Model Program Showcase – La Cosecha 2016

Purpose: to highlight well established dual language programs in New Mexico and from across the United States.

Expectation/Descriptor: representatives from each school will share their best practice from a programmatic level, and leadership perspective. They will share the basics of program design and instructional support, and highlight the special attributes of their school community and dual language program. These “Showcases” should give participants an opportunity to engage with each other to explore how information share can potentially impact their program at home.

Presentation Logistics:

Model Program Showcase presentations will be scheduled on November 10th and 11th, at 10:00am – 12:00pm (2 hr session), or 1:10pm – 3:40pm (2.5 hr session).

Sites for these MPS presentations will be scheduled in the program at the Eldorado Hotel, or St. Francis Auditorium at the NM Museum of Art.

Info needed from Model Program Showcase schools:

School Community Information:

Name: Atrisco Heritage Academy High School

Demographics, including ethnicity and socioeconomic levels of participating family:

Address:

Website:

Contact email (if you want to make available to participants for follow-up questions)

Leader/Presenter #1:

Name: Irene Cisneros

Title/Position in School Community Principal

Email Address: cisneros\_i@aps.edu

Phone Number: Office: 505.243-1458 ext. 60015

Leader/Presenter #2

Name: Kenneth Salazar

Title/Position in School Community Assistant Curriculum Principal

Email Address: kenneth.salazar2@aps.edu

Phone Number: 505.243-1458 ext. 60100

Leader/Presenter #3

Name: Mishelle L. Jurado

Title/Position in School Community: Biliteracy Coach

Email Address: [jurado@aps.edu](mailto:jurado@aps.edu)

Phone Number: 505.243-1458 ext. 60402

Leader/Presenter #4

Name: Cristina Benitez de Luna

Title/Position in School Community: Spanish Language Arts Department Chair

Email Address: Cristina.Benitezdeluna@aps.edu

Phone Number: 505.243-1458 ext. 60402

Content of MPS Presentations:

Although DLeNM feels strongly that each school should use their unique format for providing a “best practice share”, DLeNM provides the following suggested agenda for the presentation:

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| Agenda Item | Detail | Amount of Time |
| Intro - | Describe the community, leadership structure, strand vs school-wide, who participates | 10 min  Cristina |
| History and Motivation | When did it start, who planned, what was and is primary motivation for the program, etc. – attitudes toward language development and use, status of non-English language | 10-15 min  Cristina |
| Curriculum Articulation Plan | Program structure – what is taught in what language, when and for how long – most important why? – Special Features of the program. | 30-40 min  Kenny |
| Instructional Philosophy and Framework | Instructional Expectations, Qualified Staff – recruitment, retention, support of key staff(preparation and on-going PD), teacher evaluation and instructional assessment | 40-50 min  Irene and Mishelle |
| Challenges | Launching and maintaining the program, sustainability, response to challenges | 10-15 min  Mishelle and anyone who wants to add |
| Q&A | This can be a stand alone time, or could be made available by choice of interactive conversation during present | 10-20 min  ALL |
| Wrap-Up | Parting words of wisdom  Do something to what I have learned? 1 minutes | 10 min  ALL |

For Conference Program, we will need by September 20th

A Title for your MPS Presentation – 10 word max

The Bilingual World in which we live and learn.

A “short” description of your Presentation – 50-60 words max

In this session participants, will see the biliteracy/multiliteracy, cultural, and linguistic demands and needs of our bilingual/multilingual student population. While supporting the simultaneous development of both languages, emerging bilinguals should show growth in all four domains of language development through the increase of high expectations and understanding of language development on both sides of their language development.

