

Professional Development Activities that Work

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Professional Development

- What kind of preparation do teachers need in order to meet the needs of children in Navajo language programs?

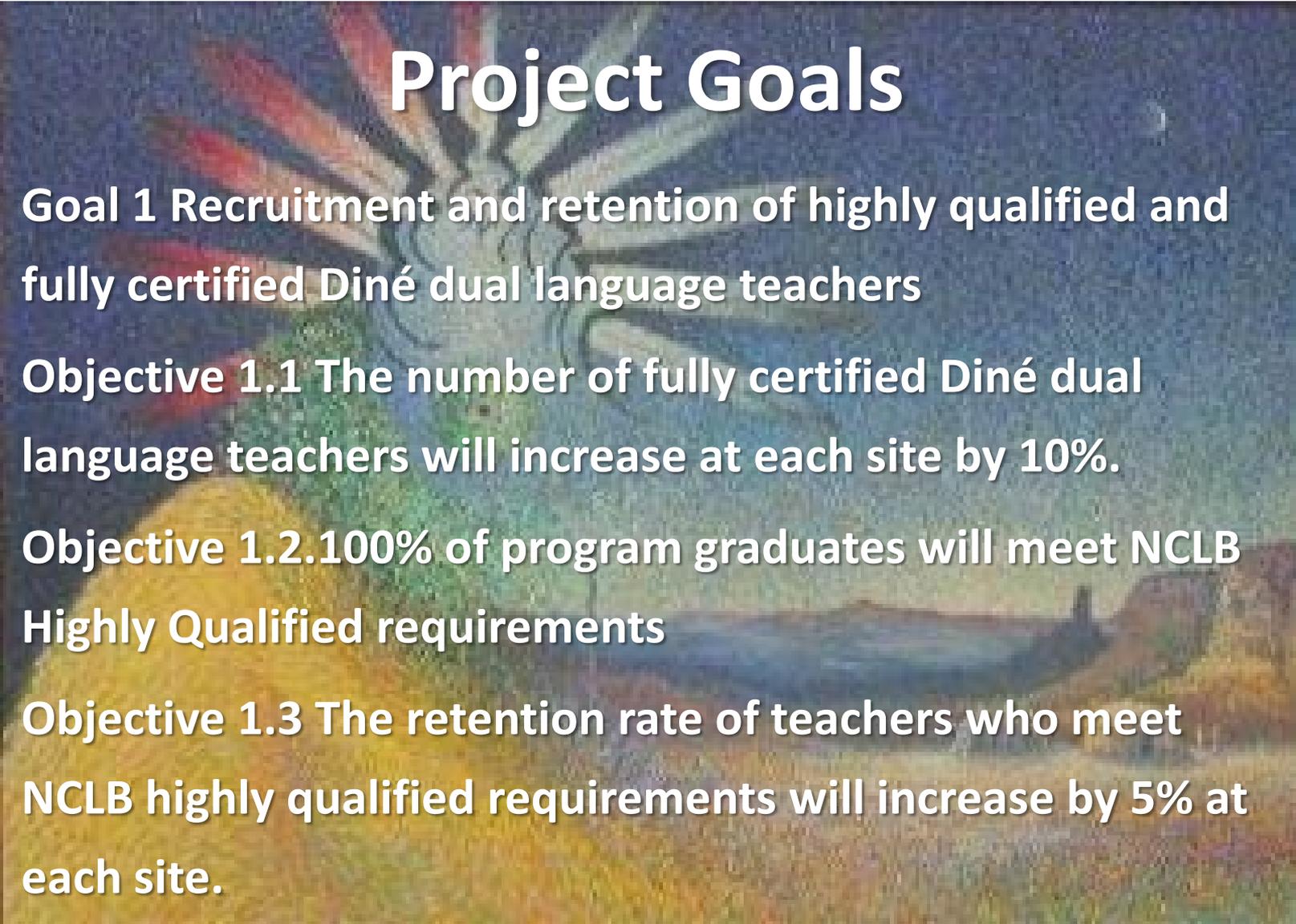


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- Teachers need information about successful program models, teaching strategies and materials.
 - They need to discuss the funds of knowledge in their communities which motivate parents to transmit their language and culture to their children.
 - They need to establish settings in the community where children are immersed in their home language.
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- The Diné Dual Language Teachers Professional Development Project works with teachers with proficiency in the Diné language and high academic achievement to meet licensing requirements for teachers who work in language instruction education programs.

