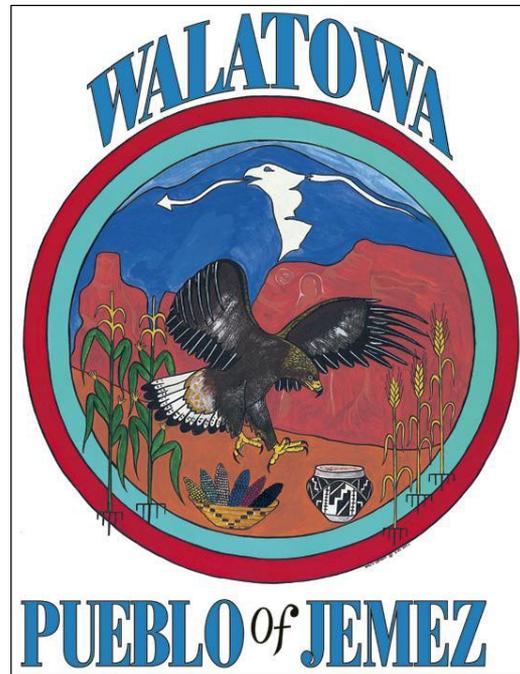
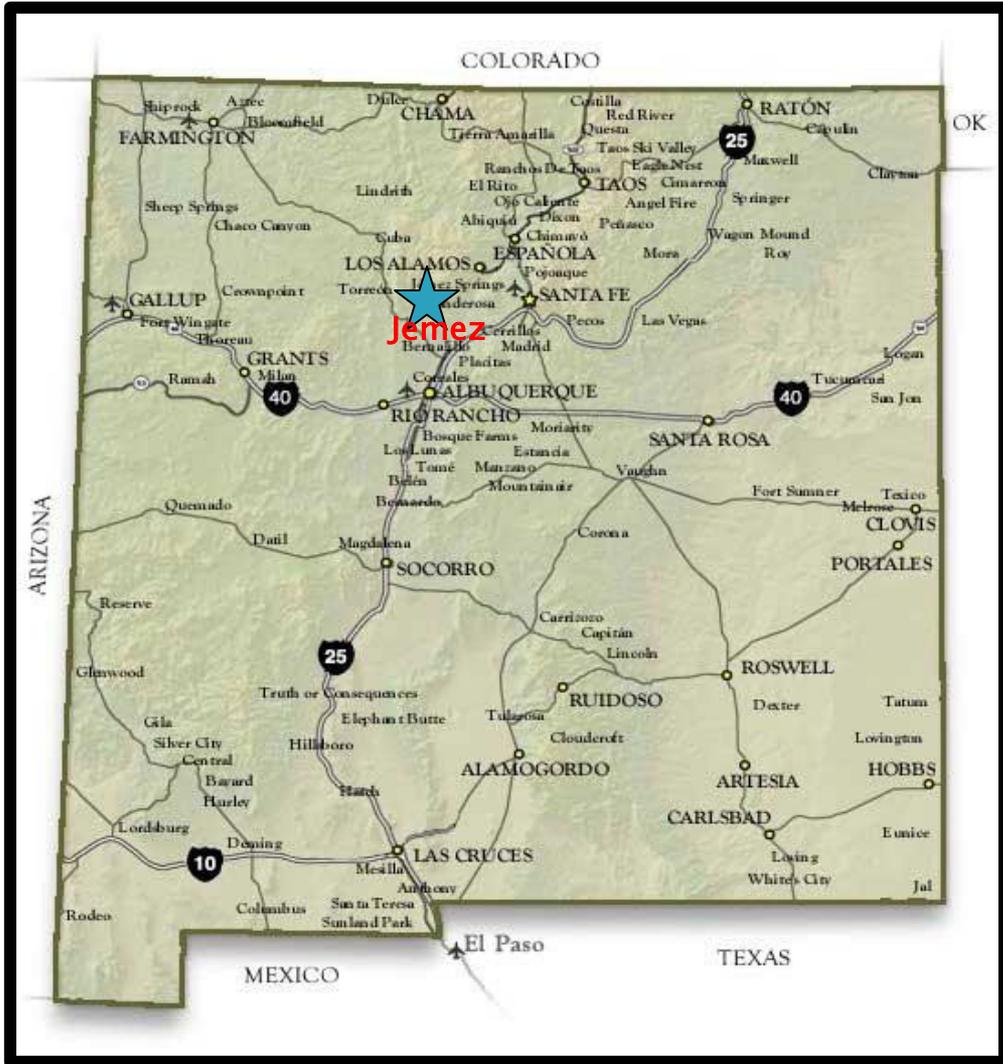


# Redefining Education



*Department of Education*



# Demographics

- Tribal Population: 3,930
  - Living on Reservation: 2,900
- 2010 Census
  - 91% Speak Jemez
  - 9% English Only
- 2020 Census
  - 92.3% Speak Jemez
  - 7.3% English Only
  - 17% Households w  
Children Speaking English  
Only
- 80% Considered Fluent



# Why Redefine Education in Jemez?

- Tribal Priority:
  - Vision 2010
  - Comprehensive Plan
  - Vision 2020
- Goals:
  - Build Capacity
  - Take Ownership
  - Redefine Education



# Jemez Charter Schools

## ▶ San Diego Riverside Charter School

- Chartered in 1999 and opened Fall 1999
- Grades K-8<sup>th</sup>
- Charter Focus
  - Language and Culture Based
  - Community Integrated/Experiential Learning

