



Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices

Indigenous Educator Pathways I

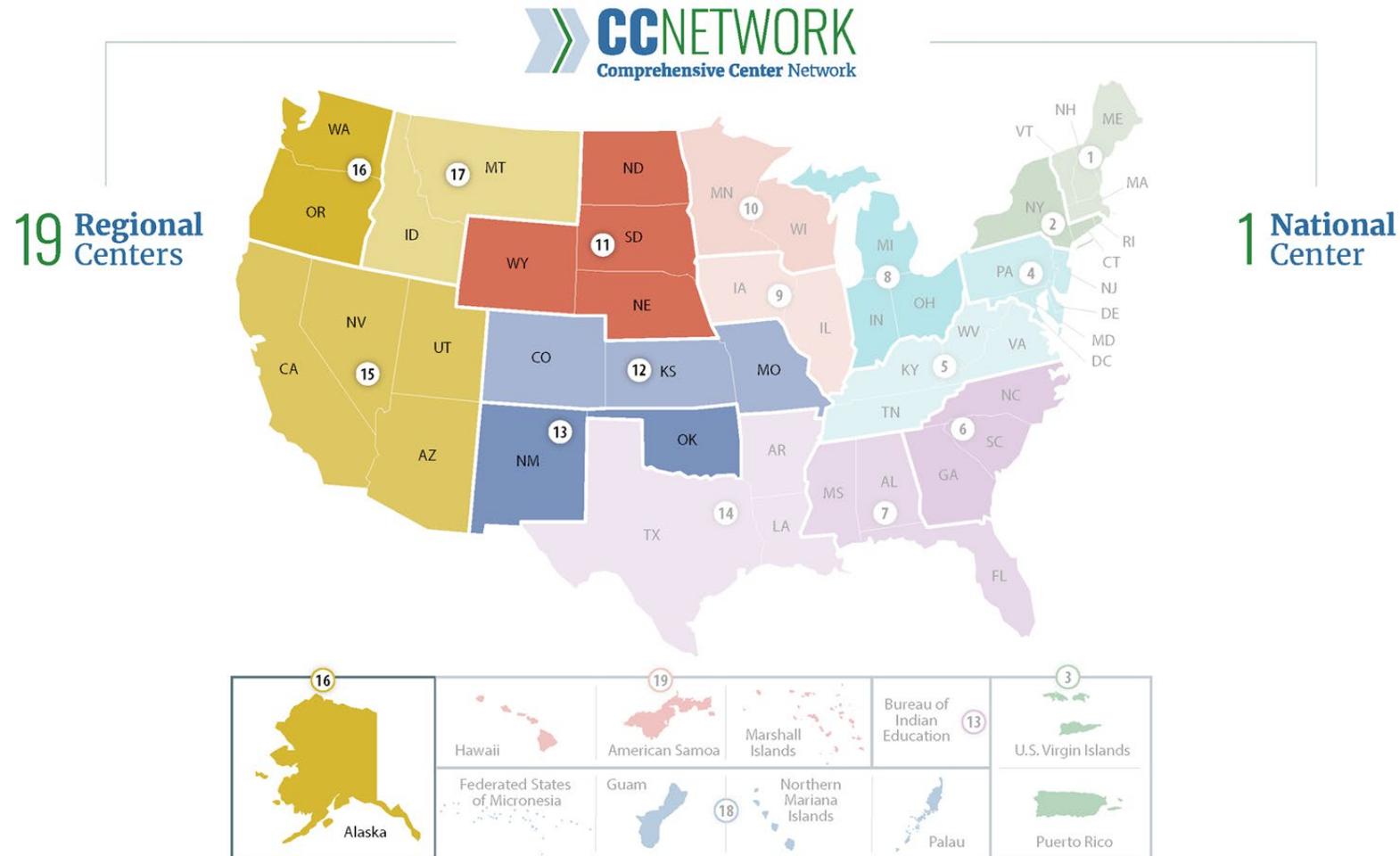
December 14, 2022

Introduction and Overview

Glen Harvey, Ph.D.
Chief Executive Officer
WestEd

- » Three-part series designed for state education leaders, tribal leaders, tribal education directors, the Bureau of Indian Education, and the Office of Indian Education
 - > Highlight emerging and innovative policies and practices that are tackling persistent challenges for American Indian and Alaskan Native Students
 - > Amplify systemic approaches that can transform outcomes for Native American students
- » Each of the three sessions will focus on a specific topic

Presented by the Western Region Comprehensive Centers and the Western Educational Equity Assistance Center at WestEd



Poll

- » What is your role?
 - > Tribal Education Director
 - > Tribal leader
 - > Educator
 - > State or Federal Education Agency Personnel
 - > Technical Assistance Provider

- » Have you ever had an Indigenous classroom teacher in your preschool through grade 12 experience?

Indigenous Educators

- » 16,000 Indigenous teachers
- » 3,200,00 teacher workforce
- » 50,700,000 public school students





Race Against Time

This is a critical generation of Native children, the last to prevent the deterioration of our Native languages. Without language, how long can a culture survive without unravelling? We need a different paradigm to win this race against time.

Dr. Christine Sims, Acoma Pueblo
Director
American Indian Language Policy
Research and Teacher Training Center
University of New Mexico

Tribal Remedy Framework: New Mexico

Build a Native teacher pipeline through:

- » supporting enrollment, training and professional development at Native higher education institutions/programs
- » providing tuition waivers for Native college students
- » ensuring equal pay for Native language teachers

Educator Preparation: Investing in our Systems



Angela Hernandez
Education Program Specialist
Designated Federal Officer
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education



Rosemary Matt
Department Head
Native Language Teacher Education
Salish Kootenai College



Doug Ruhman
Dean
Division of Education
Department Chair
College of Education
Salish Kootenai College

Educator Preparation: Investing in our Systems Small Group Discussion

- » What assets (cultural connections, investment of leadership, active partnerships) may set the foundation for future work?
- » What part do you see your entity playing in the development of the Indigenous educator workforce?

Retaining and Supporting our Educators



Dr. Shawna Campbell-Daniels
Project Director
Indigenous Knowledge for Effective
Education Program (IKEEP)
University of Idaho



Dr. Vanessa Anthony-Stevens
Principal Investigator
Indigenous Knowledge for Effective
Education Program (IKEEP)
University of Idaho



