

Academic Language Development for All (ALD4ALL) in New Mexico #P3024176
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Bilingual Multicultural Education Bureau



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Executive Summary

The purpose of the ALD4ALL in New Mexico project is to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of culturally and linguistically diverse (CLD) students, including English Learners (ELs) in New Mexico.

Five ALD4ALL Project Objectives

- (1) Identify effective bilingual multicultural education programs (BMEPs) serving CLD students and ELs by June 30, 2014. *This objective has been met by established timeline.*
- (2) Conduct effective practices inquiry among selected schools to determine how schools with BMEPs achieve positive results for CLD and EL students by June 30, 2014 and share results statewide. *This objective has been partially met and will be met by fall 2014.*
- (3) From findings of the effective practices inquiry of schools/programs, develop and implement professional development (PD) for educators to address the academic language learning needs of CLD and EL students by June 30, 2015, scaling up by June 30, 2016. *This objective is on track to meet established timeline.*
- (4) Adopt (Common Cores State Standards) CCSS-aligned Spanish language development and/or Spanish language arts standards and assessment by June 30, 2014. *This objective has been partially met and will be met by Summer 2015.*
- (5) Adopt and implement New Mexico State Seal of Bilingualism/Biliteracy by June 30, 2016. *This objective is on track to meet established timeline.*

Seven Summative Observations of Effective Language Practices

The following are key findings from the effective practices inquiry (second objective), which will be used to design, develop, and deliver PD. To effectively serve CLD and EL students within the context of BMEPs, educators must

- (1) draw on children’s experiential background and skills to meet learning goals;
- (2) teach multidimensional uses of language explicitly across all content-areas, ensuring real-world applicability of concepts and skills learned;
- (3) communicate clear learning goals while expecting all students to demonstrate growth to their potential;
- (4) plan rigorous, interactive, and meaningful core curriculum, lessons, activities, and approaches to meet learning goals and objectives;
- (5) identify and maximize use of available resources to support teaching and learning;
- (6) measure and record student learning to inform programmatic and instructional decision-making; and
- (7) implement bilingual multicultural education program models that embody the local sociocultural context for teaching and learning.

While PED-BMEB know effective BMEPs exist across the state, through this project, the ADL4ALL inquiry team was able to identify them using federal/state measures, and document the school/program model’s effective practices. The findings from this inquiry process refute the false dichotomous narrative that meeting federal and state accountability requirements is at odds with providing culturally and linguistically responsive and/or bilingual multicultural education. Simply put, when schools enact rigorous standard-based instruction the results yielded are high academic achievement for all children, including CLD and EL students.

The ALD4ALL project aligns to New Mexico’s Public Education Department’s (PED’s) visionary reform to put students first in every decision, increase student achievement, and prepare our children—including CLD and EL students—for success in colleges and careers. At the end of the first year of the ALD4ALL project, PED-BMEB is pleased to report that significant progress has been made toward meeting all stated objectives within the three-year project timeframe.

Introduction

To integrate New Mexico's vulnerable children, educators must leverage students' experiential backgrounds, especially culture and language, as a resource for student learning and effective instruction. Educators must create systems and schools that effectively support and respond to students' academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to increase student learning, academic achievement, and educational outcomes. With renewed attention to the rigor of academic learning at the national level, most states adopted, and are implementing, the CCSS. The promise of CCSS is ensuring that all students are college and career ready upon completing K–12 education. Investing in a future workforce that can actively apply solid fundamental skills, analytical thinking, logical reasoning, numeracy, and literacy in creative problem-solving is a clear necessity in a globalized economy in which the U.S. remains competitive.

This ALD4ALL project addresses the needs of culturally and linguistically diverse (CLD) students and English learners (ELs) by focusing on developing academic language necessary to meet CCSS. Moreover, the project addresses teachers and administrators as they interact with students directly. Literacy in multiple languages is an educational resource to be developed and used for learning; it is an asset and a 21st century skill. It is imperative that teachers are prepared to address the higher level of cognitive demands of CCSS by being able to also connect the language demands of the tasks that the new generation of CCSS assessment requires. To ensure that all students acquire high levels of academic language, all teachers must be equipped to understand language acquisition and have a deep understanding of how language works so they can develop the academic language of all of their students, especially ELs and students participating in bilingual multicultural education programs (BMEPs). Administrators must understand (via leadership capacity-building training) the intensity and challenge of unpacking academic language for teaching as well as how learning in multiple languages enhances academic language development so they are prepared to support teachers with the time and space to collaborate and learn. As teachers refine their instructional practice via professional development (PD), they will have a more positive impact on student learning, closing the academic achievement gaps among students. Thus, teachers and administrators alike need new skills to ensure the academic success of all of their students, especially ELs and CLD students, who make up over 70 percent of the student population in New Mexico public schools. As New Mexico builds teacher and leadership capacity through this project, our state will be better equipped to address the academic and language needs of its most vulnerable populations.

