



Summer 2021

¡Aquí hablamos todos!

por África Dutor—Maestra de lenguaje dual, Escuela Primaria Bluestone, Escuelas Públicas de la Ciudad de Harrisonburg, VA

Todos sabemos de la importancia del uso del lenguaje oral no sólo en el aprendizaje de un nuevo idioma, sino también en el desarrollo de la lectura, de la escritura y de la organización del pensamiento. Cuando trabajamos con niños pequeños, podemos ver en nuestras clases quiénes son los niños que han recibido estimulación del lenguaje oral durante sus primeros años de vida y quiénes han pasado mucho tiempo en silencio.

A pesar de conocer la teoría, nos encontramos con dificultades para implementar en nuestras aulas actividades que favorezcan este intercambio lingüístico, mientras cubrimos

todos los requisitos académicos que nos imponen las administraciones educativas. Nos vemos obligados a elegir. Y, muy a nuestro pesar, con demasiada frecuencia no elegimos lo que es mejor para nuestros alumnos.

Desde el principio de mi carrera como maestra en España, siempre había comenzado mis sesiones con los niños con un “corro”, “círculo”, “asamblea”... tiene muchos nombres. Para mí era lo normal, ya que es práctica habitual desde hace unos 30 años, especialmente en los cursos bajos en todas las

escuelas de España. Desde que son muy pequeños (1 o 2 años) los niños aprenden a escuchar a sus compañeros, a responder preguntas, y a compartir lo que piensan. Al principio responden a preguntas simples con sí o no, un color o su propio nombre, para, poco a poco responder a preguntas más complejas.

Al llegar a enseñar a Estados Unidos, hice lo que hacemos muchos: imitar a mis compañeras americanas. Y dejé de comenzar mi día con un corro. A los cuatro meses de haber

comenzado el curso, me di cuenta de que los niños no sólo no conocían el nombre de sus compañeros, sino que había niños que tenían pocas oportunidades de hablar, ya que eran más reservados. Y así es cómo recuperé mis viejos hábitos.

Ya sea con una estructura de *Morning Meeting*, de *Restorative Justice Circle*, o cualquier otra filosofía, mi recomendación es comenzar el día con esta dinámica. En mi clase TODOS los estudiantes participan en el círculo, todos tienen un turno, y poco a poco voy incorporando objetivos lingüísticos en mis lecciones de educación socioemocional. Durante estos círculos, se ofrece un modelo de respuesta para quien lo necesite, y hay apoyo visual tanto de las estructuras gramaticales como del diferente



La maestra comienza cada clase con una dinámica que anima a los alumnos a hablar.

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Cultivating Diné Language Immersion Teachers

by Tiffany S. Lee, Ph.D., Vincent Werito, Ph.D., and Melvatha Chee, Ph.D.—
University of New Mexico

The families of the Navajo Nation are experiencing language shift, when the children's first language is no longer Diné (Navajo) and is replaced with English. Currently, families and communities are in the second or third generation of children who are not proficient in the Diné language. The numbers of speakers are decreasing at an alarming rate. Language shift is complex and can be attributed to the enforced cultural assimilation policies of U.S. federal and state governments, the ethnocentric social and cultural attitudes of non-Native educators and policymakers, the high status of English language, and the enticement of modern popular culture through media and technology that require the primary use of English (Crawford, 1995).

These factors have severed the intergenerational transmission of the Diné language resulting in few Diné child speakers and a lack of young Diné language teachers. Although the Diné language is one of the most widely spoken of North American Native languages, it is now an endangered language. In order to work with community members for language revitalization and stabilization, the authors of this article, three Diné faculty members at the University of New Mexico (UNM), developed the Diné Language Teacher Institute (DLTI).

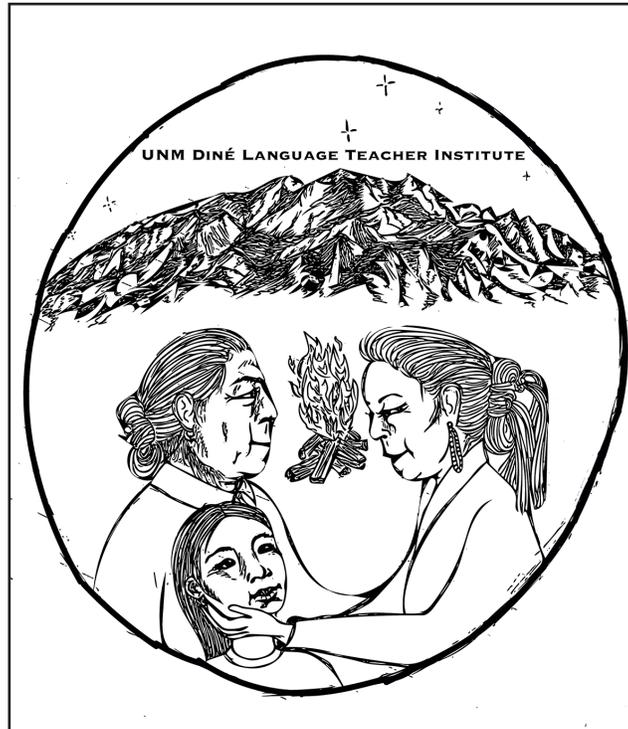
DLTI is cultivating a cohort of prospective and experienced Diné language immersion teachers.

