Welcome to WIDA Webinars.

This is a free virtual learning opportunity
that offers educators insights
and resources on a variety of topics relevant to educators
of multilingual learners.

In this webinar, you'll hear from WIDA's expert
staff and researchers.

If you want to be notified about upcoming WIDA webinars,
sign up for our newsletters at
wida.wisc.edu/news.

My name is Samuel Aguirre.

I'm the director of WIDA Espanol
WIDA is housed at the University of Wisconsin Madison, uh,
joining you today actually from San Antonio, Texas.

I'm out here in the field doing some work,
but always engaging with all of our educators.

So thank you all for joining me.

There's two amazing women joining me today.

Analleli Hernandez and Margo Gottlieb. Analleli,
Margo, would you please introduce yourselves?
Analleli you go first. Hi,
Analleli Hernandez here.

I'm the Assistant Director for, one

of our departments at WIDA
that focuses on providing resources for educators.

I have the joy of the pleasure of being able
to work across ELD and Espanol as well.

And just, yeah, great to, to work with
two wonderful people.

I'm sharing the space with today,
Margo Gottlieb.

I'm co-founder
and the developer of WIDA,
which means I've been involved in the development
of standards for a very long time.

And it's been so much fun being able
to do it in Espanol.

So now I feel like, you know,
I'm developing my own bilingualism through my
co-workers, so thank you
Both. Analleli
and Margo have an instrumental to the work
with Espanol and specifically Marco DALE.

They are two of our co-developers of this great framework
that we're going to talk about today.

Mariana Castro is unable to join us,
but you all may probably already have
met her in the, in the past.

She's the qualitative research director at the Multilingual
Learning Research Center, also at WCER,
University of Wisconsin Madison.

So thank you again, Margo
and Analleli for joining me in this presentation today.

For all of you who are watching live,
and for those of you who may be watching the recording
as well, that said, today we're going to be using Mentimeter
as we go along, and I want to make sure that all
of you are connected so that you can get into Mentimeter
and participate with us.

And for that reason, you can scan the QR code now.

So grab your phone, scan that QR code so you can get on,
and then you can join us online
if you happen to be on your laptop.

I just dropped the link as well in the chat.

So you can also go, you can do it on another tab
online as well.

We've shared a little bit about ourselves.

We want to know about you.

And so we're going to again, go on that ter
so you can tell us a little bit about
who you are and who's here.

I'll give it a few more seconds for those of you
that are just coming in to scan that QR code.

Alright, so first question for you all. What's your role?
What do you do with, with our bilingual,
multilingual learners, administrators taking the lead,
coaches and teachers following up,

welcome also to our researchers
and those of you that are doing all their amazing work
and follow under that other, I
think this is fairly consistent to a lot
of the conversations
that we have when we're in the field at conferences.

Lots of administrators, lots of coaches,
teacher leaders and others.

But Margot and Analleli no parents today.

Oh, hopefully they'll join later.

Yes, they, you know,
I think all parents have already got it in.

They're going to be coming to the recording.

They, they registered for the webinar,
couldn't make it right now.

They, they'll be watching the recording.

So, welcome everyone that's here.

Collecting this data allows us
to figure out who's in the room and then for Margo
and Analleli and myself to shape the conversation
around your needs.

So it's always great information to have about
who is all here.

So thank you for, for sharing that.

We also want to know where you're joining us from.

And so for that, we want to tell us
where's "home" for you.

I know a lot of people already did it on chat.

Now you can do it here on the Mentimeter
and we all get to see it together.

Okay, in quite a few responses here.

Rhode Island, North Carolina, New Jersey.

Those of you came in first. Welcome.

Washington State, Arizona, Colorado, Maryland,
Washington, Illinois, Wisconsin,
Eastern Washington, Illinois, Brazil.

All right, welcome.

Look at us going international on our first WIDA webinar.

Some folks very local to Madison, up in Middleton.

Welcome Mexico
Urbana, Illinois.

I haven't been down to Urbana in a short while.

We did, of course. I I saw some states.

Oh, there's some folks from Barcelona. Welcome.

I did see some states that are not WIDA states.

And you don't have to be a WIDA state

to join this webinar or any of the other free WIDA webinars.

So welcome. We're going to be sharing a lot about Marco DALE
and Marco DALE is design in a way
that you can bring it back into your classrooms,
into your learning spaces,
and it doesn't have to be in a WIDA state.

So you're totally fine. Thank you for joining us.

Give it a few more seconds, see if we have any late comers,
because here
Well welcome everyone again, it's a pleasure to see you all.

And with that we're going to go ahead
and transition back into our slide deck.

Keep the Mentimeter up
because we're going to be coming back to ask you more questions
so you can use it and engage with us.

But we want to do a quick overview over today's webinar.

We're going to start out with introducing Marco DALE.

We're going to talk about unpacking Marco DALE Margo is,
and Analleli and I are going to talk about the big ideas
and about the components of Marco DALE.

We're going to wrap it up with how to use Marco DALE book
and other resources and proffessional resources
and professional learning that we
have prepared for all of you.

That said, we'll jump right into our content. And Marco DALE,
really long title, but every word is purposeful.

You'll see Marco DALE
and a lot of emphasis on that.

"A" right we de definitely wanted to make sure
that it was authentic as we were developing this work.

As you all may know, WIDA also has a language arts framework
for Spanish Marco ALE.

When we did Marco ALE, we took a little bit
of a tour across Latin America
and across the US to identify the core components
of Spanish language arts.

So we looked at standards in Mexico, in Ecuador, Colombia,
Chile de Bueno Aires in Argentina.

And then we came back to the US
and looked at common corn Espanol out of California,
Texas Ts out of Texas, of course,
the New York Home Language Standards in Spanish
and the Puerto Rico Common Core.

And then we synthesized it.

We wanted to know the authenticity
of learning Spanish in Spanish settings
for more Latino America.

And then the authenticity of learning Spanish in the context
of the US where English is always part of the conversation.

All of our students that are learning Spanish in the US are
learning bilingually because they have English as well.

And so what you're going to see in Marco DALE is the authenticity
reflected in that language development

WIDA™
UNIVERSITY OF WISCONSIN-MADISON

for the Spanish language.

And so as we were building it, we wanted to make sure,
make sure that it was purposeful.

We wanted to make Marco DALE with clear purpose
and a clear development in mind.

And there were four things that came to the forefront.

