

**BUILDING A CULTURALLY AND LINGUISTICALLY RESPONSIVE
TEACHER PREPARATION FRAMEWORK THAT MEETS THE
NEEDS OF NEW MEXICO'S DIVERSE SCHOOLS**

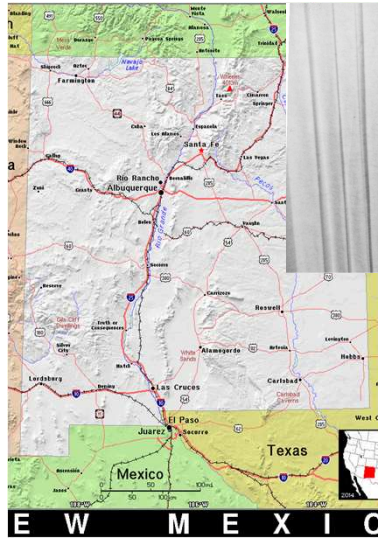


DR. KIM LANOY-SANDOVAL
LEAP PROGRAM DIRECTOR
COOPERATIVE EDUCATIONAL SERVICES

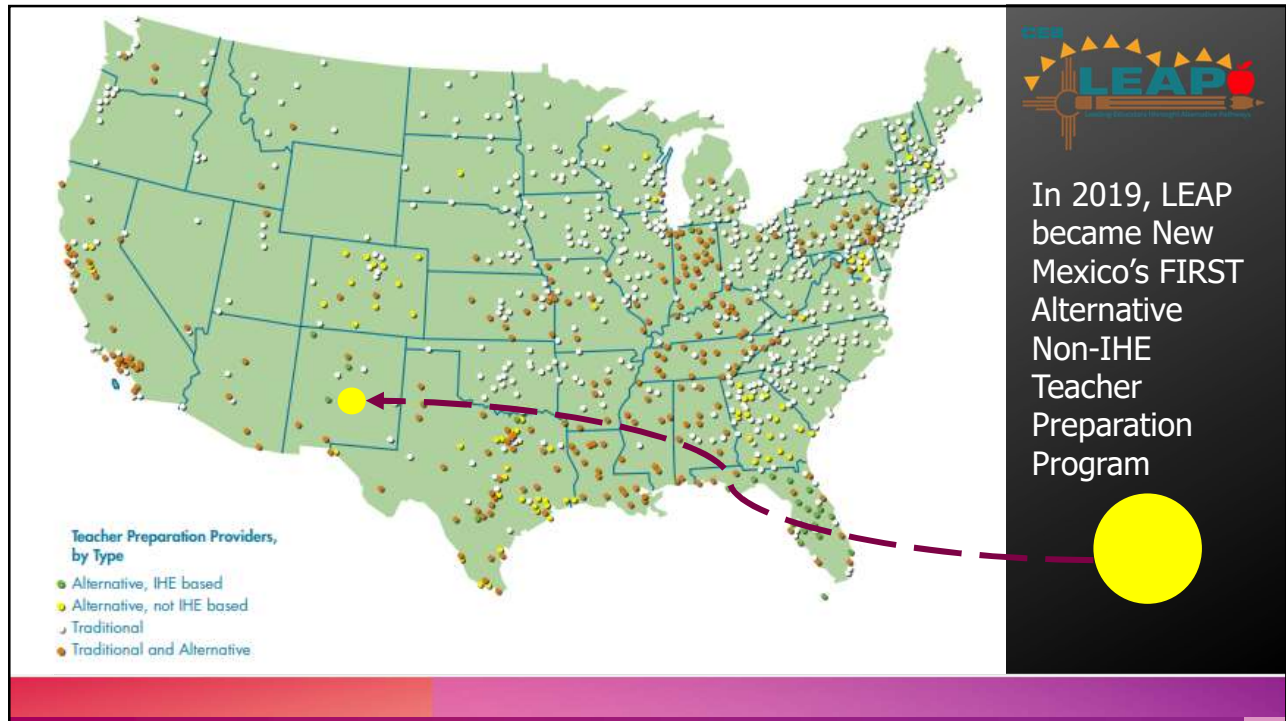
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**PLACING MYSELF
IN THE WORK**

**"EVERY CHILD
NEEDS TO FEEL
VALUED AND
EMPOWERED OF
WHO THEY ARE
AND WHERE
THEY COME."**



2



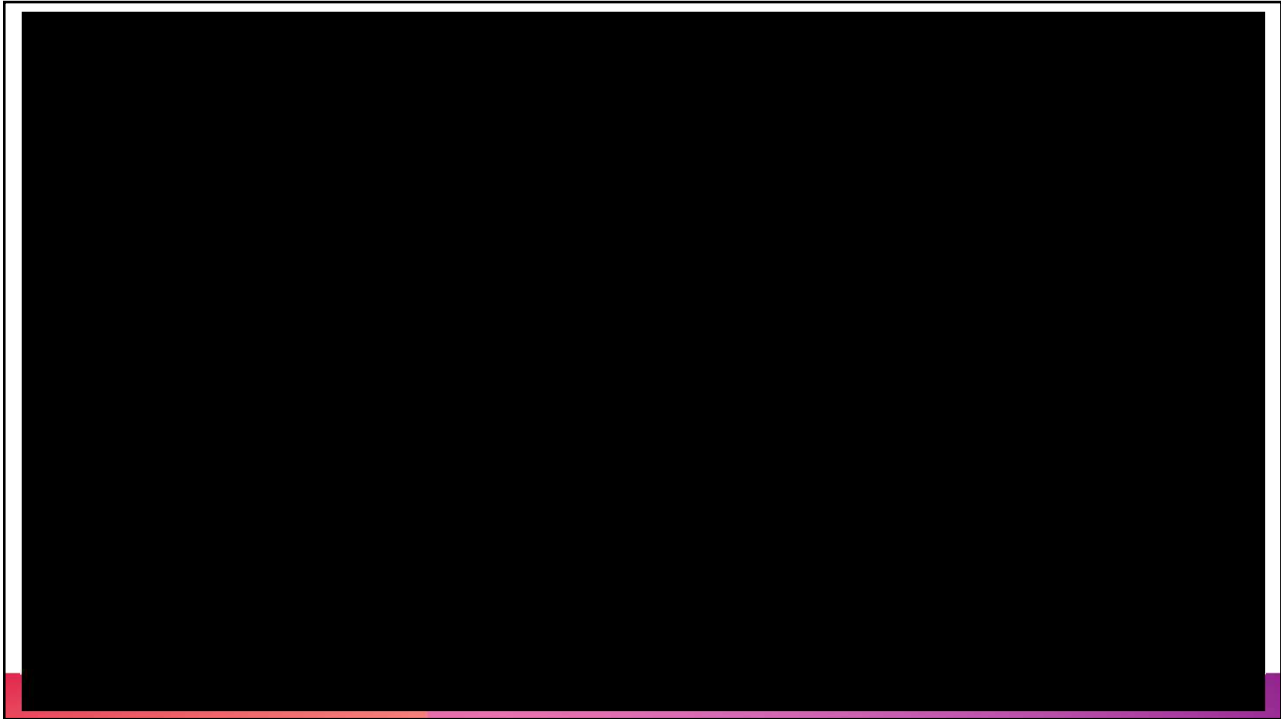
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CES LEAP
Leading Educators (through) Alternative Pathways

Alternative Non-Institution Higher Education (Non-IHE) Pathway to Licensure.

- For Professionals Seeking an Alternative License
- One Full Year (July-June) 270 Hours
- Includes a Pre-Service Week Institute
- PPSC Board and PED Approved Licensure Pathways for:
 - K-8 Elementary
 - 6-12 Secondary
 - Special Education
 - Dual Certification
- Upon completion, candidates could also apply for a Prek-12 Specialty License with a qualifying endorsement.

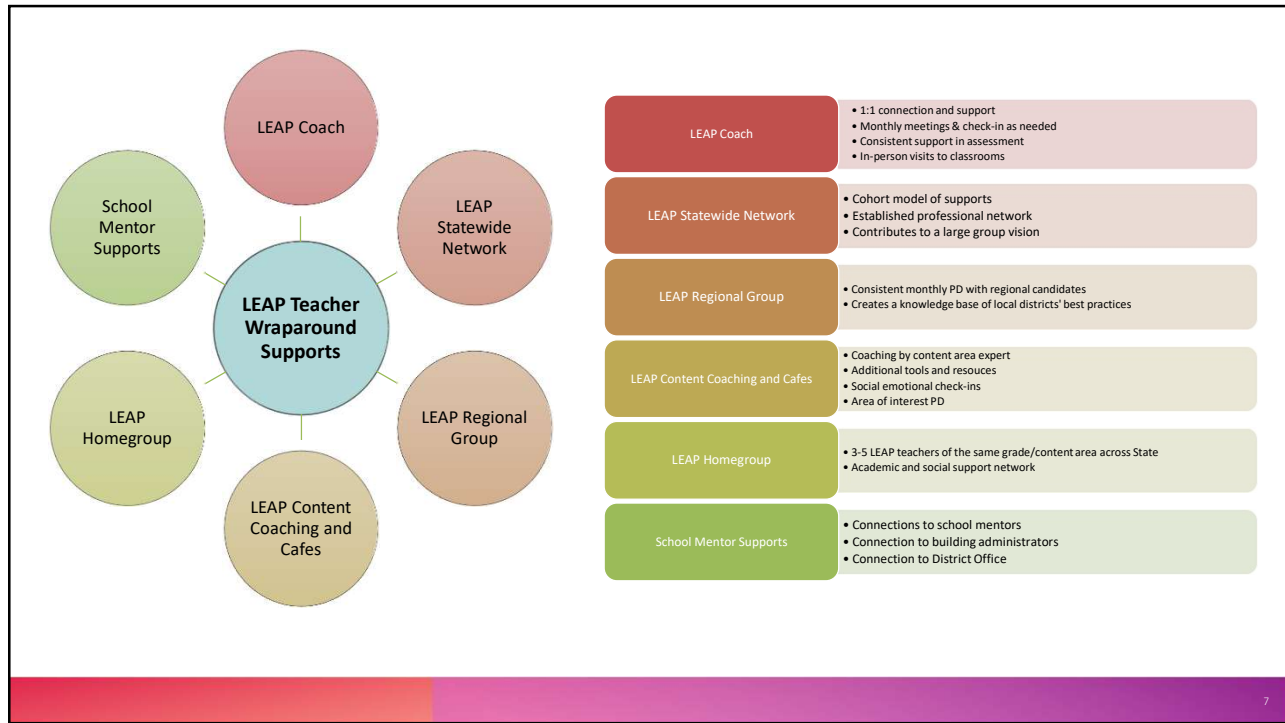
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LEAP STATISTICS 2019-2022



