



# Soleado

Promising Practices from the Field

Summer 2020

## Dual Language Education of New Mexico is Committed to Connecting with our Colleagues and Communities

by David Rogers—Executive Director, DLeNM

Ya'at'eeh and saludos a todos from Dual Language Education of New Mexico! DLeNM hopes this message finds you healthy and safe. While COVID-19 has changed our plans to be together with colleagues and school communities over the next months, we want you to know that we are committed to staying connected, as we can't imagine life without you!

In order to ensure students equitable access to a rigorous and relevant curriculum, we are committed to supporting educators on a virtual platform in preparing and delivering curriculum through a culturally and linguistically responsive lens. DLeNM's staff is developing online supports for quality instruction and program implementation. As is true of our face-to-face

offerings, all virtual offerings are grounded in the fundamental cultural and linguistic needs of our students and their families.

How can you stay connected professionally? DLeNM suggests the following:

Join us for the **DLeNM Virtual Summer Institute for Project GLAD<sup>®</sup>, Dual Language Leadership and Native Language Support, and AIM4S<sup>3™</sup>**, June 1-4, 2020.

**FUENTE365** is your online learning platform with instructional and programmatic

resources to better serve your English learning (EL) and emerging bilingual (EB) students. More information regarding subscriptions is available at [www.fuente365.org](http://www.fuente365.org).



DLeNM's staff maintains its commitment to high-quality offerings for SY 2020-21.

DLeNM's website at [www.dlenm.org](http://www.dlenm.org) has current events, promising-practice videos and written material for teachers, administrators, and community leaders. Now ALL of our programs have online offerings with a pricing structure to support tight professional-development budgets.

DLeNM's Facebook Group **Maestr@s Bilingües** is a teacher-centric online community for bilingual educators. Participants share best practices, ask and answer questions ranging from recommended materials and suggested management strategies, to instructional challenges and engaging activities.

DLeNM's interactive webinar offerings:

**Tribal Language Program Development Through the Indigenous Lens**, May 20, at 3:00 with DLeNM's Project Director for Tribal Language Communities, Patrick Werito, and Director of Heritage Languages, Azul José Cortés. The presenters will share DLeNM's approach to supporting schools serving tribal communities to validate, affirm, and adopt the local community's expectations for language learning and

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# Teaching from an Asset-Based Perspective: The Key to Student Success

by Natalie Olague—Program Coordinator and Patrick Werito—  
Coordinator of Tribal Initiatives, DLeNM

## *Teachers working with English learners and students with diverse backgrounds*

Contextualized Learning for Access, Validation, Equity and Success (CLAVES™) is an instructional framework developed by DLeNM that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve culturally and linguistically diverse (CLD) students, with specific emphasis on English learners (ELs). The key beliefs that serve as the foundation of CLAVES™ are that English learners

- deserve equitable access to content and language development, and
- have linguistic and cultural assets that should be validated and built upon in all aspects of their school community.

As we have worked with schools throughout the country implementing CLAVES™, it has become increasingly clear that these key, asset-based beliefs are essential to the success of CLD students. Therefore, the essential question becomes: “Do teachers have and use an asset lens when working with their CLD students?” In our work with teachers in a variety of contexts, we have found that any professional learning for teachers focused specifically on English language development (e.g., planning language objectives, presenting strategies and activities that develop both language and content) is less effective if teachers do not engage their CLD students from an asset lens. Children are less inclined to be motivated and to participate enthusiastically and fully if the message they receive from their school administrators and teachers is that their experiences, behaviors, languages, and traditions are problems to be fixed.

In our efforts to answer this essential question, we have designed professional development activities that guide teachers to reflect on the lens they use as they work with their English learners. It is our belief that deep self-reflection will move the entire school forward in serving their CLD students with an asset lens.

After studying these results and reflecting deeply on the many school communities with which we engage, we have come to believe that critical cultural behaviors in which teachers transform their lens from one which focuses on students’ deficits toward one which focuses on the experiences and strengths they bring to the classroom is essential in order for culturally and linguistically different students to achieve success in school. We once believed that structural change alone would achieve this goal—a dual language program could be implemented and teachers could receive professional development in sheltered or contextualized strategies. While those actions and activities are important and necessary to support our students, it is the cultural change in educators’ perspectives that will ensure that schools and classrooms support and nurture the cultural and linguistic assets their students bring with them. The purpose of this article is to present some results of a self-reflection activity, serving as qualitative indicators from hypothetical schools (compilations of schools that we have recently worked with) to provide a basis for engaging the DL community in this critical dialogue.

## *What does it mean to have an asset-based approach or asset lens?*

An asset-based approach to education values all students for what they bring to the classroom, as opposed to what they may be deficit in. Sometimes when schools focus on family and community involvement, they come from the perspective that the community needs to be “saved”—their experiences, attitudes, and behaviors must be changed in order for their children to succeed in school. Suggestions that parents speak only English to their children instead of their native language, statements that conclude that students don’t want to learn English or that it is part of their culture to be unmotivated in school all speak to a deficit lens.

An asset-based approach is when every community is seen as having strengths and potential. Statements like, “This student comes from a deep storytelling tradition. I can motivate him to read by introducing this short story orally before we start

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to read,” or “My students who come from a more rural background can expand the whole class’ understanding of what the character in our book’s life was like,” reflect an asset lens.

