



# New Mexico Indigenous Instructional Scope

1. Indigenous student identity and representation

2. Connecting tribal communities and schools:  
Culture, language, and food

3. Land-based learning and  
intergenerational learning

4. Historical trauma and trauma-  
informed care

5. Whole Indigenous child  
contexts

6. Historical, political, and policy  
contexts

7. Current day events

8. Bridging the gap: Understanding  
cultural norms, protocols,  
customs, and prohibitions

9. Teacher dispositions

10. School district and charter school  
internal resources and events

## 10 Themes of Strategies/Resources

A set of ideas that can be incorporated with each of the 8 tenets in lesson planning and/or school programmatic design.

Consistent Family and Community Partnership

## 8 Indigenous Instructional Scope Tenets

A set of overarching topics to help educators direct their focus as they consider the complex identities and lived realities of their indigenous students, which include educator actions (elements) and considerations.



Tenet 1

**Holistic Learning**

Promotion of the whole student

Comprehend Indigenous student identity

All students can succeed

Experiential learning builds community

Learning spaces relate to community and Indigenous teachings

Inclusive learning environment

Tenet 2

**Gaps in Understanding**

Support educators

Understand historical trauma and colonialism

Collaboration with tribal preparation programs

Tenet 3

**Language and Stories**

Use of oral traditions

Understand the diversity and validity of all tribal languages

Understand bilingual or multilingual students' learning and communication

Create spaces for students to use their tribal languages

Commit to revitalize local tribal language(s) and culture

Tenet 4

**Culture and Cultural Expression**

Recognize the complexity and diversity of Indigenous cultures

Understand Indigenous student identity

Responsibility and accountability to community

Understand and foster Indigenous belonging

Understand cultural competency and awareness framework

Tenet 5

**Community and Family Engagement**

Collaborate and work with elders

Engagement of families, establish beneficial relationships

Understand service and giving back to community

Acknowledge only what is shared and credit appropriate sources

Understand urban Indigenous families and communities

Tenet 6

**Indigenous Ways of Knowing**

Understand nature is a teacher

Understand responsibility to take care of the land and environment

Honor the elders, knowledge holders, and cultural leaders

Tenet 7

**Culturally Relevant Teaching**

Acknowledge accurate tribal information that can be shared publicly

Understand Indigenous equity and inclusion

Understand principles of instructional practices and pedagogical approaches

Assure that Indigenous students see themselves in the curriculum and lesson planning

Understand how to approach the community in a respectful and appropriate manner

Tenet 8

**Contemporary Relevance**

Highlight Indigenous culture is alive

Acknowledge current representations

Understand privilege, bias, omission, and misrepresentation

Respect of tribal sovereignty

Understand connection with federal Indian policies

Understand complexities of being a modern Indigenous person

The Indigenous Instructional Scope was written by a committee of Indigenous people from across New Mexico who were nominated by their tribal leaders in collaboration with NM educators and NMPED.



The 10 Themes of Strategies and Resources are represented within the sun, as they nourish and strengthen the 8 Tenets. The corn symbolizes the individual tenets, with their connection grounded beneath the earth, highlighting their foundational role. The rainbow reflects the crucial role of water, emphasizing the importance of consistent partnerships with families and communities that feed the growth of the corn.

Click [here](#) or scan the QR code to visit the NM Indigenous Instructional Scope page to read the scope in its entirety and to access additional resources. Contact Sunni Costello (sathya.costello@ped.nm.gov) for support.





# New Mexico Indigenous Instructional Scope Resources

The New Mexico Indigenous Instructional Scope (NMIIS) is a tool designed to support educators in providing culturally and linguistically responsive educational experiences for Indigenous students. Developed by a committee of Indigenous representatives and educators, the NMIIS 2.0 includes 8 tenets that guide educators in addressing the complex identities and lived realities of their Indigenous students. Each tenet comprises elements (actions for cultural responsiveness) and considerations (ideas to drive instruction), along with strategies and resources to integrate into daily planning and instruction. The scope aims to respect and incorporate the unique cultural and linguistic backgrounds of students from the 23 sovereign Pueblos, Tribes, and Nations in New Mexico, ensuring equitable education and holistic success for all students. The NMIIS remains a living resource, updated based on feedback from educators, tribes, elders, students and communities to continuously improve educational practices across our state.

