



Bilingual Educators' Institute Attracts Many

The 100+ participant turnout at the NMABE October 27 Bilingual Educators' Institute revealed the high level of interest and need for information on data entry for the state's Accountability Data System (ADS). Adrian Sandoval of the Bilingual Multicultural Education Unit and Tom ... of the Accountability division at SDE gave an overview of ADS and ... reviewed and explained the data ... Having this data enables the ... to respond to requirements in the Child Left Behind Act and analyze ... as well as growth of ELL students in proficiency and academic achievement. There were many, many ... School personnel present – ... who enter data for ADS locally – ... not have the in-depth understanding of ELL students and the programs ... serve them as do those who direct ... bilingual education program. This ... on gave many the opportunity to build ... knowledge about these matters.



districts that have received this funding for two years will need to submit a comprehensive evaluation report containing a critical synthe-

achievement objectives of the application. For more information contact Phyllis ... 827-6578 or pmartinez@sde.state.nm.gov

Maribel Luengo of the Embassy of Spain in Denver, gave an overview of all the professional development programs and materials that are available to teachers throughout the state of New Mexico. These comprise the Visiting Teachers Program, courses, bilingual education workshops, and publications. The manual – *Materiales* – provides classroom activities geared to specific language levels and related to cultural traditions, interest and celebrations in the Spanish speaking world. For more information, see <http://dce.unm.edu/src1b>

Patricia Latham and Dr. Brenden ... of the Center for the Evaluation and Study of Diverse Populations (CESDP) described the mission, goals, services

analysis of the data on participating students and the major findings, including the percentage of students attaining the annual measurable

—INSTITUTE—Continued

Video Premier: Dual Language Schools in New Mexico

The Bilingual Education Multicultural Unit held a video premier: *Planting Seeds of Success Through Language*, highlighting the Dual Language program at Dolores Gonzales Elementary School in Albuquerque. The video is the result of three recent research studies conducted at pilot Dual Language Immersion programs.

The research studies focus on Dual Language programs at Dolores Gonzales Elementary and Longfellow Elementary in Albuquerque, La Mesa Elementary and La Union Elementary in Gadsden and MacArthur El-



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Spanish at *Instituto Cervantes*.

A new 10-week session begins on January 12 and runs through March 22, 2004. Sessions offered include Beginning-Advanced and special conversation, literature, and culture courses. The next session begins on March 9. For more detailed information on tuition, discounts and special fees, contact staff at the Instituto Cervantes, 724-4777 or see <http://www.instituto.cervantes.es>.

Study in Spain

A 2004 program to study at a Spanish university during the summer is out! You can receive a partial scholarship from the Embassy of Spain to study Spanish methodology, language and culture for three weeks in July. The Resource Center can also provide financial aid. Please go to: <http://www.ci.mec.es/usa/becas/> to see the opportunity and apply. For questions, you can contact Isabel Luengo, representative of the Ministry of Education of Spain, at isabel@usoe.k12.ut.us

Bilingual Education Day at the State Capitol

Join colleagues, students and parents at the State Capitol Rotunda for Bilingual Education Day on January 27, 2004. This annual activity of the New Mexico Association for Bilingual Education creates a forum for discussion of issues critical to successful bilingual education programs at the state and local levels. A collaborative event, it is co-sponsored with the New Mexico State Department of Education, Bilingual Education Unit, the Northern Consortium for Bilingual Education, the Southern Consortium of Bilingual Education, and Dual Language Education of New Mexico. School districts, parents, teachers, and administrators have the opportunity to showcase their programs and communicate directly with their legislators. School districts may display student work and program overviews. Noon activities feature student entertainment. For more information, contact Mary Jean Habermann López 867-6064, maryjeanhl@msn.com or David Briseño, NMABE Executive Director, dbrisen@clovis-schools.org

El Noticiero

El Noticiero is published quarterly by the New Mexico Association for Bilingual Education to provide information on current affairs concerning the education of language minority persons in New Mexico and the United States

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(Pre-conference issue)

No. 28:2, Winter, 2004: January
(Board News, Bilingual Education Day,
Call to Action)

28:3, Spring, 2004: April
(Post Conference Report)

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Native Nations, Native Voices: Festival of Readings in Native Languages by Native Writers

Over 500 Native Nations, each in its own language and culture

These are the Nations which were encountered by the first Europeans to enter North America. Yet now Native languages are under threat everywhere, due to Euro-American educational policies, economics, mass media, and the virtual omnipresence of English language media. Some languages are extinct—from Guale to Esalen, from Nootka to Timucuan. Others are only spoken by a handful of elderly individuals.