*Are cultural responsiveness, cultural relevancy, cultural awareness, and cultural sensitivity all terms that mean the same thing or does each refer to something different?*

“In order to reach students, we have to know what they know – not just what they don’t know. We need to see them – and have them see themselves as capable learners who can learn and do anything.” (Turk, 2018).

Seeing students through an asset-based lens is foundational to culturally responsive teaching, a pedagogy that recognizes the importance of including students’ cultural references in **all** aspects of learning (Ladson-Billings, 1994). It is also the basis for culturally relevant pedagogy which focuses on ensuring students engage in academically rigorous curriculum and learning, more fully understand and feel affirmed in their identities and experiences, and are equipped and empowered to identify and dismantle structural inequities—positioning them to transform society (Escudero, 2019). Cultural awareness and cultural sensitivity are very similar to having an asset lens but include the idea that educators must have a baseline of understanding of cultural elements outside of their own (Mercer, 2018), especially those intangible elements of deep culture (e.g., beliefs, values, norms). Understanding the cultural elements of an Indigenous community may begin with recognizing how it has been impacted by the ideologies of manifest destiny which have suppressed the community’s norms and values. Recognizing and affirming diverse community norms and values as assets begins to validate the students’

and community’s cultural identity. Sociocultural competency, the third pillar of dual language education, underscores the importance of having an equitable lens and cultural sensitivity toward students, their families, and their communities (Howard, et al, 2019).

*Do teachers have/use asset lens when working with students?*

The question “Do teachers have and use an asset lens when working with their CLD students?” logically leads to the question, “How do you know if you have an asset lens?” Most teachers, especially those who teach CLD students, enthusiastically claim to have an asset lens. But sometimes in a day-to-day climate that puts a high emphasis on academic achievement at all costs and affects teachers’ evaluation and salaries, it is easy for teachers to lose sight of the asset lens and succumb/contribute to the built-in biases inherent in education. We designed an activity as part of our CLAVES™ training in which we asked participants to answer the question, “Who are your language learners?” We used a Paper Chat protocol during which participants in small groups discussed this question in writing only. The members of the small group shared a single piece of paper on which they wrote their responses. They were encouraged to comment on, annotate, and/or expand on each other’s thinking while they wrote and then discussed orally. Below are the results of this activity from two “hypothetical” schools.

**Who are your language learners?**

Hypothetical School #1	Hypothetical School #2
<ul style="list-style-type: none"> <li>⊗ Can’t even spell words</li> <li>⊗ Some of them are quiet</li> <li>⊗ Part of their culture to be unmotivated</li> <li>⊗ Need larger base of word knowledge</li> <li>⊗ Make up 40% of our student population but are not reported, 10% reported</li> <li>⊗ Students who are low-level readers and writers</li> <li>⊗ Students for whom English is their first language</li> <li>⊗ Lack of academic language</li> <li>⊗ Students who do not have a lot of practice in fluent speaking and reading</li> <li>⊗ Students whose parents and grandparents speak a language to their children that is not English</li> <li>⊗ Students who have not had much language instruction in the classroom</li> <li>⊗ Energetic</li> <li>⊗ Bright</li> <li>⊗ Athletic</li> <li>⊗ Enthusiastic</li> <li>⊗ Beautiful</li> <li>⊗ Funny</li> <li>⊗ Hispanic</li> <li>⊗ Courageous</li> <li>⊗ Diverse</li> <li>⊗ Loving</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Spanish learners</li> <li>⊗ English learners</li> <li>⊗ Some students come from Spanish- speaking households</li> <li>⊗ Hispanic population</li> <li>⊗ Bilingual learners</li> <li>⊗ Academic language learners</li> <li>⊗ Need scaffolding with new language</li> <li>⊗ Students who are mastering/reaching proficiency in two languages at once</li> <li>⊗ Love technology and elective class – learning computer language, math language, music language</li> <li>⊗ Part of a community - Parents, the whole school community are language learners!</li> <li>⊗ Most of them low-income families</li> <li>⊗ Some newcomers to the state</li> <li>⊗ Bring something new to the classroom</li> <li>⊗ Have their own meaningful experiences</li> <li>⊗ Hard working</li> <li>⊗ Diverse learners/learning types</li> <li>⊗ Good communicators</li> <li>⊗ Unique</li> <li>⊗ Intelligent</li> <li>⊗ Different backgrounds</li> <li>⊗ Confident</li> <li>⊗ Creative</li> <li>⊗ Talented</li> <li>⊗ Teachable</li> </ul>

*An analysis of the responses from two hypothetical schools sets the stage for open, honest conversations.*

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# La educación del siglo XXI: Reflexiones desde España

por Dr. Fernando Martín Pescador—Maestro de ESL

Promising practices...

Una de las primeras acciones llevadas a cabo por la mayoría de los gobiernos para evitar la expansión del coronavirus a comienzos de 2020 fue la suspensión de las clases presenciales en escuelas y universidades. A cambio, las administraciones educativas anunciaban a bombo y platillo que la instrucción iba a continuar en línea: los profesores se comunicarían con los estudiantes a través de las nuevas tecnologías y utilizarían todo tipo de aplicaciones y programas pedagógicos para proveer contenidos y encargar

ejercicios a los alumnos que, una vez enviados al profesor, serían corregidos y evaluados. Como la crisis sanitaria se alargaba, Italia propuso un aprobado general para el curso 2019-2020. A cambio, el país de la bota expresaba sus buenas intenciones asegurando que el curso 2020-21 comenzaría con la instrucción de los temas del curso anterior que habían

quedado en el tintero. En España, sin embargo, se peleó por una evaluación continua del alumnado a partir del trabajo realizado durante los primeros meses presenciales del curso y el trabajo que los estudiantes habían realizado durante los meses de confinamiento.