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Cohorts



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Counties Served

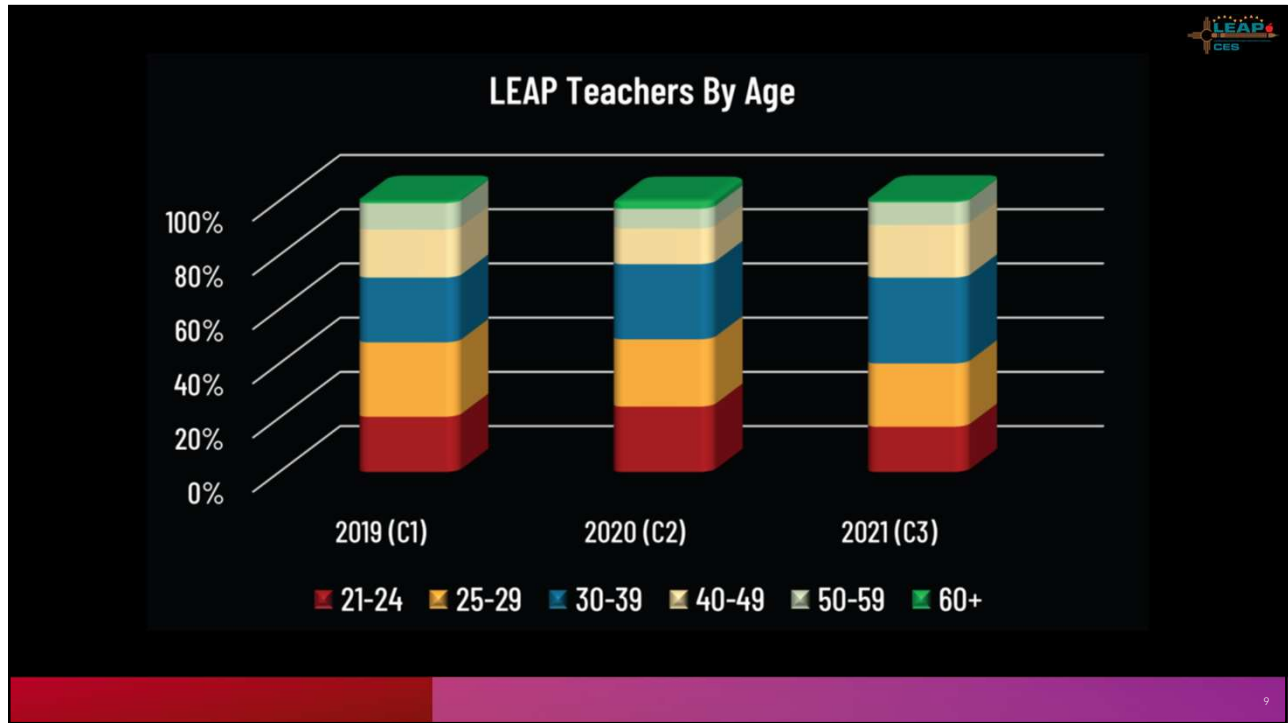


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Schools Partnered

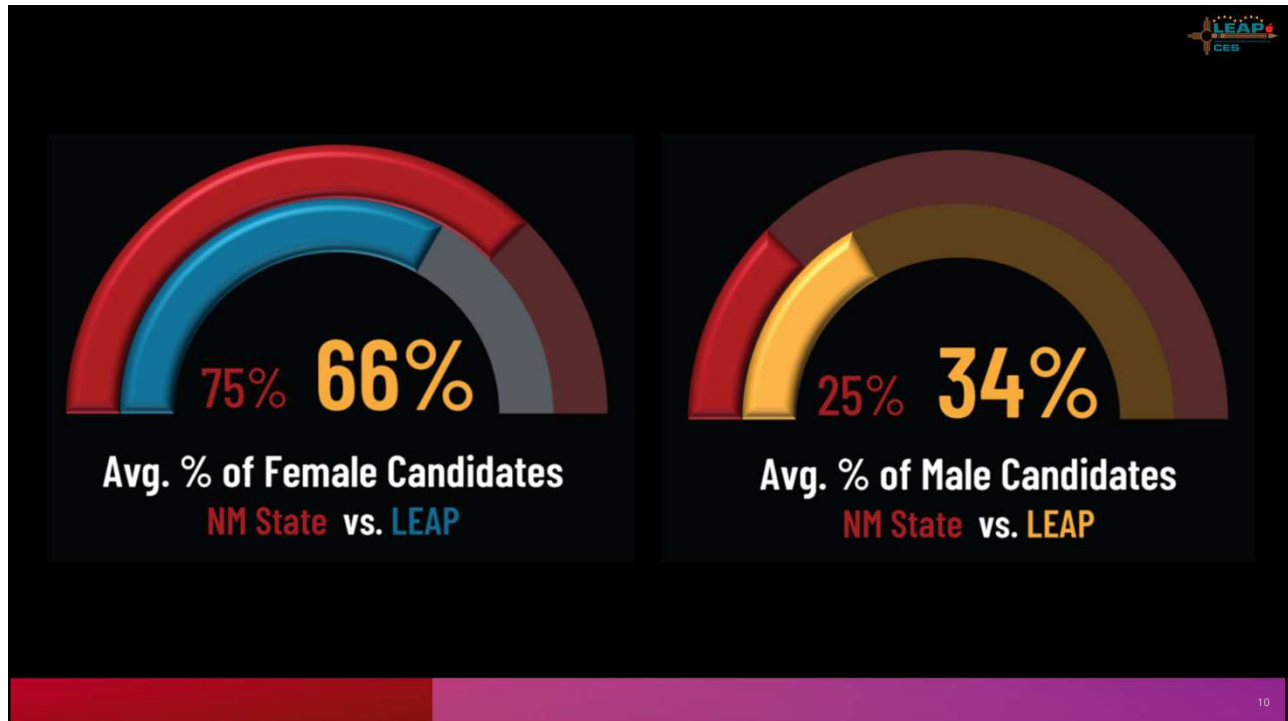


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New Teachers Developed

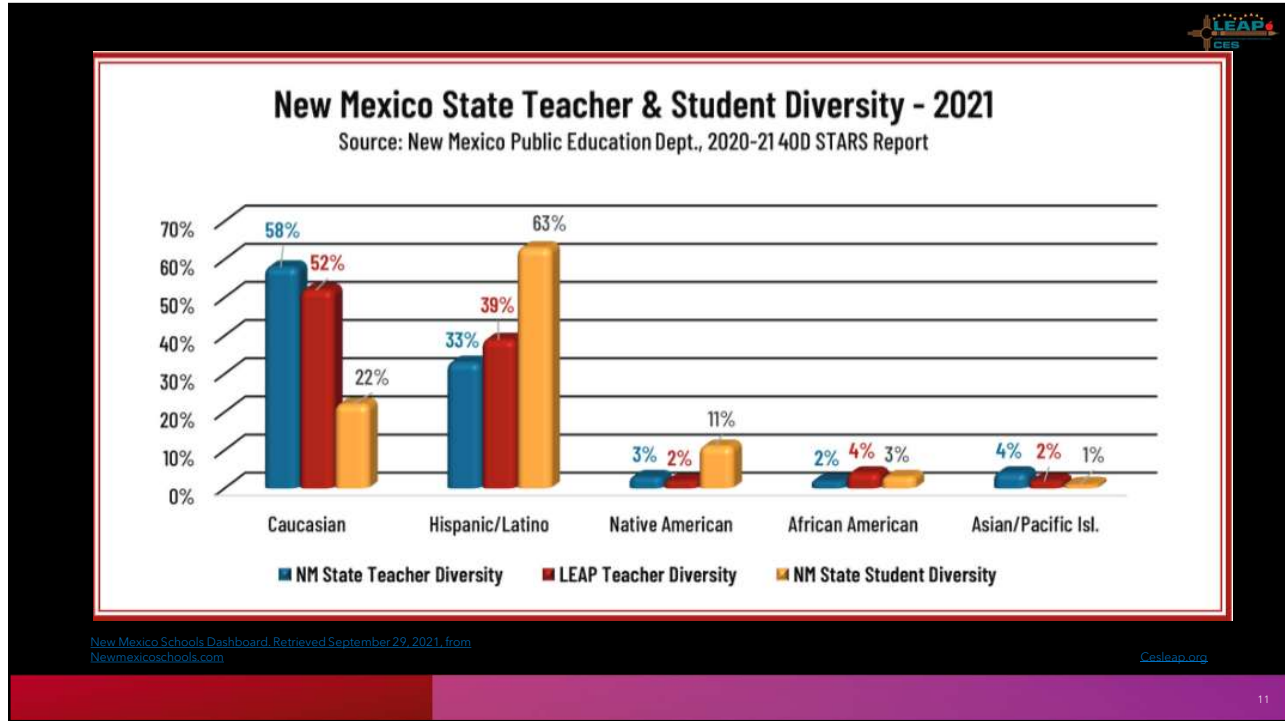
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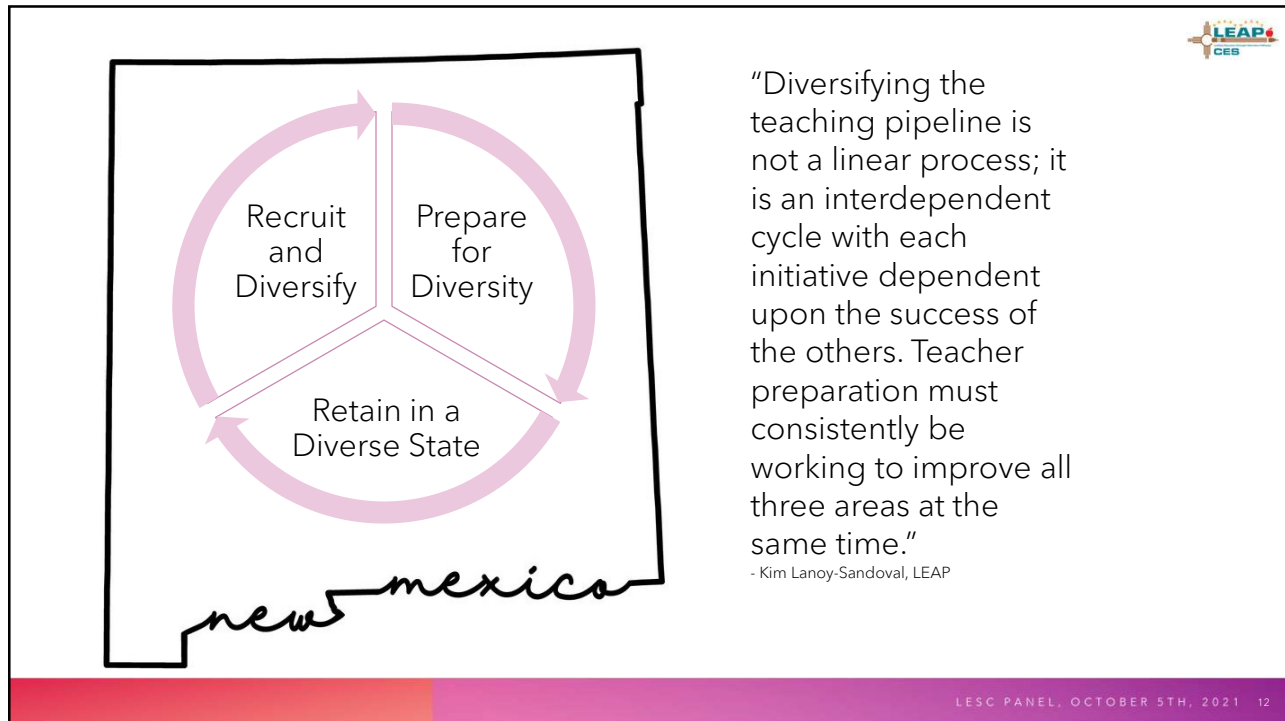
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THE WORK AHEAD IS TO
CAST A LARGER NET,
 NOT LOWER THE BAR

