

New Mexico Association for Bilingual Education

Creando Un Arco Iris Creating a Rainbow
Nááts'íílid Áshłééh



El Noticiero

www.nmabe.net

Volume 26 Number 3 Spring 2002

A commitment to students

The New Mexico Association for Bilingual Education believes that having another language and culture are resources for learning and achievement. Well designed, well implemented programs help students succeed by:

1. Promoting pride in students' home languages and cultures.
2. Assessing student proficiency and achievement on an ongoing basis
3. Providing teachers with high quality instructional materials and ongoing professional development leading towards bilingual or TESOL endorsement and for their own professional advancement.
5. Providing curricular options that advance literacy and conceptual growth in more than one language.

Contents

NMABE CONFERENCE HIGHLIGHTS Page 2

Traits of Effective Spanish Writing Assessment and Instruction Institute Page 4

Poster Contest Page 4

NEWS IN THE NATION

Page 4

The Freedom Timeline Page 5

Mora County Girl Wins Spanish Spelling Bee Page 7

Page 7

The Department of Education's New "No Child Left Behind"

Website Page 8

Reform of Education Policies for English Learners: Research Evidence from U.S. Schools, Thomas & Collier Page 9

Navajo Knowledge Bowl Page 10

La Cosecha 2002 Page 12

Appropriate High Quality Curriculum for New Mexico's Students Page 14

Conference Promotes Multicultural Education Page 17

Legislative News Page 18

NMABE LOGO CONTEST Page 18

Summer Institutes Page 19

NABE Elections Page 21

NMABE 2003 Page 22

Diné Bizaad Page 23

NMABE CONFERENCE HIGHLIGHTS

NMABE Hosts 31st Anniversary Awards Banquet

Every year at the annual conference, the New Mexico Association for Bilingual Education recognizes educators who have made a significant contribution to bilingual education programs in our schools. The role they each play helps distinguish an average program from one of quality—one that optimizes students' opportunities for success in learning, in language development, and in participating in the diverse cultures of New Mexico.

The Educational Assistant of the Year Award is given in recognition of a community member who is dedicated to helping students in the classroom. The educational assistant plays a crucial role in classrooms where the teacher does not speak the students' language(s) and/or is unfamiliar with the students' culture.† In these cases, the educational assistant is the life raft for students who are adrift in a world of unknown concepts in a language they do not fully comprehend.† Working with the teacher, the assistant also helps personalize the learning and lower the teacher-pupil ratio, thereby optimizing a more individualized, focused approach in the classroom.

Rachel Fimbres of the Las Cruces Public Schools takes the award

this year. Rachel was born in Deming, New Mexico, but grew up in Palomas, Chihuahua, Mexico. School seemed very hard for her because she could not understand English. As a result, Rachel truly empathizes with her students. The principal of Picacho Middle School described Rachel as exemplary in establishing positive rapport with students, parents, and staff, going beyond the call of duty when it comes to meeting student needs, and rising to any educational occasion when assistance is needed in helping students meet their educational potential. Ms. Fimbres is currently attending the university and hopes to receive teacher certification in two and one-half years.

The Henry Pascual Teaching Excellence Award was created upon the retirement of Henry Pascual, former director of bilingual education at the New

Mexico State Department of Education.† For those who knew Henry, his untiring energy, the magnitude of his knowledge, and†his commitment to quality work in bilingual education inspired many.† His visits to school districts always centered on the classroom.† Henry believed a well-prepared teacher that offered quality instruction in English and/or the other language was *the* core ingredient for success in learning. This award recognizes teachers whose dedication and practice resembles the spirit that Henry impressed upon many professionals in the state

Elizabeth Ann Ka-hee was recognized for the extraordinary work she is doing as the Keres Language Revitalization Teacher at Cochiti Elementary School of the Bernalillo Public Schools. Elizabeth Ann, a native of Cochiti Pueblo, comes from a very

El Noticiero

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

<http://www.nmabe.net/>

Editor:

Roy E. Howard
Bilingual Education
2055 State Road 602
Gallup Graduate Studies Center
Western New Mexico
University
Gallup, NM 87301
(505) 722 3389
fax: (505)722 3195
rhoward@wnmu.org

Assistant Editor for News and Reports:

Mary Jean
Habermann-
López
Maryjeanh@aol.com
<http://www.cantos.org/hle>
Photography by
Roy E. Howard

ADVERTISING RATES:

Contact

Mary Jean López, Associate Director,
The New Mexico Association for
Bilingual Education, P.O. Box 6468,
Albuquerque, NM 87107
(505) 342-9898
nmabe1@yahoo.com

PUBLICATION SCHEDULE:

No. 26:1 Fall, 2001: October 25
No. 26:2 Winter, 2002: February 1
(Bilingual Day report)
No. 26:3, Spring, 2002: April
(Post conference report)
No. 27:1, Summer, 2002: August
(Pre-conference issue)
No. 27:2, Fall, 2002: November
(Board News, Bilingual Day, Call to
Action)

Full Page \$150
1/2 Page \$100
1/4 Page \$75
Business Card \$35

27:3 Winter, 2003: January
(Preconference Update)
No. 27:4 Spring, 2003: April
(Post Conference Report)

traditional upbringing and has been a student of language, tradition, customs, and culture. Her elders have been her primary teachers. Andrew Quintana, Governor for the Pueblo of Cochiti, described Ms. Ka-hee as an extraordinarily gifted and talented teacher, whose contributions have resulted in national and international recognition of the success of the Cochiti Keres program. She teaches Keres, a non-written language, through the unique and rich traditions, history, and culture. She is also the Keres language teacher for preschool children from the village during the summer. This work is vital if the language and therefore the culture are to survive.

The Bilingual Administrator of the Year Award is a relatively new award in NMABE's repertoire, but a crucial one.† Quality programs can flourish when the local administrator gives fiscal and educational support, leadership, and the authority necessary for success. The bilingual administrator must believe in his/her staff, understand theory, purposes and instructional models for English language learners (ELL's), support staff development, and facilitate program development. † Many readers surely recognize what happens when neither the local, district, nor state administrator neither understands nor supports appropriate instructional models for ELL's.

This year's award goes to David Rogers of Albuquerque, New Mexico. David is the father of two daughters, Nika Jade who is

nine years old and Amnesty Estelle who is thirteen years old. Both have attended the Two-Way Dual Language Immersion Program at Dolores Gonzales Elementary School in Albuquerque. David received an Ed.S. in Educational Administration from UNM in 1999, and an M.A. in Bilingual/Bicultural Education from Teachers College of Columbia University in New York City in 1992. He has served as a teacher and also the Two-Way Dual Language Program Coordinator at Dolores Gonzales Elementary School in Albuquerque; a Bilingual Special Education Teacher in District #7, Bronx, New York; and Education Program Coordinator for the United States Peace Corps in Asunción, Paraguay.

Presently David is the Principal at Adobe Acres Elementary in the South Valley of Albuquerque. He also serves as Executive Director of Dual Language Education of New Mexico, an educational non-profit organization that supports the proper design and implementation of dual language programs. He is a Co-Organizer for the *La Cosecha* Conferences, and was recently appointed to serve on the New Mexico State Bilingual Education Advisory Committee of the New Mexico State Department of Education (SDE).

The Native American Award was created to honor a member of the Indian community who has made a difference in bilingual education programs for Native American children in the public schools, as well as in BIA and boarding

schools. There is a tremendous challenge to create appropriate programs of bilingual instruction for Native American children because of the severe lack of certified teachers as well as instructional materials in the language. For non-written languages such as those spoken by the Pueblo peoples, the challenge becomes even more complex. This award recognizes those whose efforts stand out in improving educational opportunities for Native Americans.

Christine Sims of Acoma Pueblo received this award for 2001-2002. Shortly after being recognized at the NMABE awards ceremony, the National Association for Bilingual Education (NABE) gave Chris its President's Award at the national conference held in Philadelphia. Since 1981, Christine has served as one of the founding members and Chair of the Board of Directors for the Linguistic Institute for Native Americans (LINA), a New Mexico-based non-profit organization serving Native American tribes and language programs. LINA was originally organized as a training institute to address the need for preparing American Indian teachers in Native American bilingual education. As part of her work with LINA during the mid-1990s, Christine conducted a descriptive research study of Native community efforts to preserve Native languages. She conducted the study on behalf of the National Indian Policy Center at George Washington University. Christine's past professional experience has also included

Traits of Effective Spanish Writing Assessment and Instruction Institute

The Northwest Regional Educational Laboratory (NWREL) announces its upcoming training institute for bilingual, ESL, Spanish and other professionals, and para-professionals, working with Spanish-speaking populations or teaching via the medium of Spanish. Please visit the website at www.nwrel.org/assessment Go to: the Spanish link for more information. For your convenience a copy of the flyer and registration form is attached. Space is limited and the deadline for registration is May 10, 2002.