Using a community-engaged approach for capacity building and local empowerment for parents and teachers, the primary goal of this project is to support this cohort of Diné speakers who aspire to be teachers through ongoing, sustained

professional learning via UNM college courses, the Summer/Winter Language Institutes and the Family Immersion Camps, onsite instructional support, and curriculum development. In particular, the cohort members will be encouraged to put theory into action and practice planning for and participating in immersion-style teaching during the Summer/Winter Family Immersion Camps and afterschool/community events for parents, youth, and other community

members. The 18-hour UNM coursework developed for DLTI will primarily focus on using language immersion methodologies for Diné language revitalization. Currently, there are no institutions that provide such courses for Diné language teachers.

Why immersion? Immersion is a form of bilingual education in which at least 50% of content-area instruction takes place through the target (second) language. However, many established Indigenous language immersion (ILI) schools teach 70-100% of content through the Indigenous language (Coronel-Molina & McCarty, 2016). First launched in a few schools serving Native Hawaiian and Diné students in the 1980s, ILI was developed



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by grassroots teams of Indigenous and non-Indigenous practitioners and parents to respond to the dual realities of enduring achievement disparities and a growing trend toward Indigenous language and culture loss—the consequence of a long history of policies of linguistic and cultural suppression. ILI

is thus a unique form of bilingual-bicultural-biliteracy education in which all or most academic content is engaged through the Indigenous language, coupled with a strong Native language and

culture revitalization component. It has shown the most success in producing child speakers of the Indigenous language (Hinton & Hale, 2001). ILI is unique in the challenges it faces. Diminishing numbers of speakers and inequitable access to higher education mean that there are few Indigenous-language speaking teachers and those teachers are often second-language learners themselves. ILI programs must therefore “grow their own” teaching staff and curricula—a long-term, resource-intensive process. However, among Diné communities there are still adult speakers, making this an opportune time to harness their language abilities into immersion teaching skills.

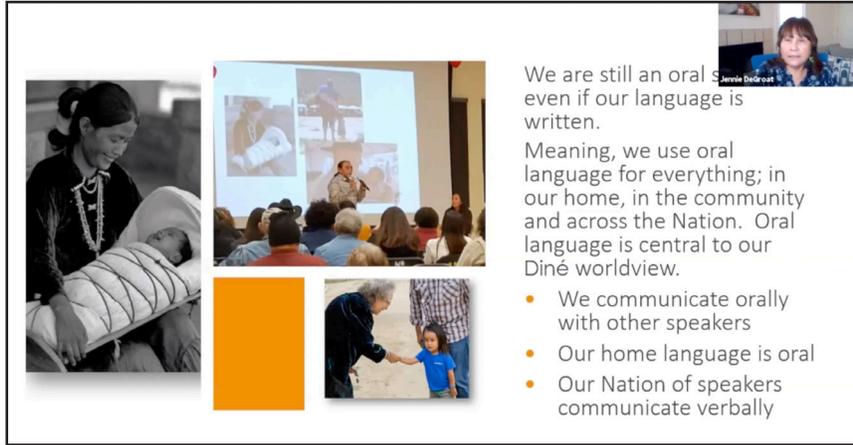
The DLTI has created an undergraduate certificate in Diné language education upon completion of the course work for cohort members. Additionally, DLTI will hopefully inspire Diné youth to relearn their language and Diné speakers to use their language through community language advocacy initiatives. Course topics include *Teaching Navajo in Community and Immersion Settings*, *Language Curriculum Development for Navajo Communities*, *Oral Tradition and Language Reclamation*, and *Navajo Linguistics*. Furthermore, the institute will create a pathway for master’s-level licensed

teachers to pursue additional coursework for a bilingual endorsement in Navajo/English. Our hope is that young Diné speakers and teachers will help stem the tide of language shift. It is critical that there be availability of sufficient numbers of trained (and certified where applicable) Diné

language teachers/speakers to reverse the current trend of language loss/shift. The long-term goal is to have strong community- and school-based programs like Diné language nests for preschool

children, Diné dual language education, and Diné full immersion community programs.

For a personal account of DLTI’s impact on one participant, please see Valencia Edgewater’s narrative on page 4.



Jennie DeGroat of Northern Arizona University leads an online session during DLTI’s 2020 Summer Institute.

References

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My Language Journey with DLTI

by Valencia Edgewater—Diné Studies Coordinator, Piñon Unified School District, AZ

My name is Valencia Edgewater and I am Chíshí dinéé, of the Chiricahua Apache clan, from the Black Mesa region of the Navajo Nation. After earning a Master's Degree in Bilingual Multicultural Education from Northern Arizona University, I started using my training to pass on the Navajo language that I learned as a child from my grandmother to community members and visitors. I taught through immersion, speaking entirely in Navajo and focusing on our traditional ways of thought.

Through gestures, images, and the natural environment, I invited my students to learn. I would begin a lesson with the sun, orienting my students to the cardinal directions of sunrise, sun passage, sunset, and the North Star. Soon, they were able to point out the cardinal directions of the sacred mountains, introduce themselves in Navajo, and ask others to do the same.

Now, I serve as the Diné Studies Coordinator for the Piñon Unified School District. PUSD is located in Piñon, Arizona on the Navajo Nation. We have one elementary school, one middle school, and one high school. I am thrilled to be able to work with teachers and students to develop proficiency in our Diné language and to deepen our thinking regarding our Diné way of life, our traditions, and ceremonies.

