

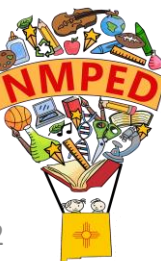
Public Education Department

Yazzie/Martinez:
Your Role in Transforming Education

NMSBA – July 12, 2019

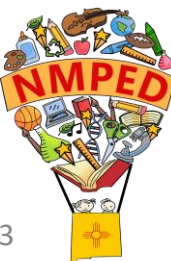
NMPED Vision, Mission, and Core Values

- Vision
 - Rooted in our Strengths · ALL students in New Mexico are engaged in a culturally and linguistically responsive education system that socially, emotionally, and academically prepares each for success in college, career and life.
- Mission
 - Equity, Excellence, and Relevance · The NMPED partners with educators, communities, and families to ensure that ALL students are holistically prepared for college, career, and life; secure in their identity; and healthy.
- Core Values
 - Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective



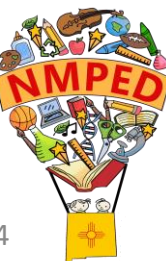
Identity, Equity and Transformation

- Our team: Charter School Division, Indian Education Division, and Language & Culture Division
- Guiding Philosophy
 - Each New Mexico school will be a leader in culturally and linguistically responsive learner/community centered education, integrating personal health, cultural identity, and academic equity, excellence and relevance so that every student is academically prepared for college/career, holistically well (intellectual, physical, social/emotional, relationships/community), secure in their identity, and ready to lead in and contribute to their communities
- Identity, Equity and Transformation Commitments
 - Academic Excellence & Relevance · Community Core Values & Culture · Community Transformation · Reflection & Continuous Improvement · Leadership in CLR Excellent and Relevant Education · Operating Effectiveness & Efficiency
- Bilingual Multicultural Education Act, Charter School Act, Hispanic Education Act, Indian Education Act, and State Seal of Bilingual and Biliterate Graduates.

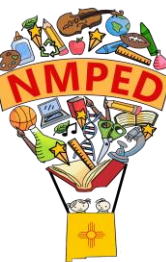


Language and Culture Division

- Mission
 - The Language and Culture Division provides accountability with support to districts and charter schools across the state of New Mexico through effective leadership, timely customer service, and relevant technical assistance to address the academic learning and language needs of students.
- Vision
 - New Mexico's children have access to effective English Learner Programs, Bilingual Multicultural Education Programs, World Language Instruction, Culturally and Linguistically Responsive, rigorous instructional programming that supports all students-including immigrant students-to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community.

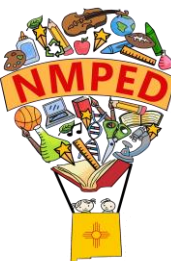


Culturally and Linguistically Responsive



Culturally and Linguistically Responsive

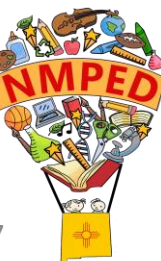
Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.



Culturally and Linguistically Responsive (CLR) Instruction

- **Validation** – the intentional and purposeful legitimatization of the home culture and language of the student
- **Affirmation** – the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspective.

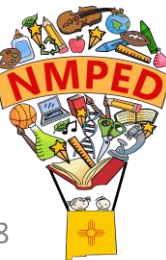
(Hollie, 2017)



CLR Instruction continued...

- **Building** – creating connections between the home culture/language and the school culture/language through instruction for success in school, in mainstream society and in the culture of academia
- **Bridging** – creating opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors

(Hollie, 2017)

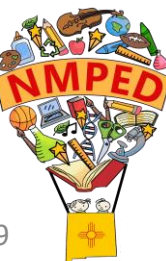


Culture

- “Deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.”

