

# Fulfilling the Promise: Developing a K-12 Dual Language Pathway for Students

Michael Rodríguez, Director of Operations  
Dual Language Education of New Mexico





## **DLLeNM Mission:**

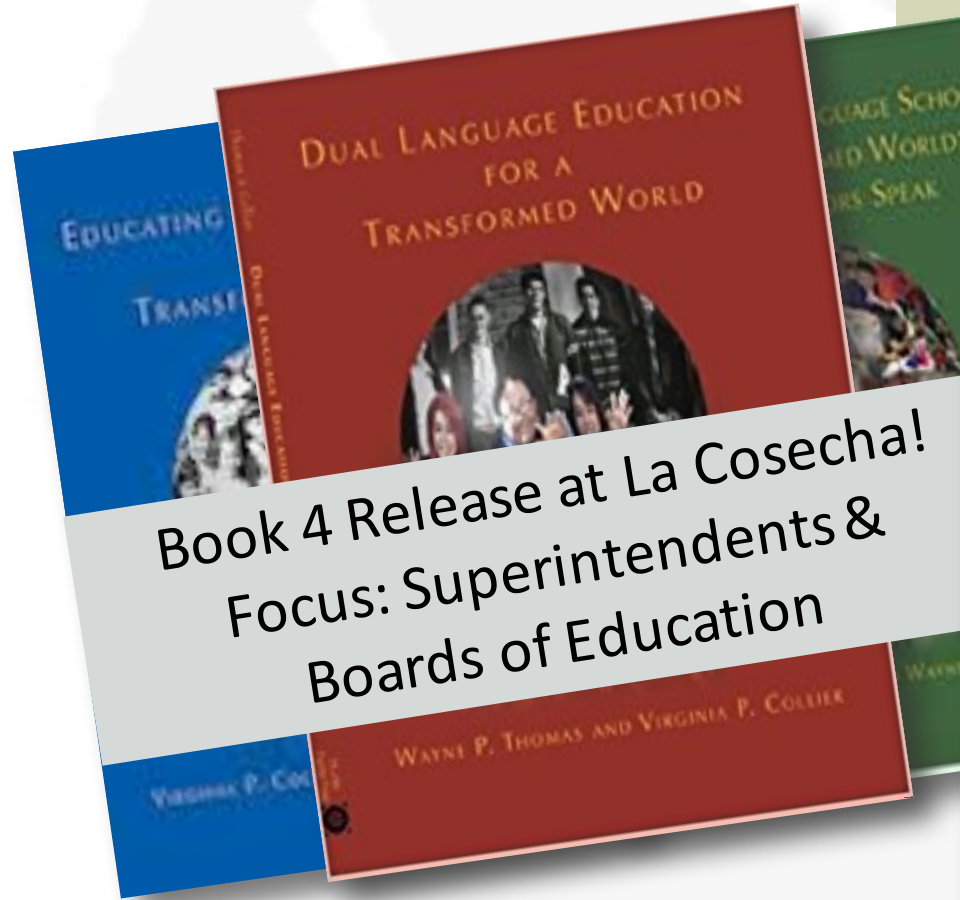
To develop, support, and advocate for high-quality dual language enriched education in New Mexico and beyond



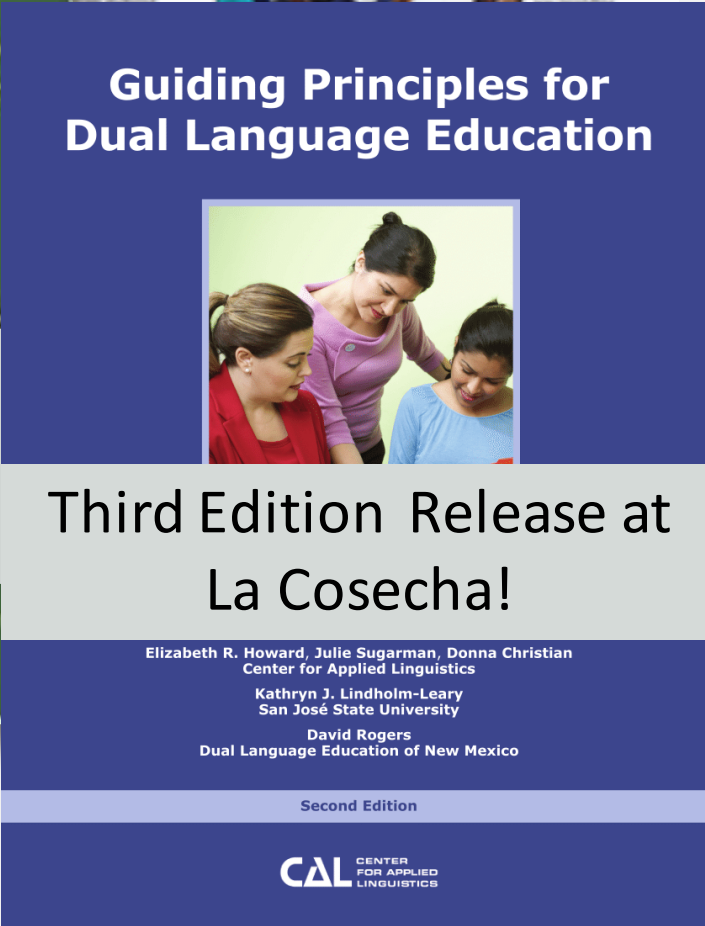
# Resources



Free on our website!