Me consta que la mayoría de los maestros y profesores españoles hicieron un inmenso esfuerzo para llevar a cabo esta instrucción no presencial. Sin tener constancia, estoy seguro de que el mismo esfuerzo fue realizado por los maestros y profesores de todos los países afectados que se vieron abocados a sustituir sus clases presenciales por una formación en línea. Pero debemos admitir que la mayoría de los profesores no están preparados para una educación telemática. Me gustaría ilustrar con un ejemplo en qué consistió la instrucción en línea que recibió mi hijo de 13

años. El director de su escuela se dirigió a todos los padres para expresar su empatía con las familias afectadas por el coronavirus directamente y con las familias que, permaneciendo sanas, debían afrontar, en muchas ocasiones, una nueva situación vital: asegurarse de que sus hijos no bajaran la guardia académica al no tener instrucción presencial. La mayoría de los profesores, además, incluían en sus correos electrónicos palabras de ánimo para los estudiantes. Luego, procedían a mandar las

tareas que los alumnos debían realizar: Leer páginas 57 y 58; página 59, ejercicios 1, 3 y 4; Página 60, ejercicios 1, 3, 4 y 5.

En los países más desarrollados, el uso de las nuevas tecnologías con fines pedagógicos es una realidad cada vez mayor y, en muchas ocasiones, se han convertido en imprescindibles. La educación a distancia y la instrucción en línea han dado un gran salto de calidad

en los últimos años y se han consolidado como una alternativa interesante y seria a la educación presencial para adultos y universitarios. Sin embargo, por mucho que progrese y mejore, la instrucción no presencial nunca debería reemplazar de forma generalizada a la educación presencial, sino que debería limitarse a complementarla adecuadamente y a sustituirla solamente en casos o situaciones excepcionales.

La crisis del coronavirus ha demostrado que la instrucción no presencial no llega a muchos rincones de la población estudiantil. Podríamos discutir la edad exacta en la que la mayoría de los estudiantes son lo suficientemente autónomos para seguir el trabajo desde casa a partir de las instrucciones del profesor. Estableceremos aquí,

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*La mayoría de los profesores de Óscar, el hijo del autor, hicieron un gran esfuerzo para adaptarse a la instrucción en línea.*

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siguiendo mi observación personal, que esa edad sean los trece años. Los más optimistas podrían rebajarla hasta los diez años y los más pesimistas la subirían hasta los quince. En el mejor de los supuestos, la mayoría de los niños menores de once años no tendría la autonomía suficiente para recibir instrucción no presencial. Nos referiremos, a partir de ahora, por lo tanto, a aquellos estudiantes entre once y dieciocho años. Durante la pandemia, en un país próspero como España, los sindicatos de profesores y las asociaciones de padres expresaron su malestar porque estimaban que entre el diez y el veinte por ciento de los estudiantes no tenían acceso a internet y, por lo tanto, quedaban desatendidos. Al menos otro diez por ciento quedaba descuidado pues las tareas que se mandaban por internet no atendían a la diversidad de aprendizajes. Por una razón o por otra, la mayoría de los estudiantes no enviaban las tareas asignadas por los profesores: de francés, porque nadie más en casa sabe francés; de matemáticas, porque ninguno de los padres recordaba con certeza cómo resolver ese tipo de problemas; de ciencias, porque ...

La instrucción no presencial nunca debería reemplazar de forma generalizada a la educación presencial. Pero llegado el año 2020, es hora, también, de cambiar la instrucción presencial que ofrecemos en nuestras escuelas. Deberíamos olvidarnos de empezar el primer día en la página uno, ejercicio uno. Si, como bien auguran los expertos, los trabajos que tendrán nuestros hijos cuando crezcan aún no se han inventado, nuestra *schola sapiens* debería erguirse, mirar a las estrellas y convertirse en una *schola habilis*. No, no es una cuestión de involución. Se trata de permitir a nuestros hijos crecer correctamente, sin saltarse ninguno de los estadios de la evolución humana. Consiste en que adquieran las habilidades necesarias, primero, para poder acumular conocimientos, en edad más avanzada, de la forma más idónea.

Cada vez que se propone una transformación de nuestro sistema educativo, aparecen los defensores de los contenidos. Argumentan que es necesario “dar” todos los contenidos que aparecen en nuestros planes de estudios. Como si los estudiantes pudieran asimilarlos por el mero hecho de que los profesores se los “den”. Otros maestros, en un intento de defender parte del territorio en el que se sienten seguros, preguntarán: “Si enseñamos

habilidades, habrá que sacrificar parte de los contenidos. ¿Qué contenidos deberemos conservar? Los contenidos son cada vez más descafeinados”. Pues bien, cortemos por lo sano. Eliminemos absolutamente todos los contenidos. Nos ahorraremos así un tiempo precioso que podremos dedicar a explicar qué me gustaría que se enseñara en nuestras escuelas del siglo XXI.