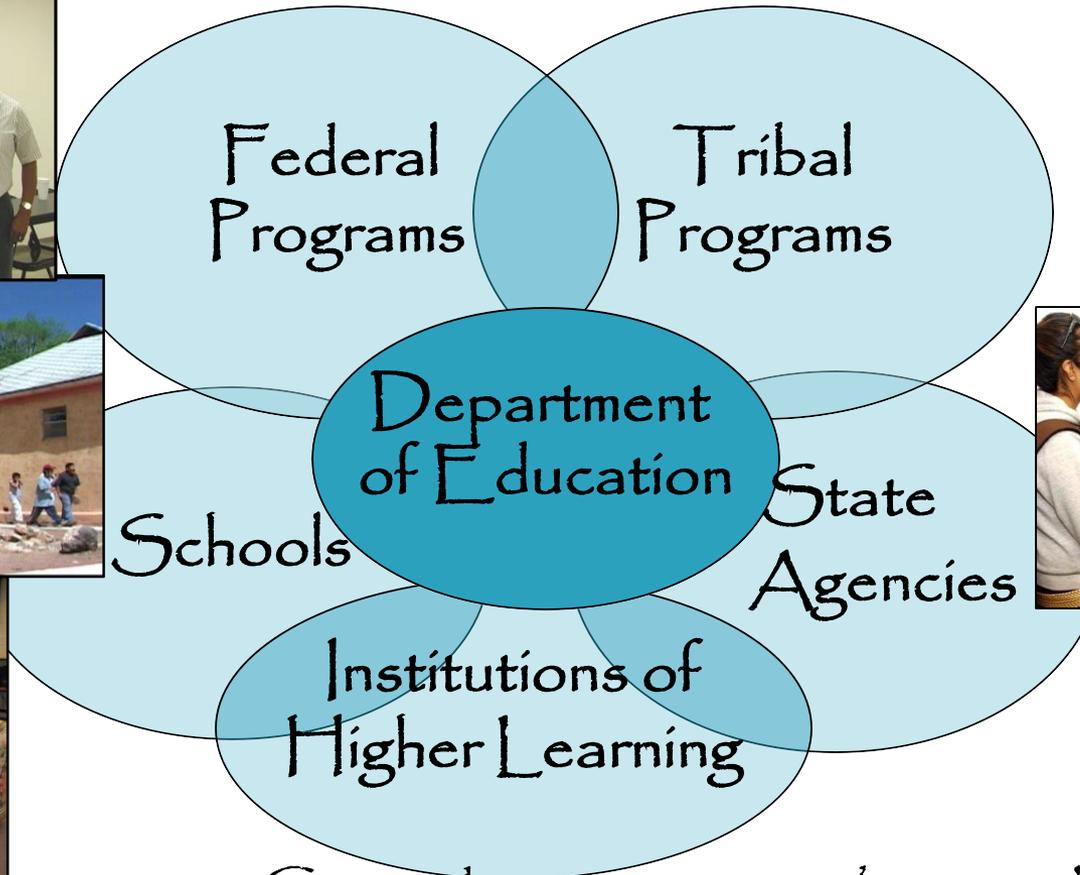


## ▶ Walatowa High Charter School

- Chartered in 2002 and opened Fall 2003
- Grades 9 - 12
- Charter Focus
  - Language & Culture
  - College Prep Academics
  - Leadership Develop
  - Health & Wellness

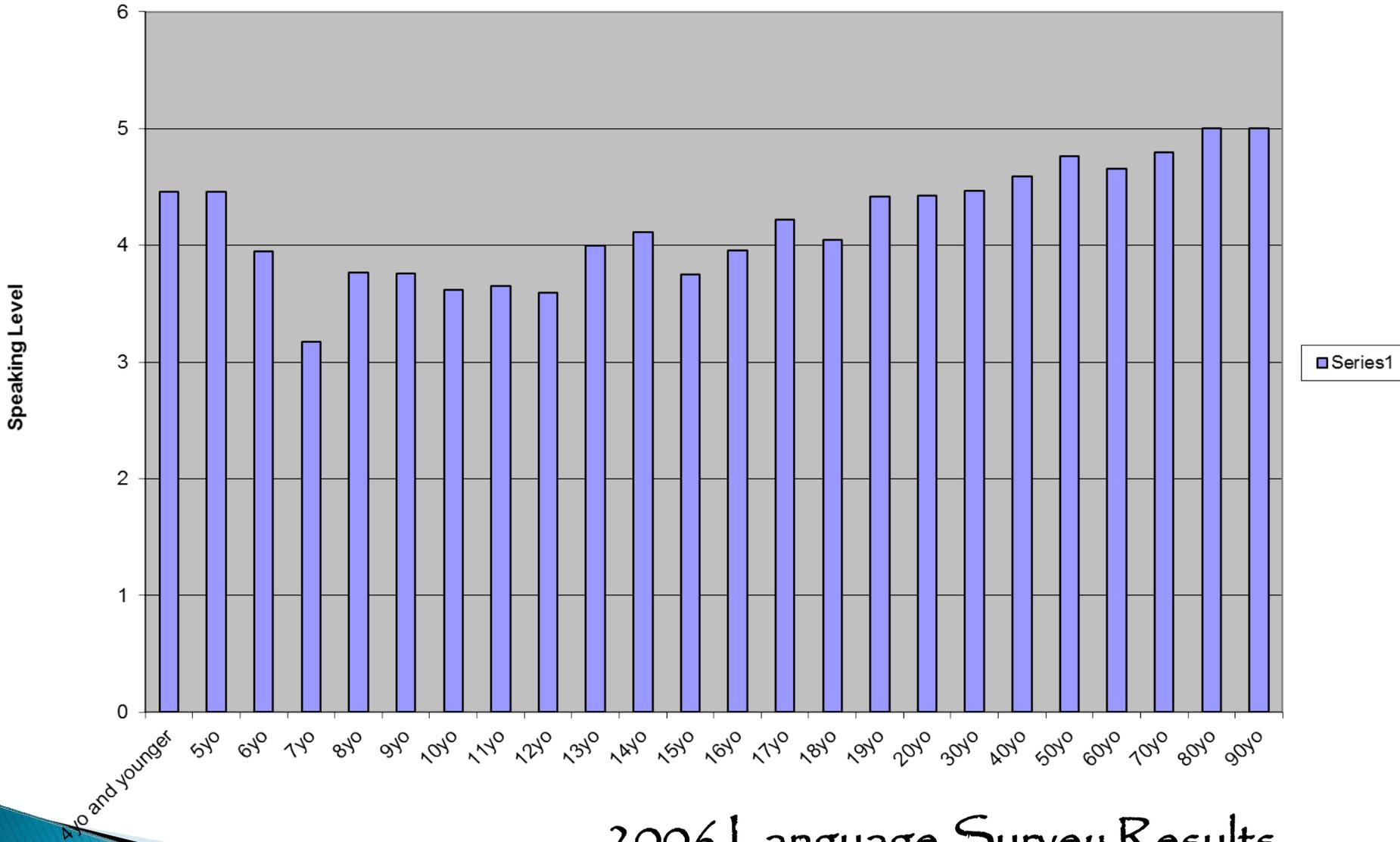


# Redefining Education



Coordinate to symbiotically maximize the efficiency of the education system.

