



El Noticiero

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NMABE

Gears

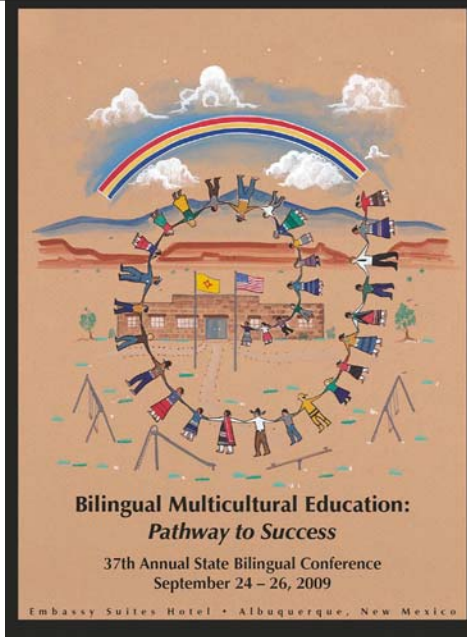
Up

for

the

Fall

**NMABE State Bilingual Education Conference
Embassy Suites Hotel, Albuquerque -- Sept. 24-26, 2009**



CONFERENCE ARTIST

- Mr. John King

Bilingual Multicultural Education: Pathway to Success

FEATURED SPEAKERS

- Dr. Jeff Zwiers

Dr. Zwiers teaches at Stanford University, works as a New Teacher Center mentor in urban schools, and has participated in international work promoting student engagement, critical thinking, language development and formative assessment. He has published books and articles on reading, thinking and academic language development. His most recent book, entitled Building Academic Language: Essential Practices for Content Classrooms(2008), focuses on Grades 5-12.

- Dr. Sheila Hyde

As Assistant Secretary for Quality Assurance and Systems Integration of the NMPED, Dr. Sheila Hyde organized the first-ever ELL summit, scheduled for June of 2009. She will speak about the systemic outcomes of this critical call to action for ELL students in the New Mexico public schools.

KEYNOTE SPEAKERS

- Dr. Barbara M. Medina

Dr. Barbara M. Medina is the Assistant Commissioner for Innovation and Transformation at the Colorado Department of Education (CDE). She oversees the Office of Language, Culture and Equity, the Office of Accreditation/Regional Services, the Office of On-Line Learning and the Office of School Choice. Serving as Chair of the Department of Teacher Education at Adams State College, she also coordinated high school second language programs for the Boulder Valley School District. A dynamic speaker, Dr. Medina's scholarly interests include research in the areas of language and literacy for diverse populations, cultural and linguistic diversity and second language acquisition.

- Regis Pecos

Mr. Pecos, born and raised at Cochiti Pueblo, has spent much of his professional life advancing the interests of American Indian citizens at the tribal, state and national levels. He served as the Executive Director of the NM Office of Indian Affairs for sixteen years, and was the first American Indian appointed as a member of the Board of Trustees for Princeton University in 1996. In 1999, he was named New Mexico's Distinguished Public Servant. Currently, Mr. Pecos is the Chief of Staff for Speaker of the House, Ben Lujan.

- James J. Lyons, ESQ

Mr. Lyons has been an advocate for minority students over a span of nearly forty years – as a staff member of the U.S. Commission on Civil Rights, as the Carter administration's point person to handle legislation affecting civil rights and equal opportunity, as Legislative and Policy Counsel to the National Association for Bilingual Education (NABE) from 1982 – 1998, and as its Executive Director from 1992 – 1998. Currently, he is the Washington Representative for the Alliance for Multilingual, Multicultural Education (AAME).

- Patricia Latham/Adrian Sandoval

Patricia and Adrian have over 44 years of combined experience across multiple areas within the field of Bilingual Education. Their technical assistance to the schools through the CESDP at New Mexico Highlands University has been invaluable. They will focus their presentation using the new ELD Standards to support the language proficiency levels of ELL students across all content areas.