Theoretical Framework

Culturally responsive pedagogy emerged over the last few decades as a response to address the underachievement of minority students. According to some researchers, teachers can improve ELs' learning outcomes by using culturally and linguistically responsive teaching practices (Tharp et. al., 2000; Villegas & Lucas, 2002). Culturally responsive teaching practices (a) are based on a socio-constructivist approach to teaching and learning; (b) build on students' cultural and linguistic resources by accessing prior knowledge and relevant experiences; (c) help students examine curriculum from multiple perspectives; (d) use a variety of assessment practices that promote learning; and (e) make the classroom culturally inclusive of all students (Villegas and Lucas, 2002). Culturally responsive pedagogy offers a potential solution for addressing the challenges associated with educating ELs. Findings from the 2006 National Literacy Panel's Report—a comprehensive review of the research on developing literacy among second language learners—suggest that a culturally responsive approach to teaching and learning may be a promising practice for teaching ELs (August and Shanahan, 2006). But the report noted that there is little empirical work to serve as guide for the implementation of effective PD on culturally responsive teaching practices.

This inquiry project is grounded in sociocultural theory, a social constructivist perspective of teaching and learning. Researchers from this perspective recognize that learning is not only an individual endeavor, it is also socially mediated and context-dependent (Vygotsky, 1978). Individuals are recognized to possess valuable *funds of*

knowledge (Gonzalez, Moll & Amanti, 2005). As a critical component of—and to model a sociocultural approach to—PD, teacher coaching and on-going support are integral components of intervention design (Walqui, 2011). Furthermore, the study takes a generative theoretical approach (Ball, 2009) to designing and delivering professional development. A generative approach to professional learning encourages teachers to connect their personal and professional knowledge with what they learn about their students to implement instruction that meets their students' educational needs, interests, and inquiries (Ball, 2009). The study is structured in the research and scholarship pertaining to bilingual education and school improvement including the indicators of effective practices for improving the education of CLD/EL students (Cadiero-Kaplan, 2004). The indicators of effective practice—value of learner, academic language orientation, expectations for learners, instructional goals, resources, and assessment and accountability (Cadiero-Kaplan, 2004)—are the source of inquiry providing a lens and setting the foundation for the study.

Objectives and Goals

The purpose of the ALD4ALL in New Mexico project is to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of CLD students, including English learners ELs in New Mexico. The following are the five specific project objectives originally outlined in the approved grant proposal, including a status update on each.

(1) Identify effective bilingual multicultural education programs (BMEPs) serving CLD students and ELs by end of the first year of project (June 30, 2014). *This objective has been met by established timeline.*

The Public Education Department's (PED) Bilingual Multicultural Education Bureau (BMEB), with assistance from the Assessment and Accountability Bureau, identified effective bilingual multicultural education program (BMEPs). PEDs-BMEB used growth for two years (2012 and 2013) of New Mexico Standard-Based Assessment (SBA) reading and math data for schools with BMEPs. PED-BMEB looked specifically at subgroups that are the focus of this project: ELs, Hispanic, and Native American students. The most recent school grading reports¹ and growth on ACCESS for ELLs© and English language proficiency-exit EL status as reported on the most recent Title III AMAO accountability reports were reviewed. Additionally, district Title III/BME directors were consulted for additional insight and perspectives, including more information (e.g., short-cycle data and home/heritage language proficiency data). Schools with effective BMEPs within the defined W. K. Kellogg Foundation priority regions were selected over schools with similar profiles. However, great efforts were made to ensure statewide geographic diversity as well as care in selecting for program model and language. Twelve schools were selected for the next phase of the project, based on multiple measures. Additional detail regarding the methodology of selection process is provided in the methods and data sources section.

(2) Conduct effective practices inquiry among selected schools to determine how schools with BMEPs achieve positive results for CLD and EL students by end of first year of project (June 30, 2014) and share results statewide. *This objective has been partially met and on track to be met by fall 2014.*

The ALD4ALL Inquiry Team comprised of two PED-BMEB staff and four contracted consultants conducted administrator and teacher interviews and classroom observations. Parent and student interviews are to be scheduled in early fall. Data was collected (e.g., interview notes, classroom observation notes, and artifacts). The team met to review and interpret data, findings, and recommendations based on the inquiry. Findings and recommendations, as reported in detail in a later section of this report, will be shared with the PED and stakeholders (participating schools and communities) and used for development of professional development training for teachers and administrators. In order to ensure maximum parent and student voice, focus groups and/or interviews will be scheduled for early fall as

¹ As part of the federal ESEA Flexibility Waiver Program, New Mexico's accountability system includes school grading. Schools are graded on growth targets for all subgroups to monitor progress of growth in academic achievement of all students.

on-site PD training begins. Additionally, the findings and recommendations based on the effective practices inquiry, which informs the PD training, will be shared widely with all relevant stakeholders in the fall (e.g., findings will be shared with participating schools, presented at *La Cosecha* Dual Language Conference and WIDA National Conference, and posted on the PED-BMEB website). PED-BMEB is confident that this objective will be met by fall 2014. Furthermore, sharing best practices and learning from the project will be shared continually and consistently throughout the duration of the program and beyond—sharing will be reflective, iterative, and on-going.