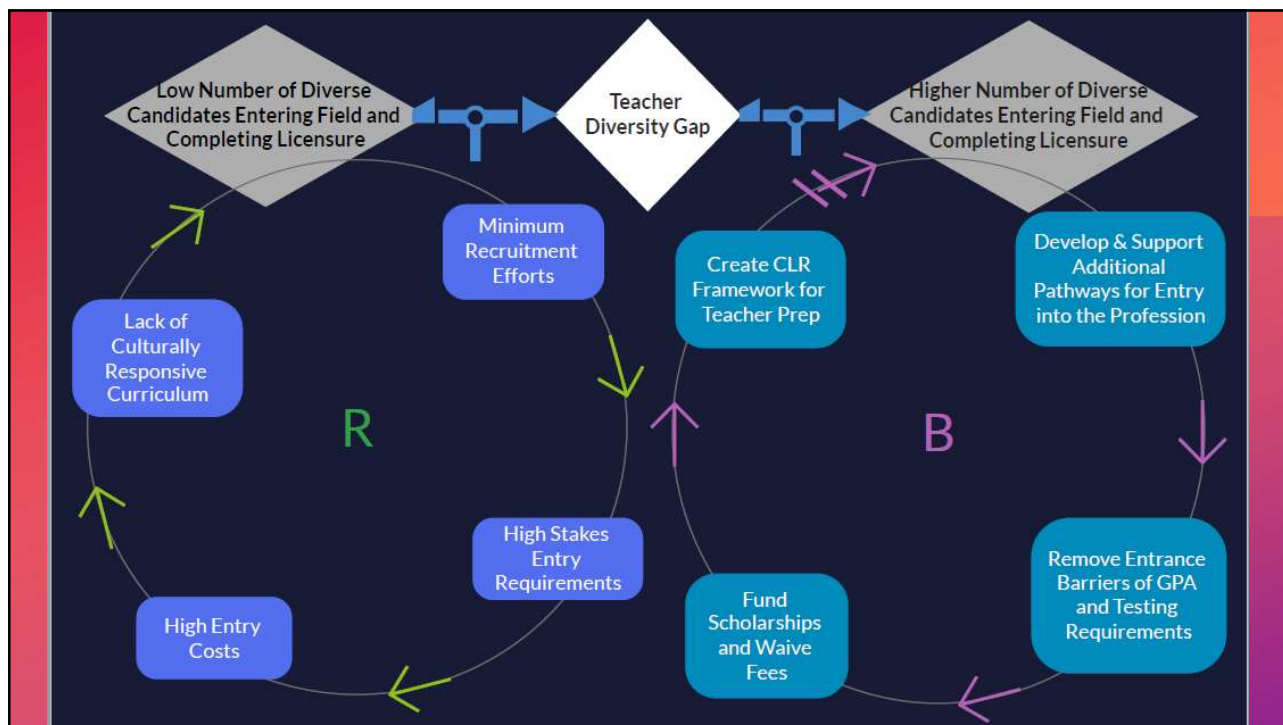


RECRUIT



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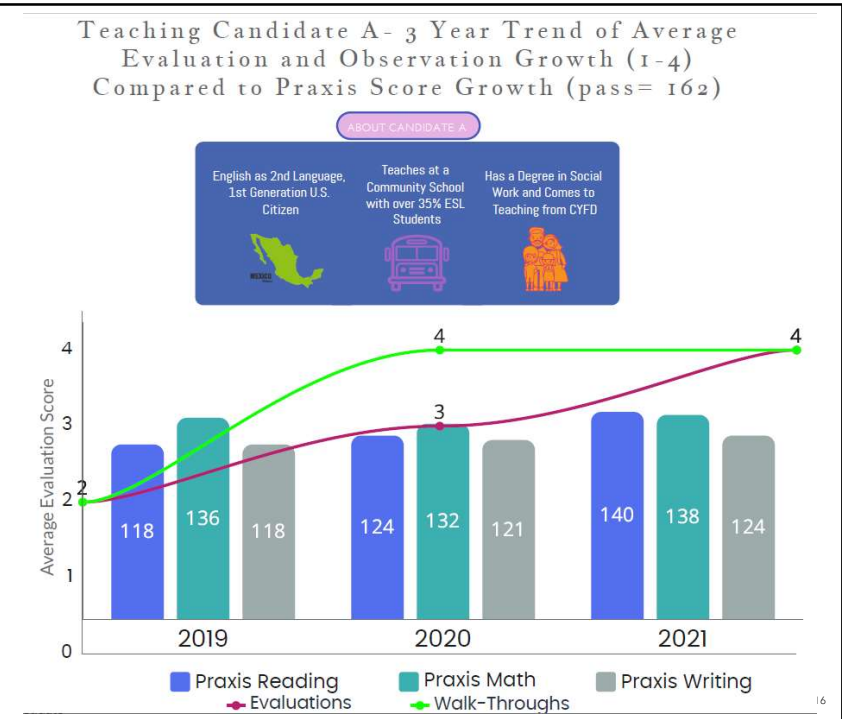
Teacher Spotlight: Gabrielle Rojas, Central Elementary, Santa Clara, NM
When the Chalkboard Calls

ESL

ESL Teachers Being a Lifetime of Experience in the Classroom

OUR ESL TEACHERS AND TEACHERS WITH LEARNING DIFFERENCES WERE BEING SCREENED OUT OF THE PROFESSION.

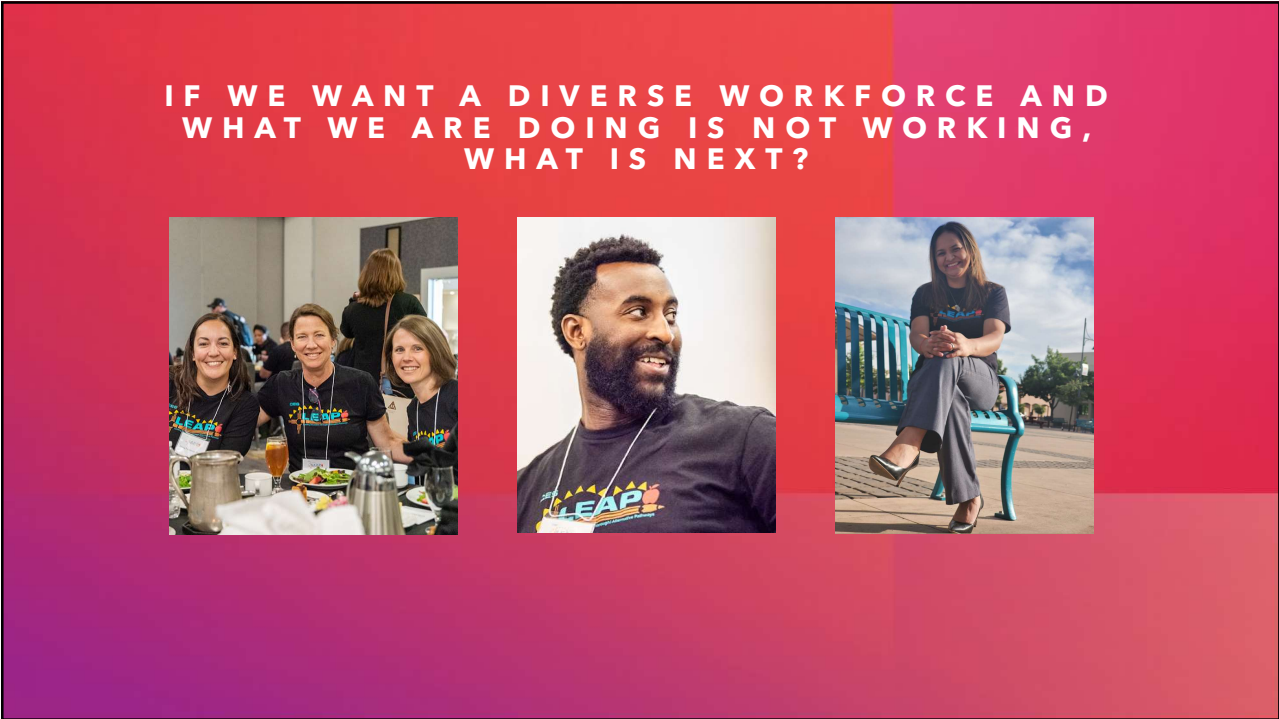
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MONKEY TRAP



(Kirkness & Barnhardt, 2001)



19

(Kirkness & Barnhardt, 2001)

"When particular clusters of students do not readily adapt to conventional institutional norms...the typical response is to focus on the aberrant students and to intensify efforts at socializing them into the institutional milieu."

