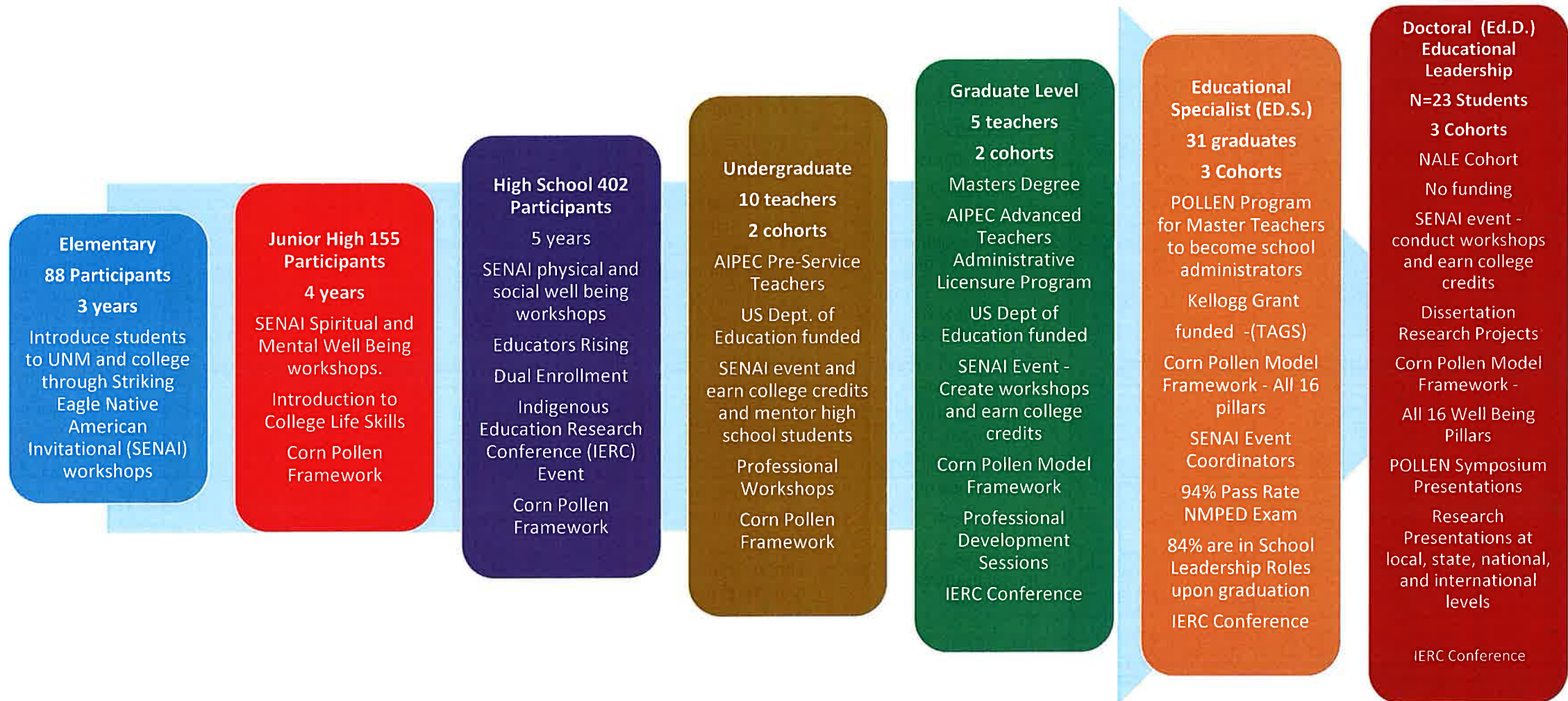


**UNIVERSITY OF NEW MEXICO TEACHER EDUCATION EDUCATIONAL LEADERSHIP PROGRAM (TEELP) PATHWAY
NATIVE AMERICAN EDUCATION**



LEGEND: SENAI: Striking Eagle Native American Invitational IERC: Indigenous Education Research Conference AIPEC: American Indian Professional Educators Collaborative
POLLEN : Promoting Our Leadership, Learning & Empowering our Nations TAGS: UNM Transformational Action Group: NALE: Native American Leadership In Education



THE UNIVERSITY of NEW MEXICO

SOCIAL WELL-BEING—RELATION (OUR TASSELS)

SOCIAL WELL-BEING (RELATION)

- Family and extended family
- Working with Others
- Collaborative learning
- Responsible communication
- Media relations
- Circle of friends
- Community Interaction
- Tribal relations (clan groups)
- Sense of Belonging
- Mediation
- Respect of others

PROFESSIONAL WELL-BEING (GOALS)

- Short and long term goal planning
- Decision Making
- Ethical Judgment
- Evaluation
- Problem Solving
- Forecasting and problem solving
- Application of skills
- Job skills
- Appearance and grooming
- Professionalism
- Organization skills

ECONOMIC WELL-BEING (FINANCES)

- Financial Literacy
- Money Management
- Financial Aid
- Resource Development
- Poverty
- Global Marketing
- Personal Finances
- Resource Development
- Credit Management
- Forecasting and budgeting
- Accounting skills

POLITICAL WELL-BEING (LEADERSHIP)

- Honesty and Integrity
- Social Justice
- Service Learning
- Caring for people (particularly elders, Children and special needs populations)
- Advocacy—Nation Building
- Positive character—inspiration
- Bringing people together for common good.
- Create leaders, not followers
- Sovereignty
- Self Determination

PHYSICAL WELL-BEING (BODY) CORN STALK

PHYSICAL WELL -BEING (BODY)

- Respect for body
- Personal hygiene
- Proper diet
- Exercise
- Role model for people
- Drug/Alcohol abuse awareness
- Managing lifes challenges
- Health awareness
- Hard work and dedication
- Multi-tasking and following through

ENVIRONMENTAL WELL-BEING (PLACE)

- Home, school, and work stewardship
- Travel (geography)
- Respect for all living things
- Honoring Mother Earth
- Honoring Father Sky
- Honoring Celestial beings
- Sacred area for prayer
- Knowledge of tribal sacred areas
- Protecting all living things
- Stewardship of home, work, and school.