(3) From findings of the effective practices inquiry of schools/programs, develop statewide professional development training for educators addressing the academic and language learning needs of CLD and EL students for priority regions by June 30, 2015 and statewide by June 30, 2016. *This objective is on target to meet established timeline.*

Based on careful analysis of collected data at the twelve schools and given what is known about effective practices for teaching and learning, especially with CLD and EL students, the ALD4ALL Inquiry Team has begun development of PD training that is culturally and linguistically responsive as well as consistent with effective PD practices. The PD training is being developed to be job-embedded/on-site; sustained over time; use a coaching/mentoring approach; build on what teachers know; be interactive; and provide feedback (Rumberger & Palardy, 2008).

PD will focus on effective instructional practices ensuring the academic and language learning needs of CLD and EL students are addressed in ways that are meaningful to the school's BMEP. The PD provided to schools participating in the second year of the ALD4ALL project will focus on mutually-agreed upon areas of need/growth and will be facilitated by an ALD4ALL team member. While the first two trainings (August and September, 2014) will be conducted in a large group with all participating schools, the remaining professional learning experiences will be held at each school (on-site), taking a highly-customized and targeted approach. Additional detail regarding the findings and recommendations, which inform the PD development, are provided in later sections of this report.

(4) Adopt CCSS-Aligned Spanish Language Development and/or Spanish Language Arts Standards and assessment by June 30, 2014. *This objective has been partially met and on track to be met by summer 2015.*

For accountability and to support effective implementation of BMEPs, adopting state standards and uniform assessment measuring Spanish language development (SLD) and/or Spanish language arts (SLA) standards is critical. It is essential that the PED-BMEB is able to guide districts with uniform standards and measures. Without standards and assessments, not only is it extremely difficult for districts to develop rigorous curricula and instructional planning, the task of monitoring program effectiveness and conducting meaningful data analysis in the absence of common measures is nearly impossible at best and futile at worst.

At the recommendation of New Mexico's State Bilingual Advisory Council (SBAC), which advises the PED through the BMEB, a taskforce was convened to undertake the task of reviewing all viable and available options for adopting, adapting, or developing CCSS-aligned Spanish language development (SLD) and/or Spanish language arts (SLA) standards. The PED-BMEB acted on the recommendation, establishing a working group to review options and make actionable recommendations with respect to standards, aligned assessments, and PD training required for effective statewide implementation. Through a rigorous application process, the SLD/SLA Taskforce was established. The first two working sessions (May 29, 2014 and June 26–27, 2014) have been productive. The taskforce also met on July 28, 2014 and will convene again on September 6, 2014 to finalize recommendations regarding Spanish language development standards, assessment, and PD training.

The taskforce is working to make actionable recommendations to BMEB by September 30, 2014. The PED-BMEB will review recommendations and implement, as appropriate. In addition, the SLD/SLA Taskforce will continue its work to review options regarding CCSS-aligned Spanish language arts standards and assessments. Any recommendations must consider New Mexico's participation in the PARCC consortium (PARCC assessments), and

any relevant state laws. Furthermore, a separate taskforce may be necessary to ensure that Native American languages are also considered when/if choosing to adopt or develop language development or language arts standards/progressions that help guide districts, schools, and programs in pursuing similar (culturally and linguistically appropriate) goals as with the adoption of Spanish language development and/or language arts standards and assessment. The work of the SLA/SLD Taskforce is complex and collaborative work, requiring stakeholder input. Additionally, the process for any potential rule adoption may be prolonged, necessitating more time to meet this objective. A revised target date of June 30, 2015 (end of second year of project) is proposed.

(5) Adopt and Implement New Mexico State Seal of Bilingualism/Biliteracy by June 30, 2016. *This objective is on target to meet established timeline.*

To support New Mexico's traditions and aspirations for bilingualism and biliteracy for its children, the state's legislature unanimously passed, and Governor Susana Martinez signed, House Bill 330: State Seal of Bilingualism/Biliteracy. As per statute, the PED must establish criteria for awarding the seal. The call for applications to serve on the Bilingual Seal Taskforce has been made (July 28, 2014) to formally solicit input from various representative stakeholders, as per statute, to make recommendations for the criteria. The Bilingual Taskforce will be selected, and meetings are scheduled for fall, 2014. A guidance handbook will be developed. Training materials will be developed and disseminated, and webinar training will be provided by June 30, 2015 (end of the second year of the project), for effective statewide implementation to meet established timeline (June 30, 2016, end of the third/final year of project), the date by which the first graduating class will be eligible.