I learned about the Diné Language Teacher Institute (DLTI) at the University of New Mexico by accident. I was scrolling on Facebook and I saw that LLSS 493 – Issues in Navajo Education was being offered free of charge. I contacted Dr. Vincent Werito because I was very interested in the course, but also interested in how to develop and write a curriculum for Navajo language and culture. I have always been interested in Diné language and instruction. That interest led me to enroll in Diné College, where I received an Associate's Degree in Navajo Language.

While I was comfortable finding ways to engage the community and teach the language in those contexts, I became very interested in understanding the research that has been conducted on Indigenous language revitalization. I wanted to understand language decline in Tribal communities, the effect colonization has had on our people—my own father was forced to attend boarding schools as a boy, the

best way to deepen conversations around social justice, and how to increase the accountability for the language program we have in place at PUSD.

The classes I participate in through DLTI have brought me together with other relatives (educators) in our Diné community who are helping children and adults reclaim our language. Some of my fellow students live, like I do, in the Navajo Nation, while others live in urban centers in Arizona and New Mexico. We study the research on language shift and colonization's effects on Indigenous communities

all over the United States. We study land-based teaching practices that connect us with traditional ways of teaching and learning. We look at ways to understand how language is used in the various communities so that we can connect our teaching practices to community practices. We find ways to walk a fine line in regards to using the tools, materials, and strategies used by world language teachers and students and anchor ourselves in a Diné world view and our traditions. And we learn to develop curriculum to use with our students that reflects who we are.

Best of all, we have a forum to air our frustrations and our triumphs. We have access to DLTI's professors and instructors for help and advice as we face challenges in our school communities. We are also able to connect with the cultural resources that DLTI has introduced us to. There are YouTube



Ms. Edgewater is at the local windmill to haul water for their horses.

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videos that teach Diné vocabulary. Dr. Jennifer Wheeler has a video series narrated in Diné on how to make traditional food using traditional cooking tools made from resources found on our land. Other videos show how to make clay. We have also been introduced to books written by Native authors that detail our shared experiences.

My own experiences and studies, along with the knowledge gained through DLTI and its related classes, activities, and conferences have informed my work with Piñon USD.

We have adopted clear goals from the Indigenous Language Institute in Santa Fe. We encourage students and adults to:

- **Nizaad bee y1n7ti'** - Speak your language.
- **T'11' 1kw7j9nizaad chiin7'9** - Use the language daily.
- **Noos4'7nizaad bee bich'9 y1ni7ti'** - Raise our children in the languages.
- **Nihizaad bee yádeelti'go éiyá nihinaag0=, nihizaad bee yá'ati'doo** - Create a language-speaking community.

We have also established simple rules for both speakers and learners to follow to support more wide-spread proficiency in our community:

- Do not criticize pronunciation, correctness, or dialects.
- Encourage each other; don't let criticism stop you from learning.
- Learn to speak and communicate; learn ABOUT the language later.
- Remind speakers to use and stay in the language.

Even as the COVID-19 pandemic has impacted both our community and our schools, we continue to encourage and support these efforts. We emphasize oral language development by using immersion strategies, even on our online platforms. Diné language time is scheduled for those students

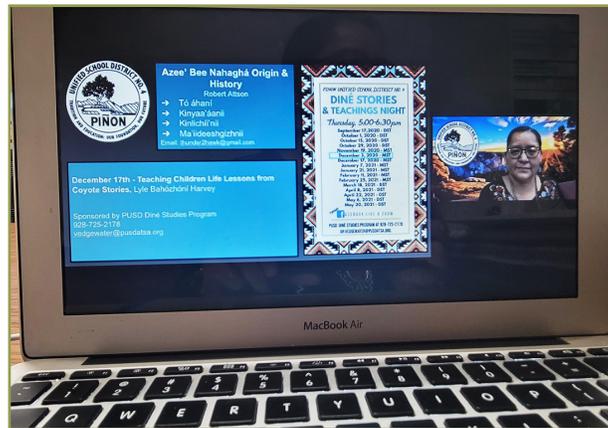
with stable internet connectivity. For those without internet capability, we send out learning packets every two weeks that contain both content-specific learning materials and language activities that can be completed at home with other family members. We embed ceremonial teachings in our lessons and link them to traditional stories. Along with our students, we research the original meanings of those stories and teach accordingly. Most importantly, we continue to encourage our students

to speak the language. During the quarantine and curfews imposed on our communities, we have found that more parents are sitting with their children as they complete the learning packets. Even when the students are online, parents at work in the kitchen are listening in and participating while their children engage with audio and video materials. In this way, even in homes with no Diné speaker-models,

students are still able to practice the language.

Interestingly, as part of my efforts to survey our students regarding our Diné language teaching, I found that the students in the middle school were interested in learning to type using Navajo orthography. I used that interest to first make a connection to various vocabulary words and phrases and how they sound. We spent several days focused on oral practice. Then, I showed them the written word and had them practice using word-processing tools. They loved it!

Sometimes the work to revitalize our language feels pretty overwhelming. There are so many challenges in a public-school setting. But I am committed to finding the research and strategies to make sure that the Navajo language and way of life are passed on to future generations. My education at Northern Arizona University under the mentorship of Jennie DeGroat, my experiences in community teaching and learning, and my participation in the Diné Language Teachers Institute motivate me and inform my efforts. I do this for my own children and for my community.



Ms. Edgewater prepares to facilitate Diné stories during her district's virtual community evening event.



