has also examined assessment practices and the impact of high stakes testing on these children.

### Kathy Escamilla



**Michael Guerrero**



Michael, a long time proponent of dual language education, presently teaches at the University of Texas Pan American in curriculum and instruction. He teaches undergraduate and graduate courses in the areas of the development of bilingualism and biliteracy in Spanish and English. His research agenda has revolved around matters of the academic Spanish language proficiency of bilingual education teachers, and his publications have appeared in the *Bilingual Research Journal*, *Journal of Latinos and Education*, *Language Testing* and the *Journal of Urban Education*. He is presently directing a five-year federally funded professional development and research grant intended to better prepare pre-service dual language education teachers.

**Jennie deGroat**

Jennie is from the Eastern Diné Agency of New Mexico. She currently teaches courses in bilingual/multicultural education at Northern Arizona University in Flagstaff. She is an active member of the National Council of Teachers of English, National Association for Bilingual Education, and National Indian Education. Jennie's work involves educating Native American communities across the country about language loss issues and revitalization in creating speakers. Jennie has a rich history of working with the Diné peoples, and since moving to Arizona from New Mexico, she has also worked with Apache language teachers in Arizona, and the Athabascan language teachers of Alaska.



**José-Luis Orozco** is a bilingual educator, children's author, and recording artist whose work draws upon the rich heritage of the Spanish-speaking world. Through his music, José-Luis Orozco has sought to expose a wider audience to Spanish language children's traditions and promote Latin American culture. It is his desire to pass on this heritage to the children of today so that they may take pleasure in passing it on to the children of tomorrow.

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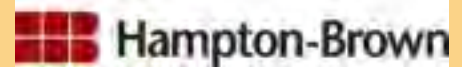


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—continued from page 6—



*School teams gathered to work on action plans for program improvement at their individual schools.*

musicians, translators, engineers, and writers shared their life experiences and professional successes with small groups of students and acted as living examples of each student's potential. From the poetry of our keynote speaker, Juan Contreras, to the talks of our Tertulia guests, the message of cultural affirmation rang with strength and clarity.

A pivotal moment for everyone came when a group of students from Ysleta Independent School District in El Paso spoke informally but professionally about their own experiences as student leaders. They described how they proposed and established coursework at their schools that increased the number and quality of courses offered in Spanish. They spoke to the process that they went through to guarantee the success of such courses. These students spoke confidently, clearly, and eloquently in Spanish. As one student from Albuquerque later put it, "I want to be able to speak publicly like these students, in Spanish and English. We need our teachers to expect more from us."

I firmly believe that we achieved our goals for this first institute. The students came away feeling like their life experience and their culture were important, and that they mattered in this world. They were listened to and empowered. They understood the necessity of taking on a more active stance toward their own education. Could we improve the event? The short answer is yes.

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*What I liked is that you gave us the time to think about our opinions—and you let us actually give our opinions.*

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We are already well into the planning for next year's institute, which will focus on the power of written language, and we will apply the lessons learned from this year's event as we continue to plan.

Participar en la conferencia de liderazgo en Nuevo México, fue para mí un privilegio. Cuando me informaron de la oportunidad de ser partícipe en este evento, me llené de emoción, y sin pensarlo dos veces acepté. Mis expectativas con respecto a lo que esperaba conseguir de esta experiencia fueron sobre pasadas. En mi perspectiva el ambiente era muy abrazador y me hacía sentir en casa. Parecía que conocía desde hace muchos años a los participantes con que tuve el gusto de relacionarme en ese día. Las actividades que ejecutamos fueron de mucha ayuda; ya que me ayudaron a reconocer una parte de mí que todavía no había descubierto. No sólo descubrí una parte de mí, sino también aprendí sobre el poder y la influencia que los jóvenes latinos podemos tener en este país.

