

Academic Language Development for All (ALD4ALL) in New Mexico #P3024176
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End of Year Report, Year 2 (July 1, 2014 – June 30, 2015)

**New Mexico Public Education Department
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 and EL students by June 30, 2014.** *This objective has been met by established timeline. For the third year, we are adding additional schools/partner organizations.*
- (2) **Conduct effective practices inquiry among selected schools to determine how schools with BMEPs achieve positive results for CLD and EL students and share results statewide.** *This objective has been met by the end of second year. Dissemination of effective practices will continue beyond the project.*
- (3) **From findings of the effective practices inquiry of schools/programs, develop and implement professional learning (PL) 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. In the second year of the project, we continued working with eight of the twelve schools initially selected for inquiry. For the third year, we are adding additional schools/partner organizations.*
- (4) **Adopt (Common Cores State Standards) CCSS-aligned Spanish language development and/or Spanish language arts standards and assessment.** *This objective has been partially met. In the second year, a taskforce was convened and made recommendations to the PED for moving forward. Work toward meeting this goal will continue in the third project year. Furthermore, addressing local needs to support indigenous language revitalization will be pursued.*
- (5) **Adopt and implement New Mexico State Seal of Bilingualism/Biliteracy by June 30, 2016.** *This objective is on track to meet established timeline. The seal has been adopted as statute and rule will be implemented this school year—the students in the graduating class of 2016 are the first eligible recipients.*

To create alignment of initiatives across the agency and further bolster the support of state's vulnerable children such as CLD and EL students, we are using the knowledge gained from the ALD4ALL project in ways that impact our work at the state level. The following are two examples in which the PED is leveraging the ALD4ALL work across the agency:

Culturally and Linguistically Responsive Instruction Conference. The PED hosted the first statewide *Results for All: Culturally and Linguistically Responsive Instruction (CLRI) Conference* on May 27-28, 2015 in Albuquerque, New Mexico, for district administrators, school leaders, and teachers. The conference focused on discussing and sharing effective practices in culturally and linguistically responsive instruction and leadership.

Strengthening the Educator Effectiveness. The PED has recently revised the NMTEACH Classroom Observation Protocol to explicitly address the needs of CLD and EL students, and bilingual learners in BMEPs, by using a language lens around differentiated instruction and effective scaffolding. The revision to the protocol is a result of advocacy and collaboration among multiple stakeholders on behalf of CLD and EL students. New expansive teacher reporting, along with additional support for school leaders, will empower school leaders to make data-driven decisions in developing and planning training that targets teachers needs to better serve CLD and EL students.

In sum, the ALD4ALL project aligns to the 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 second year of the ALD4ALL project, the PED-BMEB is pleased to report that significant progress continues to be 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 learning (PL), 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.

The ALD4ALL project inquiry and PL 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 —PL, teacher coaching and on-going support are integral components of intervention design (Walqui, 2011). Furthermore, the inquiry takes a generative theoretical approach (Ball, 2009) to designing and delivering professional development. A generative approach to PL 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 inquiry and the PL is anchored 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 practices —value of learners, 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 ALD4ALL project's inquiry and PL.

Project Theory of Change. Given the learning from the first year of the project and the feedback of the program officer at the time, the ALD4ALL project worked early in the second year to clarify and document the project's theory of change. The ALD4ALL project's theory of change is that ***by focusing on culturally and linguistically responsive (CLR) pedagogy, collaboration, effective practices, generative learning, and professional growth, at all levels of the school system, we will be able to improve the teaching-learning process for culturally and linguistically diverse (CLD) students and English Learners (ELs) in our state.*** The ALD4ALL project began with an inquiry into how effective schools with bilingual multicultural education programs serving CLD and EL students sustain gains in student achievement. The ALD4ALL project aims to sustain the process by providing ongoing resources and support from the PED, and by disseminating information for fostering increased collaboration within each school community.

ALD4ALL PROJECT OBJECTIVES AND UPDATES

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 for the second year of the project, July 1, 2014 – June 30, 2015.

(1) Identify effective bilingual multicultural education programs (BMEPs) serving CLD and EL students by June 30, 2014. *This objective was met by established timeline.*

In the second year, eight schools participated in the ALD4ALL project, receiving professional development training over the course of the year. These schools were among the initial schools that participated in the inquiry part of the project from year one. For details about the methodology and criteria used for selecting schools for participation, please refer to the End of Year One Report submitted to the W.K. Kellogg Foundation. For the third year, additional schools/partner organizations will be added using similar methods and criteria as in the first year.