Increasing Engagement by Tapping Student Feedback

by Lisa Meyer—DLeNM, in collaboration with Jennifer Novicki, Jennifer Orellana, and Gabriela Unger—Teachers of Mathematics, Washington Middle School, Albuquerque Public Schools, NM

“How can we get more insight into what would best help our students?” asked the members of the math department at Washington Middle School (WMS) in Albuquerque, New Mexico earlier this semester. Their answer, “Let’s ask the students and see what we find out.” With all of the challenges with remote learning, this seemed like the best way to inquire into what was supporting student learning, hindering their learning, and what students would like to see changed.

The math team had come together with Erin Mayer and me, both AIM4S^{3™} math developers, to explore the challenges of their current reality and how to best address them. This first session began with a brainstorm of successes and challenges that the teachers identified with having all students in remote learning. (See image #1.) Many of the challenges teachers and students faced were things that they could not directly control. Technology glitches, families in

participation, increase student voice, and make math more relevant for them.

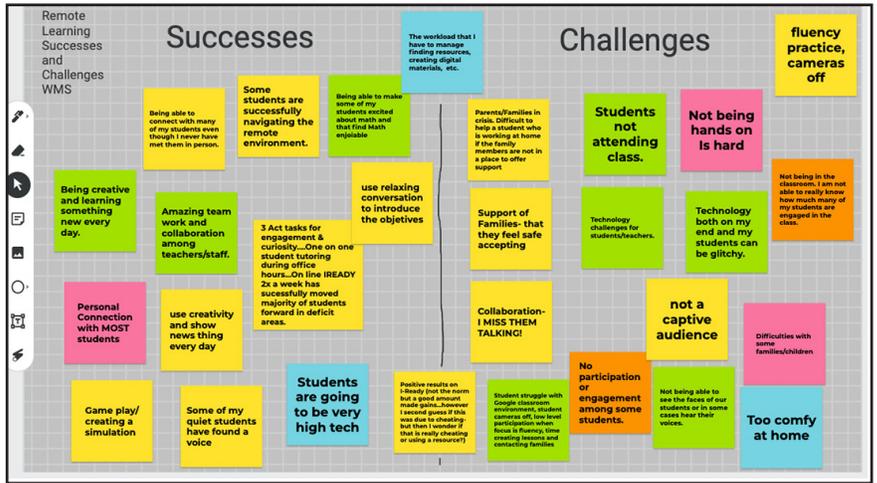


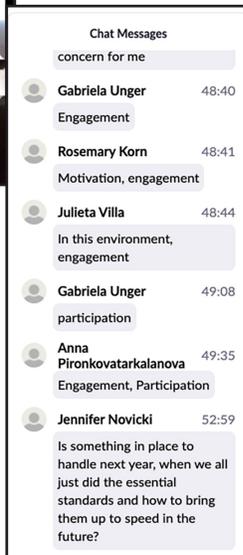
Image #1: Teachers at WMS brainstormed student successes and challenges with remote learning using Jamboard.

Once they identified the focus area, the next question was what strategies or activities they could plan that would increase student engagement. Erin Mayer, one of the math trainers, mentioned that she had received some invaluable feedback from her students when she had asked them directly what supported their online learning. The math team jumped on this idea and decided to get input from their students and bring this back to the next session to share with each other.



Image #2: Teachers identified student engagement as their biggest challenge.

crisis, and the lack of in-person contact were areas they were addressing as best as they could. As the animated discussion continued, the teachers identified student engagement as the biggest challenge that they could impact. (See image #2.) The teachers were anxious to find way to shift what they were doing with students to encourage more



Asking students to share their experiences as a learner is an example of Continuous Feedback, one of the Key Instructional Principles in the math framework Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S^{3™}). As part of instruction, we as teachers

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Tohueuetlahtolli, tonemiliz

Comunidades sin fronteras: Building on our Linguistic and Cultural Capital to Ensure Equity

Nihizaad baahasti!



La Cosecha

Hybrid Dual Language Conference

NOVEMBER 10-13

Join us for La Cosecha 2021 as we come together to share current theory, best practices and resources, and build networks to fuel our community's efforts for a better future for our children!

2021 FEATURED SPEAKERS



Dolores Huerta
Dolores Huerta Foundation
Community Organizer



Jimmy Santiago Baca
American Poet



123 Andrés
Teaching Artists and Songwriters



Jim Cummins
Professor Emeritus
University of Toronto



Kathy Escamilla
Professor, Project Director, BUENO
Center for Multicultural Education



**Wayne Thomas &
Virginia Collier**
Professors Emeritus
George Mason University



Mariana Castro
Director of Academic Language
and Literacy Initiatives - WIDA



Francis Vigil
Tribal Education Specialist
National Indian Education Association

SUGGESTED FUNDING SOURCES:
Title I * Title IIa * Title III
Migrant Education
Professional Development
Federal School Improvement Funding



2021 FEATURED STRANDS

- DLE Program Development
- Special Education Services
- Pre-K DLE Program Development & Instruction
- Indigenous Language Immersion
- Dual Language Immersion
- Academic Language Development
- Biliteracy, Oracy, and Oral Language Development
- Approaches to English Language Development
- Integrated Technology and Virtual Instruction
- Leadership, Policy, and Advocacy
- Research
- Cultural and Linguistic Responsiveness and Equity
- Family and Community Partnerships

Early Registration Deadline — July 15

La Cosecha 2021 will be a hybrid event, comprising both an in-person and a virtual conference. In-person activities will take place in Albuquerque, NM. Currently registration is open for Virtual Registrations ONLY. We anticipate in-person registration to open in August.