The first one was about guiding our instruction.

We wanted to make sure that educators had a clear guide at
the level of the standards with language functions
and sample language features
that were going to help inform the work that we were going to do
through all of our amazing things
that we do in our classrooms
for language development in Spanish.

So this is going to be a clear guide for you.

I'm going to talk about how that is a
guide in just a few minutes.

It informs the practice, right?
We have a lot of other resources
for English language development.

Now we have a resource that is also going to inform the work
that we do in Spanish.

Next thing it does, it elevates the work that we do.

A lot of our Spanish educators are in constant need
of resources, although there's many resources out there,
sometimes there's too many.

And it's hard for us to,
to decide which one we're going to use.

So this framework elevates language development,
specifically the Spanish language development.

And it allows us to inform our,
our practice in the classroom.

The other thing it does is it connects.

So it is part of this WIDA ecosystem.

It's going to connect to the other elements of WIDA.

But again, even if you're not in a WIDA state,
you'll see connections into language arts
and language development in English.

I'll show you a little bit of what that looks like.

How many of you have seen this graphic before?
Hoping that it is kind
of relevant to the work that you're doing?
One of the things that we noticed with this graphic is
that it has the WIDA core values at the center,
and then there's three frameworks.

Most of us are pretty familiar
with the English Language Development Standards framework.

That's the ELD 2020.

We have Marco ALE at the top, Spanish Language Arts
and this new Marco DALE on the bottom right
for Spanish language development.

Now, I am interested to find out how much you do know
about Marco DALE.

And for that I'm going to go ahead
and come back to our Mentimeter.

So we can take a look
and you can tell me what is it that you know,
how much do you know about Marco DALE?
So if you go back to your Mentimeter,
if it's already open, you'll see a
new question that has popped up.

Gimme a scale of how much it is
that you know about each of these frameworks.

I've also dropped the link in the chat again.

So if you just joined us, there's a link in the chat
that will take you to our Mentimeter
so you can participate and engage with us.

We can also go to mentimetere.com
and use the code at the top of the screen there.

1 2 2 6 6 13 7
annaly.

Margo comments on the knowledge
of our educators when it comes to these frameworks.

I love it. It me too.

And hopefully you've seen the interconnections
amongst all three of them.

The no surprises here, to be honest.

Most educators are fairly familiar with ELD Standards,
Framework 2020 edition.

And then you have the,
the Royo authentic de Espanol there in the middle.

And of course, El there is that third listing.

So Spanish language development and Spanish language arts.

Again, all three combining to inform
the language development, bilingual language development
of our students that you see here.

So thank you for again, sharing that information back
with us because it gives us some clear insights as to
what you know and kind of what you are whom,
what whom are you working with when it comes
to the resources of our educators.

And so here we go to talk a little bit
about each, about each of these.

'cause again, we want to talk about the relationship.

The ELD standard Framework 2020 edition has some big ideas,
and Analleli is going to talk to us about which
of those are going to be relevant in continuing into the del desarrollo autentico
del lenguaje espanol
but you may also know that Marco DALE has principales,
and again, we took some of those principales
of language arts in Spanish
to bring them into language development.

And that's how we land into Marco DALE

and framework that we're here to chat about today.

So a few connections back into these different frameworks.

For those of you that are engaging
with English language development, you'll notice that both
of those frameworks are going to center bi-multilingual learners
and more specifically their assets.

We're talking bilingually,
we're talking language development
and specifically language development through content.

And so you're going to see the centering of the identity
of the bilingual, multilingual learners at the core.

It also strengthens language development
and language learning.

It gives us a guide for how to teach language, right?
And how does it look like in comparison to other practices
that we already have in place,
and so that it blends into the curriculum that we have.

Ultimately, it also promotes bilingualism through Spanish
and English educator resources.

So you'll see a lot of those components talked about today.

And this is what language across English
and Spanish, a little bit about language within Spanish,
but across language arts
and language development, we see that both
of these frameworks elevate Spanish instruction in the
context of the US.

It also promotes a global understanding of Spanish.

Again, as I mentioned, we looked at Spanish across Latin
America and across the US
to bring those global perspectives into the mix.

It highlights transcultural identities of our students,
these students that are constantly navigating cultures
and Analleli is going to talk to us about those big ideas.

And then it strengthens language
and content learning through multiliteracies
and another one of those big ideas.

And so with that said, I'm going to hand this over
to Analleli who's going to talk to, to us about the big ideas.

Muchas gracias, Sam y bienvenidos nuevamente a todos a nuestra sesión.

Voy a hablar un poquito acerca de las ideas principales
Comparando el – como comentó Sam,
existen esas conexiones
entre ELD 2020, Marco Ale y Marco DALE
Y esas conexiones son intencionales
Porque reconocemos que los maestros
Están trabajando través de diferentes marcos
Y diferentes contextos
Entonces, la meta era tratar de facilitar
Un poquito, ese proceso
And can you go to the next slide? Thank you.

Comenzamos con
las ideas que están presentes en ELD 2020 framework.

So we have equity, integration, collaboration,
and functional approach.

So you might recognize those four from your experience,

especially from your responses on the Mentimeter, right?
We had an overwhelming number of folks that felt comfortable
or have explored ELD 2020.

And we'll see those connections to Marco DALE.

And you'll notice some intentional similarities.

And you'll notice some of the things that
were important to include in Marco DALE,
as Sam mentioned again, right?
We, the Marco DALE in itself is reflective of the strengths
and the needs of bi-multilingual students
in the United States.

And you'll see some of those in las ideas principales that I'll review.

So in for las ideas principales, we have equity integration
and collaboration at first sight.

You might notice or think,
well, functional approach isn't there.

It's not so much that it's not there,
but it informs all of the six
as you see on the screen here.

So we have, you count them
1, 2, 3, 4, 5, 6, ideas principales
and you'll notice the top three,
the equity integration collaboration, you'll see
that connection between ELD and Marco DALE.

But then you'll notice three different ones towards the
bottom interaction, multiliteracies and transculturalismo,
Coming back to this idea of the functional approach,
if you come to the top of the title, right,

it says Big ideas of the Marco DALE
that inform the functional approach to language development.

So again, they're informing,
it's not necessarily taking it out, it's just
structured slightly differently.

