

EXECUTIVE SUMMARY:

Introduction: The Institute for American Indian Education (IAIE) in the College of Education at the University of New Mexico (UNM) is critical to increasing the number of certified pre-K to 12 grade Native American teachers. According to the *2018 Tribal Education Status Report* developed by the New Mexico Public Education Indian Education Division approximately 2.5 percent of state-wide district staff identified as American Indian (p. 6). The statistics quantify the needs expressed by Indigenous Peoples across the state who participated in the eleven IAIE facilitated community forums in 2017 and 2018. Furthermore, the testimony and evidence presented by the lawyers for the plaintiffs of the *Yazzie v. State of New Mexico* case emphasized the need for certified educators. Addressing the shortage of certified Indigenous educators is urgent, but at a deeper level, Indigenous Peoples in New Mexico want educators who are prepared to teach Indigenous youth and cultivate solid working relationships with Indigenous Nations and communities. Drawing on the data collected at the community forums, IAIE faculty and staff identified six guiding principles (see attachment A) that guide IAIE projects including the program to prepare preservice secondary educators to teach Indigenous students in New Mexico. The Institute for American Indian Education is composed of twelve Native faculty and staff (see Attachment B).

UNM Educator Preparation Program:

1. Early Childhood (preK to 3)
2. Elementary (K-5)
3. Secondary (6 – 12)
4. Physical Education (K-12)
5. Special Education (K-12)

Plan of Action: To Recruit, Prepare, and Certify Preservice Educators to Teach Indigenous pre-K to 12th Grade Students in New Mexico

Objectives:

1. Increase number of certified early childhood, elementary, and secondary teachers to work in schools that serve Indigenous youth
 - a. 2% of public school teachers in NM are Native American (*Yazzie/Martinez*)
 - b. At the national level, those who were American Indian/Alaska Native made up less than 1 percent of public school teachers (NCES 2015-16)
2. The majority of Native students in NM's public schools will have gone through an entire educational experience not seeing a Native teacher. (*Yazzie/Martinez*)
3. Increase number of TESOL endorsed teachers that are knowledgeable about Indigenous cultures. (*Yazzie/Martinez*)
4. Increase number of educational assistants from current positions as paraprofessionals to certified classroom teachers. (IAIE Community Forums)
5. Reform educator preparation curriculum with attention to teaching Indigenous students in rural and urban settings. (IAIE Community Forums)
6. Reform educator preparation at the college level in Physical Education, Special Education, Elementary, Secondary, and Early Childhood to address needs as identified in *Yazzie/Martinez v. State of New Mexico* (IAIE Community Forums)

7. Educate preservice education students about the **New Mexico Indian Education Act**.
8. Recruitment efforts seek teachers who are from students' cultural communities, as well as teachers who demonstrate an ability to form relationships with students and learn from them and their communities. (IAIE Community Forums)
9. Incorporate culturally responsive pedagogy across all programs of educator preparation. (Yazzie/Martinez)
10. Educate early childhood teachers to focus on students' cultural roots. (Yazzie/Martinez)

Educator Preparation Program: Preservice Secondary Education Teachers

Phase one: 15 credit course of study with an emphasis in preparation for teaching and working with Indigenous secondary students and their communities/nations

1. Pedagogy/Instructional strategies: 3 credits
2. Curriculum Development: 3 credits
3. Foundations: 3 credits
4. Native American Studies: 3 credits
5. Language and culture: 3 credits

Phase two: 12 to 15 credit course of study for students to enrich their studies with 9 to 12 credit pathways or strands in one or more of the following strands

1. Navajo/Native Language and Culture
2. Indigenous (Native American) Studies
3. Indigenous-centered Pedagogy in Social Studies
4. Indigenous Science and Math
5. Indigenous Health and Wellness Education
6. Indigenous Leadership in Education

A majority of the courses in both phases will be offered in the summer sessions on-site in Indigenous Nations across New Mexico and on main campus. The courses will be taught by IAIE faculty and will be open to all UNM students seeking licensure in secondary education and to students who are interested in a profession in teaching at the middle and high school levels. We will also open the courses to inservice teachers and paraprofessionals e.g. educational assistants who are interested in professional development.