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www.DLeNM.org



Indigenous Dual Language Education: A Journey

by Trisha Moquino—Co-Founder and Education Director, Keres Children's Learning Center, José Azul—Director of Heritage Languages, DLeNM, and Mara Matteson—Administrator, KCLC

The opening of the Keres Children's Learning Center (KCLC) in September of 2012 brought to the Pueblo de Cochiti a community effort to push back on the intrusion of English in our cultural and traditional way of life. KCLC became the epicenter of a focus on maintaining and revitalizing our Keresan language by intentionally shifting our focus to teaching and learning our heritage language. The school's mission statement says:

KCLC strives to reclaim our children's education and honor our heritage by using a comprehensive cultural and academic curriculum to assist families in nurturing Keres-speaking, holistically healthy, community-minded and academically strong students.



Keres Children's Learning Center welcomes Ms. Indian World.

Since KCLC adopted dual language programming five years ago, our administration and staff have experienced both the successes and challenges of implementing an Indigenous Dual Language Education (IDLE) program that involves both a written language (English) and an oral language (Keres). We have experienced growing pains and have had to learn difficult lessons in order to best serve and support the mission of the school.

There has also been much to celebrate: a growing number of families have chosen an education pathway that does not require that their children give up their heritage language in order to be in school. And, our children are emerging Keres speakers.

Indigenous Dual Language Education (IDLE)—A

Journey and Some Considerations: Keres Children's Learning Center

In 2015, KCLC adopted a Dual language Education (DLE) program model at the elementary level to complement our early-childhood immersion classroom. We felt that dual language programming would provide teaching and learning support toward our mission.

As defined by the Guiding Principles of Dual Language Education (Howard et al., 2018), Dual Language Education (DLE), is a form of bilingual education where two languages, the dominant language (DL) and the target language (TL) are used to teach literacy and academic content in a school setting guided by its three pillars: bilingualism and biliteracy, academic achievement, and sociocultural competence for all students. Its four types of DL programs are defined by their population. DLE programming has offered much hope and inspiration to the movement to revitalize Indigenous languages.

The lessons we have learned have culminated in a document that has been created with support and guidance from Drs. Christine Sims, Carlota "Penny" Bird, and Rebecca Blum Martínez of the University of New Mexico to help clarify how DLE models differ for Indigenous language programming in New Mexico versus models that include English and other world languages such as Spanish or French. This article provides an overview of the document.

Indigenous Dual Language Education (IDLE) programs need to reimagine the three DLE principles of bilingualism and biliteracy, academic achievement, and sociocultural competence.

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World languages achieved world-language status by virtue of conquest. Thus, world languages serve the conqueror in order to perpetuate the dominant culture. In sharp contrast, Indigenous languages are being revitalized to serve the original speakers—the people of the Indigenous-language community. It is not a tool to learn English, as revitalization efforts are intentional to fend off the impacts of colonialism and the globalization of English with its assimilationist agenda. The intent is to ensure that learners will be able to speak their heritage Indigenous languages fluently, pass them on to the next generation, and thus sustain their Indigenous languages and cultures for generations to come. Fluency in the community's language supports a positive sense of identity that is rooted in how our own people socialize and nurture our children; it is a form of resistance to the overwhelming influence of the dominant culture and language. This is why we feel *Indigenous Dual Language Education (IDLE)—A Journey and Some Considerations: Keres Children's Learning Center* is important to share.

Language shift is real. It happens when parents stop using their Indigenous language in the home in favor of the language of power, in this case, English, or when grandparents use it to communicate with their grandchildren. In these cases, we see how this practice in the home, as well as through our current educational system, continuously affirms and defines success as students' exclusive proficiency in spoken and written English. This shift to English perpetuates assimilation into the dominant culture and erases the cultural and linguistic richness of our communities. For the heritage (Indigenous) language, the focus for language learning is for social purposes, to communicate from generation to generation, to maintain their lifeways. For this reason Tribes/Pueblos must focus on the speakers of the language; energy and resources should be focused on creating new speakers to create an intergenerational bridge with our precious languages. Thus, for Indigenous dual language programs, bilingualism and biliteracy involve a singular and deeper focus on the development of oral language use in family and community contexts. Because most Indigenous languages in New Mexico are not written, many heritage

(Indigenous) language, one-way programs focus on oracy, the ability to express oneself in speech. This assets-based approach accentuates the knowledge, life experiences, memories, history, ancestral ways, and traditional practices elders and fluent speakers carry with the language. Indeed, there are strengths in having an oral tradition that does not exist in a literacy-based tradition, and therefore, is not recognized by the world view expressed in English. But we must be clear: harm to oral languages has occurred and continues to occur. The generational trauma that exists in our communities is a result of settler colonialism and the attempted erasure of Indigenous peoples. Our languages and their speakers have been assaulted, yet, even under assault the languages remain strong. Achievement in the Indigenous language involves the ability to understand and participate in Tribal traditions and experiences that will sustain the community for generations.

With respect to the sovereignty and autonomy of all Indigenous communities, there are some non-negotiables that we present for consideration in the implementation of Indigenous Dual Language Education. These non-negotiables, with included guidelines for implementation, have been developed with years of trial and error, experience, and refining. All tribal communities, with space to grow and create and guided by the specific needs and wants of the community, should consider these non-negotiables in implementing their own programs. They include language ownership, teaching models that address the particular goals of the program, and critical partnerships to provide support and direction. More detail and discussion of the non-negotiables can be found in *Indigenous Dual Language Education (IDLE)—A Journey and Some Considerations: Keres Children's Learning Center*. Get your copy of this free resource by visiting www.kclcmontessori.org in Summer of 2021. Please share with your networks and colleagues.