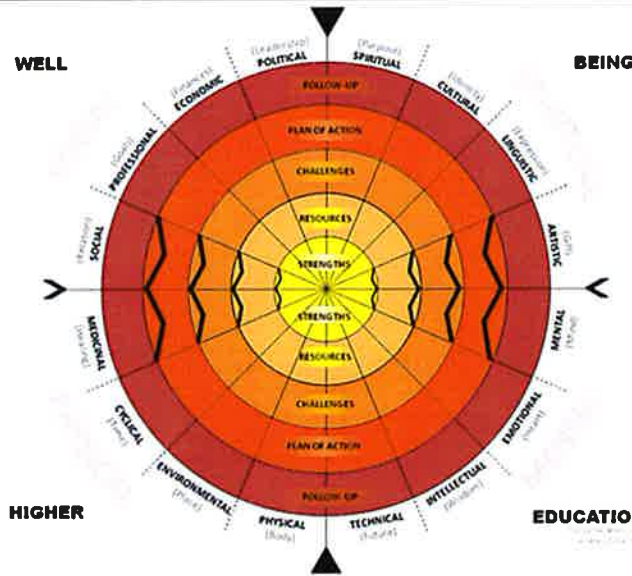
CYCLICAL WELL-BEING (TIME)

- Time Management
- Maturation process
- Personal stages of development
- Tribal Rites of Passage
- Birth
- Death
- Knowledge of seasons
- Knowledge of cultural practices
- Responsive to Change
- Forecasting

MEDICINAL WELL-BEING (HEALING)

- Healing one's self from life challenges
- Participating in ceremony
- Knowledge of healing songs and ways
- Rest, relaxation, rejuvenation
- Counseling skills
- Helping others heal
- Talking Circles
- Knowledge of medicinal herbs
- Restoring self from challenges
- Reflection on gift of life

THE CORN POLLEN MODEL: HONORING OUR ROOTS, LEAVES, STALKS, AND TASSELS THROUGH WELL BEING AND LEADERSHIP



RESOURCES:

1. Indigenous Elders (U.S.A., Canada, Australia, and New Zealand).
2. American Indian graduate and professional students (23 dissertation study participants).
3. Knowledge Keepers (Western Ways of knowing and thought)
4. Indigenous Faculty, and International conference attendees.
5. Washington State University Well-Being Education site.

RESEARCH THEMES:

Holistic Education: "A Philosophy based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, natural world and humanitarian values," Miller (2009).

Well-Being: "The combination of our love for what we do each day, the quality of our relationships, the security of our finances, vibrancy of our physical health, and the pride we take in what we contributed to our communities," Rath, & Harter (2010).



DISSERTATION STUDY:

Beneath Our Sacred Minds, Hands and Hearts: Stories of Persistence and Success among American Indian Graduate and Professional Students,"

Secatero (2009). University of New Mexico College of Education

RESEARCH QUESTION:

How did you become a successful in your field of study as an American Indian graduate or professional student?"

WORDS OF WISDOM:

Advice from Great Grandma:

"My children: always remember who you are, where you are from, and where you are going in life. Believe in yourself, believe in your goals, believe in your people. Dream of finishing what you started in life and be successful." You all have strong young wings and I am sure you are eager to fly higher." — Jessie Platero (1895-1995), Canoncito Band of Navajo elder.

Shawn Secatero, Ph.D. , Assistant Professor, University of New Mexico College of Education Educational Leadership Policy (TEELP) copyright 2015. (505) 277-6018 ssecater@unm.edu

SPIRITUAL WELL-BEING—(PURPOSE) - OUR ROOTS

SPIRITUAL WELL-BEING (PURPOSE)

- Ceremony
- Hope and reassurance
- Self acceptance
- Dreams—Visions
- Life & death events
- Achievement
- Celebration and honoring
- Umbilical cord of life
- Balance of Traditional and Modern world
- Self Prayer and religious practices
- Observance of sacred events

CULTURAL WELL-BEING (IDENTITY)

- Tribal Affiliation
- Family Tree and Clan groups
- Norms and Cultural Practices
- Tribal History and preservation
- Cultural Knowledge
- Identifiers: gender, race, LGBT
- Interest groups
- Appreciation of Diversity
- Pride
- Introducing one's self and clans
- Critical race theory

LINGUISTIC WELL-BEING (LANGUAGE)

- Native Language and Practice
- Oral Histories—Stories
- Reading, writing, speaking, listening.
- Home Language
- Work Language
- School Language
- Teaching others especially youth
- Language Revitalization and studies
- Proficiency in other languages
- Communicating in tribal events

ARTISTIC WELL-BEING (GIFT)

- Personal Giftedness
- Songs, film, media.
- Dancing—Celebration
- Native Foods—sharing
- Arts and Crafts
- Native Ritual
- Storytelling
- Symbolism
- Passing on traditional knowledge to youth and future generations
- Arts Marketing

MENTAL WELL-BEING

(MIND AND THOUGHT) - OUR LEAVES OF KNOWLEDGE

MENTAL WELL-BEING (MIND)

- Thinking skills
- Critical Thinking
- Study skills
- Test taking strategies
- Learning styles
- Analytical Thinking
- Creativity
- Problem solving
- Multi-tasking
- Patience and understanding

EMOTIONAL WELL-BEING (HEART)

- Happiness
- Giving to others
- Anger Management
- Stress Management
- Positive attitude
- Love and Affection
- Healthy Relationships
- Acceptance
- Caring for others
- Friendly and being approachable

INTELLECTUAL WELL-BEING (WISDOM)

