

2nd Annual
**K-12 Indigenous
Literacy Symposium**

Monday October 9th, 2023



Partners

ASU Library

Arizona State University

Labriola National American Indian Data Center



Arizona Humanities



ARIZONA DEPARTMENT OF
EDUCATION

Office of Academic Standards

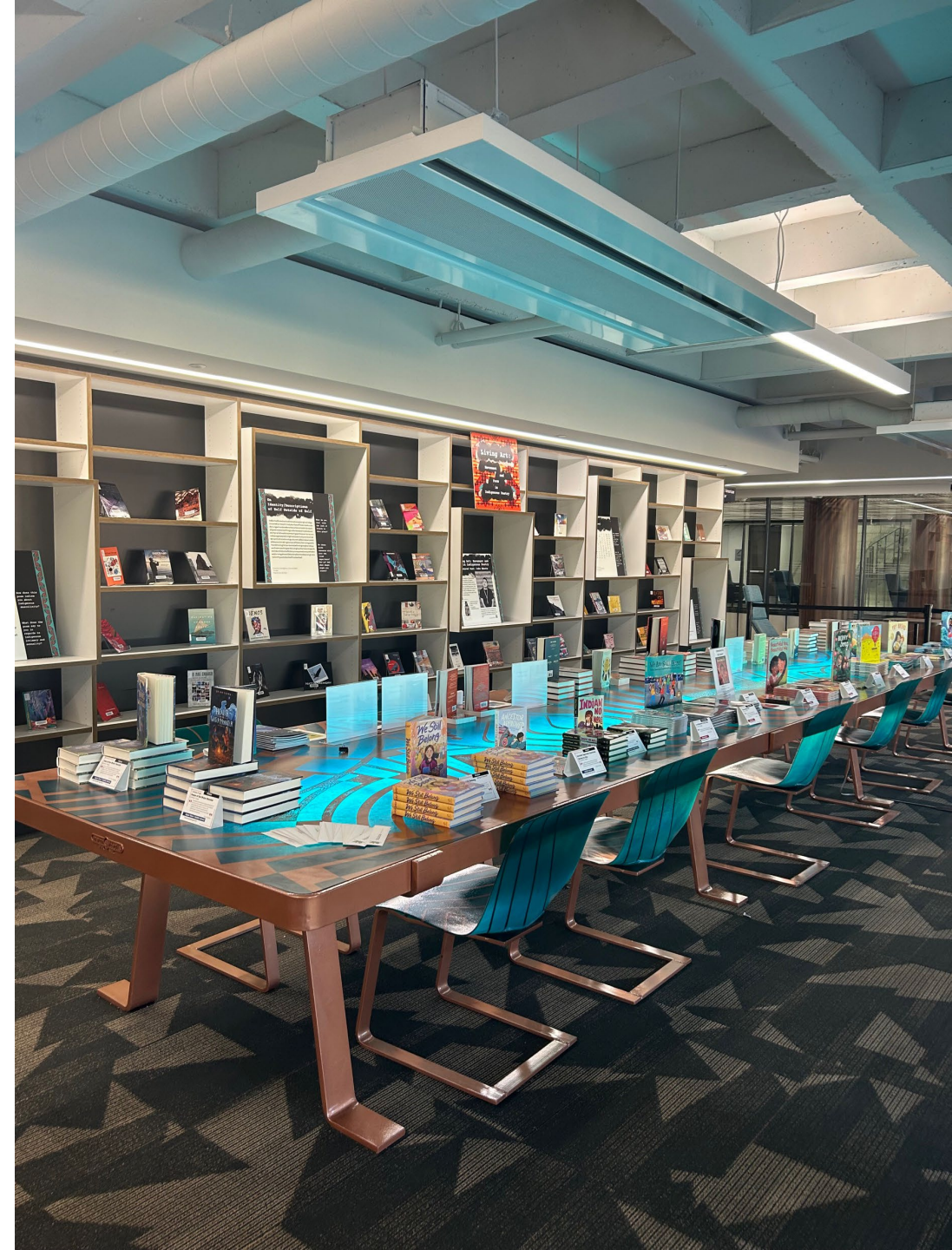


Learning Objectives



During the event, we

- ✓ **identified** evidence-based and culturally relevant instructional practices specific to Native students
- ✓ **explored** the benefits of integrating Indigenous authored literature in our classrooms, schools, and communities
- ✓ **discussed and applied** recommendations for literacy instruction that builds on Native students' cultural strengths



Why host this event?