Yet throughout Native America, a small but growing body of writers is giving new life to Native languages, using their own languages to write about and confront the world they live in, the world of the Twenty-First Century. Often unknown outside their communities, such writers have much to say to all of us.

The Indian Pueblo Cultural Center of Albuquerque, New México will sponsor Native Nations, Native Voices—a festival to honor contemporary Native language writers.

To honor Native language authors, ten writers will be invited to participate in a one-day festival. Writers will read from

their works in their own languages; English translations will be made available to the audience at the option of each writer. A special effort will be made to include and honor high school and college authors in Native languages, for they are the future of Native languages. Selected writers will represent as broad a range of languages and styles as possible.

Goals of the festival

1. To honor Native language writers by providing a national forum for reading from their works
2. To encourage younger Native language speakers and writers by honoring them as well as more senior authors
3. To introduce non-Native America to the excitement and passion of contemporary Native language works and authors

Participants include

1. Greenland—Jokum Nielsen (Kalaallisut [Greenlandic])
2. Canada—Floyd Favel (Cree) and one Inuktitut (Inuit language) writer yet to be chosen, possibly Mitiarjuk



Nappaaluk

3. United States—Jim Northrup (Anishnaabe [Chippewa/Ojibwe]), Eveline Battiest Steele (Choctaw), Francisco (Navajo), Virgil Reece (Kawaikagamedzene [Laguna Pueblo])
4. Hawai'i—Kainani Kahaunaele, Kimura (Hawai'ian)
5. Saipan—Frances Sablan (Chamorro)
6. Guam—Peter Onedera (Chamorro)
7. México—Jesus Salinas Pedraza (Nyahnyu [Otomi]), Diego Méndez Guzmán (Tzeltal Maya); Ruperta Bautista Vazquez (Tzotzil Maya)
8. Peru—Martin Castillo (Quechua), Felix Julca (Quechua)
9. Brazil—Nanblá Grakan (Xokleng)

For more information, contact Gordon Bronitsky, PhD
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e-mail g.bronitsky@att.net

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projects being carried out. The Center was established in 1993 under the auspices of New Mexico Highlands University, to provide technical assistance, distribute research findings, offer resources, and promote quality in New Mexico's public schools. Their work is organized around five initiatives: Language and Culture, Rural Education, Teacher Quality, School Reform and Literacy Development. For more information please visit the center's website at www.cesdp.nmhu.edu.

Mostly, participants gathered together to identify personal needs for professional development.



Report on New Mexico Statewide English Language Proficiency Assessment

September 2003 marks the halfway point in the development of the *New Mexico English Language Proficiency Assessment*. This project was completed over a year ago in response to federal *Title III NCLB* requirements. A nine-state consortium, in conjunction with Measured Progress, was awarded a USDE Competitive Grant for Enhanced Assessment Instruments. The project goal is to develop a series of academically-oriented assessment tools for English language proficiency. These instruments will enable teachers to more effectively diagnose the levels of language proficiency of English Language Learners in their classrooms.

Since the initial creation of the Mountain West Consortium, various projects have been undertaken in order to complete the assessment instrument.

Some of these projects include the participation of 14 New Mexico teachers in Writing Workshops and in future pilot testing of the assessment instruments. An additional 14 New Mexico educators reviewed tests for bias and cultural sensitivity. Over 100 teachers and administrators from across the state, representing various student populations and cultural backgrounds, have taken an active role in the development of this statewide assessment instrument.

The next step in this process will be to review the *ELD Standards* that were created to provide the foundation document from which the assessment instrument will be derived. A statewide plan for testing and calibration study has been set for March 1-12 of 2004 and September 20 - October 1, 2004. Based on results from the testing and calibration study, final changes will be made, with the delivery date of the assessment instrument set for December of 2004. All school districts within the state of New Mexico will be required to implement the *New Mexico English Language Proficiency Assessment* in the spring of 2005.

Visiting Process for Technical Assistance and Program Monitoring

"We do not learn from experience. We learn from reflecting on our mistakes." – John Dewey

During School Year 2003-2004, the Bilingual and Multicultural Education Unit (BMEU) will visit selected school sites in order to review program quality and to provide technical assistance for Federal Title III state-funded programs. The purpose of the visits will be to evaluate the services provided to all students in New Mexico public schools.