Book 4 Release at La Cosecha!  
Focus: Superintendents &  
Boards of Education



**Dlenm.org**



# Our Focus for Today

1. Supporting a Culture of Change- Our “Why”
2. Articulating your Program’s Purpose
3. Program Sustainability Components
4. Keeping the Momentum



# Valuing our perspectives



# Inspire: Start with the Why

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

-Michael Fullan



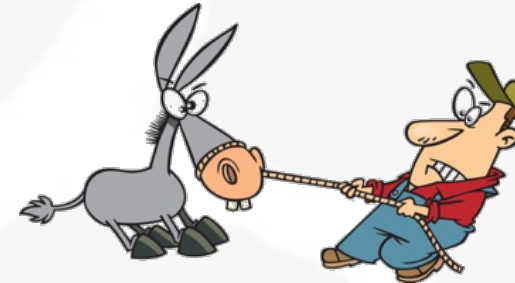
**The Golden Circle** (Why, How, What):  
People don't buy what you do, they buy **why you do it**.  
"There are only two ways to influence human behavior: you can manipulate it or you can inspire it. ..."

-Simon Sinek



# Setting the stage

- Knowing the “why”
- Setting expectations
- Creating a collaborative culture
- Communicating our message



# What motivates you to have a DL program?





# Dual Language Education - Motivations

1. “View the achievement gap as an **opportunity gap** between bilingual and monolingual students”

Wilma Valero – U-46 Director of ELL Services

2. “Build upon the linguistic and cultural capital of our communities, and **preserve our heritage**”

Edward Tabet-Cubero – Executive Director of the NM Center for Law and Poverty

3. “Prepare a multilingual/multicultural citizenry that can fully participate and **compete locally and globally**”

Synthia Jaramillo – CEO: Albuquerque Hispano Chamber of Commerce



# What's your elevator speech?



# Dual Language Program Goals

## Elementary Level

All students will.....

- Be at or above grade level
- Become bilingual & bi-literate by
  - Developing high levels of academic proficiency in their first language
  - Developing high levels of academic proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors/ “cross-cultural competency”

-DLeNM

## Secondary Level

- Attain high academic abilities in both English and the target language
- Become fully bilingual and bi-literate
- Develop multicultural competence
- Promote student leadership

Prepare students for global careers and global citizenship

-Ysleta ISD



# Dual Language Non-negotiable Program

## Components

<b>Elementary Schools</b>	<b>Secondary Schools</b>
<ul style="list-style-type: none"><li>• A minimum of 50% to a maximum of 90% of instruction in the target language</li><li>• Separate spaces for languages instruction (no translation)</li><li>• K-12<sup>th</sup> grade commitment (min. of K-5 if the district does not yet have DL at the feeder middle or high school)</li></ul>	<ul style="list-style-type: none"><li>• Required (at a minimum) to take language arts in the target language AND another core content course taught in the target language each year</li><li>• Separation of instruction-100% of class taught in target language</li><li>• K-12 commitment</li></ul> <p data-bbox="1778 1153 2252 1188">DLeNM (Sandy-Sanchez) - 2007</p>