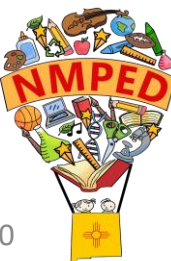
(Muhammad & Hollie, 2012)

- Socially acquired knowledge
- Shared among individuals in the home, community, and/or institutions



Language

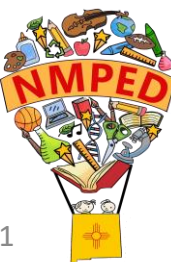
- Audible, articulate, meaningful sound as produced by the action of the vocal organs. A systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. A formal system of signs and symbols including rules for the formation and transformation of admissible expressions.
- Socially acquired knowledge
- Shared among individuals in the home, community, and/or institutions



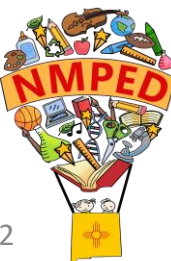
The Three Linguistic Absolutes

1. All language is good.
2. Rules of nonstandard language are not fabricated or random.
3. We acquire our language from our primary caregivers by the time we are four years old.

(Hollie, 2017)

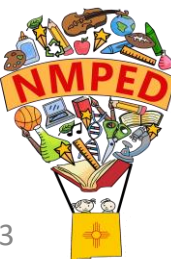


Your Role in Transforming Education



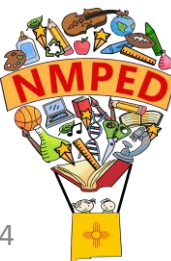
Adopt the State Seal of Bilingualism-Biliteracy

- The State Seal of Bilingualism-Biliteracy certifies that the recipient is proficient for meaningful use in college, a career, or to meet a local community language need in a language other than English.
- The State Seal must be adopted by School Boards and Governing Councils as it is awarded on the Diploma of Excellence
- Options to Award
 - Tribal language Certification
 - Units of Credit & Assessment
 - Units of Credit & Alternative Process Portfolio
 - Assessment & Alternative Process Portfolio

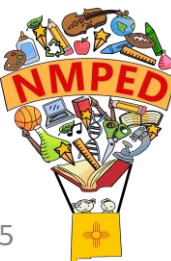


Learning or Developing a Language

- What is your context? Who are your students? What are their home cultures? What are their home languages?
- Take two minutes to think. Share.

