The Diné Dual Language Teachers Professional Development Project
Teacher Preparation

• What kind of preparation do teachers need in order to meet the needs of children in Navajo language programs?
Rock Point Community School

- Rock Point Community School, a PL 93-638 contract school, implements a coordinated Diné education program which recognizes both the Diné and English language as equals and emphasizes maintenance and developmental aspects of both cultures. Rock Point Community School has exemplified community involvement in education. Rock Point School has developed and implemented culturally and linguistically authentic Diné curriculum units that are representative of local traditions such as clan affiliations. Rock Point Community School serves 419 students in grades K-12. 385 students are LEP
The Chinle Unified School District serves 3,702 students in grades K-12 (ADOE 2011). The US Census reported that the Chinle Unified School District has the highest percent of families below poverty level: 47% of any school district in the U.S. with a population of 20,000 or more (2000 census). In 2007 this poverty rate increased to 49.96% (2007 Poverty data by LEA).
The Window Rock Unified School District

- The Window Rock Unified School District serves 2,907 AIAN students in grades K-12, 99% of the total enrollment (ADOE 2/9/09). The poverty rate is 30% (2007 Census). The district implements a Diné Language Immersion Program that serves 300 students a year. In this program students receive content area instruction in the Diné language and are required to communicate only in the Diné language. Parents sign a contract to reinforce the use of Diné language in the home.
Kayenta Unified School District

- The Kayenta Unified School District enrolls 2,446 AIAN students in grades K-12, 99% of the total enrollment (ADOE 2/9/09). The district is recognized for innovation in technology-based instruction and has implemented a "learning on demand" interactive curriculum allowing students to use their prior knowledge as a springboard for further investigation into community issues.
The Tuba City Unified School District implements a Diné culturally integrated curriculum based on the Diné Philosophy of Learning/Beauty Way which has four components: respect for nature, standards (positive attributes) for life, social competence, and making a living. The district is engaged in a successful partnership with local businesses and employers through its school-to-work program. It enrolls 2,307 AIAN students, 96.8% of the total enrollment (ADOE 2/9/09). The poverty rate is 30.90% (2007 Census).
Ganado Unified School District

- The Ganado Unified School district serves 1,965 AIAN students in grades K-12, 99.2% of the total enrollment (ADOE 2/9/09). Ganado Primary School received national recognition for its innovative educational program where students create and learn on their own with guidance from their teachers, parents, and community citizens. For example, children publish their own newsletters, operate a post office, write letters to each other and to the principal, and have produced a video bulletin board using puppets. Ganado Primary School offers Diné Language and culture as a part of the school curriculum.
Little Singer Community School

• Little Singer Community School is operated as a community-controlled school in grant status with an enrollment in grades K-8 of 92 students. 77 students are LEP. Little Singer Community School implements a successful Parent Model Program, which allows 25-30 parents to work in classrooms assisting with instruction. Parents attend training workshops and conferences. This program has increased parental support for learning.
The Flagstaff Unified School District serves 2,815 American Indian students in grades K-12, or 27% of the total enrollment. In 2001, the district created a Puente de Hozho Tri-lingual School, which includes a Diné Language Immersion Program that currently serves 128 students a year. In this program students receive content area instruction in the Diné language for 85% in kindergarten, 75% of the day in 1st grade, and 50% of the day in grades 2-5 Math.
Place-Based Education

• Education is best when it reflects a sense of place
• Education should be based on the philosophy and values of those being educated
• Preparation of teachers should reflect the Dine perspective of education
Project Goals

- **Goal 1** Recruitment and retention of highly qualified and fully certified Diné dual language teachers
  - **Objective 1.1** The number of fully certified Diné dual language teachers will increase at each site by 10%.
  - **Objective 1.2** 100% of program graduates will meet NCLB Highly Qualified requirements
  - **Objective 1.3** The retention rate of teachers who meet NCLB highly qualified requirements will increase by 5% at each site.
• **Goal 2** Improvement in the ability of teachers to support academic language acquisition skills in LEP students

• **Objective 2.1** 100% of program graduates will be placed in instructional settings serving LEP students within one year of graduation.

• **Objective 2.2** LEP students of teachers in the project will demonstrate improvement in reading, mathematics and writing as measured by the district achievement test.

