

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Diné Bizaad Bínáhoo'aah: Rediscovering the Navajo Language	Publisher	Salina Bookshelf
SE ISBN	9781893354739	TE ISBN	9781893354753
SW ISBN	9781893354746	Grade Level/Content	9-12--Navajo

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended (90% and above)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
Total Score - Below is the final score for the materials averaged between the team of reviewers.					
Average Score					
94%					

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized	<input checked="" type="checkbox"/>	Average Score
		92%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The instructional materials allow the students to understand that the language keeps the culture alive, and the language describes the traditional lifestyle of the people while also nurturing Navajo traditions. The goal of the materials is to combine a clear presentation of the words and sentences of Navajo with the cultural information that can help convey the importance of the wisdom of Navajo elders to the lives of today's Navajo youth.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Materials include a culturally responsive lens. Materials provide resources, examples, and tools that are culturally inclusive (e.g. pictures, resources, sentences, etc...). Some lessons focus on issues that are relevant to Diné and can be expanded to other cultures (e.g. clothing, food, government, environmental resources and care, family, etc...). For content topics that are solely relevant to Diné (e.g. clan relationships, Navajo teachings, names of months and their story, etc...) examples are given for students to gain a better understanding and perspective for the topic of study by validating and bridging each students' cultural and linguistic backgrounds by providing cultural knowledge at the beginning of each chapter. Student activities help contextualize the content by giving students hands-on or real-life experiences (e.g. interviews with elders and community leaders, field trips to Navajo land, cooking and eating traditional foods, writing and reading dialogues, etc...).

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

93%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The instructional materials align with grade-level standards by taking into account various facets of addressing the standards. It encompasses the four language domains of speaking, writing, reading, and listening. Student lessons include: practicing the language through dialogue and class discussions, learning the Navajo Sound System to develop Navajo literacy skills, and listening to others using the language. For example, in Chapter 2, *The Navajo Sound System and Navajo Literacy*, the Verb Conjugation Model is introduced and used in each chapter throughout the textbook.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The instructional materials align with the standards as learners use the language in school and global communication. The goals for learners is to use the language studied for personal enjoyment, personal enrichment and employability. This curriculum includes and encourages interacting with family members, elders, and community leaders to practice, expand their learning, and increase their cultural and linguistic knowledge through literacy assignments (e.g. interviewing elders, visiting community resources, and participating in classroom activities that promote speaking). This will help learners instill their lifelong goal of becoming proficient in the target language.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The instructional materials align with grade-level standards through cultural practices and products to perspectives. The students develop an understanding of their culture and other cultures through their value systems, languages, traditions and individual perspectives. Student lessons include: practicing the language by speaking or writing and understanding the relationship between language and culture.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The learning activities are designed to meet the Connection Standards, and develop students' critical thinking and problem solving skills through researching various topics of the Navajo culture and comparing it to other Indigenous and non-Indigenous communities. For instance, students learning about Navajo Government gain an insight to the various functions of local government through interviews and research. The students also create a class play that addresses problems and solutions to issues affecting Navajo communities. Another lesson on verbs related to eating is contextualized as students research traditional foods, preparations, and how to correctly describe or talk about the food (e.g. roasted, fried, boiled, etc).

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The instructional materials align with grade-level standards through language and cultural comparison. The students understand how language works and the relationship between language and culture. Student lessons include learning how to use the Navajo alphabet, the sound system, Navajo literacy, Navajo verbs and simple sentence construction.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The instructional materials have a set development of understanding the Navajo language by including enrichment, enjoyment and employability lessons and activities. The materials include lifelong learning goals by using family teachings. The goals are met by using the text book to teach learners cultural competence by listening to cultural history, which is characteristic of Navajo leaders. This topic is introduced in Chapter 29, when learning about the Navajo Nation Government. The reinforcement of WB activities have students investigate different themes in each chapter, which allows students opportunities for varied experiences.

World Languages Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

99%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

The instructional materials provide teachers with materials that will help them teach students with a wide range of background needs. The materials also allow Navajo students to reconnect with their people and their heritage and to experience the beauty of the Navajo language, culture, traditions, and lifestyle. Finally, the materials inspire students to learn the Navajo language by using it in cultural, social, and traditional Navajo circles.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

The instructional materials provide students high-quality text practice for students to develop yes/no questions. Students also practice writing simple dialogue, which helps learners with writing while also learning new words. Pre/postposition and conjugation models also help in developing writing skills. Each chapter contains Goals and Objectives to guide the teacher.