Methods and Data Sources

As mentioned in the previous section under the first objective, several sources of data were used for determining a method for the school selection process. The following sources of data were used in combination:

1. **Two years worth of SBA results for reading and math (state assessments).** A statistician was contracted to consult and advise on the use of data (provided by PED's Accountability and Assessment Bureau) for this project. A dataset was created, and growth was computed for every school in the state. Schools were then sorted by the state's five funded bilingual multicultural education program models: Dual Language Immersion, Maintenance (Developmental), Transitional, Heritage/Indigenous, and Enrichment.
 - a. **High growth.** Once the dataset was sorted by program model, separate tabs by program model were created. Each subset of data was then sorted by *highest mean growth in reading, and then resorted for highest mean growth in math*. Schools that demonstrated the highest mean growth in both areas were highlighted for further analysis.
 - b. **Program size.** Next, the data was sorted by number of students (program size) to ensure a large enough group (15 students or more).
2. **Access for ELLs© (English language proficiency assessment) data.** For further analysis, the PED-BMEB reviewed district Title III accountability reports for potential schools that were not identified using SBA data. Specifically, schools that made gains on the ACCESS for ELLs© from one year to another (moving through levels of performance) AND successfully exited students from EL status (based on scoring proficient on the assessment) were noted and compared with the SBA datasets sorted by program model. The two most recent years of reports were reviewed.
3. **W.K. Kellogg Foundation (WKKF) priority regions.** Fortunately, many schools demonstrated high growth on the SBA data for reading and math. Schools in WKKF New Mexico priority regions (South Valley, Albuquerque/Bernalillo County, San Juan County, Gallup-McKinley County, and Doña Ana County/Las Cruces area) were given preference over schools with similar profiles. Of the twelve schools selected, only two were not in these designated areas.

4. **Variety of school type, program model, and language.** The majority of the schools selected are elementary schools (a WKKF priority), with two middle schools, and two high schools also chosen. One of the middle schools is a charter school. In an effort to connect the work to other WKKF initiatives, secondary schools were selected to support work on the bilingual seal and strengthen bilingual programs K–12. The majority of students in New Mexico’s BMEPs participate in Spanish dual language, maintenance, and transitional programs. Three schools serving Native American students were also selected for their strong Navajo heritage language programs.
 - a. *Diversity of Native American BMEPs.* We recognize that a diversity of Native American language groups represented in state-funded BMEPs must also be included. Participation from these schools will be solicited as the project moves forward. Because the initial school selection process took a data-driven approach for defining effectiveness, schools with the strongest data were selected for the effective practices inquiry. At the beginning of the third year, when the PD training is scaled up statewide, the PED-BMEB will ensure that schools with Pueblo Native language BMEPs serving Native American students will be vigorously recruited for participation.

5. **Title III/BME program directors input solicited on schools with BMEPs serving CLD and EL students.** The PED-BMEB solicited input directly from district-level program directors in two ways.
 - a. Schools that had previously been recommended and recognized by the PED at the annual *Bilingual Day* at the state legislature event held on January 30, 2014 were considered. This awards ceremony recognized effective Title III-funded language instruction educational program meeting the state’s Title III accountability measures. Also, effective state-funded BMEPs meeting most of Title III accountability measures and providing additional evidentiary support demonstrating effectiveness (short-cycle data, home language proficiency data, exceptional family engagement and/or other qualitative data) were also recognized. These schools were nominated directly by their district Title III/BME director.
 - b. As potential schools were identified through data analysis, Title III/BME directors were called and/or visited to discuss the ALD4ALL project and the potential participation of identified schools within their districts. District directors were given the opportunity to confirm the identified school’s initial selection and provide additional insight about that school. District directors were also asked to recommend different schools—based on other data/knowledge they had available (local leadership, district initiatives, school staffing, demographics, etc.)—if they felt others had been overlooked in our analysis. Of the twelve schools selected, only two that were not initially selected (though identified as potential sites) were eventually chosen based on the strong recommendations of district directors.

Given the variety of factors that were considered for narrowing a list of potential schools with BMEPs, the PED-BMEB is confident that participating schools were selected fairly, based on careful analysis of available data (multiple measures). The list of schools selected is not exhaustive, however. To move to the next phase of the project, it was essential that selected schools with effective BMEPs not only be supported by district administrators, but also supported actively by school-level leadership. As the PD training is scaled up statewide (third year of ALD4ALL project timeline), the PED-BMEB will ensure that schools with Pueblo Native language BMEPs serving Native American students, including ELs, will be vigorously recruited for participation.

Findings and Discussion

The ALD4ALL project inquiry is derived from a culturally and linguistically responsive pedagogy, offering a potential solution for addressing the academic challenges associated with educating CLD/EL in a bilingual context. Furthermore, the inquiry was informed by the research and scholarship pertaining to bilingual education and school improvement, including the indicators of effective practices: value of learner, academic literacy orientation,

expectations for learners, instructional goals, resources, and assessment and accountability (Cadiero-Kaplan, 2004) for improving the education of CLD/EL students. The indicators of effective practices were the source of inquiry providing a lens and setting the foundation for the study. The findings represent the expanded indicators of effective practices adaptation gleaned from the observation and documentation of 98 classroom observations and participant interviews conducted at 12 participating schools. Thus, the findings—which we term the *Seven Summative Observations of Effective Language Practices*—include expanded indicators of effective practices: child-centered value of learners, holistic academic language and literacy orientation, expectations for active learners, school/program-wide instructional planning, resources for learning in a bilingual context; and performance-based assessment and accountability. The inquiry findings demonstrate that there are varying levels of implementation of these effective practices—not all schools demonstrated similar levels on all indicators. For instance, some schools easily epitomized one of the indicators, while other schools were more balanced across all the indicators. The summative observations will be further discussed in the next section.

