

Implementation panel

Tracey Cordero, director, Indigenous Montessori Institute, Keres Children's Learning Center

Jessica Villalobos, senior director, Department of Language and Cultural Equity, Albuquerque Public Schools

Santi Gutierrez, Bilingual Multicultural Education coordinator, Clovis Municipal Schools





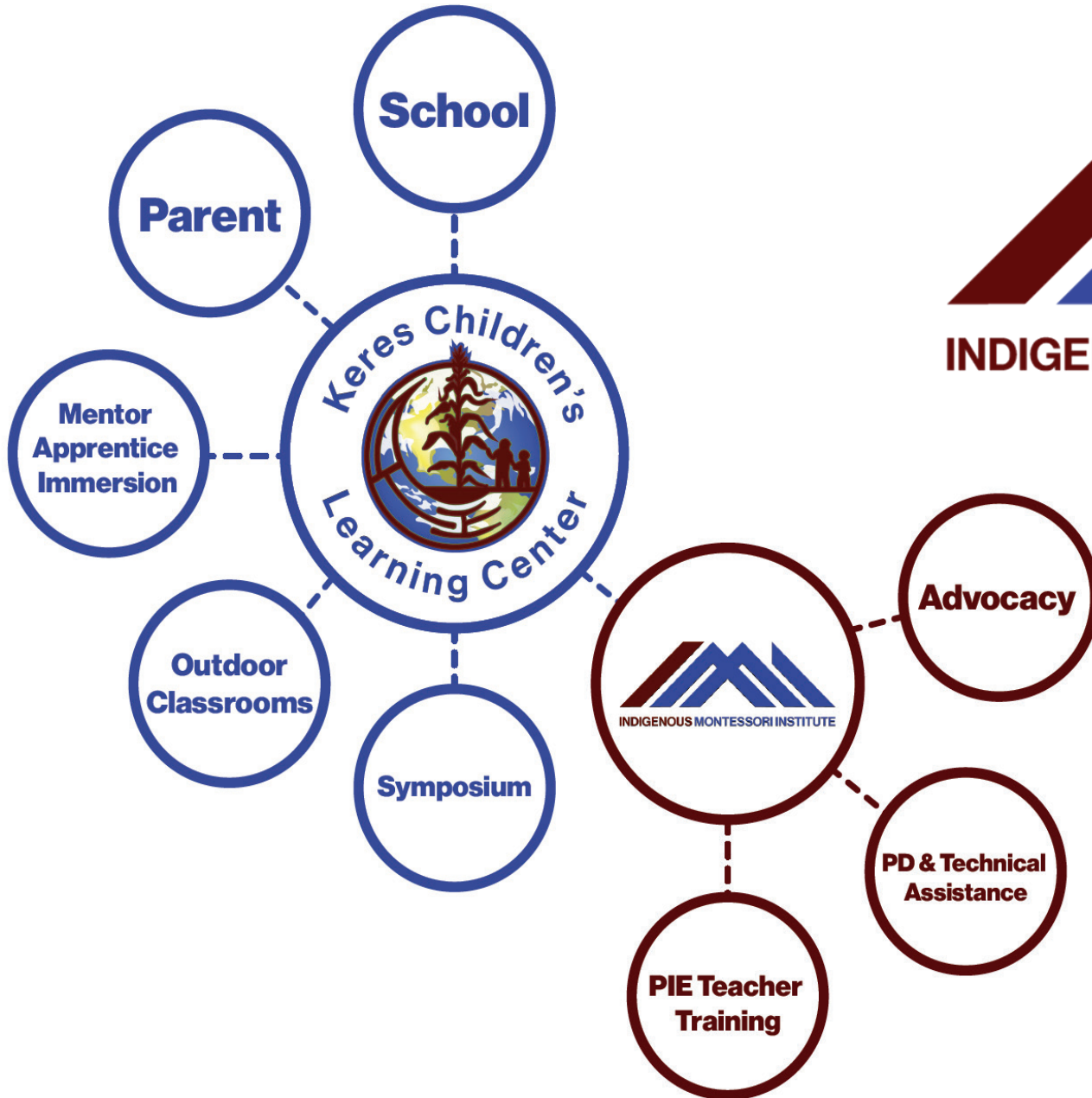
INDIGENOUS MONTESSORI INSTITUTE

TRACEY CORDERO

Director, Indigenous Montessori Institute

Keres Children's Learning Center

www.kclcmontessori.org

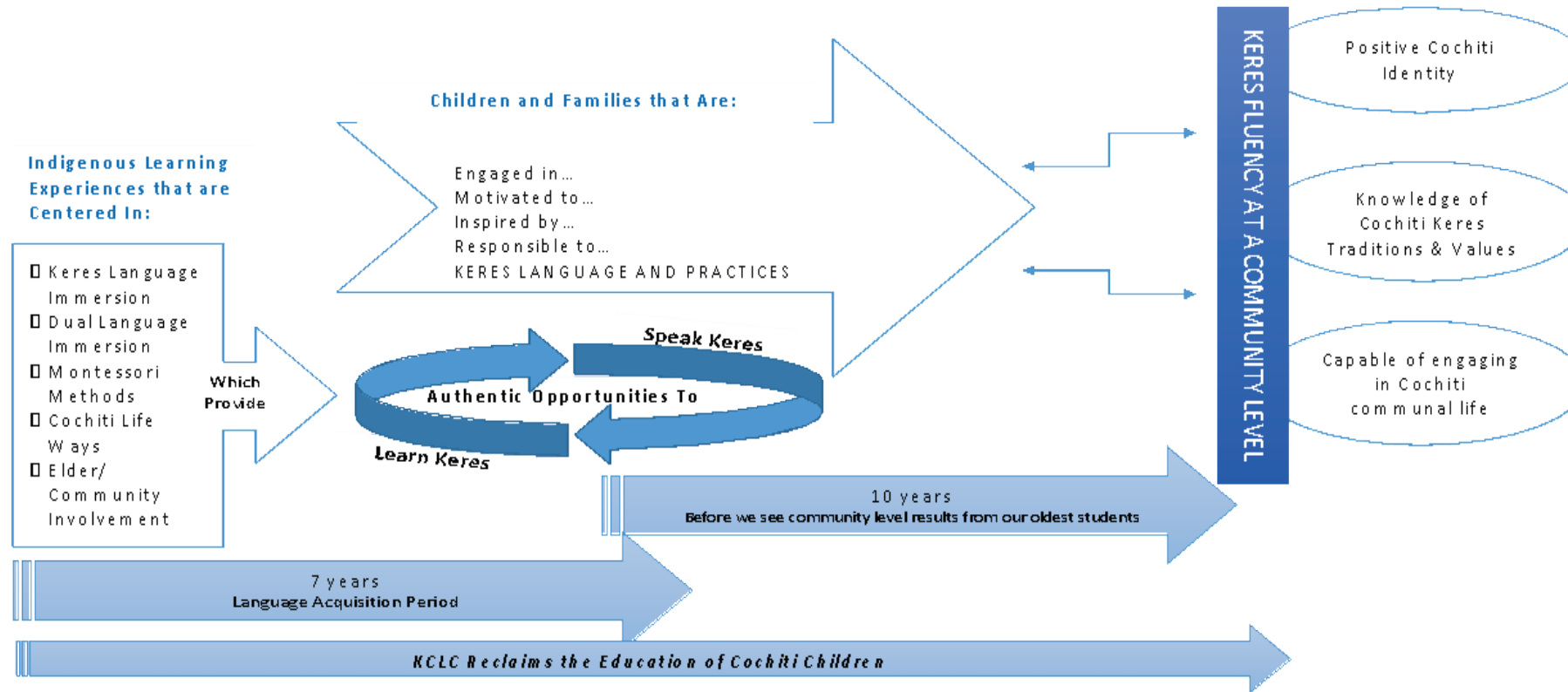


WHY INDIGENOUS MONTESSORI INSTITUTE?