So, para repasar las ideas principales,
Quiero, um, repasarlos por medio de unos dichos
Unos refranes que tal vez reconozcan,
Ah, para la primera,
tenemos la equidad de oportunidades y acceso, sí?
Tal vez reconozcan ese dicho:
Hay pa' todos, o hay patadas, ¿verdad?
Reconociendo que cuando trabajamos con estudiantes,
Cuando estamos apoyando los estudiantes
Eso significa que establecemos altas expectativas
para todos los estudiantes
Eso, um, requiere que um,
Que nosotros podemos implantar pedagogías
que promueven y se compaginen con las practicas lingüísticas
Y culturales de los estudiantes
Um – si vemos en la imagen que tenemos allá a la izquierda,
Tenemos las tres personas con – digamos apoyos,
Para asegurar de que el nivel, la meta,
Es la misma para todos, pero simplemente eso incluye, um,
los apoyos incluyen y reconocen
las fortalezas y necesidades de los estudiantes
Por ejemplo, um, en Marco DALE, al igual que en ELD,
Verdad tenemos esos ejemplos de cómo tenemos -
establecemos una meta para todos y lo hacemos por parte
Um, ayudamos, apoyamos a los estudiantes
basado en sus nuevamente fortalezas y necesidades
Con los recursos apropiados
Un ejemplo si consideramos en matemáticas,
es mostrar métodos de resolución de problemas
Eso lo podemos – la meta si puede ser la misma

para todos los estudiantes, pero tal vez unos estudiantes
lo hacen de forma oral con ilustraciones
O lo hacen tal vez de forma escrita utilizando el translenguaje
Pero si la meta es la misma para todos
Porque cómo va el dicho: O hay pa' todos, o hay patadas
En la próxima idea principal que viene siendo
La integración del lenguaje y el contenido curricular
Aquí voy a hacer el opuesto
Mi mama le – me, le gusta decir:
Es harina de otro costal, es harina de otro costal
¿Verdad? Es decir que son cosas separadas
No tiene nada que ver con el otro
En este caso en paréntesis puse no
Para decir que no es harina de otro costal
Al momento que estamos trabajando con nuestras colegas
no es decir es harina de otro costal si no que estamos trabajando juntos
Porque reconocemos, um, que no es – no tiene sentido, verdad,
aprender primero un idioma y después el contenido curricular,
pero lo estamos, uh, uniendo, um,
esta misma integración se presenta en el proceso de la enseñanza,
desde la planeación, la enseñanza, y la evaluación.

Um, a través de Marco DALE incluimos muestras,
ejemplos de cómo podemos establecer esta integración
y um conectar las ideas, el contenido con el lenguaje
Todo funciona como digamos como velcro, ¿sí?
Tal como vemos en la imagen, tenemos esas piezas que quedan juntas
trabajan juntas en servicio de esa meta que tenemos
Que hemos establecido
Una invitación para ustedes para reflexionar sobre el uso
y el propósito del lenguaje en el aprendizaje del contenido
Si, uh, vamos – si consideramos como ejemplo,
una unidad temática sobre el invierno
Ya que yo también estoy en Chicago,
para todos los que saludaron de Chicago
Se siente frio y las, las unidades tal vez temáticas se,
se aproximan más a temas de invierno, etcétera, ¿verdad?

Reconocemos que la realidad para muchos maestros
Pero la pregunta con la mente
de la integración de lenguaje y contenido
es como elegirse un enfoque, um, puede ser que la meta,
perdón, el tema sigue igual,
pero pueden leer y escribir sobre una estación,
la estación del invierno, por ejemplo,
o leer cuentos situados en el invierno
pero, ¿cuál es el propósito del lenguaje?
Que viene siendo la pregunta:
¿Van a relatar, van a explicar, y cómo puedes apoyar este enfoque?
Más al ratito, mi colega Margo les va a hablar un poquito
sobre los diferentes componentes,
y van a ver unos ejemplos de cómo se representan
estos recursos en el Marco DALE.
La que sigue, la tercera que nuevamente, como vemos es,
son las mismas que vemos en ELD, ¿verdad?,
pero lo tenemos en mente
también para los estudiantes bi/multilingües.

La colaboración es trabajar con nuestras colegas.

Se puede decir que si no tiene sentido matar moscas a cañonazos
¿verdad?
Hacer tanto esfuerzo para algo tan chiquito,
no es decir que nuestros estudiantes son chiquitos,
pero en, en vez de trabajar con tanto esfuerzo de una sola persona
sino de trabajar con muchos,
um, para hacer el trabajo más, um,
que tenga más sentido para todos.
Es hacer valer nuestros esfuerzos en cierto modo, ¿sí?
Um, esto quiere decir que,
al trabajar con sus colegas, ya sea,
que estas en un programa donde tu ensenas en español,
tu colega enseña en inglés,
o tal vez, tú enseñas en inglés y en español,
pero tienes un colega de otro grado con el que colaboras.

Ese apoyo en la planeación al nivel del grado
indica también entre sí, la evolución mutua, ¿verdad?
como profesionales, recordamos que nuestras carreras, profesionales,
siempre requieren de que vayamos
desarrollando nuestras propias, nuestras propias capacidades.

Um, y nuevamente como tenemos ELD 2020, Marco DALE,
que tienen conexiones intencionales,
puedes trabajar también de esa manera con tu colega.
Um, porque si fuese esa conexión intencional .
Comparten esa misma fuente,
tal como también comentó Samuel temprano.

En cuestión de la colaboración, sí los invito a revisar el,
tenemos un boletín en WIDA sobra la colaboración,
lo pueden encontrar ya sea en línea, um,
buscando Collaboration Focus Bulletin,
o también precisamente en el libro Marco DALE,
Uh, incluimos ciertos recursos que decidimos
que fueron importantes en incluir.
Y ese boletín lo pueden encontrar empezando en la página 335,
así que, sí de casualidad,
nos acompañaron algunos en las secciones y ganaron un –
Un libro, uh, me lo tienen allá en la mano,
página 335 pueden ver ese boletín,
lo pueden también ver en línea, um, creo que compartí el enlace
para descargar este libro también, um, hace un momento.
Um, para que también lo puedan ver.

Entonces esos tres son los que tenemos en – uh,
igual en ELD 2020 como en Marco DALE.
Y luego tenemos unos que añadimos para Marco DALE.
Tal como ven en la imagen los primeros tres que ya repasamos
equity, integration, and collaboration, y los tres que son,
fueron incluidos, añadidos, para Marco DALE es
interaction, multiliteracies, and transculturalism.

