



MIDWEST Comprehensive Center
at American Institutes for Research ■


American Indian Education Presentation

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Southeast Comprehensive Center—Equity 11/29/2018

MIDWEST Comprehensive Center
at American Institutes for Research ■

- Funded through a U.S. Department of Education grant
- Provides technical assistance to four state education agencies
- Builds capacity and offers support to state education agencies, districts, and schools to improve student outcomes



Minnesota
Wisconsin
Iowa
Illinois

Agenda

1. Introductions and Opening Activity
2. Wisconsin American Indian Education Snapshot
3. Meaningful Participation: Memorandum of Understanding
4. Quality: Minnesota American Indian Education Self-Assessment Project
5. Representation: Teaching Culturally Resources

Commitments for Engaging in Courageous Conversations

1. Stay engaged.
2. Speak your truth.
3. Experience discomfort.
4. Expect and accept nonclosure.

Singleton & Linton, 2006, p. 17.

Opening Activity

Perception V. Reality: Google Search Game

Activity Instructions:

1. Find a partner and choose a search engine.
2. Search the following terms and click images:
 - Native American
 - American Indian
 - African American
 - Latino/Latina/Latinx American
 - Asian American
 - White American
3. Identify similarities and differences in the images displayed.
4. Discuss similarities and differences with your table mates.
5. Do a whole-group share-out on activity findings and their relationship to our equity work.

Wisconsin American Indian Education (AIE) Snapshot

Wisconsin AIE Snapshot

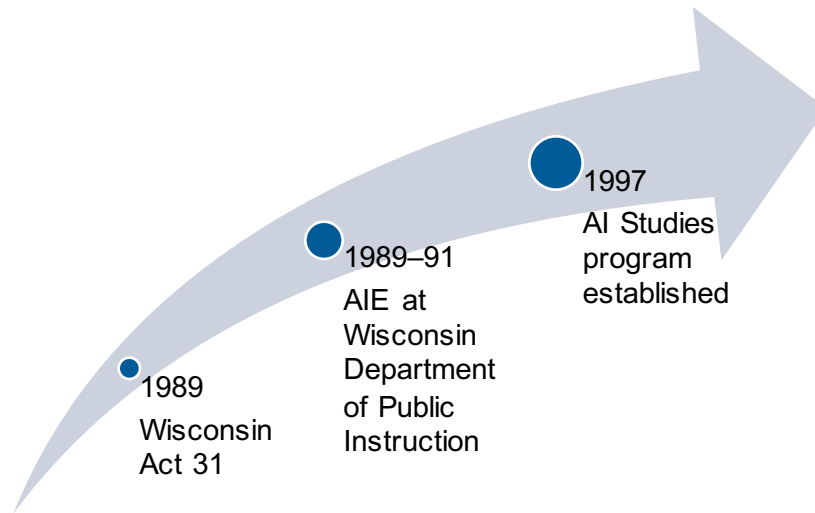


There are 11 federally recognized first nations in Wisconsin:

- Ojibwe (Chippewa)—six bands
- Forest County Potawatomi
- Ho-Chunk Nation
- Menominee Indian Tribe of Wisconsin
- Oneida Nation of Wisconsin
- Stockbridge-Munsee Community of Band of Mohican Indians

Source: <https://wisconsinfirstnations.org/frequently-asked-questions/#q5>

Wisconsin AIE Timeline



Wisconsin Department of Public Instruction

Memoranda of Understanding

Words Matter: Definition of “Memorandum of Understanding”

A memorandum of understanding (MOU) is a document that describes the general terms and principles of an agreement between parties.

Memorandum of agreement (MOA) and **MOU** are both terms that can refer to umbrella agreements between two or more parties; there is no commonly accepted legal difference between the two, but they are not always used interchangeably.

MOUs Between Local Education Agencies and Tribal Nations

- Before the *Every Student Succeeds Act (ESSA)*, most MOUs between local education agencies (LEAs) and tribal nations arose because of conflicts
- In 2016, ESSA required tribal consultation in the development of state ESSA plans. ESSA required at least one consultation with appropriate meetings.
- Wisconsin AI student achievement outcomes:
 - AI graduation rates increased from 65% in 2008 to 85% in 2018.
 - Improved communications between LEAs and districts.



ESSA Consultation With Indian Tribes and Tribal Organizations

ESSA was signed into law on December 10, 2015. The U.S. Department of Education will be responsible for issuing regulations to guide state and district implementation of the Act.

ESSA language regarding the relationship between tribal nations and districts includes:

“SEC. 8538. CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS.”

“(a) IN GENERAL. —To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to **meaningfully** and **substantively** contribute to such plan.”