(2) Conduct effective practices inquiry among selected schools to determine how schools with BMEPs achieve positive results for CLD and EL students and share results statewide. *This objective was met by the end of second year. Dissemination of effective practices will continue in to the third year and beyond the grant period.*

The ALD4ALL Inquiry Team from the first year continued working on the project in the second year, providing consistency for the participating schools. The team was comprised of one staff member from the PED-BMEB and four contracted consultants. In the first year the consultants focused on conducting administrator, teacher interviews, and classroom observations. Parent and student interviews were also conducted in early fall to continue the inquiry

from the first year. Data collected (e.g., interview notes, classroom observation notes, and artifacts) in the first and early part of the second year, was used to initially develop and inform professional development training for the second year of the project. In the second year, the ALD4ALL consultants served as PL facilitators, each assigned to participating schools. The team continued to meet throughout the second year to review and interpret data, findings, and recommendations based on the inquiry. The findings and recommendations based on the effective practices inquiry were shared first with the participating schools and then widely with relevant stakeholders. The ALD4ALL project work and inquiry findings were presented and shared widely by the ALD4ALL team:

- **WIDA National Conference, Atlanta, GA, October 2014**
 - *Academic Language Development for All (ALD4ALL) In New Mexico: Building State Capacity to Address the Learning Needs of EL and CLD Students*
- **La Cosecha Dual Language Conference, Santa Fe, NM, November 2014**
 - *Academic Language Development for All (ALD4ALL) In New Mexico: Seven Summary Observations*
- **New Mexico Association for Bilingual Education (NMABE) Institute, Pojoaque, NM, January 2015**
 - *Academic Language Development for All (ALD4ALL) In New Mexico: Effective Instructional Practices in Bilingual-Multicultural Education Programs*
- **National Association for Bilingual Education (NABE) Annual Conference, Las Vegas, NV, March 2015**
 - *Academic Language Development for All In New Mexico: Building Capacity at the School and Program Level*
- **American Educational Research Association (AERA) Annual Conference, Chicago, IL, April 2015**
 - *Academic Language Development for All: A Culturally and Linguistically Responsive Professional Learning Study*
- **NMABE Annual Bilingual Conference, Albuquerque, NM, April 2015**
 - *Effective Practices in Bilingual Multicultural Program Models in New Mexico*
 - In addition to the ALD4ALL team presenting, several of the ALD4ALL schools presented also their own work at the annual state bilingual conference as a culminating professional opportunity:
 - *Designing And Managing a High School Comprehensive Dual Language Bilingual Program (Atrisco Heritage Academy High School)*
 - *La educación a través del arte (La Academia Dolores Huerta Charter Middle School)*
 - *Data for Teaching and Learning Within a Bilingual Education Program (ALD4ALL School Principals facilitated by ALD4ALL Team)*
 - *Planning for Academic Writing (Chaparral Elementary School, GISD)*
 - *The Power of High Expectations at Santa Teresa Middle School*
 - *A Fine Arts Biliteracy Approach within a Dual Language Inclusion Model (Dolores Gonzales Elementary School)*
 - *Connecting Navajo Academic Language and Literacy with Dine Oral Language Development (Central Consolidated School District)*
- **Culturally and Linguistically Responsive Instruction (CLRI) Conference, Albuquerque, NM, May 2015**
 - *Effective Practices in Bilingual Multicultural Education Program Models in New Mexico*
 - In addition to the ALD4ALL team presenting, several of the ALD4ALL schools presented also their own work at the annual state bilingual conference as a culminating professional opportunity:
 - *Designing and Managing a High School Comprehensive Dual Language Bilingual Program (Atrisco Heritage Academy High School)*
 - *A Diamond in the Rough: A Title I School Creating a Culture of Literacy (Santa Teresa Middle School)*
 - *Cultura, artes y lenguajes desarrollan identidad y crecimiento personal (La Academia Dolores Huerta Charter Middle School)*
 - *A Fine Arts Biliteracy Approach within a Dual Language Inclusion Model (Dolores Gonzales Elementary School)*

The dissemination of effective practices and learning from the project has been shared continually and consistently throughout the duration of the second year as outlined above, and will continue in to the third year of the project, and beyond the grant period. As the ALD4ALL team continued to work with the participating school teams, the presentations shared new insights. We anticipate that sharing will continue to be reflective, iterative, and on-going.

To meet achieve the purposes of the grant—to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of CLD students—it is imperative that educators from the participating school demonstrate leadership and ownership of their efforts and achievements through this project. For those reasons, participating teams were asked to present their learning and projects at the end of the first year of embarking in professional learning with their ALD4ALL facilitator. In addition to presenting widely over the course of the second year of the grant, the ALD4ALL team also produced the 2014 ALD4ALL Stakeholder report that was frequently distributed to persons attending presentations regarding ALD4ALL presentations, including to parents and school community members. The stakeholder report can also be viewed and downloaded from the PED-BMEB website.¹

(3) From findings of the effective practices inquiry of schools/programs, develop and implement professional learning (PL) 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. In the second year of the project, we continued working with eight of the twelve schools initially selected for inquiry. For the third year we are adding additional schools/partner organizations and will make information, resources, and materials available statewide.*

Based on careful analysis of collected data at the eight schools and given what is known about effective practices for teaching and learning, especially with CLD and EL students, the ALD4ALL Inquiry Team begun development of PL training that is culturally and linguistically responsive as well as consistent with effective PL practices. The PL training was 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). PL focused 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 PL provided to schools participating in the second year of the ALD4ALL project focused on mutually-agreed upon areas of need/growth and was facilitated by an ALD4ALL team member. While the first two trainings (August and September, 2014) were conducted in a large group with all participating schools, the remaining professional learning experiences were held at each school (on-site), taking a highly-customized and targeted approach.

