Santa Fe Indian School

Learner-Driven Language Course for Multiple Languages

A GRANT FUNDED BY THE ADMINISTRATION FOR NATIVE AMERICANS
US DEPARTMENT OF HEALTH AND HUMAN SERVICES
IN PARTNERSHIP WITH THE INDIGENOUS LANGUAGES INSTITUTE & ABORIGINAL LANGUAGE & TECHNOLOGY CENTRE
Santa Fe Indian School serves Native American students from the Southwestern states of the United States. There are 567 recognized tribes, 326 of these have reservation lands. New Mexico is home to 21 tribal groups: Pueblos, Navajo and Apache nations.
Santa Fe Indian School
Santa Fe Indian School

- A Tribally Controlled Grant School
- Owned by the 19 Pueblo Governors of New Mexico
- Enrollment: 700
- Day and Residential Program

Demographics:
- Students from the 19 Pueblo tribes
- Navajo and Apache Nations
- Tribes throughout the Southwest
Native Languages in New Mexico

Language Groups:
- Pueblo Tribes: Keres, Tewa, Tiwa, Towa, Zuni
- Athabaskan dialects (Navajo and Apache tribes)
Tribal Languages and the State of New Mexico

The New Mexico Indian Education Act, 22-23A-1 to 22-23A-8 NMSA 1978,
Section 4: Ensure maintenance of native languages

There are inter-governmental agreements between the Tribes and the State of New Mexico.

Individual Tribes establish Native Language “criteria and standards of competence.” Language teacher must apply for licensure through the State.
Native Language at SFIS

Academic Program offers 4 native language classes:

- Keres Classes: Cochiti, Santo Domingo (Kewa) for tribal members only
- Tewa Class for all Tewa students: Santa Clara, San Ildefonso, Ohkay Owingeh, Nambe, Tesuque
- Navajo language – dual credit class with Institute of American Indian Arts
Native Language at SFIS

- ANA Grant: After-School Program for multiple languages

- SY 2014-2015 Establishing a formal Language Team composed of administrators and language teachers
  - Develop curriculum frameworks
  - Create Unit and Lesson Plans
  - Assessment
Grant Objectives

- Provide the opportunity for all students to participate in a language program based on their commitment to learn their native language
- Use community expertise – student selects a language mentor
- We will move students toward language proficiency using an established assessment (NILI)
Methodology

- How do I Say…? Learner-Driven Learner Method developed by the Indigenous Languages Institute
- Use of technology – Miromaa software and recording devices, each student develops a personal data-base
- Students demonstrate language learning through a variety of projects
Word
ha ka'ni

Original Recorded Spelling

Sentence
ha ka'ni

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Word for Word
The charcoal is hot.

Source & Controls
Notes
Reference
Custom

Image
Audio
Video
Activity

Extra Information

Knowledge

Linguistic Comments

Entry 144 of 146
Welcome to Audacity!

How to Get Help

Welcome to Audacity 2.0.5!

These are our support methods:

- **Quick Help** (should be installed locally, [Internet version if it isn't](#))
- **Manual** (should be installed locally, [Internet version if it isn't](#))
- **Wiki** (the latest tips, tricks and tutorials, on the Internet)
- **Forum** (ask your question directly, on the Internet)

For even quicker answers, all the online resources above are...

[ ] Don't show this again at start up

OK
Demonstration of language growth

- Student presentation through a variety of multi-media instruments
Dominik
Jacob
Data from Year 1

Participation Goal: 15 student learners and 5 adult learners

Outcomes:
- 19 students came through the program, 12 completed the course, 5 adults completed
- Representation by each of the language groups: Keres, Tewa, Tiwa, Towa, Zuni
Data from Year 2

Participation Goal: 30 student learners and 5 adult learners

Outcomes:
- 8 returning students
- 17 new students, 5 adults
- Representation by 7 language groups: Keres, Tewa, Towa, Tiwa, Zuni, Dine, and Muscogee
Data from Year 3

Participation Goal: 45 student learners and 5 adult learners

Outcomes:
- 6 returning students
- 16 new students 5 adults
- Representation by 6 language groups: Keres, Tewa, Towa, Zuni, Hopi, Muscogee
Evaluation of Program
Strengths

- Interest-driven, students identified what they wanted to learn
- Parents/grandparents served as mentors, greater focus of use of the language at home
- Professional development for mentors provided varying strategies for teaching the language
- Students write phonetically

Challenges

- Time commitment
- Conflicting activities
- Difficult to monitor whether the mentors use the assessment
- Project Coordinator does not speak all the languages, can only assist
Tools that We Referenced

Miromaa Software
Audacity Software
Northwest Indigenous Languages Institute Benchmarks
How Do You Say? workbook
ZOOM Recorder
Thank you for attending our session

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Questions?