"Those who persevere and make the sacrifice can find themselves in the end, torn between two worlds, leading to a further struggle within themselves to reconcile the cultural conflicts arising from competing values and aspirations."

"We...attempt to ignore the consequences of our infatuation with the status quo."

20



BUILDING COMMUNITIES OF DIFFERENCE

HIGHER EDUCATION IN THE TWENTY-FIRST CENTURY

William G. Tierney
Critical Studies in Education and Culture Series
edited by Henry A. Giroux and Paulo Freire

"I WOULD LIKE TO TELL THEM THAT EDUCATION SHOULDN'T TRY AND MAKE ME INTO SOMETHING I'M NOT. THAT'S WHAT I LEARNED WHEN I WASN'T HERE - WHO I AM. AND WHEN I LEARNED THAT, THEN I COULD COME BACK HERE." -(TIERNEY, 1993, P. 311)

21



"How do I—with my beliefs & identities -fit into the system?"



Change, Transform, and Become a CLR Change Agent Checklist



CULTURALLY and LINGUISTICALLY RESPONSIVE

GUIDANCE HANDBOOK

New Mexico Public Education Department
Language and Culture Division

CLR Guidance Handbook - 2020

Kohn, A. (2015). To change what we do, consider what we believe: teachers' assumptions drive their practice in surprising ways. Psychology Today

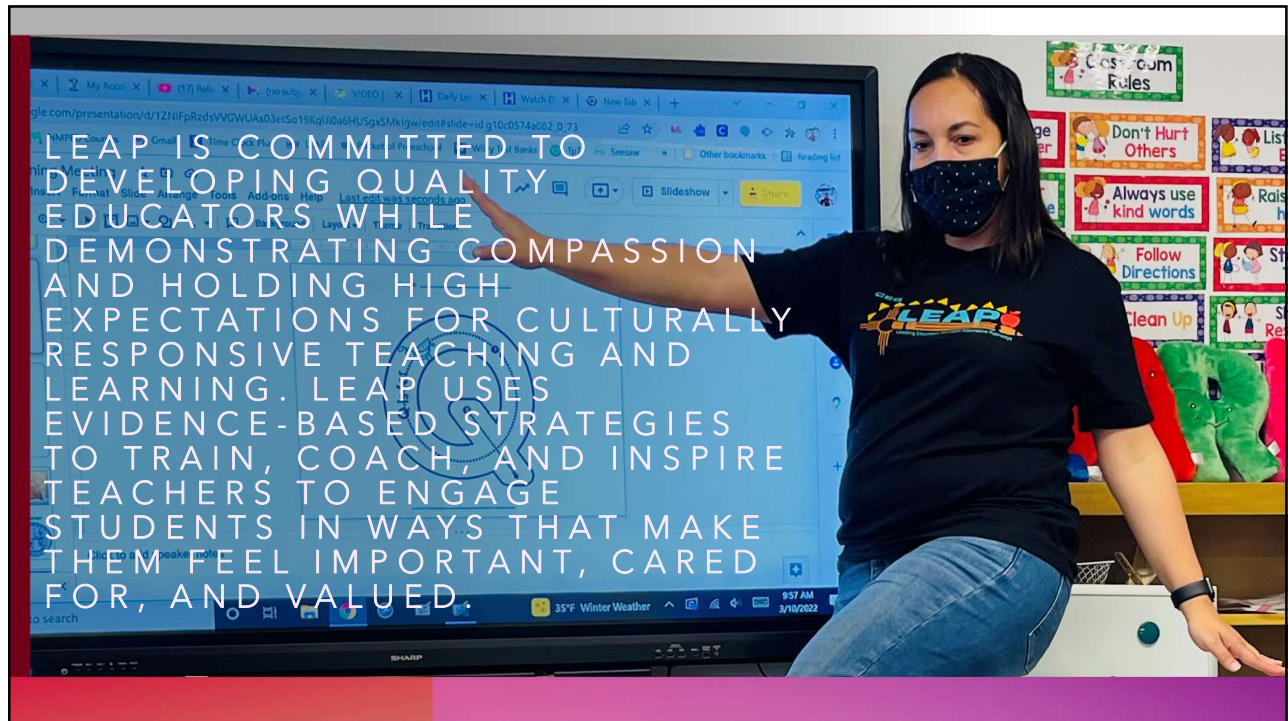
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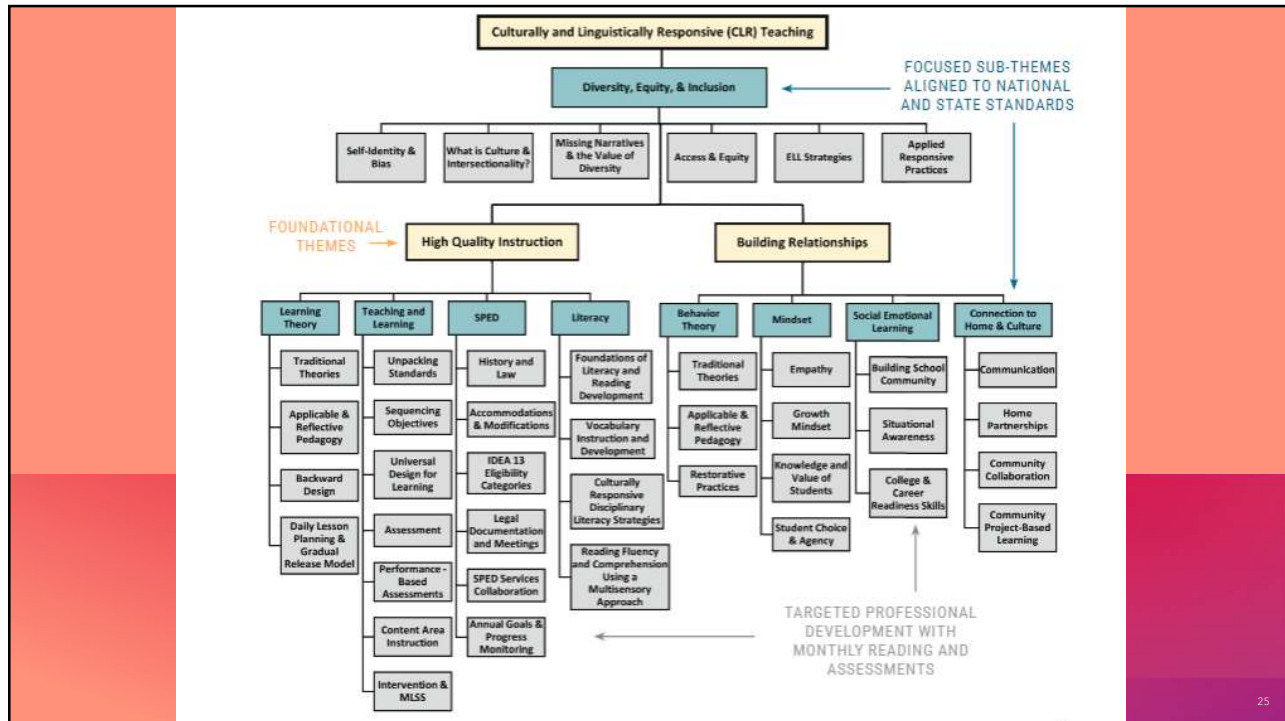
“Education must be about self-determination, deconstructing decisions about curricular knowledge, and re-energizing education and knowledge to the contexts of lives. Also, it is about deconstructing decisions about curricular knowledge and reframing education and knowledge to the contexts of people’s lives, a sui generis or a “one of a kind” education and learning. (p. 107).” -M. Battiste



23



24



25

TESTING OUR APPROACH

- Did LEAP teachers philosophically embrace culturally and linguistically responsive practices into their teaching paradigm?
- Did LEAP teachers apply culturally responsive practices into their classrooms?
- As a cohort, did the group of LEAP teachers embrace and apply CLR practices?
- Where can the LEAP program make future adjustments to further CLR growth in certain areas?

26

LEAP 2020-2021
Cohort 2: **109 Completers**

Random Sample:
22 Completers

LEAP study on culturally responsive practices.

CULTURALLY and LINGUISTICALLY RESPONSIVE GUIDANCE HANDBOOK
New Mexico Public Education Department
Language and Culture Division
CLR Guidance Handbook - 2020

Change Your Perspective

- 1 Recognize your self-identity
- 2 Know your biases
- 3 Get inspired by multicultural education, critical pedagogy, and action research
- 4 Rethink the role and design of schools
- 5 Understand the role of surface, shallow, and deep culture

Transform Leadership and Teaching Practices

- 6 Believe that all students can learn
- 7 Know your students
- 8 Know and seek strong collaboration with your students' parents, families, and communities
- 9 Affirm cultural and linguistic diversity in ALL content areas
- 10 Help students relate academic learning to their home culture
- 11 Master skills for teaching culturally diverse students

Measurement indicators from the NMPED CLR Guidance Handbook used to analyze key dispositions determined in three LEAP final assessments.