Educators attending this two-day workshop will learn to:

- * Qualify writing by using clearly defined performance traits using the analytical model of Spanish writing assessment for grades K-12

- * Accurately and reliably assess writing using the Spanish Trait model

- * Utilize a common language and vision for discussing quality Spanish writing

- * Understand how work on Spanish writing can improve student learning in English and other academic content areas

May 23 - 24 Beautiful Oregon Coast: Seaside, OR

Where: Bestwestern Oceanview Resort [http://](http://www.oceanviewresort.com)

www.oceanviewresort.com
Hotel Phone: 800-234-8439

Registration: Cece Jackson
<<mailto:jacksonc@nwrel.org>>

Presentation By:

Will A. Flores

Bilingual Assessment Associate
Northwest Regional Educational Lab

Poster Contest

The New Mexico Association for Bilingual Education has set the dates of March 19-22 as the dates for the 2003 NMABE State Bilingual Conference. The theme for this year's conference is, "Multilingualism For All Leaves No Child Behind". We are now in the process of finding an artist who will serve as the designer of the 2003 conference poster. If you are interested in assisting us with this endeavor, please submit the following information to us by July 15:

A Rough Draft of the Poster Design

Your License Fee

Cost of Printing the Poster (1100 copies)

Your Availability for the Conference

Any Other Special Terms

While the design should fit the theme, we are interested in any all ideas.

You can submit this information via e-mail to:

dbrisenoc@cms.k12.nm.us or you can mail the information to:

NMABE

Attn: David Briseno

P. O. Box 6468

Albuquerque, NM 87101

Our goal is to have the poster design selected by August 1 so that we can begin to use it in our advertising and on the web site.

Please feel free to call me at 505-769-4328 should you have any questions

NEWS IN THE NATION

President Bush Requests \$56.6 Billion for the Department of Education

President George W. Bush submitted his fiscal year 2003 budget to Congress on February 4, 2002. Of the \$56.5 billion requested for the Department of Education, \$665 million would go to fund Title III programs.

Detailed information on the budget and state tables showing how funds will be distributed under State formula-allocations and selected student aid programs are available at: <http://www.ed.gov/offices/OUS/Budget03/index.html>.

Reading First Grant Program

The Department of Education has announced that on or about April 1, 2002, application packages will be published in the Federal Register and sent to all States. The deadline to submit an application is May 29, 2002.

For more information, contact your local State education agency.

"The Freedom Timeline,"

is a White House website that offers 5 stories, a quiz, & a teacher's guide. The Timeline is designed to help children learn about liberty, democracy, & freedom.

The White House has announced other efforts for children, families, & schools in the wake of the September 11 terrorist attacks. They are described below. Links to them are available at the "Helping Children Understand the Terrorist Attacks" website: <http://www.ed.gov/inits/september11/index.html>

The Freedom Timeline-

This Timeline spans 1777 to 1948 & includes stories about a Quaker woman who, in 1777, learned of a sneak attack at Valley Forge & warned General Washington's troops; how Harriet Tubman liberated 300 slaves through the Underground Railroad; France's gift to the U.S. -- the Statue of Liberty; how the March of Dimes contributed to a cure for polio & liberated Americans from the fear of this disease; & U.S. efforts to provide humanitarian aid to the people of war-torn Berlin in 1948 by dropping food from airplanes. The Timeline was added to the White House website for kids during Veterans Awareness Week (November 12-16, 2001) in hopes of extending opportunities to learn about liberty, democracy, & freedom throughout the year. <http://www.ed.gov/PressReleases/11-2001/11152001a.html>

Friendship Through Education

Today Secretary Paige reported that the response to President Bush's call for schools & students to take part in the new "Friendship through Education" initiative to promote communication between U.S. students & students in predominantly Muslim countries has been strong & growing since it was announced on October 25. The initiative is led by a consortium that is expanding links between U.S. students & students in countries with Muslim populations. The initiative website has received more than half a million hits, & an estimated 350 schools in the U.S. are establishing relationships with schools throughout the world. The Secretary also encouraged schools throughout America to help celebrate International Education Week by doing their part to connect with children from predominantly Muslim nations. "One of the best ways to combat terror," he said in a press release, "is to build strong & lasting relationships between American children & those from other countries & cultures, & Friendship through Education helps us do that. ... I'm delighted that so many schools here in the United States & abroad have responded to the president's call, & I encourage every school to get involved in this important & rewarding project." <http://www.ed.gov/PressReleases/11-2001/11162001.html>

America's Fund for Afghan Children -

On October 12 at a March of Dimes conference, President Bush asked every child in America to send a dollar to a relief effort for the children of Afghanistan (see address below). Life for children of Afghanistan is hard. The President noted that 1 in 4 Afghan children dies before the age of 5; 1 in 3 is an orphan; nearly half suffer from chronic malnutrition; & millions face the threat of starvation.

(America's Fund for Afghan Children, c/o The White House, 1600
 Pennsylvania Avenue, Washington, DC 20509-1600)
<http://www.whitehouse.gov/afac/>

Lessons of Liberty

On October 30, President Bush, Secretary of Education Rod Paige, & Secretary of Veterans Affairs Anthony Principi kicked off "Lessons of Liberty," an initiative that encourages schools to invite veterans into classrooms. The idea is that by sharing their experiences with students, veterans can help students reflect upon the importance of the ideals of liberty, democracy, & freedom that America's veterans have defended for over 2 centuries. <http://www.ed.gov/PressReleases/10-2001/10302001.html>

positions as a bilingual curriculum specialist and program director, as well as consultant to a number of Native American Title VII bilingual programs. She has served as a long-standing member of the State Bilingual Advisory Committee and also was a regional coordinator for the New Mexico Office of the National Indian Bilingual Center during the mid-1980s when the program was based at Arizona State University. In 1999, Christine was selected to fill a dual position as an instructor at the University of New Mexico in two departments: the Department of Linguistics and the Department of Language, Literacy, and Sociocultural Studies in the College of Education. Christine is completing her dissertation work through the University of California at Berkeley, focusing on issues of heritage language maintenance and revitalization among Native American tribes. She holds a Bachelor's degree in Secondary Education from the University of Albuquerque and a Master's Degree in Education from New Mexico State University. Christine is a tribal member of Acoma Pueblo and resides with her husband and children on the Acoma Pueblo Indian reservation in northwestern New Mexico.

The Matías I. Chacón Award was named after the late state Senator and created to recognize an individual who has made significant contributions to bilingual education at the state level. Senator Matías Chacón, from the Española area, introduced the present Bilingual Multicultural Education Act

approximately 29 years ago. He was interested in quality in the public schools and most concerned about the Spanish-speaking population, not only in the northern part of New Mexico, but in the entire state. He had studied previous bilingual legislation and realized that without funding, the aspirations of the population—the parents and students in the schools—to implement a good program could not come about.† Senator Chacón introduced legislation for bilingual education with sufficient funding for all students; not just those with limited ability in English. His actions instituted the idea of bilingual multicultural education in all corners of the state; they nurtured the idea that it was sound to use the home language as a medium of instruction and include the cultures in the curriculum; they brought about a resurgence of pride in the languages of the state, and a means by which the state's institutions, its schools, could preserve and develop its original languages, and thereby, its cultures.

Dr. Julia Rosa López Emslie, a professor of bilingual education at Eastern New Mexico University, was named to receive this prestigious award this year. Early in her professional career, Dr. Emslie worked at the New Mexico State Department of Education's (SDE) Title VII Bilingual Education Unit. As a bilingual specialist, she observed instruction in Title VII programs across the state and provided many workshops for teachers. In this capacity, she published two documents, Hispanic Cultural Highlights and Introduction to the

Art of Mexico/Introducción al arte de México, which were disseminated statewide. Prior to her work at the SDE, Dr. Emslie was a curriculum writer for the Spanish Curricula Development Center (SCDC) in Dade County, Florida.

As a long-standing member of the SDE's State Bilingual Advisory Committee, Dr. Emslie has contributed to decisions about state wide assessment practices, teacher preparation programs, criteria for ESL and Bilingual Endorsements, and many other matters. As co-chair of the committee, she has testified before the State Board of Education and the Legislative Education Study Committee as these entities studied funding and program issues. Dr. Emslie has served on the Professional Standards Committee of the State Department of Education for the past seven years and was its Chair for the last two years. She was instrumental in helping the Licensure Review Committee create a process to judge teacher competence using a video presentation of a teacher's lesson. For the last three years, Julia has been a key researcher in the State Department of Education's longitudinal study of the five pilot two-way dual language programs initiated in 1999 in New Mexico. She is videotaping instruction and identifying effective instructional practices in these programs that tie to academic achievement outcomes.

The Joseph M. Montoya Award, named in recognition of the late state and national Senator Joseph M. Montoya, was created

to recognize significant contributions to bilingual education at the national level.† In 1941, as a young Senator to the New Mexico Legislature, Senator Joseph Montoya introduced the first piece of legislation to preserve the Spanish language in New Mexico's public schools in 1941.† Senate Bill 3 required that Spanish be taught in all public schools in grades 5-8 where there were 3 or more teachers and/or 90 or more pupils. His respect for New Mexico's languages and cultures were central to his efforts nationally to develop the National Bilingual Education Act in 1968. He was the most influential person responsible for the creation and passage of this new law. The birth of the idea came about at the 1966 Tucson Symposium for Teachers of English for Speakers of Other Languages when Senator Montoya saw the film of the early results of the Pecos Bilingual Education Project, one of the first bilingual education programs in the USA, initiated in 1963 and funded by the Ford Foundation through a grant to the SDE. Senator Montoya went on to call on New Mexico's leaders in bilingual education in 1973, inviting them to testify before Congress in the first reauthorization of national Bilingual Education Act.