• **Objective 2.3** Program graduates will demonstrate improvement in effectiveness as supporting language acquisition skills in LEP students as measured by the graduates TESOL NCATE Portfolio.
Professional Development Portfolio

• 1 Professional Development Portfolio
• 1. a. Community Portrait BME 637
• 1. b. Assessment Plan BME 634
• 1. c. Analysis of language problem BME 538
• 1. d. Action research project BME 698
• 1. e. Reflection on portfolio including revised philosophy statement BME 698
• **Goal 3. Substantial improvement of education at the LEA and IHE levels**

  • Objective 3.1. IHE faculty will revise coursework to reflect the Diné Philosophy of Education framework.

  • Objective 3.2. IHE faculty will work with mentor teachers to design dual language workshops in mathematics and science which are aligned with NCATE/TESOL standards, Arizona ELD standards and Diné Division of Education Language and Culture Standards.

  • Objective 3.3. IHE faculty will assess program participants’ effect on student learning using the TESOL NCATE online portfolio and continue to revise this assessment to support the needs of the students.
• Students were selected on the basis of:
• 1. Academic proficiency: a GPA of 3.0 and completion of a B.S. or B.A. from an accredited teacher education program.
• 2. Be a resident of the nominating school district.
• 3. Completion of the Diné Language (NAV 211, 212, 350, 351, 301) or Diné Culture Content Emphasis at Diné College or the equivalent at an accredited University.
• 4. Proficiency in the English language as demonstrated by completion of English 105 or the equivalent with a grade of B.
• 5. Commitment to professionalism based on participation in college, community and professional organization.
• **BME 530 Foundations in Bilingual and ESL Instruction** The theoretical, historical, and legal background of bilingual and ESL instruction, including an overview of current models.

• Week of Feb 13
The “Ethics” of Bilingual Education

**Required Reading**


• **BME 637 The Cultural Component of Bilingual and ESL Instruction** How to develop and implement programs and practices relevant to local cultures and subcultures to promote parental and community involvement.

• Required Reading

• James Banks “The Canon Debate, Knowledge Construction, and Multicultural Education”
• The area that interested me was about “Personal and Cultural Knowledge” from The Canon Debate, Knowledge Construction, and Multicultural Education. As a primary school teacher, I grew up being told and read in articles that HOME is you first place you are educated. It is true. Becoming a mother 22 years ago, I held my son in my arms whispering my love and words of beauty to him. My voice soothed his crying and making him smile. During the time he was growing, I sang to him, read to him, showed him places and things explaining what they are or how they work, and also giving him the chance to explain to me what he see through his eyes and what he knows that he picked up without my help. His lesson has begun day one from birth and he is still learning more from his whole environment of who he is as Navajo and also maintaining his self-image to the western world and beyond.

• Through language in Navajo and English, he was capable of learning more than other children did. My first language is Navajo, but since my mother was a teacher, learning English seemed to be easy through the contact with all the materials she had in her classroom and other teachers that fascinated me because they were from other states and I conversed with them during my free time afterschool while waiting for my mother to get off work. My husband’s first language is English due to his mom working as a secretary to a school district, she believed that her kids have a better opportunity becoming successful if they spoke English first, even though their first language is Navajo.
• Because of our language differences, my son was able to use his Navajo Cultural Way and Western Way of living his life. He is able to move back and forth without any questions of “why?” but ask to learn more. Navajo way of thinking, speaking, and being spiritual in it has given him the strength to hold his history of his family together with dignity, pride, and love. His Western way of thinking, gives him the freedom to move about away from home and discover more of anything he wants. He has the freedom in either world to create a realm of his own identity in this world. He has created who he is and is proud to pass it on to his children. My son’s teaching from personal and cultural aspect made him a man with an identity that he clearly recognizes and is not ashamed of no matter where he’s at. He now holds the medicine bag of his ancestors and also education of the Western ways.
Mentor Teachers

• 1. Academic excellence: completion of a M.Ed. in Bilingual education or curriculum and instruction with a GPA of at least 3.0.
• 2. Holding a valid Arizona Standard teaching certificate with a Bilingual endorsement.
• 3 At least 3 years of classroom experience in a dual language setting.
• 4. Excellence in the Diné language as demonstrated by Diné Tribal language certification.
• 5. Excellence in English communications skills as demonstrated by oral presentations, publications, and community service.
• 6 Excellence in classroom performance documented on the current district observation measure.
• 7. Commitment to professionalism based on participation in community and professional organizations.
Dual Language Math and Science Workshops

- Donna Deyhle
  Listening to Lives: Lessons Learned from American Indian Youth
- Ray Barnhardt
  The Re-emergence of Indigenous Knowledge in Alaska

- Third American Indian Teacher Education Conference
- Jennie de Groat
• My students have learned being bilingual and bicultural is a very powerful tool and they have the power to make changes in their lives and their environment both at school and outside the school.