Elise-Alexandria Green
Social Studies Teacher
Mountain House High School

Retaining and Supporting our Educators

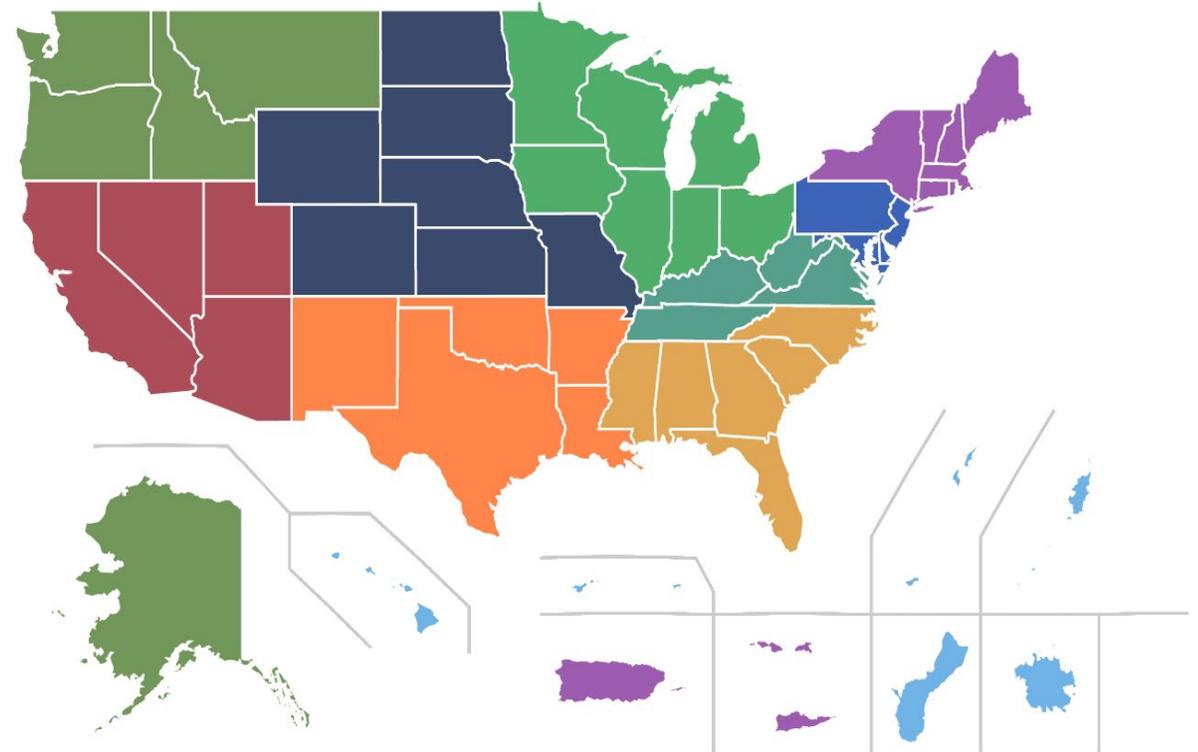
Small Group Discussion

» What are some of the ways your entity is helping educators stay in their positions or grow into other educational leadership roles?

» What connections could you make to other entities (tribes, colleges, state and federal agencies) to support Indigenous educators in their roles?

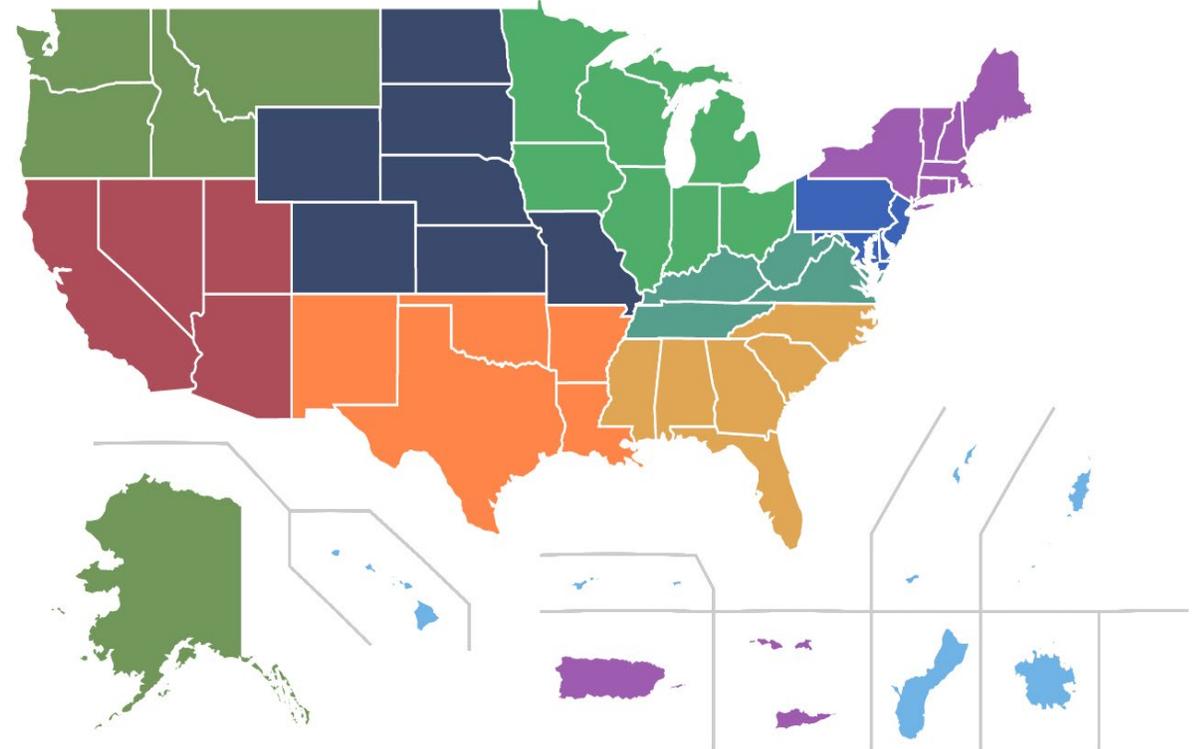
Regional Educational Laboratories (RELs)

- » Collaborate with school districts, state departments of education, and other education partners to improve learner outcomes
- » Focus on evidence to support decisions about educational policies, programs, and practices
- » Three main activities
 - » Conducting applied research
 - » Provide technical support around data collection, evidence use, and research
 - » Disseminate up-to-date research evidence



Connect With a REL in Your Region

- >> Visit the Institute of Education Sciences [REL site](#) and select a region
- >> Explore a searchable database of publications and other evidence-based resources
- >> Contact your region's REL by email (link at the bottom of each REL site)



Connect with REL West



Save the Date

The *Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices* series continues.

» Tribal Advocacy for Education

- > February 14, 2023
- > March 28, 2023

Evaluation

We thank you in advance for completing our survey.
Your feedback will inform our next session.

Thank You!

- » To our participants
- » To our panel members
- » To our planning and production teams
- » To our partners
 - > Region 11, Region 13, Region 15, Region 16, and Region 17 Comprehensive Centers
 - > Western Educational Equity Assistance Center at WestEd

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Julie Duffield (00:00:00):

Everybody, thank you for joining us. We are going to commence very soon as people enter the room. You are in the right place for today's session. We welcome you. We're just seeing everyone. We have a lot of folks attending today. I think everyone is in the room, so it's my great pleasure to hand over to our CEO, Glen Harvey, who'll be introducing us this morning. Glen, over to you.

Glen Harvey (00:00:26):

Thank you, Julie. Good morning or afternoon, depending on where you're joining us from and welcome. Thank you for joining us. Today, we're launching a three-part series, Making a Difference for American Indian and Alaska Native Students: Innovations and Wise Practices. I'm Glen Harvey, the CEO of WestEd. And with the support of leaders on our board of directors, we've been striving to increase and deepen the support WestEd provides to Indigenous communities. So, it is definitely my honor to welcome you to this important new series focused on increasing positive outcomes for Indigenous students.

(00:01:10):

Today, we'll begin with session one of the series, Indigenous Educator Pathways. We know that a diverse teacher workforce can result in improved student performance and engagement, but American Indian and Alaska Native students make up only 0.5% of the teacher workforce. Recruiting and retaining American Indian and Alaska Native educators is a persistent challenge in our country, so the series is going to begin there with teachers. All three of the sessions of the series will focus on innovative policies and practices that address persistent challenges. We will consistently and vary pragmatically focus on what works and what approaches, especially systemic approaches, can transform outcomes for Native American students.

(00:02:07):

The series itself is designed to support tribal leaders, Bureau of Indian Education leaders, Office of Indian Education leaders and state education agency leaders especially in the West. This series is jointly and collaboratively developed by a partnership of federally funded centers that serve the western part of the country, including five comprehensive centers and the Western Educational Equity Assistance Center. Also joining us today are representatives from four regional educational labs that also serve this region. These centers, for those of you who don't know them, provide technical assistance, research, and evidence-based practices at the state and local levels with a commitment to improving outcomes for all students.

(00:03:01):

The series will continuously return to that priority, what can we do together to advance educational equity and positive outcomes for American Indian and Alaska Native students? It will take all of us working together if we're going to make progress toward that priority. So, thank you for joining with us today and embracing that priority and now let me turn this over to Niki Sandoval, who is the director of the Western Educational Equity Center. Niki.