The visiting process will be data-driven. Data from the Accountability Data System, program applications, and student academic performance reports will be analyzed to select visit sites. Districts or charter schools may be selected for visits in consecutive years, and districts/schools also have the option of *requesting* a visit for technical assistance.

The school will analyze the data and be responsible for conducting the assessment and follow-up. The data gathered will inform and assist schools to reflect on their strengths and weaknesses, in order to improve services to students (both English Language Learners and non-English Language Learners).

For more information about the Technical Assistance/Program Monitoring visits, please contact Dr. Gladys Herrera-Gurulú, Program Director, Bilingual and Multicultural Education Unit, New Mexico Public Education Department (Phone: 505-827-6666 or Email: gherrera@sde.state.nm.us).

Heritage Language Revitalization Planning Guide

A heritage language is one that is inherited from one's family, or country of origin. The student may speak the heritage language fluently as his/her first language because the family speaks the language at home, or he/she may know bare skeletal remnant of the language because of formally studying it. When one learns a language in this latter case, the learning process used is "language revitalization."

Maintaining New Mexico's heritage languages (Spanish, Native American languages and others) is an important priority for the preservation of our state's originality and diversity – its indigenous culture.

The New Mexico Task Force on Heritage Language Revitalization has completed a guide for promoting the learning of heritage languages, entitled: *Heritage Language Revitalization Planning Manual*. The 15-person Task Force, led by Dr. Araceli Maestas, Dr. Christine Sims, and Dr. Loretta Salazar, was organized by the Bilingual & Multicultural Education Unit of the New Mexico Public Education Department and funded by the U.S. Department of Education's Foreign Language Assistance Program. The guide is available free to districts and schools. To request a copy, contact Elizabeth Montano, Secretary, BMEU, Public Education Department, 300 Don Gaspar, Santa Fe, NM 87501-2786; phone: 505-827-6666; email: emontano@sde.state.nm.us.



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The event was co-sponsored by the New Mexico Association of Bilingual Education, Dual Language Education of New México and the Department of Language and Cultural Equity of the Albuquerque Public Schools. The studies and video were part of a three-year Foreign Language Assistance Education grant to the New México State Department of Education's (SDE) Bilingual Multicultural Education Unit.

"Nationwide, the Dual Language Immersion model is the most effective approach for developing language and academic skills in

David Rogers
an impressive line-up of researchers, practitioners and classroom teachers (the experts), presented on a rich variety of topics related to effective dual language education, model design, and implementation. Presentations touched upon curriculum “best practices”, and most effective dual language strategies were again highlight of the conference.

This year’s program was wonderfully enriched by three inspiring Keynote Speakers: Hamayan from the Illinois Source Center; Enid Lee from Enid Lee Consultant Associates; and May Escamilla from the University of Colorado, Boulder. Their presentations brilliantly illustrated the potential of dual language programs, as well as the responsibility of dual language teachers to develop and implement a curriculum that builds self-concept, multicultural appreciation, and cross-cultural competency in both the Native English Speaker and

English Language Learner in our classrooms.

Our *La Cosecha* celebration culminated with a fabulous Community Morning, where over 140 parents and community members joined in presentations and workshops at the beautiful Hyatt Regency Tamaya, this year’s conference site. Total attendance for this year’s conference was 1162 participants.



Keynote presentations and “essential” presentations were recorded, and video tapes are available for professional development activities at your school.

In addition, “Panza llena, corazón contento”, *La Cosecha*’s first student publication, whose illustrations were used in this year’s conference poster, are also available for use in the Spanish literacy component of your program.

For more information, visit our website at: www.duallanguagenm.org. ¡Seguimos con la *Cosecha*!

NABE

Savor NABE in February and enjoy the flavor of NMABE’s annual activities celebrating bilingualism and academic development for students. Enjoy the opportunity to “catch up” with colleagues and friends in NMABE family. Here’s a summary of the activities. Look for times and location in the conference program.

Pow Wow

Come and enjoy the dance! The Pow Wow share's the music, dance, and traditions of Native American tribes across the state. The Pow Wow will be held on Thursday, Feb 6th.