## Respondants claiming to speak Towa



2006 Language Survey Results

# Jemez Language & Culture Curriculum Work

- ▶ Breakout groups
  - Infants – Kindergarten
  - 1st – 3rd Grade
  - 4th – 6th Grade
  - 7th – 9th Grade
  - 10th – 12th Grade
- ▶ What are the characteristics of the Jemez Community?
- ▶ What are the characteristics of a Jemez person?
- ▶ Considering the students you work with, what do they need to learn and understand to continue the Jemez way of life?

# Jemez Education Retreat – Framework for Jemez Language & Culture Curriculum – Draft 1

FRAMEWORK	STANDARD	BENCHMARKS	POSSIBILITIES	CHALLENGES
(Community Characteristics)	(Individual Characteristics)	(Need to Learn/Understand)	(Immediate Implementation)	(Needing more Attention)
Artistic	Artistic	Jemez Oral History	Full Towa Immersion	Ourselves
Cross-Cultural	Beautiful	Appreciation of World Cultures	Experiential Learning	Towa not priority-Home
Traditional	Spiritual	Value Relationship-Natural World	Teach Appropriate use-Tech	Conflicted Homes
Family Oriented	Creative	Carrying on - Traditional Practices	Lang. Certification Process	Working Parents
Generous	Deliberate	Value of Native Science	Role Modeling	Time
Good Natured	Devout	Multilingualism	Professional Development	Money
Protective of natural resources, land & environ.	Good Natured	Language Comprehension at home and at school	Develop Community Based Curricula Instruct. /Outreach	Build Capacity to work with Non-Towa speakers
Healthy and well	Hard Working	Functions of Traditional and Secular Governments	Refocus/Revive Jemez Traditional Practices	Lack of Coordinated Language/History Curric.
Hospitable	Healthy and Well	Roles/Responsibilities to Comm.	Secure Money	Inappropriate use-Tech
Proud	Humble	Value of Higher Ed to Priorities		Consistent Modeling
Resourceful	Learner	Community Capacity Building		Fear
Spiritual	Nurturing	Hands-on Experiential Learning		Fed/State/Tribal Polices
Growing	Protective	Appropriate use of Technology		Fed/State/Tribal Standar
Strong Values	Proud	Life Skills & Strategies		Thriving Language
Tight Knit Community	Respectful	Critical Thinking Skills		Total Immersion
Towa Speakers	Responsible	Alignment-NM standards to Jemez Standards		Misconceptions of Towa Proficiency
Visionary	Scientific	Command of Observation Skills		
Conflicted	Traditional	Command of Math Skills		
	Supportive	Command of Research Skills		
	Towa Speaker	Command or Problem Solving Skills		
	Unselfish			
	Well-Behaved			
	Conflicted			

## TOWA LANGUAGE & CULTURE CURRICULUM

(last revised June 20<sup>th</sup>, 2016)

### INFANTS (0 – 1 ½ Years Old)

#### STANDARDS:

<b>Towa Language Standard(s)</b>	
<b>Other Content Area Standards</b>	
<b>Academic Principles</b>	Goals: 1. List in order
<b>Exit Standards</b>	Goals: 1. List in order

Content (Syllabus)	Essential Skills/Learning Objectives	Activities
Towa Language Acquisition	<ul style="list-style-type: none"> <li>• Children should be spoken to in Towa at all times</li> <li>• Work to ensure that the child's Towa language acquisition is being developed and nurtured</li> <li>• Work to ensure that the child's Towa language learning and acquisition is at an advanced level</li> <li>• Teach and show children love, caring and happiness</li> <li>• Children should begin to learn and be able to identify the primary colors</li> <li>• Children should begin to learn and be able to identify the main body parts</li> <li>• Social Skills: Children should learn and understand proper behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Hold Infants and speak to them</li> <li>• Sing lullabies and traditional songs to them or while holding them</li> <li>• Traditional storytelling</li> <li>• Translating stories into Towa</li> <li>• Village &amp; Nature Walks</li> <li>• Teaching through songs &amp; rhymes</li> <li>• Reinforce colors throughout the day &amp; in all activities</li> <li>• Reinforce body parts throughout the day &amp; in all activities</li> <li>• Incorporate in daily activities</li> </ul>

## EIGHTH GRADE

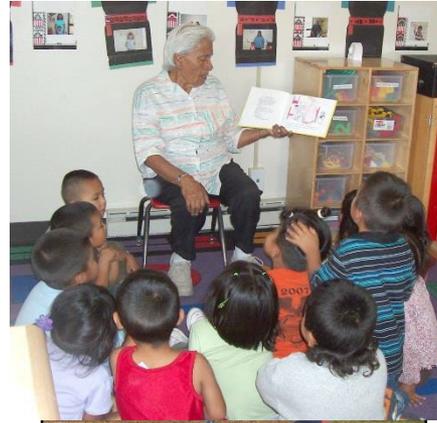
### STANDARDS:

<b>Towa Language Standard(s)</b>	
<b>Other Content Area Standards</b>	
<b>Academic Principles</b>	Goals: 1. List in order
<b>Exit Standards</b>	Goals: 1. List in order

