

W.K. Kellogg Foundation (WKKF) Narrative Report Project Report for the period of September 1, 2002 through July 31, 2003

## **Progress Toward Goals**

In the year 2002-2003, with funds from Kellogg Foundation the Center for Diné Teacher Education (CDTE) programs continued providing activities and materials supporting our program infrastructure in the areas of language use and curricular materials. Particularly, we used the monies funded to support our Diné Language Arts Fair, an annual retreat, and maintenance of our copy machine. In addition, funds were allocated for support of instruction through dissemination of materials for kindergarten immersion, stipends for guest presenters in Diné language courses, and covering costs for driving to and from field experience school sites.

### *Diné Language Fair*

The Diné Language Arts fair is an annual event provided each Spring. One of the goals of the fair is to promote a positive perception of Navajo language and culture. Specifically, the fair encourages students who are not conversant in Navajo to use the language and better understand how it can resonate in their lives. For those who are fluent Navajo speakers, the fair offers them an opportunity to show their values, beliefs, and skills as well as to be a model for others. We seek to give students a sense that even though they may not be proficient in Navajo, performing in Navajo is something that is positive and achievable.

By planning and working towards a performance, the K-14 teachers and students have an opportunity to concentrate on Navajo language and culture. They are provided an impetus to study and articulate the cultural aspects of being Navajo. They have an opportunity to speak and wear attire that reflects Navajo traditional and modern culture. Performances during the three-day event include individual poem reading, choral reading, storytelling/joke telling, solo singing, group singing, reader's theatre, and original works. Participants perform on stage before an audience. Estimates of attendance on the first day, there were 130 participants 8<sup>th</sup> grade through college age. On the second day there were 230 participants from 3<sup>rd</sup> to 7<sup>th</sup> grade. And on the third day, 250 participants from K-2 grade were present.

All of the performances are rated through a panel of five judges. At the end of each day performers are recognized based on how they were ranked. Kellogg funds were used to cover mileage and a small per diem stipend for the judges as well as covered the costs for lunch for all those involved. All participants received some type of recognitions such as

certificates and/or trophies.

The fair is promoted through public service spots on local radios and in local newspapers. All participants are required to apply in advance. We also advertise and make available applications through our website. ([www.dinecollege.edu/dlaf.htm](http://www.dinecollege.edu/dlaf.htm)). Participation has increased each year. It is a celebration of language without restrictive standards.

In addition to those who attend from K-12 schools, pre-service teachers in our Elementary Teacher Education program participate in the planning, implementation, and performances for the fair. They have an opportunity to work with children in the age groups that they will someday be teaching. They also learn how field trips look from the perspective of the visited site. They learn about the logistics involved in a successful experience. The College provides support through facilities usage. The gym, student services buildings and employees are made available during the 3-day event. Over the years, employees of the College have become more involved as they witness the experiences of young people tapping into the various ways of valuing Navajo. It has become a more institutionalized event. Unfortunately, the larger community and parents are not included in the fair. This is largely due to the lack of space and resources for the event. (Additional information is available through CDTE.)

#### *Annual Retreat*

The annual retreat was in Albuquerque from May 19, 2003 to May 22, 2003. The purpose of the annual retreat is to review the entire Center for Diné Teacher Education—programs consisting of degree plans for an Associate of Arts in Early Childhood Education, Associate of Arts in Elementary Education (K-8), Bachelor of Arts in Elementary Education (K-8), and Master's in Curriculum & Instruction. The entire staff, faculty, and advisory board members as well as student representatives from the bachelor degree program review programs and reflect upon concerns raised by program processes. Each day of the retreat is organized with discussion of two major topics in the morning and three topics in the afternoon. The kinds of topics raised at this retreat included reading issues, strategic/long-range planning, annual process of review, performance objectives, teaching load, Navajo option, and the bachelor program academic calendar. Outcomes from the retreat include a list of identified issues and possible solutions. The culminated list of recommendations reflects action items prioritized and categorized as short-term and long-range “do-able.” (Additional information is available through CDTE.)

#### *Maintenance of copy machine*

Funding from the Kellogg grant has allowed CDTE to continue an annual maintenance contract for the sole copy machine (XEROX DC230 purchased in 1999) used by all faculty, students and staff in the program. As with any institution, the capability to reproduce documents and disseminate information is critical for day-to-day operations that fulfill the over-riding goals of CDTE.

### *Support of Instruction*

To answer to the call of an executive order from the Navajo Nation, a Kindergarten Immersion Guide was developed. Funds from the Kellogg grant were used to distribute the information in the form of a curriculum handbook developed by ! [ch} 7 Din4 Bizaad Bitsih N7naly4 workshop participants. The curriculum addresses practical ways to set up and support Navajo as a second language in the classroom and defines the cultural goals through a curriculum framework. The information in this handbook is intended to be a “work in progress” as an impetus for continuing the dialogue for Navajo language use in a school setting. (Additional information is available through CDTE.)

A graduate of our Bachelor degree program, Geraldine Garrity is piloting the curriculum in the Fall 2004-Spring 2005 school year at Lukachukai Community School in a kindergarten class. In addition, one of our current seniors, Barsine Benally is working as a student teacher in the Lukachukai immersion kindergarten class and supporting the project with insights as a pre-service teacher. This guide was also distributed to other schools and was selected to be used at Aneth community school located in Utah.