The primary purpose of working with the eight participating schools was to develop professional learning (PL) with the educators focusing on the improvement of the academic language/literacy learning needs of CLD and EL students in both English, and home/heritage languages such as Diné (Navajo) and Spanish. At each school, an ALD4ALL facilitator worked with leadership, teachers and students in various capacities in order to ensure implementation of the mutually-agreed upon course of action for each school. Engaging school leadership was essential for each ALD4ALL facilitator since administrators are the instructional leaders their schools, charged with the teaching and learning of those in their buildings. The ALD4ALL facilitator learned from school leadership about local, district, and state directives as well as other instructional goals the school had with respect to academic language and literacy. This information provided the ALD4ALL facilitators, coupled with important content and context about the school community, was integrated into and sustained during the PL trainings.

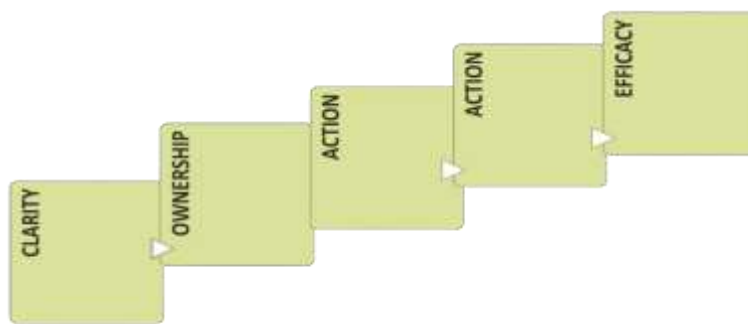
All of the ALD4ALL schools focused on improving the academic language and literacy of *all* students. ALD4ALL facilitators worked closely with teachers to ensure that the teachers understood the new knowledge,

¹ The 2014 ALD4ALL Stakeholder Report can be located on the PED-BMEB webpage by clicking on the following link: http://ped.state.nm.us/ped/BilingualDocs/_Stakeholder-Report-2014b-final.pdf.

approaches, activities, and strategies being taught during the ALD4ALL trainings. The ALD4ALL facilitators were also involved in supporting implementation of academic language/literacy approaches and strategies by coaching alongside the teacher, modeling a lesson, and developing unit/lesson plans with the teachers. The end goal is that teachers are able to engage students in instructional activities about academic language/literacy learning.

To accomplish these goals, the ALD4ALL facilitation team drew from Generative Theory (Ball, 2009) and a model of generative change. The ALD4ALL facilitation team developed a generative professional learning trajectory for the project that assisted the ALD4ALL facilitators better serve all the stakeholders involved in meeting the project outcomes described above. The Generative Professional Learning (Figure 1) approach represents the year-long process developed for this project. A brief description of the each step of the process followed by outcomes and lessons for each school is described below.

Figure 1: Generative Professional Learning



Clarity, Step One. The inquiry-based project began with classroom observations followed by focus group interviews with parents, students, teachers, and administrators. The ALD4ALL facilitators listened to their needs, desires, interests, and inquiries about their school community. The narratives and experiences from the inquiry data collection provided clarity informing the kind of PL action plan to develop using the ALD4ALL Project *Seven Summary Observations*. The summary observations were used in second year as the foundational document from which all ALD4ALL schools selected an indicator(s) to focus on during professional learning. These seven indicators of effective bilingual multicultural education were used a tool for making decisions about PL goals for each school. Indicator data (seven summary observations) was provided to participating schools to assist each decide what areas to focus on to strengthen program, performance and results. However, during the ALD4ALL Kick-Off training (August 2014), where the schools were presented with the collection of findings as the *Seven Summary Observations*, schools perceived the findings as summative evaluations (rather than as baseline data for informative purposes). The ALD4ALL team realized it needed to refine the language around the findings to be reflective of the effective practices observed during the inquiry phase of the project. In the third year, when initial meeting for participating schools, the ALD4ALL team will ensure that findings are presented to reflect the range of effective practices that are observed and documented across the sites. See Appendix A for the abbreviated list of *The ALD4ALL Seven Summary Observations - Effective Practices in Bilingual Multicultural Education*.