Seven Summative Observations of Effective Language Practices.

(1) Draw on children’s experiential background and skills to meet learning goals. Students learn best when their home language, learning preferences, and community practices are leveraged to further advance their academic, socio-emotional, and ecological development. For example, the following quotes—from Principal Paz and Principal Loretta² at two middle schools in our inquiry—express the importance of valuing students. First, in example 1.1 *La escuela mágica* [the magical school] Principal Paz noted that their students were often considered “drop-outs that dropped-in to their school.” The staff at this middle school stressed the importance of first meeting their student’s socio-emotional well-being, then moving to the academic learning. The following quotes are the principal’s response to the importance of understanding who the students are emotionally first and foremost by ensuring that the students value who they are as Mexican-Americans, middle school students, and members of a school community. Example 1.2, value of education, represents Principal Loretta’s response to the importance of school and an education in her school community.

Example 1.1: La escuela mágica [The magical school]

Principal Paz: En mi escuela muchos de mis estudiantes vienen destrozados y perdidos, no tienen metas ni sueños. Entonces, nuestra responsabilidad es primero atender lo emocionalmente y luego académico. Primero, hacemos observaciones de su estado emocional en casa y luego en la escuela y creamos un ‘observation plan’. Este plan es dónde sucede la mágica³. Sé que es difícil medir esto pero muy importante. Also, very important is that the students need to understand their Mexican-American culture, then they know who they are and they move on.

[Principal Paz: In my school many of my students come in destroyed and lost, they have no goals nor dreams. Then, our responsibility is to first focus on the emotional and then the academic. First, we do observations of their emotional state at home and at school then developed an observation plan. This plan is where the magic happens. I know this is difficult to measure, but it is very important. Also, very important is that the students need to understand their Mexican-American culture, then they know who they are and they move on.]

Principal Paz: Es el cambio emocional del estudiante que después te da la habilidad que te da cambios académicos sorprendentes. Esto es lo que nuestra escuela les ofrece a nuestros estudiantes.

[Principal Paz: It is the emotional state of the student that later gives you the ability of having outstanding academic change. This is what our school offers to our students.]

² All names of educators and schools in the following examples are pseudonyms.

³ Translation was done verbatim to respect the language used by the speaker.

Example 1.2: Value of education

Principal Loretta expressed the importance of the value of education for all their students. She mentioned, “at our school we have a few haves and a ton of ‘have-nots.’ I see a greater appreciation for school from the have-nots.” Furthermore, Principal Loretta understood the importance of drawing from student’s experiential background she stated, “We use culturally relevant reading that relates to the lives of the students and their families. And the teachers and administrators attend local cultural events and family events to connect to their community.”

(2) Teach multidimensional uses of language explicitly across all content-areas, ensuring real-world applicability of concepts and skills learned. The academic language and literacy implemented in the 12 schools observed went beyond vocabulary skills and extended to everyday language discourse and practical ways of using language at school. The language and literacy instruction included the learning of the different functions of language and multiple literacies that students brought as their literacy repertoire. The following examples provide insight into how teachers taught academic language explicitly and across content areas in Navajo, English, and Spanish.

Example 2.1: Connecting Navajo to Academic Content/Knowledge

Teachers teach target heritage language (Navajo) by connecting to academic content/knowledge. This is done by connecting to local cultural community knowledge in the form of Navajo oral tradition and cultural knowledge about plants used as traditional foods, medicine, and arts/crafts.

Teachers connect Navajo language to various content areas (music, math, language arts) and reinforce those language skills needed for everyday language discourse while also teaching academic language in Navajo.

Example 2.2: Academic language development

Interactive word walls in three tiers of academic language are used. Students are expected to write and present using the academic language of the content area after organizing their thoughts using a variety of graphic organizers. Cognates in Spanish are used to support the learning. A math teacher told a bilingual student: “*Use your Spanish to think. Then transfer it to English.*”

Strategic implementation of the district’s PAL program (Program for Acquiring Language) for three levels of English learners focuses on academic language development. The PAL class for Level 1/2 EL students is taught bilingually with an abundance of grammar and irregular verbs; PAL for level 3 students is sheltered for all subjects (math, science, English language arts, and social studies) and focuses on the content academic language; PAL classes for Level 4 students and those exiting the program are in regular education classrooms, but students are monitored for two years. The PAL teachers meet regularly to discuss ACCESS for ELLs© data and interventions.