Dr. Paul Martínez is the winner of this award. Dr. Martínez has been an active advocate for Bilingual Education for over 25 years at local, state, and national levels. At present, Paul is the Director of the Southwest Comprehensive Center and Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University. This center

provides comprehensive training and technical assistance to the state education agencies of New Mexico, Colorado, Arizona, Utah, and Nevada. Prior to this, he was the Director for Evaluation Assistance Center (EAC) - West at New Mexico Highlands University, one of two centers nationwide funded through the U.S. Department of Education that provided evaluation assistance to Title VII programs in 24 states. As the Director of Bilingual Programs in Peñasco and Jemez Mountain School Districts and as the Bilingual/Bicultural Director for teacher training at the Metropolitan College of Denver in Denver, Colorado, Paul is well versed in instruction. He has also served as president of various national and state professional organizations including the National Association of Bilingual Education (NABE), the Northern Consortium for Bilingual Education, the Colorado Association for Bilingual Education and NMABE.

Dr. Martínez has been a regular presenter at the national office for bilingual education in Washington, DC on topics such as program management, fiscal accountability, and program evaluation. In spite of his busy schedule, he has time to teach courses in bilingual education at New Mexico Highlands University. A native New Mexican, Dr. Martínez is sought out by many to provide guidance and expertise. He has received many accolades through the years which are richly deserved. He has the vision, expertise and unfailing stamina to overcome the many

obstacles present in the field of Bilingual Education.

NMABE CONFERENCE HIGHLIGHTS

Mora County Girl Wins Spanish Spelling Bee

By Julie Ann Stephens

Monday, February 25, 2002

The Albuquerque Journal

The Associated Press

Even the judges of the state Spanish Spelling Bee were not quite sure what the winning word meant. They all agreed — finally — that a sixth-grader from Mora County correctly spelled *aguamanil*, a seldom-used word that means washbasin in English.

†††

Felicia Alexander, 12, defeated 36 district spelling champions from elementary and middle schools across the state in an event that is the only one of its kind in the nation.

†††

Bee organizer Elsy Suttmiller says the contest — the final event in the New Mexico Association for Bilingual Education conference — should remind Spanish-speaking families of a new era in dual-language instruction.

†††

“It tells parents that it is OK to celebrate their culture,” Suttmiller said at the conference.

But not all the contestants — nor all students involved in bilingual education programs — come from Spanish-speaking families. Micah Turner, a fourth-grader who won fifth place in the bee, attends school at Los Niños Elementary school in Las Vegas. Turner's class is part of a dual-language immersion program, where students are taught in both Spanish and English.

Traits of Effective Spanish Writing Assessment and Instruction Institute

November 14-15, 2002 Santa Fe, New Mexico

Where: Hilton of Santa Fe

Hotel Phone: 800-336-3676 In addition to the institute, we offer onsite training to schools and educational institutions. Call for details!

Workshops: We also come to you! Workshops are our most popular form of trainings. We come to your school district and share techniques, strategies and a bushel full of ideas with your staff. You can choose from a wide host of workshop topics or mix and match to fit your own training needs! Contact:

mailto:jacksonc@nwrel.org or mailto:floresw@nwrel.org now to set a date.

About the Institute:

The Traits of Effective Spanish Writing: Assessment and Instruction Santa Fe, NM November 14-15, 2002 You are cordially invited to attend this lively, hands-on, training institute. Presented by Will Flores, Bilingual Assessment and Curriculum developer for NWREL . Will is an experienced bilingual classroom teacher and, as an "insider" in Spanish-speaking communities, he clearly understands and appreciates what it means to be biliterate in the changing multilingual and multicultural world of the 21st century. This training institute provides an excellent opportunity to learn the traits in Spanish. It is quite helpful to value the differences between writing in Spanish and English. The traits are very effective because, although related and connected to the English 6 +1(tm) Writing Traits, they are not a translation. Rather, they are research-based and developed from authentic student Spanish writing. The session's main content will be conducted in Spanish.

Educators attending this two-day workshop will learn to:

*Qualify writing by using clearly defined performance traits using the analytical model of Spanish writing assessment for grades K-12

*Accurately and reliably assess writing using the Spanish Trait model

*Utilize a common language and vision for discussing quality Spanish writing

*Understand how work on Spanish writing can improve student learning in English and other academic content areas

Registration: mailto:jacksonc@nwrel.org website: <http://www.nwrel.org/assessment> Spanish Writing Assessment and Instruction

Other training opportunities coming up:

May 23 - 24 --The Traits of Effective Spanish Writing Institute (Intro) Seaside, OR

Aug. 1 - 2nd --The Traits of Effective Spanish Writing Institute (Intro) Long Beach, CA

Find out more at: <http://www.nwrel.org/assessment> Spanish Writing Assessment and Instruction

Or contact: Will Flores or Cecelia Jackson at NWREL Telephone 800-547-6339.

Student Data Poster (Grades 2-5)

By Beth Antunez

This unit has been developed for use in conjunction with the National Clearinghouse poster entitled "The Growing Number of Limited English Proficient Students." It contains interactive and engaging curriculum standards. Additionally, the lessons in this unit convey information to you and your students about our multicultural and multilingual nation.

The lessons included in this unit have been designed so that they can be completed as a sequential unit that ties themes of immigration, multiculturalism, and U.S. and world geography together with critical language arts and math standards appropriate for your grade level.

To download a copy, visit:

<http://www.ncbe.gwu.edu/new/whatsnew.htm>

For more information on the data used in the poster, visit the section of the National Clearinghouse

website containing this data: <http://www.ncbe.gwu.edu/states/stateposter.pdf>

The Department of Education's New "No Child Left Behind" Website

The Department of Education has launched a new "No Child Left Behind" website, which includes answers to frequently asked questions about the new education law. You can also subscribe to the new "No Child Left Behind" online newsletter.

Visit the site at: <http://www.nochildleftbehind.gov/>

New Director at OELA

Dr. Maria Hernandez Ferrier has been appointed by U.S. Secretary of Education Dr. Rod Page to serve as Director of the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students, OELA (formerly the Office of Bilingual Education and Minority Languages Affairs, OBEMLA). Dr. Ferrier was OBEMLA director for several months in 1992-93. Since then, she served as Execu-

tive Director of City Year San Antonio, helping bring together young people from diverse backgrounds – dropouts to college graduates – in service to San Antonio. Dr. Ferrier is a recipient of numerous honors and awards – most noteworthy, the Hispanic Heritage Month Education Award in 1995 and the San Antonio Woman's Hall of Fame in 1998. Dr. Ferrier will serve as the principal advisor to the Secretary of Education on all matters affecting English acquisition, language enhancement and academic achievement for limited English

proficient students under the “No Child Left Behind” Act.

The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (formerly NCBE) is funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) Visit The National Clearinghouse on the Web at: <http://www.ncbe.gwu.edu>

†††

Unlike the English spelling bee, where winners get to move on to compete in a national bee, this is last stop for Alexander. ††† “Right now, we are the only state that has a Spanish language spelling bee,” Suttmiller said. Suttmiller has attended the national bilingual education conference to recruit other states to join the contest but has so far had no luck. One reason New Mexico is alone in holding a Spanish bee, says Suttmiller, is that it is the only state that provides bilingual classes from kindergarten to 12th grade.

†††

Of the state's 89 districts, 66 participate in some form of bilingual education, according to the state Department of Education Bilingual and Multicultural Unit director Gladys Herrera-Gurulé. Bilingual education does not focus solely on Spanish and English. Navajo and Pueblo Indian programs have been in place for several years and this school year, for the first time, Laguna-Acoma High School is offering an academic course in the Acoma Keres language.

†††

At the spelling bee on Saturday afternoon at the Albuquerque Convention Center, emotions ran high as the judges paused several times to evaluate the fairness of words chosen and to review audio tapes of contestants.

†††

In the end, Alexander and Mariel Gutiérrez, of Artesia, were the final two, for the second time. After whittling the contestants to two, the judges decided to reinstate three other finalists after they realized the words they misspelled were not on the study list.

†††

Other competitors had fallen to words like *perspicaz*, which means keen-sighted. It knocked out fourth-place finisher Claudia Granados, of Hatch. *Penitenciaría*, which means penitentiary, was misspelled by third-place winner Julio Aguero of Gadsden. Micah Turner lost by putting an accent in the word *marcupial*.

NMABE CONFERENCE HIGHLIGHTS:

Reform of Education Policies for English Learners: Research Evidence from U.S. Schools
By Wayne P. Thomas & Virginia P. Collier

(Editor's Note: Drs. Thomas and Collier were featured during the NMABE conference. These distinguished researchers have given NMABE permission to reprint their most recent findings in this edition of *El Noticiero*.)