### NMIIS Tenet 1: Holistic Learning

Through holistic learning, teachers create a learning environment where students' identities, well-being, and sense of belonging are prioritized. In such a classroom, learning is experiential and centered on the belief that every student has the ability to learn and contribute to their community. Teachers support students in actively sharing, participating in, and reflecting on their cultural practices, language, and traditions as part of their educational journey.

Elements	Considerations
<ul style="list-style-type: none"> <li>Promote the well-being, participation, and engagement of the whole student</li> <li>Understand identity of indigenous student: physical, social, mental, spiritual</li> <li>Expect that all students can succeed in education</li> <li>Understand the importance of experiential learning and how it can build community</li> <li>Create a learning space in a holistic, reflective, and relational form of teaching that relates back to community and Indigenous teachings</li> <li>Create an inclusive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Focus on all the senses when student is learning</li> <li>Teachers and students are learning with and from one another and this leads to equal presentation and shared metrics of accountability</li> <li>Creating positive connections with culture and community</li> <li>Creating pathways to future planning for preparation for sustainable indigenous culture</li> </ul>

**Strategies for Implementation**

- Encourage indigenous students to incorporate culture into their projects
- Learn and share about indigenous innovation
- Utilize indigenous student's five senses in lesson planning
- Acknowledge the cultural backgrounds of students in lesson plans
- Remember indigenous student interactions/experiences learning by doing, engaging, etc.
- Utilize Maslow's hierarchy of needs, which is originally adapted from an indigenous perspective/foundation
- Incorporate socio-emotional learning (SEL) in lesson planning

## Tenets Overview

An overview of the 8 tenets, guiding educators to address Indigenous students' identities, with elements, considerations, and strategies/resources for culturally responsive teaching

### New Mexico Indigenous Instructional Scope Guidance Tool

## Guidance Tool

A comprehensive guide for navigating the 8 tenets on the Indigenous Instructional Scope website, featuring a glossary to enhance understanding and support implementation.

### NEW MEXICO Public Education Department

## Indigenous Instructional Scope

## Forward

A living document that celebrates the contributions of the steering committee of tribal representatives and NM educator working group, highlighting the significance of their role in shaping the scope.

### New Mexico Public Education Department

## Indigenous Instructional Scope Project 1.0 Information Sheet

- The NMIIS Indigenous Instructional Scope project will focus on 22 classrooms and will aim to leverage indigenous communities, knowledge, and practices to meet diverse instructional needs.
- The Steering Advisory Committee will collaborate with the NMIIS and One Generation staff to create an instructional scope document. This document will become an additional tool in the New Mexico Instructional Scope (NMIIS) series, supporting educators with guidance, common language, and collaboration opportunities.
- The NMIIS series will act as an implementing Common Core State Standards, fostering professional learning communities, and promoting inclusive education.
- The Indigenous Instructional Scope project, part of NMIIS, will provide detailed guidance, resources, and planning support through an Indigenous lens, emphasizing standards, best practices, and essential skills for educators to incorporate into lesson plans.
- The project's overall goal is to provide educators with an indigenized tool to equip educators with a conceptual framework for reflecting how they can construct student experiences. The tool will support the practical application of these Indigenous tenets in the classroom, with hopes educators will teach more inclusive and multiculturally as they bring more complete content and student learning experiences into their classrooms.

In November 2023, Tribes, Nations, Pueblos, and urban Indigenous leaders were invited to convene representatives for a convening advising the NMIIS. Starting on January 31, this committee will consist of individuals with expertise in advising on concepts, methodologies, core values, pedagogical strategies, and emphasizing a culturally responsive perspective and Indigenous tenets. While not directly discussing culture, members will share information to develop a section of the New Mexico Instructional Scope that focuses on promoting equity in education. Historical members may be from tribal education departments, language and culture departments, educators from tribal schools, retired educators, tribal leaders in education or tribal policy fields, or tribal leaders who have been about supporting Indigenous students in every NM classroom.

For more information contact: [Sathya.Costello@ped.nm.gov](mailto:Sathya.Costello@ped.nm.gov)

## Narration

A document highlighting the collaborative development of the scope, with Version 1.0 for tribal representatives and Version 2.0 for educators, ensuring cultural authenticity and impact.



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