Niki Sandoval (00:03:37):

Thank you so much, Glen. Haku, ma kti ka, Niki. Ka scholit I nono. Hi, I'm Niki. I'm really happy to see you today. I'm Chumash from Santa Ynez, California, and today, we had approximately 450 people register for this convening, representing more than 126 different tribes in the United States and representing at least 35 different states. So, we have a poll here in this next screen and we'd like to ask you to take the poll. "What is your role? Are you a tribal education director, a tribal leader, an educator, a state, or a federal education agency staff member or are you a technical

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assistance provider?" so if you could identify your role. And then we also are curious, "Have you ever had an Indigenous classroom teacher in your preschool through grade 12 experience?" So, I invite you to take a moment to complete the poll and we'll see the results momentarily.

[\(00:04:37\)](#):

So, in the next slide, I would like to just go over some of the data about the educator workforce. Indigenous people comprise one-half of 1% of the teacher workforce in the United States, as Glen mentioned. If there are 50.7 million public school students in the United States and only 16,000 Indigenous educators, it's highly unlikely that a student will have an Indigenous classroom teacher in their lifetime. Systemic approaches to resourcing Indigenous teacher recruitment, preparation, hiring, and retention are urgently needed in both rural and urban settings.

[\(00:05:18\)](#):

In my previous work as education director for my tribe, the Santa Ynez Band of Chumash and now at WestEd, we've engaged in continuous dialogue with tribal, state, and federal leaders about needs and there are many including multiple accessible licensure pathways, portable licensure. So being able to take your license from one state to another and work as a teacher, year-round housing, added preparation and support before you teach, and then of course, compensation. The event Padlet features a report published by the Region 16 Comprehensive Center in partnership with Education Northwest and it's titled Systems and Supports to Develop Indigenous Educators: A Landscape Analysis ... A significant finding is how relationships are essential to successful recruitment and retention in teacher education programs.

[\(00:06:15\)](#):

The most essential element is our human relationships between students, staff, and faculty and those that support a student in maintaining their connections with their home communities and their tribes. And that includes teaching placements in their home communities. Recruitment efforts are far more successful when they build on relationships with schools, students, and communities. In the next slide, I'd like to share a very powerful quote from Dr. Christine Sims with the University of New Mexico, "This is a critical generation of Native children, the last to prevent the deterioration of our Native languages. Without language, how long can a culture survive without unraveling? We need a different paradigm to win this race against time."

[\(00:07:05\)](#):

The reality is that our Indigenous communities hold the solutions to addressing urgent educational inequities and to win this race against time, as Dr. Sims speaks of, and we have so much to learn from tribal advocacy. And in the next slide, I'd like to share an example from New Mexico about that tribal advocacy that's been very powerful. And the tribal remedy framework was developed by tribal leaders and scholars in response to the 2018 court ruling, Yazzie/Martinez versus New Mexico, which ordered the state to transform the public education system to ensure that all students receive the programs and services necessary to be college career and community ready. And this comprehensive plan was endorsed by all 23 Nations, tribes, and pueblos in the state.

[\(00:07:54\)](#):

And one of the recommendations that's related to what we're talking about today is to build a Native teacher pipeline and there are three suggestions, and this is a very high-level summary, but supporting enrollment, training, and professional development at Native higher education institutions and programs; providing tuition waivers for Native college students; and ensuring equal pay for Native language teachers. Recent legislation has funded parts of these recommendations. For example, recruiting and retaining high-quality teachers and administrators

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for Native American communities—there was a \$1 million investment there and this provides incentives that will encourage prospective teachers and administrators to work in a Native American serving school district or charter school whose enrollment of Native American students is 50% or more.

[\(00:08:46\)](#):

And this also promotes partnerships between educator preparation programs and local education agencies. And then finally, HB 60, which designates the minimum entry level teaching salary at \$50,000. And that is up from \$40,000 for a nine-month contract. This includes educators holding a Native American language and culture certificate that's been issued by a tribe or pueblo. Some Indigenous culture and language teachers were making as little as \$14,000 per year as paraprofessionals. So, in a moment, we will be hearing directly from educational leaders who are working to prepare and nurture Indigenous educators.

[\(00:09:29\)](#):

So, I would like to invite our colleague, Mandy Smoker Broaddus, senior advisor, Native Education and Culturally Responsive Practice with the Region 17 Comprehensive Center at Education Northwest. Welcome, Mandy.

Mandy Smoker Broaddus ([00:09:45](#)):

Thank you, Niki, and thank you again to everyone that's joining us today. What a special opportunity. I'm really excited to get to facilitate this panel of some really tremendous individuals that I admire, two from Salish Kootenai College, Doug Ruhman and Rosie Matt, thank you for being here, as well as Angela Hernandez from the Office of Indian Education at the Department of Education. You can check out their full bios also in the Padlet if you'd like to. We're very cognizant of everybody's time, so let's just go ahead and get started with our first panel and let's ask Doug, Rosie, and Angela, we'll go in that order. If you would both just take a minute to briefly describe your work in preparing Indigenous educators.

Doug Ruhman ([00:10:36](#)):

Okay, well, thank you. I'm honored to be able to be here today with everybody. My name again is Doug Ruhman. I'm currently the dean of the Division of Ed at Salish Kootenai College (SKC). We are located in West Central Montana on the Flathead Indian Reservation. Our TCU has been established for 47 years. Our program here at SKC currently serves about 130 students in six distinct teacher preparation areas ranging from early childhood up through secondary education in broad field math and science, also elementary K–8, and early childhood preschool to third grade. We also have a Native Language Teacher Education Program. It's a very unique program that Rosie will talk about in a little bit. And we also just this year launched our first graduate program, a master's degree in curriculum and instruction for integrative Indigenous education.

[\(00:11:45\)](#):

We serve students from quite a few different tribal nations at our campus, not just the tribal communities in Montana, but also throughout the country. I believe the college currently has around between 60 and 70 different tribes represented at SKC. Many of our graduates in the teacher education programs go on to teach in our immediate region here on the Flathead Reservation, but also many of them return home to their communities in the state and out-of-state to teach in their communities and try to undo some of the historically damaging practices that have occurred, as many of you are very well aware. So, I guess that's a quick overview from me. I'll turn it over to Rosie.

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Mandy Smoker Broaddus (00:12:44):

Thank you, Doug.

Rosie Matt (00:12:46):

[foreign language 00:12:45], Rosie Matt. [foreign language 00:12:48] Good morning, everybody. My name is Rosie. Matt. I currently serve as the department head for the Native Language Teacher Education Program. So, our program is very new. It actually came out of an ask from the community as most tribal communities are fluent speakers here in our community. Currently, we're around 10 to 12 fluent speakers left of the Salish and Qlispe language. And of those speakers remaining, there's probably three or four that are actually working in language revitalization efforts. And so Nkwusm is a Salish language immersion school that was established in our community as an avenue to rejuvenate and revitalize our language. And I think they just celebrated their 20th anniversary.

(00:13:52):

And so that's amazing, but what we learned through that experience is that in order to run an immersion school, we have to have language teachers and we were not creating language teachers. We were creating ... We had an opportunity to create some language speakers. We have a partnership with our tribal culture committees to create language speakers. And we had some educators in our community who were certified teachers, elementary teachers, or secondary teachers that were working at Nkwusm at the time and trying to think of what is the best way that we can serve these students and understanding that there is a need to have teachers that have both, teachers who are highly fluent in the language, but also have the teaching skills to be effective in the classroom.

(00:14:53):

And so, we approached SKC to create the program. And so, we are on year five, but really the goal is that they're getting intensive language instruction through the culture committees. They're also taking their other classes on the evening and weekends. That means their gen eds and their teacher prep classes, but the goal is that students come out of the program with the skills to be effective in an immersion language school or program. And like I said, it is very fairly new. We started with an associate's degree program and then now we have a bachelor's. And grateful to say we are on cohort number five. So, I guess I'll share a little bit more about how that connects to teacher certification, but that's really the goal of our program.

Mandy Smoker Broaddus (00:15:52):

Thank you, Rosemary. Angela.