An outcome of the dissemination of this guide has been the realizations among K-12 teachers and higher education faculty for the need to revitalize institutional support for Navajo language and culture in academic settings. The curriculum guide has brought to the surface a strong need for more explicit and readily available Navajo language and culture materials. One consequence has been steps taken to revitalize the Diné Language Association. It has been re-convened and is working with individuals in education and health care to promote use of Navajo for speaking, reading, and writing. In addition, the Center for Diné Teacher Education has increased efforts to develop and disseminate Navajo materials through our Curriculum Center housed at Diné College.

The Kellogg funds were also used to cover some of the costs of traveling to and from Navajo Nation schools during times of CDTE student teaching/apprenticeship supervision. Because of the importance placed in this program on providing theory-to-practice learning, CDTE faculty travel to local schools to work with mentor teachers (many who are graduates from our programs) to better prepare pre-service teachers in elementary schools (K-8). Every semester, each pre-service teacher is assigned to work with a mentor teacher and participate in all aspects of teaching of children. During the first three semesters of professional coursework these field experiences range from 4 weeks up to 6 weeks. In the final semester of the program, pre-service teachers are student teaching for the full semester. They work with a mentor teacher and a CDTE supervisor and are present in a K-8 classroom from the first day of class in January until the second week in May. During this semester, our CDTE program calls upon the pre-service teacher to begin observing in the first few weeks and move steadily towards full-time student teaching where he or she is in charge of managing all aspects of the children's learning experiences. Near the end of the semester, the pre-service teacher gradually returns full-time responsibilities to the mentor teacher and once again takes on a participatory observer role. The CDTE supervisor facilitates these experiences and

documents on-site pre-service teacher progress approximately once every two weeks.

### **Future Plans**

Below is a summarized overview of plans for funds. A more detailed explanation will follow in subsequent communications. In the school year 2003-2004, CDTE intends to use funds from the Kellogg grant to support a percentage of the salary of faculty members who teach in our AA and BA teacher education programs. As in past years, the faculty utilizes guest speakers (as consultants) in various language instruction techniques such as (Community Language Learning, ALM, Total Physical Response, etc.) and we will use Kellogg funds to pay for their services. In addition, a high percentage of faculty time is spent in developing curriculum and materials specifically for Navajo language learning and working with experienced teachers and pre-service teachers in their specific classroom, as emphasis continues to be placed on standardized test scores, we are being called upon to work more intensely creating Navajo language and culturally-relevant materials. We will be utilizing funds to cover costs for curriculum and materials development.

Other funds from the Kellogg grant will be used to augment the Curriculum Center operated by CDTE. At this time, the need for developing, acquiring, and cataloguing Navajo materials is great. Through research and analysis, we have realized the necessity to take on the responsibility for maintaining and sustaining Navajo language and cultural materials, especially those related to K-12 schooling for curriculum purposes. With the pressures from “No Child Left Behind” and the continued emphasis on state standards, teachers are pressed to utilize materials that support these goals and yet little Navajo language and culture materials are available to bridge these requirements. With the deployment of computers, further investment in our website ([cdte.dinecollege.edu](http://cdte.dinecollege.edu)) and use of interactive software, we hope to increase the accessibility of materials. We will also utilize funds to stock our curriculum shelves with raw materials and tools for development of culturally-appropriate and locally-relevant by our pre-service and in-service teachers in our Navajo Nation schools.

Funds are also expected to be used for student teaching/apprenticeship mileage as well as for junior semester field trips (2) focused on science and Diné language and culture. Finally, we also hope to continue supporting faculty and student teacher attendance at state and national conferences, such as language preservation conferences and the American Educational Research Association conference.

We will again hope to use funds to purchase a maintenance contract for our photocopier and research purchase of a newer machine.

We also will use the funds to support the Diné Language Arts Fair as we have in previous semesters and extend support to the Diné Language Association in the form of stipends, meals, and mileage to presenters for the conference scheduled on March 26, 2004.

This year, on May 4, 2004 we will be providing a day-long celebration for the graduates of our bachelor degree and master degree program. We would like to use Kellogg funds

to support a luncheon that includes graduates' family members, college faculty and mentor teachers and principals who have supported each graduate's work towards his/her degree. The event is intended to support their achievement by allotting each graduate to present their action research project or professional portfolio to an audience of academics, family, and peers.

#### Dissemination

Information acquired during the events subsidized by Kellogg funds have been disseminated through reports and activities to K-12 schools on the Navajo Nation and internally within Diné College. Information has been shared with the Shiprock Agency Council of over 80 delegates including the President and Vice-President of Navajo Nation. The Central Agency Chinle with 150 elected officials has also received information through presentations and materials. In addition, the Kellogg funds have been used to support presentations by faculty and pre-service teachers at local, state, and national conferences. Information is also disseminated through our website at [cdte.dinecollege.edu](http://cdte.dinecollege.edu). In the next year, we hope to further develop information on our website regarding the support we have received from our grant partnership including those from the Kellogg foundation.