Ownership, Step Two. The project schools and the educators on the team began developing their own PL action plans by selecting an effective practice indicator. The indicators of effective practices provided the project schools with a tool to self-examine their instructional practices. Furthermore, the ALD4ALL project provided a two-day WIDA Data Analysis training in which all schools analyzed their ACCESS for ELLs® data and studied growth trends of their ELLs in all four language domains (listening, speaking, reading and writing). The result of these tools and trainings was that schools began to develop PL action plans that would best help them meet the academic language and literacy needs of their CLD and ELs in bilingual multicultural education programs. Moreover, the schools fully participated in the process of determining *what* PL they needed to develop their students' language

skills and literacy comprehension. The project schools were very interested in the PL the ALD4ALL team provided for each school, as long as it was provided *all* the teachers. One principal advocated for her entire staff by successfully negotiating with the assigned ALD4ALL facilitator by stating that “the project is named Academic Language Development for All, and all my teachers want to be a part of these learning opportunities.” The ALD4ALL facilitation team was challenged in some schools to provide PL trainings to all the school’s teachers. It was determined that, on a case-by-case basis, the ALD4ALL facilitator would provide the training for all teachers where possible.

Action, Step Three and Four. The PL trainings were customized to each local context and instructional practices identified by and for the school. The ALD4ALL facilitators provided differentiated PL activities offering a space for reflection of their instructional/leadership practices. Further, this reflecting process focused the areas school identified for growth and support—this transformed the participants’ instructional practices to better meet the educational needs of their students. Further, each teacher self-selected a Lesson Plan of Action to implement in their classroom. The ALD4ALL facilitator supported the teacher in planning and provided feedback about effective implementation of culturally and linguistically responsive instructional practices. The action plans consisted of a school and individual design. The school action plans described *what* the content would be for the training and *how* the school wanted to build capacity at their school. For example, Chaparral Elementary School (CES) decided as a school that they wanted to further develop their students writing skills since the ACCESS for ELLs® writing proficiency level scores indicated that their ELs were not demonstrating significant growth in that language domain. Also, the Gadsden Independent School District decided to focus on the writing process for all its students. Therefore, the CES team desired to build capacity by having the ALD4ALL facilitator develop a book study about academic writing across the content areas. The individual lesson plans were developed by each teacher (and in some cases by grade level)—teachers provided the details of *how* they planned to implement what they learned from the PL trainings.

Each school implemented its action plans at a different pace due to varying levels of understanding about second language acquisition, bilingualism, biliteracy and pedagogy, for example. In response, the ALD4ALL facilitators customized their trainings based on input received from teachers after each training session. Thus, the ALD4ALL facilitation team learned to both prepared and flexible—that is be ready with a course of action for what and how training will be offered and also be prepared to adjust according to each school’s PL needs and inquires. For example, both Grace B. Wilson Elementary School and Ojo Amarillo Elementary School, in the Central Consolidated School District, each had only one Diné teacher for its heritage language program. Moreover, Central Consolidated School District decided that its focus would be family literacy in Diné. The ALD4ALL facilitator restructured the trainings by providing family literacy nights to these two schools in addition to meeting with the teachers.

Efficacy, Step Five. Implementation of lesson plans of action required teachers to combine theory, effective practices, and student knowledge of diverse populations learned in the ALD4ALL PL trainings. Each training session required and provided the time and space for pedagogical reflection, problem solving, and sharing how new learning was implemented in the classroom with students. The ALD4ALL team recognized that ALD4ALL participants would need to achieve a level of teacher efficacy by the end of the second year to a) ensure the school’s ability to participate in the culminating task; and b) develop the required sense of agency for sustainability after foundation funding ends. All ALD4ALL school teams were encouraged, throughout the course of the second year to submit presentation proposals to the New Mexico Association for Bilingual Education (NMABE) Conference in April 2015. With exception of one school, each ALD4ALL school represented itself at the conference. The ALD4ALL school teams not only developed their own professional presentations and materials, they showcased their work to other educators across the state and through that process developed efficacy and confidence in their abilities as professional educator practitioners. Although, the ALD4ALL facilitation team provided a monthly biliteracy book study at Emerson Elementary School (EES), many of the teachers expressed being overwhelmed by the many initiatives that the school had taken on, including the ALD4ALL project. EES will continue with the ALD4ALL project for third

year and the ALD4ALL facilitators will work to better integrate other school initiatives with the trainings sessions being offered to them next year.

To lead and engage in highly customized, job-embedded professional learning process, the ALD4ALL team facilitated action-planning sessions and on-site coaching support throughout the duration of entire second year of the project. School teams of educators actively participated during PL trainings and action-planning sessions, giving and receiving feedback, an essential component of learning activities focusing on improving instruction. After a full year of professional learning with eight schools in the second year of the project, it is clear that additional training is necessary so that educators can continue to build capacity across the school campus and in the classroom. At the end of the second year of the project, it is also becoming increasingly clear that success enjoyed by participating schools can be shared with and replicated in other school sites in ways that culturally and linguistically appropriate to the local context. In the third year of the project, lesson learned, resources and materials developed will be shared across the state and through the PED-BMEB webpage.