Figure 6: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in ELA by Race/Ethnicity in SY21

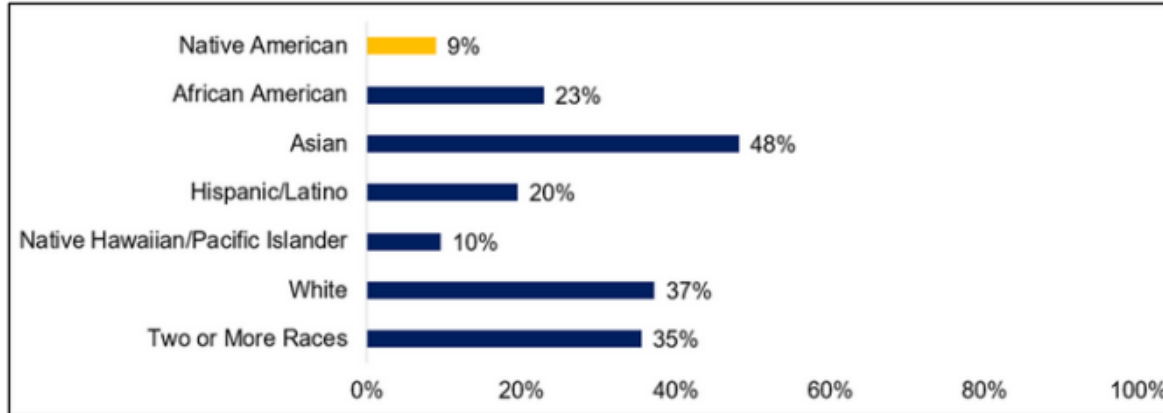
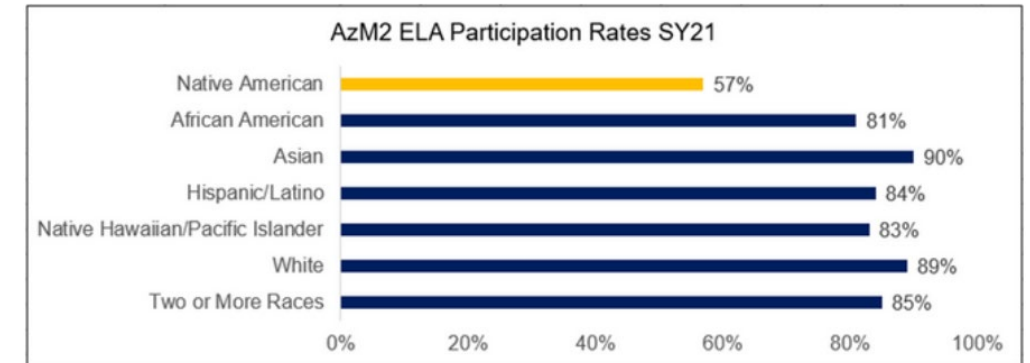
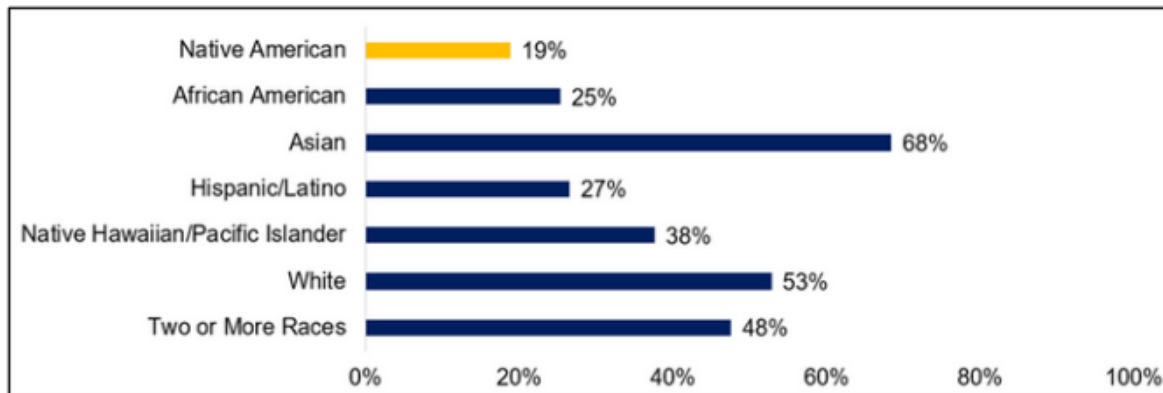