27

CULTURALLY AND LINGUISTICALLY RESPONSIVE (CLR) MEASUREMENTS OF GROWTH

1

1st Draft of Teaching Philosophy (August)

2

Final Draft of Teaching Philosophy (April)

3

Cultural and Linguistic Responsive Portfolio (May)

Change Your Perspective

- Recognize your self-identity
- Know your biases
- Get inspired by multicultural education, critical pedagogy, and action research
- Rethink the role and design of schools
- Understand the role of surface, shallow, and deep culture

Transform Leadership and Teaching Practices

- Believe that all students can learn
- Know your students
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- Affirm cultural and linguistic diversity in ALL content areas
- Help students relate academic learning to their home culture
- Master skills for teaching culturally diverse students

GONZAGA UNIVERSITY, EDUCATION LEADERSHIP 2021

28

28

Philosophy of Teaching Statement Data Collection
 Candidate # 2
 Date Analyzed: 8/27/21
 1st Draft Score: 5
 Final Draft Score: 5

Final Growth Score: 0

Findings of Change Year Perspective	Statement Evidence	1 st Draft of Philosophy of Teaching Statement:
1. Recognize your self-identity		
2. Know your biases	People today feel that Physical Education is nothing but games and in some instances that is exactly what Physical Education has become.	A Physical Education Program will support the physical, intellectual, and social-emotional development of the students. Physical Education should be a school subject that students look forward to going and that if they succeed or fail safely while performing a skill, they should continue practicing the skill so that they continue getting better. People today feel that Physical Education is nothing but games and in some instances that is exactly what Physical Education has become. As physical educators it's our job per Physical Education back into Physical Education and this is how:
3. Get inspired by multicultural education, critical pedagogy, and action research		
4. Rethink the role and design of schools	As physical educators it's our job per Physical Education back into Physical Education and this is how	Students will learn The Two P's, FUNDAMENTALS and how to have FUN. Students will learn the basic fundamental skills that will allow them to participate and enjoy any physical activity they may choose to do during their lifetime.
5. Understand the role of surface, shallow, and deep culture		
Transform Leadership and Teaching Practices		
6. Believe that all students can learn	Students will learn the basic, fundamental skills that will allow them to participate and enjoy any physical activity they may choose to do during their lifetime.	As a result, the students will know and understand the benefits and values that regular physical activity will provide them. The students will know that Physical Education does not have to be limited to just a school setting, but that they can try, do, and practice physical activities outside of school.
7. Know your students	A Physical Education Program will support the physical, intellectual, and social-emotional development of the students.	As a result, the students will have feeling confident in their abilities to do a variety of skills and they will be able to try every activity because of their confidence gained in the skills they learned through Physical Education.
8. Know and seek strong collaboration with your students' parents, families, and communities		

Findings of Change Year Perspective	Statement Evidence	FINAL DRAFT of Philosophy of Teaching Statement:
1. Recognize your self-identity		
2. Know your biases	People today feel that Physical Education is nothing but games and in some instances that is exactly what Physical Education has become.	A Physical Education Program will support the physical, intellectual, and social-emotional development of the students. Physical Education should be a school subject that students look forward to going and that if they succeed or fail safely while performing a skill, they should continue practicing the skill so that they continue getting better. People today feel that Physical Education is nothing but games and in some instances that is exactly what Physical Education has become. As physical educators it's our job per Physical Education back into Physical Education and this is how:
3. Get inspired by multicultural education, critical pedagogy, and action research		
4. Rethink the role and design of schools	As physical educators it's our job per Physical Education back into Physical Education and this is how:	Students will learn The Two P's, basic, FUNDAMENTALS and how to have FUN. Students will learn the basic, fundamental skills that will allow them to participate and enjoy any physical activity they may choose to do during their lifetime.
5. Understand the role of surface, shallow, and deep culture		
Transform Leadership and Teaching Practices		

9. Affirm cultural and linguistic diversity in ALL content areas		
10. Help students relate academic learning to their home culture	As a result, the students will have feeling confident in their abilities to do a variety of skills and that they will be able to try every activity because of their confidence gained in the skills they learned through Physical Education.	
11. Master skills for teaching culturally diverse students		

6. Believe that all students can learn	Students will learn the basic, fundamental skills that will allow them to participate and enjoy any physical activity they may choose to do during their lifetime.	As a result, the students will know and understand the benefits and values that regular physical activity will provide them. The students will know that Physical Education does not have to be limited to just a school setting but that they can try, do, and practice physical activities outside of school.
7. Know your students	A Physical Education Program will support the physical, intellectual, and social-emotional development of the students.	As a result, the students will have feeling confident in their abilities to do a variety of skills and they will be able to try every activity because of their confidence gained in the skills they learned through Physical Education.
8. Know and seek strong collaboration with your students' parents, families, and communities		
9. Affirm cultural and linguistic diversity in ALL content areas		
10. Help students relate academic learning to their home culture	As a result, the students will have feeling confident in their abilities to do a variety of skills and they will be able to try every activity because of their confidence gained in the skills they learned through Physical Education.	
11. Master skills for teaching culturally diverse students		

29

File Home Insert Layout Design Transitions Animations Slide Show Review View Help

New Slide

Culturally and Linguistically Responsive Teaching Portfolio

2020-2021

NAME REMOVED
 Santa Rosa Consolidated Schools

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MONDAY, FEBRUARY 1, 20XX 30

30

Appendix E

Culturally and Linguistically Responsive Portfolio Data Collection
Candidate # 2
Date Analyzed: 8/25/21

Final Score: 8

Findings of:	Description of Submitted Evidence for Portfolio
Change Your Perspective	Change Your Perspective
1. Recognize your self-identity	I think my values can influence and play an important role in my students learning. If I didn't have values, I think my teaching would be chaotic. I don't think there would be much structure and I don't think I would find much value what I do every day with my students. Setting values for yourself can help influence the culture you want to create and can also influence how you teach and how you come across to our students. I know that I don't live where my students live and I'm not around the culture that has been established in that area, but I do know that I have goals for my students and for myself as a teacher and I hope that the culture I want to create for my P.E. program can be welcoming and a safe place for students from all kinds of cultures and demographics. I know first-hand that every student is different and learns differently in their own way because I was that student that had to find different ways to learn and for me to understand what was being asked. Going through that in my own education journey has helped me understand that I need to find ways to teach one specific thing maybe 5 different ways so that way everyone can understand. I'm hoping that having that type of mindset can help my students grow and accomplish things in their own way. I'm not going to change who I am, but I do know that I can change how I teach to reach the kids at the school I'm at. I'm the only white person on campus and our school is 98% Latino/Hispanic so I don't fit it with the color of my skin and I've had to find ways in how I teach and create a culture that allows myself to connect with my students so that way they can trust me and that we can learn and work together to accomplish the goals set for the school.
2. Know your biases	I think that not being able to live in the area where I teach has a big impact in how I teach and how I'm viewed by others. I'm somewhat considered an outsider and I'm someone who you could say is behind the curve. What I mean by being behind the curve is that the kids I work

<i>Culturally and Linguistically Responsive & Student Data Collection</i>	
Candidate # Date Analyzed: Final Score:	
	with love and value many different things than what I love and value and their culture is different and that is not a bad thing. (demographic assignment)
3. Get inspired by multicultural education, critical pedagogy, and action research	I think it's great because it forces me to learn about these kids in what they love to do and what they care about. It forces me outside my comfort zone and force myself into their world and will teach me so much! (demographic assignment)
4. Rethink the role and design of schools	Mission statement of rethinking the role of PE.
5. Understand the role of surface, shallow, and deep culture	
Transform Leadership and Teaching Practices	
6. Believe that all students can learn	Going through that in my own education journey has helped me understand that I need to find ways to teach one specific thing maybe 5 different ways so that way everyone can understand.
7. Know your students	Student Interest Surveys
8. Know and seek strong collaboration with your students' parents, families, and communities	This is a copy of the parent newsletter that we sent out at the beginning of the school year. It also had a page of our online schedule, rules for virtual PE, and our Online Procedures and Routines. This worked well early on, but as the semester went on, we used class dojo to do majority of our communication.
9. Affirm cultural and linguistic diversity in ALL content areas	Here is anchor I created that we used in class and eventually made into a poster board and had up in the gym and classroom. Created this and used this to help with understanding and understand the objectives of class.
10. Help students relate academic learning to their home culture	
11. Master skills for teaching culturally diverse students	

MONDAY, FEBRUARY 1, 20XX 31

31

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PROGRAM GROWTH

WHAT IS WORKING AND WHAT NEEDS ADJUSTMENT?