MOUs Between State Education Agencies and Tribal Nations

- Currently, no other state education agencies (SEAs) have formal MOUs with recognized tribal nations in their respective states.
- The goal is for DPI to establish MOUs with all 11 tribal nations to ensure accountability on both sides.
- Updated the language licenses to revise “Indian language license” - developed in 1980s – with the tribal language.
- Updated tribal libraries.
- Ensure access to culturally responsive early childhood programs.



MOUs Between LEAs and Tribal Nations

- Pre-ESSA, most MOUs between LEAs and tribal nations arose because of conflicts and/or were initiated by the U.S. Office of Civil Rights.
- In 2016, ESSA required tribal consultation in the development of state ESSA plans. ESSA required at least one consultation with appropriate meetings.
- Wisconsin AI student achievement outcomes:
 - AI graduation rates increased from 65% in 2008 to 85% in 2018.
 - Improved communications between LEAs and districts.

Examples of Wisconsin MOUs Between LEAs and Tribal Nations

- Meetings
- Curriculum
- Data sharing
- Programs
- Communications
- Special education
- Discipline
- Logistics
- Staffing



Minnesota American Indian Education Self Assessment Project

Minnesota Department of Education Educational Equity Definition

- Educational equity is the condition of justice, fairness, and inclusion in our systems of education so that all students have **access** to the opportunities to learn and develop to their fullest potentials.
- The pursuit of educational equity recognizes the **historical conditions and barriers** that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions.
- Eliminating those structural and institutional barriers to educational opportunities requires **systemic change** that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome.



Minnesota Equity Commitments

1. Prioritize closing the gaps.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Engage more deeply.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



Note: The Minnesota Department of Education adapted the CCSSO Equity Commitments.

Background

- In 2015-2016, Minnesota Department of Education and MWCC codeveloped a self-assessment instrument intended for LEAs and schools to use to evaluate their services to AI students, their families, and communities. Rubric aligns with the federal and state definition.
- School staff, district leaders, community members, and parents can use the rubric collaboratively to consider and summarize their districts' or schools' progress toward full implementation of a variety of services and programs aimed at these two purposes.

Sections

- Program Support
- Funding and Support: Federal and State
- Educator Effectiveness
- Culture
- Student Learning Standards, Curriculum, and Instruction
- Data-Based Decision Making

Teaching Culturally Project

Aligning Systems With Evidence-Based Practices About Culturally Inclusive, Responsive, and Respectful Education for American Indian Students in Wisconsin



Project Description

The Wisconsin Department of Public Instruction (DPI) has invested in educator training to increase and improve culturally responsive practices. Through this exploration of stakeholder perspectives, DPI will have a better understanding of how leaders and educators in Wisconsin use available resources to enact school-level practices that are culturally inclusive, respectful, and responsive to better meet the needs of American Indian/Native American students.

What are we doing?

- Collecting stakeholder input about how available resources and supports are utilized
- Cocreating an outline of research-based practices, available resources, and identified needs and gaps

Expected outcomes

DPI has (1) access to available evidence based resources, (2) deeper understanding of educator needs, and (3) identified gaps in resources and supports related to classroom and school-level practices that are culturally inclusive, respectful, and responsive.

Tribal Histories Bad River Ojibwe History



By the Kagagon and Bad Rivers, Mary Bigboy, Thomas O'Connor Sr. and Robert Powless Sr. share stories of the Bad River Ojibwe, from their early migration to the Lake Superior shores to a once-thriving lumbering community to the present day honoring of traditions through the drum, ceremonies, and harvesting the wild rice.

Source: <https://video.wpt.org/video/wpt-documentaries-bad-river-ojibwe-history/>

Wisconsin Equity Decision and Policy Tool Guiding Questions

- Through your work, how are you accelerating **growth**/positive change for learners who need it most, based on data, while increasing opportunities for all students?
- What intentional and unintentional **consequences** on educational equity could result from this?
- Based on data, which groups of learners have not yet accessed your work? Specifically, what evidence-based strategies will you use to increase **access** by these learner groups?
- How have you engaged **stakeholders** who are members of the communities influenced by your work? How will you continue to partner with diverse stakeholders to ensure educational equity for all students?