Figure 7: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity in SY21



Source: 2021 Arizona Indian Education Annual Report <https://www.azed.gov/oie/reports>

Table 6. Percentage distribution of fourth- and eighth-grade AI/AN students, whose teachers reported how often they integrate materials about AI/AN culture or history into their reading/language arts lessons, by school type/density: 2019

How often do you integrate materials about AI/AN culture or history into your reading/language arts lessons?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 4				
Never	11	18	6 ^a	2 ^{a,b}
At least once a year	41	55	41 ^a	18 ^{a,b}
At least once a month	30	22	34 ^a	45 ^{a,b}
At least once a week	12	4	13	25 ^{a,b}
Every day or almost every day	6	1	6 ^a	11 ^{a,b}
Grade 8				
Never	24	33	15 ^a	# ^{a,b}
At least once a year	49	57	43 ^a	21 ^{a,b}
At least once a month	16	10	27 ^a	35 ^{a,b}
At least once a week	6	#	12 ^a	29 ^{a,b}
Every day or almost every day	5	#	3	15 ^b

Rounds to zero.

^a Significantly different ($p < .05$) from low density public schools. Comparisons are among the school type/density categories.

^b Significantly different ($p < .05$) from high density public schools. Comparisons are among the school type/density categories.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. School density indicates the proportion of AI/AN students enrolled. Low density public schools have less than 25 percent AI/AN students; high density public schools have 25 percent or more. All AI/AN students includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Detail may not sum to totals because of rounding. Teachers were prompted to select **one** of the response options shown in the questionnaire. Analysis is based on mutually exclusive, single responses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study.

Table 8. Percentage distribution of fourth- and eighth-grade AI/AN students, whose teachers reported how they have their students read literature with AI/AN themes, by school type/density: 2019

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 4: How often do you have your students read literature with AI/AN themes?				
Never	10	15	10	1 ^a
At least once a year	53	65	52 ^a	33 ^{a,b}
At least once a month	25	16	31 ^a	50 ^{a,b}
At least once a week	11	3	4	13 ^{a,b}
Every day or almost every day	1	#	2	2 ^a
Grade 8: How often do you have your students read literature with AI/AN themes?				
Never	20	26	13 ^a	# ^{a,b}
At least once a year	57	65	53 ^a	30 ^{a,b}
At least once a month	15	8	25 ^a	43 ^{a,b}
At least once a week	4	#	8 ^a	19 ^{a,b}
Every day or almost every day	4	#	2	8 ^b
Grade 4: How often do you have your students read literature by AI/AN authors?				
Never	21	28	15 ^a	8 ^a
At least once a year	51	61	58	37 ^{a,b}
At least once a month	22	9	22 ^a	45 ^{a,b}
At least once a week	6	2	3	8 ^{a,b}
Every day or almost every day	1	#	1	2 ^a