Navajo Knowledge

Bowl Results, April 12, 2002

Hosted by Central Consolidated School District, Shiprock, NM

Over 200 students from 13 New Mexico and Arizona schools competed in six contest categories during the Central Consolidated School District's 7th Annual Navajo Knowledge Bowl held on Friday, April 12, 2002 at Tse Bit Ai Middle School in Shiprock, NM. The top four finishers in each category were awarded. In addition, the sponsors with the most winners are awarded. Newcomb High School Navajo language teacher, Barbara Howard, captured the top award with her students placing in almost every category. Second place finishers were Lorraine Manavi and Shawna Becenti, instructors at Navajo Prep. Third place was garnered by Rena Nez and Rachel Benally, instructors at Shiprock High.

The Navajo Knowledge Bowl is held to showcase students' Navajo Language skills, along with their knowledge of Navajo history and culture. Competitors from grades 6-12 competed side by side in the events..

For information, contact: Tina Deschenie, 505-368-4984

KNOWLEDGE BOWL WINNERS NAVAJO SPEAKING

- 1st Place – Terrilyn Bellison, Red Mesa Jr. High
2nd Place – Tee Duncan, Newcomb High
3rd Place – Raquel King, Tse Ho Tso Middle School
4th Place – Daniel Carr, Newcomb Middle School

INTERMEDIATE LEVEL

- 1st Place – Venora John, Red Mesa Jr. High
2nd Place – Winifred Jumbo, Newcomb Middle School
3rd Place – Reannon Dunn, Red Mesa Jr. High
4th Place – Phoebe Tso, Navajo Prep

ADVANCED LEVEL

- 1st Place – Diminikk Tsosie, Newcomb High
2nd Place – Tyrel Noelson, Navajo Prep
3rd Place – Roy Harvey, Navajo Prep
4th Place – Liana Cleveland, Navajo Pine High

General Knowledge Bowl

- 1st Place: Shiprock High, Shiprock, NM
2nd Place: Navajo Prep, Farmington NM
3rd Place: Newcomb, Newcomb, NM
4th Place: Kirtland High, Kirtland, NM

Navajo Spelling Bee

- 1st Place: Joni Nofchissey, Tse Ho Tso Middle School, Fort Defiance, Arizona
2nd Place: Cymber Lauing, Tse Ho Tso Middle School, Fort Defiance, Arizona
3rd Place: Marsheena John, Navajo Preparatory School, Farmington, NM
4th Place: Merle Garcia, Newcomb High, Newcomb, NM

Navajo Reading

Novice Level

- 1st Place: Anthony Barros, Tse Bit Ai Middle School, Shiprock, NM
2nd Place: Eric John, Newcomb High, Newcomb, NM

3rd Place: Malcolm Tsosie, Newcomb Middle School, Newcomb, NM

4th Place: Brandon Jones, Red Mesa Jr. High, Red Mesa, Arizona

Intermediate Level

Co-1st: Michelle Tomlinson, Newcomb High, Newcomb, NM
Co-1st Place: Leona Tsosie, Tse Ho Tso Middle, Fort Defiance, Arizona
2nd Place: Evelyn Begay, Red Mesa Jr. High, Red Mesa, Arizona
3rd Place: Leona Wagon, Red Mesa Jr. High, Red Mesa, Arizona

4th Place: Erica Pahe, Navajo Pine High School, Navajo, Arizona

Advanced Level

1st Place: Dominikk Tsosie, Newcomb High, Newcomb, NM
2nd Place: Joni Nofchissey, Tse Ho Tso Middle, Shiprock, NM
3rd Place: Roy Harvey, Navajo Prep, Farmington, NM

4th Place: Kamini Harrison, Bloomfield High, Bloomfield, NM

Navajo Singing

Solo

1st Place: Michelle Tomlinson, Newcomb High, Newcomb, NM
2nd Place: Tia Begay, Tse Bit Ai Middle School, Shiprock, NM
3rd Place: Calista John, Newcomb High School, Newcomb, NM
4th Place: Michelle Descheenie, Navajo Prep, Farmington, NM

Duet

1st Place: Eric John & Nelson Tsosie, Newcomb High, Newcomb, NM

2nd Place: Miranda Yazzie & Chenoa Begay, Newcomb Middle, Newcomb, NM

3rd Place: Derek Baldwin & Amber Diswood, Kirtland Elementary, Kirtland, NM

4th Place: Michelle Descheenie & Stacy Chavez, Navajo Prep, Farmington, NM
Navajo Singing

Group:

1st Place: Twilight Teachings, Navajo Prep, Farmington, NM

2nd Place: Kirtland Elementary, Kirtland, NM

3rd Place: Newcomb High, NM

4th Place: Newcomb High, NM

Navajo Writing

Creative Writing

1st Place: Travis Franis, Navajo Prep, Farmington, NM

2nd Place: Antonio Montoya, Navajo Prep, Farmington, NM

3rd Place: Larvingo Alston, Kirtland High, Kirtland, NM

4th Place: Kirk L. Chamber, Navajo Pine High, Navajo Pine, Arizona

Factual Information

1st Place: Vivian Begay, Newcomb High, Newcomb, NM

2nd Place: Allanceson Smith, Newcomb High, Newcomb, NM

3rd Place: Tomasina Begay, Shiprock High, Shiprock, NM

4th place: Merle Garcia, Newcomb High, Newcomb, NM

This session provides an overview of our research findings to date from our studies in U.S. public schools in 23 school districts in 15 states from 1985 to the present, including our recently completed National Study of School Effectiveness for Language Minority Students' Long-term Academic Achievement. This study was federally funded by the Office of Educational Research and Improvement of the U.S. Department of Education, 1996-2001, as one of the studies of the Center for Research on Education, Diversity and Excellence (CREDE). As principal investigators, we establish a collaborative research agreement with each school district that chooses to participate, to follow every language minority student who enters the school district for every year of his/her attendance in that school district, by each program type attended including the mainstream, and by cohorts of similar student background (e.g. SES, LI & L2 proficiency upon entry, prior schooling). Measures of student achievement are those administered by the school district, including standardized test scores, and we report generalizations across school districts based on group performance on standardized measures, in normal curve equivalents (NCOs--equal-interval percentiles). The school districts participating in the study are promised anonymity until they choose to self-identify. Our school districts use the results of our data analyses for more effective decision making that is data-driven. We have collected data from urban, suburban, and rural school districts in all regions of

the U.S. The total number of language minority student records collected to date is over 2 million, from school years 1982-2001, with over 100 primary languages represented in the student samples, Spanish speakers being the largest language group. Our program effectiveness findings to date continue to confirm our findings from previous studies, and we have added some new program types analyzed in the 1996-2001 research. (See websites www.ncbe.gwu.edu and www.crede.ucsc.edu.) Among our research findings:

Focusing mainly on 11th grade results from nationally standardized tests, on the Total Reading subtest (measuring academic problem solving across the curriculum-math, science, social studies, literature), for students who entered the U.S. school district with no proficiency in English in Grades K-1:

- √ English language learners (ELLs) whose parents refuse bilingual/ESL services show large decreases in reading and math achievement by Grade 5. Cross-sectional findings indicate that the largest number of dropouts come from this group, and those remaining finish school near the 12th percentile (25th NCE) on the standardized reading test (from our 1996-2001 analyses).
- √ Proposition 227 in California (one year immersion in English classes, followed by

La Cosecha 2002

Seventh Annual Dual Language Conference

November 20 – 23, 2002

Hyatt Regency Tamaya Resort & Spa
Santa Ana Pueblo, New Mexico

Early Registration Fee: \$199 postmarked registration w/check by September 30, 2002

Late Registration Fee: \$249 postmarked registration w/check by October 31, 2002

Fee includes: Continental Breakfast Thursday through Saturday, Lunch Thursday & Friday, Dinner & Dance Friday

No On-site Registration * Limited to first 900 registered participants

Questions: Visit our website: www.duallanguagenm.org (see: *La Cosecha*)

Or call: (505)243-0648 email: lacosecha_reg@duallanguagenm.org

Accommodations: Hyatt Regency Tamaya Resort & Spa

1300 Tuyuna Trail

Santa Ana Pueblo, NM 87004

(800) 233-1234 or (505) 867-1234

Conference Rate: \$104 (Single); \$114 (Double/triple)

Reservations must be made with Hyatt Tamaya by October 31, 2002.

Conference Registration

Payment: Make checks payable to Dual Language Education of New Mexico (memo: *La Cosecha* 2002).

Check must accompany registration forms to reserve a space. Purchase Order (PO) will not reserve a conference space. **Checks** must be postmarked by 9/30/02 for early registration rate, or by 10/31/02 for late registration rate. Limited to first 900 paid registrants.

Mail to:

Dual Language Ed. of New Mexico * 600 Central Ave. SE, Ste. 206 * Albuquerque, NM 87102

Registration Questions: 505/243-0648 or E-mail:

lacosecha_reg@duallanguagenm.org

Optional Visits

School Visit: [] Check to request a visit to an Albuquerque dual language program. Visits are Wednesday, Nov. 20, 8:00am – 3:00pm. Must meet at Hyatt by 8:00am to present School Pass provided w/confirmation letter. Spaces are limited; priority given to out-of-town participants.