Angela Hernandez (00:15:56):

Good morning or afternoon, depending on where you are. Thank you, Mandy, and thank you, Niki, for having us today. And it's great to see you, Doug, and good to see you virtually, Rosemary, Rosie. So, I've been at the Department of Education for 15 years and seven of those have been in the Office of Indian Education, specifically managing the Indian Education Professional Development Program. This discretionary grant program supports tuition, living stipend, even dependent stipend, and other supports for Native American students seeking degree and licensure in either education or administrator training programs. The funds support go-to eligible entities that include tribal colleges and universities, institutions of higher education, but also state education agencies, local education agencies, tribes, and tribal organizations.

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[\(00:17:00\):](#)

And we have had grantees over the last 20 years in all of those areas except for state education agencies. I would say a significant part of this program is that it does have a service payback element, meaning that the legislation calls for not just the recruitment, retention, completion, and placement of the participants but also up to an additional two years of induction services in their placement in order to do that, complete that service payback obligation with support from the grantee with continued support. And so that really, I think, lends itself to the opportunities for a lot of the partnership work that we'll talk about later today. I would say that a primary component necessarily involves the engagement of individuals leading educator training programs, assisting them in problem solving, and leveraging the grant funds with other funds, namely state and local to support a cadre of teachers—Native American teachers—in schools in qualifying employment, and I'll talk a little bit about that later.

[\(00:18:22\):](#)

I do want to add, just to build off of Rosie and Doug's work; and Doug, they both know this, that in 2020 we reregulated, meaning we established new program regulations on the heels of the Every Student Succeeds Act that passed in 2016 for two reasons. One is because in 2016, at the tail end of the Obama administration, the funds for the program were effectively doubled, meaning that we were able to move from just funding seven to nine grantees a year to up to 20. And in fact, in 2020, we awarded 29 grants. So, it's definitely grown with, I would tell you about 45% going to state IHEs, another 40 going to TCUs and the balance going to tribes and tribal organizations, so a pretty wide variety, and for the first time a charter school, an LEA. So, I'm happy to talk about that a little bit more later.

[\(00:19:23\):](#)

But, I think the key here is really understanding the potential, the platform that's been created under the 2020 regs of now including and incorporating Native language certification as part of the training options that grantees have, meaning that in the past, the training was restricted to achievement and completion that included a bachelor's degree at a minimum, plus licensure, and now it's been expanded to include Native language certification. And to Rosie's point, because we know where the work is right now in Native American language programming, leaving open the opportunity and leverage for entities to consider where a Native language certification might only require an AA, being able to include that as well.

Mandy Smoker Broaddus [\(00:20:15\):](#)

Thank you, Angela. I think that's a really important piece, our language revitalization work. You sit in a really unique position overseeing these grants over a period of time. You've probably got to see some of the really effective and promising practices for recruiting, preparing, and placing educators into our schools. Do you want to talk a little bit about some of those that you've seen or witnessed?

Angela Hernandez [\(00:20:44\):](#)

Well, I'll start with, you've got Doug here and Rosie, which is great. You're in a great place and a great start. And Niki, you just finished talking about New Mexico and some of the parallel work on the legislative side that is really helping to catapult the focus and the resources necessarily on this work. I would tell you, depending on the lens, there are a number of what I would say, success stories that build on some of that long-term work, like for example, sometimes it's the creation of curriculum to generate the demand, to generate the need in some people's eyes for this work. And so, we've seen that through ... I know the work that Doug and Rosie will talk about in Montana as

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far as state legislative policy, that's helped. The same has happened recently in North Dakota, in Connecticut.

[\(00:21:42\)](#):

So, there are other places that are really saying, "Hey, we need to teach this history. It's not been in the schools and who better to support that instruction than the very peoples who we're talking about and we're focusing on." From another perspective, if we're talking about education administrators, I would say a couple of examples that come to mind. One is Northern Arizona University, our colleague, Dr. Joseph Martin, has done work for many years in this community where clearly the demand is there—it's self-evident—but really the key has been the relationships—his ability to maintain really strong ties with district folks.

[\(00:22:26\)](#):

And what does that do? Well, it creates both the pipeline for the paraprofessionals or the teachers who want to go into education administration and they come to his school and in turn are able to go back in those roles. And there's just this cycle of support. And he really is never at a loss, frankly, for recruits. It's really a built-in supply demand cycle, and it really is systemic at this point, but again, built on very long-term relationships over time, specifically with key district leaders. And I think that's really important. And in turn, I think what keeps it working, I think when we talk about systems work, systems is the journey, right? It's not the destination, it's the journey. And so, in turn, I think Dr. Martin has done a great job of also saying, "You know what I have here, it's obsolete. We need to update it." So, they recently did a revamp of the program again to ensure that the demand will still be there, that they are really adjusting and adapting to the needs of their surrounding schools, right?

[\(00:23:45\)](#):

Another is University of Mary in North Dakota, Dr. Carmelita Lamb. She partners with a number of local community colleges including Turtle Mountain Community College, a TCU there, and local and school district leaders. And I think the niche for that school has been, in particular, really understanding the dearth of special education endorsement or certification that Native educators need to support what is a disproportionate number of Native students in those areas. And that's really gone a long way to again not only ensure that they're generating the supply of needed teachers, but they are responding to a very real and very ongoing demand for this particular area.

[\(00:24:36\)](#):

So, we required in our applications that applicants complete and provide a job market analysis to justify the recruitment and the focus. And I think sometimes it's easy just to pull the data and not have the conversations with people really in the field doing the work—the school principals, the schoolteachers, the district leaders. And that one extra step, to me, is part of that difference between being tactical versus being strategic versus understanding not only the short term but the long term needs of the surrounding districts. You talked, as I mentioned, Niki earlier about Dr. Sims in New Mexico. Absolutely, where I think Christine and a number of others that use our grant specifically tend to use it for those, what again I would say is a disproportionate number of teacher trainees and that is the non-traditional student, so the adult, the adult returning to the classroom.

[\(00:25:49\)](#):

And so that whole conversation about not going straight from high school to college, but "I'm a mom. I have kids. I've got different types of needs. I need different kinds of supports." that's a

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completely different conversation about the nature, scope, and detail of the wraparound supports that can help that trainee to be successful. So, what that means for her versus a student who's 18 and coming right in straight from high school, two completely different conversations. And I think we all are nodding because we also know there's very little in the way of structural infrastructure-based supports for that non-traditional student.

[\(00:26:36\)](#): And so, we see the really hard work, I would argue, of many TCUs specifically really trying to build that infrastructure for and with no precedent, with no model, with no blueprint to greater and lesser degrees. And some are just subject simply to the whims of the resources at hand which are quite finite. The last thing I'll mention is we've got, I think-what I'll-

Speaker X [\(00:27:09\)](#)

On Indigenous educators.

Angela Hernandez [\(00:27:14\)](#)

Sorry, I'm not sure what that was. I'll just say briefly, there are three others, I would call them up-and-comers, which are really two in California. I'll say Blue Lake Rancheria and Claremont University, two different parts of the state. Blue Lake does what I think places like Choctaw have done well for years. Kelly Brame in Choctaw and Dr. Pam Iron for the American Indian Resource Center in Oklahoma. I think Blue Lake is also ... As tribes or tribal organizations, there is some autonomy and flexibility that they're not bound to in the way that IHEs and TCUs are in their own infrastructure. They're able to really create the systems and the supports with partners both external to the education entities and internal that really, I think can be a really ideal model for sustaining over the long term.

[\(00:28:24\)](#):

And I've seen real quick ramp up because these folks are working very closely across districts, higher ed, and the tribes. They've got all the people at the table. Now these are very, I would call them very grassroots on the ground, hands-on with very few people doing a lot of this work. So, the sustainability is really about, "How are you thinking about the succession planning? How are you going to sustain because you're going to burn out if you keep doing this yourself?" And I think the same goes for Oglala Lakota in South Dakota. Dr. Shannon Amiotte has been doing a great job of, I think, building those districts where she can really bring to the table, I think for the first time, some of the salient issues that I think are catching the attention of districts, district leadership, and higher ed leadership. And it's selling that over and over. It's telling your story. So, those are just a few I can think of now.