# Do we know the research?

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

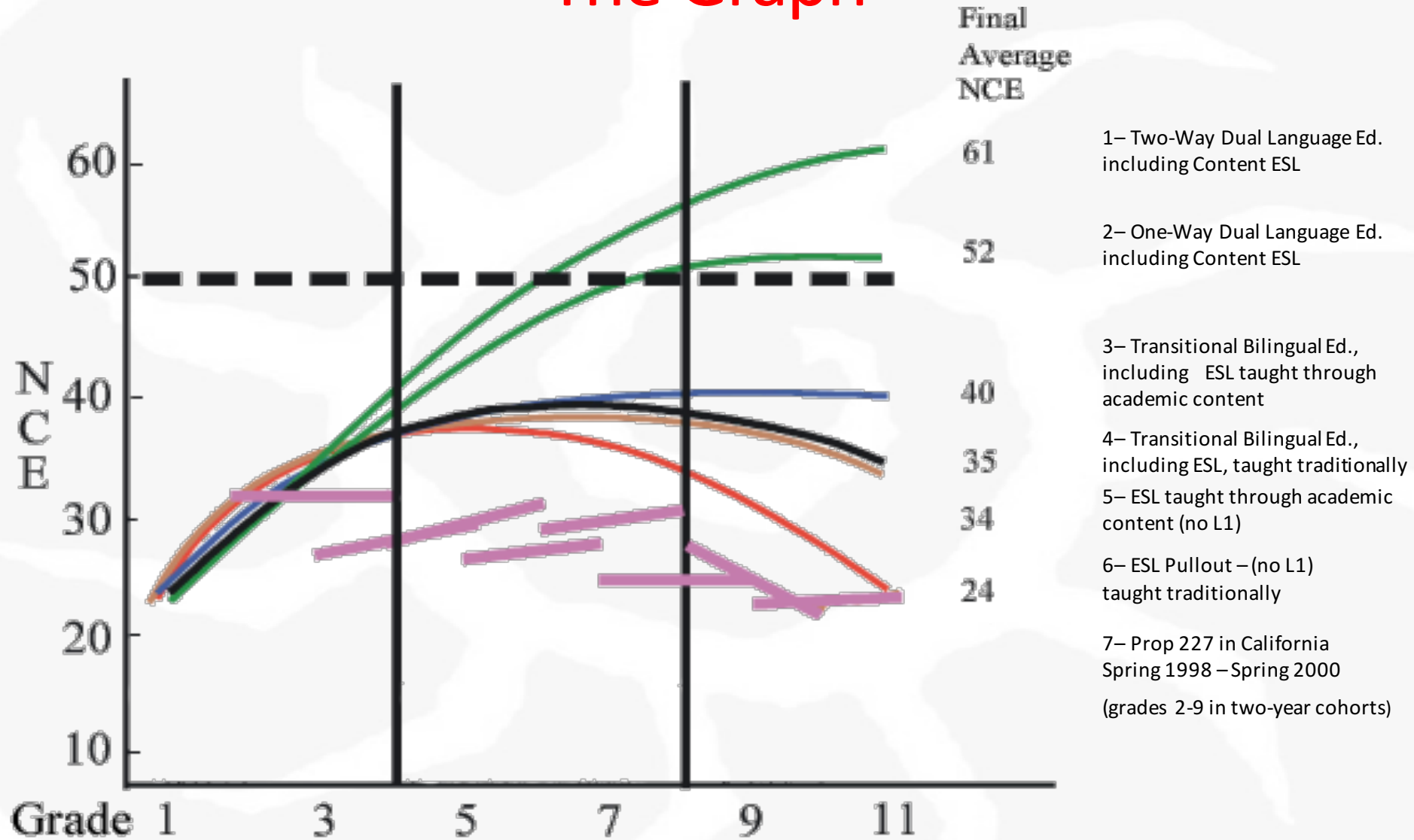


“... Studies that *compare bilingual instruction with English-only instruction* demonstrate that language-minority students **instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency** than language-minority students instructed only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

August & Shanahan, 2006



# “The Graph”



Collier/Thomas, 2009



# Key Court Cases

Lau V. Nichols  
(1974)

- *“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education...”*

Castaneda v  
Pickard (1981)

- OCR Guidelines, established that ELL programs must be:
  - 1. Based on sound educational theory recognized by experts in the field.
  - 2. Implemented effectively, with adequate resources and personnel.
  - 3. Evaluated and found effective in both the teaching of language (English and the students' first language if the program is bilingual) and in access to the full curriculum.

Plyler v Doe  
(1982)

- Public schools are prohibited from:
  - 1. Denying undocumented students admission to school.
  - 2. Requiring students or parents to disclose or document their immigration status.
  - 3. Requiring social security numbers of students





# K-12 Alignment?

Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
		ELD (oral)	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	<u>English 1</u>	<u>English 2</u>	<u>English 3</u>	<u>English 4</u>
Science ELD (oral)	Science ELD (oral)	Science ELD	Science	Science	Science	Science	Science 7	Science 8	<u>Biology</u>	<u>Chemistry</u>	<u>Physics</u>	<u>Scientific Research &amp; Design</u>
Math	Math	Math	Math	Math	Math	Math	Math 7	Math 8 Or Algebra 1	<u>Algebra 1</u> Or <u>Geometry</u>	<u>Geometry</u> Or <u>Algebra 2</u>	<u>Algebra 2</u> Or <u>PreCalculus</u>	<u>PreCalculus</u> Or <u>Calculus</u>
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Texas History	US History	<u>World Geography</u> w/ <u>Span LA</u>	<u>World History</u> w/ <u>Span LA</u>	<u>U.S. History</u>	<u>Government &amp; Economics</u>
Spanish Lang. Arts	Spanish Lang. Arts	Spanish Lang. Arts	Spanish Lang. Arts	Spanish Lang. Arts	Spanish Lang. Arts	Spanish Lang. Arts	<u>Spanish PreAP Language</u>	<u>Spanish AP Language</u>	<u>BIM (Technology)</u>	<u>CommApps &amp; Health</u>	Spanish PreAP Literature	Spanish AP Literature
P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	Tech Apps & Career Explorations	<u>P. E.</u>	Elective	Elective	Elective
Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang.	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts 3 <sup>rd</sup> Lang.	Fine Arts 3 <sup>rd</sup> Lang.	Fine Arts 3 <sup>rd</sup> Lang	Fine Arts	Fine Arts	<u>Fine Arts</u>	<u>P. E.</u>	Elective	Elective
							3 <sup>rd</sup> Lang.	3 <sup>rd</sup> Lang.	3 <sup>rd</sup> Lang.	3 <sup>rd</sup> Lang.	3 <sup>rd</sup> Lang.	3 <sup>rd</sup> Lang.