- **Reclaim** the **education of our children** through **teacher training**.
- **Promote** the inherent right to exercise **educational sovereignty** among our Tribal Nations.
- **Restore Indigenous knowledge systems** as the foundation for building all forms of Indigenous Education.
- **Disrupt and dismantle** systems of **white supremacy culture** in Indigenous Education.

ULTIMATE WAYS OF BEING/OUTCOMES...

KCLC Theory of Change



KCLC implements a Montessori Language Immersion program with the goal of revitalizing the heritage language of Keres for the Pueblo of Cochiti. KCLC seeks to nurture cohorts of pre-school aged children into healthy, responsible, loving Keres speaking adults through an educational setting in which the medium of instruction at all levels is Keres.



Language and Cultural Equity

ALBUQUERQUE PUBLIC SCHOOLS

Jessica Villalobos, Senior Director, Department of Language and Cultural Equity



APS bilingual seal programs

- Encourage the study of language.
- Identify graduates with language and biliteracy skills.
- Prepare students for 21st century skills.
- Recognize and value the native and foreign language instruction in our schools.
- Affirm the value of diversity in a multicultural and multilingual society.



Bilingual seal programs in APS

Elementary and Middle School Bilingual Seal

- Enrolled in a dual-language program in grades 5 or 8.
- 3 hours of Spanish content.

Students must be scheduled correctly in Synergy reflecting the 3-hour program for students completing bilingual portfolio in grades 5 or 8.

Albuquerque Public School District Spanish Bilingual Seal

- 4 years of Spanish language arts.
- 4 years bilingual content credits.
- 4 years of English language arts.
- 4 years of English content credits— C or higher in all the classes.
- Completion and presentation of bilingual portfolio.



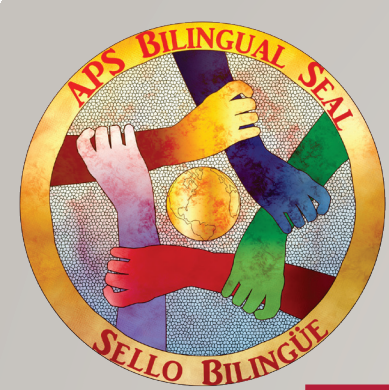
Bilingual seal programs in APS (continued)

New Mexico State Seal Of Bilingualism & Biliteracy (SSBB)

- Four credits in a language other than English.
 - Combination of language classes or content credits taught in other language.
 - C or higher.
- Demonstration of proficiency in language assessment or completion of bilingual portfolio.

Global Seal of Biliteracy

- Complete English language arts graduation credits
- Meet level of proficiency in STAMP 4S assessment in each domain.
 - Functional Fluency: 5 or higher in all four domains.
 - Working Fluency: 7 or higher in all four domains.