- Character Development
- Respect
- Responsibility
- Rigor
- Insight
- Instinctive learning
- Elder Teachings
- Street Smarts
- Offering good advice to others
- Knowledge keepers

TECHNICAL WELL-BEING (FUTURE)

- Forecasting
- STEM Fields of Study
- Computer Literacy
- Development
- Planning
- Implementation
- Task setting
- Internet
- Social media
- Giving back to future generations

CORN POLLEN MODEL IN EDUCATION AND LEADERSHIP FRAMEWORK DRAFT (Secatero, 2019)

| WELL BEING PILLAR | DEFINITION: | STRENGTHS: | LEADERSHIP CONCEPTS and READINGS | NM STATE COMPETENCIES AND INDICATORS | PROFESSIONAL STANDARDS EDUCATIONAL LEADERS | UNM UPI FRAMEWORK and LEADERSHIP QUESTION |
|---|--|--|---|--|---|---|
| SPIRITUAL (EAST) NAVAJO TERM: Hodiyingo' PURPOSE (Corn Pollen) | A personal matter involving values and beliefs that provide a purpose in our lives. While different individuals may have different views of what spiritualism is, it is generally considered to be the search for meaning and purpose in human existence, leading one to strive for a state of harmony with oneself and others while working to balance inner needs with the rest of the world. (UC Riverside, 2018) | <ul style="list-style-type: none"> • Ceremony • Hope and reassurance • Self-acceptance • Dreams—Visions • Life & death events • Achievement • Celebration and honoring • Umbilical cord of life • Balance of Traditional and Modern worlds • Self-Prayer and religious practices • Observance of sacred events | Visionary Leadership Spiritual Leadership | B. Visionary Leaders Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community | Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student. | (U-4) Pedagogy How do I define my overall purpose in leadership and education? What is my mission statement in my life, school, work, and overall vision? |
| CULTURAL NAVAJO TERM: Bi'il'ooliil IDENTITY (hands) | Our personal way of existence and being valued for the differences that define us and our beliefs, our history, and our roots. Its basically Knowing who you are, where you are from and where you are going in life. | <ul style="list-style-type: none"> • Background and Affiliation • Family Tree and Clan groups • Norms and Cultural Practices • Family History and preservation • Cultural Knowledge • Identifiers: gender, race, LGBT • Interest groups • Appreciation of Diversity • Pride • Introducing one's self and clans • Critical race theory | Cross Cultural Leadership | INSTRUCTIONAL LEADERSHIP Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community D. Multicultural Leaders | Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. | (U-2) Culture and Language (P-4) Culturally Responsive As an educational leader, how do establish your identity as a leader? How do you promote the acceptance of all cultures and roots of identity in your life? |
| LINGUISTIC NAVAJO TERM: Bizaad VOICE (Drum) | The promotion of establishing your inner and outer voice through reading, writing, speaking, listening & leading. It also includes language acquisition, revitalization, and bilingualism. | <ul style="list-style-type: none"> • Native Language and Practice • Oral Histories—Stories • Reading, writing, speaking, listening. • Home Language • Work Language • School Language • Teaching others especially youth • Language Revitalization and studies • Proficiency in other languages • Communicating in tribal events | Oratory Leadership | Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community D. Multicultural Leaders | Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. | (U-2) Culture and Language (P-2) Contextual As an educational leader, how do you promote voice in your school, community, and beyond? |
| ARTISTIC Navajo Term: Na'ach'aah GIFT/CRAFT (Basket) | The lifelong learning process of Identifying and developing mastery learning through talents, personal giftedness, and arts. | <ul style="list-style-type: none"> • Personal Giftedness • Songs, film, media. • Dancing—Celebration • Native Foods—sharing • Arts and Crafts • Native Ritual • Storytelling • Symbolism • Passing on traditional knowledge to youth and future generations. • Art Therapy | Influence Leadership Styles Laissez Faire Leadership Style | E. Disability Leadership | Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. | (U-3) Content of the Disciplines (U-4) Pedagogy As an educational leader, how do you support the gifts of your school, community, and beyond? |

| WELL BEING PILLAR | DEFINITION: | STRENGTHS: | LEADERSHIP and EDUCATION CONCEPTS | STATE COMPETENCIES | NATIONAL PSEL STANDARDS | UNM UPI FRAMEWORK |
|--|---|--|--|--|---|---|
| MENTAL (SOUTH) Bini' MIND (Corn leaves) | Every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization). | <ul style="list-style-type: none"> • Thinking skills • Critical Thinking • Study skills • Test taking strategies • Learning styles • Analytical Thinking • Creativity • Problem solving • Multi-tasking • Patience and understanding | Strategic Leadership | DOMAIN:INSTRUCTIONAL LEADERSHIP Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community | Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. | (U-4) Pedagogy (P-1) Learner Centered As an educational leader, how do you encourage thinking and learning in your school, community, and beyond? |
| EMOTIONAL Ba'a'ni. HEART (Arrowhead) | Characterized by a stable mood, ability to experience, manage, and express emotions, acceptance of self and other, and positive outlook and freedom from worry (Vital Work Life, 2018) | <ul style="list-style-type: none"> • Happiness • Giving to others • Anger Management • Stress Management • Positive attitude • Love and Affection • Healthy Relationships • Acceptance • Caring for others • Friendly and being approachable | Primal Leadership Style | | Standard 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. | (P-3) Coherent As an educational leader, how do you think with your heart such as showing compassion for others and care? |
| INTELLECTUAL Nitsahak'es WISDOM (Tobacco) | Learning from wisdom keepers to expand our knowledge, critical thinking skills, life challenges, and character development which shapes our knowledge base. | <ul style="list-style-type: none"> • Character Development • Respect • Responsibility • Rigor • Insight • Instinctive learning • Elder Teachings • Street Smarts • Offering good advice to others • Knowledge keepers | Servant Leadership Charismatic Leadership Character Education | SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community. | Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. | (U-7) Nature of Knowledge (I-1) Caring (I-4) Reflection in Action As an educational leader, how do you utilize words of wisdom to promote positive character in your school, community and beyond? |
| TECHNICAL Benanish FUTURE (Celestial beings) | Learning to balance and control the impacts of technology in our daily lives and to develop scientific ways of learning to help our communities. | <ul style="list-style-type: none"> • Forecasting • STEM Fields of Study • Computer Literacy • Development • Planning • Implementation • Task setting • Internet • Social media • Giving back to future generations | Organizational Leadership | SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community. | Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. | (U-5) Technology (P-5) Technologically Current As an educational leader, how do you effectively plan for the future in your school, community, and beyond? Are your technology skills current? |

