A PATHWAY FOR TEACHERS TO PRACTICE CLRI WITH AMERICAN INDIAN ENGLISH LEARNERS

1. Change Perspective
   - know your biases
   - be enthusiastic to learn from your students
   - get inspired by multicultural education and diversity
   - rethink the role of schools
   - deepen the knowledge about culture dynamics

2. Change Practice
   - practice autobiography-based CLRI
   - implement eclectic educational strategies for students to foster diversity
   - know your students and their families
   - seek strong collaboration with parents
   - affirm cultural and linguistic diversity in all content areas
   - help students relate school learning to American Indian culture
   - attend PD
   - seek advice from mentor pairing

3. Become an Agent of CLRI
   - advocate for social justice and equity in professional and personal life
   - deepen your own knowledge and leadership in CLRI
   - influence and help other colleague to practice CLRI

THINGS TO REMEMBER
- academic language and vocabulary
- literacy skills
- oral language
- communication skills
- critical thinking

FIVE CORE SKILLS OF ACADEMIC CONVERSATION:

1. Elaborate and clarify support ideas with examples
2. Build on and/or challenge a partner’s idea
3. Paraphrase
4. Synthesize conversation points

RESOURCES
- https://webnew.ped.state.nm.us/bureau/languageandculture/english-learners/
- https://webnew.ped.state.nm.us/bureau/languageandculture/culturally-and-linguistically-responsive-instruction/


**FIRST THINGS FIRST: BUILDING CULTURAL AWARENESS**

**CRITICAL CULTURALLY SUSTAINING / REVITALIZING PEDAGOGY**

Premises unique education for Native American students that recognizes not only language, ethnicity, social class, and other forms of social differences but also gives full recognition to tribal sovereignty.

**VABB** Culturally and linguistically responsive pedagogy is not a curriculum and does not come in a box. It is an approach a way of thinking about how to create an instructional experience for students that validates, affirms, illuminates, inspires, and motivates them. (Hollie, 2018, p. 69)

**TRIBAL CRITICAL RACE THEORY**

Premises to teach Native American students how to combine Indigenous notions of culture, knowledge, and power with Western / European conceptions in order to actively engage in survivance, self-determination, and tribal autonomy. (Brayboy, 2006, p. 437)

**SOCIAL JUSTICE AND EQUITY FOR ALL**

Provides educational experiences for American Indian students to develop knowledge and skill to be effective in multicultural society, and prepares them for global education.

**EMPOWERS AMERICAN INDIAN ELS TO BE ENGAGED & MOTIVATED FOR POST-SECONDARY EDUCATION, CAREER, AND SERVICE TO THEIR COMMUNITY.**

**HOW DOES CLRI PLAY A CRITICAL ROLE IN THE EDUCATION OF AMERICAN INDIAN ELS IN NEW MEXICO?**

**RECOGNIZES TRIBAL SOVEREIGNTY & IMPACT ON EDUCATION**

The New Mexico Public Education Department and English Language Development (ELD) Curriculum for American Indian Els Taskforce contributed to the development of a culture-based education framework to provide guidance about CLRI to empower the education of American Indian Els in New Mexico.

**SUPPORTS CLOSING OF THE ACHIEVEMENT GAP.**

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Adapted from “Culturally and Linguistically Responsive Teaching and Learning” by S. Hollie, 2018, CA, Shell Education

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