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 8: How often do you have your students read literature by AI/AN authors?				
Never	26	34	19 ^a	7 ^{a,b}
At least once a year	53	59	47 ^a	41 ^a
At least once a month	14	7	27 ^a	29 ^a
At least once a week	3	#	7 ^a	15 ^{a,b}
Every day or almost every day	4	#	1	7 ^b
Grade 4: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?				
Never	34	46	30 ^a	5 ^{a,b}
At least once a year	36	43	37	34 ^a
At least once a month	14	10	26 ^a	35 ^{a,b}
At least once a week	15	1	6 ^a	22 ^{a,b}
Every day or almost every day	1	1	1	4 ^{a,b}
Grade 8: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?				
Never	36	47	24 ^a	11 ^{a,b}
At least once a year	42	48	39	13 ^{a,b}
At least once a month	13	5	24 ^a	43 ^{a,b}
At least once a week	5	#	13 ^a	23 ^{a,b}
Every day or almost every day	4	#	1	10 ^b

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study

Table 17. Percentage distribution of fourth- and eighth-grade AI/AN students, whose teachers reported how many times they have attended professional or community-based development programs aimed at developing culturally specific instructional practices for AI/AN students during the last two years, by school type/density: 2019

During the last two years, how many times have you attended professional or community-based development programs (such as in-service classes and workshops, including online classes) aimed at developing culturally specific instructional practices for AI/AN students?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 4				
Never	60	79	42 ^a	30 ^{a,b}
1 or 2 times	22	17	38 ^a	36 ^a
3 or 4 times	13	3	11 ^a	19 ^{a,b}
5 or more times	4	1	9 ^a	16 ^{a,b}
Grade 8				
Never	60	73	47 ^a	24 ^{a,b}
1 or 2 times	22	16	33 ^a	43 ^a
3 or 4 times	14	10	13	20 ^b
5 or more times	4	1	7	13 ^a

^a Significantly different ($p < .05$) from low density public schools. Comparisons are among the school type/density categories.

^b Significantly different ($p < .05$) from high density public schools. Comparisons are among the school type/density categories.