| WELL BEING PILLAR | DEFINITION: | STRENGTHS: | LEADERSHIP and EDUCATION CONCEPTS | STATE COMPETENCIES | NATIONAL PSEL STANDARDS | UNM UPI FRAMEWORK |
|--|---|--|---|---|---|---|
| PHYSICAL (WEST) Hatsiis BODY (Corn Stalk) | Achieving physical wellness through strength, diet, exercise, and living a healthy lifestyle | <ul style="list-style-type: none"> • Respect for body • Personal hygiene • Proper diet • Exercise • Role model for people • Drug/Alcohol abuse awareness • Managing lifes challenges • Health awareness • Hard work and dedication • Multi-tasking and following through | Coaching Leadership Strategic Leadership | | Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. | Human Growth and Development (U-1) (I-3) Inquisitiveness As an educational leader, are you physically fit to educate and lead your school, community, and beyond? Do you encourage your self-care? |
| ENVIRON- MENTAL | Honoring our environment by respecting all living beings, mother earth, and father sky. This also includes creating a safe home, school, work, and community environment. | <ul style="list-style-type: none"> • Home, school, and work stewardship • Travel (geography) • Respect for all living things • Honoring Mother Earth • Honoring Father Sky • Honoring Celestial beings • Sacred area for prayer • Knowledge of tribal sacred areas • Protecting all living things • Stewardship of home, work, and school. | Environmental Leadership | COMMUNICATION Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community. Ethical Leadership. F. Leaders in Community Relations | Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. | (U-7) Nature of Knowledge As an educational leader, how do you promote a safe space and respect for nature in your school, community, and beyond? |
| CYCLICAL Ninahahai TIME/CHANGE (calendar) | Understanding the concepts of time and change through stages of development. This also includes becoming accustomed to change and fostering positive outcomes. | <ul style="list-style-type: none"> • Time Management • Maturation process • Personal stages of development • Tribal Rites of Passage • Birth • Death • Knowledge of seasons • Knowledge of cultural practices • Responsive to Change • Forecasting and Planning | Emergent Leadership Situational Leadership | SCOPE OF RESPONSIBILITIES IN SECONDARY SCHOOLS Competency 5: The middle school and high school Principal develops, supports, encourages and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community. | Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. | Human Growth and Development (U-1) (I-3) Inquisitiveness As an educational leader, are you preparing your school, community, and beyond about time and positive change? Do you acknowledge the seasons, rites of passage, and other time honored traditions? |
| MEDICINAL Azee' HEALING | The ability to heal ourselves from life obstacles and challenges to restore our mind, body, and spirit. | <ul style="list-style-type: none"> • Healing one's self from life challenges • Participating in ceremony • Knowledge of healing songs and ways • Rest, relaxation, rejuvenation • Counseling skills • Helping others heal • Talking Circles • Knowledge of medicinal herbs • Restoring self from challenges • Reflection on gift of life | Health Leadership | | Standard 2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. | Human Growth and Development (U-1) (I-3) Inquisitiveness As an educational leader, are you able to help others heal from setbacks and challenges? Describe your healing practices. |

| WELL BEING PILLAR | DEFINITION: | STRENGTHS: | LEADERSHIP and EDUCATION CONCEPTS | STATE COMPETENCIES | NATIONAL PSEL STANDARDS | UNM UPI FRAMEWORK |
|---|---|--|--|--|---|--|
| SOCIAL (NORTH) K'e RELATIONS (Roots of corn) | Successful interactions with family, community, and networking with support personnel. | <ul style="list-style-type: none"> Family and extended family Working with Others Collaborative learning Responsible communication Media relations Circle of friends Community Interaction Tribal relations (clan groups) Sense of Belonging Mediation Respect of others | Democratic Leadership Team Leadership Participative Leadership style | COMMUNICATION Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community. Ethical Leadership. F. Leaders in Community Relations | Standard 8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. | (I-2) Advocacy (I-5) Communication As an educational leader, how do you practice developing good relationships with your school, community and beyond? Do you encourage family values? |
| PROFESSIONAL Nanish'ish'i GOALS | Achieving wellness through the enrichment of life goals, career, education, and purpose. | <ul style="list-style-type: none"> Short and long term goal planning Decision Making Ethical Judgment Evaluation Problem Solving Forecasting and problem solving Application of skills Job skills Appearance and grooming Professionalism Organization skills | Leader Exchange Style Leadership Facilitative Leadership | PROFESSIONAL DEVELOPMENT Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community. H. Legal and Fiscal Leaders. | Standard 6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. | (U-6) Professional Issues (I-6) Collaboration As an educational leader, how effective are you in developing professional goals with your school, community, and beyond? |
| ECONOMIC Baah haah hasin STABILITY (Sheep) | Creating a stable life through decision making, financial literacy, suitable lifestyle, earnings, savings, and effective forecasting. | <ul style="list-style-type: none"> Financial Literacy Money Management Financial Aid Resource Development Poverty Global Marketing Personal Finances Resource Development Credit Management Forecasting and budgeting Accounting skills | Autocratic Leadership Bureaucratic leadership Transactional Leadership Level 5 Leadership | OPERATIONS MANAGEMENT Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community. | Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. | (U-6) Professional Issues (I-6) Collaboration As an educational leader, are you prepared to meet the challenges of fiscal and financial responsibilities? |
| POLITICAL Binahat'a' LEADERSHIP (Spearstaff) | Developing a stronger sustainable community through positive change, service, care, and giving back to your people. | <ul style="list-style-type: none"> Honesty and Integrity Social Justice Service Learning Caring for people (particularly elders, Children and special needs populations) Advocacy—Nation Building Positive character—inspiration Bringing people together for common good. Create leaders, not followers Sovereignty Self Determination | Transformational Leadership Servant Leadership Judicial Leadership | G. Political Leaders, I. Personal and Professional Leaders. | Standard 7: Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. | (I-7) Ethical Behavior As an educational leader, how do you inspire others to lead in your community, school, and beyond? |