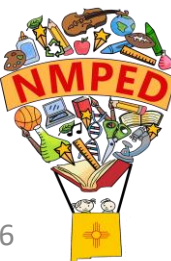


Student-Centered Language Programs



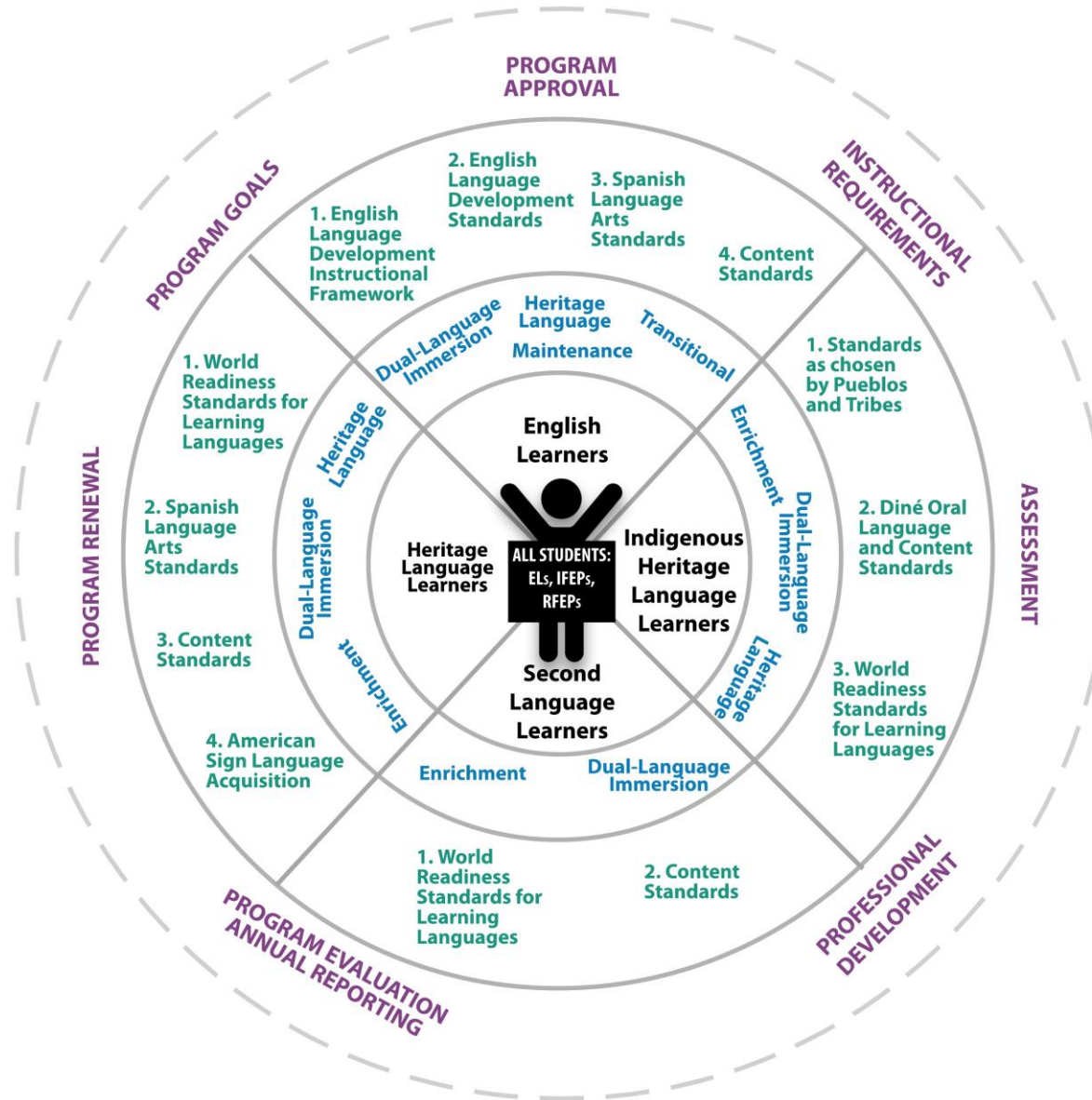
Student-Centered Language Programs

- Bilingual Multicultural Education Programs (BMEPs) that are built around students and the school community.
 - English Language Classification
 - Cultural and Linguistic Connection to Language other than English
 - Student Needs - Language Acquisition
 - Student Needs - Language Development
 - Student Needs - Content Instruction
- Support with the implementation of the five BMEP models



Connection to
home/heritage/second
language

BMEP Models

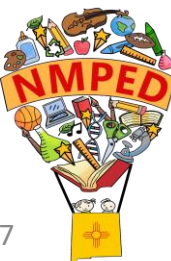


Instructional
Standards

Guidelines for
Implementing
BMEPs

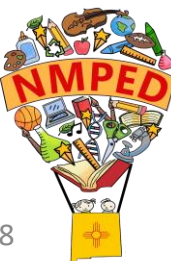


Students That Are Multilingual (State Seal of Bilingualism-Biliteracy), Secure in their Identity and College and Career Ready Students



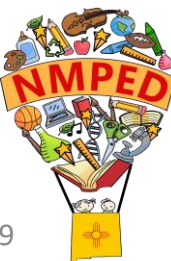
Bilingual Multicultural Education Act and Guidelines for BMEPs

- Provide a Framework for BMEPs
 - Program Goals
 - Program Approval
 - Program Plan
 - Resource Allocation Plan that Supports Program Implementation
 - Tribal Consultation and Notification of Approval
 - Instructional Requirements
 - Assessment
 - Professional Development
 - Program Evaluation – Annual Reporting
 - Program Renewal

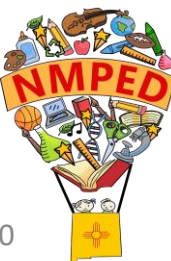


Current Initiatives to Support BMEPs

- Increasing the IET Team's Capacity to Support Districts and Schools
- State-wide Spanish Language Proficiency Assessment
- Indigenous Language Assessments
- World Language proficiency Assessments to support with State Seal
- Instructional materials adoption cycle for Spanish language arts, world readiness standards for learning languages and English language development
- Educator Ecosystem – Specific Focus on Teachers Serving in BMEPs
- Professional Development for District and School Leaders
- Spanish version of Language Arts Assessment for ALL English Learners (regardless of program placement)
- Multicultural Education Framework