Mandy Smoker Broaddus [\(00:29:33\)](#):

Thank you, Angela. Again, we know you have that breadth of knowledge, so that's really important. And I know people are asking to learn more about some of those programs, so we'll continue to work on that. I do want to also ask, Doug, we have in Montana, 2–3% of our teachers are American Indian or Alaska Native and you're helping to grow that. So, would you mind telling us a little bit more about some of your effective methods and ways that you've grown in your program over time?

Doug Ruhman [\(00:30:01\)](#):

Sure. Thanks, Mandy. Yeah, I would say that one of the really important points Angela just made was how approaching recruitment, preparation, and placing of Indigenous teachers, if that's going to be effective, we really can't use a formulaic approach that might have worked for another demographic down the road. We really have to ... Already in this short amount of time of this call,

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we've all talked about how important relationship-building is and we can't approach this endeavor of preparing teachers unless we really put that relationship first and foremost. And I think in terms of recruiting, there's really two things I think that we've focused on at our institution and a big one of them is providing financial incentives and financial opportunities for students to be able to overcome some of their hurdles financially that will allow them to be successful in their program and overcome some of these problems with underrepresentation of Native teachers in schools.

[\(00:31:21\)](#):

And Angela's program at the Office of Indian Education, particularly with the professional development grants, has been really instrumental in us being able to do that. So, we offer those incentives through the Office of Indian Ed, and we used to call those payments we were able to provide through those grants to students' stipends and we've moved away from that approach. And it is called a loan because the expectation is that there's a service payback, and they have to be placed in schools that serve high proportions of Native students. So that's a big part is that it's making schools seem accessible and building strong relationships.

[\(00:32:08\)](#):

And the really second thing is, what is a tribal college? How is a tribal college different from other institutions and what kinds of things are we prioritizing? And so, we've worked really hard to create programmatic changes that really speak to the unique nature of preparing Indigenous educators, and I'll just give you a quick example. An elementary education teacher has to have a really sound grasp of content knowledge. So, because they teach so many subjects and so they have to take a lot of different general ed classes in the beginning of their teacher ed sequence trajectory. And just in this example, one of those is science. So, in the past, as would be the case in many institutions, they would take earth sciences, biology, physics, chemistry in preparation for teaching science as an elementary teacher.

[\(00:33:15\)](#):

And a number of years ago, maybe six or seven years ago now, we started having brown bag lunches with our students where faculty and students would sit once a week and just chat about what was on their mind with regard to teaching and learning. And in those conversations, students shared with us that they really felt that our institution did a good job overall in bringing culture and language to the forefront, but as they got deeper in teacher education and to the teacher prep courses in the third and fourth year, that the students were telling us that they felt that they needed more of that.

[\(00:33:57\)](#):

So, we took that as a mandate, and we went to the drawing board, and we took an entire summer and worked on ... And Rosie knows this story as well, if not better than I do, so she might want to elaborate it on later, but we took to the task of redesigning the science sequence not to be so compartmentalized and so Western in its approach of teaching science, and we created a new series of courses which is called Integrative Perspectives on Science in Education for Educators. And so, it's built around the seasonal round of the tribes here on the Flathead Reservation of three tribes.

[\(00:34:40\)](#):

And rather than thinking about science in a compartmentalized way, life science is all by itself, for example. It's more built around the lifeways and worldviews of the tribes here on this reservation. So that's a three-part, there's a fall course and a winter course and a spring course. And actually now, we've recently developed a summer course when we have summer session as well. So,

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language and cultural and practices associated with those times of the year are now how we blend all of the life sciences, the physics, the chemistry. There's a time for attaining heights and the chemistry and the physics and all of the various aspects, the scientific aspects and cultural practices associated with that are woven together.

[\(00:35:36\)](#):

So that's just one example of ways that we've taken our curriculum and tried to reframe them in ways that are meaningful to our students. And that's how we retain students because that's not something that they're going to necessarily get at the Montana University system. They may, but it's a way that we can make what we're doing more really focused on meeting the needs of our students. And when they see that that can be done for them at the college level, we're also simultaneously teaching them how to address content in meaningful ways for their own students when they have their own classrooms later on. So that's actually a recruiting tool because we can say, "We do things in ways that we feel will help you to generate excitement and innovation in your own classroom someday."

[\(00:36:34\)](#):

And then I guess in terms of placing, I think the most important part there is our reservation is located in a place where there's a lot of mainstream institutions out there, LEAs that are supportive of the work we're doing at our college and then there are some that we're still building trust with. And I think that that's something that we really have to prioritize. We have to build a deep level of trust with our partnering LEAs and so that's something that I think is going to be important if we're going to pave good pathways for teachers coming up the pipeline.

[\(00:37:18\)](#):

One of our faculty members organized a luncheon to talk specifically about ways to meet the needs of Native students in our area and invited all the local administrators to that. That was held last year. We're going around and putting in proud graduate of SKC teacher education. We're going to give those to our teachers that are out in the field to put outside their doorways. So, we're trying to generally build a stronger sense of RTCUs, a place where quality teachers come out of, and I think that as that grows and our legitimacy as a program continues to grow, it'll be easier to place students.

[\(00:38:05\)](#):

And I think it's important to note that we have about 80–85% or so of our students have a tribal affiliation, but even for those students who don't have a strong tribal affiliation, they're learning skillsets that they can use to meet the needs of Native students in our classroom. So, it permeates all levels there.

Mandy Smoker Broaddus ([00:38:31](#)):

Thank you.

Doug Ruhman ([00:38:32](#)):

A few strategies that we've used.

Mandy Smoker Broaddus ([00:38:35](#)):

That's so innovative and really inspiring to hear that you've built your model in such a unique way around the cultural components of the tribe. I do want to take a few minutes and let Rosie respond. You alluded to this earlier, Rosie, again you're doing such great innovative work at Salish Kootenai College that you can earn a language certificate at the same time as your

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teaching credential is just, I haven't seen anything like it. And so, I'd like to give you an opportunity to talk a little bit more about your work and what conditions you think are needed for Native language teachers to prepare to teach.

Rosie Matt (00:39:14):

Yeah, so to share a little bit more about our program, it is a stackable program. So, the first year is an intensive Salish language certificate where they are in intensive language instruction all day for six hours day at our culture committee. And then, like I said, they're doing other gen eds in the evening. It's interesting because we went back and forth between, "Do we offer a certificate? Do we not offer a certificate?" and we feel like for all the work that they're doing, that just helps really support them in continuing. We also have some students that just might only do one year and say, "Okay, I'm done. I'm not going on for a second year," but if they do, then they would go on for the associates.

[\(00:40:09\):](#)

And then, like I said, the bachelor's, the first two years have intensive Salish language components in it. After the first two years, we've been able to restructure that degree so that the last two years really then they are using the language and trying to think of ways that they can implement that into curriculum and instruction and things like that. And so, they're using the tools that they have learned so far. The program does not ... People always ask us, "Do you need to complete the program to get a Class 7?" Not necessarily. So, our Class 7 Native language and culture license in the state of Montana still rests with the tribal communities. And so, every tribal community and tribal government determines what their requirements are for that Class 7 licensure.

[\(00:41:16\):](#)

And so, in our community, we have two culture committees. And so really what we tell students is after year one for our certificate, they should be able to pass the test that is required for the Salish and Qlispe culture committee Class 7 licensure. And so, I think that's good that in our state that that's still resting with our tribal governments. And really SKC is just serving as a way for those students to get additional skills to be more successful in the classroom, but it's not tied directly to that licensure which is confusing for people sometimes. I think the other thing to recognize is that we know when the Class 7 licensure was first created. It was about giving fluent speakers that ability to be on the same pay scale as other teachers.

[\(00:42:17\):](#)

Now in our community, we're not seeing that a whole lot. We do not have enough fluent speakers left. So, we're building this new generation of speakers and we are also seeing some pushback with the Class 7. Sometimes, we have students who complete the entire process with our culture committee and then don't send it to the state because they feel like our tribal communities should have that full autonomy to be able to give that Class 7. And they just feel like that's just another one of those colonial ideas of where our tribal communities once again have to send this to the state to get that stamp of approval.