- The project provides coursework leading to a Masters' degree in Bilingual Multicultural Education with a content emphasis in Bilingual Education, and an endorsement in Bilingual Education and English as a Second Language.

- This course delivery mode allows participants to continue to live and work in their communities. In-service teachers participate in courses and in a workshop on the Flagstaff campus for 12 days during Summer Session II.



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.**

- BME 530 Foundations in Bilingual and ESL Instruction
- BME 637 Cultural Component of Bilingual and ESI
- BME 531 Bilingual and Second Language Methodology
- BME 631 Structured English Immersion and Sheltered English Content Instruction
- BME 634 Testing and Evaluation of Language Minority Students
- EPS 596 Developmental Perspectives of Human Diversity
- EDR 610 Introduction to Research
- BME 538 Linguistics in Educational Contexts
- BME 608 Fieldwork Experience
- BME 698 Graduate Seminar

Chinle Unified School District



- 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).

Jackson Williams

Third Grade Teacher

Tsaile Public School

HOME IS WHERE MY STORY BEGINS.

@DERRICKBEGAY

This is
where it
all
begin.





Tsaile Public School is a K-8 school ; one of seven schools within the Chinle Unified School District. The current student population is about 418 students, which is 100% Native American, 72% qualify for free lunch and 10% for reduced lunch. Tsaile busses students in from various communities: Wheatfields, 10 miles to the southeast, Chinle, then Ram Pasture, 12 miles to the west, Round Rock, 23 miles to the north and Lukachukai, 10 miles to the north and all points in between.



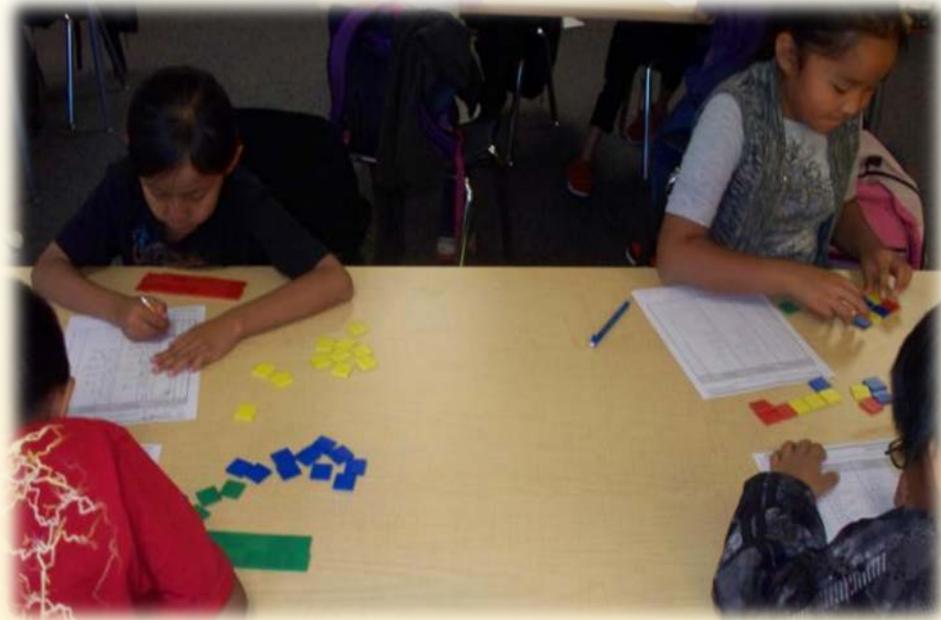
TPS complies with the state's mandated requirements for English Language Learners (ELL). Although we have a 27% ELL population, the number of ELL students for each grade level is low enough that we do not have to a pull-out type of program. The ELL students are being provided language instruction by their respective teachers, with an Individual Language Learner Plan.