# Sustainability



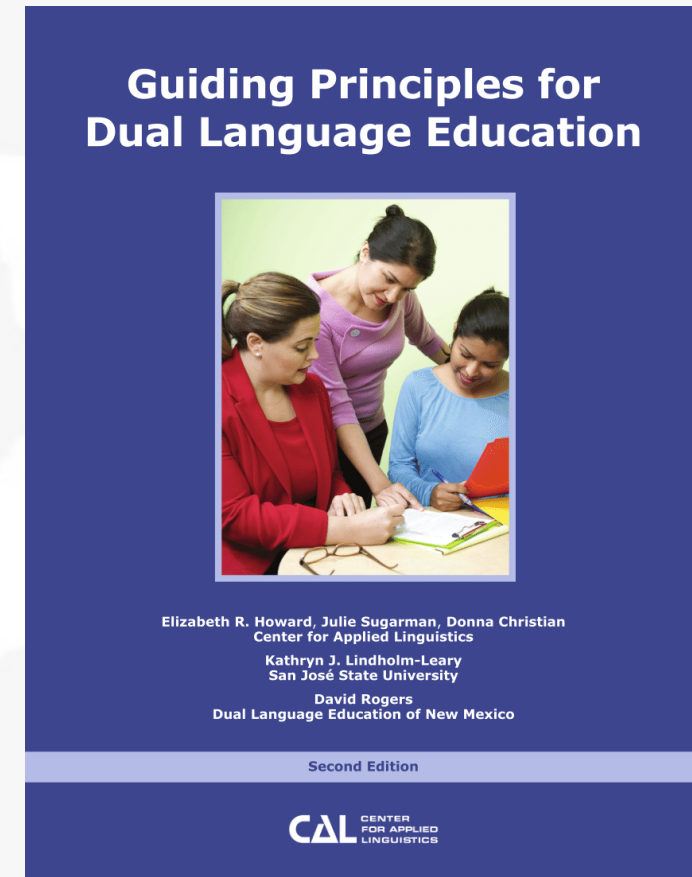
Creating and supporting effective systems that foster capacity building and advocacy as part of the district/school culture



# Guiding Principles

Seven Strands reflecting major dimensions of program planning and implementation

1. Assessment and Accountability
2. Curriculum
3. Instruction
4. Staff Quality and Professional Development
5. Program Structure
6. Family and Community
7. Support and Resources



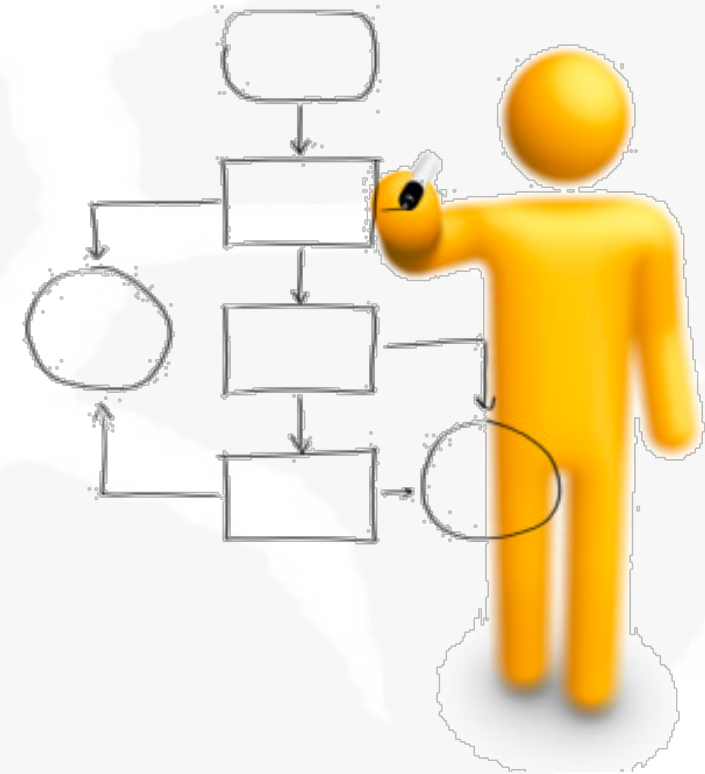
# Focus Areas



# I. Program Structure

Identify need and purpose (why, how, & what?):

- Identification of stakeholders
- Mission & goals
- All decisions based on students
- Common commitments



**Mission: Guiding students to achieve academic excellence through the power of bilingualism and cultural competency for success in a diverse global society.**

**COMMON PRACTICES AT CIEN AGUAS**

**The Cien Aguas International School community will employ professionals who:**

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

	Practice
Mike	Commitment to mission and vision of school
Mike	Curriculum Framework Kinder: five units/ 1 <sup>st</sup> -5 <sup>th</sup> : six units- big ideas and inquiry approach
Michelle	Dual language with strict separation of languages, time for cross language transfer
Robert	Instructional time sacred and disruptions kept to a minimum
Dair	Spanish is the primary language of adult communication during school hours and with students in common areas. Visitors are asked to respect target language.
Paty	Project GLAD strategies across grade levels
Paty	Management strategies for numbered hours

The mission of the BSD Dual Language program is to honor and develop multilingual, multiliterate and multicultural students through rigorous, culturally inclusive education while nurturing the diversity of identities, and empowering students to become agents of change in a global community.