STRATEGIC VISION AND GOALS

- 1) Foster sportsmanship and positive character among participants, coaches, fans, and communities.
- 2) Develop the attributes of spiritual, mental, social, and physical well-being attributes among participants.
- 3) Enhance college preparatory opportunities through workshops, informational sessions, speakers, and appropriate role models.
- 4) Educate participants about health awareness issues and to promote healthy lifestyles through diet, exercise, and positive choices.
- 5) Develop a working relationship between Four Corners tribes, schools, associations, programs, and institutions that participate in the SENAI.
- 6) All SENAI participants must be academically eligible according to NMAA rules and regulations to participate in SENAI. All school teams will be guaranteed three games which will count toward each participating school's NMAA or appropriate state school activities schedule.
- 7) All SENAI players, families, schools, and community members must demonstrate positive sportsmanship and character as part of SENAI and rules set forth by NMAA. Participating schools outside the State of New Mexico will abide by their respective state athletic association rules and regulations.
- 8) As part of the educational component of our SENAI event, all SENAI players and coaching staff must attend at least one educational workshop per day as part of their participation.
- 9) As part of the partnership with the University of New Mexico, faculty and staff will provide their expertise in the overall development of the SENAI event and culminate a research project focusing on leadership and athletics.
- 10) Develop a working relationship with the UNM College of Education and Health Exercise & Sports Sciences Programs for student internship opportunities, courses, and service learning activities.

HIGH SCHOOL TOURNEY

DECEMBER 26-28, 2019

EAGLE BRACKET—Boys Large School

Navajo Prep, Newcomb, Laguna-Acoma, Dulce, Whitehorse, Utah, *Cuba, *SFIS, *Red Mesa, AZ.

TURTLE BRACKET—Girls Large School

Mescalero Apache, Navajo Prep, Laguna-Acoma, Santa Fe Indian School, Newcomb, *Cuba, *Red Mesa, AZ.

BEAR BRACKET—Boys Small School

Alamo Navajo, Tse Yi Gai, Tohajiilee, Mescalero, NACA, Monument Valley, Utah, Navajo Pine, *Cibecue, AZ.

ROADRUNNER BRACKET— Girls Small School

Tohajiilee, Tse Yi Gai, Navajo Pine, Alamo Navajo, NACA, Monument Valley, Utah. *Cibecue, AZ.

JUNIOR HIGH/ELEM. TOURNEY

DECEMBER 21-22, 2019

LOBO BRACKET (Boys Middle School)

Cochiti, Tohajiilee, Laguna Mid School, NACA, Santo Domingo, St. Bonaventure,

DEER BRACKET (Girls Middle School)

Tohajiilee, Cochiti, Laguna Mid School, St. Bonaventure, Santo Domingo, NACA,

COUGAR BRACKET (Boys Elementary School)

Cochiti, Kewa, St. Bonaventure, NACA

BUTTERFLY BRACKET (Girls Elementary School)

Cochiti, Kewa, St. Bonaventure, NACA

***NEED CONFIRMATION**

9th ANNUAL STRIKING EAGLE NATIVE AMERICAN INVITATIONAL (SENAI) STUDENT LEADERSHIP ACADEMY



HIGH SCHOOL BASKETBALL TOURNAMENT

December 26-28, 2018

**UNIVERSITY OF NEW MEXICO
JOHNSON ARENA**

Open to the Public

"PROMOTING OUR LEARNING, LEADERSHIP & EMPOWERING OUR NATIONS"

BASKETBALL TOURNAMENT

The University of New Mexico College of Education in partnership with the Striking Eagle Native American Circle, are pleased to announce the sponsorship of the 8th Annual Striking Eagle Native American Invitational (SENAI) here at the newly renovated UNM Johnson Center. In the 7 years of sponsoring our event, we have attracted over 20,000 patrons and over 3,000 students along with producing 52 new UNM students.

The SENAI Junior High Tourney will take place on December 26-28, 2019 here on campus and will feature 16 middle school basketball teams and eight elementary teams. Our SENAI Senior High Tourney will take place on December 26-28, 2018 here on campus and will feature 32 Native high school teams from New Mexico, Arizona, and Utah. Both events will include a leadership conference which is designed to promote higher education, well-being, and empowerment. Our event is also sanctioned by the New Mexico Activities Association.

STRIKING EAGLE JUNIOR AND SENIOR HIGH SCHOOL LEADERSHIP ACADEMY

DECEMBER 26-28, 2019

UNM JOHNSON CENTER

Call for Invited Presenters: Oct. 1, 2018

Early Bird Registration Begins: Oct. 15, 2018

Deadline for Invited Proposals: Nov. 1, 2018

Early Bird Registration Closes: Nov. 15, 2018

Regular Registration Closes: Dec. 7, 2018

**Theme: Our Future Educators and Leaders
Rising to the Top**

HAND GAMES DEMONSTRATION, NATIVE LANGUAGE AND CULTURE SESSIONS, ROCKET AND ENGINE BUILDING, SELF ESTEEM WORKSHOPS

LEADERSHIP ACADEMY

As part of educational growth among players and fans, we are also hosting a leadership academy which consists of workshops that include Native culture, health, careers, and education. SENAI participating schools must attend one workshop per day. We have also invited well known role models, Native royalty, state legislators, and leaders among our New Mexico tribes to take part in our SENAI tournament and Education Fair.