Native American Literary Festival

The third annual Native American Literary Festival will be held on Saturday, Feb 7th, during the NABE conference. The purpose of the festival is to showcase students’ language skills in culturally appropriate ways. Rules and categories are posted on www.nmabe.net

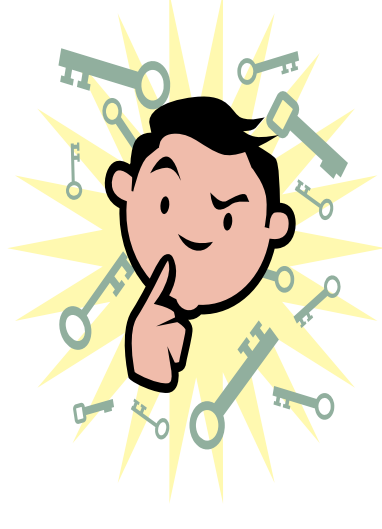
Spanish Spelling Bee

The NMABE annual Spanish Spelling Bee will be held on Saturday, Feb. 7, at 10:00 AM during the NABE conference. This event marks the culmination of study and application to literacy and spelling rules in the Spanish language. It also helps students and families realize the importance of maintaining and developing skills in Spanish. The district champion will compete; the alternate champions will compete only if the district champion is absent. The sequence of the word list will be determined by the Rules appear in the manual and follow the English rules, with the exception of the words which can be added after the word of the spelling of the word. For details visit www.nmabe.net

Reception and Dance

NMABE will host its annual Award Reception and dance on Friday night at the Convention Center. This is the event that recognizes those in the state who have

The Case of the Missing Tildes



When Walter Archuleta, PhD. started his job as Bilingual Education Coordinator for the Española School District he noticed something missing from the school buses.

That omission was the diacritical mark referred to in Spanish as the tilde ~. An example of course is the word Española. An e-mail was sent to the Superintendent to address this misspelling.

The tildes have since been ordered and are now beginning to appear on most of the school buses. This is one example of the district’s commitment to bilingual education.

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We are very excited to present this program! We hope it will inspire other schools and communities to use these findings for developing or enriching effective and research-based Dual Language programs in the state,” she said.

Of New Mexico’s 89 public school districts, 17 are implementing Dual Language Immersion programs. Those districts are: Alamogordo, Albuquerque, Bernalillo, Bloomfield, Central, Clovis, Deming, Gadsden, Las Cruces,

A New Mexico Tradition

by John de Aragón

Arrival of the Spanish colonists in Mexico in 1598 is commemorated for various reasons. It is generally acknowledged that these early settlers celebrated the Thanksgiving in what would be the continental United States. They also established continuous European settlement in Mexico with government buildings that were built over the centuries. Another significant contribution by the colonists, among many, was the birth to bilingual education in this territory.

Along with church and secular decrees, Catholic missionaries spread throughout the territory of New Mexico, founding schools and training centers to educate Native Americans in the arts, crafts, iron work and the Spanish language. Contrary to popular belief, the Spanish government encouraged and stimulated a literate society. As a result, within a relatively short period of time, Native Americans in New Mexico became the first truly bilingual segment of the population as they spoke in their native languages and were learning to speak, read and write in Spanish.

The first official contact with American settlers was with the arrival of Zebulon Pike in the territory of New Mexico in 1806. This introduced the English language into the territory upon the opening of the Santa Fe Trail in the 1820s, which spearheaded an American migration

into New Mexico with an interchange of foodstuffs and goods. Along with the commercial exchange of folk arts, perishables, non-perishables and furnishings was a steady and unabated impact of cultures and languages. Within the first two decades after the founding of the Trail, many Americans in the territory were speaking Spanish, many Hispanic New Mexicans were learning English, and some Native Americans were becoming trilingual.

One of the most highly significant contributions to what is recognized as bilingual education came through the hands of New Mexico's great folk hero priest, Padre Antonio José Martínez (1793-1867). Padre Martínez brought the printing press to New Mexico in 1835 and printed the first newspaper west of the Mississippi River called El Crespúsculo, (the Dawn). He also printed textbooks for use by his students in a coeducational school he founded in 1830. This was followed by printing countless journals, tracts, catechisms and other material for the reading enjoyment and education of the public. Padre Martínez introduced English into his curriculum as he counseled his students that bilingualism in Spanish and English was the direction to take for advancement into the future of New Mexico. As a bilingual education progenitor, Padre Don Antonio José Martínez provided the seeds