Voy a empezar con interacción,
y nuevamente siguiendo con esta, este tema de los dichos,
Um, otra cosa que mi mamá me dice seguido –
hablando se entiende la gente.
¿Verdad? El conocimiento, el lenguaje, la vida en sí,
todo funciona como parte de un entorno de interacción.
Um, ese, ese intercambio de ideas con otros,
a través de, y eso incluye diferentes tipos de comunicaciones,
y diferentes situaciones, um, tal como vemos en la imagen,
verdad, tenemos dos personas que están haciendo este intercambio,
porque no vivimos en un, ahora sí, como en una burbujita dónde
solo existimos nosotros si no que todo nuestro crecimiento depende
también de lo que nos rodea.
Una oportunidad aquí para conectar y reflexionar,
esta idea principal de la interacción no solo reconoce
ese papel que juega en el aprendizaje ¿verdad?.
Pero también, desde un punto de vista de abogacía,
la interacción nos da una oportunidad de
amplificar la voz de los participantes, estudiantes.

Y crean en sí un – un espacio a la humanización de los estudiantes
por medio de la expresión de sus ideas,
sus pensamientos y sus identidades.
Que ellos pueden participar y sentirse como parte del entorno.
En Marco DALE, nuevamente,
como Margo les va a comentar en un momento,
Tenemos un – el modo interactivo, que se representa
y tenemos ejemplos de las expectativas de lenguaje
basado en el aprendizaje.
Van a ver un poquito más, en un momento, sobre la interacción.
Y, no que sé si podemos decir Margo que pronto
tendremos un boletín acerca la interacción, así que, estén atentos.

Um, y la que sigue – idea principal
son las multiliteracidades presentes en la enseñanza.
No sé si reconozcan este dicho,
más sabe el diablo por viejo, que por diablo.

La recalcando el papel de la experiencia al definir, al definir
um, multiliteracidades, que viene siendo
analizar, interpretar, y construir significados, um,
Todo eso se hace por medio de artefactos multimodales,
uh, en diversos contextos.
Pero reconocemos esas experiencias,
esas respuestas y habilidades de estudiantes dentro y fuera del salón.

Como ven en la imagen, tenemos el –
la, la, la persona con diferentes ideas,
diferentes modos de capturar esas ideas
que reflejan la realidad de nuestros estudiantes
Y también la de uno, uno mismo
Uh, una notita aquí, en cuestión de multiliteracidades
Tal como vemos en la descripción, tenemos multimodales
es decir que es combinación de dos o más artefactos
para poder analizar y construir significados.

En el Marco DALE, recalcamos la importancia de los multiliteracidades
por medio de ejemplos, nuevamente,
lo incluimos eso – por parte de nuestro trabajo
Um, muestra de textos multimodales
Informan nuevamente la planificación
y aportan al desarrollo de conocimiento
Y que viven como parte de la evaluación también.

Por ejemplo, si consideramos en un salón de clase,
Si los estudiantes se les exige o se les pide
Uh, una explicación sobre un tema, el tema que ustedes eligen,
um tal vez nuestra primera – nuestra primera reacción
O lo que a – viene a la mente es que
vamos a escribir un ensayo o algo por el estilo
Que si tiene obvio su papel porque muchas veces
es la manera en que se tiene que presentar en ciertos contextos,
pero también um eso nos abre una oportunidad
para decir puede ser un ensayo que tal vez escriben
o tal vez crean un cartel con códigos QR

o realizan una presentación de, de PowerPoint
que puede incluir videos que ellos mismos crearon o encontraron,
audios, quizás memes,
dependiendo del propósito y la audiencia, ¿sí?
Um, y nuevamente van a – los invito a otro recurso,
a explorar un boletín sobre las multiliteracidades
nuevamente lo pueden encontrar en línea
o si tienen el libro, en la página 318 del Marco DALE
Y ese boletín incluye ejemplos de multiliteracidades
en la enseñanza con unos cuantos recursos
Y últimamente, last, but not least,
y tal vez una de las que um más me gusta,
El transculturalismo que exhiben los individuos bi/multilingües
¿Verdad? eso podemos conectarlo con el dicho –
dime con quien andas y te diré quién eres
Uh reconociendo que las personas,
los eventos, las culturas, las identidades,
todo lo que nos rodea, nos impacta.
Um, y esos impactos, los, los –
se convierten en fortalezas, se convierten en experiencias
Um, los estudiantes viven en esa realidad
Like nosotros también
la habilidad de poder moverse y navegar
entre esas comunidades de forma dinámica, um
y si viene siendo una de las fortalezas más, más,
um importantes que tenemos que podemos nutrir en nuestro salón
Um, porque nos ayuda en cierto modo um a –
Aporta otro nivel de conocimiento, ¿sí?
O nuevas maneras de ver las cosas
En la imagen, como ven el, el barquito
Con la navegar – que está navegando en el mar, um,
representa si um ese, ese movimiento
atreves de lenguajes, culturas, maneras de ser,
Que se representan de forma interna y externa también.

conexión al Marco DALE, lo vemos también
nuevamente por medio de ejemplos

que incluyen diferentes perspectivas,
y reconocen el papel del transculturalismo y en si el translenguaje.
Entonces, una última pregunta para ustedes
que consideran mientras tenemos la transición a Margo
Es considerar – obvio es mucha información a la vez, ¿verdad?
Pero tener estas ideas Marco DALE,
y si lo que quiero recalcular es que – son 6 ideas,
si están conectadas de forma intencional con ELD 2020
pero también reconocen las fortalezas, um, de los estudiantes bi/multilingües
y las implicaciones que tiene para nuestro trabajo.
Entonces la pregunta para ustedes, que consideran es,
¿De qué maneras podrías incorporar estas ideas principales?
 Unos cuantos ejemplos aquí, allá um,
pero seguramente tal vez sugieren otras ideas en sí mismo
y cuando escuchen sobre los componentes
de Marco DALE con Margo tal vez
también un poquito más esas conexiones
y con eso, les paso, I'll pass the baton on over to you, Margo.

Thank you. (Both talking) – Analleli.

So now we're going to approach the four major components of Marco DALE.

I think it's important that we take just one minute
and just try to think about the importance of
La principales both in Marco DALE and the ELD standards framework,
because they serve to both overlay
and serve as the grounding for teaching
and learning by multilingual learners.