Results and Deliverables

The effectiveness of the preparation program will be determined by:

1. Number of students enrolled in one of the five educator preparation programs at UNM
2. Number of students who pass all three NES assessments and meet NM Licensure requirements
3. Number of students who graduate with a degree in educator preparation
4. Number of graduates who can secure a teaching position in a district that serves Indigenous youth in New Mexico and Navajo Nation in Arizona
5. Number of students who enroll and complete phase one of the Secondary Education program
6. Number of students who complete phase two of the program

7. Creation of a transcribed certificate at UNM and NM PED Licensure Endorsement
8. Number of school district hiring officers who value the program by compensating educators who possess the endorsement

College of Education Educator Preparation: 2017-2018

Subject Area	Student Level	American Indian
Early childhood	Pre-Admit	9
	Undergrad	1
Early childhood Total		10
Elementary	Pre-Admit	12
	Undergrad	6
	Grad	4
Elementary Total		22
Physical Education	Pre-Admit	3
Physical Education Total		3
Secondary Education	Pre-Admit	7
	Undergrad	2
	Grad	2
Secondary Education Total		11
Special Education	Pre-Admit	2
	Undergrad	3
	Grad	2
Special Education Total		7
Non Educator Prep	Pre-Admit	59
	Undergrad	27
	Grad	56
Non Educator Prep Total		142
Grand Total		195

Attachment A: IAIE Mission Statement and Guiding Principles

The mission of the Institute for American Indian Education (IAIE) at the University of New Mexico is to support community intergenerational well-being and educational outcomes of Indigenous Peoples by cultivating professionals through community engagement and collaborative partnerships

Educator Preparation: Commit to culturally responsive educator preparation. Educator preparation programs must affirm the historical and contemporary presence of Indigenous Peoples through content, pedagogy, and assessment that supports the integrity of language, culture, and sovereignty. Preservice educators must be mindful of how their dispositions and cultural biases can affect pedagogy and relationships with Indigenous youth, families, and communities.

Leadership: Affirm Indigenous governance and sovereignty in the preparation of educational leaders. Educational programs must prepare transformational and visionary leaders to serve Indigenous communities and educational entities. Educational leaders must honor Indigenous sovereignty and governance to cultivate strong, respectful working relationships with Indigenous Peoples and Nations.

Curriculum: Center Indigenous Knowledge and skills. Curricula must counter the pattern of settler-colonial narratives and practices on Indigenous Peoples by privileging Indigenous epistemologies. All students pursuing a profession in education must be prepared to embed knowledge and skills that affirm the perspectives of Indigenous Nations and Peoples.

Language and Culture: Strengthen Indigenous languages and cultures. Language efforts must engage students, faculty, and leadership in partnership with Indigenous Peoples and Nations through culturally place-based approaches to teaching, curricular development, program planning, and research. All students pursuing a profession in education must develop a critical consciousness of the complex issues of language diversity and development. Language and cultural pedagogy is intergenerational and sustaining.

Family and Life Preparation: Support families and educators to provide loving, healthy, and caring environments. Prepare students to effectively cultivate life-long learning experiences in collaboration with families, Native Nations, schools and service providers to develop life skills and healthy pathways for youth.

Individual and Community Health and Wellness: Center community and intergenerational well-being. Prepare students to become thoughtful professionals who will engage with Indigenous Peoples and Nations to nurture a culturally grounded way of life and learning that centers on a holistic balance of spiritual, mental, physical, and emotional health.

Attachment B: IAIE Faculty and Staff

Glenabah Martinez, Ph.D., (Taos Pueblo/Diné), Lead PI of this project, is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies (LLSS). Her research focuses on Indigeneity, youth and education with an emphasis on Indigenous youth, critical pedagogy, and the politics of social studies curriculum. She is a co-coordinator of a K-12 curriculum project: *100 Years of State and Federal Policy: The Impact on Pueblo Nations Curriculum*. **Email: glenie@unm.edu**

Carlotta Penny Bird, Ed.D., (Santo Domingo Pueblo), with over forty years of experience, in public schools and tribal education, her work has emphasized the perspective of the many communities that continue to have great concern for the education of their children as well as the survival of their communities. With the contention that these are not conflicting paradigms but complementary components in supporting the future of the tribes, she continues to advocate for the study and provision of academically rich programs that develop the resiliency and talents of Native American students. **Email: cpbirdsd@unm.edu**