Materials provide scaffolding and supports to enable students' learning of World Languages.

Statements of appraisal and supporting evidence:

The textbook's knowledge building format follows D. A. Wilkins' Communicative Approach to teaching students. This approach helps them to reach competency in communicating in the language, while also developing their Navajo literacy skills of speaking, writing, reading and listening. The complexity of lessons increases throughout the school year to continuously challenge the students at an appropriate level. Students study, in depth, the Navajo Sound System, grammar rules, and writing dialogues for different purposes including traditional and non-traditional settings (e.g. home, ceremony, school, store, business, etc).

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

91%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

The instructional materials are coherent and consistent with the high school standards. The materials allow the teacher to teach students the Navajo language through various goals and disciplines. The instructional materials prepare students for college and career readiness.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The instructional materials are designed with color coding of Red/Blue/Green for teacher guidance. The consistent visual design of including pictures related to chapter learning, helps make the book more engaging for students. The Navajo-English glossary offers support to learners for effective learning of vocabulary. The materials use structure and pacing in each lesson, for teacher guidance.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

Materials support teachers in their planning, learning, and understanding of standards by providing multiple examples of teacher questions to enhance class discussions. These include verb conjugation models for vocabulary development; interviewing elders to gain cultural knowledge on different areas of Diné language and culture; differentiated grouping for lesson activities; and suggested class projects to contextualize students' literacy skills. For example, students were asked to follow a recipe on Blue Corn Bread and then write a recipe in Diné for a traditional food (e.g. kneel down bread, blue corn mush, steamed corn stew, etc). The culminating activity was having a class potluck where the mode of communication is the Diné language.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

The instructional materials offer teachers resources and tools to gauge students' language usage through speaking, reading, listening, and writing. Each chapter allows students to gain knowledge about their culture and traditions. The teacher can collect data about student progress through formative assessments by using the tools and resources included with the materials.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

Teacher edition was the only digital material provided for instructional material.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for individual learners to a certain extent. The materials offer support to students that have prior experience with the Diné language, as well as non-Natives learning the language, to meet foreign language credit. These supports include pictures, research and literacy activities without modification. However, there are minimal supports for ELs, students with special needs, or advanced learners. For example, textbook lessons and workbook activities are not differentiated or scaffolded for different levels to meet the needs of those students. Teachers can modify lessons to reach the needs of below proficiency and advanced learners.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The materials allow all students traditional and non-traditional opportunities through the four language domains: listening, reading, writing and speaking. The inclusion of creative thinking skills and writing skills, allow an opportunity to communicate culturally, linguistically and traditionally.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The instructional materials allow the students to understand that the language keeps the culture alive, and the language describes the traditional lifestyle of the people while also nurturing Navajo traditions. The goal of the materials is to combine a clear presentation of the words and sentences of Navajo with the cultural information that can help convey the importance of the wisdom of Navajo elders to the lives of today's Navajo youth.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Materials include a culturally responsive lens. Materials provide resources , examples, and tools that are culturally inclusive (e.g. pictures, resources, sentences, etc...). Some lessons focus on issues that are relevant to Diné and can be expanded to other cultures (e.g. clothing, food, government, environmental resources and care, family, etc...). For content topics that are solely relevant to Diné (e.g. clan relationships, Navajo teachings, names of months and their story, etc...) examples are given for students to gain a better understanding and perspective for the topic of study by validating and bridging each students' cultural and linguistic backgrounds by providing cultural knowledge at the beginning of each chapter. Student activities help contextualize the content by giving students hands-on or real-life experiences (e.g. interviews with elders and community leaders, field trips to Navajo land, cooking and eating traditional foods, writing and reading dialogues, etc...).