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ANNOUNCEMENTS

NMPED Sponsors ELL Summit

The New Mexico Public Education Department, in partnership with the Office of Education and Accountability and the Center for the Education and Study of Diverse Populations, will be hosting the ELL Summit at the University of New Mexico on June 1 and 2. The Summit is designed to gather educational leaders with the goal of devel-

oping a state plan to close the English Language Learner achievement gap in New Mexico. Attendance is by invitation only. Leaders who are passionate about education reform will dedicate two intense days on action and decision making. Invitees are those who have influence and the ability to implement change.

Prueba Intensive Spanish Institutes

NMHU: June 21-28, Contact Drs. Jayni Flores (505-454-3146) & Loretta Salazar (505-454-3535).

NMSU: May 31- June 6, Contact Drs. Maria Mercado (575-646-1282) & Grace Martinez (575-646-2290)

UNM: June 8-26, Contact Dr. Rebecca Blum Martinez (505-277-0437)

ENMU: June 14-21, Contact Geni Flores (575-562-2765) or Dr. Vitelio Contreras (575-562-2419)

Summer Language Institute for Native American Language Teachers

UNM: June 1-7, Contact Dr. Penny Bird

Phone: (505) 277-0537

The American Recovery and Reinvestment Act: Recommendations for Addressing the Needs of English Language Learners

The Working Group on ELL Policy

The primary purpose of the American Recovery and Reinvestment Act (ARRA) is to stimulate economic recovery. But ARRA also provides an extraordinary opportunity to improve educational outcomes for children most in need. English language learners (ELLs) are a very large, rapidly growing and currently under-served population who stand to benefit greatly from the attention and resources provided by ARRA.

The challenges ELL students face are many. They are most likely to attend schools with the sparsest of resources, staffed by ill-prepared teachers who are overwhelmed by high concentrations of low-achieving students. Even in schools with access to Title I resources, the attention paid to ELL students may not be appropriately tailored to their unique needs in learning the English language and in gaining academic skills and subject matter knowledge.

The infusion of ARRA funds into states and school districts across the nation can help to improve this situation – if those funds are used wisely. This document offers

a set of recommendations that target specific opportunities for improving ELL outcomes through ARRA allocations to Title I, IDEA and special education, education technology, statewide data systems, improving teacher quality grants, early childhood education, the National Science Foundation and state stabilization grants.

The group of researchers making these recommendations has extensive experience in the education of ELL students and a substantial understanding of the research base on effective strategies for this population. The intended audience is the vast national network of administrators and professionals at the federal, state and local levels who will determine how the ARRA funds will be used. The purpose of these recommendations is to generate discussion and guide decision-making when the question is: "How can we use ARRA funds to better serve the English language learners in our program?"

To view the entire report, please visit: <http://www.stanford.edu/~hakuta/ARRA/> Some of the recommendations are reprinted below.

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El Noticiero

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PUBLICATION SCHEDULE

- No. 33:1 Fall, 2008: October**
(Conference Edition)
- No. 33:2 Winter, 2009: January**
(Board News, Bilingual Education Day, Call to Action)
- No. 33:3 Spring, 2009: April**
(Institutes Announcements)
- No. 33:4 Summer, 2009: July**
(Summer Activities)

Monthly Inserts/Wraps in Language Magazine

The View From Washington — April 2, 2009

By James J. Lyons, Esq.

Washington Representative

Alliance for Multilingual, Multicultural Education (AMME)

The wheels of government have never turned faster than since the swearing-in of Barack Obama as 44th President of the United States. Congress has approved and the President has signed legislation appropriating more than one trillion dollars to stabilize our financial system and to jump-start our economy. Education, together with health care and energy independence, are featured elements of the American Recovery and Reinvestment Act (AARA).

At the same time, advocates for bilingual learners have moved swiftly to establish a new national organization, the Alliance for Multilingual, Multicultural Education (AMME), to promote fundamental change in national language education policy and practice. AMME has already influenced the new administration's actions in this regard.