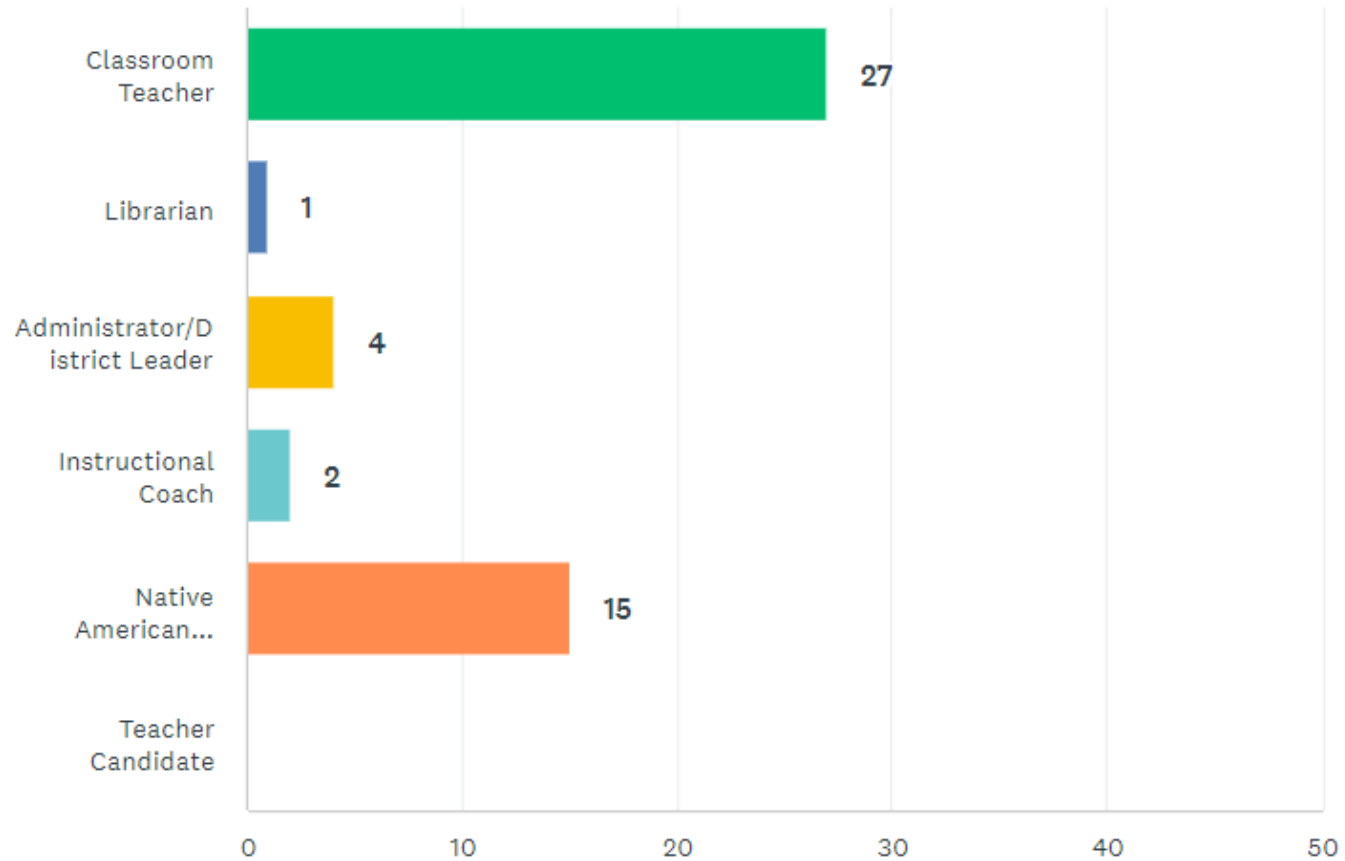
NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. School density indicates the proportion of AI/AN students enrolled. Low density public schools have less than 25 percent AI/AN students; high density public schools have 25 percent or more. All AI/AN students includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Detail may not sum to totals because of rounding.

