



INSTITUTE FOR
AMERICAN INDIAN
EDUCATION

2022

POST SUMMIT

EXECUTIVE
REPORT

Authored by:
Leola Paquin
William "Toby" Holmes
Terri Flowerday
Lorenda Belone
Brianna Fragua
Glenabah Martinez

OVERVIEW

On May 20, 2022, the Institute for American Indian Education (IAIE) at the University of New Mexico convened an in-person summit to revisit six guiding principles developed by IAIE in 2018. The express purpose of the 2022 summit was to hear and gather the voices of elders in our communities, leaders in the field of Native education, and scholars and practitioners serving the Native educational communities in New Mexico with the experience of the COVID Pandemic and the continued applicability of the six guiding principles:

- **EDUCATOR PREPARATION:** Commit to culturally responsive educator preparation.
- **LEADERSHIP:** Affirm Indigenous governance and sovereignty in the preparation of educational leaders.
- **CURRICULUM:** Center Indigenous knowledge and skills.
- **LANGUAGE AND CULTURE:** Strengthen Indigenous languages and cultures.
- **FAMILY AND LIFE PREPARATION:** Support families and educators to provide loving, healthy, and caring environments.
- **INDIVIDUAL AND COMMUNITY HEALTH AND WELLNESS:** Center community and intergenerational well-being.

During the summit, the participants heard from two keynote speakers, Mr. Duane “Chili” Yazzie and Ms. Trisha Moquino, participated in small group discussions facilitated by UNM IAIE faculty members, and engaged in a large group debriefing session. These activities resulted in a collection of data from which IAIE faculty extracted themes and recommendations around the six guiding principles for use in the “new” normal of COVID-19, racism, culture wars, intergenerational trauma, abuse of Native women, climate change, the inadequate response to Yazzie-Martinez, and the horrors of Indian boarding schools that have come to the public’s attention since the guiding principles were initially developed.

The mission of IAIE is to support community intergenerational well-being and educational outcomes of Indigenous Peoples by cultivating professionals through community engagement and collaborative partnerships. The Institute is composed of Indigenous faculty from the College of Education and Human Sciences and the Department of Native American Studies, professional staff, and a seven-member Advisory

Council. Currently, the Institute is led by Director Dr. Glenabah Martinez, Associate Professor, Department of Language, Literacy, and Sociocultural Studies at UNM.

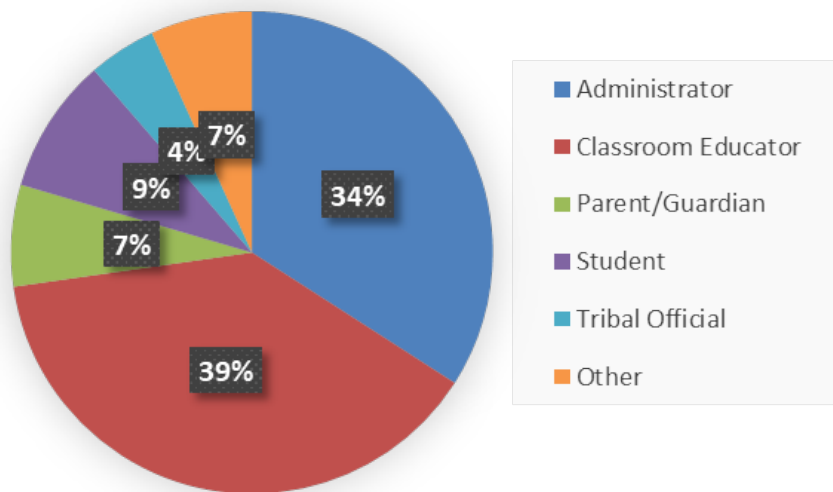
PROCESS

The 2022 IAIE summit was held at the Indian Pueblo Cultural Center in Albuquerque, New Mexico, on May 20, 2022. A total of 75 people pre-registered for the summit with 44 in confirmed attendance.