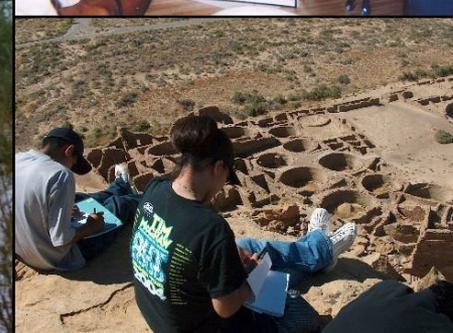
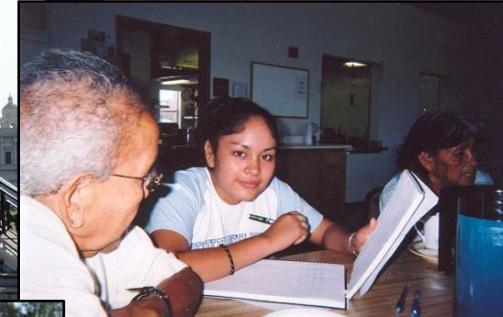
<b>Content (Syllabus)</b>	<b>Essential Skills/Learning Objectives</b>	<b>Activities</b>
Towa Language Acquisition	<ul style="list-style-type: none"> <li>• Speak to children in Towa at all times</li> <li>• Work on developing advanced levels of understanding in the Towa language</li> <li>• Student will continue to build and exhibit positive Self-Esteem</li> <li>• Student will continue to build and exhibit respect for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction among children and adults</li> <li>• Reinforcing their Indian Names, Clans &amp; Moieties</li> <li>• Illustrations</li> <li>• Oral Stories</li> <li>• Experiential Learning Projects</li> <li>• Teaching through songs &amp; oral history</li> <li>• Incorporate in daily activities</li> </ul>
Migration Story	<ul style="list-style-type: none"> <li>• Reinforce understanding of the general migration story of the Jemez people</li> <li>• Reinforce understanding the timeline of the migration story of the Jemez</li> <li>• Reinforce the ability to demonstrate knowledge of both the migration and timeline histories</li> <li>• Reinforce the ability to identify main events in the Migration Story</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Develop stories utilizing knowledge learned</li> <li>• Illustrate the migration story</li> <li>• Photo History utilizing historical photos</li> <li>•</li> </ul>
Ancestral Villages and sites	<ul style="list-style-type: none"> <li>• Reinforce ability to identify and locate ancestral</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Historical Sites</li> </ul>

# Redefining Learning Environments

- Community Determined
- Native Language-An Asset
- Small Class Sizes
- Community-Based Curriculum
- Academic Rigor
- Native and Non-Native Teachers
- Co-Teaching by Elders & Traditional Leaders in Curricula
- Integration of Traditional Cultural Practices & Activities
- Visits to Ancestral & Sacred Sites
- Family-Like Atmosphere
- Coordinated School Health
- Leadership Development
- Tribal Priorities



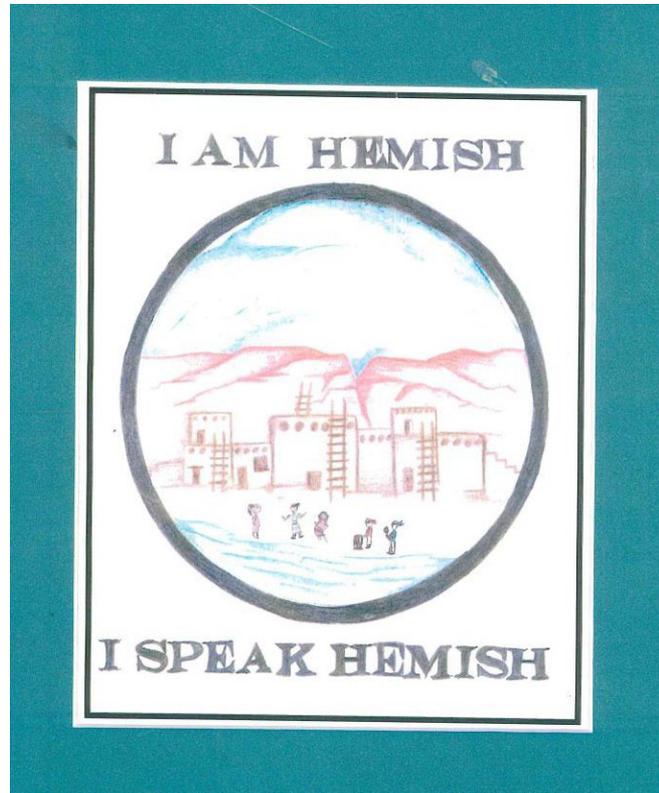
# Opportunities for Experiential Learning



“Today’s thought that I will remember is the response to the question about NCLB and the test scores. I believe that after I’m finished with my teaching career, it will not be so important that I’ve raised test scores. It will be more important that I accepted and encouraged the culture, language and individuality of my students.”

4<sup>th</sup> Grade Teacher - Jemez Day School

# Our journey to Full Language Immersion



Walatowa Head Start Language Immersion  
Program

# Collaborative Partnerships with Institutions of Higher Learning



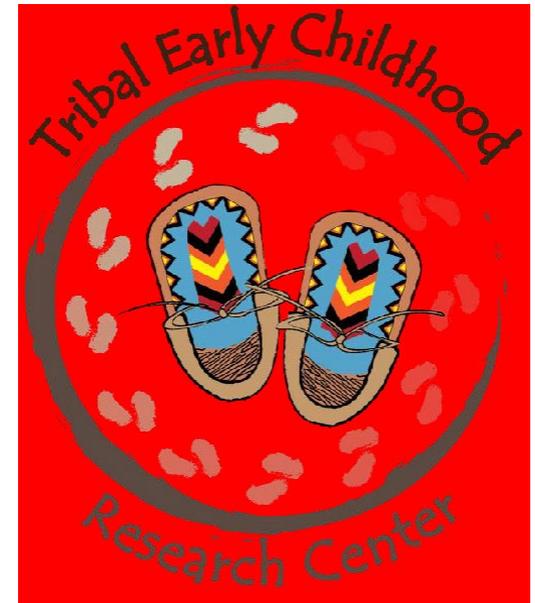
Centers for American Indian  
and Alaska Native Health

COLORADO SCHOOL OF PUBLIC HEALTH

UNIVERSITY OF COLORADO  
ANSCHUTZ MEDICAL CAMPUS



MICHIGAN STATE  
UNIVERSITY



THE UNIVERSITY of  
NEW MEXICO



ARIZONA STATE  
UNIVERSITY



UNIVERSITY  
of HAWAII®  

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HILO



# PhotoVoice



## Becoming Jemez: *Early Childhood Development of Jemez Children*

*“Research sought to understand the means  
by which children are socialized in a  
Towa speaking context”*

Ultimately, information being used to develop:

- a researched and culturally-based curriculum
- age appropriate curriculum for Jemez Head Start program
- and support rich linguistic and cognitive resources of Jemez Children