Continuous Quality Improvement Cycle

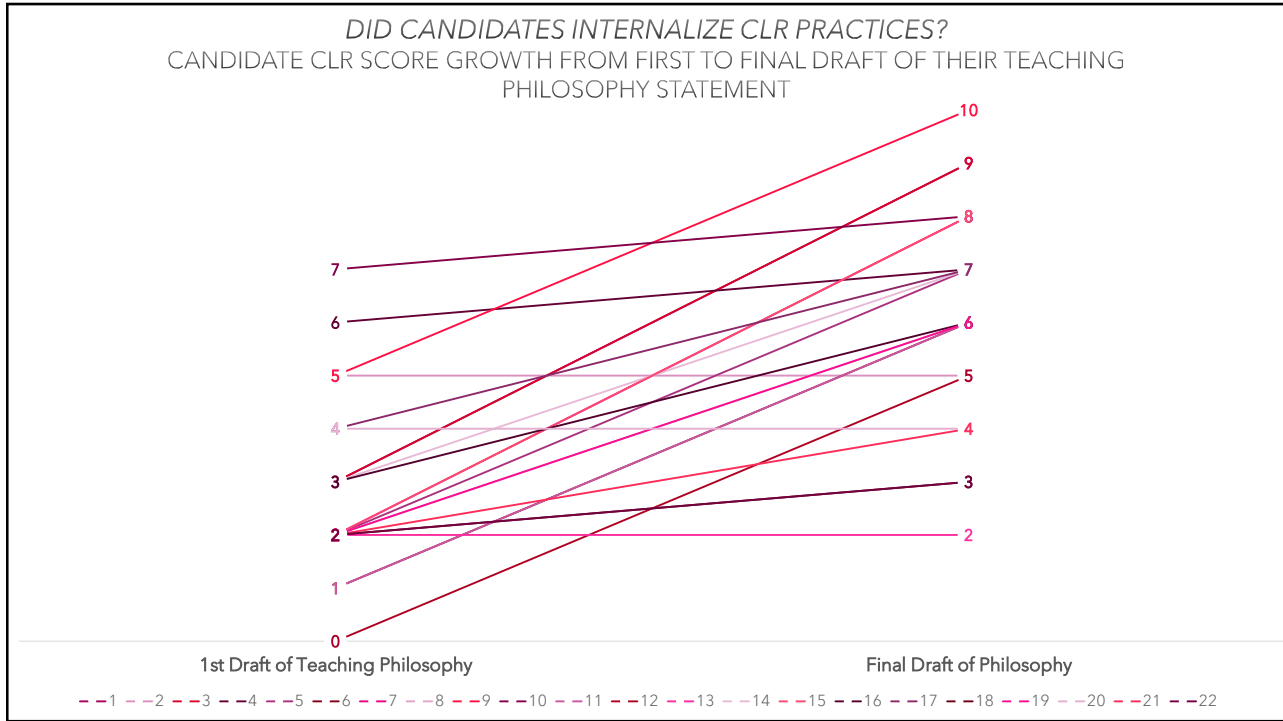
Population

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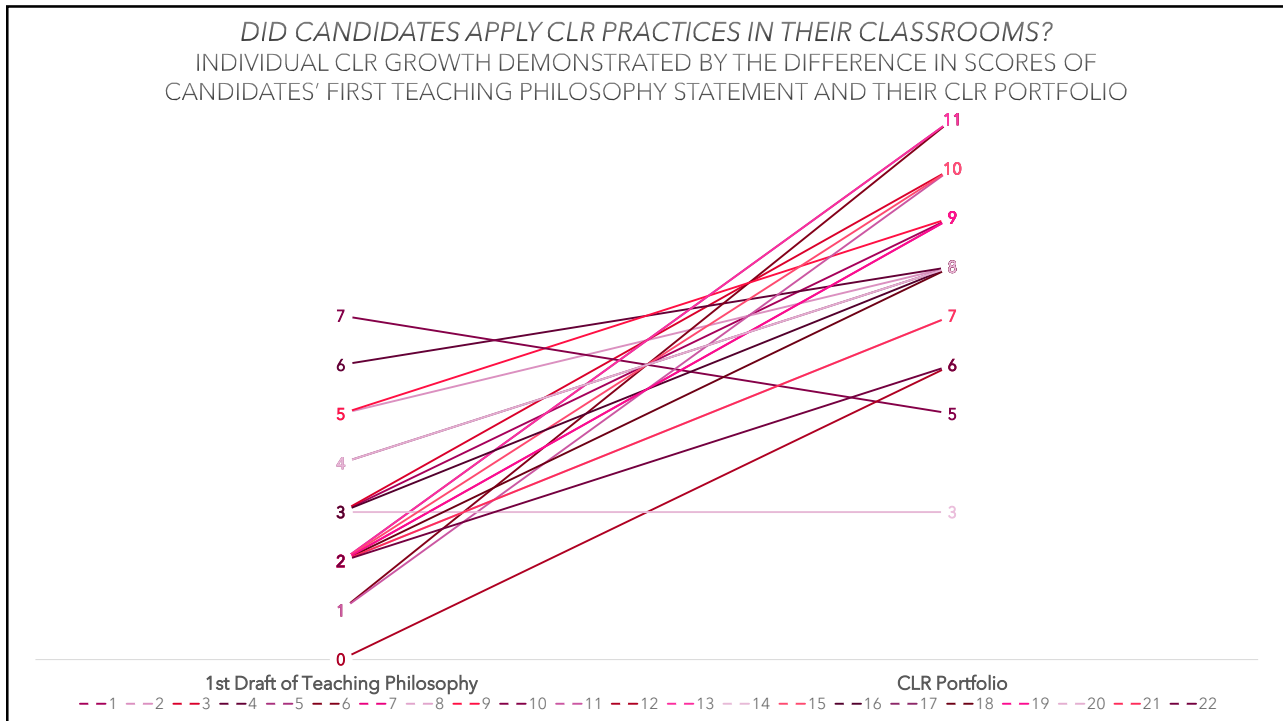
Sample

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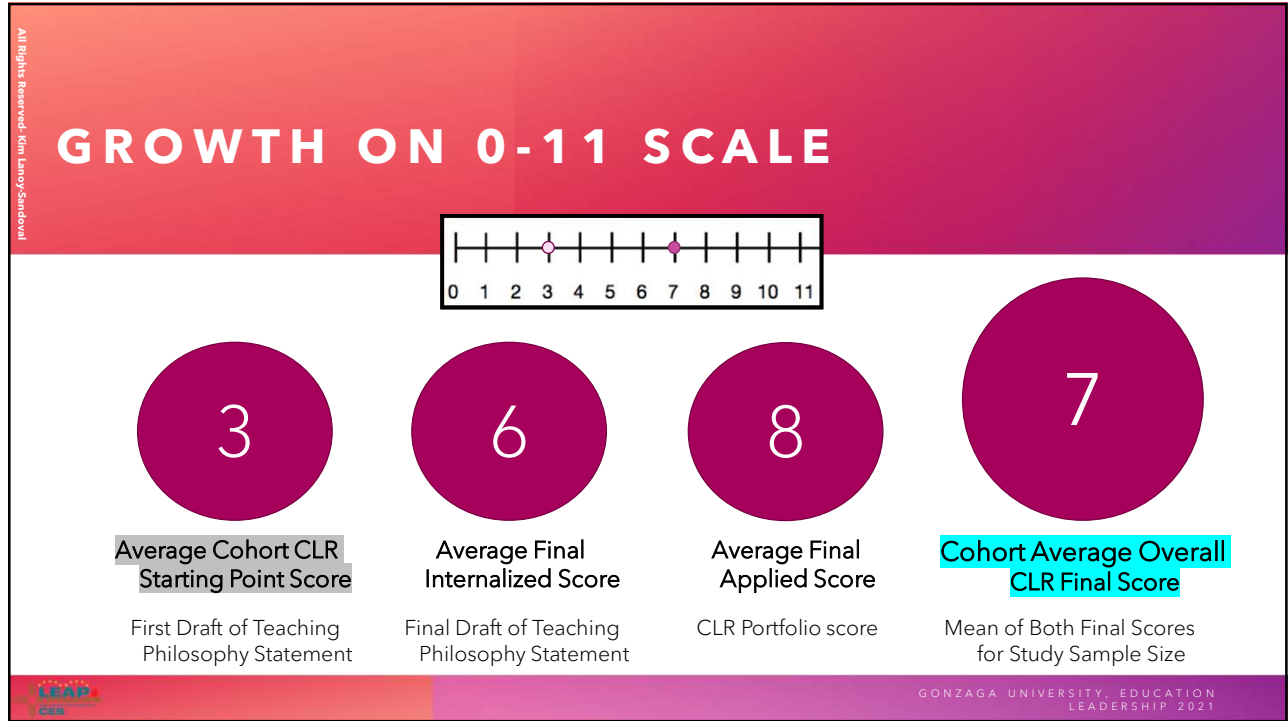
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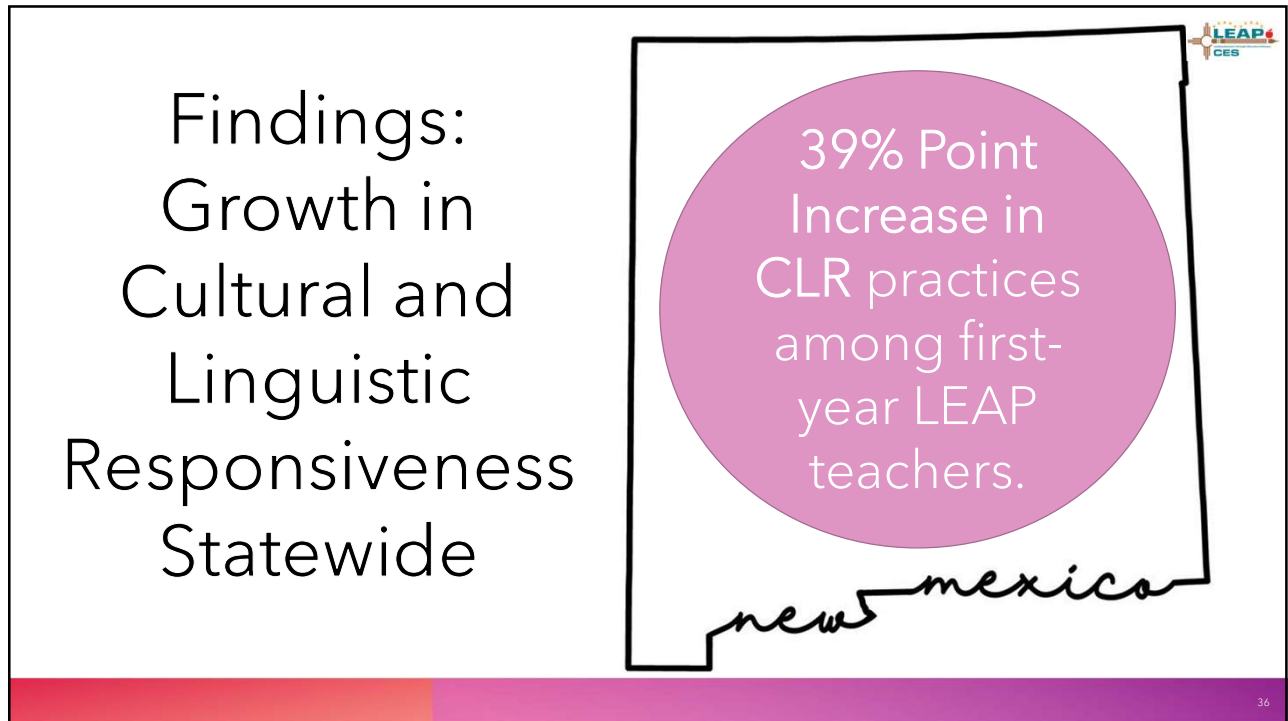
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CLR INDICATORS THAT APPEARED MOST OFTEN IN INTERNALIZED BELIEFS AND THE LEAP INITIATIVES WHICH SUPPORT CLR DEVELOPMENT

77%

3. Get Inspired by Multicultural Education, Critical Pedagogy, and Action Research

- CLR PD
- Monthly Theory Assignments
- Reading Case Study

91%

6. Believe All Students Can Learn

- Growth Mindset
- Empathy Interviews
- College and Career Competencies
- UDL

91%

7. Know Your Students

- Student Interest Surveys
- CLR PD
- UDL Choice Boards
- IEP Training
- Restorative Practices