for which would become a major Spanish language movement in printing in New Mexico, with the addition of English as a second language. Literally dozens of Spanish language newspapers sprung up in New Mexico from the mid-nineteenth century to the 1940's, and several book publishing enterprises in Spanish also came into being. Spanish language literary societies were common and poetry was composed and written by ordinary citizens throughout the territory. The usage of English was stimulated throughout the area by Hispanic native bilingual, biliterate, bilingual society in New Mexico was ardently promoted by the students of Padre Martínez who were educated in a little school in Taos, New Mexico. What started as a seed germinated into a vibrant plant with strong roots that spread everywhere. The accomplishments of Padre Martínez were innumerable, but as a teacher and major pioneer in bilingual education, this legendary and heroic figure is unpassed. A fitting memorial for this great man would be a national Padre Martínez Award for achievement in bilingual education at the national level in the U.S.

Ray John de Aragón is the author of the best selling book "Padre Martinez and Bilingual Education" released in 1978. He is a former coordinator and director of bilingual education and is currently an Art Coordinator

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A YOUNG LATINO/A LEADER



The Congressional Hispanic Caucus Institute (CHCI) was established in 1978 by members of the Congressional Hispanic Caucus as a non-profit, non-partisan educational organization dedicated to developing the next generation of Latino leaders. CHCI's educational services are designed to provide no students with the tools and resources they need to succeed in attaining a higher education. Its leadership development programs seek to help participants search for, understand, their identity as professional-Latinos, and leaders. By bringing together educated individuals who share a commitment to serve their communities, CHCI endeavors to make its vision of an educated and civic-minded Latino community a reality.

CHCI's *Young Leaders of Today* series exists to recognize the outstanding work that no youth are doing in their local communities. Too often we hear on the television, in the newspapers, or over the radio that no youth are dropping out of school, are getting involved in gangs, or getting pregnant. While CHCI recognizes the challenges that face our community today, it also recognizes the need to acknowledge and reward the wonderful and promising work that no youth are doing all across this country. Please take the time to review the

following information and nominate a young individual who you think is doing a great job serving his or her local community.

Eligibility Requirements

- Nominee must be between the ages of 13 and 18
- He or she must be engaged in or have a history of public service activities (i.e. tutoring, volunteering at a homeless shelter, mentoring, working to clean up the neighborhood parks, etc.).

Deadline

Year-round. CHCI will highlight a new young leader every month.

Winners

Will be highlighted on CHCI's web site and receive a **\$50 gift certificate** to their local video/music store or movie theatre. Nominators whose candidate gets selected to be a *Young Leader of Today* will also receive a special gift.

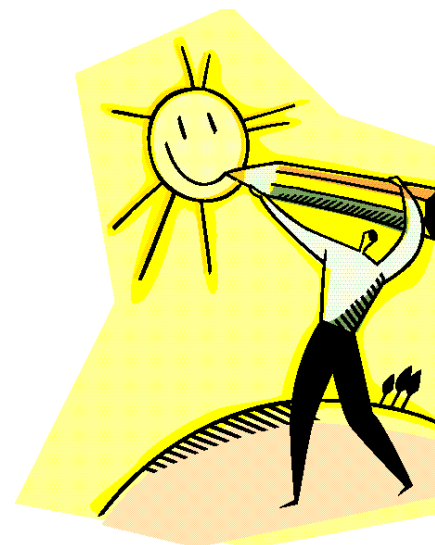
If you would like to nominate a young leader, please send us a 250 word essay (1 page) on why your candidate deserves to be selected as one of CHCI's *Young Leaders of*

Today. Be sure to note the age and heritage of the young leader you are nominating. Please include your name, telephone number, and email address.

Send essay to:

Congressional Hispanic Caucus Institute
ATTN: Nominate a Leader
911 2nd Street NE
Washington, DC 20002

For more information, contact Gándara-Briones, CHCI Outreach Manager at rgandara@chci.org or 1 (800) 878-1234 DC.



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“El que habla dos lenguas vale por dos.”

NMABE MEMBERSHIP APPLICATION

Registration for the NABE 2004 conference includes NMABE membership for one year (from NMABE state conference date to next state conference date). If you did not attend the conference then you must complete and submit this application form to remain on the NMABE mailing list. Regardless of when submitted, NMABE membership terminates with the subsequent NMABE Conference. See Bylaws for details: <http://www.nmabe.net>

Application for: New Membership Renewal Membership
Membership valid for one year from receipt of application

Please check type of membership: Active \$10.00 Associate \$5.00 Institutional \$100.00

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