References

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K., & Rogers, D. (2018). *Guided principles for dual language education* (3rd ed.). Washington, DC: Center for Applied Linguistics. <https://www.cal.org/resource-center/publications-products/guiding-principles-3>



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vocabulario que pueden necesitar. Los estudiantes ganan en confianza, ya que es una forma segura de participar en la clase y de practicar el lenguaje oral.

Otra de las mejores adiciones en mi caja de herramientas docentes y que recomiendo probar a todo el mundo, nació después de asistir a una sesión de desarrollo profesional basada en las técnicas de introducción de vocabulario del programa ExC-ELL de Margarita Calderón (<http://exc-ell.com/>). Al día siguiente de esta sesión, creé mi primer set de diapositivas de vocabulario siguiendo este modelo. Lo que comenzó como una práctica para nuevas palabras de vocabulario, se ha convertido en una de las mejores actividades de conversación para utilizar diferentes estructuras gramaticales, y también para compartir estrategias de comprensión.

En este modelo, se presenta al grupo la palabra nueva, y estos la repiten tres veces (esto ayuda bastante con la pronunciación). La maestra lee un fragmento de un texto que se va a trabajar después en clase y que incluye la palabra, una definición extraída directamente de un diccionario y otra más sencilla adaptada a la edad de los niños. Entonces se proporciona una estructura de oración que incluye el nuevo término para que los estudiantes practiquen con un compañero durante 60 segundos. Para esto hacen “ping-pong”, el estudiante A produce una frase, rápidamente le sigue el compañero B, y así sucesivamente hasta que termina el tiempo. El objetivo no es que las frases sean 100% correctas, sino que utilicen la palabra el mayor número de veces posible.

Después de poner esta dinámica en práctica unas cuantas veces, decidí que funcionaría mejor en mi clase si añadía unas cuantas modificaciones. Una de estas modificaciones es la disposición de los estudiantes. Divido a los estudiantes en dos grupos

iguales. Un grupo se sienta formando un círculo mirando hacia el exterior del mismo, y el segundo grupo forma un círculo enfrente al primero, de modo que cada estudiante está sentado enfrente de un compañero. Si son impares, entonces yo participo con ellos como uno más, lo cual no sólo es muy divertido, sino que me da información muy válida de cómo se desenvuelven los diferentes

estudiantes en una situación 1:1 y la posibilidad de servirles de modelo.

Practican la primera palabra con ese compañero/a, y antes de presentar la siguiente palabra, los estudiantes que están sentados en la parte exterior del círculo, se desplazan un lugar hacia la derecha, de modo que todos

tienen un nuevo compañero. Estas rotaciones de estudiantes aportan a la actividad tanto las ventajas de las parejas heterogéneas como las ventajas de las parejas homogéneas:

- Cuando tenemos estudiantes con diferentes niveles, uno sirve de modelo al otro.
- Cuando tenemos estudiantes con el mismo nivel, sirven de estímulo el uno al otro.
- Tienen la posibilidad de trabajar con estudiantes con los que sienten diferente nivel de confort, y terminan estableciéndose relaciones nuevas entre los miembros del grupo.
- Aporta dinamismo y movimiento a la clase, y es divertido.

Después de utilizar esta estrategia para presentar nuevas palabras de vocabulario durante algún tiempo, pensé: ¿por qué no utilizarla también en algunas de las actividades que hacemos para presentar nuevas estrategias de lectura? Y así lo hice. Casualmente, durante una de esas sesiones, mi directora entró a observarme. Todos los niños estaban emocionados participando en la actividad, todos hablando en español, y lo más importante

El racismo




Conviértete en un defensor de los derechos humanos, lucha contra el racismo y defiende los derechos humanos.

1. m. Exacerbación del sentido racial de un grupo étnico que suele motivar la discriminación o persecución de otro u otros con los que convive.

Sentimiento de superioridad de un grupo racial que hace que no se trate igual a todas las personas.

Veo racismo cuando

Esta diapositiva de vocabulario es un ejemplo de la técnica de introducción de vocabulario que también sirve para provocar conversaciones.

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—continuación de la página 10—

¡todos hablaban! La directora conocía a este grupo de niños de cuarto grado desde que estaban en kínder, y quedó sorprendida de ver cómo algunos de los más tímidos estaban participando sin importar quién fuera el compañero o compañera con el que les tocaba compartir.

Y... después de haber encontrado la fórmula para hacer que mis estudiantes produjeran más lenguaje oral sin dejar de lado los estándares del estado, llegó ¡la enseñanza virtual! ¿Y ahora qué? Una de mis mayores preocupaciones era cómo iba a conseguir que mis estudiantes produjeran lenguaje oral en un entorno en el que no se sentían cómodos, con sesiones de una hora de conexión diaria (dividimos a nuestros estudiantes en grupos de 10), cuando tenía niños que no se atrevían a salir en cámara, otros que no querían abrir el micrófono para hablar y otros que salían de la reunión llorando cuando les tocaba participar. No os voy a engañar. Estoy segura de que me vais a creer si os digo que ha sido difícil. Pero lo hemos conseguido. Tras dos o tres meses de arduo trabajo, todos teníamos la cámara encendida, nadie se iba llorando, y todos hablaban con el micrófono abierto (en lugar de usar el chat). Aunque tengo que reconocer que hay un estudiante en particular que cada vez utiliza más inglés. La perfección no existe.