- One major challenge is designing an effective program, but we have effective schools within our area that have proven that immersing our Navajo students in their native language, will out perform their peers on standardized assessments. Tséhootsooí Diné Bi'ólta' and Puente de Hózhó's dual immersion school and other Navajo schools have proven that Navajo immersion programs are effective ways to teach our Navajo students. With this new found knowledge, we can provide my students with quality first language exposure to help them become proficient second language learners.

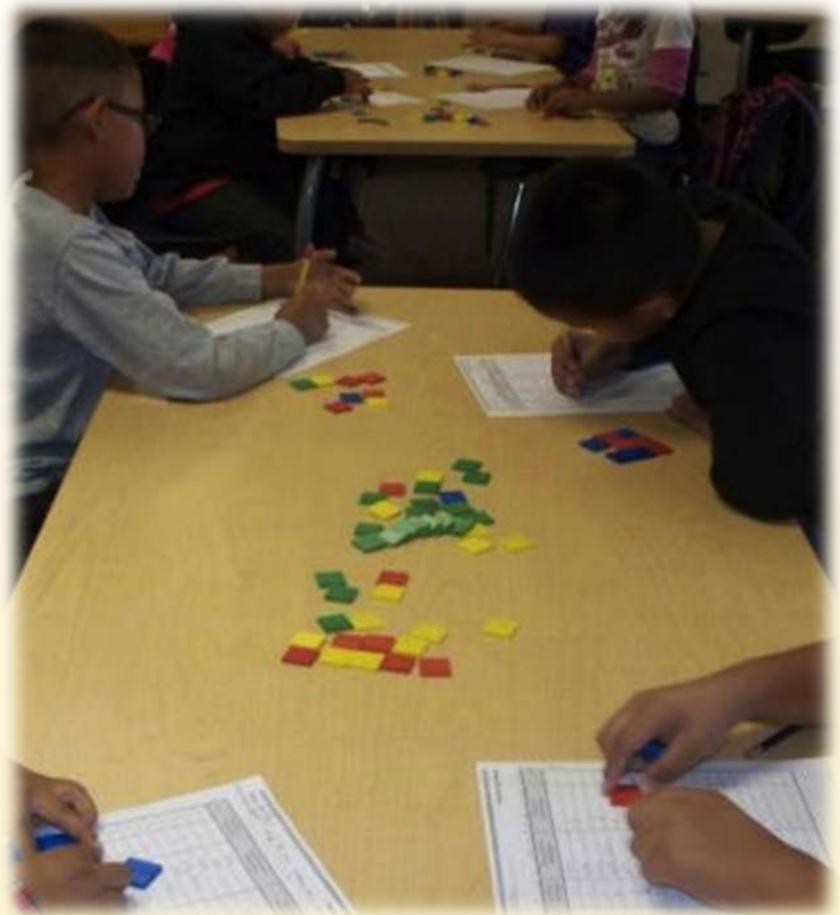


Array

- In math, an array refers to a set of numbers or objects that will follow a specific pattern. An array is an orderly arrangement, often in rows, columns or a matrix. Arrays are used in multiplication and division as it shows a great visual to show how multiplication can be shown as repeated addition and division can be shown as fair shares.
- There are many authentic examples of arrays that help with the understanding of how using arrays can help students to see efficient strategies.



- “How much do you have to pay if you want to buy 4 burritos (\$3.00 each)?” “Now you need to get some hay for your horses and you want to buy 4 bales of hay (\$15.00 each)?” “You could add it all up, but there is a faster way and it is called multiplication. “How many of you have older siblings that do multiplication for homework? Well today we are going to start to learn about multiplication, using these plastic tiles.”



SIOP® Lesson Plan – BME 631 – Fall 2012

STANDARDS:

- Math – S1-C2-PO 3. Demonstrate the concept of multiplication and division using models.
- S1-C2-PO 4. Determine the area of a rectangular figure using an array model.