[\(00:43:06\):](#)

And so, I know that at least one of our culture committees have talked about just creating a local certificate or license that once they've gone through that whole process, really, they wouldn't have to send it to the state. Now that would be a conversation with our public schools as far as how they would see that license, but I know that that's something that has been talked about. I would say in addition to that, we have students who are ... We have a huge need for Class 7 teachers in

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our community. We did a strategic planning once that said, "We need a minimum of 40 teachers." What we're finding is that some of those teachers that are getting Class 7s are not wanting to go in into the public schools.

[\(00:44:02\)](#):

We have one immersion school in our community, and it is not a state BIE federal school. It is a nonprofit that is almost 100% funded by our tribe. And so that's just another hurdle I think or issue that we're dealing with of how do we then support those students to go back into a school community with licensure and feel like that they can work within that system. And so, Doug alluded to that, working with the school districts and building those relationships back up and we do a lot of putting our students in schools to try to support that collaboration as well.

Mandy Smoker Broaddus ([00:44:56](#)):

Thank you so much, Rosie and also Doug and Angela, your insights are just really inspiring. Thank you. We're going to now transition into breakout rooms for more in-depth discussion time. This is an opportunity to reflect on this panel's discussion and to share with your colleagues. There will be center staff in each of your breakout rooms who will be facilitating and taking notes. We'll provide a high-level summary of the discussion in all the breakout rooms for all the registered participants today. I do just want to let facilitators know that we will have 14 minutes remaining now for these breakout smaller discussions. These are the questions that you'll be dialoguing with colleagues, and we'll now go to our breakouts.

Diana Gates ([00:45:56](#)):

Hi, everyone. Welcome back. Just wait a couple of seconds to make sure that everyone has made it back into the main room before we go into panel two. It looks like I've seen everybody popped back in, so we can kick off our panel two. We hope your breakout conversations provided opportunities for you to reflect and share with your colleagues your unique perspectives. My name is Diana Gates and I'm from the Nottoway Tribe from Southeastern Virginia. I work with REL Central, and I am so grateful to be able to moderate panel two today on retaining and supporting our educators.

[\(00:46:44\)](#):

And so today we are honored to have with us Dr. Shawna Campbell-Daniels who is the project director of Indigenous Knowledge for Effective Education Program at the University of Idaho. We also have Dr. Vanessa Anthony-Stevens, the principal investigator of Indigenous Knowledge for Effective Education Program, IKEEP, at the University of Idaho. And we also have Elise Alexandria Green with us today who is a social studies teacher at Mountain House High School in Mountain House, California. And as with panel one, you can check out their full bios in the Padlet and I highly encourage you to do so. And so, I'm going to start first with Elise. If you could please briefly describe your experience as a graduate of Claremont's Teacher Preparation Program and about your current placement.

Elise Alexandria-Green ([00:47:41](#)):

Hi, good morning [inaudible 00:47:42]. My name is Elise Green. I'm from the Hualapai Nation in Peach Springs, Arizona. And my time as a Claremont fellow was very great. I had great support system put in place. The program provided courses specifically just for the Indigenous cohort that we were part of. And then also it was very rigorous as well, so I got a lot of hands-on learning, a lot of great support, and whatever we didn't get out of that cohort, we were able to advocate for the future cohorts ahead. I taught at a public school in Arizona, serving the Yavapai Nation in Fort McDowell and that was for my first year. And for my second year, I went to charter school in

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Arizona and Chandler, serving predominantly the Pima Reservation, the Salt River Pima and that has both been really great experiences for myself.

[\(00:48:36\)](#):

After my two years of work with students from the reservations, I came back to where I'm from, California, to serve urban Native youth around Northern California. So that's how I ended up back in the San Joaquin Valley. So, it's really brief about short time as a Claremont Native American fellow, but we did have those supports put in place like an academic advisor and we had our own course to make sure we're on task with our writing. And then we also had additional support from our advisors for the two years after; the support is with our transition to the workforce.

Diana Gates [\(00:49:15\)](#):

Thank you so much, Elise, for sharing. And now we are going to turn to Vanessa. Vanessa, if you could please briefly describe your work to recruit and retain Native educators.

Vanessa Anthony-Stevens [\(00:49:31\)](#):

Thanks, Diana. There's so much great expertise in this call and in this room, so what I'll share, it will be brief, but a bit about the work that we've been doing here at the University of Idaho. So, I'm an associate professor in curriculum instruction. And in about 2016, we were fortunate to be awarded PDP grant, so what Angela Hernandez was speaking about, to really dig deep in terms of recruitment and retention of Native educators at our institution. So, a couple things that are important to know about us, we're a predominantly White-serving institution and we're in a rural state as many of you know.

[\(00:50:10\)](#):

So, at the time that we took up the task that was asked of us from our Idaho Indian Education Committee, so our five tribes of Idaho, really looking to our four-year institutions to be partners in recruiting, retaining, certifying, placing, nurturing Native teachers, we did not have any Native faculty in our college. We had a pretty, I would say, limited knowledge set in terms of what our teacher training workforce was thinking about. So a lot of our efforts have been to really build strong relationships that can facilitate conversation about what Native teachers need to be supported from, "How do we interest Native people to join the field?" to, "How do we design our coursework in ways that are relevant and nurturing to our teachers and also how to educate our colleagues to really rethink what our teacher education program would look like?"

[\(00:51:14\)](#):

So, I took a little bit of notes of how would I summarize this really quickly and I just put in for recruit, relationships have been huge for us over five, six, about seven years now. And what we mean by that often in our program is building first relationships with our tribal nations, so, "What do our tribal nations and tribal departments of ed need, want, and believe about the work we should be doing?" Building relationships with our Native serving schools, so, "Who are the principals and ed leaders, even school board members, but also the teachers in the context that we want to support our Native educators to join and to transform?" And then relationships with individual students.

[\(00:51:57\)](#):

A lot of what we have done over the years begins with individual relationships, face to face, one on one, and grows into families and networks, right? And then I put some notes here around retaining because bringing students into our teacher ed ecosystem is one thing, but really seeing that our students are nurtured and find our teacher education program to be worthwhile is a huge

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challenge that I know many on this call are trying to tackle and deal with. But I added three Rs here, so recognition, relevance, and rigor. I think one of the ways that we have been successful in retaining our scholars is recognizing who they are and what they need and really building relevant programming out of that and doing that in a rigorous way.

[\(00:52:47\)](#):

So, we ask a lot of our teachers. We know that our youth have really urgent needs in their communities, so we don't want to waste anybody's time. And so, thinking through recognition, relevance, and rigor I think have been ways that, in our very baby effort, I would say we've seen that we are able to really build lasting relationships with our educators far beyond our program.

Diana Gates [\(00:53:14\)](#):

Thank you so much Vanessa. And then we will now turn to Shawna. And our question for you is, considering the systems that you work in, what do you think are the most effective ways to retain and support Native educators once they are teaching in the classroom?

Shawna Campbell-Daniels [\(00:53:33\)](#):

Yeah, hi, everyone. It's funny thinking about this question coming from the breakout session that I was just in with all of you because there was so much just listening in, so much great work going on. So as Vanessa said, yeah, this is an amazing gathering of educators. So, from our hat, thinking about the IKEEP program, I think the first thing in this step is the preparation of Native teachers. So, when they go into their teaching experience, I think it's just so important that they have a preservice teacher education that has prepared them for both the mainstream theories and content that all teachers get alongside Indigenous knowledge systems, pedagogy, and praxis.

[\(00:54:38\)](#):

And then once they're in their teaching in the schools, we have to build a system of support around them. And what that looks like can be in many different ways, but does the school have strong relationships with the tribes in their area, having culturally relevant curriculum present and available, but also the connection? In our program, we have a strong cohort model and so providing induction services that keeps them not only connected with the strength of their cohort, but we also have an Indigenous mentorship program where experienced Indigenous educators come alongside our teachers and provide high-quality mentorship from an Indigenous worldview.