And without that, we don't have the the context in which
to operationalize these four major components.

So let's look at those now, Sam?
Well, here they are. There's no stretch
of the imagination.

As Analleli and Sam have said, we have been purposeful intention
and built in intentionality into the frameworks
because we wanted, we wanted to first of all think about
how those des principales become reality day in
and day out through collaboration, through integration.

And here you see a one-to-one correspondence
between the ELD standards framework
and the four major components of medical data.

It's a nested figure. And we did that purposely.

We started off with the, the largest of the grain sizes,
which are the standard statements,
which we'll share with you in a minute.

And, and as we move down each of those components,
there's more
and more specificity in terms of delineating
what you can do with language in connection
with content for your bi-multilingual learners.

So let's look more in depth and what we're going to do here.

So the first one, does that look familiar? I would hope so.

The five standard statements
are the same in Spanish and English.

There's a reason that we have this
one-to-one correspondence.

We wanted to ensure that in fact,
curriculum instruction and
and classroom assessment is very tightly aligned
for our bi-multilingual learners.

That in fact, when we speak of standards,
when we say standard two in, in English,
it's English language arts for Spanish,
it's Spanish language arts, it's the language four, para.

That is one of the key changes from our
2012 edition that we want to move forward.

We want to state how language is actionable.

We want our students to know why they're doing something,
what they're doing, how they're doing it, and,
and take action based on their language use.

Whether it's in one language, two languages,
or as you see at the bottom through translanguaging.

TRANSLANGUAGING is such a critical, concept.

We wanted to make it infused across all
our standard statements.

It isn't something that only happens some of the time.

We recognize that's part of our multi,
our bi multilingual learners identities,
and we wanted to capture that all the time.

We want to position it through the lens
of our Bi-multilingual learners.

It isn't imposed on them, but it's coming from them.

Um, we thought that was an important, um, aspect that needed
to be emphasized in in Marco DALE.

It is present in the ELD standards,

but it's much more emphasized in the SLD standards.

The other thing that you might see is
that standard ones just a little we would say,
um, in English, it's language for social
and instructional purposes.

But in, Spanish we wanted
to the coverage to be much more grandiose that
for instructional purposes, it's a language for learning
for our multilingual learners.

And so we really wanted to emphasize the learning piece
of the standards.

And if you see the translanguaging
that goes all the way across the five standards,
it it's reminiscent of saying that we start
with our bi multilingual learners
before we infuse any other standard statement
that we want to know about their identities, their languages,
their cultures, their backgrounds,
their their lived experiences.

Because that's going to help formulate how we infuse teaching
and learning into our, um, context, whatever that might be.

So let's move on
because we have a bunch of little Mentimeters as part
of this portion of the program.

Sam, here we go.

So the question to you is using your little Mentimeters,
why do you think it's important
to maintain the same standard statements across Marco DALE
and the ELD standards framework 2020?

There's four responses for you, A, B, C, and D,
and it looks unanimous right now,
but there's only 20 of you responding.

I'll give you a chance to read it and respond.

Margo does have a wealth of experience,
so she has great wait time, don't you, Margo?
I try. No, I used to be a teacher
of bi-multilingual learners.

That also gives you wait time.

So if we look at this, you're all right.

The majority of you said yes, all of the above.

And if you think about it, all those statements are true.

Um, we do want to bring, even though it says zero,
we do want to promote collaboration amongst teachers.

We want to make sure that language development is,
is rather universal
because again, it's anchored in the same, um, des principales
so we want it manifest across languages.

And so we're hoping that bilingual teachers will speak
to language arts teachers
and language arts teachers will speak to coaches,
and coaches will speak to team members
or professional learning communities.

We want, um, that collaboration
because interaction is one of our, cie des principales
we want to make sure at the same time, um, that
each and every multilingual teacher

or teacher of bi-multilingual learners really has a,
a deep understanding of language development
and what that means across the content areas.

And thirdly it's important to us at WIDA
that we have an aligned system.

One that's where all the components speak to each other.

As Sam showed in the beginning, we have Marco ALE
Marco DALE in the ELD standards framework,
but they are couched within the WIDA philosophy.

Um, everything we do at WIDA is part of our can-do spirit,
and we want to ensure that it is embedded in all that we do.

And then finally, those of you, many of you who said all the
above, absolutely.

So moving on to the second component.

Oh yeah, we had a, sorry, one other question
because, um,
we think Translanguaging plays such a critical role in,
um, language development.

Why do you think we highlight it in the
Marco DALE standard statements?
There's lots of you out there. Come on.

So again, you're all right. Isn't that terrific? Um, yes.

A translanguaging by definition, um, means that it,
it's very fluid
and dynamic, um, interplay how it ebbs and, and,
and, and across languages that,
that we want to create, um, students who feel comfortable

as part of their identities, um, using many languages
that they've been exposed to.

We also want to make sure that it isn't just, um,
the notion of translanguaging is part
and parcel who these students are.

It just doesn't carry weight in one content area or another,
but should serve across all content areas
inside and out of school.

It's connected to home, it's connected to community,
it's connected to playgrounds or the lunchroom.

Um, translanguaging is a phenomena that's going
to occur within bi-multilingual students.

And the third one, we wanted strengthen the importance
and the usability of translanguaging as part
of our students' linguistic repertoire.

We know it's important, um,
and we think by, by in
infusing it across all that we do, we, we show the world
that in fact multilingualism,
trans-culturalism should prevail.

It should be the norm rather than the exception.

That's how it is worldwide.

Um, and those of you who chose all the above, yes,
we agree with that too.

So let's move on to our next component.

Here are the key language uses. Okay?

We have foreign English, we have foreign Spanish,
but there's a little difference there.

I don't know if you noticed, but the little parrot,
which is our mascot, is trying to tell you that there's one
of them that's just a little a shade different
because we wanted to be a bit more inclusive in Espanol.

And you will see that as you do the next Mentimeter.

So, Sam,
okay, the name is,
oh boy, look at you guys. Relatar, informar, explicar, argumentar
Why is Narrate not there?
Because that's what we say in English.

We say narrate in English,
but we say relatar in Spanish.

what does relatar encompass that?
Narrate does not?
So Narrate does encompass storytelling as well.

I mean, think about the primary grades, don't we have
story telling all the time?
Um, so that's part of, um, being able to relate information.

Um, but also, oh, I also have that
as b narrating stories
and telling stories are just a little bit different.