Lo que siempre llevaré dentro de mí serán las palabras que escuché de Juan Contreras. El nos dijo que nosotros no debemos de permitir ser sombras en un país de luz. Aprendí que trabajando unánimemente nuestros ideales se hacen realidad. En mí, había un pensamiento erróneo sobre la juventud hispana; ya que muchas veces los medios de comunicación nos presentan como un estorbo para la sociedad. Pero después de ser partícipe en este evento me di cuenta lo equivocada que estaba. A veces pensaba que eran muy pocos los jóvenes hispanos que se esforzaban para triunfar, y de una forma me sentía sola; pero fue aquí que me di cuenta que hay muchísimos jóvenes que tienen metas a seguir. Metas que con el poder de la voluntad se convierten en realidad. Estos jóvenes que conocí compartían los mismos ideales que yo, de algún día después de haber logrado sus metas regresar a sus comunidades y ser de ayuda. En general, todo el evento estuvo muy organizado y formal, sin hacer falta la esencia latina.

**Saraí Rivas, Doceavo Grado Escolar**  
—Woodburn, Oregon

La Cosecha 2010 and the 2010 Student Leadership Institute will be in Santa Fe, New Mexico. We already have commitments from schools in San Antonio and El Paso, Texas; Woodburn, Oregon, and Albuquerque, New Mexico—and we welcome others. Join us as we look forward to this next opportunity to learn with—and from—our future leaders. For more information on this event, please contact Lorenzo Sánchez at [lorenzo@dlenm.org](mailto:lorenzo@dlenm.org).



# Atributos de un programa dual efectivo a través de la perspectiva estudiantil

por alumnos del Programa Educativo Dual del Distrito Escolar Independiente de Ysleta

El origen de este artículo surge de la inquietud de un grupo de alumnos de diversas preparatorias del distrito de Ysleta en relación al programa educativo dual. Este ensayo es un intento de dar respuesta a una pregunta de crucial importancia: ¿Cuáles son las necesidades básicas para tener un programa educativo dual con mayor éxito? Por lo tanto, este artículo se enfocará en temas tales como los atributos ideales de un maestro dentro del programa, el liderazgo estudiantil, y los beneficios de tener un comité estudiantil.

Para comenzar, tenemos en claro que un maestro es una de las bases primordiales para que cualquier programa educativo sea exitoso. En base a nuestras experiencias como alumnos, desarrollamos un conjunto de cualidades las cuales formarían a un maestro ideal.

## Diversidad

El maestro tendrá que estar consciente de que cada clase y generación de alumnos del programa dual es única ya que reúne características particulares. Por consiguiente, es necesario que el maestro se adapte, sea flexible y tome medidas personalizadas a cada situación que se presente. Este deberá implementar nuevas estrategias para mejorar su enseñanza al igual que facilitarle el aprendizaje al estudiante. Podría lograrlo mediante diversas actividades (orales, auditivas, y visuales) altamente recomendadas para un mejor aprovechamiento académico, ya que cada alumno aprende de diferente manera. El maestro debe moldear su forma de enseñar de una manera en la cual satisfaga las necesidades de los estudiantes y no obstante cumpla con el currículo establecido por dicha materia. Al mismo tiempo, deberá ser tolerante y comprensivo pues debe estar consciente que en su aula se enfrentará con diferentes ideologías, costumbres, culturas y estilos de vida.

## Idioma y dedicación

Es fundamental que el maestro domine el idioma de instrucción, pero sobre todo que demuestre dedicación y esfuerzo en aprender junto a sus estudiantes y de sí mismo. Hablar el idioma con fluidez no es la única expectativa que se espera de un maestro en este tipo de programa. Un factor aun más importante, es el tener a un maestro que

tenga la dedicación de trabajar día a día con los alumnos para enriquecer su conocimiento en ambos idiomas. Su dedicación al prepararse para cada clase, motiva a los estudiantes a querer desarrollar un extenso vocabulario a un nivel académico más alto no sólo en su primer idioma sino en su segundo también.



*Estudiantes del Programa Educativo Dual del Distrito Escolar de Ysleta inician una colaboración, para así encontrar la manera de mejorar y desarrollar un programa ejemplar.*

## Actitud determinada

La actitud es esencial para una buena interacción entre maestros y estudiantes. Esto establecerá un ambiente positivo, colaborativo y

de respeto. Un maestro debe ser optimista para con ello lograr la motivación de los estudiantes. Debe estar consciente del reto que implica enseñar una clase dentro de este tipo de programa. Para esto, buscamos al maestro el cual esté dispuesto a enseñar, pero también a aprender de los estudiantes. Sin embargo, no buscamos al típico mejor amigo, "El que te deje salir temprano." Ante todo, debe tomar en cuenta que la relación con sus alumnos es de mutuo respeto.

