

Center for Diné Teacher Education

MINUTES

Advisory Group Meeting • April 8, 2005 10:10 AM - 2:30 PM

Tsaile Campus • Diné College

Group members present:

Anita Pfeiffer
Marjorie Thomas
Darrel Badonie

Gloria Clark
Pauline M. Begay
Della Begay

DTEP staff members present:

Janel Hinrichsen
Benjamin Barney
Amelia Black
Vale Adakai

Guests:

Gloria Emerson
Cam Pfeiffer

Invocation given by Marjorie Thomas. Everyone introduced themselves. The Agenda reviewed and accepted. November 5, 2004 Minutes reviewed and accepted.

Janel Hinrichsen:

We are doing number of things over the semester to be better prepared for AEPA. We now have much of our information the Web Site; the BA partnership which includes Advisory Group, list of faculty, different education programs, a CD on No Child Left Behind, NM Bilingual Education, and program assessment. The first page of the Web is confusing. **It will be reviewed and improved.** The AA Elementary Education is being assessed first; the AA Early Childhood will be the second program to be assessed. Clay Slate and Amelia Black are in charge of the AA Elementary Education program assessment. Most Tsaile education faculty are teaching at community campuses. **Add to the Web page a section for DTEP alumnae.**

AEPA has two parts; education content area and professional area. Recently exams copies were purchased from ASU Bookstore for faculty to incorporate into their BA courses. Test content especially for the professional section are addressed in the Senior Seminar. CDTE faculty are encouraged to take the AEPA exam. Through grant funds we have purchases passwords from NAU for their prep course on the Web. The students have more problems with the writing component of the exam. **Check the NM exams for teachers.** Testing taking skills and anxiety will always be an issue. 48 of 54 DTEP graduates passed the AEPA and attained teaching certificates.

Vale Adakai:

These multimedia books are designed, written, edited, and produced in collaboration with many people including students and staff of the Center for Diné Teacher Education and the Center for Diné Studies. Students and professors of these programs produce and use the materials.

This past year we have been working hard on converting some of our units from Macromedia AuthorWare to Macromedia Flash. We also created ten new Children's Literature Books. CDTE now has a collection of over ninety books.

This past year we also worked on updating our website at CDTE (<http://cdte.dinecollege.edu/TSF/multimediabooks.htm>) and the NETC website (<http://nettrain.umm.edu>), the site for distribution of the Navajo Education Technology Consortium materials.

We are also working on creating a CD for all the Multimedia Books.

The books are grouped by proficiency level with the simplest books indicated with the lowest number. These numbers indicate the Navajo language proficiency level of the reader/listener that we expect these books to be appropriate for.

In order to view these multimedia books you will need to download and install the Macromedia Flash Player on your computer system. The video units require you to install Macromedia Authorware and Apple Quicktime.

TechShare is a six-year project which is scheduled to run until June 2005. The funding source is NETC. We are currently talking with the college about funding issues.

We viewed the book "Hastiin Adiits'a'ii Baa Hane'", written by Lydia Fasthorse Begay.

Gloria Emerson:

It is good to hear Vale Adakai explain the Books since they have been mentioned by BA graduates I visited. I am starting another contract with CDTE to locate teachers. I am to find out about the teaching strategies that work for them, and how CDTE can support them.