MWCC SEA Indian Education Directors Community of Practice

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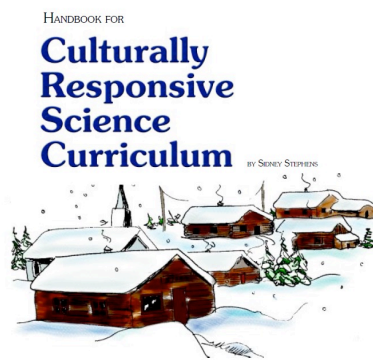


MWCC SEA Indian Education Directors Community of Practice

- The SEA Indian Education community of practice has met virtually once every 6 weeks since August 2016.
- Twenty-seven individuals from 22 states have participated in one or more of the meetings. Collectively, these states are responsible for the education of more than half of the AE students in the United States.
- Panels of members often share with the group best practices from their states.
- Speakers from organizations with relevant expertise have also presented at the meetings. These organizations include the Native American Rights Fund, the U.S. Department of Education's Office of Indian Education, the White House Initiative on American Indian and Alaska Native Education, and the National Indian Education Association.

Other Culturally Responsive Resources

Cultural Standards for Students



“In the winter in Sebaste, if it’s clear and cold, 20° or 4-20°F, maybe there are a few clouds but no ice and calm. The wind isn’t supposed to blow now. If the wind starts to blow when it’s not supposed to, people gathered inside in the store will say ‘ooo, cold.’ In Mapai they say *qumawmawap* which means for a backing the storm. You know it will be stormy—blowing, drifting snow. It makes you decide to stay home. Animals will stay home too. This is very reliable.”

Jonas Ramoth, Hupatay Elder

Standard A. Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Example.

- Students will be able to know and discuss their own genealogy and family history.

Moving Toward Integrated Strategies Yup'ik Traditional Teaching and Inquiry Teaching

<i>Traditional Teaching</i>	<i>Inquiry Teaching</i>	<i>Compatible Strategies</i>
<ul style="list-style-type: none">Elders, family, community and peers teach	<ul style="list-style-type: none">teacher as facilitator of learning; science as a social endeavor	<ul style="list-style-type: none">community involvement, cooperative groups, peer tutoring; multiple teachers as facilitators of learning;
<ul style="list-style-type: none">learning connected to life, seasons, and environment	<ul style="list-style-type: none">investigate fundamental science questions of interest to students	<ul style="list-style-type: none">investigate fundamental science questions related to life, seasons and environment; investigate questions from multiple perspectives and disciplines
<ul style="list-style-type: none">learn by watching, listening and doing; Elder is expert	<ul style="list-style-type: none">active and extended inquiry over time; use of print and electronic sources to help interpret or revise explanation	<ul style="list-style-type: none">learn by active and extended inquiry; use multiple sources of expert knowledge including cultural experts
<ul style="list-style-type: none">emphasize skills and practical application of knowledge	<ul style="list-style-type: none">focus on student understanding and use of scientific knowledge, ideas and inquiry skills	<ul style="list-style-type: none">integrate skill development, understanding and application of knowledge
<ul style="list-style-type: none">knowledge shared through modeling, story telling and innovation	<ul style="list-style-type: none">classroom communication and debate of understandings	<ul style="list-style-type: none">diverse representations and communication of student ideas and work to classmates and community

Source: Stephen, S. (2000). *Handbook for culturally responsive science curriculum* (p. 28).

More Resources

- **Book:** *Everything You Wanted to Know About Indians But Were Afraid to Ask* (Anton Treuer)
- **Video:** *Closing the American Indian Opportunity Gap*
- **Map and More:** Great Lakes Native Culture & Language: The Ways
- **Implementation:** MWCC SEA Indian Education Roles and Responsibilities Document

Wrap-Up

How Do We Get There?



Source:
Dr. Shelly Zion, PhD
Professor, Language, Literacy, and Sociocultural Education
Rowan University, Glassboro, NJ

Next Steps

- STOP
- START
- CONTINUE

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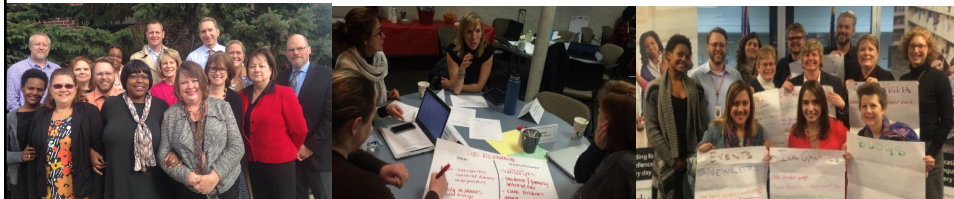
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Thank you, and stay in touch!

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- Minnesota Department of Education. (2018). Ten Minnesota commitments to equity. Retrieved from https://education.mn.gov/mdeprod/idcplg?i dc=Service=GET_FILE&dDocName=MDE073769&RevisionSelectionMethod=latestReleased&Rendition=primary
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