En primer lugar, me gustaría que enseñáramos a nuestros hijos a cuidar de su **salud**. Enseñaríamos a nuestros hijos a llevar una higiene personal adecuada; enseñaríamos a nuestros hijos a hacer deporte y a crear una serie de hábitos diarios para hacer algún tipo de ejercicio; en el huerto de la escuela, porque toda escuela del siglo XXI debería tener un huerto, enseñaremos a nuestros estudiantes a sembrar y recoger hortalizas; enseñaríamos a nuestros hijos a llevar una dieta saludable con alimentos que ellos mismos habrían cultivado y aprendido a cocinar; y, por último, nos aseguráramos de que nuestros estudiantes fueran conscientes de que la mejor manera de mantenernos sanos es conservando la salud del planeta que nos aloja tan generosamente.

En segundo lugar, me gustaría que nuestros hijos fueran educados para desarrollar al máximo sus **cualidades artísticas**. Las artes plásticas y la música deberían formar parte de las rutinas diarias. Sabemos que no todos tenemos la destreza y la sensibilidad para ser grandes artistas, buenos músicos o grandes bailarines. Sin embargo, con la práctica, todos podemos llegar a manejarnos con cierta soltura y una gran mayoría de nosotros puede adquirir la sensibilidad para apreciar la belleza en las distintas disciplinas artísticas. Dentro de este apartado, incluiría todo tipo de artesanías y manualidades. Todos los niños deberían tener nociones básicas para coser, trabajar con la madera o el barro.

La tercera destreza que me encantaría que enseñáramos a nuestros hijos es el **trabajo en equipo**. Las invenciones y los descubrimientos científicos del siglo XXI son fruto de la colaboración de muchos profesionales que comparten su trabajo para lograr objetivos comunes. Los niños y los adolescentes deberían realizar tareas y afrontar retos en grupo desde las edades más jóvenes. En cada una de esas tareas, los

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# Collaboratively Bridging Instruction for Dually Identified Students Through Project GLAD®

by Sarah Ansari, Elizabeth O'Brien, and Nandini Nulman—Dublin Unified School District, San Francisco Bay Area, CA

Teachers often struggle to provide multilingual (ML) learners with the content and language instruction necessary to be successful in grade-level subjects, while also developing their English skills. The challenge increases when our ML students have other specific learning needs (dis/abilities) that require Resource support. Unfortunately, when multiple teachers are responsible for the content learning, language development, and Individualized Education Plan (IEP) goals for ML students, instruction isn't always aligned, making it very difficult for dually identified students to apply learning from one context to another.

This year I have observed a team of elementary school teachers working with dually identified students that meets that challenge and provides integrated, cohesive, grade-level content instruction that is transferred between the classroom and Resource setting. I had the privilege of sitting down and talking with Resource Specialist, Elizabeth O'Brien and fourth-grade teacher, Nandini Nulman, who work together to meet the unique needs of their dually identified students. Both have recently been OCDE Project GLAD® certified, and are using the newly adopted Benchmark Advanced (BA) ELA curriculum (See Spring, 2020). In this interview, they share some of the successes and challenges they've had in supporting their shared students.

**Sarah:** We know that educators often struggle to support the unique needs of multilingual students with special learning needs. You have been working to bridge the disconnect between what our ML students are learning in their general education classes with what they're learning in Resource. Can you please share a little bit about what you've been doing this year?

**Nandini:** At the beginning of each unit, we'll think through the best way to teach the information from the Benchmark units for weeks one and two. We look through the district's Google Drive to see what GLAD® resources have been uploaded and then look to see what we could create on our own. Also, Elizabeth organizes us into monthly meetings to figure out how best to serve the students that

are in both our class and on her caseload. We talk through what strategies would bridge what we're doing in class with what she's doing in Resource with the fourth graders, and even how they might tie into her other grade levels.

**Elizabeth:** Because we have this new curriculum that is very rich in language and in stories, I'm really trying to use the GLAD® strategies to help the students engage with the texts and teach them grade-level skills, like finding text evidence or summarizing.

**Nandini:** One of my favorite things that Elizabeth did was in unit one, when we were studying government, she did a Graffiti Wall with her students and posted it in the fourth grade hallway. Her students became the experts on the topic and other kids picked up on it. It was motivating and exciting for all of the fourth graders. We've been trying to find ways for us to partner and have resources like that available for students to notice and celebrate.

**Sarah:** Can you please talk us through the tool you've created to align Benchmark Advanced units with GLAD® strategies?

**Benchmark Advance/GLAD/Resource**  
3 weeks 30-minute groups, 3-5X weekly Grades 3-5

<b>Ongoing Strategies"</b>
<ul style="list-style-type: none"> <li>• 3 Personal Standards</li> <li>• Zero noise signal</li> <li>• (Literacy Awards)</li> <li>• (Home/School Connection)</li> </ul>
<b>Week 1</b> – Expert Text with grade-level text
<ul style="list-style-type: none"> <li>• Observation Chart (all grades)</li> <li>• Input Chart</li> <li>• Chant</li> <li>• CCD</li> <li>• Picture File Cards</li> <li>• Whole-class Mind Map (?)</li> <li>• Expert Text (Instructional)/Mind Map</li> <li>• Process Input Chart/Chant</li> </ul>
<b>Week 2</b> – Expert text with independent-level text
<ul style="list-style-type: none"> <li>• Chant</li> <li>• CCD</li> <li>• Expert text (independent)/mind map</li> <li>• Processing input chart/chant</li> </ul>
<b>Week 3</b> – Output Strategy/Writing
<ul style="list-style-type: none"> <li>• Big Book</li> <li>• Strip Book</li> <li>• Cooperative Strip Paragraph</li> <li>• (Reading Group with Cooperative Strip Paragraph)</li> <li>• (Sentence Patterning Chart)</li> <li>• (Graffiti Wall)</li> </ul>