OR

Pueblo Visit: [] Check to request a visit to Acoma or Cochiti Pueblo. (Please add \$20.00 to registration.) Visits are Wed., Nov. 20, 7:30am – 12:00pm. Must meet at Hyatt by 7:30am and present ticket provided w/confirmation letter. Spaces are limited; priority given to out-of-town participants.

Vegetarian Meals: [] Check to request vegetarian lunches.

Last Name _____ First _____ Initial _____

Position/Title _____ Grade Level _____ Language(s) _____

School/Organization _____ Years in Dual Lang. Program _____

School Address _____ City, State & Zip _____

Home Address _____ City, State & Zip _____

Telephone: Day () _____ Evening () _____ FAX () _____

E-mail Address _____ I prefer correspondence be sent to my: [] home [] school

New Mexico Highlands University will hold its Spanish Summer Immersion Institute

May 25 – June 2 at the Student Senate Chambers and the School of Education TEC Building. Students are required to stay in the dorms.

† The cost of SSI is \$900 which includes tuition, room/board, and material.

Students will receive 6 credit hours as follows:

1 credit† † ST: Span. Ed. 4/535 El Idioma Formal e Informal en el Ambiente Escolar

2 credits† † ST: Span Ed 4/535 Ortografía y Acentuación

1 credit † † St: Gen Ed. 4/535 Lectura en los Contenidos Escolares

2 credits† † ST: Gen Ed. 4/535 Composición en el Contexto Escolar

For more information, contact Dr. Loretta Salazar at (505) 454-3534.

- immersion in the mainstream) has resulted in EVEN LESS gap closure than ESL pullout, the next lowest achieving program. There is no significant evidence of achievement gap closure by ELLs, especially in the secondary grades (from our analyses of CA Dept. of Education statewide test scores, 1998-2000).
- √ Typical end-of-school achievement for graduates of ESL pullout (2-3 years) is 11th percentile (24th NCE—highest is 18th percentile (31st NCE); and its dropout rate is highest among the programs (from our 1991-1996 analyses).
- √ Graduates of ESL content (or sheltered instruction) for 2-3 years reach the 22nd percentile (34th NCE) by the end of their high school years--highest is 32nd percentile (40th NCE) (from our 1991-1996 and 1996-2001 analyses).
- √ Transitional bilingual education (TBE) in a segregated classroom 2-3 yrs., reaches the 24th percentile (35th NCE) (from our 1991-1996 analyses).
- √ TBE for 3-4 yrs., integrated with native-English speakers for half-day instruction in English, reaches the 32nd percentile (40th NCE) (from our 1991-1996 analyses).
- √ 90-10 TBE (Grades PK-2, 90 percent of instruction in minority language, gradually increasing majority language (English) instruction until by Grade 5, all instruction is in English for the remainder of schooling) reaches the 45th percentile (47th NCE) (from our 1996-2001 analyses).
- √ Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement, or reach even higher levels (highest we've seen is 83rd percentile--70th NCE), through the end of schooling. The fewest dropouts come from these programs. (One-way - one language group receiving schooling through two languages; Two-way - two language groups receiving integrated schooling through two languages.) (50-50 - half of the instructional year is taught in each language; 90-10 - early grades 90 percent instruction in minority language, gradually moving towards 50-50 by Grade 5.) (from our 1991-1996 and 1996-2001 analyses)
- √ When English language learners initially attend segregated, remedial programs, these students do not close the achievement gap after reclassification and placement in the English mainstream. Instead, they maintain or widen the gap in later years. Therefore, their average achievement NCE at reclassification should be as high as possible, since this is likely to be the highest achievement level that they reach during their school years. Ideally, instructional gains are best accomplished in an enrichment (not a remedial) program (from our 1991-1996 and 1996-2001 analyses).
- √ Socioeconomic status influences only 5% of achievement with strong programs, but as much as 18% for weaker programs. Therefore, effective and sustained programs can almost completely overcome the negative effects of low socioeconomic status (from our 1996-2001 analyses).
- √ The strongest predictor of L2 student achievement is amount of formal L1 schooling. The more L1 grade-level schooling, the higher L2 achievement (from our 1991-1996 and 1996-2001 analyses).

√ Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

√ Bilingual/ESL programs must be effective (at least 3-4 NCE gains per year—more than mainstream students are gaining), well implemented, not segregated, and sustained long enough (5-6 years) for the typical 25 NCE achievement gap between ELLS and native-English speakers to be closed. Even the most effective programs can only close half of the achievement gap in 2-3 years, the typical length of remedial ELL programs (from our 1991-1996 and 1996-2001 analyses).

An enrichment bilingual/ESL program must meet students' developmental needs: linguistic (L1-L2), academic, cognitive, emotional, social, physical. Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers, with L1 and L2 used in separate instructional contexts with no translation; meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual-bicultural knowledge to bridge to new knowledge across the

curriculum (from our 1991-1996 and 1996-2001 analyses).

© Copyright Wayne P. Thomas & Virginia P. Collier, 2002

UNM Holds Curriculum Policy Panel Discussion: Appropriate High Quality Curriculum for New Mexico's Students

On March 20, 2002, the University of New Mexico brought together three key state-level curriculum decision-makers to discuss the following question: What is an appropriate multicultural curriculum for New Mexico's diversity, and who decides the goals, content, strategies and evaluation of such a curriculum? The panelists were Representative Rick Miera, Chair of the House Education Committee and the Legislative Education Study Committee, Flora Sánchez, former President and still member of the State Board of Education, and Toni N. Trujillo, Assistant Superintendent for Learning Services in the State Department of Education.

The panel grew out of a graduate course, Curriculum Development in Multicultural Education, taught by Dr. Lois Meyer. In this course students have analyzed competing curricular goals prominent in American education such as teaching for work and survival, connecting to the Western canon, developing self and spirit, constructing understanding, deliberating democracy, and confronting the dominant order. "With each curricular orientation we have asked: What are the attitudes toward, and goals for, linguistically and culturally

diverse learners? Next, we have questioned: What are the educational goals that guide New Mexico curriculum decision-makers, and what are the implications and consequences of those goals and decisions for New Mexico's diverse and generally low-achieving learners?" said Dr. Meyer.

Dialogue Protocols

Dr. Meyer invited four respondents to begin the dialogue with the panelists by posing key questions. They were Dr. Paula Papponi, Superintendent of the Jemez Valley School District, Dr. Glenabah Martínez, acting chair of Native American Studies, Dr. Shiuame Okunor, Chair of African American Studies and Dr. Leila Flores-Dueñas, bilingual faculty member in Language, Literacy, and Sociocultural Studies. The questions they each posed to the panelists and excerpts from their rationales follow.

What must be done to prepare competent teachers of diverse learners, K-16?

Dr. Papponi discussed the need for a culturally responsive curriculum, emphasizing the importance of incorporating the cultural knowledge students bring with them into instruction, since all knowledge is embedded in a larger system of culture and beliefs. Cultural knowledge "is part of a living system that is constantly changing, a system that is grounded in the past and growing in the present into the future." Holding high expectations for New Mexico's diverse student population is tremendously important. "I believe the problem lies within the system, not with the

students.” She went on to say, “Many great minds can come together to formulate a wonderful, very appropriate multicultural curriculum for New Mexico students. No matter how wonderful, comprehensive, and all inclusive that curriculum may be, if you don’t have a quality teacher in the classroom, you’re not going to have the effect that you want to achieve.”

Discuss the relationship between research, theory, and policy as it affects the education of indigenous youth in urban and reservation sites. What is your position on the issue of assessment (e.g. SAT, TerraNova, High School Proficiency Test, CTBS) on indigenous youth? What counts as knowledge from your perspective and how do you come to this construct of knowledge?

Dr. Martínez, a native of Taos Pueblo, brought forth these and many other questions from her background as a mother, a former high school teacher, an indigenous woman serving as an administrator of indigenous studies, and from a critical educational studies approach. In thinking about multicultural studies, Dr. Martínez emphasized her interest in what happens at the foundation of multicultural education. “How do we begin to define the term democracy with a small “d”? How do we define intervention? From a critical educational studies approach, I ask the question, what counts as knowledge? And the second question is, whose interest does this knowledge serve? By beginning to answer these questions, one can begin to

examine the shifts of power and how power affects the way decisions are made. In the political sphere, I look at the notion of state with a small “s”. I ask the question, in what way does state authority have an impact on the way policy is created and the way it is implemented?”

What does multiculturalism for New Mexico schools mean to you?

Dr. Okunor raised the concern of absence of Black culture from discussions of multicultural education in New Mexico. He asked, “Is Black culture included as a local culture in New Mexico? Before you come up with a culturally appropriate curriculum, you might first have to identify the cultures that need to be locally defined and validated. But even before that, you need to *affirm* them, including the African American. So, when you construct your classroom or any of your research questions, and you use the word ‘multicultural’, make sure that that’s what you mean, and that you don’t mean ‘bicultural’ or ‘tricultural’. If you do that, you become part of the problem. Again for my population, I ask for inclusion—not just the word—but in a way that it will free you to be adventurous and cross boundaries.”