We see the biliteracy/multiliteracy, cultural, and linguistic demands and needs of our bilingual/multilingual student population as our number one goal in our program. While supporting the simultaneous development of both languages, emerging bilinguals show growth in all four domains of language development through the increase of high expectations and understanding of language development on both sides of their language development. As a school, we work hard to look at our practices and ideologies with a sociocultural lens to promote the development of critical pedagogy. Our program is young in comparison to programs in our district and we are the largest one as well with more than 1300 students enrolled and 24 bilingual and TESOL certified teachers. The passion for our programs comes from both our pride in our bilingual community but also our recognition that our language practices have value. Families, students, and staff work hard each and every day to improve the quality of Dual Language education. While we are a new school we are a very old community of Native and Latino families; culture and language are everything to us. They are what make us succeed, push us forward in a world where they are not always valued in the way we value them. They give us the strength to overcome obstacles and succeed wherever we may decide to go in the great country. We have sent students to Ivy league schools, liberal art school, tech school and our own universities to be successful in anyone of them. We offer every class in honors and AP in both of our languages that will enable to students to have a choice of what language and what content they want to work in. We offer a seal of biliteracy for our students through a portfolio after four years of education.

A description of your school community and program – 500-600 PLUS

3 photos – 1) of school 2) of staff and/or members of your school community 3) students

“The original settlers of Atrisco arrived with Don Juan de Oñate, a Spanish explorer and colonial governor of the New Spain (present-day Mexico) in 1598, nine years before the English settled Jamestown. They, mostly Spaniards, farmed and raised livestock on the land located on the western bank of the Rio Grande and west of what would become “La Villa de Albuquerque.”

From the early 1600s, the colonists defended their land from raids, but were finally driven out by the Pueblo Revolt of 1680. However, in 1692, the defiant people of Atrisco returned to central New Mexico. The Atrisco Land Grant, 67,000 acres extending west from the Rio Grande to the Rio Puerco Rivers, was formally petitioned and granted by Spain.

Nevertheless, the Atrisco Land Grant did not end the colonists’ continuous need to safeguard their land for centuries to come against challenges from invaders, land grabbers, and governments. In spite of numerous obstacles, however, the Atrisco Land Grant managed to survive and become one of only a few New Mexico land grants that succeeded into the 21st Century.

Who were these tenacious Atrisqueños? A 1790 census reveals that the Atrisco community consisted of 12 ranchers, seven farmers, four weavers, one spinner, and several Atrisqueños who prepared wool for processing. The community also had two shoemakers, several carpenters and day laborers, and even a musician. By 1804, a recorded 224 Atrisqueños occupied Atrisco, mainly grouped around four principal plazas named for the dominant family in each location.

The people of Atrisco were still farming and ranching around the turn of the century, but grazing and agriculture began to decline in the early 1900s as a result of depleted grasslands in the Middle Rio Grande, homesteading, and government land management. This period was the beginning of Atrisco Land Grantees confrontation with new goals and challenges associated with the growth of the City of Albuquerque, which were typically commercial in nature. These pressures were constant in subsequent years and ultimately, the land was sold to a commercial developer in 2006.

In 2008, with the opening of Atrisco Heritage Academy High School, the culture and legacy of Atrisqueños continues to live on in spirit and in name. For future years to come, Atrisco Heritage Academy shall proudly carry forward a name that is deeply rooted in our land,

History and culture. Today, there are approximately 50,000 Atrisco Land Grant heirs linked to the earliest settlers of this region. Together, as Atrisqueños, a commitment exists to preserve the rich history and sense of pride that began with their forefathers centuries earlier.”

These words written by Peter A. Sanchez, the Executive Director of Atrisco Heritage Foundation gives a vivid detail of the sense of pride here at our school. Our Dual Language Enrichment program is the largest in our district and state. Students take pride and ownership of their bilingualism and academics in a setting that offers a variety of classes to support their academic, linguistic, and cultural development. The tenacity for our culture and language comes from a long historical heritage that demands the courage to stand up and work hard for what we want. As a staff we strive to give our best practices to our students and community by engaging in critical pedagogy and developing courses that offer our students what they need in a 21st century multilingual society.

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