Seals awarded in SY 2019/20

Elementary	Middle	HS APS District & State	HS Global Seal
156	265	579	420



New Mexico Bilingualism—Biliteracy State Seal



Clovis Municipal Schools,
Clovis, New Mexico



Numbers at a glance

39,000

Clovis, NM
Population

400

Average number
of students
who graduate

8,200

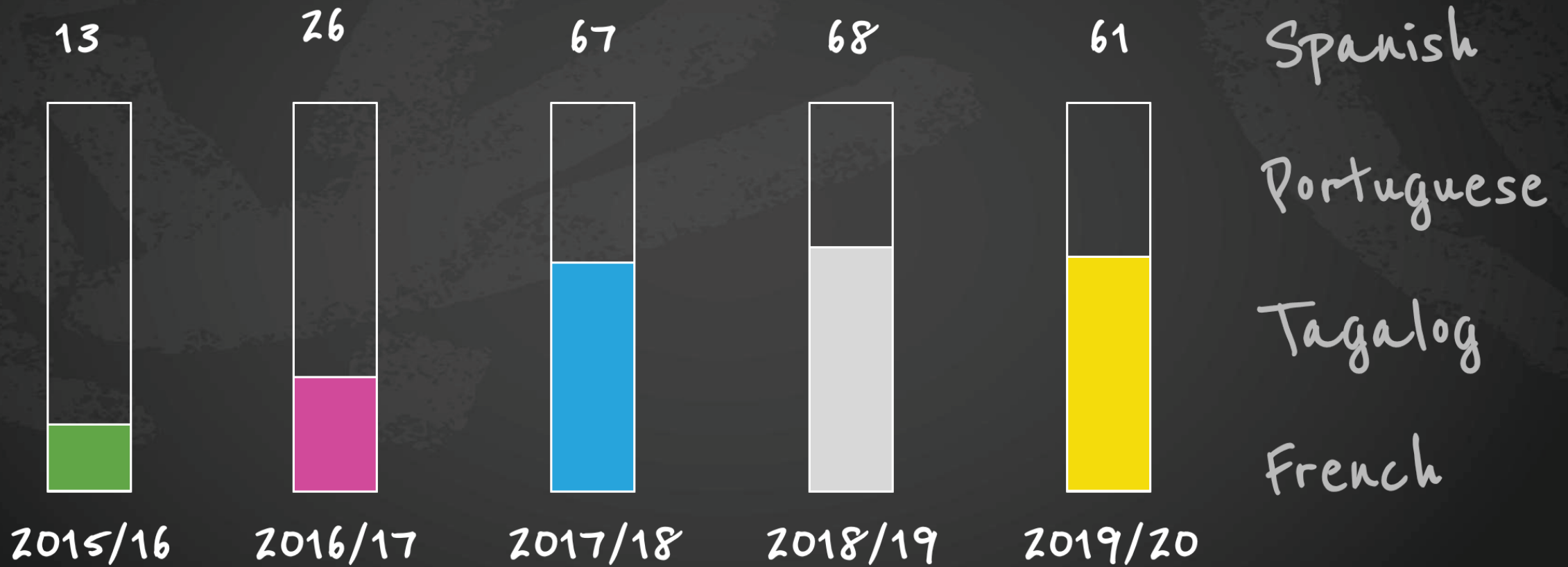
Total students

14/3/2/2

14 Elementaries
3 Middle schools
2 High schools
2 Specialty schools



Bilingual seals awarded by school year



How do students earn the Bilingual Seal?

1. Students must apply for the Bilingual Seal.
2. There are four options for earning the Bilingual Seal (Tribal Language Proficiency Certification; Units of Credit & Assessment; Units of Credit & Alternative Process Portfolio; Assessment & Alternative Process Portfolio)

Credits can be earned through high school courses or community college classes.

Portfolio Presentations:

- Each presentation is 15 minutes. Students are provided the topic and explained the rubric.
- Judges are teachers, education assistants, district translators and other local foreign language speakers (such as military base personnel).
- Judges use a Google form to evaluate the student presentations.

3. Students receive an embroidered stole to wear with their graduation attire, and a certificate acknowledging their accomplishment.



Thanks!

Do you have any questions?

santi.gutierrez@clovis-schools.org

575 769-4328

clovis-schools.org



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

Please keep this slide for attribution.

Panel discussion



Thank you and conclusion

*Brenda Arellano, Southwest English Learners Research Partnership facilitator,
REL Southwest*

Tell us what you thought!

Please complete the feedback survey (link in the chat pod).

REL website

Please visit REL Southwest at <https://ies.ed.gov/ncee/edlabs/regions/southwest/default.aspx> and the REL program at <https://ies.ed.gov/ncee/edlabs/>.