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 39

Background and experience:

Navajo (Diné) from Sanostee, New Mexico and lives in Farmington, New Mexico. I am a District Instructional Facilitator for the Farmington Municipal School District with a Level 3 license and endorsed in Bilingual Education and TESOL. I am of the Honagháanii clan and born for the Naakai Dine'é clan. My Maternal Grandfather's clan is Táchii'nii and my Paternal Grandfather is Naakai Dine'é. I've been teaching Navajo Language for 23 years for the Farmington Municipal School District, 10 years for San Juan College and 2 years with New Mexico Highlands University, and currently working as an adjunct instructor with Navajo Technical University. I've obtained my Associates of Arts degree in Elementary Education from Diné College, Shiprock, New Mexico; my Bachelors of Arts degree in BiCultural Studies with an Emphasis in Navajo Language from Ft. Lewis College, Durango, CO; my Master's of Arts degree in TESOL (Teaching English to Speakers of Other Languages) from Grand Canyon University from Phoenix, AZ. Currently, I'm a PhD candidate with Grand Canyon University to obtain my PhD in Organizational Leadership with an Emphasis in Educational Leadership. Ahéhee!

Professional summary of material:

As a Content Leader for this review process, I utilized the "Rediscovering the Navajo Language" textbook, workbook, and an online teacher's edition to summarize the materials for grades 9-12. The review process provided me with a thorough examination of the materials for Navajo language learners.

Reviewer #: 40

Background and experience:

Navajo (Diné) from Torreon, New Mexico. I am tangle people born for the Red house Clan. I am Native Language teacher for K-12 at an Elementary for Albuquerque Public School District (APS). I have a 520 certification at Level 2. I have worked in the H. S. level for over 8 years and have now a K-5th grade level teacher. I have taught at Dual Language for I.A.I.A for 2 semesters at Rio Rancho. I have been teaching the Navajo language for the past 12 yrs.

Professional summary of material:

As a Reviewer, I reviewed the instructional materials for the second time of an adoption process. Upon the review process, it has given me more of an understanding of how the textbook, workbook and online teacher edition correlates with the World Language Standards. The textbook, "Rediscovering the Navajo Language" is a great text book for 9-12 and college level coursework. The teacher-guided material was well organized and addresses the New Mexico ELA content standards. It is a very helpful resource for teachers, at different experiential levels, to teach the Navajo language. The pros and cons about the text book is great and would be helpful if it was available digitally.

Reviewer #: 41

Background and experience:

Diné, belongs to the Tódichiiinii (Bitter Water) Clan and born for the Tsénjikinií (Honey-combed Rock) Clan, my maternal grandfathers are Tótsohnii (Big Water) Clan and my paternal grandfathers are Kinfichiinii (Red House) Clan. I was born and raised on the southwestern part of the Navajo Nation in Arizona. I am a Teacher Support Specialist for Albuquerque Public Schools (APS) and a Diné Language & Culture Teacher at Tres Volcanes Collaborative Community (TVCC) K-8. I have fifteen years of experience in teaching the Navajo language for students in grade levels K-5. I obtained my Bachelor's of Arts degree in Elementary Education from the University of Arizona, Master of Arts in Language, Literacy, and Sociocultural Studies (LLSS) from the University of New Mexico (UNM), Educational Leadership/Educational Specialist certification from UNM, Level III Teacher, and hold a Native American Language and Culture (NALC) certification (a.k.a. 520 certificate) for the Diné language and culture. In my current role, I help develop and provide professional development trainings for teachers and administrators at the district level regarding Bilingual Multicultural Education Program (BMEPs), teach the Diné language and culture to students in grade levels 1-5, and support Navajo language teachers. My professional experiences include working with the Navajo Nation to develop a language proficiency assessment, work with New Mexico Indigenous leaders on educational issues (Indian Education Act, BMEPs for heritage languages, language laws and cases) to provide solutions and recommendations for NMPED bureaus, assist teachers at the college-level to cover topics of Indigenous Education and deliver conference presentations. Second language acquisition, teacher training, CLR instruction, and language revitalization are areas of interest for me.

Professional summary of material:

Overall, I feel that the material we reviewed is a high quality instructional material for Diné students and non-Native students wanting to learn the Navajo language and culture. The instructional materials provide the teacher a comprehensive resource with examples to engage students in culturally and linguistically relevant lessons and learning activities to further develop their cultural and language knowledge. These instructional materials do not support students that require curriculum modifications. A technology component is also missing.