What do you believe must be done to prepare teachers to effectively teach New Mexico’s linguistically and culturally diverse learner? By using the term “linguistically diverse”, I am including students whose English is a Black vernacular or a Navajo sounding English.

In discussing the preparation of teachers, Dr. Flores-Dueñas emphasized the fact that this preparation begins in Kindergarten. For the most part, the language and culture of linguistically and culturally diverse students are not included in the general educational curriculum. “Are things going to change? Well no, they’re not going to change if few of our new teachers take any course that explicitly states it is about learning how to teach culturally and linguistically diverse students.” said Dr. Flores-Dueñas. “Future teachers do not have this type of professional development unless they are in bilingual education. (Further,)the canon literature has not changed. Most of us read The Scarlet Letter, Dickens, Shakespeare, Chaucer, Steinbeck. Where are the other voices, voices of other fantastic writers who speak from their communities, and have turned their voices into art?” She expressed concern over the fact that the funds of knowledge that students bring from their cultures are not used in the teaching-learning process. “They can do it! The glass is not half empty! By not including other voices in the literature students read, the message being sent is: ‘Your voice is not worthy here. Do not bring in your dialect.’ We are missing other voices in the curriculum and also on the panels and committees that are making decisions about education today. We can no longer use what was done in Massachusetts here.”

Policymakers respond

Toni N. Trujillo described the context of policy in New Mexico by differentiating statute from

regulation. Legislators enact laws which become part of the public school code; the State Board of Education develops, passes, then enacts regulation. “The legislation is a framework upon which the State Board fills in the meat.” said Toni. The funding formula, which is the key for the distribution of funds, is based in revenue generated throughout the state which is then redistributed to the schools. This is very different from other states where funds generated locally are applied locally. The State Equalization Guarantee in the formula ensures an equal and equitable distribution of funds across widely diverse districts from large districts like the Albuquerque Public Schools, to small school districts like Floyd, to districts that have a limited public tax base. Funds flow to the schools non-categorically, which means that although the funds are generated by the students, the flow does not match dollar to dollar per child. However, school districts are responsible for providing the programs offered through the formula. Bilingual multicultural education in New Mexico is a non-categorical program.

Toni gave a detailed explanation of the strengths of the Bilingual Multicultural Education Act, the new draft regulation, (See NMABE February, 2002 edition for the story on the new regulation), and the program approval process by which districts may apply for and receive funds to implement its proposed objectives. She also provided the audience information about the Indian Education Act, which resulted from a strong

collaboration between tribal leaders, tribal communities, Indian educators and the State Board of Education. The Act was a priority of the State Board of Education and endorsed by the Navajo Nation, the Apache Nation, the All Indian Pueblo Council and the Commission of Indian Affairs. One of its purposes was to increase the number of bilingual Indian teachers and administrators. Unfortunately, it was vetoed by Governor Johnson. (See related information under Legislative News in this edition.) Toni is committed to getting this law passed during the next session of the Legislature.

Flora Sánchez, a native New Mexican, was educated in the Albuquerque Public Schools, where she “received an outstanding education. I was taught primarily by white teachers and got an excellent education. I only share that with you because it colored my perception of possibilities. I am a minority, I am an Hispanic woman, and I received an excellent education.” As an elected member of the State Board, Flora represents the north valley, the south valley and the west side of Albuquerque. In this capacity she is one of fifteen board members who together determine policy in education for the state. Flora outlined four ongoing issues that she grapples with as a state board member. As a former educator from Albuquerque, her first concern is that all students, and particularly the diverse learner, be able to compete and have opportunity. Board member Sánchez also believes it is very important to maintain and revitalize the languages students

bring with them to the classroom, “because of the complexity of how we learn.” She is concerned about teacher quality, which she believes is the key to student achievement. Next, she spoke about assessment and outcomes and their relationship to teacher quality. Lastly, she is concerned about the 25-30 percent of students who are not being served well by the educational system we offer to them. “Historically, we are no better today—we continue to fail one-third to a quarter of our students.”

In response to the questions proposed by respondents, Flora emphasized to the group that she represents the concerns of her district at the state level, and cautioned the audience to remember, “I am one person, one of fifteen. I am one voice and there are fourteen other voices that I must work with. I must have the majority to go with me” in making any policy recommendations to the State Department of Education. She advised teachers to get involved, to get politicized, to come to state board meetings and to be heard. In regard to curriculum, Flora stated: “The state role is around standards, not the writing of curriculum. The development of curriculum is a local issue. We don’t have any role in that unless the systemic things that we put in place can bind, constrict or get in the way of the development of the kind of curriculum needed.”

Representative Rick Miera informed the audience about who the Legislature is—a body of widely diverse individuals who represent many, many different

interests in the state. Although he is not an educator, his commitment is to public education. He has served on the House Education committee for seven terms, five as its Chair. He opened his discussion reiterating the well known fact that public education is under attack across the nation and in New Mexico for very specific reasons, some that make sense and some that do not. "There are many who believe we should be able to educate well for less money." Rep. Miera took care to bring out the fact that to improve education, we need well trained, well paid teachers; however, that is not necessarily the common way of thinking. In referring to multiculturalism and the diverse learner, Rick asked that educators help define those terms in order for action to occur legislatively. For example, when something is put in legislation, "we need to be very, very careful about what it is we say, how we define 'multiculturalism', how we define what 'diverse' really means because I am going to have to be inclusive to represent students from Raton to Las Cruces, and to be able to respect all the different cultures in the state." The Representative sees the biggest issue faced by the legislature as that of protecting education, making it bigger and better, and making it grow, given the current context. Additionally, he emphasized the issue of local control. The funding formula is designed to distribute the funds for education equitably. "(School districts) should have the ability to do what they want to do. For example, the Albuquerque Public Schools can break up into smaller districts if they what to. We

should not have to do that in Santa Fe." When someone is unhappy with their local school district, "they run up to Santa Fe with a bill to see if they can mandate it. We run into that all the time." In regard to assessment, he brought up the issue of the current outcomes of rating schools and affording parents choice in where their students can go. By rating schools as probationary or needing improvement, Representative Miera stated, "Once the red flag is raised, then what do we do? Just pointing fingers and making accusations isn't going to cut it. We're going to have to find money to help them."

Final Discussion

The questions raised by the audience resulted in rich discussion by panelists and respondents around topics such as dual language immersion programs and potentials, legislation for teaching two languages, the use of prepackaged curricular programs, and the potential to lose the term "public" associated not just with education, but also with health. One important point that was raised around promoting bilingualism and multilingualism related to the question – what counts as knowledge? Flora Sanchez stated, "I don't think that in this country we value two languages really. Because if we did, we would be doing all the things that would facilitate this to happen. We have a state goal, but it remains as elusive as the moon to me to get there." A final observation by Rick Meyer, a professor from the college of education at UNM, was directed towards the current

federal movement away from bilingualism and towards an English-only world. Rick referred to the National Reading Panel Report, used today as the tenet for literacy education in the USA, which excluded research that addressed effective strategies for teaching literacy to linguistically diverse students. His point exemplified concerns about the direction for education in the nation for linguistically and culturally diverse students.

All in all, dialogue and exchange of ideas offered all presents a rich opportunity to think, learn and expand one's understanding of the issues raised.

Conference Promotes Multicultural Education

By Starla Jones

April 6, 2002

Hobbs News Sun

Getting parents of all nationalities involved in their children's education was the theme at the 4th Annual Multicultural Conference held at College of the Southwest on Friday.† More than 200 educators, administrators, community members, and parents showed up for the day-long confab that featured speakers and entertainment by Taos High School mariachi group.

"One of the goals is to let people know the importance of language through education."† Lovington Bilingual Coordinator Joe Palomo explained, "The other thing is to empower parents as decision makers who have input in their school district."

Speakers included Ondra Berry, Deputy chief of the Reno, Nev.,

police department, San Antonio author Gloria Rodriguez, Elena Izquierdo, a professor at the University of Texas at El Paso, and Lorena Gonzalez, also of San Antonio.

† † †

Funding for the conference came from many sources including College of the Southwest, the New Mexico Educational Consortium, a federal grant, and Lovington and Hobbs schools. "We started four years ago and (attendance) has been growing and growing ever since," Palomo said of the conference.

Legislative News

The following bills and memorials passed the Legislature and were signed into law by Governor Johnson.

House Bill 204 **NATIVE AMERICAN LANGAUGE TEACHER CERTIFICATE, SIGNED (March 4) Ch. 41, Garcia, MH**—authorizes the State Board of Education (SBE) to issue a certificate to non-degreed individuals who are qualified to teach Native American languages and who meet approved SBE teaching competencies. (Same as Senate Bill 126, Signed March 5, Ch. 81, *Tsosie*)

House Memorial 30 **LATINO & LATINA WWII ORAL HISTORY PROJECT, Rodella**—requests that the United States Latino and Latina World War II Oral History Project, a project that seeks to capture the stories of the average Latino and Latina of the World War II generation, be supported and encourages New Mexicans to participate.