On January 20th, the day he was sworn in, I wrote to Education Secretary Arne Duncan requesting that the Obama administration file a brief in a case coming before the Supreme Court this month, *Horne v. Flores*. In *Flores*, Arizona argues that the No Child Left Behind Act (NCLB) supersedes and renders irrelevant and obsolete the Equal Educational Opportunities Act of 1974 (EEOA) which essentially codified the Supreme Court's decision *Lau v. Nichols* and provided parents with the right to sue in federal courts for its enforcement. Advocates for bilingual learners reinforced our request in emails to Secretary Duncan and key White House officials.

This week the Obama administration filed an *amicus* brief in *Flores* which argues persuasively for the continuing legal vitality of the EEOA. The administration's brief also counters the other arguments advanced by Arizona in support of their request to overturn the District and Appeals Courts decisions in favor of limited-English-proficient students.

Many opportunities lie ahead. In his first speech on education, President Obama emphasized that divisive debates over educational dogma and ideology must give way to fundamental educational reforms based on empirical evidence. This new policy perspective is especially auspicious for bilingual learners and advocates of multilingual, multicultural education.

Since the President's speech on education, Secretary Duncan has specified four requirements for the expenditure of stimulus funds. States must:

- Adopt internationally-benchmarked standards and assessments that better prepare students for college and careers.
- Build high-quality data systems that track a student's academic career, making it possible to tell which teachers, programs and schools are effective.
- Recruit more high-quality educators to staff under-performing schools as well as to teach subjects like math and science.
- Support effective strategies to turn around under-performing schools.

Each of these requirements holds promise for bilingual learners. AMME will promote raising U.S. language education standards to international levels — teaching all students at least two languages. Similarly, the required comprehensive, longitudinal data systems can dramatically improve the coherence and effectiveness of instruction for bilingual learners and accountability for their academic performance and educational attainment. The requirements regarding teacher recruitment and strategies to turn around underperforming schools can also work to the advantage of bilingual learners.

Turning the promise of change into concrete reality will require extraordinary effort on everyone's part. Educational improvement and reform is a national imperative and endeavor. As you work in the classroom to improve instruction, AMME will work in Washington to improve national policies and programs for bilingual learners. Together, we can bring about the changes that students deserve and the future requires.

Charter Schools Spanish Spelling Bee Competition

A Charter Schools Spanish Spelling bee was held on March 19, 2009 at Christine Duncan Community Charter School in Albuquerque. The participating schools were: Corrales International School, La Luz del Monte Charter School, Southwest Primary Learning Center and Christine Duncan Community Charter School. Mr. Jesús Moncada, Principal at Christine Duncan, coordinated the Charter School Spelling Bee. Mr. Fernando Martin from the Spanish Resource Center in Albuquerque was the pronouncer, Mrs. Ada Vaca, Sister Bernice Garcia and Mr. Emilio Guevara served as judges.

Congratulations are extended to Spanish Spelling Bee winners: Paola Peña-La Luz del Monte Charter School-First Place; Amelia Fogleman-Southwest Primary Learning Center-Second Place; and Roberto Savage-Christine Duncan Charter School-Third Place. Paola Peña went on to represent the Charter Schools at this year's NMABE State Spelling Bee Championship on April 18, 2009.

Why a Charter Schools Spanish Spelling Bee?

This year, a number of Charter Schools missed the opportunity

to participate in their district's Spanish Spelling Bee. At Christine Duncan Charter School, Principal Moncada felt something had to be done. "We had missed the Albuquerque Public Schools Cluster Spanish Spelling Bees and would not be able to participate in the District nor State Spanish Bee until the next school year. I needed to find a way to have our first-place winner compete," said Jesus. His English Spelling Bee winner had already participated in the district's cluster English bee. He contacted Mr. David Briseño, Executive Director of NMABE, as well as its Board of Directors. By coordinating a Spanish Spelling Bee for all Charter Schools that had missed their district's Spanish Spelling Bee, the Board felt that the first-place winner of this competition could then participate in the NMABE State Spanish Spelling Bee in April.

Mr. Moncada stated that it was a wonderful experience for him to coordinate this event. "It not only gave me the opportunity to meet other charter school colleagues, but also ensured that English and Spanish have equal status in my school."