Registration for the summit required participants to self-select a category that best described their current role which were as follows:

administrators (34%), classroom educators (39%), parent/guardians (7%), students (9%), tribal official (4%), and others (7%).

IAIE Summit Attendance



The summit began with a thoughtful and heart-warming welcome address delivered by Dr. Hansel Burley, Dean of the College of Education and Human Sciences at UNM, in which he spoke to the urgency for and importance of cultural awareness and competency as well as the need for an authentic, inclusive and historically accurate curriculum. Following Dean Burley was a moving morning keynote delivered by Mr. Duane “Chili” Yazzie, in which he delivered an empowering call for Native education to return to its origins and communities to serve Native children most appropriately. As an elder in his Navajo community, Mr. Yazzie brought valuable insight to the IAIE summit. He spoke passionately that the education of Navajo children should be grounded in and begin with the Navajo Fundamental Laws and that the education of Navajo children should be controlled and led not only by the Navajo Nation but also by

local Navajo communities and chapters. The ideas of micro-local control, Native Sovereignty, Native empowerment, the community as a source of curriculum, and Native culture and language being more important than standardized curriculum and assessment were powerful themes that apply to all Native Nations, not just Navajo. In his role as an Earth Defender, Mr. Yazzie spoke that as educators, we must passionately work to bring the fire, earth, water, and air back into balance, help to heal Mother Earth and Father Sky, and connect with sacred ways and knowledge including the sacred mountains to overcome intergenerational trauma and other ills impacting our families and communities.

The morning session ended with small group discussions facilitated by IAIE faculty focusing on the following questions:

- 1) What are your expectations for teachers and school administrators that serve Native students in your community and across the state of New Mexico?
- 2) How should teachers and administrators be prepared to meet the expectations of your communities regarding the education of your students?
- 3) What are next steps for UNM and COEHS to take to address these expectations? And which of these steps should be guided and facilitated by IAIE?
- 4) How can UNM e.g., administrative leadership, program & department leadership, etc. be held accountable for any funding opportunities targeting the Yazzie/Martinez ruling?

In the afternoon session, Ms. Trisha Moquino delivered a powerful and passionate call for the preparation of educators in New Mexico to be grounded in the historical ways of knowing and being in New Mexico. Ms. Moquino delivered a thought-provoking keynote centered on the urgency to prepare educators and school administrators to serve K-12 Indigenous students in New Mexico. She challenged the audience to think critically about the preparation of self, decolonization at the individual and institutional levels, Indigenizing curriculum and pedagogy, and building relationships according to the cultural values of the original Indigenous Peoples of New Mexico. Her major points on conflicting historical narratives were substantiated with a historical overview of the interruption of cotton cultivation in the mid-nineteenth century among Pueblo Peoples coinciding with U.S. colonization of the southwest and the expansion of

black slave labor in the South to build a cash economy based on cotton production. In addition, she skillfully addressed whiteness, white supremacy, and racism through “White Savior: The Movie Trailer” from Late Night With Seth Meyers. In summary, Ms. Moquino’s address was well-received, with favorable comments on her message to transform the way we prepare educators and administrators to teach Indigenous youth. The summit ended with the larger group sharing out and debriefing which was facilitated by Dr. Martinez.

RESULTS AND CONCLUSION

Using the data gathered from the small breakout sessions, IAIE identified the following common themes for each question:

What are your expectations for teachers and school administrators that serve Native students in your community and across the state of New Mexico?

- Teachers and administrators should have a deep understanding of the history and cultures of New Mexico so that they have a better understanding the students, parents, and communities they serve. This includes ongoing and sustainable professional development.
- Teachers and administrators should be aware of the variety of cultures in New Mexico. They should have training and development in cultural competency so that they can engage in culturally responsive and sustaining teaching and leadership practices effectively. This includes language revitalization.
- Teachers and administrators should implement a historically accurate standards-based curriculum so that students can benefit from authentic, inclusive, and engaging instruction.
- Teachers and administrators should have high expectations for all students and align their processes and systems, such as Individualized Education Programs (IEP), to reflect such expectations so that parents and students feel welcome and teachers and administrators believe such work is more than compliance but foundational to growth and success.
- Teachers and administrators should be deeply engaged and embedded in the community and work to broaden parent participation and satisfaction so that the relationships among the school, community,

and parents are strong, mutually satisfying, and beneficial for all involved.