[\(00:55:38\)](#):

And these mentors come to them with several years of experience in colonial political schooling structures and have learned how to do that work and support their Native students to thrive within those systems. So, I think, having all of those things available and then also during those induction years, teachers still are connected to the other cohorts coming in. And so, they're going to land-based pedagogy summits, master teacher mentor summits. They have access to continuing support to build their craft in Indigenous education.

Diana Gates [\(00:56:27\)](#):

Thank you, Shawna. And so now we're going to turn back to Elise for another question. Vanessa, as you mentioned that nurturing educators is critical, and I loved the use of nurturing. I think that is such a great way to put it. And Shawna, you just described an ecosystem of support with connection and mentorship being these critical components to it. And so, Elise, we want to ask you, from your perspective as a Native educator currently in the classroom, what other supports do you feel are needed for Native educators?

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Elise Alexandria-Green (00:57:01):

Yes, I'm glad this was brought up. I'm also happy that the other panelists are on the same page here with me because as the cohorts continue with the Claremont Graduate University, we actually advocate for simple things such as healthcare being provided during our time in graduate school and then also a device, a reliable device to use during school because some of us didn't have access to reliable internet or have a computer of our own as we're going through the program. Those are a couple of things that we advocated for and as well as housing or additional housing assistance. As California continues to increase in its real estate, it was really, really difficult living off a very limited stipend because some of us had families.

(00:57:50):

And thankfully, I had my sister who went through it with me. We were able to room together, but other people who were not as lucky as us were struggling to have those basic needs. And as a graduate student too, that was a really difficult where we had to outsource. And as far as I went through my own educational experience with Native tribes and other Native students, I also realized if we do have that connection with the neighboring tribe and have some type of relationship there with the Native educators on campus, that would be really beneficial too because my first placement in the public school, it was really unfortunate because the tribe didn't have Wi-Fi easily accessible.

(00:58:38):

Of course, we were living through COVID and everything, and then for some reason, the administrators did not quite grasp the concept that there's no Wi-Fi, students are missing school and not doing their assignments because they have limited access to the internet. It's simple things like that, I was able to advocate for my own students on behalf of the tribe and everything, to my coworkers and administrators saying that "Hey, this is what's life is like in the tribe." And even at that placement too, they had somewhat of a cultural immersion where they had a representative from their tribe on campus as well. That was helpful too, going through the process, having additional support from the tribe on campus.

(00:59:24):

For my second placement, that was something that was also very much needed though, was that tribal support and having someone there to advocate for majority Native students, because my second one, I had about 65% Indigenous students there. So, it was a large amount, almost the whole school was Native American, which is awesome, but also having a lot more recognition for the Native teachers. There's myself and my sister who taught at that school site together and we were very much involved. We coached basketball. We did afterschool programs, and we did outreach for the neighboring tribes, but those are all things we did on our own.

(01:00:06):

And of course, that takes time and money. So, we had a little more support and retention rates within the ... Well, it's always nice to get paid a little more, right? But it's really unfortunate because the places that we are needed the most which were the places that paid the least. So that's also something that was really difficult to battle with for myself, coming back to California and getting increase in salary versus living in Arizona for two years and living next to the reservations and also dealing with the cost of living and everything. So those are some things that we try to not think about because that's something we signed up for who we wanted to help our Native youth in the public schools.

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[\(01:00:52\)](#):

And unfortunately, that's not always the case, but the reality is that it's really difficult for Native educators to stay within the working system because we're struggling to make ends meet as well. So, it'll be nice, but also if we had that tribal support and if we had some type of cultural immersion ... Oops, there's an announcement. But overall, that's pretty much what all I had to say. Sorry about that.

Diana Gates ([01:01:21](#)):

Thank you, Elise. We appreciate. We know you're very busy. There's a lot going on, so thank you so much for finding the time to share your perspective with us. And so, Shawna, we have a final question for you, and as Elise mentioned, that having a cultural immersion liaison and support from that experience was really helpful as an educator. So, we're hoping that you can talk about how culture and language learning strengthens as school's capacity to retain educators.

Shawna Campbell-Daniels ([01:01:53](#)):

Okay, and I wanted to start by saying, Vanessa, I know you love it when I put you on the spot, but I hope that you'll add a little bit at the end because Vanessa does have a lot of experience in this area and has done a lot of work with the American Indian Language Development Institute, AILD, during the summers and so I think a little addition would be useful. I just wanted to say, just thinking about how culture and language learning helps teachers and their students, of course, connect education to their lives and to their communities. And when it's lacking, schools are a place of disinterest and disconnect for the students, which, as we hear often, both increase dropout rates and drive teachers from the profession at times.

[\(01:02:51\)](#):

But when children's culture and language are valued and practiced and respected within the walls of our schools and they have an opportunity to utilize their home knowledge assets, they're more likely to be engaged. We see them asking more critical questions and demonstrating agency in their learning. So, this is a big contrast from the deficit story of disengagement or, "I don't care about school," or "These children are behind," and teachers' satisfaction in their students succeeding and participating improves their retention and their job satisfaction.

[\(01:03:35\)](#):

And then, just to acknowledge, there are challenges, what are so many competing pressures in colonial schooling? The rigorous testing or arbitrary levels of competencies or specific teacher classroom situations, place community and culture-based education that tailors curriculum to a school's local environment can be daunting for new teachers. However, when culture and language learning is the focus and students are provided a strong culturally rooted academic and social foundation and teachers have support to implement such things, they feel more supported and more confident improving retention. Do you have anything you want to add, Vanessa?

Vanessa Anthony-Stevens ([01:04:32](#)):

So, I'll just add a little bit, you described it perfectly, but I guess I'll just add with a couple of anecdotes to support what Shawna's describing. So, one thing I think we recognized is that schools have been significant in the genocide of Indigenous cultures and languages, right? So, thinking really intentionally about the role of language in our lives as humans and also about the role of Indigenous language in just learning and knowing who we are, so language is our identity, language is our worldview, but then how do we create spaces in schools to do that work I think involves so many people, right? And oftentimes, our teachers are told that, "Well, if you're not a

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fluent speaker, you can't," or "If you don't read and write it, you can't," or, "Well, you're not of the generation that is a first language speaker."

[\(01:05:23\)](#):

So we've got so many different layers in our communities that are being navigated, but thinking about how we invite teachers into the allies, like partners and leaders in reclamation and revitalization of Indigenous language as a worldview and as a practice, I think it's something that we see as, going back to that bullet I had on recognition, "How do we recognize who we are and who our kids are?" So as an anecdote, I'll just share my years as a classroom teacher. So, I'm not a tribal citizen, but I've been part of Apache family for over 20 years, and I have two children who are tribal citizens. And one thing that we talk a lot about in our house is words and what they mean and who you speak them to and what language you use.

[\(01:06:07\)](#):

And too often, what I see in our schools are teachers who are not asked to think about their children through a sociolinguistic worldview and come in with ideas about language purism or that there's only one right way to use language, right? So, I've heard a lot in my journeys as a teacher, teachers who are not familiar with an Indigenous community's language or linguistic or cultural practices easily adopt deficit ideas that, "Well, our kids can't even read or write English. They always are doing run-on sentences." or "They use the wrong preposition."

[\(01:06:43\)](#):

And what we often find is when we study deeply language and the ways in which languages are different and there's lots of variants that we can see that our kids are actually really brilliant, that kids who are growing up in households where we speak multiple languages, where we're translanguaging, where we are learning language through speakers of other languages that our kids know so much. And we need teachers to be able to recognize that, to build on what they know and to strengthen their ... Our kids can be multilingual. We don't need to just speak one language, but we need teachers to be able to understand that themselves, to be able to do that with our children.

[\(01:07:25\)](#):

So, I think that, as humans, we all benefit when our linguistic and cultural repertoires are recognized and we will want to be parts of community, so if we think of a school as a community, when we feel recognized and validated as we are stretched to learn new things, right? Yeah.