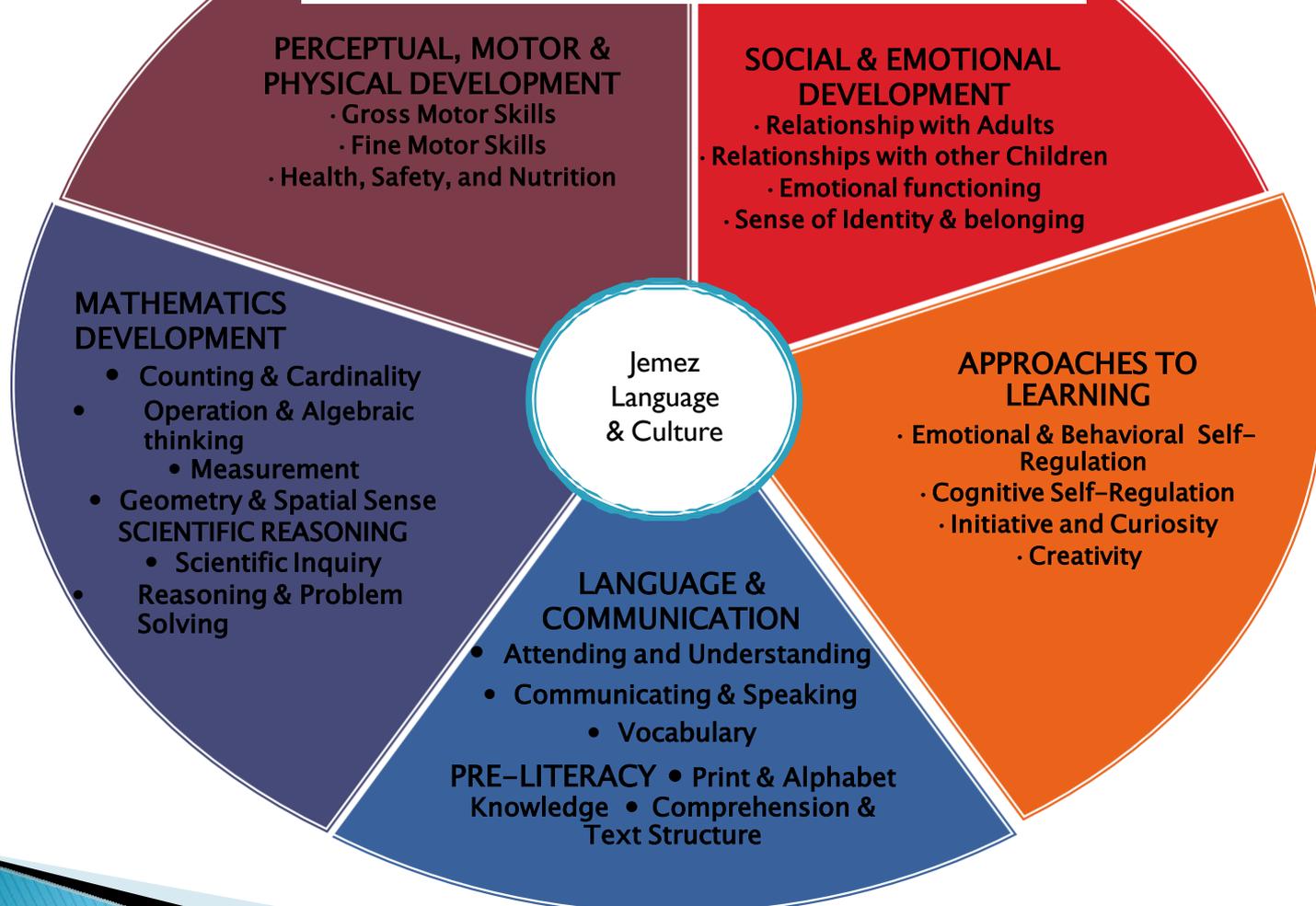
# Findings

Parents identified what young Jemez children should learn in order to be Jemez:

- **Cultural knowledge;** corn and chile farming practices, domestic and culinary uses, traditional and social dances
- **Gender Specific Knowledge;** young females learning from female socializers and males learning from male socializers
- **Values;** respect, honor, family relationships, proper relationship protocol, Jemez way of life, competence and achievement
- **Principles;** compassion demonstrated by helping, teaching and caring for others, diligence, participation through dance, singing, and drumming, contribution to others and Jemez life
- **Spiritual beliefs;** associated with daily and ceremonial life
- **Ceremonial knowledge;** protocol for traditional dances, songs, prayer and governance
- **Towa, the mother tongue of Jemez people**

# I AM HEMISH, I SPEAK HEMISH

## Early Learning Outcomes Framework



# Fluency Levels of 68 children

(17 per classroom)

Fluency levels of children	September 2014	September 2015	September 2016	September 2017	September 2018
Fluent Jemez Speakers	45% (31)	44% (30)	45% (31)	31% (21)	22% (15)
Understands Jemez, prefers to speak English	25% (17)	28% (19)	20% (13)	43% (29)	55% (37)
Speaks & Understands only English	30% (20)	28% (19)	35% (24)	26% (18)	23% (16)

Fluency for children pertains to the **ability to speak easily and smoothly; or the ability to hold an age-appropriate conversation.** Fluency is also determined by your community. Current language assessments did not allow for children to demonstrate fluency as defined. Staff continue to work toward developing and correctly implementing authentic language assessments of young children taking into consideration the child's mood and cooperation.