# The Curriculum Alignment Plan is your “Road Map”

“HOW”

## C.A.P.

Curriculum Articulation Plan:

- What is taught in what language?
- For how long?
- And how does this look at each grade?



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



# II. Staff Quality & Professional Development

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



*Be purposeful in your actions!*





# Expected Educator Competencies

## Pre-K – 5<sup>th</sup> Grade

- Chapters 89, 29, & Title III – legal requirements and instructional implications of the following:
  - TELPAS
  - LPAC
  - LAS Links (OLPT)
- Curriculum and Instruction (Ch. 74)
  - English Language Proficiency Standards
  - ACTFL Guidelines
  - Dual Language Standards
  - GLAD
  - SIOP
  - Power Planning
  - Thinking Maps
  - Kagan Cooperative Learning Strategies
  - Total Physical Response
- Teacher Language Proficiency
  - ACTFL Advanced High Oral and Written in English and the additional language of the program

## 6<sup>th</sup> Grade – 12<sup>th</sup> Grade

- Chapters 89, 29, & Title III – legal requirements and instructional implications of the following:
  - TELPAS
  - LPAC
  - LAS Links (OLPT)
- Curriculum and Instruction (Ch. 74)
  - English Language Proficiency Standards
  - ACTFL Guidelines
  - GLAD (6<sup>th</sup> – 9<sup>th</sup>)
  - Dual Language Standards
  - SIOP
  - Power Planning
  - Thinking Maps
  - Kagan Cooperative Learning Strategies
  - Total Physical Response
- Teacher Language Proficiency
  - ACTFL Advanced High Oral and Written in English and the additional language of the program

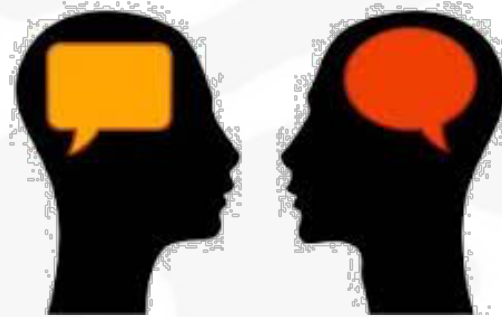
## Administrator/Specialists

- Chapters 89, 29, & Title III – legal requirements and instructional implications of the following:
  - TELPAS
  - LPAC
  - LAS Links (OLPT)
- Curriculum and Instruction (Ch.74) Legal Framework & “Look fors”
  - English Language Proficiency Standards
  - ACTFL Guidelines
  - Dual Language Standards
  - GLAD
  - SIOP
  - Power Planning
  - Thinking Maps
  - Kagan Cooperative Learning Strategies
  - Total Physical Response
- ACTFL Proficiency Descriptors and correlation to teacher performance

**-Ysleta School District**



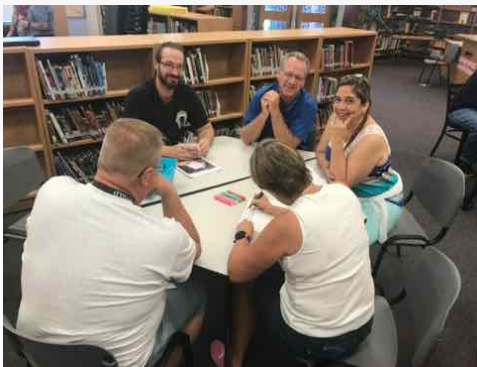
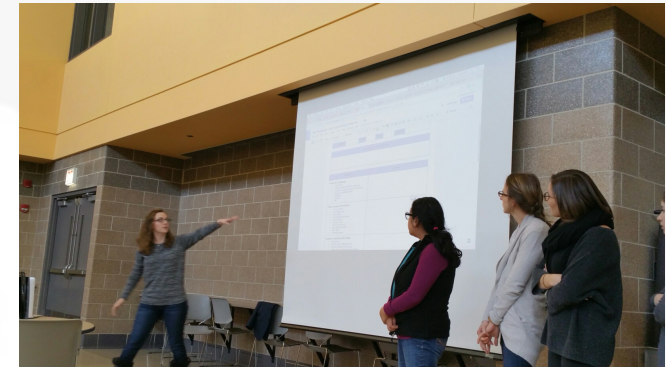
# Turn and Talk



What systems does your district/school have in place to ensure that all teachers are provided with the tools to effectively teach content and language?