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**Elizabeth:** During my GLAD® training, I developed this 3-week plan to align with the general education teachers' 3-week BA plan. I hoped to identify some ongoing strategies that I would teach at the beginning of the year and continue to use for every unit. I split it up by what strategies are best used for the input piece and the engagement piece, then, as we move through the unit, I include strategies to support text evidence as well as the Cognitive Content Dictionary (CCD) for vocabulary. In week three, we move to the output strategies—getting the kids to demonstrate their learning in some way. So that was the *hope*. Now having done it, it's been adjusted. But like Nandini said, it's really helpful to meet with the teachers every month, or sometimes at the beginning of every unit, to outline which strategies are going to be best for this particular set of information.

**Sarah:** How is what you're doing this year different from what you've done in the past?

**Elizabeth:** It's so, so different [laughter]. The challenge is that before each new topic I do a lot of creating. But the kids think GLAD® is fun, so I'm engaged and excited by it.

**Nandini:** I love teaching BA this year. I look forward to teaching it. I'll be honest, I have a student teacher, and it would be easy to pass it on to her. But, I'm really excited to see the different layers and predict the point in the lesson where the understanding is going to happen. We used to complain that the BA schedule is supposed to take so much of the instructional day. Now I would love more time because then I could fit in more of these strategies and go back and process the charts, or use my signal word more often. The kids get a lot of meaning out of the strategies.

**Elizabeth:** Yeah, I feel the same way. I'm definitely spending more time on vocabulary using GLAD® strategies than I have in the past. I've always known it is best teaching practices, but I feel like GLAD® gave me a concrete way to implement it.

**Nandini:** Having taught the same content the year before, I can see how much more engaged the students are and how much better their learning is because they're making connections to the charts. For example, today a student said, "What is a convergent boundary?" None of the students could remember. Then, he looked over at the chart and said, "It's when the plates are moving closer together." That, to me, is the highlight. The engagement is huge.

**Elizabeth:** I've seen a lot of benefits from processing the charts, which can be one of the pieces that is easy to forget. The kids really benefit by taking ownership of their learning and defending themselves if they place a picture file or word card in a different place than someone else would have. They can give their reasons for it.

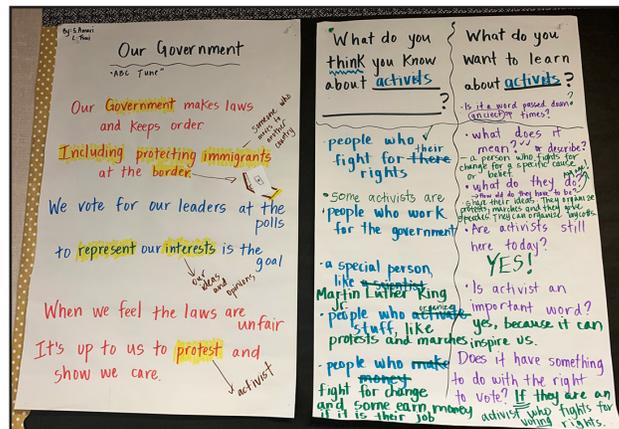
**Nandini:** I have noticed that some reluctant students who don't usually participate or produce a lot have their hands raised and are actively

talking when we're using GLAD® strategies. I often wonder how much they really understand. I find out through formative assessment when we do GLAD® strategies.

**Sarah:** How about your students that you share? What is working?

**Elizabeth:** That's a hard one. Of the three students that we share, the one that gets GLAD® and BA from both of us is on the higher-need end of the special education spectrum. Our hope is that he's being exposed to the same content, the same topics, and fourth grade learning standards. With me he'll get that content—sometimes at fourth grade level, sometimes at second grade level where he is working, and then more instruction on how to use the skills. It's definitely been a challenge for this particular student, and for us.

**Nandini:** It can be hard to understand what he understands. The instructional aide also goes from Elizabeth's room to my room, so she's able to echo what we're both doing. The student is actually quite good at annotating the text, with support from the aide. It's hard for him to answer questions, but you sometimes see that his annotations are related to what has been happening in both settings.



*When students are given the opportunity to add information or place picture file or word cards on a chart, they take ownership of their learning.*

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# An Education-Based Application of Project ECHO®: AIM4S<sup>3™</sup> Shows us the way

by Moisés González—DLeNM Videographer and Media Consultant

Promising practices...

The success of Project ECHO in the medical world (see sidebar, p. 9) has motivated Dr. Sanjeev Arora, its pioneer in New Mexico, to look at its application in other needed fields. Education, according to Dr. Arora, may be the place where the ECHO model™ will have its largest impact in the future. In New Mexico, there is a great disparity in the quality of education that students receive.

Not unlike the delivery of health care, teachers and students in rural communities often find themselves without the resources to do their jobs

well. Dual Language Education of New Mexico (DLeNM) has been a leader for many years in fighting for these learning communities by supporting programs that improve educational outcomes through best practices anchored in culturally and linguistically responsive pedagogy.