THEME: Friends to Grow With – Reading

LESSON TOPIC: Multiplication

OBJECTIVES:

- Language
- Listening and Speaking
- Comprehension of Oral Communications
- B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.
- B-5: responding to academic discussions by sharing one's view on facts, ideas and/or events using academic vocabulary.
- B-6: responding to comprehension questions by comparing concepts and related facts using academic vocabulary.
- Delivery of Oral Communications
- B-7: sharing personal experiences/stories supported by details and examples in complete sentences.
- Content
- Demonstrate the concept of multiplication and division using models.
- Determine the area of a rectangular figure using an array model.

KEY VOCABULARY: Array, dimensions, factors, rectangle, tile(s), vertex (vertices), sides



Giovanna Boyd
Third Grade Teacher
Mesa View Elementary School

“There’s a time for work and a time for play.”

- MacDonald Boyd



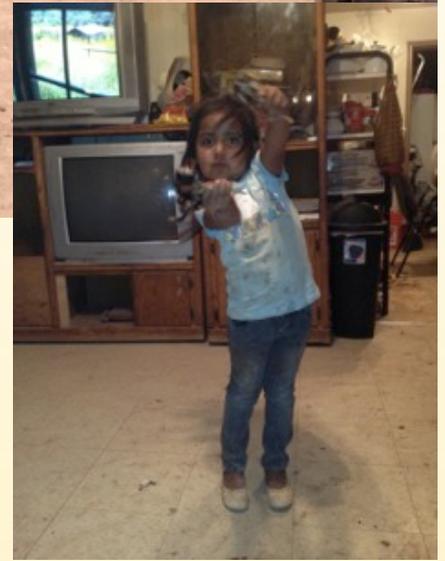
**I did not choose my family.
I was born into one.**



Alchini



As long as I can remember, my parents and ancestors have always emphasized the importance of speaking Diné. Growing up, I remember my cousins proudly spoke Diné with Grandpa Stacy and Grandma Elizabeth. Their body language and facial expressions signified humorous moments, triumphant moments, frustrating moments and cherished moments. As a keen observer and listener, I acquired intrinsic motivation to learn Diné so I could understand the moments and become a *complete* person. Reflecting on my interest in learning Diné, my parents did not pressure me or force me to acquire a second language. Instead, they showed me it was important because they equally used English and Diné to communicate, but they spoke Diné with a *passion*. I witnessed this passion numerous times and I knew it had to be important. Ancestors emphasize the Diné language is part of my identity and helps me deeply and truly understand *myself*. The Diné language appears in every aspect of my life. Recently, I gave birth to my son, Matthew. When he was in my womb I chanted sacred songs, mumbled uplifting prayers, and zealously spoke two languages, English and Diné.





Thinking of my infant, Matthew, I am on a second language acquisition voyage. My parents and older aunts and uncles automatically speak to him in Navajo. In fact, my Aunt Linda created a simple Diné song to describe his personality. It is a brief chant, but is quite meaningful and endearing. Currently, I am learning Matthew's chant. With each passing day, I am gaining more confidence to create songs to help my children learn Diné language. Additionally, I am seeking innovative second language acquisition strategies, but the simple truth is to unconditionally *speak* the language.



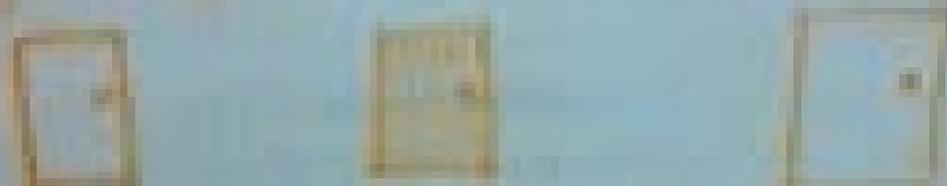
Each class offered a different perspective on bilingualism and multiculturalism. As a result, I find more passion in the Diné language. I speak the language more and *actively listen* in ceremonies, family functions, public gathering. I am on the hunt to learn new vocabulary. But most important of all, I speak the language to our children.





Light

- Transparent: all light passes through
- Translucent: some light passes through
- Opaque: no light passes through



The diagram illustrates three types of doors with light rays passing through them:

- Opaque door:** Light rays are blocked and do not pass through the door.
- Translucent door:** Light rays pass through the door but are scattered.
- Transparent door:** Light rays pass straight through the door without being scattered.