House Memorial 32 **NM LANG GRANTS & NATIVE AMERICAN HISTORY, Miera**—requests that New Mexico history, with an emphasis on land grants and native American history, be taught in schools.

The bills that follow were vetoed by Governor Johnson.

House Bill 28, as amended. **INDIAN EDUCATION ACT, VETO, (March 5), Begaye**—creates the Indian Education Act and the Indian and Higher Education Fund to ensure equitable educational opportunities for American Indian Students enrolled in New Mexico public schools; creates a new Indian Education Division at SDE and an advisory council to provide assistance to school districts and tribes; sets out duties for the Indian Education Division, appropriates \$400,000 from SDE cash balances and \$250,000 from the General fund to the Indian and Higher Education Fund for FY 03 and FY 04 to carry out the provisions of the Indian Education Act; and repeals the existing Indian Education Division in the public School Code. (Similar to Senate Bill 198, as amended, *Tsosie*)

NMABE LOGO CONTEST

The New Mexico Association for Bilingual Education (NMABE) is sponsoring a contest for a new logo. The logo should capture the spirit and goals of the organization. NMABE supports educational programs that help students attain high levels of achievement. In bilingual education programs, minority language children receive specialized instruction in English

and grade level content instruction in their home language to promote achievement and proficiency. There are a wide array of programs such as those that transition students to English, those that maintain and develop two languages, programs of enrichment, and two-way dual language immersion programs for English speakers and speakers of another language.

NMABE supports educational programs that help students attain high levels of achievement and also:

- ✓ promote pride in students' home languages and cultures,
- ✓ develop excellent skills in English and the students home language, and
- ✓ teach students to appreciate the contributions all cultures have made to New Mexico and the US.

The Association advances professional development for teachers through various institutes and an annual conference. It presents significant findings in research about language learning and achievement through its newsletters, publications, and website. It also acts as a clearinghouse in circulating information on current educational innovations.

NMABE will provide a \$250.00 stipend to the logo it selects that best conveys the above principles and concepts. You will find more information at www.nmabe.net. Submit your entry no later than June 30 to:

NMABE
PO Box 6468
Albuquerque, NM 87107
Or email to:
dbrisen@cms.k12.nm.us

Summer Institutes Professional Development

2003 NMAE CONFERENCE:
March 19-22 at the Albuquerque Convention Center. Conference theme is: MULTILINGUALISM FOR ALL LEAVES NO CHILD BEHIND. Mark your calendars!

10th ANNUAL NATIONAL TWO-WAY BILINGUAL IMMERSION PROGRAM SUMMER CONFERENCE

Hyatt Regency Hotel, Long Beach Convention Center, Long Beach, CA

For registration forms and questions, call Karina Gudino at 213-532-3850 or karina@bilingualeducation.org. For conference questions contact Marcia Vargas at mkvargas@aol.com, www.bilingualeducation.org

Cimarron Health Plan Wishes Good Oral Health to All of New Mexico's Families!

Submitted by Suzanne Marks, QI Health Education Supervisor, Cimarron Health Plan

It is important for everybody to visit the dentist twice a year to keep teeth and gums healthy. Dental services are part of Salud! benefits. Families who belong to Salud! can call their health plan if they need help arranging transportation to the dentist or if they need help in finding a dentist in their area.

In the meantime families should:

- ✓ set a good example for their kids
- ✓ brush teeth twice a day with toothpaste and floss everyday

- ✓ eat vegetables, fruit, grains/breads, dairy products, and meat and/or meat substitutes for good health
- ✓ avoid sweets and sticky foods between meals
- ✓ drink water instead of soda
- ✓ children and teens should wear a mouth guard when playing contact sports

Anyone interested in more information about dental or other health issues can contact Cimarron's Health Improvement Hotline at 342-4660 or toll free at (800) 377-9594, extension 2618. You don't have to be a Cimarron member to call. We have written information as well as classes on a variety of health-related topics such as prenatal care, nutrition and weight control, smoking cessation, and CPR.

The Texas Association for the Education of Young Children

(TAEYC) is hosting its annual conference in El Paso, Tx. this year.

The conference will be held October 17 to 19th. The conference held here in the Sun City will feature off-site training, in addition to 3 full days of training sessions for all levels of child development personnel. The keynote speaker on Friday is Diane Tristan Dodge. The keynote musician on Saturday is Joe Scruggs. Additional information regarding cost and registration is available by contacting Ann Ogle at ao4kids@aol.com

New Mexico State Department of Education Announces:

Spanish Language Immersion Summer Institutes for Bilingual Teachers

These programs will be offered at the following universities:

Spanish Language Immersion Institute for Bilingual Teachers

New Mexico Highlands University, Las Vegas, NM 87701
May 25-June 2, 2002
For further information, contact: Dr. Loretta Salazar at (505) 454-3534

Spanish Language Immersion Institute for Bilingual Teachers University of New Mexico, Division of LLSS, Albuquerque, NM 87131

June 10-June 28, 2002
For further information, contact: Dr. Rebecca Blum Martinez at (505) 277-4972

Spanish Language Immersion Institute for Bilingual Teachers New Mexico State University, Las Cruces, NM 88030
June 23-June 29, 2002
For further information, contact: Dr. Herman Garcia at (505) 646-2290

Spanish Language Immersion Institute for Bilingual Teachers Eastern New Mexico University, Portales NM 88130
July 7-July 14, 2002
For further information, contact: Dr. Julia Rosa Emslie at (505) 562-2264; Dr. Geni Flores at (505) 562-2765

2002 SUMMER UNIVERSITY/ SDE IMMERSION INSTITUTES

The University of New Mexico will host its Spanish Language Immersion Institute for Bilingual Teachers, June 10-28, 2002. Two courses taught in Spanish designed especially for Bilingual teachers who are preparing to take *Prueba* will be offered in this Institute:

- √ Teaching Spanish in Bilingual Programs
Monday-Friday 9:00 - 12:00
- √ Curriculum Development Mexican Culture - Mexican History for Bilingual Teachers
Monday - Friday 1:00 - 4:00

The two courses are designed to assist teachers in developing Spanish language curriculum and materials around Mexican themes. The purpose is to strengthen teachers' oral and written Spanish skills in the content area as they prepare to take La Prueba. A great opportunity to practice classroom Spanish and improve your teaching skills!

For more information, please contact:
Dr. Rebecca Blum Martínez at (505) 277-4972 at UNM

Eastern New Mexico University will hold its Summer Institute in Spanish, July 7 – 14, 2002. The Institute is designed as an intensive summer course in Spanish for teachers who need to pass the New Mexico mandated language proficiency exam, *Prueba*. The Spanish language

will be used as the medium of communication throughout the course including instruction, entertainment, and social interaction. Classes will focus on reading, writing, spelling, grammar, accent placement, and formal Spanish, all the skills that are covered in the exam. Because this is a 24 hour immersion program, residence on campus for the entire week is required.

Register for: SPAN493/593, Intensive Spanish for the Bilingual Teacher and BLED 493/593, Classroom Communication for the Bilingual Teacher. Costs include matriculation for six credit hours, residence in the dorm for one week, and three daily meals.

For more information contact:
Geni Flores,
geniflores@enmu.edu, (505) 562-2765 or
Dr. Viteleo Contreras,
jose.contreras@enmu.edu, (505) 562-2149.

COMMON GROUND: SUMMER INSTITUTE FOR TEACHERS

The New Mexico Endowment for the Humanities (NMEH) summer institute for teachers, **Common Ground**, will be held June 6 through June 14 at NMSU in Las Cruces. This year's institute (our 8th) will explore the contributions of literature in understanding New Mexico history. Titled "Literature, Memory and History," the institute is free to 30 K-12 teachers from around the state, but will be especially useful for mid- and high school teachers of literature and history. **Common Ground** this year will offer materials and classroom

foundation in New Mexico's historic eras and conduct visits to centers of community history in Las Cruces, El Paso, and Ciudad Juarez, Chihuahua. Resident historians will include Dr. Adrian Bustamante, interim Chairman of the National Hispanic Cultural Center of New Mexico, and Dr. Jon Hunner, director of NMSU's Public History Program. Resident literary scholar will be E. A. (Tony) Mares, who will use his research on and experience in portraying Padre Martínez of Taos to explore the interrelationships between history and memory. Presentations will be made by Denise Chávez, noted Las Cruces writer currently directing a Lila Wallace-Reader's Digest grant to convene community residents who write about their lives, and Irene Oliver-Lewis, director of the Court Youth Center, a restored WPA school that is now a center for creative arts for Las Cruces schools. Several presenters from last year's institute will also take part.

Our guides to El Paso and Juarez, who will host discussions and readings by local writers well-known in border circles, will be writers Ricardo Aguila of NMSU's department of Spanish, and Benjamin Saenz of UTEP's creative writing program, the only such bilingual program in the nation. The El Paso and Juarez segments will be conducted bilingually, with every effort made to accommodate English-only speakers.

