

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

1. CHANGE PERSPECTIVE
2. CHANGE PRACTICE
3. BECOME AN AGENT OF CLRI

- 1
- 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
- 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
- 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

One of the instructional practices suggested by the task force is fostering academic conversations with American Indian ELs to build:

## THINGS TO REMEMBER

- academic language and vocabulary
- literacy skills
- oral language
- communication skills
- critical thinking

## FIVE CORE SKILLS OF ACADEMIC CONVERSATION:

5

- ELABORATE AND CLARIFY**
- SUPPORT IDEAS WITH EXAMPLES**
- BUILD ON AND/OR CHALLENGE A PARTNER'S IDEA**
- PARAPHRASE**

### SYNTHESIZE CONVERSATION POINTS

<https://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/>

<https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/>

### RESOURCES

Hollie, S. (2017). Culturally and linguistically responsive teaching and learning. Huntington Beach, CA. Shell Education.

Brayboy, B. M. J. (2006). Toward a tribal critical race theory in education. *The Urban Review*, 37(5), 425-446.

# CULTURALLY & LINGUISTICALLY RESPONSIVE INSTRUCTION



## CLRI FOR AMERICAN INDIAN ENGLISH LEARNERS IN NEW MEXICO

A Framework to Develop Culturally and Linguistically Responsive Instruction for American Indian English Learners (ELs) in New Mexico

# PROFILE OF INDIAN EDUCATION IN NEW MEXICO

23 TRIBES (PUEBLOS & NATIONS)

23 DISTRICTS / CHARTER SCHOOLS IDENTIFIED AS NATIVE SERVING INSTITUTIONS

35,000 AMERICAN INDIAN STUDENTS IN NEW MEXICO PUBLIC SCHOOLS

<b>VALIDATE</b>	The intentional and purposeful legitimization of the home culture and language of the student
<b>AFFIRM</b>	The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by main-stream media
<b>BUILD</b>	Creating connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context
<b>BRIDGE</b>	Creating opportunities for situational appropriateness that provides the academic and social skills that students need for success beyond school culture

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

# 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.**

REFLECT ON CURRENT MULTICULTURAL EDUCATION PRACTICES FOR AMERICAN INDIAN ELS

**CLRI for American Indian ELS in NM**

**CRITICAL CULTURALLY SUSTAINING / REVITALIZING PEDAGOGY**

**VABB VALIDATE AFFIRM BUILD BRIDGE**

**TRIBAL CRITICAL RACE THEORY**

**ACKNOWLEDGEMENTS**  
 NMPED Indian Education Division, NMPED American Indian Taskforce; Berlinda Begay, Ph.D., Sandra Feeland, Donna Gina, Carmelita Lee, Stacey Lowell, Judy Martinez, Laural Smith