LEARNING OPPORTUNITIES

- UNM Winter Intercession 2018-19 Graduate Course (LEAD 593, PEP 391) Event Management & Undergraduate Course (PEP 291) Event Management
- Darryl Apachito and Sandy Chavez Memorial Scholarship opportunities for SENAI participating seniors—Laptop and Printer Prizes.



For more information on SENAI sponsorship opportunities, volunteering, workshops, or brackets, please email Dr. Shawn Secatero at sscatero@unm.edu or call (505) 277-6018.

2018-2019 STRIKING EAGLE

NATIVE AMERICAN INVITATIONAL



CHECK OUT OUR WEBSITE:

Coe.unm.edu/senai

*Ticket proceeds benefit tournament costs, workshops, scholarships and awards for students.

UNM and affiliated sponsors are not held liable or responsible for accidents, theft, injury, or damage to property.

HOST HOTEL: RAMADA HOTEL

2020 Menaul Blvd NE, Albuquerque, NM 87107

505-884-2511 Indicate "SENAI" for the \$60.00 nightly rate when making reservations.

THANK YOU FOR YOUR SUPPORT!



UNM EDLEAD Native American Leadership in Education (NALE) Doctoral Cohort(s)



PURPOSE

The purpose of the NALE cohort is to enable UNM COE, TEELP and the Educational Leadership Program to address specific needs within tribal and broader Native American educational leadership in New Mexico. NALE demonstrates UNM's commitment to Indian education in tribal, rural and urban communities. Intentional curriculum and program development addresses the unique needs of communities in the P-20 pipeline while increasing the number of Native American leaders across the education spectrum in New Mexico, nationally, and internationally.

EDUCATIONAL LEADERSHIP PROGRAM OF STUDY

By participating in this program, students will complete 30 hours of required course work, 18 hours of electives, apply 24 credit hours previous graduate work to the program of studies, and a minimum of 18 dissertation credit hours. Please visit the Educational Leadership Program website for more detailed information about the required coursework: coe.unm.edu/departments-programs/teelp/education-leadership-program/educationaleadership-edd.html

NALE curriculum includes the strengths of tribal communities, Indigenous methodology, and community based approaches.

NALE Application Requirements & Overview

APPLICATION PROCESS-DEADLINE FEBRUARY 15, 2019

1. Submit a UNM Graduate School Admission Packet by going to the following link: https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=unmgrad
2. New applicants will need to create an account to access UNM's application network. Click on create account to continue.
3. Please select college of education > teacher education, educational leadership & policy > educational leadership > Edd Educational Leadership.
4. Submit GRE general tests scores (required)
5. Submit a letter of intent and a professional biographical form. You can find all required forms and more information about the application process by going to the following link: <https://coe.unm.edu/departmentsprograms/teelp/education-leadershipprogram/educational-leadership-edd.html> (For questions about submitting the application please call 505-277-0513)
6. Submit three letters of reference.

BENEFITS OF NALE

- ❖ Cohort members will receive a doctoral orientation and family induction process.
- ❖ Each course is Indigenous based and focused.
- ❖ Members will have a choice to be matched with a Native American leadership mentor and faculty advisor that will provide support during the doctoral process.
- ❖ There are intentional opportunities to present and share educational experiences during the doctoral process.

APPLICANT REQUIREMENTS

- ❖ Experience as an educator (in schools, college/university, at a state/federal level, with tribes or in a community context).
 - ❖ An ability to work cooperatively in a community of learners.
 - ❖ Must hold a M.A. degree from an accredited college/university.
 - ❖ Commit to give back to their community, in a capacity that will serve Native American communities/tribal nations after graduation.
 - ❖ GRE test scores.
-
- ❖ We encourage tribal members to apply and participate in the cohort.
 - ❖ We would like a diverse group of NALE applicants to help address educational/community needs in New Mexico as well as surrounding states.

FOR MORE INFORMATION ABOUT THE NALE COHORT CONTACT:

Dr. Robin Zape-tah-hol-ah Minthorn (Kiowa)

Associate Professor, NALE Coordinator

rminthorn@unm.edu

or go to the NALE website at:

<https://coe.unm.edu/departments-programs/teelp/education-leadership-program/nale/index.html>

Meet Our Faculty:

- Dr. Viola Florez, Professor and Principal Investigator (vflorez@unm.edu)
- Dr. Allison Borden, Associate Professor, Educational Leadership Program Coordinator (aborden@unm.edu)
- Dr. Shawn Secatero, (Canoncito Band of Navajo), Assistant Professor, POLLEN Coordinator (ssecater@unm.edu)
- Dr. Sheri Williams, Assistant Professor (ssw@unm.edu)
- Dr. Russ Romans, Lecturer III (ruromans@unm.edu)



Application

Students admitted into the POLLEN program must meet all requirements for admission into the University and the College of Education Educational Leadership program. UNM College of Education faculty will provide hands-on guidance and support for candidates that meet the required qualifications.