Visited Diné Immersion program at Fort Defiance and talked with four DTEP graduates. Saw students doing mathematics in Navajo late in the afternoon. Diné Language Immersion works. The multi-media books are used by schools. What does not work is parents helping their kids learn the Navajo language. The students are learning Navajo in the classroom from the teachers; they are not getting any Navajo at home from the parents. Also visited Nazlini, Pinon, Rough Rock and Many Farms. One graduate says that everything taught or given by DTEP works in the school and classroom. Another graduate says that she uses her DTEP classroom notes. One graduate is teaching science to the students. One person thought that DTEP could sponsor a Charter School. Another wanted to see DTEP sponsor a get-together of all the graduates. Another wanted special education information. It felt like Navajo Nation schools are left out of federal funding. It is not clear how the No Child Left Behind is impacting the schools. These graduates should be publishing what they are experiencing. How did you form your questions? The questions were developed and reviewed at CDTE. Surveys have been sent out and eight received by mid-March 2005. The survey contains a comprehensive set of questions. We then fine tune the questions. We wanted to spend more time in the schools as part of post BA program activities but we just do not have the time. We are not doing that much about what parents are to do with their children as students. It is not clear what should be done with the parents but something should be started. What the parents are doing are so different from what they use to. The parents are not into Navajo language or culture today. We should be more concern about what is happening in the schools. Two of our MA students are investigating parental involvement. Even in Albuquerque the schools are finding that the parents are so young and into more negative things. So it is not just Navajo Nation parents. The No Child Left Behind addresses parental involvement, and schools set in place parent advisory groups and parent curriculum (I Care). We also hear about Family Literacy Program which could be important. Maybe our graduates can do some of these programs for some pay. The BIA boards do not have any authority over the school programs. Would it be wonderful to start an elementary school at the College using the DTEP graduates. Many schools discourage Navajo programs. We could really train the parents. How do we do this? Many parents do not participate in any of the school activities. What do parents think? Do the parents value their kids? Parents need to get more involved in the schools and what their kids are doing. Maybe parents need to learn more what their kids are getting in schools. In some schools parental involvement is working. Parents and grandparents need to keep trying to improve things for their kids and grand kids. The Council Delegates do not really consider the Navajo Nation students. We already have successful programs. There are many examples.

The DLAF is a good program activity but it requires time and energy that might be hard to find. The College, students and teachers like DLAF but it is hard to find the time to really do it well. We think we might cancel it. The Advisory Group want the DLAF continued. Some of them are willing to help put it on. Marjorie Thomas want to help. They suggested having BA students run the Fair. Some of the students could act as judges.

Student Enrollment & Advisement:

There only 9 seniors and 5 juniors in DTEP now. The BA enrollment is low and we have tried to increase the enrollment by recommending more students. We advised students for fall 06 and fall 07. This is easier to do since CDTE faculty are advisors to all the education majors (we advise some Liberal Arts majors as well. The tuition paid by students are either ASU or DC depending on whose course they are taking. The tuition rates are different. The tuitions payment to ASU has been a point of discussion for the DC administration with ASU staff this past year. The outcome is yet to be determined.

Advisory Group:

All of the Advisory Group are Navajos and citizens of the Navajo Nation. Some of them are graduates of CDTE program. The Group coordinated the teacher education program even during times when DC administration took a distance to it. At times the Group considered the possibility of moving the program to another location.

Title III Proposal and CDTE grants:

This is a move by the DC Administration to take on the work that is needed to get the College from a two year to a four year status. CDTE will then have to review its program for a state review and approval of the elementary education program as a four year program. The Title III proposal includes the work to move from a two year college to a four year college.

We were discouraged from writing new proposals so we have not written any this year. This allows for CDTE to use DC funding sources. Without new grants our staff will do less grant related work. At the same time, we will have less money for some things we use to do.

CDTE faculty & staff commitment:

All CDTE faculty are teaching education courses at Tsaile, Window Rock, Ganado, Chinle, Kayenta, and Shiprock campuses. All CDTE staff and faculty are doing good work and spending hours doing what they are asked to do. They are committed to work that create quality. How long will this staff and faculty continue this dedicated work when there is just too much to do?

DLA:

The connection we have to Diné Language Association is good. It allows us to stay in touch with K- 12 teachers and staff. It also keeps us aware of the k-12 issues and problems.

November 5, 2004 Meeting recommendations were reviewed. Of the 20 listed recommendations 13 were done, partially done, or work on it started. The 20 listed recommendations will stay as is so CDTE can continue the work.

Next Meeting:

The next meeting would be the coming summer (date to be determined), September 30th, or October 7, 2005. The next meeting will be a working meeting on Early

Childhood program. People working with early childhood programs at the Navajo Nation, universities, colleges, states, etc will be invited to this working meeting. This meeting will become the fall semester Advisory Group meeting.