(3) Communicate clear learning goals and objectives while expecting all students to demonstrate growth to their potential. The overall goal for the 12 schools school/program bilingual-multicultural models across New Mexico is for students enrolled in these models to become bilingual and biliterate. The inquiry team observed the expression of these bilingual and biliterate expectations in all 12schools during English language arts, Navajo language arts, Spanish language arts, and English, Navajo, Spanish content-area learning. The following examples demonstrate how teachers clearly communicated their expectations for their students to take ownership of their learning through self-regulated, decision-making in which they negotiated meaning. Teachers and students enjoyed a shared understanding regarding expected student outcomes—students are expected to demonstrate growth to their potential, always work towards goals and objectives by using critical thinking, and learn the social capital needed to succeed in school. The following example (Example 3.1) describes how Senora Duran’s students practiced self-

regulated, problem solving methods in their classrooms. The next example is Principal Loretta’s view on holding high expectations for all her mid-school students (Example 3.2).

Example 3.1: Self-regulated and Problem-solving Practices

In Sra. Duran’s class her expectations are that her students get to deeper levels of thinking. She accomplishes her objective by asking her students to problem solve school and classroom dilemmas that come up on a daily basis. While practicing a dance routine that entailed intertwining ribbons affixed to a pole that Sra. Duran had built with the help of the custodian, several students—while singing and moving at the same time—tangled their ribbons. Sra. Duran, stopped the activity and asked them to figure it out, to which they began to blame one another. Sra, Duran stopped them again and reminded them that “*todos son responsables por sus acciones entonces, ¿Quién es culpable?*” [everybody is responsible for their actions then, who is to blame?] To which each student yelled out “yo, yo, yo, ...” [me, me, me, ...] They proceeded to sing and move, and instead of blaming each other, they guided one another to move in ways to untangle the ribbons. At last, the 19 ribbons that once hung around the pole, were woven by the students into a multi-colored pattern. For a visual representation of the pole used for the ribbon-weaving dance activity, please refer to Appendix A.

Example 3.2:

Entering the middle school, a banner hangs in the entry hall of the school reading: “The Road to College Begins at Saint Thomas Middle School.”

Principal Loretta: Why are our scores so high? We set high standards and hold everybody to it. We don’t water down the curriculum. We know the students can do it. Their level of English proficiency shouldn’t be a barrier or hold them back. We tell them ‘You do your part and we’ll be awesome together.’

In the beginning of the year, all parents and students get a letter about homework expectations and expectations about students reading at home. Parents have high expectations for their students. Students never stop striving to get an education. Parents push their children to succeed. This is their chance.’ We have high expectations for all the learners on the NMSBA. Each student has a “flight number” that is their score goal, and they know how many points they need to grow.

During the last two weeks of school, learning was expected to take place ‘from bell to bell’. Principal Loretta stated, “We’re not stopping teaching and learning two weeks before the end of school. Every day counts.”

(4) Plan rigorous, interactive, and meaningful core curriculum, lessons, activities and approaches to meet learning goals and objectives. All 12 schools have embedded school/program-wide collaborative teaming to plan for a spiral and meaningful approach to curriculum, instruction, and assessment either through study groups, book clubs, and/or professional learning communities (PLCs). For example, in the heritage language program models the teachers used the district-level curriculum pacing guides that connected Dine content standards to New Mexico’s language standards as well as common core, in order to meet language, literacy, and content goals. Further, in example 4.1 is a list of lesson activities, tasks, and approaches implemented in all of the schools observed to meet the teacher’s content and language objectives aligned with multiple learning standards.

Example 4.1: Interactive and Meaningful Language and Content Learning

At school sites, the inquiry team found evidence of planning instructional interactive language and content objectives and activities that are measureable by teacher and students (connected in English, Navajo, and Spanish languages), such as:

- Journal-writing
- Rubrics (students measure own learning)
- Feedback (can be oral in two languages)
- Exit cards (in dominant language)

- Data notebooks— students keep own, track progress (in dominant language), write goals for the day
- Differentiation of instruction is a driving force. The teachers know when to adapt and have a common language when talking about instruction.

Language objectives connect across subject areas (meaningful— based on knowing students/family/ community):

- Students wrote and practiced presentation skills in multiple languages
- Multiple problem solving strategies

Four domains of language, practiced in two languages or heritage language, in student collaborative groups:

- Students helped other students in two languages
- Teacher repeated language and content objectives
- Lessons were presented in target language (Spanish and Navajo) throughout the instruction unless students needed some guidance or clarification in second language (English) or both

(5) Identify and maximize use of available resources to support teaching and learning. The 12 observed school/program models implemented different bilingual multicultural program approaches, yet all used categorical monies appropriately to meet the educational goals of CLD/ELs. Further, these schools were good stewards of available financial and human resources allocated to them by managing and aligning programming with funding sources. Example 5.1 lists the materials, services, and human capital provided by observed schools/programs to support teaching and learning for all students.