(4) Adopt (Common Cores State Standards) CCSS-aligned Spanish language development and/or Spanish language arts standards and assessment. *This objective has been partially met. In the second year, a taskforce was convened and made recommendations to the PED for moving forward. Work toward meeting this goal will continue in the third year of the project. In addition to work related to Spanish language standards and assessments, addressing local needs to support indigenous language revitalization will also be pursued.*

For accountability purposes and also 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.

In collaboration with and 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 CCCS-aligned Spanish language development (SLD) and/or Spanish language arts (SLA) standards. PED-BMEB established the SLD/SLA Taskforce, a working group of 15 bilingual educators across the state to review options and make actionable recommendations with respect to standards, aligned assessments, and PD training required for effective statewide implementation. At the end of year one of the project, the taskforce met on May 29, 2014 and June 26–27, 2014. In the second year of the project, the taskforce continued its work, meeting on July 28, 2014 to finalize recommendations regarding Spanish language development standards, assessment, and training. In August 2014, the SLD/SLA taskforce submitted a draft letter to the PED-BMEB Director for feedback and on December 3, 2014 a final recommendation letter was submitted to the PED-BMEB. The main recommendation made by the SLD/SLA taskforce is to adopt WIDA's recently developed Spanish Language Development (SLD) Standards, to pursue the alignment of SLD standards and assessment, and to provide training to ensure effective implementation in BMEPs for which the home/heritage language is Spanish.

After reviewing the SLA/SLD Taskforce recommendation letter and summary of meeting notes, the PED-BMEB submitted its formal recommendations to the Secretary of Education, Hanna Skandera. Key PED staff met to further discuss the recommendations and to determine viable options for moving forward. One immediate outcome that emerged from the conversations on accountability and support for effective implementation of BMEPs was to solicit additional information about how state funding is currently used at the district level to support BMEPs. To further support streamlining standards and assessment for home/heritage language instruction provided through BMEPs, the PED has submitted a proposal for an Enhanced Assessment Grant from the United State Department of Education to further develop, in collaboration with several partners, an SLD assessment aligned to existing SLD standards to measure language proficiency in Spanish.

During the CLRI Conference (May 2015), the ALD4ALL team presented on the work of the SLD/SLA Taskforce, *Strengthening our Bilingual Programs: Towards Spanish Language Development Standards*. In year three, the PED-BMEB has scheduled two one-day trainings for September 2015—Introduction to WIDA SLD Standards—to New Mexico educators providing Spanish language instruction to students in BMEPs. In addition, the SLD/SLA Taskforce will continue its work to make recommendations for adopting and/or adopting available CCSS-aligned Spanish language arts standards. Any recommendations must consider New Mexico’s participation in the PARCC consortium (PARCC assessments), and any relevant state laws. The PED has and will continue its pursuit of CCSS-aligned Spanish Language Arts assessment to replace its current Standards-Based Assessment (SBA) in Spanish Language Arts, offered to eligible ELs.

New Mexico Tribal Languages. To further build the BMEB-IED partnership, in the first year of the project the PED-BMEB has increased its efforts to share the New Mexico’s unique addition to the English language arts standards in CCSS that focus on the use of the language, culture, identity, traditions, heritage of both Hispanic and Native American peoples of New Mexico. Furthermore, the standards expand the definition of text used for English language arts instruction to include oral tradition, written text and digital media. To that aim, the PED’s IED and BMEB cohosted a tribal language technical assistance meeting to conduct a needs assessment (December 2013). As a result of that meeting, PED’s IED and BMEB partnered with the Pueblo of Isleta to host the *New Mexico Oral Literacy Workshop: Celebrating Our Community Literacy Practices* in February 2014. In April 2014, the ALD4ALL team facilitated a discussion session at the New Mexico Association for Bilingual Education (NMABE), *Strengthening Our Indigenous Heritage Language Programs: Challenges and Recommendation*, to dialogue around the issues of tribal languages in New Mexico.

In the second year of the project, the PED’s BMEB and IED staff, along with ALD4ALL consultants and teams from the Central Consolidated School District were invited and attended the inaugural session to discuss potential collaborative efforts around researching the needs of communities serving Native American ELs. This preliminary meeting was occurred in October 2014 in Albuquerque as was hosted by WIDA.² Several key New Mexico stakeholders representing tribal language advocates were in attendance. The proposed group, American Indian Education Research Alliance (AIERA) has continued to meet via web-conference to clarify purposes, a research agenda, and establish membership criteria. The PED will be making a decision about membership in the coming months.