## Colaboración

Mediante la colaboración e integración de sus colegas, el proceso de reflexionar y responder a los cambios y desafíos enfrentados por el programa dual asegurará el éxito de éste a largo plazo. Esto estará sujeto a que el instructor tenga el deseo genuino de querer lograrlo.

—continúa en la página 9—



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Es este tipo de maestro, el que crea un ambiente en el cual el alumno puede desempeñarse y adquirir un sentido de confianza en sí mismo con el carácter y las habilidades de un líder. Por consiguiente, los maestros se convierten en facilitadores que ofrecen oportunidades a los estudiantes para que colaboren y se hagan cargo de su propio aprendizaje. Ello motiva a los estudiantes y los capacita para convertirse en líderes. Esto es importante ya que el liderazgo es otro componente fundamental para desarrollar un programa exitoso.

### **Liderazgo estudiantil**

El liderazgo es algo que la gente muchas veces no entiende por completo. A veces se asocia con una persona que tiene un gran título o posiblemente ejerce un puesto de poder. Sin embargo, implica mucho más. Un líder es una persona que posee la habilidad de unir a un equipo de personas con diferentes destrezas, talentos, y personalidades para destacar en conjunto según sus metas o causas. De igual manera, un líder debe tener la habilidad de motivar a su equipo a salir adelante y sobresalir ante los demás. Sin duda alguna, un estudiante en el programa dual que desempeña el papel de un líder debe de igual manera motivar a sus compañeros para que a través de sus acciones, colaboración, y desempeño saquen adelante el programa en su escuela y lo hagan sobresalir a nivel distrito y nacional. Un factor aun más importante, es el de crear un ambiente de familia donde los estudiantes se motivan los unos a los otros para que siempre intenten hacer lo mejor que puedan. Uno de los retos más complicados de un líder es mantener el enfoque de su liderazgo. Esto implica que debe tener en mente las metas de todo el equipo y respetarlas. Finalmente, un líder debe de inculcar los valores y principios del equipo para que sus sucesores en mando continúen fomentando el programa aun cuando él ya no esté.

Ante todo debemos subrayar que la base primordial para que cualquier programa dual sea exitoso es la comunicación entre todas las personas involucradas. Es por esto que se implementó un consejo asesor estudiantil, el cual tiene el propósito de representar la voz de los estudiantes al momento de colaborar con los maestros, directores y otros administradores escolares. Los estudiantes del consejo asesor son seleccionados por los maestros del programa dual en base a su desempeño académico, carácter y personalidad. Estas cualidades son esenciales para que cualquier alumno pueda ser un embajador que

abogue por las necesidades de sus compañeros. A su vez, este alumno ofrece un punto de vista colectivo basado en las observaciones hechas por sus compañeros de sus maestros, para que así éstos perfeccionen su manera de enseñar y de trabajar con sus alumnos. Estos embajadores podrán dialogar por ambas partes para llegar a ciertos acuerdos y con un objetivo concreto para así mejorar el programa. Este consejo asesor estudiantil tiene además el poder de presentar las críticas, sugerencias y todo tipo de comentarios a los coordinadores, tal como el crear nuevas clases de interés y beneficios para el estudiante. Además de buscar el beneficio del estudiante, este consejo asesor sirve de anfitrión cuando representantes de otros distritos y ciudades van a sus preparatorias a conocer como se implementa el programa en la preparatoria.

Con todo lo expresado en este artículo, hemos establecido que para lograr tener un programa educativo dual de éxito se requiere de maestros que reúnan todas las cualidades anteriormente mencionadas. El papel que ellos desempeñan es de suma importancia ya que son los responsables de la formación de sus alumnos y fomentan en ellos el liderazgo. El alumno entonces adopta un papel más activo en su educación, pues toma conciencia de lo que funciona y no dentro del programa. Capacitado ya con la habilidad de abogar por sus necesidades, éste puede y debe iniciar una colaboración entre sus compañeros, maestros, y administradores de su escuela para así encontrar la manera de mejorar y desarrollar un programa ejemplar.