77%

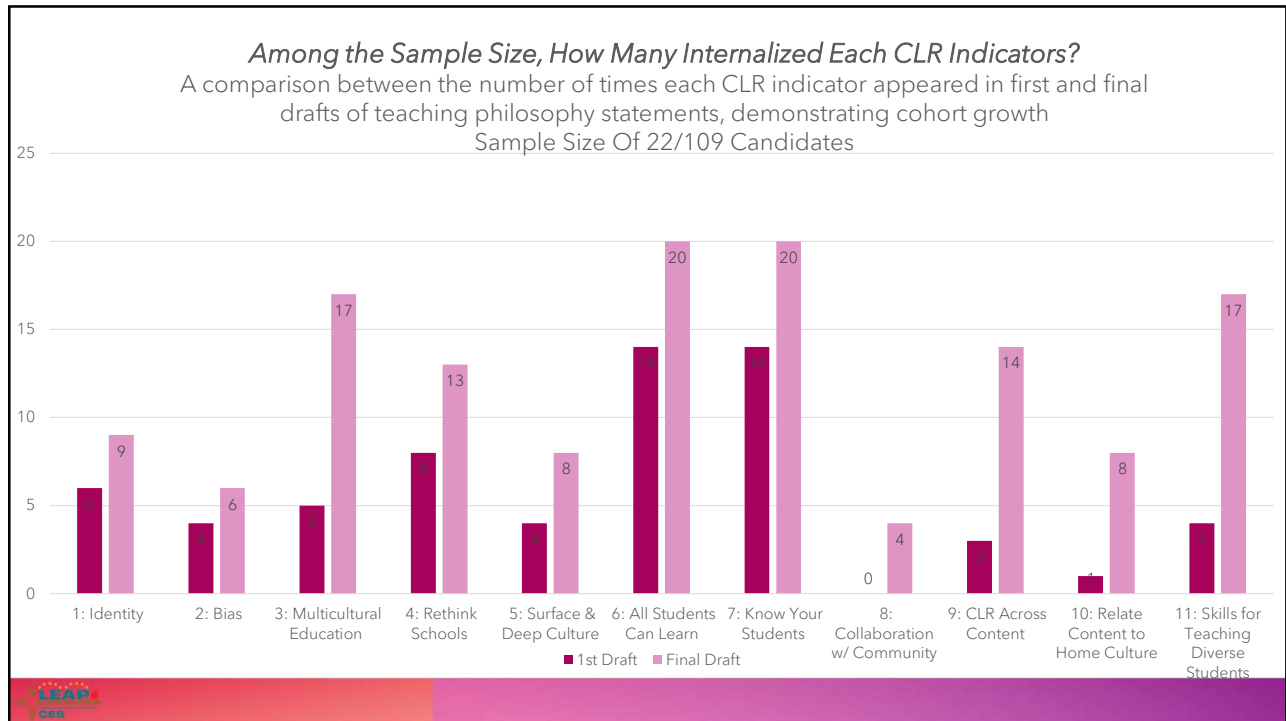
11. Master Skill for Teaching Culturally Diverse Students

- UDL
- Literacy Strategies
- ELL Strategies
- Special Education Eligibilities Training

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37

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38

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TOP CLR INDICATORS WITH EVIDENCE FOR APPLIED PRACTICES AND THE LEAP INITIATIVES TO SUPPORT CLR DEVELOPMENT

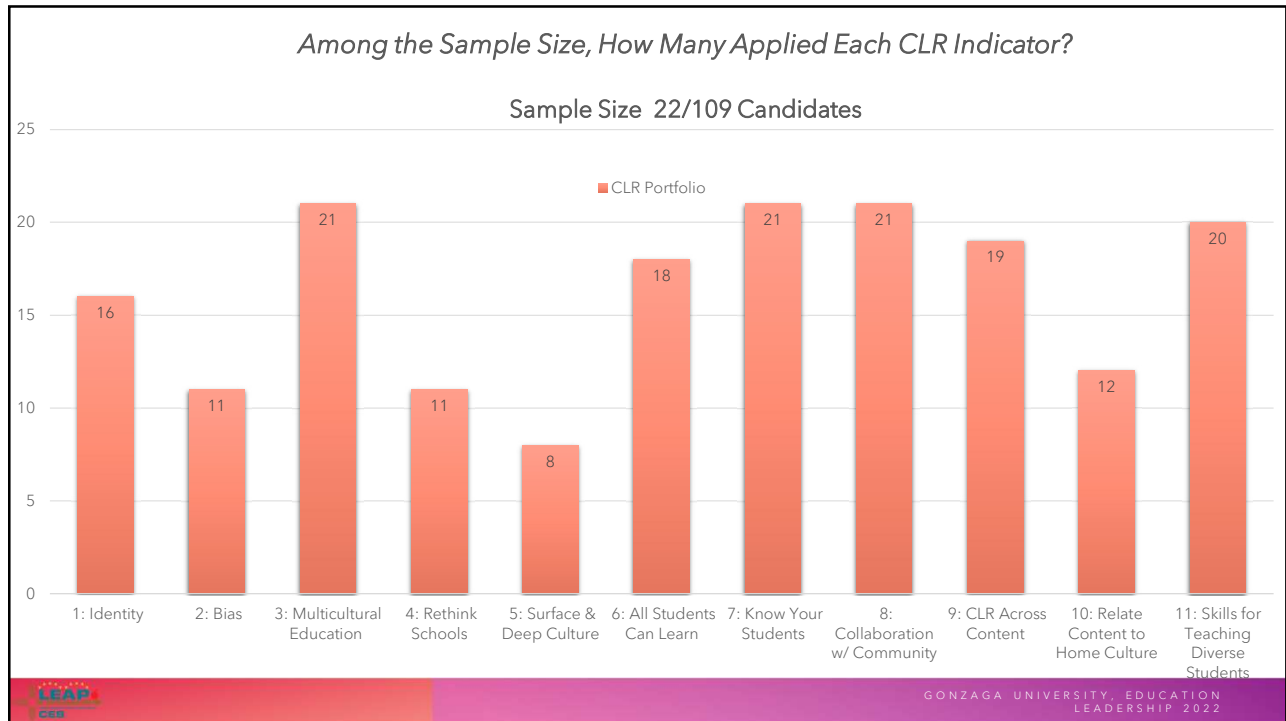
<p>77%</p> <p>3. Get Inspired by Multicultural Education, Critical Pedagogy, and Action Research</p> <ul style="list-style-type: none"> • CLR PD • Monthly Theory Assignments • Reading Case Study 	<p>91%</p> <p>7. Know Your Students</p> <ul style="list-style-type: none"> • Student Interest Surveys • CLR PD • UDL Choice Boards • IEP Training • Restorative Practices 	<p>91%</p> <p>8. Know and Seek Strong Collaboration with Your Student's Parents, Families, and Communities</p> <ul style="list-style-type: none"> • Demographic Profile • Newsletter and Parent Log • Teacher Identity and Implicit Bias 	<p>77%</p> <p>11. Master Skill for Teaching Culturally Diverse Students</p> <ul style="list-style-type: none"> • UDL • Literacy Strategies • ELL Strategies • Special Education Eligibilities Training
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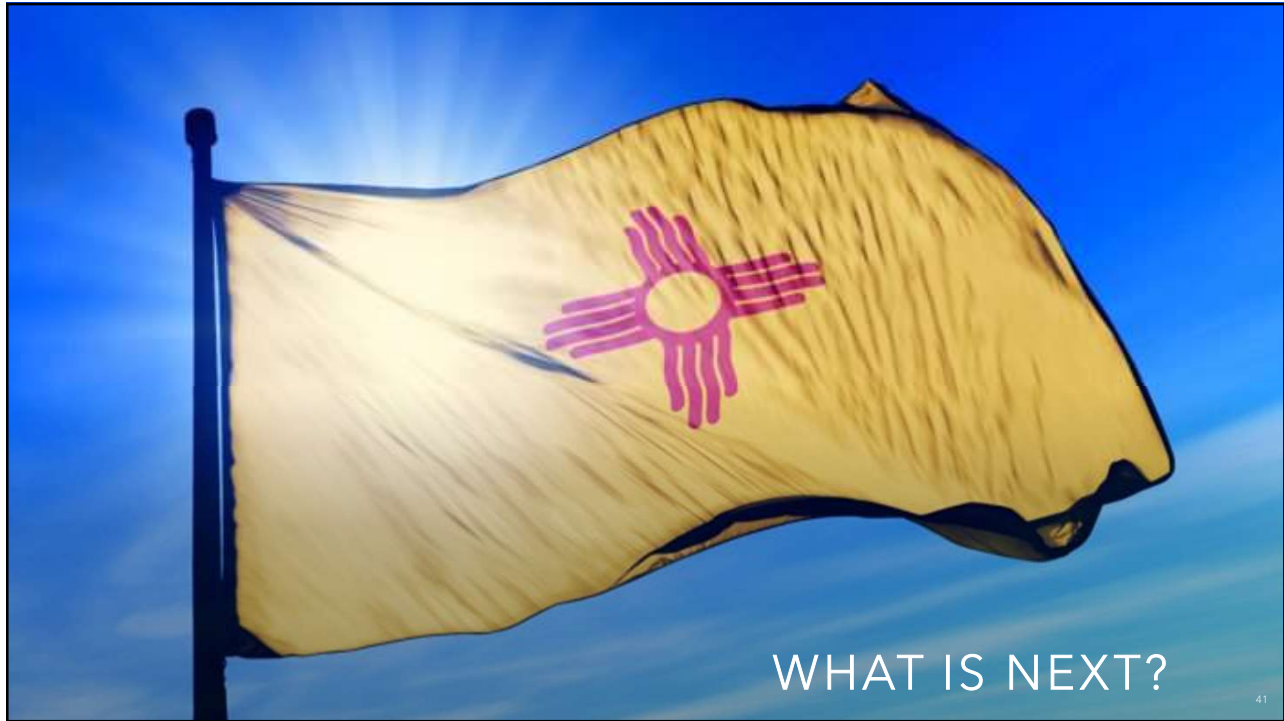
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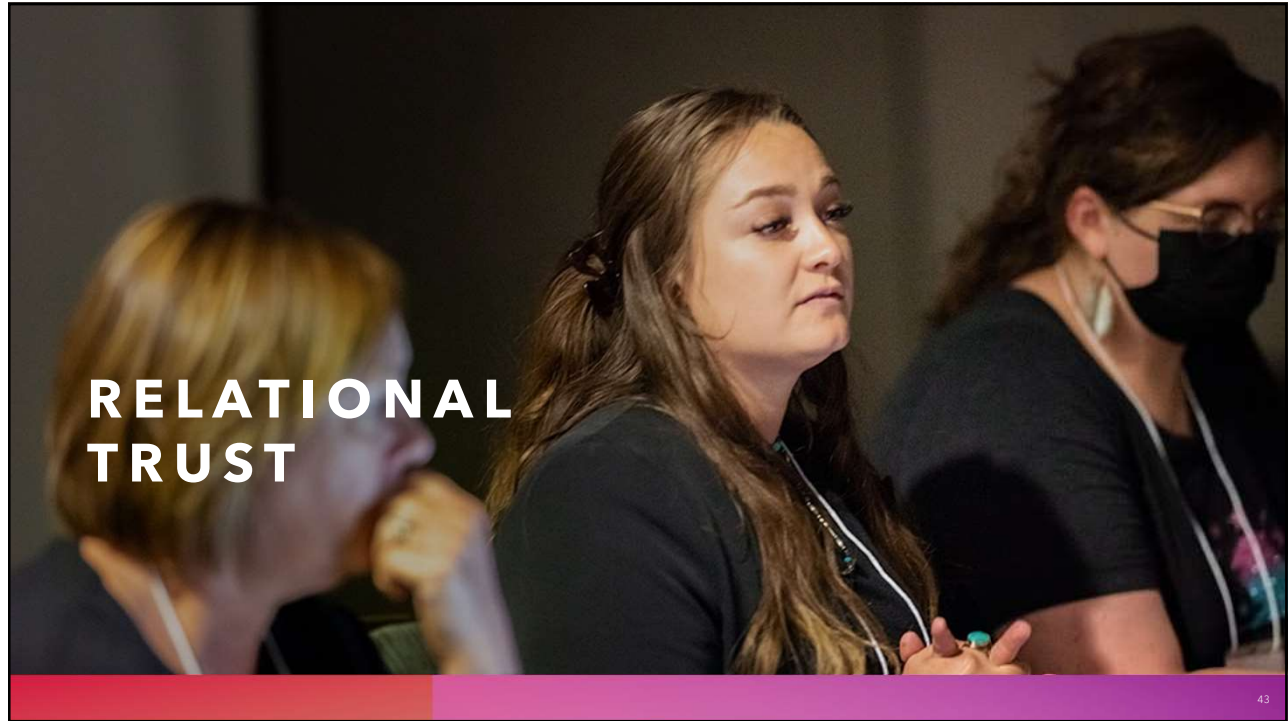
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"For every educator, our responsibility is making a commitment to both unlearn and learn - to unlearn racism and superiority in all its manifestations while examining our own social constructions in our judgments and learn new ways of knowing, valuing others, accepting diversity, and making equity and inclusion foundations for all learners (p. 166)." -M. Battiste