Um, so storytelling hopefully is from, um, home
to school or community to school,
that it's the own personalized stories of our students.

It isn't that they open a book
and become familiar with one, um,

and that they're able to tell their own stories,
their own experiences.

So it isn't just a, a traditional kind of a beginning,
middle, and end, but it's a story of me.

Either I, it is a story of, um,
why I like something over something else.

It could be very short if you're a young student,
a newcomer, it could be very expansive for other students.

Recounting events for us it's part of relate,
you're relating what's happening.

And finally, yes, all of the above.

Um, it really does, it serves to be much more,
encompassing.

It embraces, um, the, the world of
storytelling in the, the deepest, um, kind of sense
of that rather than just narrowing its scope.

We like to be more inclusive than exclusive.

So moving on to component number three,
we're going to ask you the Mentimeter question first
and then give you the answer.

So how's that? Um, we have modes of communication in Marco DALE.

How would you, um, relate to the
the different modes?
What do they mean to you? What do they encompass?
How would you respond?
So here, there's a little distribution of answers,

and they each focus on something just a
little bit different.

So those of you who said interpretive
and expressive,
that's what's present in the ELD standards framework.

We have two modes,interpretive, which is listening,
reading and viewing.

Expressive, which is speaking, writing,
and representing. Writing.

And or oracy is, um, a part of a communication mode,
but it isn't the mode in c it isn't by itself.

It, it's really, um, very much
a part of C
and that's those of you who've taken a peek into Marco DALE,
you're right on target.

Not only do we have the interpretive
and the expressive mode,
we've also included the interactive mode.

Um, and that's one of our des principales putting.

So we're bringing that in as an important mode
of communication as well.

And those of you who said, listening, speaking, reading,
and writing, those are traditionally our language domains.

They will remain our language domains when we speak
of ACCESS in English.

Um, and so,

and that's, they're very much part of language learning.

But we, again, we've chose to to, to contextualize learning,
um, to be very, very much a part of
using language for specific purposes, context
and audiences, something that Analleli referred to before.

And we think that, um, bringing in new modalities
will be helpful if we want our multi,
our bi multilingual learners
to really make a difference in their development
of multiple languages.

So if we go to the next slide, you'll be able to see them,
and here they are.

So it, we do have listening, speaking, reading, writing,
embedded, but very interesting.

Um, rather than viewing, we say
perceiving again to mean more than just viewing.

It's being able to feel, it's being able to have a sense of,
um, perception, the lens through which we're,
we're looking at the world.

Um, so we say perceive in, in, in lieu of viewing
that we have in English,
but in the center that interactivity is,
is key, um, for our students
to promote teaching and learning.

Um, if you look at the research, we know
that students student interaction is going to drive, um,
their achievement.

And we want to, um, stress the importance of

that interaction across those four domains.

So it's the interpretive up top, and that's the listening
and the reading through very perceived circumstances
coupled with expressive language.

Um, and when we bring in technologies, we also have
to think about multiliteracies to a certain extent.

So I hope you starting to see the, the interrelationships
between the big ideas
and our components of the,
our standards framework.

And then lastly over there is a little child speaking
to someone else, but in the middle, that
interaction, um, the critical interaction that is part of
our language learning
within that, you will see just in a little bit,
Sam is going to tell you how these four, these modes
of communication are really embedded within
our language expectations, which are defacto goals
or standards per se.

Um, because we do have a nomenclature now
that you'll be able to attach to
or look at in relation to English
or to use it in isolation independently.

So this is attached to language expectations,
which we'll see in just a little bit.

So let's go one more slide.

We also have language proficiency, um, level descriptors.

Why are they useful? That's our fourth component.

Why do you consider them useful?
And I'll tell you right now, they're very similar in,
in terms of their visibility in chart form.

So we have six levels of Spanish language proficiency.

We have criteria for our descriptors as well.

So who's the intended audience for them?
So here we have a very nuanced answer.

Um, what we're trying to do
with the proficiency level descriptors is
to hone in on individual bi multilingual learners
to look at each child
and personalize their language learning.

And so that's why we have six levels
of language proficiency, and we have multiple criteria
because we want to be able to document
that learning over time.

We want to see growth in their Spanish language proficiency.

And you only can do so if you look at individual students,
perhaps create a portrait for that student
and document learning over time.

So look at, well, eight of you said yes, it's
for individual bilingual, multilingual learners,
and that's the, the closest answer.

But all of you again, um, are correct, they can apply
to all students because we know, for example,
heritage language learners aren't part of the, the group
of students are receiving language support,

but yet they could benefit from Marco DALE,
and we would hope they would, um, all bilingual,
multilingual learners.

That's the intention of the language expectations.

We wanted really to, to have, um, much more of an umbrella
that would reach out across all bi multilingual learners.

And that's the, the intent of language expectations
all by multilingual learners
who are in language learning programs.

Um, yes, that's true too,
but it doesn't individualize the information.

You only can do that through D.

And so we're hoping that it's applied to all
b--multilingual learners
who are in language learning programs, those
who perhaps have just exited
and no longer have the official quote label.

Um, so again, it's multipurpose full,
but intended specifically for individual
bi-multilingual learners who are participating in some form
of language support, hopefully within a bilingual setting.

And with that, I think we have one more slide.

Oh, here's what they look like in Spanish.

So we have criteria, you, we've only showed the discourse
but there's three main criteria.

Um, and again, just like in English, it's at the end of each

of the levels of Spanish language proficiency.

Um, and I'm saying proficiency
because that's equated with some measure.

So hopefully you're drawing multiple sources of information.

Um, if it's only one
or two sources, perhaps you're looking at English language
development over time versus, I'm sorry,
Spanish language development versus Spanish language
proficiency, which would be at one point in time it's a
little bit, um, distinct.

So here they are. And you can see
as you move across the levels
of Spanish language proficiency,
it becomes much more complex in terms
of language development.

One more slide and then back to Sam,
so people have asked us what are we going to do with these?
Can-do descriptors, key language uses?
Well, we're hoping that over time they will be replaced.

Right now we're saying we have them in Spanish
since 2016.

Um, enjoy them,
but they don't give you the same kinds of information
as the proficiency level descriptors.

So here's a comparative chart
that I will go through very quickly.

Um, so the, the can-do descriptors remain true
to the four traditional language domains, while

the proficiency level descriptors are very mode specific.