At the last New Mexico Government-to-Government Meeting (April 2015), the ALD4ALL team presented the work of the project in a presentation, *ALD4ALL Project: Bridging Navajo Academic Language and Literacy with Diné Oral Language Development*. The presentation was followed by a discussion with tribal leaders and facilitated by ALD4ALL team members to ponder the following questions:

- Are all Navajo children learning their heritage language in school?
- How many Navajo students are in K-12 Navajo bilingual education programs? How many are not in these programs?
- Should the goals of these programs address language shift and language loss?
- How should parents and community members who are speakers support these programs?

Though the questions posed to engage in discussion were specific to Navajo, the questions apply to several tribal languages. The questions allowed for rich discussion to occur. In the next phase of the project, and by including more partners with a variety of tribal languages into the project, the ALD4ALL team will work them to address the concerns and challenges raised.

² WIDA is acronym meaning World-class Instructional Design and Assessment. WIDA is a consortium of 36-member states that share English language development standards and English language proficiency assessments for ELs.

In the third year of the project, the PED's BMEB will continue to collaborate and partner with the Indian Education Division (IED) to support a taskforce of appointed tribal representatives to address and work on addressing the needs of tribal language revitalization efforts across the state, including developing and/or refining existing standards, curriculum and assessments that are culturally and linguistically appropriate and tribally-approved. Efforts from the first year and second year of the project will be built upon to move the conversations forward that will support tribal language revitalization efforts. The PED-BMEB is scheduled to present and discuss the ALD4ALL project and share what has been learned at the next scheduled Government-to-Government Meeting to occur in November 2015. In addition to sharing and discussing the ALD4ALL project, the PED-BMEB will also lead a discussion about the State Bilingualism-Biliteracy Seal and implications for tribes around language proficiency for its students interested. By strengthening collaborative efforts across the agency, PED is poised to strengthen its ability to support culturally and linguistically responsive instructional, practices and pedagogy that support all students across the state.

(5) Adopt and implement New Mexico State Seal of Bilingualism/Biliteracy by June 30, 2016. *This objective is on track to meet established timeline. The state seal has been adopted as statute and rule will be implemented this school year with the graduating class of 2016 being the first eligible recipients awarded the seal.*

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 during the first year of the project. As per statute, the PED must establish criteria for awarding the seal. In the second year of the project, the PED-BMEB issued a call for applications to serve on the Bilingual Seal Taskforce was made in July 2014. The Bilingualism-Biliteracy Seal consisted of over twenty several stakeholders that met four times from September to December 2014 to study and understand the statute to make informed recommendations to the PED for development of agency rulemaking. In the fall of 2014, a call for art was made to all New Mexico high school students. Over 150 seal art submissions were received.

The input and feedback from various stakeholders significantly contributed to the development of rule and a guidance handbook. The State Seal was presented on multiple to times to a variety of stakeholders over the course of the second year (and early in the third year) of the project:

- **New Mexico Government to Government Meeting, Pueblo of Isleta, NM, December 2014**
 - *Bilingualism-Biliteracy State Seal*
- **Stakeholder Participation & Input Meeting, Albuquerque, NM, December 2014**
 - *The New Mexico State Seal of Bilingualism-Biliteracy*
- **NMABE Annual Bilingual Conference, Albuquerque, NM, April 2015**
 - *The New Mexico Bilingual Seal*
- **Culturally and Linguistically Responsive Instruction (CLRI) Conference, Albuquerque, NM, May 2015**
 - *The New Mexico Bilingual Seal*
- **New Mexico Coalition of Education Leaders Summer Conference, Albuquerque, NM, July 2015**
 - *The Bilingualism-Biliteracy Seal*
- **Public Education Department Public Hearing, Santa Fe, NM, July 2015**
 - *6.32.3 NMAC (Seal Of Bilingualism-Biliteracy On New Mexico Diploma Of Excellence)*

Notice of rulemaking and the draft rule for public comment was released on June 16-July 16, 2015. The public comment hearing was held on July 20, 2015. PED staff has made recommendations on the final rule, which is being reviewed by Secretary of Education, Hanna Skandera. A decision will soon be reached and the final rule is expected to be made official within the next month with statewide implementation to follow. The official seal will be released along with the guidance manual as well. Guidance webinars are scheduled for late September. The high school graduating class of 2016 will be the first potentially eligible students for State Seal.