# Language Immersion & Transition Grants

## ▶ W.K. Kellogg Foundation

- Immersion Pilot Grant – April 2015–Dec. 2016
- Award: \$125,000.00
- Focus: Head Start Immersion

## ▶ W.K. Kellogg Foundation

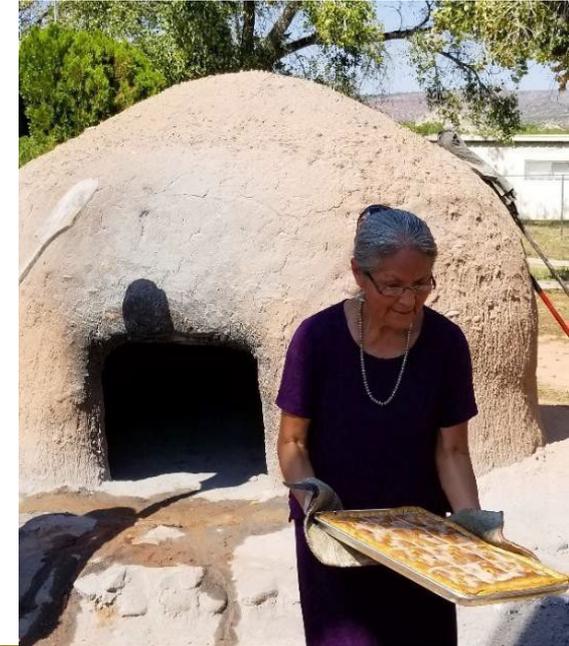
- Three Year Expansion Grant – January 2017 – December 2019
- Award: \$950,664.00
- Focus: Child Care to 2<sup>nd</sup> Grade Language Immersion
  - Curriculum Development & Resources
  - Teacher/Parent Professional Development & Degree Attainment

## ▶ Better Way Foundation

- Two Year Grant Award – July 1<sup>st</sup>, 2017 – June 30, 2019
- Award: \$180,000.00
- Focus: Child Care to 2<sup>nd</sup> Grade Language Immersion
  - To supplement and support the investment of Kellogg Foundation

# Language & Culture Assessments

- ▶ Local Defined Evaluations
  - Program Site
  - School based
  - Tribal Education Coordination
  - Developed in Non-written language
  - To be given along with State Mandated Assessments



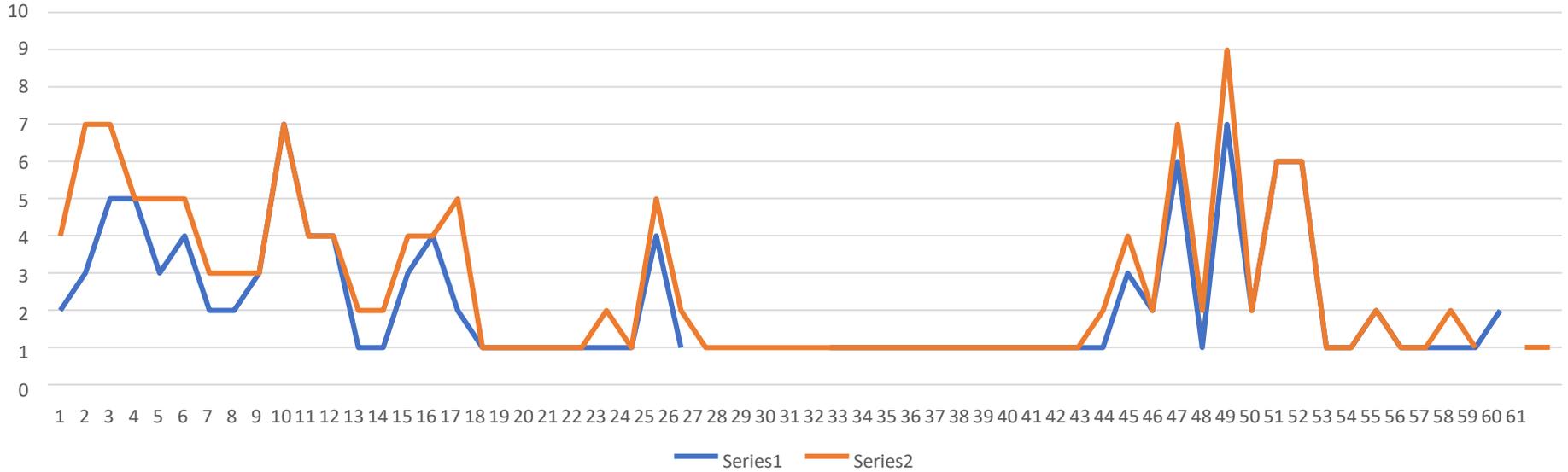
# Jemez (Towa) Language Rubric

General Student Profiles	<p><i>These students...</i></p> <p><i>Speak mostly English; Cannot hold a conversation in Towa</i></p>			<p><i>These students...</i></p> <p><i>Likely understand more Towa than they can speak; Are more comfortable communicating in English; Can hold a simple exchange in Towa, namely a question/answer exchange.</i></p>			<p><i>These students...</i></p> <p><i>Can hold a back and forth conversation in Towa; May incorporate some English but are comfortable with conversing predominately in Towa.</i></p>			<p><i>These students...</i></p> <p><i>Can hold a conversation in Towa which includes initiating questions, incorporating humor, and spontaneous and original thoughts, can speak comfortably on a variety of topics; Do not need English to hold a natural conversation.</i></p>		
1. Pronunciation and Inflection	<p>a. Appropriately pronounce her/his name and a few <u>words</u> in Towa language.</p> <p>a. Produce the appropriate inflection(s) when saying her/his name and/or with a few <u>words</u> in Towa language.</p>			<p>a. Appropriately pronounce frequently used <u>words/phrases</u> in Towa.</p> <p>b. Produce the appropriate inflection(s) with frequently used <u>words/phrases</u> in Towa.</p>			<p>a. Appropriately pronounce <u>full sentences</u> in Towa.</p> <p>b. Produce the appropriate inflection(s) when speaking in <u>full sentences</u> in Towa.</p>			<p>a. Appropriately pronounce communication in Towa.</p> <p>b. Produce the appropriate inflection(s) when having a <u>back and forth conversation</u> speaking in Towa.</p>		
	1	2	3	4	5	6	7	8	9	10	11	12
	<p><b>Descriptors</b> Pronounce <b>words</b> as a beginning Towa speaker.</p>			<p><b>Descriptors</b> Demonstrate progress towards pronunciation of <b>words and phrases</b>.</p>			<p><b>Descriptors</b> Demonstrate progress towards pronunciation of <b>words, phrases, and sentences</b>.</p>			<p><b>Descriptors</b> Maintain <b>entire conversation</b> using correct pronunciation and inflection in Towa.</p>		