Continued from page 2

Title I Help for Disadvantaged Students

\$10 billion for grants to help disadvantaged students in nearly every school district and more than half of all public schools to reach high academic standards. An additional \$3 billion for school improvement grants for school improvement activities in low-performing schools. Many opportunities exist within Title I to serve ELLs in a far more appropriate way than is presently done. Stimulus funds will be best invested if they are used to qualitatively change the ways in which curriculum, instruction, assessment, accountability and community relations address the needs of ELLs. Such changes must target both the English language proficiency and academic content needs of ELLs. Specific recommendations include activities to improve assessment and accountability, instructional materials, support and extended time, dropout prevention, native language support, and parental engagement. The report also highlights the urgent need to address instructional materials and support for ELLs in the secondary grades.

IDEA Special Education

\$12.2 billion for formula grants to increase the federal share of special education costs and to prevent these mandatory costs from forcing states to cut other areas of education. Students with disabilities who are also learners of English are less likely to receive language support services and more likely to be taught in segregated contexts. These problems are exacerbated by a shortage of appropriately qualified teachers. Specific recommendations would target ARRA funds to improve coordination between special education and language support services, to examine placement patterns for ELLs with disabilities, to provide appropriate teacher professional development and student services to educate and support ELLs in the least restrictive environment, and to improve data systems to enable better monitoring of student progress and needs.

State Fiscal Stabilization Fund

\$53.6 billion, including \$40.6 billion to local school districts using existing funding formulas. Decision-makers with flexibility in the use of funds made available by ARRA are urged to address the recruitment, certification and mentoring of teachers of ELLs in a comprehensive and systematic way. In addition, they should take this opportunity to develop adequate and appropriate data and assessment systems to track the long-term educational

prospects for ELLs.

Statewide Data Systems

\$250 million for competitive grants to states to design and develop data systems that analyze individual student data to find ways to improve student achievement, providing teachers and administrators with effective tools. Data systems that enable longitudinal tracking of student progress are important for all students, but especially for ELLs, whose designation status often varies by district and changes as they develop their English proficiency. Specific recommendations relevant to state data systems call for developing a common definition of an English-language learner, tracking ELLs after they have been redesignated as English proficient, and collecting data on ELL programming and other relevant background data.

Improving Teacher Quality Grants

\$300 million, including \$200 million for competitive grants to school districts and states to provide financial incentives for teachers and principals who raise student achievement and close the achievement gaps in high-need schools; and \$100 million for competitive grants to states to address teacher shortages and modernize the teaching workforce. Teachers who are not experienced or prepared to teach ELLs are placed disproportionately in schools and classrooms with large numbers of ELLs. ARRA funds can be used to rapidly expand professional development that explicitly addresses the needs of ELLs and to fund incentives and career ladders for prospective English as a Second Language and bilingual educa-

tion teachers.

ELL Working Group

- Diane August (Co-Convener), Center for Applied Linguistics
- Steve Barnett, National Institute for Early Education Research
- Donna Christian, Center for Applied Linguistics
- Michael Fix, Migration Policy Institute
- Ellen Frede, National Institute for Early Education Research
- David Francis, University of Houston
- Patricia Gándara, University of California, Los Angeles
- Eugene Garcia, Arizona State University
- Claude Goldenberg, Stanford University
- Kris Gutiérrez, University of California, Los Angeles
- Kenji Hakuta (Co-Convener), Stanford University
- Janette Klingner, University of Colorado
- Jennifer O'Day (Co-Convener), American Institutes for Research
- Charlene Rivera, The George Washington University Center for Equity & Excellence in Education

NMABE's 37th Annual State Bilingual Education Conference

Sept. 24-26, 2009

Embassy Suites Hotel, Albuquerque, NM

CALL FOR PRESENTATION

Deadline for submission is May 28, 2009

NMABE has posted its Call for Presentation on its web site. Visit this link to submit your presentation proposal on line! Go to: http://www.nmabe.net/nmabe_conference/downloads/presentations.html

For more information, contact David Briseño, NMABE Executive Director at 505-238-6812