A pesar de estar virtuales y del poco tiempo, uno de los principales objetivos para mi distrito escolar es cuidar el aspecto socioemocional de los estudiantes, así es que nuestros círculos han seguido ocupando una parte importante de nuestro día. Como estoy en un programa de lenguaje dual 50/50, la mitad de los días hacen el círculo con mi compañera de inglés y la otra mitad conmigo en español. Presentar la pregunta y un modelo de respuesta fijo en la pantalla ha sido una de las mayores ayudas en este ámbito, y no sólo ha contribuido a mejorar su producción oral, también su fluidez leyendo en voz alta.

Con respecto a la práctica de las palabras de vocabulario/intercambio rápido de ideas, comenzamos haciéndolo todos juntos, tomando turnos para que todos participaran. Esto no sólo

es bastante más aburrido que participar todos a la vez, sino que además limita muchísimo los minutos de producción oral. Entonces tuvimos acceso a las *breakout rooms* en nuestras reuniones de clase. Y desde entonces mis estudiantes tienen la oportunidad de ir allí a practicar sus oraciones durante 60 segundos. Cuando vuelven, pido a un par de estudiantes que compartan una frase que produjo su compañero/a, y de esta forma ellos saben que deben trabajar en ese tiempo. No es perfecto, y estoy segura de que no todas las parejas aprovechan el tiempo como deberían, pero las clases son más dinámicas, y yo puedo ver cómo su español sigue mejorando a pesar de las restricciones del tiempo.

En unas pocas semanas estaremos todos de vuelta en el edificio, y no puedo parar de pensar cómo voy a adaptar esta estrategia para cumplir con la normativa de seguridad para evitar los contagios de COVID, pero estoy segura de que encontraremos la forma de hacerlo.



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routinely use formative and summative assessment data to inform instruction. We share feedback with our students on what they can do to improve their study skills and understanding of the content. Rarely, do we ask students for feedback on class routines, how information is presented, and how we can best support their learning. By not asking students for feedback, we miss out on a wealth of information that can guide our instruction, strengthen our classroom culture, and improve student outcomes in our class.

Below, Jennifer Novicki, Jennifer Orellana, and Gabriela Unger from the WMS math team share their learnings from this experience including what they found out from their students, how they adjusted their instruction based on this information, and their reflections on the process. It is our hope that this information could be helpful for other teachers.

Jennifer Orellana

Jennifer Orellana teaches sixth-grade math in English. She decided to use a Google Form to get information from her students using an open-ended response format. (See image #3.) The questions that she asked were:

- What can I, as your teacher, help you with this year?
- What do you like best about online learning?
- What do you like least about online learning?
- What activities in class help your learning the most?
- What activities should we do more of to help your learning?
- What activities should we do less of?

When she reviewed her students' responses, some recurring themes were frustration with slow WIFI and being on the computer so much. Many enjoyed the videos, breakout group activities, online games, and specifically Kahoot! Kahoot! is a game-based

platform where teachers can write their own questions or use kahoots that other teachers have already written. Students wanted help with fractions, decimals, and mixed numbers. Many preferred not having cameras on, as they were self-conscious about themselves on camera or their surroundings, and they found themselves more distracted at home than at school. A number of students mentioned enjoying office hours to

get one-on-one support. A surprising number of students asked to include more art or drawing in class.

One of the challenges Ms. Orellana faced when reviewing the responses was that what one child liked another did not. For example, some students found online learning more difficult, while others found it easier than in-person learning. While most students enjoyed drawing, a couple asked for less art. Some students enjoyed how much time they had to work by

themselves while others missed partner and group work. This information reinforced for Ms. Orellana the importance of doing a wide variety of activities to support the range of learners in her classroom. There is no match that fits everyone.

Based on the students' feedback, Ms. Orellana lowered the number of tech tools that she was using and the number of windows that students needed to have open at one time. This decreased the number of students facing connectivity issues and increased engagement, though WIFI lags continued to be an issue. She continued to incorporate games as much as possible. She also included more sketching in their problem-solving and vocabulary work. She is currently exploring Sketchnoting as a notetaking strategy that might be a good match for many of her students.

Looking back, she would have done a survey like this once a month to get more regular feedback

Image #3: Teacher Jennifer Orellana used this open-ended response form to gather information from her students.

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from students. She also would have shared the questions with students ahead of time to get their input and ideas on what topics were important to be on the survey. She believes there is power in students seeing that their input is valued and that their math teacher is interested in how they are doing—not only with math but personally as well. The survey proved to be an effective way to communicate that.

Gabriela Unger

Gabriela Unger teaches the seventh-grade special education math classes. Thanks to the smaller number of students in her classes, she decided to use class discussion to get feedback from students. She considered using the chat and Google Forms but had some students who were reluctant to participate in this type of written feedback. When she first started the discussions, students were often very quiet, and it was hard to get information from them. She started doing a quick check-in on Fridays regarding the tech tools that they were using. The students connected to language around “hate it, love it, and in-between”. Ms. Unger found that student feedback increased with this format.

She had been trying different websites and tech tools to build engagement but found that students were overwhelmed and preferred that she use just a few tools. Students enjoyed Kahoot! and found Google Slides a fun way to do interactive activities with vocabulary and graphing. There were other websites she used that the students didn’t enjoy or found too babyish, so she stopped using those. Now that they are back in face-to-face instruction, students are appreciating the opportunity to do more paper-pencil work and less on computers. She is still working on engaging her students and finding ways to increase participation and student voice.