On February 6, 2020, one of those programs, AIM4S<sup>3™</sup>, took the leap into the ECHO® world. Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S<sup>3™</sup>) provides a framework of instructional components that shelters mathematics content to make it comprehensible and accessible to all students, with a focus on English learners (ELs) and students who struggle with math. Using this model, the hub experts (Lisa Meyer, Erin Mayer, and Evelyn Chávez with technical support from Emilio Barraza and Moisés González) are able to extend and enrich the training that has had a profound impact on teachers and their students. A typical session comprises a group check-in (introductions), circling back (an opportunity to reflect on the previous session), a case presentation (a teacher in the field sharing best practices in the classroom), and a didactic piece (an opportunity for an expert—from the hub or elsewhere—to extend knowledge of the framework).

What a difference a day makes. Very recently, writing about ECHO® would have meant explaining the Zoom platform. Physically isolating in response to the COVID-19 pandemic has changed all that. Zoom is now ubiquitous. Indeed, in explaining the ECHO model™ in the past, people often thought that Zoom was ECHO® and vice versa. But, of course, Zoom is just the platform ECHO® chose because of its intuitive features and the “Hollywood Squares” gallery



view that gives a greater sense of shared experience. As AIM4S<sup>3™</sup> wraps up its inaugural run, it is on the front side of a wave in virtual education. Perhaps other DLeNM training programs could benefit from ECHO®. Beyond the technology, the model is a proven template that values and involves all members in the learning loop while focusing on the best practices that improve outcomes. One can imagine a host of educational issues that could be addressed using the model (check out the University of Wyoming—a superhub in education issues, <https://www.uwyo.edu/wind/echo/>). Some ideas for new education projects in New Mexico might include mentoring first- and second-year teachers in classroom management strategies, materials selection and use, and best instructional practices. Administrators may benefit from support in developing parent advisory and equity councils, completing necessary paperwork for the PED, and building budgets. Supporting rural dual-language education, especially those programs whose goal is the revitalization of Native languages in community building and buy in, and understanding the specific impact colonization has had on the school may be helpful. Student-led programs intent on

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Soleado—Summer 2020



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giving voice to our young leaders in leadership development, community activism, and mentorship may benefit from the ECHO format, and on and on.

If there is one thing this pandemic is teaching us, it is that there is no substitute for human interaction. We need people. And although we are taking these extreme measures for a good reason, we look forward to the day that classrooms are bustling with students and their beaming faces. In the meanwhile, let's leverage this technology in a positive way so that when that day comes our teachers and students will be well prepared to meet the challenges of education with vigor.

### The History of Project ECHO®

In 2003, Dr. Sanjeev Arora launched Project ECHO® (Extension for Community Healthcare Outcomes) in an effort to address a shortage of specialists treating Hepatitis C in the state of New Mexico. At that time, with over 30,000 infected people, Dr. Arora was running one of only two clinics in the entire state. The result was that, no matter how many hours of clinic Dr. Arora might schedule, there was no way to see all the patients that needed help. Other obstacles prevented patients being seen or maintaining their care: New Mexico is a geographically vast state with large poor and medically underserved populations. Making the trip to the University of New Mexico in Albuquerque, missing work, or having to spend the night in a hotel provided stumbling blocks that often prevented people from getting the care they needed. And left untreated, Hepatitis C can be deadly.

Telemedicine had been around for some time. Patients in isolated or underserved areas could be seen by a physician hundreds of miles away using a video link. While that would have given patients outside Albuquerque a chance to be seen, it would do little to increase the number of patients Dr. Arora could see. Unable to clone himself enough times to provide a Sanjeev in every community, he looked at the emerging technology of the internet and saw an opportunity. He could use the internet to act as a “force multiplier” to teach primary care providers around the state how to treat this complex chronic disease. And so, the ECHO model™ was born. Each week, Dr. Arora and a team of health care experts (e.g., pharmacists, social workers, psychiatrists) would gather at their offices in Albuquerque (“the hub”) and connect via internet with primary care providers around the state (“the spokes”). The purpose of these clinics was not for the hub to treat individual patients around the state. Rather, every week a primary care provider in disparate parts of the state would present the case of a patient with Hepatitis C that was under their care. The hub would then share their recommendations based on best practices in that specialized field. Just as importantly, the spokes could share their experiences and recommendations from the lived experience of practicing in their communities. Indeed, when it came to the delivery of care, information passed from one spoke to another could be as valuable as the information being given from the hub—an unintended benefit coming from the cross-pollination of healthcare workers from around the state coming together on a weekly basis. In that way, the hub as well as the spokes joining the clinic become part of a learning loop. That dynamic structure radically changed the delivery of Hepatitis C treatment for thousands of New Mexicans. Soon new ECHO® clinics out of UNM addressed HIV, diabetes, and many others. It was only a matter of time before the model was being replicated across the country and then the world.

*If you have any ideas for potential education-based ECHO® programs, please contact Moisés González at moises3@mac.com.*



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the local community’s expectations for language learning and revitalization efforts. This approach begins with an understanding of the impact colonialism has had on the community’s language. It then moves to build upon the Indigenous community’s assets and knowledge in an effort to elevate the status of the community’s language. For more information, email [patrick@dlenm.org](mailto:patrick@dlenm.org).