# How do we hold each other accountable?



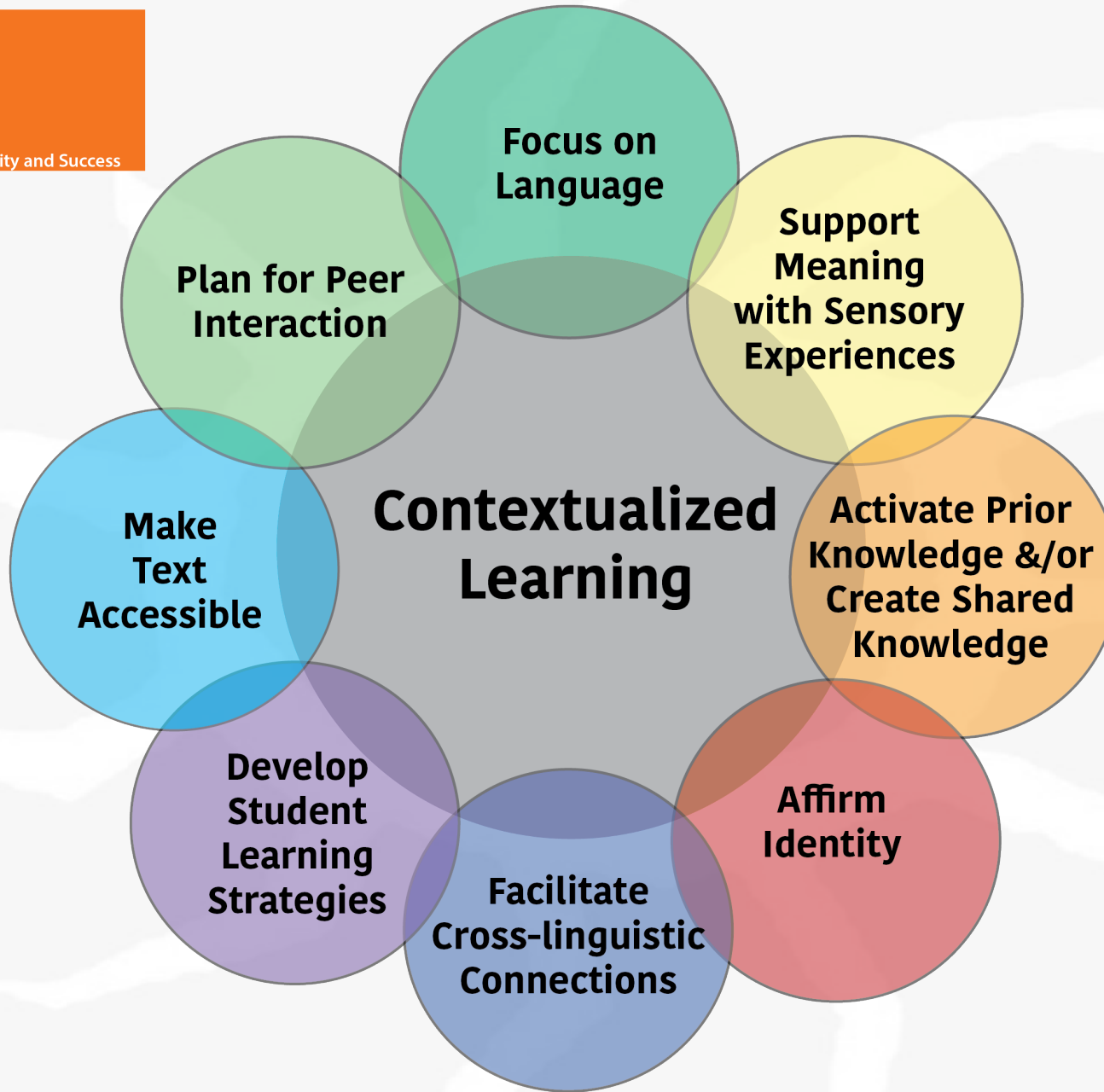
# III. Curriculum, Instruction, & Assessment

- Rigor/Relevance
- Language Rich/Peer Interaction
- Inquiry based
- Cultural Competence (Perspective)
- Assessment Aligned/Meaningful
- Vertical Alignment/Curriculum Articulation Plan (CAP)



*What gets measured gets done!*





# Plan for a Strong Curriculum

- Spanish Language Arts Component
- Core classes (taught in Spanish)
- Variety of elective classes (available in Spanish)
- Incentives to remain in the program through graduation
  - College credit
  - Honors
  - Fieldtrips/Travel



# IV. Support & Resources

- Collaboration Time
- Utilizing Staff Assets (PD Teams, Mentors)
- Frequent, timely, & differentiated PD
- Communication Loop (effectiveness)
- District involvement



# Administrative Support

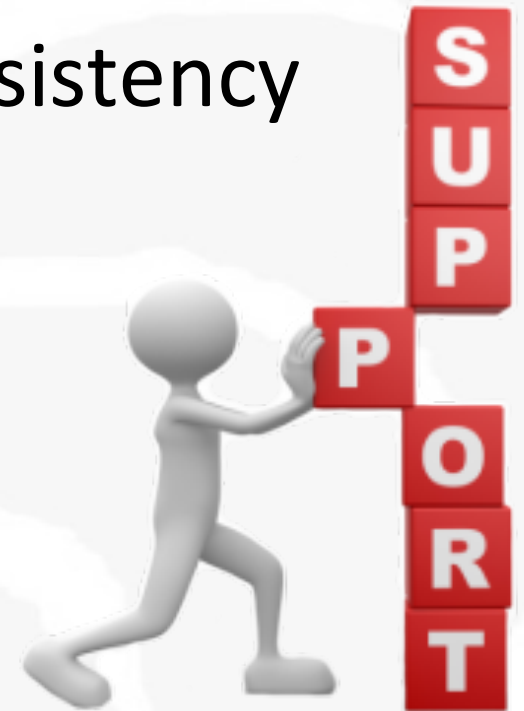
- District/ School Site Budgets
  - Curriculum
  - Scheduling/staffing
  - Materials/resources
- Be informed!
- Leading/ Allowing for Systems Change
- Tapping into your network