Multicultural Education Framework



Operating Commitments and Guiding Philosophy

Guiding Philosophy	Each New Mexico school will be a leader in CLR Learner/Community Centered education, integrating personal health, cultural identity, and academic excellence so that every student is academically prepared for college/career holistically well (intellectual, physical, social / emotional, relationships / community), secure in their identity and ready to lead in and contribute to their communities.
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IET Commitments		
Academic Excellence & Relevance Student excellence in college, career, and community through culturally and linguistically relevant curriculum and instructional practices	Community Core Values & Culture Embodiment of the NM core values, reflecting and supporting the cultural diversity and perspectives of their communities	Community Transformation Community designed and led schools that transform the lives of students, families, and stakeholders collaborating holding students at the center
Reflection and Continuous Improvement Continual deliberate reflection on, growth and development, improvement in, practices in service of NM communities and increased student outcomes	Leadership in CLR Excellent and Relevant Education Contributions to the creation and sustaining of a statewide movement for excellence and relevance in public education	Operating Effectiveness & Efficiency Creation of long-lasting impact through effective and sustainable practices and use of resources planning for multiple cohorts

Pilot Training SY 2018-2019

Building Capacity to Create and Maintain EQUITABLE, SAFE, DIVERSE, and INCLUSIVE Public Schools in NM

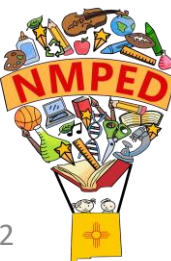


Pathway I

Pathway II

Building Capacity in School Leadership

Building Capacity in Instructional Support



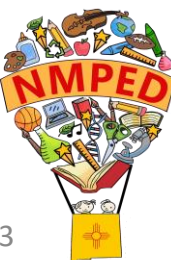
Pathway I: Becoming and Agent of CLR

3 One-Day Workshops facilitated by Dr. Sharroky Hollie
January 11, 2019: Rio Rancho - A focus on Culture and the Instructional Beliefs

March 15, 2019: Rio Rancho – Culturally Responsive Leadership and Culturally Responsive Classroom Management

April 4, 2019: Albuquerque- Jump Start Workshop and Supporting Teachers in Becoming CLR

5 Public School Districts
&
6 NMPED Bureaus



Pathway II: On the Track-Creating CLR Classrooms

2- Day Workshop facilitated by Dr. Sharroky Hollie

June 24, 2019: Rio Rancho

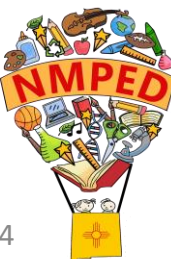
- A focus on Culture and the Instructional Beliefs
- Culturally Responsive Classroom Management

June 25, 2019: Rio Rancho

- Culturally Responsive Academic Vocabulary Workshop

50 Instructional Coaches
and Teachers are from 5
Districts that
participated in Pathway I

CLRI Lesson Plans or Instructional Materials



Toward a Multicultural Education Framework

Pathway to CLRI

CLRI READY teachers should...

Change Perspective

- Recognize Your Self Identity
- Know Your Biases
- Get Inspired by Multicultural Education, Critical Pedagogy, and Action Research
- Rethink the Role of Schools
- Understand the role of surface, shallow, and deep culture

Change Practice

- Have High expectations for ALL
- Know ALL students
- Know ALL students' parents, families, communities
- Seek strong collaboration with parents, families, and communities
- Affirm cultural and linguistic diversity in ALL content areas
- Help students relate academic learning to their home culture
- Master teaching skills for culturally diverse students

CLRI Practitioner

- Advocate for social justice and equity in your professional and personal life
- Deepen knowledge and leadership in CLRI
- Influence and help other colleagues to practice CLRI

Multicultural Curriculum and Instructional Framework

- ❖ Integrated curriculum
- ❖ Cultural Relevancy
- ❖ Collaborative Community Relationships