▣ **Dual Language Logic Model: Modelo lógico del programa de inmersión dual**, in collaboration with Dr. Elizabeth Howard (UConn) and ABT Associates. DLeNM is involved in a New Mexico Charter/DLI research study. As part of this research, a Dual Language Logic Model is being developed to outline the key actions, identify stakeholders, and discuss outcomes reflected in high-quality programs. To help make this a useful tool for anyone

considering the creation of a dual language program we want your feedback! Later this month, we will be sharing the draft logic model along with a video explanation (in English and Spanish) by its authors. Visit [www.dlenm.org](http://www.dlenm.org) for more information.

*We are committed to our community*

This is a challenging time for everyone. Many of us are taking care of family, monitoring children with online learning, and navigating a multitude of demands from our personal and professional lives. Please take care of yourself. Find that balance that keeps you healthy. We are committed to supporting each other as colleagues and partners in education as we have in the past . . . and will always. We look forward to seeing you in person or virtually this November at La Cosecha!

“Practice physical distancing, while maintaining social solidarity.” – Jorge García

*DLeNM’s Long-Term Partnership Offerings: Designed to Help Schools and Districts Meet the Needs of Their Language Learners*





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# VIRTUAL

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- Empowering ELs to Speak: Strategies that Make a Difference
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- An Introduction to the AIM4S<sup>3</sup>™ Framework

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Analyzing the responses from these two hypothetical schools can provide a baseline or a narrative for which lens the teachers from the school are using (asset or deficit). Many of the responses from Hypothetical School #1 seem to indicate that teachers at that school see their students from a deficit perspective: they can't spell, students are low-level readers and writers, students do not have a lot of practice in fluent speaking and writing. It could be argued that some of the responses from Hypothetical School #1 indicate that teachers may also see their students through a more asset-based lens: energetic, bright, athletic, courageous, and loving. While that is an encouraging sign, the responses are unbalanced in favor of a deficit perspective.

Responses from Hypothetical School #2 seem to have a stronger basis for an asset-based school culture: students are mastering two languages at once, bring something new to the classroom, love technology and elective class – learning computer language, math language, music language, are hard-working, confident. Regardless of the interpretation of the responses, this information can be thought of as the school's narrative, an indirect indicator of school culture. The next steps for each of these schools would be to review their responses and have courageous conversations concerning the basis for them. The outcomes of these open, honest conversations would be to challenge personal beliefs and establish new norms and values of the school culture. For example, if Hypothetical School #1 discussed the deficit-lens responses and identified the “why” behind them, they could take the first step in changing the school culture. The goal would be a balanced, realistic look at the students' experience within the context of their classrooms, their relationships with staff, and their academic outcomes.

The work of changing school culture is challenging and complex, but essential. The effort is well worth it because everyone—administrators, educators, students, and their families are then able to contribute to a responsive school culture. As professional development providers, our participants often want instructional strategies they can implement when they return to their classroom. We believe



*The Paper Chat Protocol uses writing and silence as tools to help participants explore a topic in depth.*

that it is far more transformational to the entire school community to do the more difficult work of continuously reflecting on a school culture that may unconsciously influence their practice in a negative way. In future articles for Soleado, we hope to

highlight some of the strategies that have supported our partner schools in this transformation.

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niños deberían ocupar distintas posiciones dentro del grupo para tomar conciencia de la importancia de cada uno de los eslabones de un equipo y para ser capaces de aceptar su responsabilidad dentro de la tarea que realizan. Dentro de esta destreza, se debería incluir la enseñanza de los valores democráticos y de lo importante que es el que todos trabajemos en su defensa: la igualdad de oportunidades para todas las personas, la libertad para comportarnos y expresarnos dentro del respeto a los demás y, especialmente, la siempre arrinconada fraternidad. Desde edades tempranas se puede enseñar, a partir de las actividades de clase, a descubrir y a combatir actitudes que corrompen nuestro sistema de libertades.

Nuestros jóvenes deberían, además, desarrollar su **autonomía** a la hora de aprender. Esta destreza incluye varias microhabilidades: en primer lugar, se debería fomentar el amor por la lectura; se debería, también, desarrollar el pensamiento crítico de los estudiantes para que puedan distinguir entre una fuente de información fiable y otra que no lo es; es importante iniciar a los estudiantes en los pasos de la investigación científica; y, por último, se debería enseñar a los estudiantes a tomar responsabilidad por su aprendizaje.

La quinta habilidad a enseñar a nuestros alumnos sería la capacidad para **resolver conflictos**. Nuestros hijos deberían aprender a conocerse para poder prevenir y remediar tanto sus conflictos internos como los roces y diferencias que puedan surgir en el grupo con el que estudian, trabajan y se divierten. Los estudiantes deberían desarrollar estrategias para mediar también entre dos compañeros o dos grupos cuando haya entre ellos un conflicto. Dentro de esta habilidad, nuestros hijos deberían aprender a respetar la diferencia y a disfrutar la diversidad.

La sexta y última habilidad que me gustaría incluir sería la capacidad para **transmitir lo que aprendemos**. En este sentido, todos los días, debería haber un momento en el que, por ejemplo, los estudiantes de tercer curso enseñaran a sus compañeros de segundo juegos, canciones, chistes e historias. Un niño aprende mucho más (y mejor) de los otros niños que de los adultos. Enseñar a nuestros hijos a saber transmitir lo que han aprendido es la mejor forma de asentar sus conocimientos. Para ello, es importante trabajar la expresión oral y la expresión escrita de nuestros estudiantes.