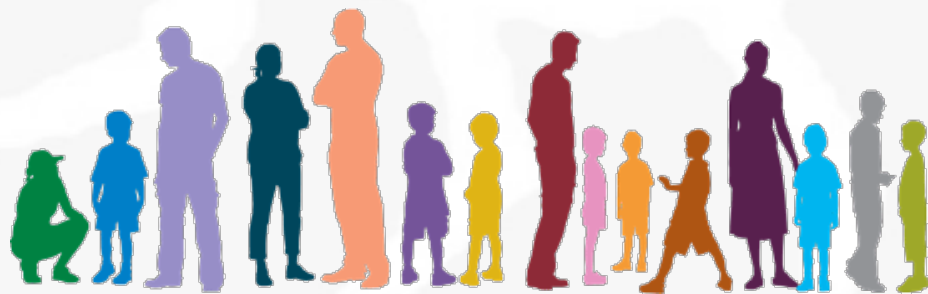
# Supporting Teachers

- Collaboration time
- Pacing/ cross-curricular integration & consistency
- Clear expectations for PLCs & DL Teams
- Culture of working together (K-12)
- Valuing teacher voice
- Assessments



# V. Family and Community

- Informing, supporting, partnering with all stakeholders
- Advocating for/with community
- Providing a welcoming environment
- Being responsive to needs/fears/concerns
- Demonstrating equity in valuing both program languages





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

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



**¡Aquí Se Habla Español!**



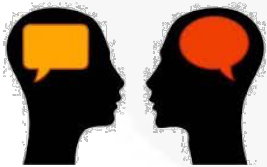
En la escuela Cien Aguas hacemos un esfuerzo para utilizar el español como la lengua dominante en nuestros espacios comunes. Les agradecemos su ayuda con este esfuerzo.

**At Cien Aguas we work to create a Spanish-speaking environment in our common spaces. Thank you for helping in this effort. We appreciate all attempts to speak and understand Spanish.**

*If you need to speak to us in English, please just take us aside and lower your voice. We will be happy to assist you in either language.*



# Providing a voice for parents and families



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

How do you use the information gathered?



*"The teachers are **trained in the GLAD system** which allows ready understanding by the students in both Spanish and English."*

*"This is a bilingual K-8 school in Albuquerque. My daughter is in first grade and we love it so far! **The teachers are wonderful**, and the parents are very involved."*

*"It has been amazing to witness my kids become fluent Spanish speakers, especially considering that my husband and I know minimal Spanish ourselves. The parents, teachers and staff **work hard for the good of the kids**. The overall environment is kind and loving. Best of all, my kids love the school, too."*

*"Cien Aguas International School has been a great fit for my kids. They wake up everyday really **excited to go to school to learn** and to be with their friends."*

*"CAIS challenges my daughter in every way!"*

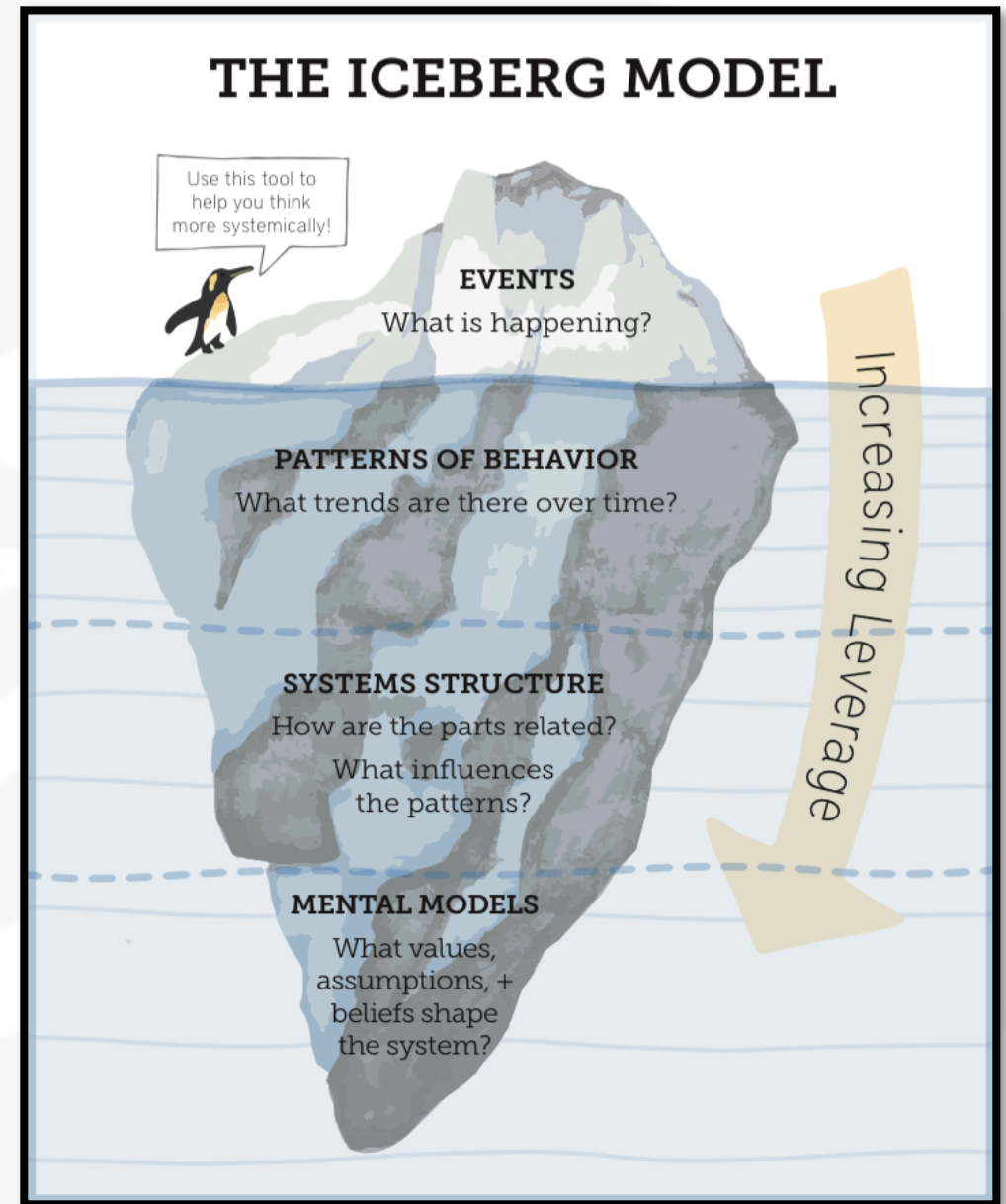
*"There is an instructional **commitment to inquiry education**, that embraces the environmental sciences (with a huge dollop of social consciousness) and it's done in two languages (Spanish and English). "*