Example 5.1: Financial and Human Capital

The inquiry team's findings were the good **financial support** for materials and services to include:

- Books in Spanish for literacy and content
- Smart boards
- After-school tutoring
- Saturday tutoring
- Cultural enrichment
- Community support (whole child approach)
- Family literacy center
- Program with many partners
- Saint Thomas Outreach Program (STOP) is an organization of school, community, and governmental agencies—including health providers, counseling services, clinics, housing liaisons, probation officers, police officers, churches, the mayor, the libraries, Boys and Girls Club, and the teen center who meet once a month to coordinate the provision of a variety of resources to families.
- Technology classes
- Some Navajo teachers had many resources in the form of posters, prints, books, and guides. Also, some Navajo teachers utilized local resources that were shared by local community people such as songs, stories, and agricultural knowledge.

The inquiry team's findings were the good **human capital** to include:

- Teachers with bilingual and/or TESOL endorsement, community knowledge, and qualifications
- School-level EL/bilingual coordinator being hired
- Assets orientation of all staff
- PD and PLC support from the district
- Teachers screened in interview process

- High expectations systematized
- Attempt to recruit locally
- PD—ongoing, embedded, based on research, based on data, teacher-to-teacher
- Middle school teachers meet three times weekly in departmental PLC common planning meetings and once a month with the principal to discuss new research and practices that are needed based on student data.
- PLC’s—time, across levels, bilingual/EL
- Principal as expert instructional leader with community knowledge
- Students, families, and community as resources in classroom
- Indigenous heritage language teachers who see the challenges of teaching a heritage language, are aware of language oppression, and are trained to teach heritage languages in a school setting
 - Some district-level PD training that contributed to these knowledge and skills
- Parent involvement and participation in school-sponsored family nights or cultural nights to promote Navajo language and culture in the community
- Parents use funds of knowledge to support curriculum and culture
- Each new teacher required to interview two local businesses to learn about the assets of the community and families
 - because students bring this background to school in their “personal backpacks”
- Students consult each other often for information
- Culturally relevant PD for all

(6) Measure and record student learning to inform programmatic and instructional decision-making.

Leadership and teachers across the 12 observed school/program models demonstrated collection and use of multiple measures of data. Tools that were utilized for data collection included community and parent surveys and administrative-peer-teacher and student feedback. Student data and information were assessed and used to plan for placement and balanced classrooms. Classes were balanced by gender, SES, language dominance, and proficiency levels. One ALDALL school shared the following comment in regards to celebrating students who have moved up a level on the WIDA ACCESS for ELLs® English proficiency test. “We had a student who was 2 ½ years below grade level (on English proficiency) at the beginning of the year, who is now on grade level. She’s walking away this summer with a reading list a mile long that she created.” This enthusiasm was contagious in this particular school that used various forms of standard assessments and student self-assessments of their own learning progress. Example 6.1 provides a list of multiple ways to measure and record student learning that inform program model and instruction choices. The inquiry team found:

Example 6.1: Various Forms of Performance-based Assessment and Accountability

- ODLA (Oral Dine Language Assessment), district level assessments, teacher-made assessment, portfolios, projects, and rubrics
- Many of the assessments observed were formative (e.g., teacher observations, anecdotal notes, and community feedback)
- Formative assessments inform teaching and re-teaching— constantly administered for language and content
- Multiple forms of formative assessment including writing, pair/share, and exit cards
- Student assessment binders and classroom progress charts
- Students graph their class progress towards goals
- Teacher held accountable for student achievement through Response to Intervention (RtI) plans
- Accountability through performance-based assessments that measure the teacher’s instructional goals for all students to learn
- Teacher and student conferencing to edit student’s drafts before publishing their text

- Teacher observe by circulating the room and providing feedback when needed, in order for students to better understand the purpose of the activity (checking for understanding in both languages)
- Multiple ways of mining their data to inform instruction. For example, the principal and vice principal had received the WIDA ACCESS for ELLs® data the day before we interviewed. They had already performed a preliminary analysis of the number of students that had been exited from alternative language services.
- Weekly collaboration to monitor students' progress to inform their literacy instruction
- Formative assessment through teacher observation, student self-assessment, computer-assisted programs (Imagine Learning), portfolios, and data folders

(7) Implement Bilingual Multicultural Education program models that embody the sociocultural and local context for teaching and learning. Implementing bilingual-multicultural education program models begins with an open dialogue with the most important stakeholders, the parents and community, about their child's education before adopting the model in their child's school community. To begin this conversation, it must be acknowledged that leadership and teachers have a sense and a finger on the pulse of the local community's needs, concerns and inquiries about the language education being offered through the bilingual-multilingual program approach. Further, of utmost importance to all schools/programs observed was the understanding and commitment of matching their own local resources, needs, and interests to building a school/program-wide vision of a program based on students' cultural, linguistic, academic, and socio-emotional needs, with parent/community input. For example, after observing four dual language immersion program models, the inquiry team members found that each school/program model had different approaches to implementing its model. That is, these school/program models customized their language distribution according to either a 50/50, 80/20, or 90/10 model. And in some schools, the language distribution configurations largely depended on the language and literacy needs of their students, while still meeting state requirements. Further, leadership and teachers placed students in dual language classrooms according to students' cultural, linguistic, academic, and socio-emotional individual abilities.