So we're introducing those three modalities,
and that's what is going to, um,
permeate our ELD, oh gosh,
our Spanish language development framework.

Sorry about that. Um, can-do descriptors?
They're very based on independent activities.

They don't scaffold, they tell you
what students can do at level four
or at level two or at level one.

But what we've done
with the proficiency level descriptors is try
to make them language centric.

Um, so we're, we're capitalizing on the language use rather
than what the students are doing in terms of some, um,
instructional activity.

One of the most important things here is
that can do descriptors are independent.

They do not move from level to level to level in terms
of one activity and how you scaffold that up, um,
through level six, whereas
our proficiency level descriptors are in fact this ongoing
continuum that builds over, um, proficiency levels.

And lastly, okay, 2006 is almost eight years ago.

That's a whole generation when it comes
to standards, believe it or not.

Whereas we have totally integrated proficiency level

descriptors into Marco DALE.

And so our advice is think about
how Marco DALE can move learning forward
for your bi multilingual learners.

And with that, Sam,
Thank you Margo, and thank you again
for really helping those understand all the
complexities within this components.

There's a lot with it, Marco DALE.

And one of the things we want to make sure that we cover
before we wrap up today is, well,
how do I use it, right?
I, we posted the link to the website
where you can find the Marco DALE, both
as a PDF free download,
but also so you can order a free copy
and you can use it directly in your classroom as you are,
working with our bilingual multilingual learners.

I'm going to drop that link there in the chat one more time
so you can go in there and download it for free.

And so I'm going to talk a little bit about what's in here.

How do we connect all
of this connecting the big ideas Analleli shared
and connecting the components that Margo walked us through.

So let's talk a little bit about that.

One of the things that you'll notice in Marco DALE is
that we have language expectations
and language functions and features.

So if you have your PDF open
or when you come back to the recording later on,
you'll see both of these pages on pages 202
and 203 of the Marco DALE framework.

And we're going to zoom in, we're going to zoom in into the top
part so we can get a little bit of an understanding of how
to read and how to navigate Marco DALE.

We're going to be guided through this navigation
by the components that Margo just shared.

So we're going to see the standard statements,
we're going to see the key language uses,
the language expectations,
the provisions, and level descriptors.

Now each of these components is going to appear within the
pages of the framework, and they're all going to embed
the six big ideas that Analleli shared with us.

So let's take a quick look at these.

We're going to start off with the grade level clusters
at the top of that page.

So if you were to open up your book right now to page 202,
or on the PDF, if you have it handy, go to page 202.

You'll notice that there's a bar at the top.

And on the top left,
you're going to see this grade level clusters.

We've divided our framework in the same way
that we divided the ELD standards 2020 edition, so that

educators that are working across bilingual English
and Spanish are going to be working with the same materials,
with the same clusters.

In this case, our example is for grades four & five,
and you can see the different
grade level clusters that we use.

K 1, 2, 3, 4, 5, like our example, six, eight
and nine 12.

The next thing that you're going to notice there in the middle
is our standards.

Our standard statements appear right in the middle of
that top ribbon.

As you notice up top it says Estandar 3 del MARCO DALE El lenguaje para las
matematicas.

And the colors are going to be guided at just follow,
following the same trend that we have in our graphic.

So if you happen to be in a red page,
you're in standard three, you're a mathematics teacher.

If you're a science teacher,
you're going to go over to the green.

If you're language arts, you're going to go over
to the purple pages.

And so we've kind of decided the different colors
to make sure that we divided those up in a way
that those make the work very user friendly for our
educators that are teaching the different content areas.

Desarrollando el español: Authentic Spanish language development with Marco DALE

This is a little bit different from ELD 2020, where in
that book, the different colors are
for different grade level clusters.

In this case, the different colors are
for different standards within a single gray level cluster.

The next thing you'll notice is the key language uses
looking at that banner top right, we have "Augumentar,"
and so this is going to guide us again,
we know we're in grades four five,
we know we're talking mathematics.

Now we're going to talk about arguments,
and that's going to be our guide for how to read
and how to navigate Marco DALE.

A few other things that you'll notice
is we're going to zoom out
to look at the language expectations.

So zooming out, we're going to look again at the page
that is here on the recording on our slide,
but the pitch that is on the left.

And we're going to zoom into that red box
and we're going to find our language expectations.

And we have a specific code for that.

You've been seeing bits
and pieces of this code as the presentation went along.

For example, if it's DALE-AL, DALE Language Arts
if it's DALE-MA, DALE mathematics, in this case,
we have this example of the code through DALE-AL (Language Arts)
grade level cluster four & five, Key Language use Relatar,

and the mode of communication is interactivo.

So let's talk a little bit about this code
and how do we see it In the example
we noticed here at the top of our language expectations
that we have three different columns,
and they all start with DALE-MA mathematics four,
five, that's a grade level cluster,
and "argumentar" which is our key language use.

Now, each of the three columns are for interpretativo, interactivo,
And expresivo. So one of the things that you'll notice is that the,
the expectations that we have here,
these language functions are actually repeated across each
of these different modes of communication.

But each of the modes is showing us the ways in which you
can change the language.

So for example, in interpretativo, the students can
Determining is something they can do
with the receptive component.

That's the interpretive interactive.

They're working with their peers.

And then at the end, you're going to see on the last column,
Expresivo the expressive domain.

It's going to show us how they can,
so this is the way that they now use language to express it.

And this is kind of like, again, a guide
to help us read the language expectations
that we have within this framework.

Moving on to the next page, we're going to look at page 203.

Now, and again, you can come back to this recording
so you can watch this over and over again
and get a sense of how
to read the book as you go through it.

We have our language functions
and our sample language features.

And you'll notice here we kick it up
with the same two language functions
that I was just talking about in the previous page, mostrar conjeturas usando definiciones.

And generalizar los puntos en comun las diferencias entre casos
but it's not just the functions.

We also brought in sample language features.

What does this look like linguistically
when it comes to Spanish?
So for example, for a student to be able to show conjeturas usando definiciones,
they might use modos verbales que indiguen posibilidad y acciones concreascan
Possibly vocabualrio tecnico matematico, because this is red,
we know we're still in mathematics,
so we're going to be talking about math.

Another example here for generalizar los puntos en comun las diferencias entre casos,
the language the students can use.

So the Spanish language functions
and features are going to, again, unpack those
and give us the granular pieces that educators need
to teach Spanish, again, to continue to build that language
for all of our students.