Requirements:

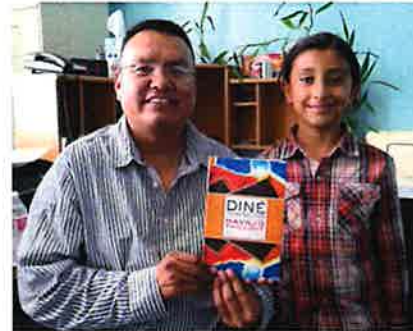
- Submit a UNM Graduate School Admissions Packet
- Website: www.unm.edu/apply

Application Deadline: November 1, 2016

Contact : Mary Vernon, UNM TEELP Program Educational Support; 505-277-0513 or TEELP@unm.edu



Conceptual Framework for Professional Education
UPI
Understandings • Practices • Identity



University of New Mexico Educational Leadership Program

Contact Person: Shawn Secatero, Ph.D.
Assistant Professor , POLLEN Coordinator

Hokona Hall 388

MSC05 3040

1 University of New Mexico

Phone: 505-277-6018

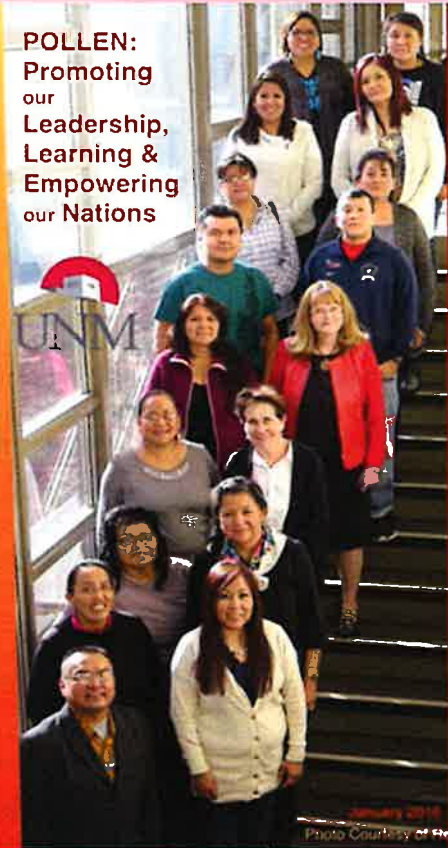
Fax: 505-277-0455

E-mail: ssecater@unm.edu.

The University of New Mexico

Educational Leadership Program

POLLEN:
Promoting
our
Leadership,
Learning &
Empowering
our Nations



Indigenous Educational Leadership
College of Education

Photo Courtesy of Shawn Secatero

Administrator
Licensure Program for
Native American Serving
Schools in New Mexico

Funded by the W.K.
Kellogg Foundation

Program Information

Honoring and embracing leadership and education, corn POLLEN was utilized by Southwestern tribes in recognition of the outstanding leadership attributes of tribal members, and to pray for all living things, as well as educational success and persistence.

Recognizing the importance of pathways to community and educational leadership, the University of New Mexico is pleased to announce the POLLEN program. Funded by, and in partnership with the W.K. Kellogg Foundation, the POLLEN Program is designed to increase the number of licensed school administrators serving Native American students throughout the state of New Mexico.

The Educational Leadership Program at the University of New Mexico is actively recruiting a cohort of eligible educators in Native American serving schools who hold an MA degree to pursue their Administrative Licensure. Those admitted to the cohort will receive a stipend covering tuition in this accelerated pathway to licensure.

The anticipated cohort start date is Spring 2017. Required coursework will be specifically designed to prepare future principals to be responsive to the needs of Native communities throughout the State of New Mexico. All courses will be delivered through a blended online/face-to-face format to ensure access to communities throughout the state, and will center on Native American leadership, vision, epistemology, and culture in addressing current issues in Native American education.



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Eligibility Requirements

You are eligible to apply to this program if you meet the following criteria:

- 1) Possess a valid Level IIA or IIIA New Mexico Teaching license and a Master's degree from a regionally accredited college/university).
- 2) Are Native American or non-Native American and interested in becoming a licensed school administrator.
- 3) Willing to commit to serving as a school administrator in a school or district predominantly serving Native American students.

Program of Study

By participating in this program, students will be required to complete the following courses for New Mexico Administrative licensure: (21 credit hours):

- LEAD 503 – Data Informed Instructional Leadership
- LEAD 509 – Leadership and Organizational Change
- LEAD 521 – School Finance and Resource Management
- LEAD 560 – Instructional Leadership and Development
- LEAD 561 – Legal Issues for School Leaders
- LEAD 596 - Administrative Internship (6 hours)

**POLLEN Students are also eligible to earn an Educational Specialist Certificate upon completion of LEAD 520: School Principalship, but must pay for this course on their own.*

"The good thing about our professors is they're keeping in mind that we're from Native Schools and serving Native populations so that helps us directly when we go back to our school after we achieve licensure."

—Pollen Cohort 1 Member

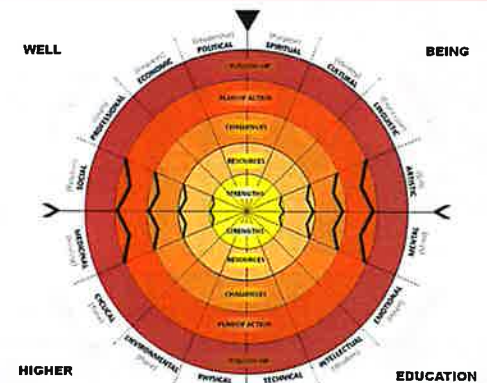
"I was taught by my parents and grandparents to pursue higher education and to come back and serve your community and be a steward of whatever you will manage. When you're at that level—I think that's what drew me into this program."

—Pollen Cohort 1 Member

Benefits

Our unique POLLEN program offers the following benefits:

- A stipend to be used toward tuition, books, and technology fees.
- The opportunity to complete coursework for the New Mexico Administrative License in four semesters.
- Mentorship and support from UNM POLLEN program faculty prior to, throughout, and after the conclusion of the program.
- The establishment of a professional network of fellow school leaders committed to improving Native American education within and beyond the State of New Mexico.