Concluding Remarks

Lessons. The inquiry team knew first-hand that New Mexico had effective bilingual-multicultural education program models across the state. Through the ALD4ALL Project, the team was able to identify these effective BMEP models through use of federal/state measures. Additionally, the team was able to capture their level of effectiveness by documenting the school/program model effective practices. Our findings refute the false dichotomous narrative that meeting federal and state accountability requirements is at odds with providing culturally and linguistically responsive and/or bilingual multicultural education. When schools enact rigorous, standards-based instruction, the result yielded is high academic achievement for all children, including CLD and EL students. Identifying, documenting, and sharing effective practices from within our state's own bilingual multicultural education programs is essential for maintaining high expectations for program implementation, teaching, and learning. Further, the identification or development of assessments to measure and monitor students' bilingualism and biliteracy academic learning is an identified need expressed by bilingual educators.

Identifying schools/program models with quantitative language measures in English (WIDA ACCESS for ELLs®) and some home language measures (LAS Links, Woodcock Muñoz, IPT, and EDL) helped to recognize the effective program models. However, much more needs to be done about the documentation of home language and literacy data to inform practice.

Challenges. The project's July 1 begin date coincided with the PED's fiscal calendar, a very busy time for PED's Administrative Services Division. Thus, the urgent need to contract several consultants outside of the PED-BMEB staff to quickly begin and support the ALD4ALL project was delayed, in part, because of required state procurement processes. Other factors that needed to be considered were school calendars and state testing. Due to the delayed timeline, the inquiry team observed classrooms and interviewed educators during the busiest time of the school year,

which was the spring semester, when most of the state testing is scheduled. The inquiry team was not able to access parents and students in the first year of the project. However, early in the second year of the project, the team will arrange parent and student focus groups. Another challenge experienced by the team pertains to analyzing data in a group setting. Using a research- and theory-based framework that shaped the team's interpretations of interviews and classroom observations often tested the team's collective research background and intuition. Nevertheless, using a research- and theory-based framework kept the team structured and focused on tasks of data collection and analysis.

Next steps. As the PED-BMEB moves forward with the ALD4ALL project, it must meet remaining objectives. While the first two objectives have been met in the first year, the PD training (third objective) will stretch out over the second and third years. To ensure that the inquiry team transitions to a PD provider/facilitator team, evaluating our own efforts will become exceedingly important. As the PD is developed and delivered to participating ALD4ALL schools in the second year of the project, our external evaluation will be charged with monitoring progress and closely tracking the effectiveness of the PD provided to participating schools. The process of adopting CCSS-aligned home/heritage language development or language arts standards (fourth objective) will take longer than originally planned, potentially taking another year or so to complete. The SLD/SLA Taskforce will continue to convene and work towards making recommendations to the PED-BMEB. As this work continues, the PED-BMEB will move to implement, as appropriate, viable recommendations that further meeting the objectives of the ALD4ALL project as aligned to PED goals. The work of the SLD/SLA Taskforce will have relevance and bearing on the work of the Bilingual Seal Taskforce, as both groups will be working concurrently on their assigned tasks. As the work of the Bilingual Seal Taskforce gets underway, the fifth objective of implementing the State Seal of Bilingualism/Biliteracy is currently on target to meet the established timeframe of the ALD4ALL project..

Implications. The ALD4ALL project aligns with the PED's strategic plan by focusing on ensuring students are ready for success and creating greater cohesion in terms of state-level accountability for programming for EL/CLD students and thus providing effective options for parents. By adopting SLD, SLA, and/or Spanish CCSS and uniform and common home/heritage language proficiency assessments statewide, New Mexico holds districts and schools accountable for the quality and effectiveness of their BMEPs. By adopting standards and assessment for home/heritage language proficiency, the PED signals high expectations for all students in multiple languages and demonstrates high regard for its state traditions and laws. When districts, schools, and programs are required to demonstrate success in instructional delivery and programming, parents are afforded real options for their children and can expect uniform access and effectiveness across the state.

The BMEB's mission and vision align to the PED's organizational goals. Specifically, this project assists the PED-BMEB accomplish its strategic goals of improving the quality and effectiveness of BMEPs. By providing teachers and administrators with effective PD and leadership capacity-building training, the PED-BMEB will be able to better support the PED's strategic imperative of accountability and results. As local districts, schools, and programs are better equipped to provide effective instructional programming and—through adoption of standards and uniform assessment on home/heritage language proficiency and in additional English language proficiency—the PED-BMEB can make informed data-based decisions about strategic investment in effective BMEPs. The project supports the work necessary to ensure teachers and administrators are equipped to lead and coach their districts, schools, and programs to success for the benefit the children and families they serve.

At the end of the first year of the ALD4ALL project, the PED-BMEB is pleased to report that significant progress has been made toward meeting all stated objectives within the three-year project timeframe. The ALD4ALL project serves the PED's bold vision for the state, visionary reform that puts students first in every decision, will increase student achievement, and prepare our children—including CLD and EL students—for success in colleges, careers, and in their roles of citizen.

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Appendix A: Example of student collaboration through ribbon-weaving dance activity