Diana Gates ([01:07:44](#)):

Thank you. I really appreciate that. I think one of the things that, as you were talking, just helping teachers switch the lens from deficit to appreciative and looking at the opportunities and strengths that our students have is critical, also in the way, Shawna, that you described that teacher satisfaction is related to their student success. And so, I think bridging all of that together is a really interesting way to think about that. And so, I know we have about two minutes left. And I didn't know, Brenda [inaudible 01:08:19], if there is a question in the chat that you'd like to highlight for our panelists?

Brenda Geiger ([01:08:27](#)):

Thanks, Diana. There are no questions right now, but if you're sitting there thinking about a question that you haven't had a chance to put in the chat now, it's a great time to pop that in and we'll try to elevate that to Diana and the panelists to get a response.

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Speaker X (01:08:43):

Could I ask a question rather than type it?

Diana Gates (01:08:47):

Sure, yeah.

Participant X (01:08:48):

So, we're looking at creating more Indigenous teachers within our communities and one thing that we've noticed is it's really difficult to have somebody that is qualified to help create or Indigenize curriculum, so it's relevant to our students and somebody that is, I guess, very culturally grounded. Do you guys have any ideas about how to go about that? Creating teachers and curriculum at the same time is a pretty heavy lift and it's quite expensive.

Vanessa Anthony-Stevens (01:09:27):

I got caught reading the comments in the chat really quick when you're finishing your question. I'm sorry to ask you to just restate that end question if you don't mind.

Participant X (01:09:36):

So indigenizing curriculum is a pretty heavy lift, and we are looking at different ways to do that and create a teacher pipeline with our Indigenous students as well, so that our kids and our communities are more reflective in our schools. But it is really expensive to do that and creating curriculum is not a small feat at all. So, if you guys have any pointers on that, I would love to hear some.

Elise Alexandria-Green (01:10:08):

Yes, if I may just touch on that briefly. I've heard from other tribes in different entities that they worked with various outside organizations to get funding to promote cultural awareness and also create curriculum based on their tribal needs. As far as doing it for cheap or lesser money, if you really do find that committed group of Indigenous educators within your own tribe, I think that would be very beneficial to get them together to create curriculum. And what teachers like to do is borrow, steal, buy whatever you need to do. If you just need to ... I already know there's quite a bit of Indigenous curriculum out there from various different tribes and different public schools who've done like Native American studies for example, but also adapting that to your needs, I found to be beneficial.

(01:11:03):

I'm a public-school teacher in the public sector, so I had to adapt a lot of my own curriculum just to meet the needs of my students from the Fort McDowell tribe, for Fort McDowell Yavapai and then had to adjust that to Salt River Pima Tribe and Gila River. So even now, as I'm back in California, I've adapted to Northern California tribes like the Pomo Indians, the [inaudible 01:11:26] Indians. So, it is culturally relevant. It does help. It has someone who specializes in Native American studies, so that's why I'm able to adapt it so much because my undergraduate degree was in. So, it does help to have people who put that background as well, just for a general knowledge.

Shawna Campbell-Daniels (01:11:50):

I was going to add too, of course, there are a lot of innovative ways to do this work and a lot of resources out there. I know from my tribe, the Coeur d'Alene tribe, because we had an Office of Indian Ed step grant, one of the projects under that grant was to develop fourth grade Coeur d'Alene Tribe Idaho history curriculum and we had designed five units within that curriculum. But

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one of the things that I learned during that process that I feel like is more global is just like ... So, we had that curriculum aligned to our seasonal calendar. We aligned it to the contents in the most frequently used fourth grade Idaho history textbook.

[\(01:12:49\)](#):

We designed a framework that guides teachers on how to use the curriculum and then we included so many resources we didn't know what to do with. You really could take that as a hub and expand it in so many directions, whether it's cross content or cross grade levels. But I think of it also as a roadmap and I know there's several other versions such as in Oregon and Montana where, if you know the right resources, you can take tools like that and make it applicable or similar to your area if you have a relationship with tribes in your area. So that's one thing that I always think about is first look at what resources you do have around you, even if it's first exploring like a tribe's website in your Aboriginal territory and seeing what you can learn about the tribe in terms of their values, what their tribal vision is, different initiatives they're working on across departments and a lot of that can be connected to curriculum and connected to standards.

Diana Gates [\(01:14:19\)](#):

Thank you, Shauna. So, we are out of time for our panel for today for our second panel and I just want to thank you all so much for sharing your knowledge and your perspectives. I know I feel so impacted by the wisdom and inspiration in this room and I'm excited to get into our next breakout session. So, we are going to transition into that now. And as a reminder, center staff are taking notes and will share a high-level summary of the discussion and results with registered participants following the event. So, we are ready for breakout discussion two.

Speaker X [\(01:14:57\)](#):

Welcome back, everyone. Belin, we'll go ahead and get started.

Belin Tsinnajinnie [\(01:15:03\)](#):

Sounds good. Thank you, everyone, for being here and for the rich conversations that you're bringing. [foreign language 01:15:11]. My name is Belin Tsinnajinnie. I'm talking to you from Santa Fe, New Mexico, the homeland of the [inaudible 01:15:27] speaking and Tewa-speaking Pueblo Nations. I'm Navajo and Filipino. And one of the questions was about possible partnerships and connections to tribes, colleges, state, and federal agencies. And one thing that I was asked to highlight was Regional Educational Laboratories which is part of the Institute of Educational Sciences and wanted to describe what these RELs are. So RELs stands for Regional Educational Laboratories.

[\(01:16:06\)](#):

So RELs collaborate with school districts, state departments of education and other education partners to improve learner outcomes. Their projects are change oriented, focused on evidence-based work to support local, regional, or statewide decisions about educational policies and programs and practices. Their three main activities are conducting applied research; providing technical support around data collection, evidence use, and research; and disseminating up-to-date research evidence. RELs have worked collaboratively with Indigenous communities on joint research activities that improve student learning outcomes throughout the United States.

[\(01:16:49\)](#):

The REL Program website is an excellent place to access research, publications, resources, and tools. We're going to insert that link in the chat to the IES national site for the RELs and we're also going to link it to a Padlet that we're going to provide as part of the resources that you may have

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access to. So, here's the website for the REL. So, we know that Native communities are diverse and span across the continent. We're hoping that current projects are relevant to your work and we, in REL, are always looking for ways to engage in respectful partnerships between Native communities and RELs to expand this growing body of work to improve teaching and learning to benefit Indigenous students and communities.

[\(01:17:54\)](#): So, there are 10 RELs across the United States and the states that are highlighted by color are the RELs that are part of each those 10 regions. And if you click on the website link for the REL websites, you can identify your program sites either using this map or using the search functions to select the region where your state is located. We'd like to invite you to explore searchable database of applied research training and coaching technical support for use of research and projects that have been disseminated. And you'd be able to search and explore these by your region. So, you may be able to identify past projects that are related to your region.

[\(01:18:59\)](#):

And within each REL's regional website are ways to connect with REL through email, Twitter, and newsfeeds. And you'll see that on the icon at the bottom of the page. So, on the slide here, you'll see a little envelope that looks like a way to connect to email and that will give you an opportunity to contact your REL region by email. So, thank you again and I would like to now invite Marie to close out our program.

Marie Mancuso [\(01:19:41\)](#):

Thanks, Belin. Next. As the director of the Region 13 Comprehensive Center, and on behalf of our fellow TA centers in the Western region, I thank you all for joining us today and hope that you will save the dates that are listed on the screen for upcoming sessions that will continue to focus on the policies, practices, and partnerships that are supporting the needs of Native students. In the chat, you will see a link with a survey that we will use to plan those next two sessions. So please take a few minutes to fill that out. Your feedback and input are really important to us. And finally, I want to extend a big thank you, last slide please, to everyone who contributed to today's session, to our participants, our panel members and facilitators, our planning and production teams, and to our partners, the regional comprehensive centers listed here and the Western Educational Equity Assistance Center. We look forward to seeing you at our next session in February. Thank you all for the great conversations and the information that was shared today, and we hope to see you next time.