- Administrators should participate in summits with Native and Tribal leaders on an annual basis so that two-way communication channels are developed and strengthened, and that vital information is generated, shared, and created between all the parties involved to better serve Native communities and students.

How should teachers and administrators be prepared to meet the expectations of your communities regarding the education of your students?

- Build and nourish relationships with parents and students through open communication and engagement before entrance, during schooling, and after promotion/graduation. Believe in students. Honor the voice of parents and the strength of students versus perceived deficits.
- Build/support/center programs and curriculum that increase Native presence at all levels. Prepare teachers and administrators to know more about our students and families. Require Native studies and Indigenous education courses. Make existing and new resources accessible statewide.
- Require understanding of policies, resources, and structure of Indian Education entities (local, state, federal).
- Teachers need support for learning and continued learning of best teaching practices (i.e. be caring, classroom management, stop labeling, etc.). Teachers need more time for instruction.
- Institute required and ongoing cultural sensitivity and anti-racism professional development. Work toward structural change.
- We all need more understanding of and support for Special Education. Follow basic laws for IEPs. Parents need to be welcomed and given time to be heard.

What are next steps for UNM and COEHS to take to address these expectations? And which of these steps should be guided and facilitated by IAIE? How can UNM e.g., administrative leadership, program & department leadership, etc. be held accountable for any funding opportunities targeting the Yazzie/Martinez ruling?

- There is need for more resources for funding, networking and social support. In addition, an increase of support for teacher preparation of Native teachers and administrators is recommended. Teachers and administrators need to acknowledge student voices and incorporate Native culture and language in coursework.
- Community partnerships with UNM COEHS should include tribal leaders, community members, superintendents, principals, teachers, counselors, students, and UNM faculty and administrators.
- There needs to be more communication between community educators and UNM. UNM could serve as center for communication. Keep communities updated on education issues such as Yazzie-Martinez ruling and implementation of remedies. Information should be shared with tribal leaders. UNM could facilitate conversations between districts, schools, and other universities/colleges through newsletter or video-conferencing.
- There needs to be a stronger commitment to strategic leadership. Tribal leaders, superintendents, principals, and UNM administrators need to be at the table during these summits with administrators, tribal leaders and officials.

RECOMMENDATIONS

The University of New Mexico and the College of Education and Human Sciences must recognize the urgency to prepare teachers and school administrators who are grounded in asset-based pedagogies and curricula that lead not only to cultural competency but culturally responsive, revitalizing, and sustaining teaching and leadership student learning outcomes.

- The University of New Mexico and the College of Education and Human Sciences must shift to pedagogy and curricula that requires student learning outcomes in the preparation of teachers and school administrators to have knowledge of and appreciation for the

sociocultural and historical conditions of Indigenous Peoples of NM in the past and present.

- The University of New Mexico and the College of Education and Human Sciences must require teachers and administrators to complete coursework in Native American Studies, Indigenous education, and anti-racism pedagogy to gain a critical understanding of building dynamic partnership-based relationships with Indigenous families, communities, and Native Nations.
- The University of New Mexico and the College of Education and Human Sciences should initiate leadership meetings among tribal leaders, district administrators, school administrators, and UNM administrators so that two-way communication channels are developed and strengthened, and information is generated, shared, and created between all the parties involved to serve Native communities and students more effectively.
- The University of New Mexico and the College of Education and Human Sciences should increase available resources for Native students in teacher and school leadership preparation programs and across the COEHS. There is a need to increase support for academic, social, and cultural experiences.

The IAIE faculty thanks all the attendees, presenters, and partners that supported the 2022 summit. We did our best to capture the perspectives and concerns raised by all respondents. If we have missed any pertinent comments or suggestions, you may contact us directly at iaie@unm.edu.