- Ask A REL resources
- Current and archived events, research, and training resources
- Infographics and videos
- Blog

The screenshot shows the homepage of the REL Southwest website. At the top, there is a navigation bar with the IES REL logo, the text 'Regional Educational Laboratory Program', a 'MENU' button, a search bar, and a 'Go' button. Below the navigation bar is a large orange map of the Southwest region (New Mexico, Oklahoma, Texas, and Arkansas). To the right of the map is the REL Southwest logo and a headline: 'REL Southwest: Putting Research into Action'. Below the headline is a sub-headline: 'The Regional Educational Laboratory Southwest translates research to practice in partnership with policymakers and practitioners in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.' Below the map and headline is a navigation bar with links for 'Our Work', 'Partnerships', 'Publications', and 'Events'. Below the navigation bar is a section titled 'WHAT'S NEW AT REL SOUTHWEST' with four items: 'MAY 5 Implementing Biliteracy Seals to Strengthen Bilingual Education and Support Cultural Awareness', 'MAR 18 Rethinking Data for Improvement, Accountability, and Support Under COVID-19', 'FEB 22 New Report Examines Alternative Career Readiness Measures for Graduates in Small and Rural Texas Districts', and 'FEB 17 Supporting Your Middle or High Schooler's Writing Skills at Home'. To the right of the 'WHAT'S NEW' section is a section titled 'WORKS IN PROGRESS' with a sub-headline 'Learn more about the research projects currently underway.' and a photo of a small green plant growing in soil. Below the 'WORKS IN PROGRESS' section is a section titled 'ASK A REL' with a sub-headline 'Ask A REL is a collaborative reference desk service provided by the 10 RELs and functions much in the same way as a technical reference library.' and a photo of a person's hands typing on a laptop keyboard in a library setting.

References

- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates.
- Black, C. R., Chou, A., & Hancock, C. R. (2020). *The 2018-19 National Seal of Biliteracy Report*. Californians Together and Velásquez Press.
<https://sealofbiliteracy.org/doc/2020-National-Seal-of-Biliteracy-Report-Final.pdf>
- Burkhauser, S., Steele, J. L., Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016). Partner-language learning trajectories in dual-language immersion: Evidence from an urban district. *Foreign Language Annals*, 49(3), 415–433.
- Chou, A. (2019). *2019 National Seal of Biliteracy report for 2017–2018 academic year*. Californians Together and Velásquez Press.
<https://sealofbiliteracy.org/doc/2019-National-Seal-of-Biliteracy-Report-Final.pdf>
- Davin, K. J., & Heineke, A. J. (2017). The Seal of Biliteracy: Variations in policy and outcomes. *Foreign Language Annals*, 50(3), 486–499.
- Goldenberg, C. (2008). Teaching English language learners. *American Educator*, 32(2), 8–44.
- Hancock, C. R., & Davin, K. J. (2020). A comparative case study: Administrators' and students' perceptions of the Seal of Biliteracy. *Foreign Language Annals*, 53(3), 458–477. <https://doi.org/10.1111/flan.12479>

References

- Heineke, A. J., & Davin, K. J. (Eds.). (2020). *The Seal of Biliteracy: Case studies and considerations for policy implementation*. Information Age Publishing.
- Heineke, A. J., Davin, K. J., & Bedford, A. (2018). The Seal of Biliteracy: Considering equity and access for English learners. *Education Policy Analysis Archives*, 26(99). <https://doi.org/10.14507/epaa.26.3825>
- Lesaux, N. K. (2017). *NYS next generation learning standards: leading advanced literacies for the 21st century*. NYS Next Generation Standards Conference, Saratoga Springs, New York, November 3, 2017.
- New American Economy. (2017). *Not lost in translation: The growing importance of foreign language skills in the U.S. job market*.
- Watzinger-Tharp, J., Rubio, F., & Tharp, D. S. (2018). Linguistic performance of dual language immersion students. *Foreign Language Annals*, 51(3), 575–595.

Connect with us



Email

Lacy Wood
lwood@air.org



Follow us on Twitter!
@ RELSouthwest



Visit our website

<https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp>

This presentation was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by the American Institutes for Research. The content does not necessarily reflect the views or policies of the Institute of Education Sciences or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Thank you!