Ms. Unger would recommend that teachers consider the specific students in the class to determine the most appropriate format to elicit feedback. She found it was important to be persistent and to keep it short and manageable for everyone.

Jennifer Novicki

Jennifer Novicki teaches sixth, seventh, and

eighth grade accelerated math and gifted math. Ms. Novicki developed a routine using Google Forms that included a grade check and reflection from students. The form included feedback from students on activities that they were doing in class and information to help her with groupings. An important element to this form was the work she had done previously to build a classroom culture that supports students in giving honest feedback. She had also set a collaborative norm for students to work with different classmates throughout the semester. Her questions included:

- What can I do as your teacher to better support your learning? (short answer)
- What do you like best in distance learning? (short answer)
- What activities should we do more of to help support your learning? (multiple choice)
What activities should we do less of? Why? (short answer)
- If you were placed in a group, who in this class do you feel you could work well with? Who would you prefer not to work with? (short answer)
- Open StudentVue. Record your math grade. Record your math strategies grade. (multiple choice)
- Choose the statement below indicating if you need to attend office hours and, if you do, what time you will be attending. (multiple choice)

Ms. Novicki’s students shared with her that they liked the instructional videos that she recorded for them to watch outside of class. She was actually surprised at this so it was helpful feedback to know that the time invested to make these was worthwhile. Her sixth graders told her they were tired of working so much on the computer, so she developed a roller coaster building project and had parents pick up the materials at the school. Students were quite excited about this task. They appreciated Ms. Novicki’s attention to pausing, doing problems, and polling them to see how they were doing in class and how they were feeling about the work. Students shared that they

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didn't like the digital notebooks they were using to record some of their work. She adjusted the format in Google Classroom and students liked these changes. She is trying this strategy again, incorporating the changes. A number of students also shared that they enjoyed explaining how they solved a problem using FlipGrid, so she continued to include this in her instruction.

Ms. Novicki found that asking some questions in a multiple-choice format gave her more detailed information and made reviewing students' responses easier for her. This was especially true with the question about which strategies they should do more of in class. Taking the time to list specific things they had done in class for this particular question paid off—she received much more information from every student who filled out the survey. It also supported students in filling out the open-ended question that asked which activities they should do less of since the list was included in the previous question. (See image #4.) Other multiple-choice questions that made it easier to respond to asked for the students to report their grades. The list of possible responses allowed for more consistent reporting. The times offered in the question regarding potential office hour appointments, likewise, made it easier for students to choose and set up a clear expectation for them to attend. (See image #5.)

Final Thoughts

Tapping our students for feedback is a powerful way to maximize our planning, have students reflect on their learning, and assure them that their voice matters to us. An important step is sharing what we learn with the students and highlighting how we are using this information and incorporating it into our lessons. Building a positive classroom culture with high expectations for students that includes routines for continuous feedback cycles leads to higher learning and engagement on the part of students and teachers. We all want to feel like our voice and opinions matter.

What activities should we do MORE of to help support your learning? Check all that apply! *

- Daily 7 on MSM- the warm up we start each class with
- Gimkit and Kahoot Reviews
- The videos instructions (to review again if needed)
- The videos with MSM
- Digital Notebooks (focused on 1 standard, an examples is Ghost Island)
- Practice problems (practice printable)
- Clicker quiz in MSM or Google Quiz (for feedback and assessment)
- MSM immersion problem, resolution and simulation game/activity
- Pre and Post Unit Self Reflections (slide 9 and 10 of your digital notebook)
- Office hours
- Other...

⋮

What activities should we do less of? Why? *

Long answer text

Image #4: Ms. Novicki's open-ended questionnaire provided much-needed direction for her instructional planning.

Open StudentVue! The link to log in can be found on the STREAM page of our google classroom! RECORD YOUR GRADE IN MATH STRATS BELOW! *you do not need to record the - or + with the letter grade*

- A
- B
- C
- D *required to attend office hours
- F *required to attend office hours

Choose the true statement below.

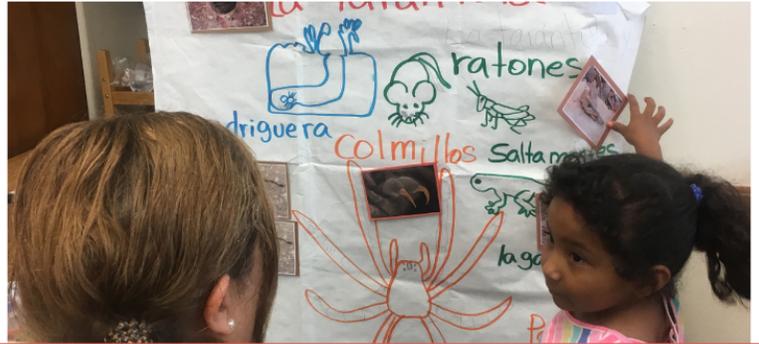
- I currently have a C or higher in both Math classes. I am not required to attend office hours.
- I will attend on Wednesday at 2:15
- I will attend on Friday at 2:15
- I will contact you to schedule office hours (email me at novicki@aps.edu or 505-433-7703)

Image #5: Multiple-choice questions allowed for more consistent reporting and a way to ensure student attendance during office hours.

For more information about AIM4S³™, visit <https://www.dlenm.org/what-we-do/instructional-support-and-resources/aim4s3-math-framework/> or email aim4s3@dlenm.org.



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