Llegados a este punto, me gustaría incluir una habilidad transversal a todas las expuestas. Nuestras escuelas del siglo XXI deberían ser todas bilingües. Escuelas bilingües de todo el mundo (las escuelas de inmersión dual en Estados Unidos y Canadá) han demostrado que se puede educar a nuestros hijos en dos idiomas desde muy temprana edad. Por lo general, las personas bilingües desarrollan ciertas partes del cerebro con más intensidad que las personas monolingües. Frecuentemente, son más solidarias y están más dispuestas a tratar de entender al otro, con más intuición para adivinar qué es lo que se le quiere comunicar. Normalmente, aprenden a apreciar más las culturas de otras comunidades. En el caso de las personas que, en sus hogares, hablan un idioma distinto al que se enseña en la escuela, el hecho de que puedan aprender académicamente la lengua generalista y la que hablan en su hogar les permite construir una mayor seguridad en su propia identidad. En el caso de las lenguas en peligro de extinción, si fueran elegidas por algunas escuelas, este hecho nos permitiría conservarlas, darles la dignidad que se merecen y dejar que continuaran desarrollándose.

Para conseguir todo esto, debemos aparcarnos nuestra obsesión por los contenidos; debemos concentrarnos en una buena formación del profesorado para que entienda que los contenidos adecuados pueden ensartarse y entrelazarse durante la enseñanza de las distintas habilidades y destrezas; debemos obtener un compromiso profundo del profesorado para que entiendan que el trabajo en equipo de los estudiantes se enseña con el ejemplo de los profesores y maestros trabajando en equipo; las escuelas deben convertirse en centros sociales y de intercambio cultural para la comunidad que los alberga, centros abiertos de la mañana a la noche, con el suficiente personal laboral y con la ayuda de un buen número de voluntarios para que el compromiso de los trabajadores no desemboque en una esclavitud, sino en unos horarios laborales razonables.

Con una educación así, nuestros alumnos podrían continuar su aprendizaje desde sus casas si se repitiera una pandemia. Serían capaces de crear proyectos en equipo a través de internet; tendrían la autonomía suficiente para seguir formándose y estarían preparados para tomar conciencia sobre su propio aprendizaje.



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His main IEP goal is to be able to summarize and find main ideas, and I think he's doing well with that because he's hearing similar language from both of us.

**Sarah:** Are there any other struggles in implementing a new curriculum or in supporting your dually identified students?

**Nandini:** I'd say it's the prep time. I am not known for being the most organized person in the world. I'm curious to see how well I've organized things to come back to next year. For example, I would love more things to be laminated, but I don't prep fast enough to laminate ahead of time or students will receive copies in black and white or digitally because I couldn't make copies fast enough. It's still absolutely worthwhile and it's really fun to think through those things.

**Elizabeth:** I think my challenge is more around logistically implementing GLAD®-supported BA units because I work with fourth and fifth graders at the same time. When my fourth and fifth grade teachers are on the same unit, I can bridge the concepts together and differentiate for grade-level skills. But if the teachers are on different units, figuring out how to support two grade levels at the same time can be my biggest challenge. Planning is also a challenge. I don't know if it's time to plan, or just the thinking through what you want to do. It's kind of the best part, but it's also the most time-consuming part to figure out what strategy you're going to use with which content. I do think over time that would get easier.

**Sarah:** What changes could the district or school make to support the work that you're doing?

**Elizabeth:** I think for me it would be a master schedule that all the grade levels follow. That would definitely help me. I don't know if there's anything the district or school could do for planning time; that's probably every teacher's ask [laughter].

**Nandini:** If we were to follow a master calendar we could include a reflection day. We are often so worried about staying on pace or being ready for testing that we really don't build in time for reflection.

**Sarah:** What recommendations would you have for other Resource Specialists and classroom teachers of dually identified students who would like to try implementing something similar?

**Elizabeth:** I would just say to try it. Get trained, and even though it's not going to be perfect or you're probably going to think of a million ways that it could have been better, just take the first step and start implementing. Maybe pick one strategy first and build off of that.

**Nandini:** There's a vulnerability factor—just be brave enough to try it. Be brave in sharing with your team what didn't go well. Go and observe each other and see how others do it, because none of us is going to do it exactly the same way. I would also say keeping to collaboration time. There's a lot of value in setting aside time to brainstorm and think together.

**Elizabeth:** I agree. Here's a good example: in fourth grade we are teaching a unit about Earth. The first week is about earthquakes and the second week is about volcanoes. Typically, I focus on the second week texts with my kids because those are the longer texts. Nandini suggested that I focus on the first week's text this time because the kids had support from their science unit on volcanoes, so it would be helpful for me to give them the supplemental support on earthquakes.

Elizabeth, Nandini, and their team's collaboration using GLAD® to support their dually identified students has provided opportunities for their shared students to be the experts in their classes and to see the connections between their learning in their different settings—needs for our students that are not often met. Next year Elizabeth will be moving out of state and there will be a new Resource Specialist in her position. How can we learn from their work to ensure that what they've begun continues to grow, even when key players are no longer there? How can we build upon their work in other schools? We hope this glimpse into their successes and challenges in using GLAD® to integrate learning experiences for ML students between the GenEd and Resource classrooms can push us all to center the needs of our dually identified students in creative, collaborative ways.



## Dual Language Education of New Mexico

1309 Fourth St. SW, Suite E  
Albuquerque, NM 87102  
www.dlenm.org  
505.243.0648

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