#### **Redactado por alumnos del Programa Educativo Dual del Distrito Escolar Independiente de Ysleta:**

##### **Escuela Preparatoria Bel Air**

- ▣ Gregory Parra—Doceavo Grado Escolar
- ▣ Stephanie Ramos—Doceavo Grado Escolar

##### **Escuela Preparatoria Del Valle**

- ▣ Arturo Garcidueñas—Doceavo Grado Escolar
- ▣ Gustavo Domínguez—Onceavo Grado Escolar

##### **Escuela Preparatoria Eastwood**

- ▣ Alma Chaparro—Onceavo Grado Escolar
- ▣ Luis Chaparro—Onceavo Grado Escolar

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Late entry students also pose a challenge. ESJ believes that any student can be successful, given sufficient time and exposure to language models; but after second grade, academic work in Spanish is more complex and language development more difficult. In the past, teachers simply accommodated new students as best they could, but this sometimes led to a watered-down curriculum and lowered the high-level academic language that other students were accustomed to. ESJ's dual language goal team works to develop alternatives for parental choice while promoting an inclusive environment. Late entry students need support and encouragement to be successful.

ESJ's greatest challenge has been accommodating neighborhood families who want a full English curriculum. There is no district support available for these students to attend another school; the community school is expected to meet their needs. So, the onus is on us to accommodate the request for English only, even if it negatively impacts other students. Balancing the rights of a few while meeting the wishes of the majority is a delicate dance.

In summary, ESJ wholeheartedly believes that dual language education should be available at every school able to support implementation with the necessary peer language models and quality teachers. Dual language should not be a privilege of the few, but should be a goal for every student in the United States. With thoughtful planning and respectful parental engagement, we can fulfill this dream.

### ■ *The Difficulty of Implementing Three Programs Under One School Roof*

*Suzanne Jácquez-Gorman, Ph.D.—Principal, Agua Fría Elementary—Santa Fe, New Mexico*

For the last six years, Agua Fria Elementary School has worked diligently to maintain English, Bilingual Maintenance, and two-way dual language programs. Implementing three program models within one school is very challenging. In spite of on-going efforts to ensure equity for all programs so that none is favored over the others, there remain perceptions of inequity in the community.

Agua Fria Elementary prides itself in promoting bilingualism, biliteracy, and high academic standards for teaching and learning. This has caused some school community members to perceive the school as catering to only one portion of the community (e.g., language minority students). Yet a primary goal of the school is to develop the Spanish language not only in English learners, but also for local Hispanic students who wish to develop and maintain their culture and heritage language. To diminish these negative perceptions, Agua Fría has conducted surveys, hired consultants, and had open conversations with all staff members to better understand the issues and how they distract us from the reality and contribute to these misperceptions. The truth is, dual language has been unquestionably successful in serving a predominately Hispanic student population, of which more than half are English learners and with the majority qualifying for free lunch.

These are the main issues that have caused divisiveness within our community:

- 1) **Student placement**—there is a perception that the dual language program handpicks the “best” students and families;
- 2) **Budget**—bilingual classrooms require additional funds to purchase needed bilingual materials;
- 3) **Professional development**—although most professional development is planned with and for every teacher, there are still additional needs for dual language teachers;
- 4) **Education and awareness of all program models for and by all staff**—not all teachers fully understand—nor is everyone committed to advocating for—all programs at the school.
- 5) **Incorporation of differentiated and sheltered instruction**—some staff believe sheltering is only for English learners.
- 6) **Time commitment**—time commitment and expectations may vary by program.

Consequently, due to deep conversation around these issues and the success of students in the dual language program, the Agua Fria Staff has decided to transition its bilingual maintenance program to a dual language program next year, reducing the number of program models to two. The community hopes this will streamline support and efforts to address these issues. In addition, next year will be a planning year for the school to further develop its dual language program to include an extension of the program from K-6 to K-8.



—continued from page 10—

## Transitioning to a Magnet School Setting

**Sylvia Martínez—Principal, La Casita Elementary—Clovis, New Mexico**

In 1999, La Casita's dual language program was selected by the administration, staff, and parents as the best model to serve a growing population of English language learners in Clovis. For 11 years, this model has provided quality, effective instruction in both English and Spanish to those students who qualify and/or choose to participate. In 2006, La Casita administration, staff, and parents boldly decided to transition from their English-only services and become a dual language magnet school. The English-only strand is being strategically phased out with plans for La Casita to be exclusively dual language by the 2013-2014 school year.