SENAI LEADERSHIP ACADEMY

| DATE | THEME: | TIME: |
|------------|---|------------------------|
| 12/21 | SENAI Student Leadership Conference: Spiritual Well Being quadrant (Purpose) | 9:00 a.m. To Noon |
| AM Session | <ul style="list-style-type: none"> Finding Your Purpose in Education | LUNCH |
| PM Session | <ul style="list-style-type: none"> Cultural Well Being (identity) Linguistic Well Being (Language) Artistic Well Being (Gift or Craft) | 1:30 P.M. To 4:00 p.m. |
| 12/22 | Mental Well Being (Mind & thought) | 9:00 a.m. To Noon |
| AM Session | <ul style="list-style-type: none"> Emotional Well Being (Heart) Intellectual Well Being (Wisdom) | LUNCH |
| PM Session | <ul style="list-style-type: none"> Technical Well Being (Future) | 1:30 P.M. To 4:00 p.m. |
| 12/26 | Physical Well Being (Body and Health) | 9:00 a.m. To Noon |
| AM Session | <ul style="list-style-type: none"> Environmental Well Being (Place) Cyclical Well Being (Time/Change) | LUNCH |
| PM Session | <ul style="list-style-type: none"> Medicinal Well Being (Healing) | 1:30 P.M. To 4:00 p.m. |

OUR HANDS ON WORKSHOPS; HAND GAMES DEMONSTRATION, ROCKET BUILDING, NEWTON CARS, HOW TO BECOME A LEADER AND TEACHER, HOW TO WRITE A WINNING COLLEGE ESSAY, CREATING YOUR LIFE SYMBOL, HOLISTIC LEARNING, COLLEGE FINANCIAL AID, STRESS AND ANGER MANAGEMENT, HEALTH ISSUES, & MUCH MORE!

| DATE | THEME: | TIME: |
|------------|--|------------------------|
| 12/27 | Social Well Being (Relationships) | 9:00 a.m. to Noon |
| AM Session | <ul style="list-style-type: none"> Professional Well Being (Goals) | LUNCH |
| PM Session | <ul style="list-style-type: none"> Economic Well Being (Stability) Political Well Being (Leadership) | 1:30 p.m. To 4:30 p.m. |
| 12/28 | Work on Final Projects | 9:00 a.m. to Noon |
| AM Session | Final Presentations (Poster, 3-D Model, Paper, or powerpoint | LUNCH |
| PM Session | Closing | 1:30 pm. to 4:30 p.m. |



8th ANNUAL STRIKING EAGLE NATIVE AMERICAN INVITATIONAL (SENAI)

STUDENT LEADERSHIP ACADEMY



STRIKING EAGLE NATIVE AMERICAN INVITATIONAL - DECEMBER 21-22, & 26-28, 2018

The Striking Eagle Native American Invitational (SENAI) will take place at UNM Johnson Center on Dec. 21-22, 2018 for junior high, elementary and adult mens/womens single elimination tournament. Also, the SENAI event will continue on Dec. 26-28, 2018 for the high school divisions which will consist of 32 teams. The SENAI event is one of the largest Native American tournaments in the country which is comprised of teams from Arizona, New Mexico, and Utah. Our event attracts more than 5,000 spectators and over 800 students who also participate in educational workshops as part of an institutionalized recruitment venue for UNM.

LEADERSHIP ACADEMY

The SENAI Leadership Academy involves learning indigenous leadership concepts from UNM graduate students who are leaders, teachers, and practitioners from their own community. Concepts will include learning from a 16 pillar Corn Pollen Model which encompasses spiritual, mental, physical, and social well being. Also, we will be integrating leadership, health, and wellness concepts including through our POLLEN (Promoting our Learning, Leadership, and Empowering our Nations) leadership curriculum to recruit high school students to become educators and serve their communities. Our ultimate goal is to recruit local students to enroll here at UNM and pursue careers in education and leadership.

Furthermore, students can also attend extra curricular activities such as an honors luncheon, student dance, and cultural activities. We would like to choose 20 students from our SENAI partnering schools to participate in this leadership Academy.



SENAI LEADERSHIP ACADEMY OBJECTIVES:

Objective 1: Demonstrate their knowledge of holistic well being and Native American leadership attributes by choosing a leadership symbol and mastery of basic concepts designed to prepare for higher education.

Aligned Assignment: Final Presentation demonstrating knowledge of 16 well being pillars

Objective 2: Explain and demonstrate the four pillars of spiritual well-being including cultural (identity) linguistic (language), and artistic well-being (gift).

Aligned Assignment: Final Presentation demonstrating knowledge of 4 spiritual well being pillars including key words and examples of spiritual well being.

Objective 3: Explain the four pillars of mental well-being including emotional (heart), intellectual (wisdom), and technical (future).

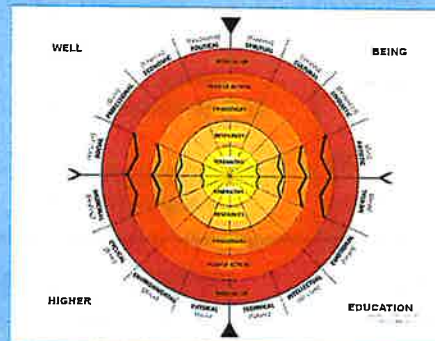
Aligned Assignment: Final Presentation demonstrating knowledge of 4 mental well-being pillars and by developing their own definition and key words.

Objective 4: Explain the four pillars of physical well-being including environmental (place); cyclical (time/change), and medicinal (healing).

Aligned Assignment: Final Presentation demonstrating knowledge of 4 physical well-being pillars and by demonstrating examples of physical well being.

Objective 5: Explain the four pillars of social well-being including professional (goals); economic (stability), and political (leadership).

Aligned Assignment: Final Presentation demonstrating knowledge of 4 social well-being pillars and developing examples of social well being.



ELIGIBILITY REQUIREMENTS:

- Completion of Leadership Academy application form and questions, UNM student waiver and liability forms, photo permission forms which also include parental signatures.
- Letter of Recommendation from a teacher, tribal leader, or employer explaining potential to become an educator, future college success and leadership attributes.
- Attend all SENAI Student leadership workshops and activities. Complete workshop evaluations, and present a final project on Dec. 28th.
- There will be no costs for the leadership conference which also includes lunch for each day.



CONTACT INFORMATION:

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