Lorenda Belone, Ph.D., M.P.H. (Diné/Navajo Nation), is an Associate Professor in the UNM Community Health Education Program and is a researcher who utilizes a community based participatory research approach. For the past 17 years she has been engaged in health disparities research with Native American communities of the southwest. Twelve of the seventeen years she has collaborated in the creation, piloting, and now rigorous testing through National Institute on Drug Abuse (R01) funding of an intergenerational family program with three tribal nations (2014-2019). **Email: LJoe@salud.unm.edu**

Cathy Gutierrez-Gomez, Ph.D, (Huastec), is an Associate Professor and Family & Child Studies Undergraduate Program Coordinator in the Department of Individual, Family and Community Education (IFCE). She teaches early childhood education methods courses, practicum courses, and does the last semester of student teaching for students teaching in K through 3rds grade. Her research interests include multicultural teacher preparation, culturally responsive curriculum and teaching, and studies children's books about Indigenous people. **Email: cggomez@unm.edu**

Terri Flowerday, Ph.D. (Swiss/Lakota), is a Professor of Educational Psychology in the Individual, Family and Community Education (IFCE) Department. Her research focus is in the area of academic motivation and learning strategies, especially among Indigenous youth. Her research has included work with schools of the Navajo Nation, Indigenous Australians, Sami Norwegians, and Lakota. She has been at UNM for 17 years after living most of her life in Nebraska. **Email: tflower@unm.edu**

Lloyd Lee, Ph.D. (Diné), is an Associate Professor in Native American Studies (NAS). He is a citizen of the Navajo Nation and the author of *Diné Masculinities: Conceptualizations and Reflections* (2013), co-authored *Native Americans and the University of New Mexico* (2017), edited *Diné Perspectives: Reclaiming and Revitalizing Navajo Thought* (2014) and *Navajo Sovereignty: Understandings and Visions of the Diné People* (2017). His research focuses on American Indian identity, masculinities, leadership, philosophies, and native nation/community building. **Email: triplel@unm.edu**

Shawn L. Secatero, Ph.D. (Cañoncito Band of Navajo), serves as an Assistant Professor in the UNM College of Education's Educational Leadership Program and coordinates the POLLEN Program for aspiring teachers to become school principals. His research interests are K-12 education, dual enrollment, holistic learning, and indigenous leadership. He serves on various committees that include the UNM Diversity Committee, Tohajiilee School Board, and coordinates the annual Striking Eagle basketball event. **Email: ssecater@unm.edu**

Christine Sims, Ph. D., (Acoma Pueblo), is an Associate Professor in the Department of Language, Literacy and Sociocultural Studies (LLSS) and the Director of the American Indian Language Policy Research and Teacher Training Center. Her work focuses on outreach to tribal communities on issues of language planning and training for Native speakers teaching language in communities and schools. She is a co-coordinator of a K-12 curriculum project: *100 Years of State and Federal Policy: The Impact on Pueblo Nations Curriculum*. **Email: csims@unm.edu**

Leola Tsinnajinnie-Paquin, Ph.D., (Filipino/Diné), is an Assistant Professor in Native American Studies focusing on Indigenous education, decolonization, and community-centered Nation Building. She serves on the American Indian Studies Association Council, as a co-coordinator for the American Indian Studies division of the Western Social Science Association, on the Board of the New Mexico American Civil Liberties Union and the Torreon Community Alliance as the Board Vice-President. She is from the Torreon Chapter of the Navajo Nation. **Email: leola@unm.edu**

Gregory Cajete, Ph.D., (Santa Clara Pueblo), Co-PI of this project, is a Professor in the Department of Language, Literacy, and Sociocultural Studies (LLSS) for American Indian Education, and served as the director of Native American Studies (NAS). With a background in Secondary and Adult Education and Social Science Education, his research interests are in indigenous science culturally based curricula, arts in education, multicultural environmental education, creative teaching/learning, and transformational education. **Email: gcajete@unm.edu**

Vincent Werito, Ph.D., (Diné/Navajo Nation), is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies for American Indian Education. His research interests are in Diné education, Diné language, indigenous pedagogy, critical indigenous theory, indigenous language revitalization, indigenous research, critical race theory, multicultural education, decolonization and transformative indigenous educational models. **Email: vwerito@unm.edu**