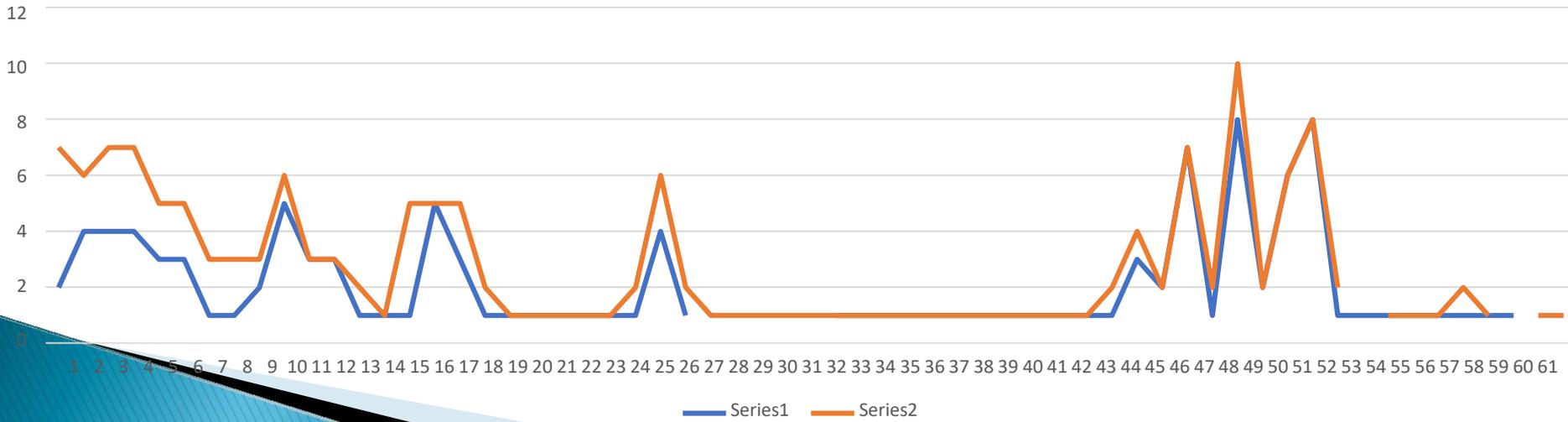
1. Pronunciation and Inflection
2. Contextual Vocabulary
3. Receptive Language/Comprehension
4. Fluency/Spontaneity
5. Word/ Sentence Structure Organization

# Charts with Student Data Points

## Pronunciation and Inflection- All classes



## Word/ Sentence Structure Organization- All Classes



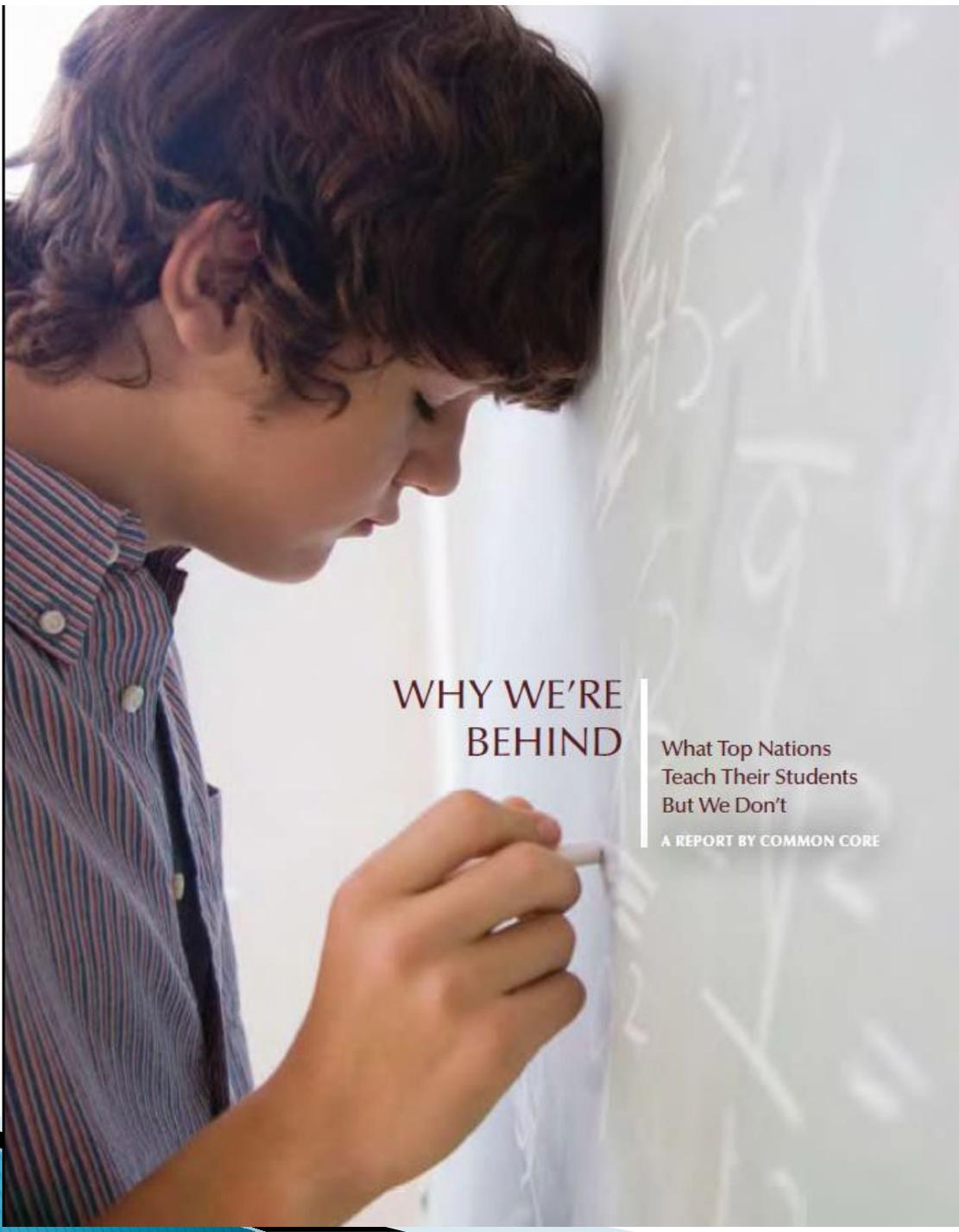
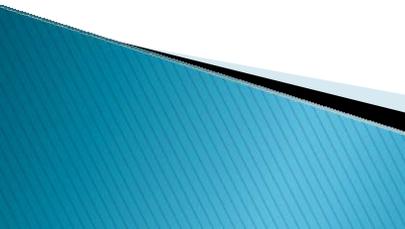
**“Schools can have only a limited role in keeping indigenous languages alive.”**