CONCLUDING REMARKS

Lessons, Opportunities and Outcomes

Lessons. In the second year of the project, the ALD4ALL team continued to document the effective practices of the participating schools' BMEPs and confirm initial findings from the first year's inquiry. Through the project, we have also learned that in identifying, documenting, and sharing effective practices from within our state's own bilingual multicultural education programs, other interested educators are also recognizing the importance of building and maintaining high expectations for program implementation, teaching, and learning. Much progress toward meeting the project objectives has been in the second year in terms of documenting the types of PL that is necessary and essential in integrating a variety of state, district, and school initiatives so that schools can engage in effective school-wide instructional programming. In the second year we have also learned that convening stakeholder taskforces is a powerful way to bring in and elevate community voice into participatory action and decision-making. As we work to meet the objectives from this project—Objective 4, adoption of CCSS-aligned SLD and SLA standards and assessment; and Objective 5, adoption of the state seal of bilingualism-biliteracy—we have enjoyed collaborating with two statewide taskforces: the SLD/SLA Taskforce and the Bilingualism-Biliteracy Taskforce. The contributions of both taskforces have been instrumental in advancing the work on behalf of the state of New Mexico on two critically important issues.

Opportunities. As we move into the third year of the project, it will be necessary to ensure that the ALD4ALL project document and disseminate the results of participating schools in terms of positive impacts on educators and with students. As educators participating in the project integrate and implement learning from the co-developed PL training and execute school and individual action plans, we expect these changes will have positive impact on student learning and academic performance. In the third year of the project, we will have the opportunity to demonstrate the effectiveness of on-site, job-embedded, professional learning in which educators take ownership for the co-development training and implementation of new learning to strengthen and support academic achievement and outcomes for CLD and EL students participating in BMEPs. Thus, in communicating the results and data around the effective practices used in participating schools in the project, all relevant stakeholders will have confidence that the practices shared and recommended are rooted and supported by data and evidence. Another opportunity after third year of the project is for the PED-BMEB to integrate learning, findings and recommendations from the ALD4ALL project into its guidance, technical assistance, and monitoring to both support and hold BMEPs accountable for program effectiveness.

Outcomes. Midway through the second year of the project, the W.K. Kellogg Program Officers impressed upon the PED-BMEB to think deeply not only about the sustainability of the ALD4ALL project's work after foundation funding ends, but also to think about the larger impact of the WKKF invest in this work to impact the PED and its work in a meaningful way. To that aim, the PED-BMEB has thoughtfully considered ways to leverage the knowledge gained and success of the ALD4ALL project to create alignment of initiatives across the agency and further bolster the support of state's vulnerable children such as CLD and EL students. The following are two important examples in which the PED has already leveraged the ALD4ALL work across the agency in ways that positively impact New Mexico educators and students:

- **Culturally and Linguistically Responsive Instruction Conference.** The PED hosted its first annual statewide *Results for All: Culturally and Linguistically Responsive Instruction (CLRI) Conference* on May 27-28, 2015 in Albuquerque, New Mexico, for district administrators, school leaders, and teachers. To ensure that our state's CLD and EL students receive instruction that meets their academic and language learning needs, it important that New Mexico educators understand why it matters, what it means, and what it looks like to be culturally and linguistically responsive in our instruction and leadership. The CLRI Conference featured keynote speakers Drs. Sharroky Hollie and Hector Montenegro, as well as feature over 50 breakout presentations

from New Mexico educators focused on culturally and linguistically responsive leadership, school culture, school and district policies and procedures, instructional practices, and curriculum for ELs, bilingual learners, and/or Native students. Educators have already begun to take back and share with others their learning and insights to build administrative and teacher leadership that effectively supports all students to achieve at high levels. State funding—not foundation funding—was used to support the state’s first Culturally and Linguistically Responsive Instruction (CLRI) Conference and was made free to participants. However, without initial investments made by WKKF and the learning from the ALD4ALL project, current more streamlined efforts would not be possible. Thus, WKKF’s support of the ALD4ALL project is positively impacting the work of the agency (PED) to better serve the state’s vulnerable children—an intended outcome of the funded project and goal shared by WKKF and PED.

- *Example: A non-ALD4ALL school team that attended the CLRI returned to its district developed and is now implementing a school-wide approach to teacher professional development that is culturally and linguistically responsive.*
- *Planning for the next CLRI will ensure that training is spread over the course of a school year, blending in technology, and will be directly aligned to the NMTEACH Educator Effectiveness System.*
- **Strengthening the Educator Effectiveness.** The PED has recently revised the NMTEACH Classroom Observation Protocol to explicitly address the needs of CLD and EL students, and bilingual learners in BMEPs, by using a language lens around differentiated instruction and effective scaffolding. The revision to the protocol is a result of advocacy and collaboration among multiple stakeholders—chiefly the State Bilingual Advisory Council (SBAC), Center for Educational Study of Diverse Populations (CESDP), and Dual Language Education of New Mexico (DLeNM)—with the PED on behalf of CLD and EL students. During June and July 2015, NMTEACH training provided across the state to administrators integrated the theories undergirding the ALD4ALL project, specifically working from a culturally and linguistically responsive approach to supporting CLD and EL students. New expansive teacher reporting, along with additional support for school leaders, will empower school leaders to make data-driven decisions in developing and planning training that targets teachers’ needs to better serve CLD and EL students.
 - *Future NMTEACH training will further integrate lessons learned from the ALD4ALL project and be aligned to future CLRI Conferences so that agency priorities are reinforced and supported across all initiatives.*