- Sound - how it travels, sound frequency

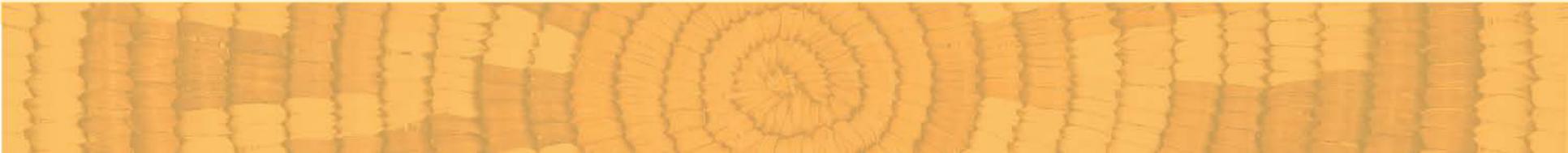
Sound travels in waves and is affected by the medium it travels through. Sound travels faster in solids than in liquids or gases.



- Illuminated sources of light are visible to you because light is reflecting off or transmitting through the object to your eyes.
- Media that do not transmit light but reflect some light are opaque media.
- Media that transmit light are transparent media.
- Media that transmit light but do not permit objects to be seen clearly through them are translucent media.



- Investigate the properties of light by classifying objects from your local community
- Opaque
- Translucent
- Transparent



Flagstaff Unified School District

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.



Ilene Ryan
Bilingual/Multicultural Education 698
Fall 2013
Master's Program

My Transformation of Knowledge

“When teaching is transformed, the content of the curriculum, pedagogy, and the way which students learn are substantially modified.”

- James A. Banks



PEDAGOGY:

The Science and art of education, specifically Instructional Theory.

Bilingual Education: an approach that encompasses a variety of program models, each of which may promote a variety of distinct goals.

ESL: an essential component of all bilingual education programs for students who are English language learners

".....bilingualism should be viewed as a prize, not a problem (Hughes & Sanchez, 1958).

Bilingual
Education



ESL

Instruction in the content areas is not only academically challenging but also tailored to the linguistic proficiency, educational background, and academic needs for students. Opportunities for students to further develop and/or use their indigenous language to promote academic and social development.

Puente de Hozho Bilingual Magnet School

Flagstaff, AZ

- Navajo, Spanish, & English Languages
- A – Academic Excellence
- B - Bilingualism
- C – Cultural Enrichment



- I am a Kindergarten Teacher at Puente de Hozho . We are a school with a mission statement embracing the ABC's and maintain the Bilingual and ESL philosophy. Because we are an off-reservation school we have a unique model and goals that are designed to serve the needs of our Navajo, Spanish and English speaking students in our community.

Chief Tahgee Elementary Academy

Fort Hall, Idaho



- The Shoshone/Bannock Indian reservation have adopted the bilingual model and mission statement of Puente de Hozho's Navajo/English bilingual Program.
- They opened their doors to 120 students of Kindergarten to 6th grade students on September 09, 2013 (this year).
- Community and families play an important role in children's linguistic, academic and personal development. Studies where Indigenous communities attempting to or are involved in revitalizing languages have found that community involvement and education have been huge factors in their successes. Children are tied to their culture, even though in most cases they do not speak the language of their mother tongue. When a school is starting a bilingual education program, it requires the role of community and school district, to make it happen.



Curriculum:

The Power of Two is the ability to Speak, Read, Write, and Think in Two Languages.

Highly Interactive teaching strategies: TPR, 50/50 teacher/student talk, Comprehensible input, student self-Assessment

Powerful ideas: To challenge mainstream ideas and develop a personal voice.

Community involvement: sharing culture through performing arts, music, and arts & craft.