And with that said, we bring it back to this.

So we see elements of the standard statements, elements
of the key language uses, how we organize this book,
and the language expectations that it's going to have.

Sample language features, of course,
those language functions.

The one thing that Margo already covered is the proficiency
level descriptors, and that is another component
that you'll find within Marco DALE.

I also want to mention that at forthcoming we're going to have
another sort of support publication
to further support your use.

And those are going to have annotated grade level samples.

So you get to see some samples from students,
real student samples that WIDA collected,
but also mentor texts that we created to show you how all
of the different language functions
and sample language features come into play within your
classroom and within student work.

And that's it. We're going to get into the final stretch
of our presentation, sharing some resources
and professional learning that we have coming for you all.

First off, if you haven't already,
you can download a digital copy of Marco DALE
You can find that online,
and you can find it as well on our WIDA store so
that you can purchase a copy and you can bring it back
and be able to use it in your school building

with your students as you're continuing to teach
and learn Spanish.

The other thing we'll share today is that there's a lot
of different resources that you'll
find on that same webpage.

We have press releases, communications toolkits,
overview slides, detailed sample presentations.

So this slide deck is not going to be shared,
but there's a slide deck
that's already been posted up there on our website
that's going to give you the whole presentation of how
to integrate and work with Marco DALE.

We also have a flyer for those of you that are in need.

And these materials are both in English
and in Spanish for all of you.

The other thing you'll find is the focus bulletins
that Analleli was talking about.

We have focus bulletins in translanguaging, multi-literacies
collaboration in English and in Spanish.

And we have a brand new focus bulletin coming January, 2024
on interaction.

So you get to unpack
and look at student samples,
look at the way teachers use it, look what,
what does interaction look like when it comes to assessment
and to teaching and to the lesson planning process.

And then there's always tools

to accompany our focus bulletins.

The next thing I want to share is
what about professional learning?
Sam, I want to learn more. What do I do? Where do I go?
We have an in-person academy coming up
with Espanola Academy, Afirmando la experiencia bilingue,
and you can find information.

I'm going to drop the link there if, for all of you in the chat
so you can go learn more about this academy.

But it's going to be a two day event hosted in the beautiful
city of Albuquerque, New Mexico, coming up in March 5th
and 6th of 2024.

First day we're going to sit down and explore in use Marco DALE.

Day two, we get to go to a local school, dual language, get
to see the amazing things and the big ideas in practice
and how educators are learning and growing bilingual.

We also have professional learning coming up
through the WIDA store, starting September 2024,
a half day, and a full day workshop that you can purchase
and bring directly to your district in person to learn
and use Marco DALE with the supports of WIDA
and our folks, our friends at the WIDA store.

Couple of more things before we go.

I share the link there in the chat for you to sign up
for this WIDA Academy.

But if you come back to the recording,
you can also find a QR code to take you directly there
and you can sign up and join us in Albuquerque,

New Mexico to learn together.

A few more things before we wrap up.

How do I stay in the known?
Where do I go, Sam, to find out what's coming up.

If, if WIDA is going to be developing an assessment in
Spanish, how do I know?
Well sign up for WIDA Espanol news.

There's a secure code there in the screen,
and I'm sharing the link also on the chat.

Come and join us through WIDA Espanol news where you get
to learn all the insights.

It is a quarterly newsletter.

We only send it four times a year,
so we're not going to be bombarding your email and your inbox,
but when it comes, it's going to be rich
and full of all of the news
that are happening within WIDA Espanol
and the field of bilingual education in general.

So it's a great thing to do.

Sign up using the form that appears there on the screen.

So you're going to go into the, our website, sign up,
you'll get an email.

You actually gotta click that link.

Go in and select WIDA Espanol news as one
of the WIDA newsletters, if there's

other interests of yours.

Also select the other newsletters from WIDA
so you can stay in the now of all things that said.

Here's an email for all of you questions, comments.

I know we're going to be running short on time,
so you can always send us an email at espanol@wida.us.

This is going to be part of the recording, so you can come back
and help us, um, with more questions and more answers.

The one last thing before you go, we need your feedback.

How was this webinar? Did you learn something?
Do you need more? What, how did you feel about it
before you leave today, here's a QR code.

And I think my friends are going to drop
that link on the chat as well.

So you can complete a quick survey
and tell us about WIDA webinars, what's working, what's not.

Today's our first WIDA webinar. What would you like to see?
We really, really appreciate your
feedback so that it comes back.

And thank you, Hannah, for dropping that link in there.

So before you go, take a quick moment
to give us back some feedback on this WIDA webinar.

We thank you for, for joining us today.

Always a great opportunity to engage with you.

And we have one more sort of question
that I want to bring your way as you prepare
and kind of continue that.

We, uh, that survey, those of you
that are still in the Mentimeter,
you can always give us more information about,
okay, WIDA Espanol.

What else do I need? I'm going to put that
right up on your screen.

It's still back on the Mentimeter.

What resources do you need to implement Marco DALE?
What else, what other feedback do you want to send directly
back to WIDA and WIDA Espanol?
Do it through the Mentimeter.

You can do it through that email
and QR Code that we shared.

And, um, and we thank you for, for joining us.

And with that, Margo
and Analleli, any final words for all of our attendees,
I would say that we, we were thrilled to be able
to share this information with you.

Um, and we want you to be able to apply it to each
and every educator of a bi-multilingual learner.

Um, spread the word.

We're only just a small team, but we have great ideas
and we want them spread far and wide.

So please help us.

Thank you again. Don't forget to stay in touch
with us over social media on X Twitter, Instagram, LinkedIn,
all across our media, social media.

You can see the social media handles there on
screen, miss Facebook.

Anyway, again, we thank you for joining us today
and for taking part in this first WIDA webinar.

Thank you.

WIDA Utilizes an inclusive design approach for training materials, except when
certain design modifications fundamentally alter, compromise training integrity
or the security of WIDA proprietary materials.
https://www.ada.gov/reachingout/lesson12.htm

Machine-generated Transcripts

Please note that the transcripts of videos in this event are machine-generated;
generally the accuracy rate will be about 70-80%. See the WIDA Accessibility
Statement on the WIDA Policies Page for more information. Contact the WIDA
Client Services Center at 1-866-276-7735 or email help@wida.us if you have an
accommodation need or have questions.

Desarrollando el español: Authentic Spanish language development with Marco DALE