**The intergenerational transmission of language in the home from parents to young children is the key to keeping indigenous languages alive;**

**however, schools can play either a positive or negative role in supporting the efforts of parents and communities.”**

From the Book, “Revitalizing Indigenous Languages”



## WHY WE'RE BEHIND

What Top Nations  
Teach Their Students  
But We Don't

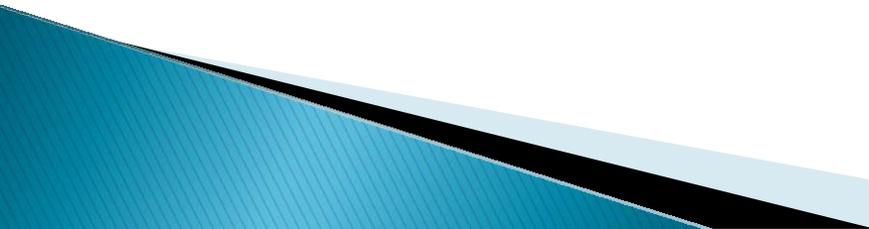
A REPORT BY COMMON CORE

# *“Why We’re Behind”*

- FOREWARD

*– “While American students are spending endless hours preparing to take tests of their basic reading and math skills, their peers in high-performing nations are reading poetry and novels, conducting experiments in chemistry and physics, making music, and studying important historical issues. We are the only leading industrialized nation that considers the mastery of basic skills to be the goal of K-12 Education” [www.oecd.org](http://www.oecd.org)*

# Transforming Young People

- Thinking Outside the Box
  - Creating School Choice
  - Exposure & Investment
  - Tribal Government and Program Coordination
  - Leadership Development
  - Community Based Models
  - Defining Partnerships
  - Taking Healthy Risks
  - Defining Connections and Contributions
  - A Supportive Environment
- 

# Challenges & Healthy Risks



- Enriching the experiences of students on a local, national and global level.
- Multilingualism (Jemez, Spanish, English)
- Expand their horizons
- Impact of world events and lifestyles on Indigenous communities
- Develop cross-cultural relationships

# International Components

Senior Thesis - New Zealand,  
Australia, & Germany

(Indigenous Interconnectedness)

Junior Internship Program - India

(Sustainable Systems of Development)

Sophomore Mexico - Indigenous  
Immersion

(Native, Spanish & Mexican Histories)

Freshman DC Experience

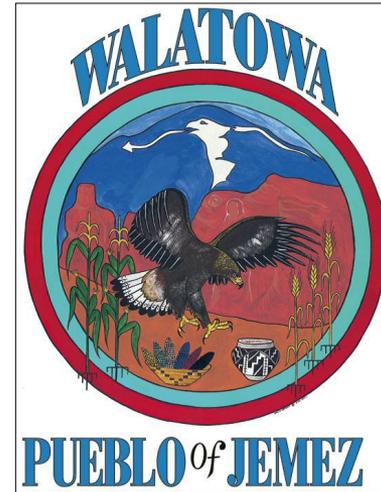
(Tribal & US Government Relationships)



# UH-Hilo & Jemez Partnership



UNIVERSITY  
of HAWAII®  
**HILO**



- ▶ Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language to design and pilot a Jemez Language Immersion Teacher Preparation program
- ▶ Implement a Jemez language track of the Kahuawaiola Indigenous Teacher Education Program
- ▶ Establish a K–6 Jemez Language Immersion school to serve as a Lab School of the Teacher Training Program

# Jemez Immersion Pilot K-6<sup>th</sup>

## ▶ Overview

- *To provide a holistic, culturally rooted, place based education delivered entirely in the Jemez language focusing on Jemez values, norms and respect.*

## ▶ Goals / Projected Outcomes

- Montessori Coordination- Keres Children's Learning Center
- Review and refine Jemez Language Immersion & Assessments
- A seamless articulated K-12<sup>th</sup> Immersion Program

## ▶ Funding

- Private Foundation, State and Federal Sources
- Expand Staffing by Spring 2022
- Expand School to accommodate K-8<sup>th</sup> by 2022/23 SY

# Jemez Immersion Pilot K-6th

## ▶ Bright Spots / Student Successes

- Immersion School Successfully Opened Sept. 7<sup>th</sup>, 2021
- Strong Student and Parent interest
- Teacher Immersion Licensure Program with UH Hilo
- Short and Long Term Plan of Action
  - For transitioning of Immersion Program
  - Action Items for Tribal Council Action

## ▶ A movement of Systems Change

- Office of Head Start Performance Standards ~ 2016
- Tribes as Charter Authorizers ~ State Charter Law
- Strengthen Tribal Control of BIE Schools

# Jemez Educational Model



- Educational Vision

Jemez Education Standards

International Standards

- Opportunities & Options:

Seamless P-20 System

Tribally Defined Research

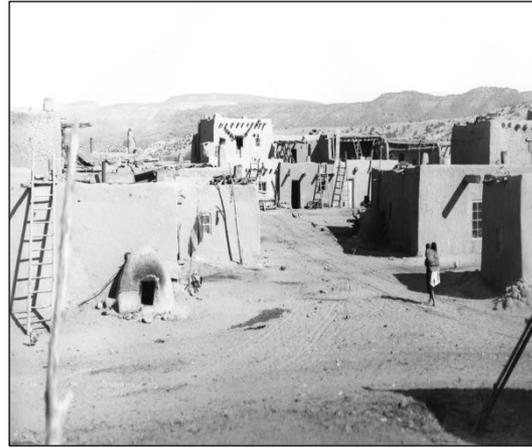
Strong Partnerships

Education Collaborative



“Whoever controls the education of our children,  
controls our future”

-Wilma Mankiller, Former Chief of the Cherokee Nation



“Only the tribe can really determine  
the needs of its People”

Vincent A. Toya, Former Tribal Administrator, Former Governor  
& Tribal Councilman