Student Engagement:
critical thinking, inquiry-
based & cooperative
learning

Curriculum mapped and
aligned vertically (K – 5th
grade), L2 is content-
based and common core
standards embedded



The way which students learn



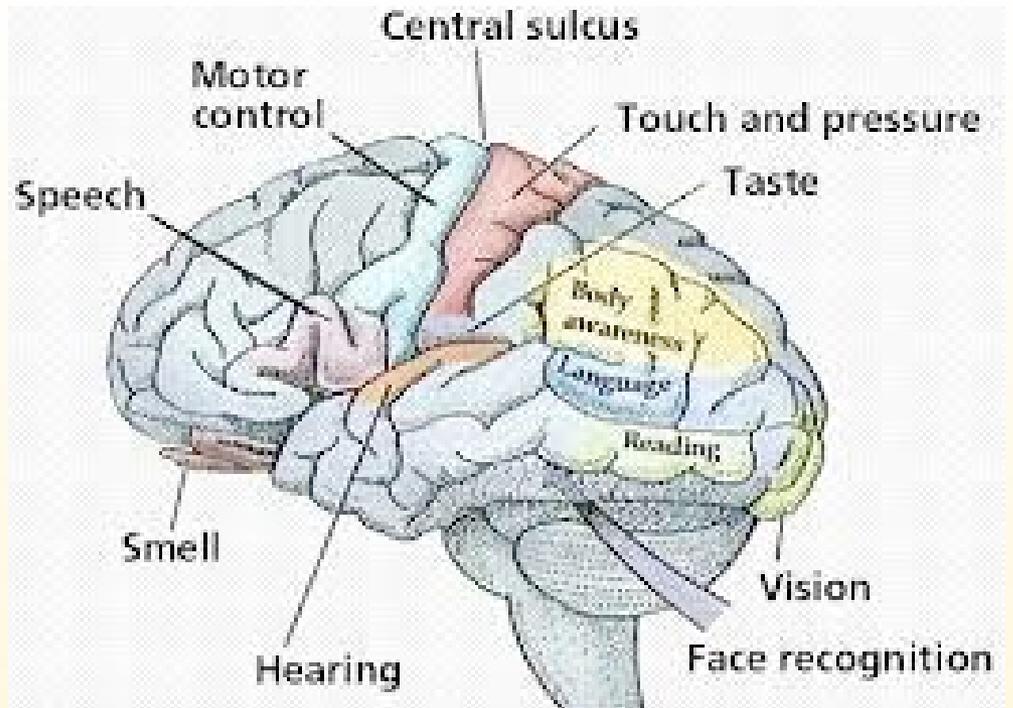
Students will learn and be successful when they are valued as a whole and when their needs are met.

Physical: When a child is not well or lacks nourishment they are not focused on learning. Special needs provided for.

Mentally: When children are worried or upset they lack the confidence and positive self-esteem necessary to challenge themselves such as problem solve. Lower affective filters of children learning L2.

Spiritually: When a child does not feel validated or connected to a higher source they do not feel anchored. They tend to blow around with the wind.

Emotional: Emotional well being is closely tied to a child's self- identity. When a child's identity is not acknowledged the foundation on which they stand is weakened. Encouraging Multi-cultural ties empowers students.



Holistic learning also means presenting and integrating lessons and experience in the various styles of learning and teaching language: i.e. SIOP, SEI, Blooms Taxonomy.....

Professionalism: **Great teachers never stop Learning**

Advocate for students, parents and community. Access and acquire funds from entities that support Indian Education, and bilingual education in your school district for materials needed for learning, student tutoring and parent education. Be a voice for your students and families in the community. Know and utilize policies and acts enacted that govern Indigenous languages & Bilingual Ed.

*When changes in policies are made for one minority group
it affects all other groups.*

- Bilingual Education Act
- Native American Language Act
- Tribal Sovereignty and Self Determination Act (Tribal Schools)
- Flores vs. The State of Arizona (1992)
- Lau v. Nichols (1974)
- Castañeda v. Pickard (1978)

I will be more proactive in educating the families of children who enter my kindergarten classroom so that they know the processes of language acquisition. I know many of them have questions in regards to the effectiveness of bilingual programs. I will continue to uphold and support policies and laws that give credence to Progress in bilingual education.

- Ilene Ryan



Po-71089.

Nída'asdzóigíí



Táa'go adeez'á éí lichíí' dóó

nítsxa.