Next Steps

As the PED-BMEB moves forward with the last year of the ALD4ALL project, the PED-BMEB will work to meet remaining objectives. While the first two objectives have been met in the first year, the PL training (third objective) will stretch out over the second and third years. As the PL training continues to be developed and delivered to participating ALD4ALL schools, partner organizations, and pueblo entities in the third year of the project, our external evaluator will continue to monitor progress and closely track the effectiveness of the PL training provided to participating schools. Materials and resources produced through the work of the ALD4ALL project will continue to be disseminated and shared widely via presentations, stakeholder reports, and the ALD4ALL tab on the PED-BMEB webpage. Additionally, the PED will continue to connect the work and results of the ALD4ALL project to large agency initiatives. Effort are currently underway to develop the next PED-hosted CLRI conference and trainings as well continue to develop the NMTEACH training to assist educators implement effective culturally and linguistically responsive instructional practices.

While the process of adopting CCSS-aligned home/heritage language development or language arts standards (fourth objective) may take longer than originally planned, we have greatly advanced the work in the area.

We expect to continue that work in the third year of the project and beyond. The SLD/SLA Taskforce will convene to complete its work towards making recommendations on SLA standards, assessment and training 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 the PED goals. The work around alignment of standards and assessment for the home/heritage language of BMEPs will have implications for years to come and must be carefully planned with the input of all relevant stakeholders. SLD training is scheduled for year three of the project so that educators can begin to use available resources to direct and improve instructional practice during Spanish language and literacy instruction within BMEPs. The PED will consider various pathways that may lead to statewide adoption and implementation SLD standards across the state. Further, in the third year of the project, the PED-IED's Tribal Language Advisory Committee, which has recently begun meeting with appointed tribal representatives, will work to set its agenda and work together on critical issues around tribal language revitalization, which also affect state-funded bilingual multicultural education programs serving Native American students across the state. Again, this work will extend well beyond the ALD4ALL project, but encouraging and supporting this critical works begins now.

The fifth objective of implementing the State Seal of Bilingualism/Biliteracy is on target to meet the established timeframe of the ALD4ALL project. The official agency rule and guidance will be issued in the next month. Training webinars are also scheduled for next month to assist districts interested in implementing the State Seal. The graduating high school class of 2016 will be the first students potentially eligible to receive the Bilingualism-Biliteracy Seal on their New Mexico Diplomas of Excellence, indicating they are proficient in a language other than English. New Mexico is among the first few states in the country to adopt such a seal. To date there are eleven states that have adopted seals, six states that considering a seal now, and eight more that in the early stages of pursuing a state seal. As a leader in this area, other states have been looking to our state for guidance and direction. WKKF support of the ALD4ALL project, which established this as an objective, has been instrumental in supporting the work of the Bilingualism-Biliteracy Seal Taskforce to provide invaluable input and feedback that has gone to the development of rule and guidance. The PED will continue work with all stakeholders to ensure that obtaining the State Seal is meaningful for use in college, career, or to meet a local community language need. In year three, we will continue to document the implementation efforts of the New Mexico State Seal of Bilingualism-Biliteracy.

Final Thoughts

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. 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 second year of the ALD4ALL project, the PED-BMEB is pleased to report that significant progress has been made toward meeting 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 communities. We are grateful for the support of W.K. Kellogg on the ALD4ALL project, are excited about the project's impact on the agency's work, and are enthusiastic about continuing our partnership and collaboration to better serve New Mexico's most vulnerable children.

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Appendix A: ALD4ALL Seven Summary Observations - Effective Practices in Bilingual Multicultural Education

The following are indicators of effective bilingual multicultural education were adapted from Cadiero-Kaplan (2004) in first year of the project to document the observed instructional and leadership practices in the ALD4ALL schools.

- **Student-Centered Value of Learners** - Drawing on students' experiential background and skills to meet learning goals
- **Holistic Academic Language and Literacy Orientation** - Teaching multidimensional uses of language explicitly, across all content areas, ensuring real-world applicability of concepts and skills learned
- **Expectations for Active Learners** - Communicating clear learning goals and objectives while expecting all students to demonstrate growth
- **School/Program-wide Instructional Planning** - Planning rigorous, interactive, and meaningful core curriculum, lessons, activities and approaches to meet learning goals and objectives
- **Resources for Learning in a Bilingual Context** - Identifying and maximizing the use of available resources to support teaching and learning
- **Performance-Based Assessment and Accountability** - Measuring and recording student learning to inform programmatic and instructional decision-making in dual languages
- **Bilingual Multicultural Education Program (BMEP) Models** - Implementing BMEP models that embody the sociocultural and local context for teaching and learning