

NABE 2012 Indigenous Bilingual Education Pre-Conference Institute

Date: February 15, 2012

10:00 AM to 4:30 PM

Location: Hilton Anatole Hotel, Coronado A

Chair: Trini Torres, Education Program Specialist, U.S. Department of Education

Theme: “Linking the past with the future: Using heritage languages and cultures to promote academic English proficiency for success in school, higher education, and careers.”

The purpose of the Title III Native American and Alaska Native Children in School program (NAM) is to provide grants for eligible entities to develop high levels of academic attainment in English among English learners (ELs) and to promote parental and community participation in language instruction educational programs. NAM priorities for new grants funded in FY 2011 are: Increasing Postsecondary Success; Enabling More Data-based Decision-Making; Parental Involvement to Improve School Readiness and Success; and Supporting Native American Language Instruction.

Time: 10:00 AM to 10:10 AM – Opening and Welcome

Time: 10:10 AM to 11:10 AM

Presenter: Louise Lockard, Title III PD Project Director, AZ

The Diné Dual Language Teachers Professional Development Project: Developing a Sense of Place

The Diné Dual Language Teachers Professional Development Project works with a consortium of public and BIE schools to prepare teachers with a proficiency in Navajo language and culture to teach in dual language programs. The schools in the consortium have been identified as seeking to implement the Diné language and culture teaching perspective; a perspective based on the premise that education is best when it reflects a sense of place, is based on the philosophy and values of those being educated, and reflects the Diné perspective of education in teacher preparation. We recognize that a culturally responsive teacher education program works to empower teachers to make instructional choices that honor their professionalism and language background. Knowledge learned in one language paves the way for knowledge acquisition in a second language. Jim Cummins writes, “In social situations where there is likely to be serious erosion of the first (minority) language there is a need for the development and maintenance of the language if intellectual performance is not to suffer.”

Time: 11:10 AM to 11:55 AM

Presenter: Cheryl Beaman, Title III NAM Project Director, OK

Parental Involvement to Improve School Readiness and Success

Literacy through Language Enhancement (LTLE) project is designed to improve child readiness for school by increasing parent knowledge of early childhood development and improving parenting practices; providing early detection of developmental delays and health issues; and preventing child abuse and neglect. This session will provide an overview of the involvement of Native American district families with pre-school aged children to increase the students' reading scores and the mastery of the Cherokee language and culture.

Time: 11:55 to 1:15 PM - Lunch on your own

Time: 1:15 PM to 2:00 PM

Presenters: Larretta Hall and Cathie Gladue, Title III NAM Project Directors, ND

Turtle Mountain Community College Zhaabwii Learning Center Project

The Zhaabwii project responds to identified the needs of English learner students entering college who are underprepared for academic English coursework, have difficulties or underachievement in reading, and have the need of expanding their remedial services. The program is designed to provide parental involvement activities for parents of students 18 and older. The presenter will provide an overview of how the program focuses on ensuring high need students are academically prepared to succeed at postsecondary education.

Time: 2:00 PM to 3:00 PM

Presenter: Jon Reyhner, Diné Dual Language Teachers Professional Development Project, Co-PI, AZ

Providing Culturally Responsive Professional Development

Many studies have shown that teachers who link the content they are teaching to the background knowledge and culture of their students will improve their academic performance. This presentation will summarize some of that recent research and provide examples of culturally responsive Indigenous ethnoscience and ethnomathematics pedagogy, including examples from Northern Arizona University's recently published monograph *Honoring Our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students* that is available on-line at <http://jan.ucc.nau.edu/~jar/HOH/>

Time: 3:00 PM to 3:45 PM

Presenter: Matilda and Reeveeson Descheny, Rock Point Community School, AZ

An Engagement and Relevance of Using Navajo Language and What Works

Our School believes that our Diné Language and Cultural Heritage are our primary means of conveyance to our cultural knowledge system; we want to bring high self esteem and to maintain dignity for our Diné children. Through the sacred Diné Philosophy of Education, we set high standards for our children and challenge them mentally, emotionally, and spiritually to live the Si'ah Naaghái Bik'eh Hózhóón. Using the Native Language and a variety of research based instruction strategies and methodologies will be shared in this session. In addition, research-based literature review of what research says about second language acquisition will also be shared. What works at Rock Community School!

Time: 3:45 PM to 4:30 PM

Presenter: Trini Torres, Education Program Specialist, U.S. Department of Education, OELA
The Talking Stick

The presenter will provide an overview of the online community created to connect NAM grantees serving similar populations or facing similar challenges; link novice grantees with experienced grantees; and give grantees the opportunity to interact with OELA staff and experts. Participants will learn about future funding opportunities.