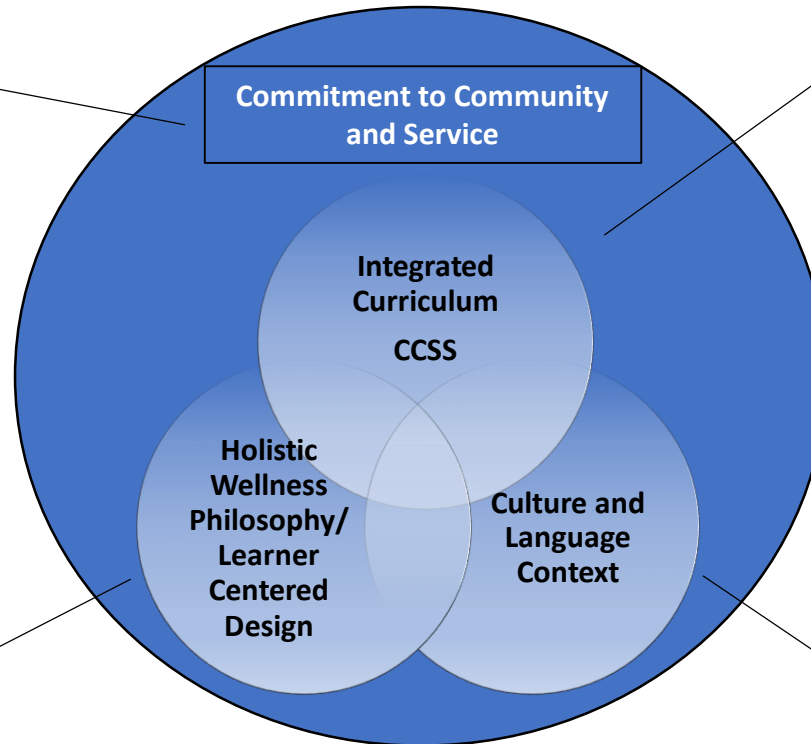
- ❖ Holistic Wellness philosophy
- ❖ Language Revitalization
- ❖ Enrichment & CC preparatory focus

...Aligned to the Common Core State Standards and College and Career Readiness

Assessments are aligned and future assessments will be aligned to CCSS and Framework

Addresses student growth and development from early learning to adulthood and allows for assessment in authentic ways

Learner Centered Design or Personalized Learning is a key strategy to address the needs of Students with Disabilities and Students with Learning Differences



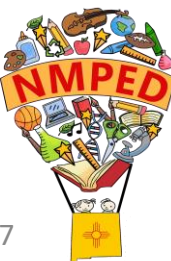
District budget approvals ensure that the key areas identified in the framework and SEA Professional Learning and evaluation include these framework elements 100% of the time.

Brings CLR education to the core of School Development and Learning - flexible for student interest and identity development

Provides a lens for teams to create policy, protocols, RFPs and assess impact of program design of professional learning from NMPED

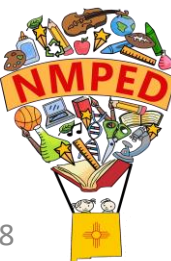
Framework Guidance - Forthcoming

- Multicultural Education Framework
 - Culturally and Linguistically Relative
 - Culturally and Linguistically Responsive
 - Language Programming
- District Policy
 - Needs Analysis
 - Allocating Funding
 - Updating policies and guidance
 - Systems leaders
 - **Indian Education Act** and Hispanic Education Act



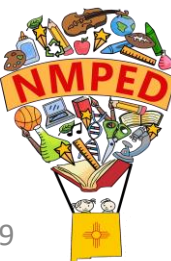
Language, Culture and Identity

- What do you need from PED-IET to build capacity at your district and better serve your students within the Multicultural Education Framework?
- Take a minute to think. Share.



To-do List – Your Role in Transforming Education

- Adopt the State of Bilingualism-Biliteracy
 - If adopted, how can it be expanded?
- Support Directors of English Learner, World Language and Bilingual Programs
 - They are an extension of the Language and Culture Division
- Prepare for implementation of the Multicultural Education Framework using the Multicultural Curriculum and Instructional Framework
 - Include Superintendent, Associate Superintends, Chief Academic Officer, Directors of Language and Culture, Federal Programs Directors
 - Be intentional in conversations about allocating for this work



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