Since La Casita became a dual language magnet, support from Clovis Municipal Schools has allowed neighborhood students to attend feeder schools that provide English-only instruction, if they choose. English learners from outside the neighborhood have also been provided district transportation to attend La Casita's dual language program.

### Benefits:

- The Clovis Municipal Schools (CMS) Federal Program provides professional development for all La Casita staff and funding for curriculum and materials.
- Professional development is grounded in research in dual language, ESL strategies, and language acquisition theory.
- CMS pays for classes for teachers working on a bilingual or TESOL endorsement.
- A commitment to native language and home culture is supported and promoted by stakeholders.
- Stakeholders share a vision for dual language and a responsibility for student learning.
- Partnerships with DLeNM and CESDP provide further resources to the dual language program.

### Challenges:

- The ability to provide a continued dual language education in middle and high school.
- The development of a bilingual seal for La Casita students who graduate bilingual and biliterate.
- On-going parent and community education and advocacy for La Casita's dual language program.
- Promoting dual language as a viable program for all students, not just English Learners.

It has taken 11 years for us to ensure that the benefits outweigh the challenges. The commitment and advocacy from administration, staff, and parents will continue because no challenge outweighs providing the best dual language enrichment program possible for our students and our future.

## From Traditional Public School to Charter Public School

**Michael Rodríguez—Principal, Cien Aguas International School—Albuquerque, New Mexico**

Having served as an administrator of dual language programs in both the traditional public school and charter public school settings, I have experienced the challenges and benefits of working within both systems. Any quality program starts with a well-defined instructional plan and a committed group of individuals who understand and believe in the philosophy. In the traditional public school setting, the program's instructional plan can often be limited or hindered by district-mandated programs and/or programmatic focus. In the charter school setting, the charter outlines the overall program goals and the instructional framework and is protected by this core legal document. There are no other mandates or requirements presented by outside parties.

As a school principal in a traditional school district, I was fortunate to have a dedicated core of teachers on my team. On many occasions, they spent countless hours beyond their contracted time researching, planning—and squelching misconceptions among parents and staff about the effects of a dual language program on student success. Moving into the role of director of a new charter school, I was both excited and amazed by the opportunity. The groundwork for a quality program had already been laid by our founders and was ready to be implemented in a very innovative and collaborative way. There was no time required to try and *convince* staff members or parents that this was a better way of educating students as they all *chose* to be part of our school, knowing fully what was expected. Having the autonomy to design and budget for a comprehensive professional development plan focused on a school-wide dual language program is a great advantage. By the time we opened our doors last August, all teachers and specialists had already spent approximately 60 hours together—collaborating, discussing essential common practices, and developing curriculum.





## Dual Language Education of New Mexico

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todos nuestros hijos.

Editor: Dee McMann  
soleado@dlenm.org

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▣ **TWO-WAY CABE CONFERENCE, 2010—TWBI EDUCATION: ROOTING OUR PROGRAMS IN EXCELLENCE**—July 5-8, 2010, in San Diego, California. For information or to register, visit [www.twowaycabe.org](http://www.twowaycabe.org) or contact Rosa Molina at [twbirosa@aol.com](mailto:twbirosa@aol.com).

▣ **NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION REGIONAL INSTITUTES**—Registration is \$75.00 and includes breakfast and lunch.

◆ **Northeast Regional Institute:** Sept. 11, 2010, Española, NM. The focus will be on native language development. For more information, contact Rodolfo Chávez at [rchavez@cesdp.nmhu.edu](mailto:rchavez@cesdp.nmhu.edu).

◆ **Northwest Regional Native American Institute:** Sept. 25, 2010, Farmington, NM. For more information, visit [www.nmabe.net](http://www.nmabe.net); to register, go to [www.acteva.com/go/NMABE](http://www.acteva.com/go/NMABE).

▣ **LA COSECHA 2010, 15TH ANNUAL DUAL LANGUAGE CONFERENCE**—November 17-20, 2010, Santa Fe Convention Center and La Fonda Hotel, Santa Fe, NM. For information and to register, visit <http://dlenm.org/lacosecha/>.

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