*"A wonderful school! The teachers and staff are truly **dedicated to giving a complete and thorough education**. The parent community is welcoming and involved."*

*"**Good curriculum**, school-wide culture of respect and positive discipline, bilingual and multicultural. My kids love it!"*



# Influencing your Systems



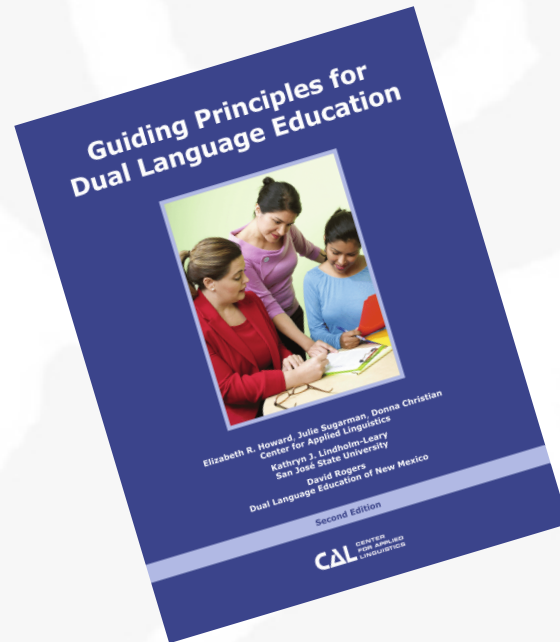
M. Goodman, 2002



# Ensuring Continued Progress

As a district:

- Revisit, revise, refocus & recommit
- “Up the ante”
- Check for consistency





**Dlenm.org**

Save the Date  
**November 1 - 4, 2017**



*La Cosecha*

*22nd Annual National Dual Language Conference*

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



**ALBUQUERQUE, NM**

*Honoring  
nuestros antepasados*





# Thank You

Michael Rodríguez, Director of Operations [michael@dlenm.org](mailto:michael@dlenm.org)

Dual Language Education of New Mexico

<https://www.surveymonkey.com/r/FulfillingThePromise>



# Dual Language Program Guiding Questions to Consider



# Program Language Proficiencies

- At what point are students equally confident and literate in both languages?
- What are the expected literacy and oracy outcomes for students at each grade cluster (K-5, 6-8, 9-12)?
- What are the real world situations in which students will use more than one language in their educational and/or professional setting?
- How do we connect and partner with workforce officials to better understand and meet the bilingual and biliterate skills they seek in employees?



# Staff Quality/ Professional Learning/ PLCs

- How do we interview for staff quality purposes?
- How do we ensure that the professional learning is relevant and informed by need (qualitative and quantitative input)?
- How do we ensure all staff know what a high level of content and language proficiency look like?
- How do we support our PLCs to be relevant, vibrant, and deliberate?
- How do we strategically nurture and leverage the strengths and resources of our staff?



# Assessment

- How do we ensure equity in assessment (and data) relative to both program languages?
- How do we know what questions to ask relative to the selection or creation of assessments? (Formative vs. Summative, Language Proficiency vs. Academic Achievement)
- What do we do with the data and how do we leverage it?



# Family and Community

- How are we ensuring that families are consistently informed?
- How do we ensure our families feel welcome, useful and connected to our school community?
- How do we respond to the needs of our families?
- How do we practice value and equity of both program languages in partnership with our families?
- How do we strategically nurture and leverage the strengths and resources of our parents?