42



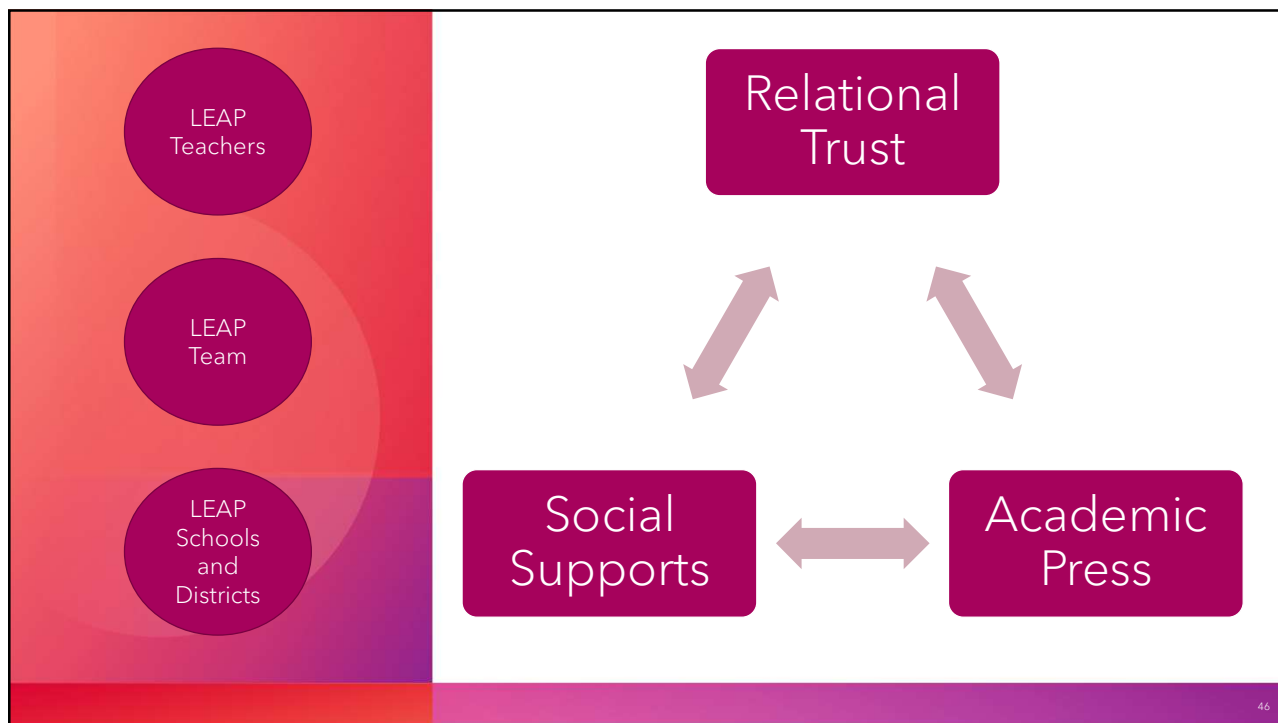
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46

INDIGENOUS EDUCATOR PIPELINE INITIATIVE

- Scholarship for full tuition and books
- Indigenous educator supports.
- A streamlined pathway into a Master's program with possible scholarship opportunities.

200 Alternative Licensed Teachers with Training in CLR, Indigenous Education, SPED, Literacy, and CPI Trauma Certification

Content Support For All Teachers with Classrooms in Tribal Areas

20 Licensed Indigenous Teachers Receiving Coaching Supports by Indigenous Educators

NACA INSPIRED SCHOOLS NETWORK

LEAP CES

NEW MEXICO Public Education Department

47

NEXT LEAP OPPORTUNITIES FOR LEAP GRADUATES

Dyslexia Practitioner Certification

TESOL Endorsement

Capstone Development for Schools

48

DYSLEXIA PRACTITIONER

- Scholarship for full tuition and books
- A streamlined pathway to a Structured Literacy Expert

200 Alternative Licensed Teachers with SPED & Literacy Training, and CPI Trauma Certification

40 Licensed Special Education Teachers

15 Certified Dyslexia Practitioners

may center for learning

LEAP CES

NEW MEXICO Public Education Department

49

49

TESOL/BILINGUAL ENDORSEMENT

- Scholarship for full tuition and books
- A streamlined pathway for TESOL/Bilingual Endorsements

200 Alternative Licensed Teachers with Training in CLR, Indigenous Education, SPED, Literacy, and CPI Trauma Certification

Partnership with ENMU AND NMSU

20 LEAP Teachers Endorsed in TESOL

NM STATE

EASTERN NEW MEXICO UNIVERSITY

LEAP CES

NEW MEXICO Public Education Department

50

50

A PATHWAY FROM LEAP TO A MASTER'S

EXPERIENCE THE USW ADVANTAGE

FREE Laptop
FREE Textbooks
FREE Virtual Healthcare

 **Scholarships Available**

APPLY NOW ✓ **NO ADMISSION FEES**
✓ **NO ADMISSION TESTS**



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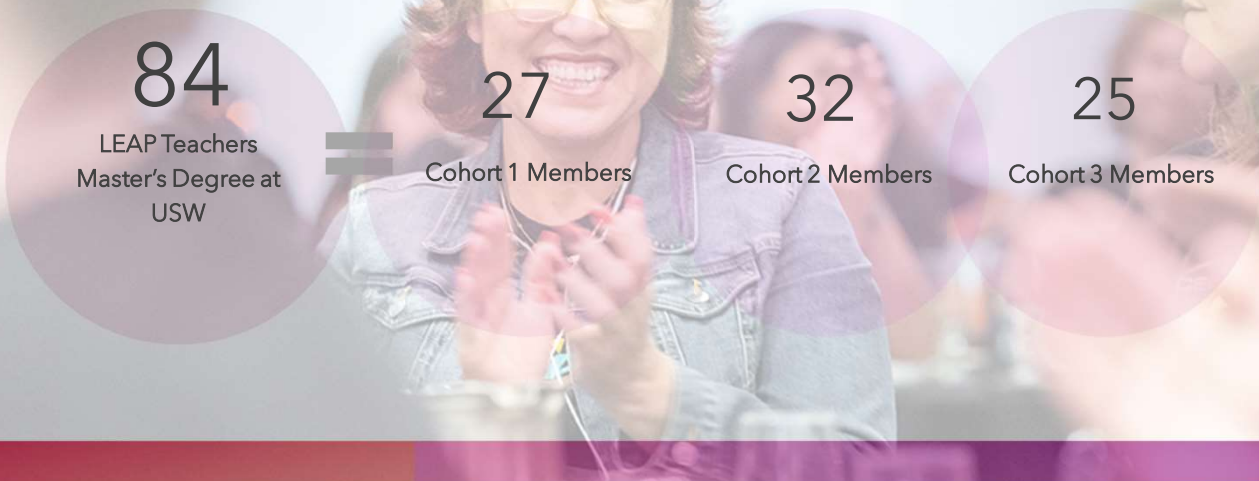


WESTERN
NEW MEXICO UNIVERSITY

51

UNIVERSITY OF THE SOUTHWEST LEAP ENROLLMENT

Master of Science in Teaching and Learning/Master of Science in Special Education



52




53



THANK YOU!

**DR. KIM
LANOY-
SANDOVAL**


KIM@CES.ORG

SCAN ME



54



CES

LEAP

Leading Educators (through) Alternative Pathways

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MONDAY, FEBRUARY 1, 20XX 55