Successful applicants will receive room, board, 3 hours graduate credit (applicable to bilingual certification), and up-to-date historical and literary writings on New Mexico. Applicants will get

to preview a new literary anthology on NM history being produced by Project Crossroads. Ann Lacy and Anne Valley-Fox, the anthology's editors, will participate.

For an application, go the summer institute section on our website, www.nmeh.org. For more information, contact Steve Fox at 277-3705 or sfox@unm.edu

NABE Members: you have received a ballot which must be postmarked by May 24! Please support NMABE Officer Dr. Elsy Fierro Suttmiller, candidate for NABE board. (You can vote for 2 candidates).



ELECT

Dr. Elsy Fierro Suttmiller to represent you on the NABE Executive Board

Dear NABE Member:
Soon you will receive a ballot from the National Association for Bilingual Education (NABE). I would appreciate your vote to represent you on the NABE executive Board. I have 20 years experience in the education field and I believe my experiences can contribute to the vision of NABE.



An Immersion Course for Teachers

Approved for application to New Mexico Bilingual Endorsements

When: June 10-21, 2002

Where: Chihuahua City, Mexico

Details: Depart United States on Sunday, June 9; Return Friday, June 22

Stay in the Hotel San Francisco, next to the Cathedral in downtown Chihuahua City. Transportation to study sites provided.

Agenda:

Week 1 – Cultural Context

- ✓ Heritage Mexico – Social, Political, Religious, Artistic
- ✓ Contemporary Popular Culture

Week 2 – Mexican Education

- ✓ Meet Mexican teachers
- ✓ Build vocabulary in a science-based workshop
- ✓ Construct curriculum for your own classes
- ✓ Network with other educational professionals from Mexico and New Mexico

Participate in Daily

- ✓ Instructional modules presented by Chihuahuan professionals
- ✓ Outings related to the module topic
- ✓ Teaching activity lessons

*Instructional modules and outings will be in Spanish

Deadline:

Receipt of application: Monday, April 15th. 1st come; 1st served;

Information:

Enrollment and questions:

Dr. Ruth Galaz, WNMU, 505-538-6416

Scholarships:

Bilingual & Multicultural Unit, New Mexico State Department of Education, 505-827-6666

Application:

Apply online at <http://www.wnmu.edu/>

Profesora Mariana Murguía-Ferrer, Universidad Nacional Autónoma de México

Mexican Songs (July 7, 8, 9, Gallup) <http://www.wnmu.org/schedule/Summer.html>

Teaching Reading in Spanish (July 15 - August 2, Silver City) <http://www.wnmu.edu/univ/Summer02/bled.htm>

Hispanic Culture (July 15 - August 2, Silver City) <http://www.wnmu.edu/univ/Summer02/bled.htm>

Ministerio de Educación y**Cultura, España****NM State Department of**
Education, New Mexico*¿Dónde?/where?*

En prestigiosas universidades en España/At prestigious Universities in Spain

Cuándo?/When?

Julio 2002 (3 semanas)/July 2002 (3 weeks)

Para quién?/For whom?

Profesores de Español Bilingües, como Lengua Extranjera, etc. / Bilingual Teachers, Teachers of Spanish as a Second Language, etc.

Cursos

√ Cursos de Lengua y Cultura Españolas/Spanish Language and Culture

√ Metodología para la Enseñanza del Español/
Methodology for the teaching of Spanish

√ Literatura Infantil/
Literature for Children

√ El Teatro como Estrategía de Enseñanza/Drama as a teaching strategy, etc.

Fecha de solicitud/application deadline: February 28, 2002

(Se recomienda rellenar la solicitud en Internet/ Online application recommended at: www.spainembedu.org)

Más información / More Information:

José L. Haering, *Director*
Spanish Resource Center
National Hispanic Cultural Center of NM

1701 Fourth St. SW
Albuquerque, NM 87102

Phone: (505) 246-2261 ext. 141

Fax: (505)

243-1961

E-mail:

jhaering@hcc.state.nm.us

www.spainembedu.org

Note:

El Centro Español de Recursos de la Universidad de Nuevo México cuenta con fondos para bolsas de viaje/ UNM Spanish Resource Center has funding for financial aid

RESERVE THESE DATES MARCH 19-22, 2003

AND PLAN TO ATTEND THE 2003 NMABE STATE BILINGUAL CONFERENCE

AT THE ALBUQUERQUE CONVENTION CENTER

TRAINING OFFERED IN THE FOLLOWING STRANDS

- EFFECTIVE INSTRUCTIONAL STRATEGIES
- TECHNOLOGY
- ADMINISTRATIVE
- DUAL LANGUAGE, TWO-WAY IMMERSION
- INDIGENOUS LANGUAGES
- EFFECTIVE ESL STRATEGIES

Universidad Nahuatl, Cuernavaca, Morelos, Mexico

Come together with your indigenous roots...

Enjoy the eternal spring of Cuernavaca...

Visit ceremonial centers of Morelos...

AND practice your Spanish!

Western New Mexico University (WNMU) in Silver City, New Mexico in conjunction with the Universidad Nahuatl in Cuernavaca, Mexico is offering a three credit hour course for bilingual educators in Cuernavaca, Mexico from July 21 to July 28, 2002. This course is also coordinated with the State of New Mexico Bilingual Education Unit (SDE) who sponsors the class with scholarships for teachers. Course schedule is as follows:



√ Aztec Calendar Systems – Learn about one the most significant contributions and achievements bestowed by a high culture (science, math, history, religion).

o Tonalmachiotl - Study the calendars inscribed in the Sun Stone (astronomy).

o Tonalpoualli - Learn about the Borbonico Codex-Destiny of Days and how they served as protectors and mission guides for the Aztecs (astrology).

o Math & Science Activities – Develop math & science lessons based on the Aztec Calendar (math and science).

√ Critical History of the Aztec and Nahuatl Speaking People – Discover the history of the Aztecs as told by the Nahuatl speaking people (history).

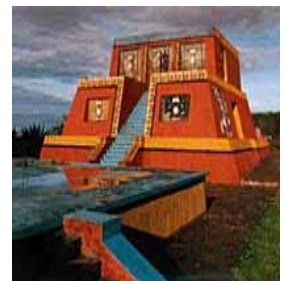
√ Nahuatl Poetry – Learn Aztec poems and how poets served as commentators on life and existence. Integrate poetry into your curriculum (language arts).

√ Nahuatl Music – Learn Nahuatl songs and include them in your music program (fine arts).

√ Nahuatl Medicine – Discover the highly empirical and practical medicines utilized by Aztec doctors during the pre-colonial and colonial periods (culture).

√ Kalpulli Political Organizations – Learn about the highly democratic structures of traditional self governing kalpulli organizations (culture and democracy).

√ Visit to Xochicalco, Morelos on Zenith - Experience the great ceremonial center of astronomical learning that took place between 500 and 900 AD (culture, science, & history).



Contacts:

Dr. Andrés G. Rodríguez, Associate Professor of Bilingual Education, WNMU,

(505) 538-6416 (work)

(505) 521- 4765 (home) andresrod@msn.com

Dr. Gladys Herrera-Gurulé, Director of Bilingual & Multicultural Education Unit,

SDE, (505) 827-6666

Ms. Martha Ramírez, Professor & Universidad Náhuatl Course Coordinator, 01152 (73) 82-13-80

Diné Bizaad

Óhoooh'aah Bóhonedlí

Western New Mexico University,
Gallup Graduate Studies Center
Navajo for Heritage Speakers I

(June)

Navajo for Heritage Speakers II

(July)

<http://www.wnmu.org/schedule/Summer.html>

Diné Biiyin: **Navajo Songs** for
Schools (July 1, 2, 3; 8 am to 1 pm)

FALL courses at WNMU in Gallup:
Navajo 101 (Beginning Navajo)

Navajo 308 Advanced Gram-
mar and Composition

Content Literacy in Navajo

New Program at WNMU in
Gallup: MAT in Elementary or
Secondary Education with
Endorsement in Navajo Bilin-
gual Education

[http://www.wnmu.org/aca-
demic/mat/tesol/
TESOLclass.html](http://www.wnmu.org/academic/mat/tesol/TESOLclass.html)



El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

NMABE MEMBERSHIP APPLICATION

Registration the conference, NMABE 2002, included NMABE membership for one year (from NMABE state conference date to next state conference date). If you did not attend this year's 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."

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

Please check category of membership: Teacher College Instructor Administrator Consultant Full Time
College Student Retired Community Person Paraprofessional Other: _____

Name: _____ Home Address: _____

Work Phone: _____ Home Phone: _____

e-mail: _____ Membership Number _____

PAID WITH Personal Check # _____ Purchase Order # _____ District Check # _____

Make check payable to NMABE. Prepayment required.
The New Mexico Association for Bilingual Education P.O. Box 6468, Albuquerque, NM 87107
<http://www.nmabe.net/>

The New Mexico Association for Bilingual Education
P.O. Box 6468
Albuquerque, NM 87107

Non-Profit Org.
U.S. Postage
PAID
Albuquerque, NM
Permit No. 948