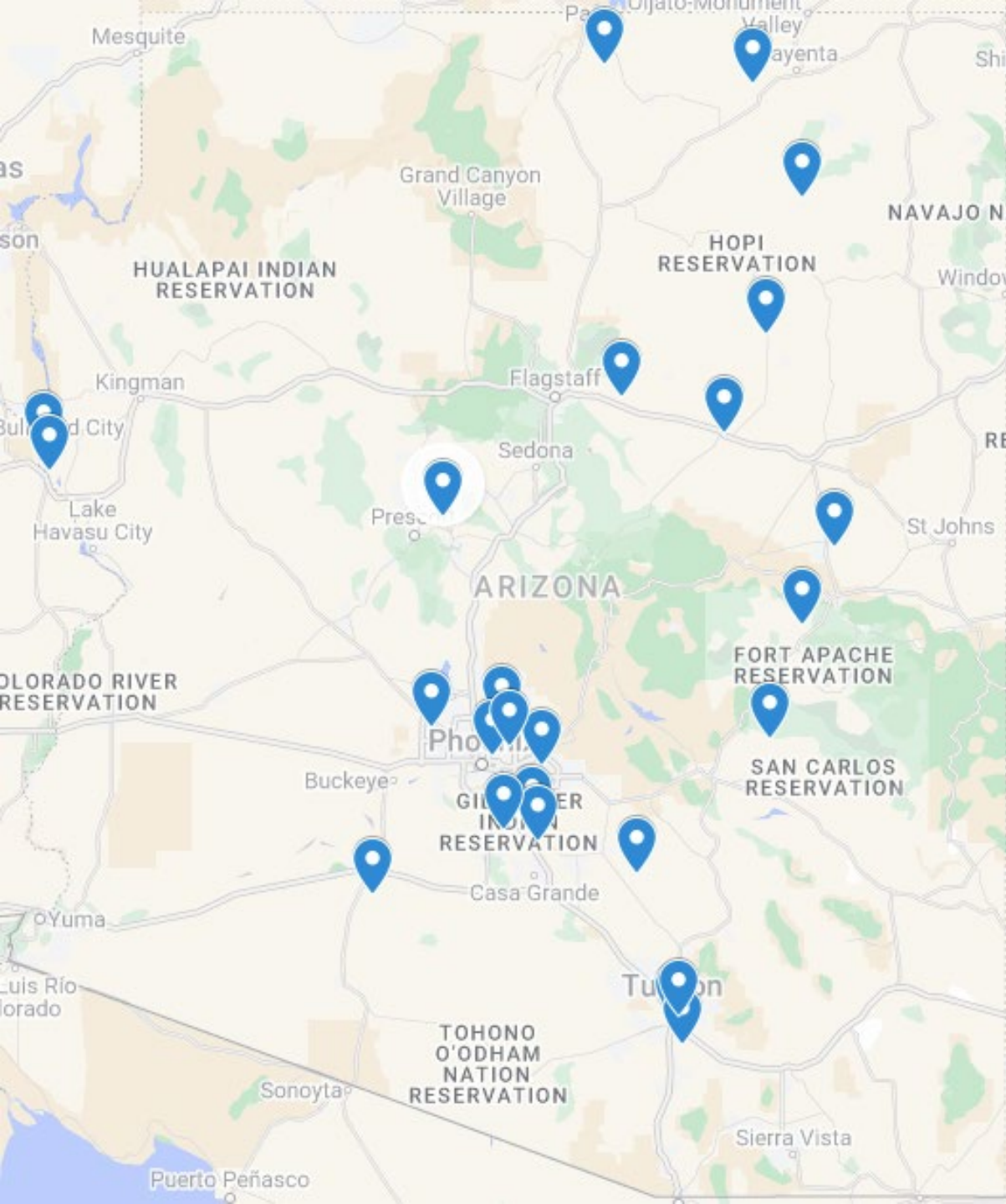
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study.

Participant Demographics

Select the title that best describes your role:

Answered: 49 Skipped: 0





Participant Demographics

- 20 Public School Districts or Charters
- 2 Tribal Education Departments
- 3 BIE / Tribally Controlled Schools
- 2 Non-profits

Participant Feedback

20% of participants were “satisfied” and **80%** of participants were “very satisfied” with the content covered at the symposium

“What was the best part of the symposium?”

Sessions Sharing Indigenous books
talk
Hearing Learning students
resources
reading schools classroom information
literary representation analysis



Breakout Sessions

Sessions Repeated from 2022 Symposium

- 1. Culturally Relevant Instruction and the Science of Reading** (Arizona Department of Education)
- 2. Literary Representation and Analysis** (ASU Labriola Center)
- 3. Valuing Indigenous Knowledge Systems and Respecting Cultural Protocols** (ASU Labriola Center)

Recommended Sessions for Returning Attendees

- 1. Labriola: Supporting Cultural Resilience with our Open Stacks** (ASU Labriola Center)
- 2. Storytelling as Instruction: Using Read-alouds and Discussion Structures to Build Comprehension** (Arizona Department of Education)
- 3. Supporting Literacy Development Outside of English Language Arts** (Arizona Department of Education)

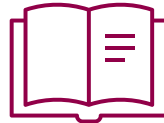
Key Partner: Office of Academic Standards

Hannah Rude



Director of K-12 Social Studies and World
and Native Languages
Hannah.Rude@azed.gov

Lauren Spenceley



Secondary ELA Specialist
Lauren.Spenceley@azed.gov



ACADEMIC STANDARDS

Educate | Empower | Elevate

Upcoming Events and Trainings by the Academic Standards Team which includes:

EARLY CHILDHOOD
EDUCATION

ED TECH & COMPUTER
SCIENCE

ENGLISH LANGUAGE ARTS

MATH

PHYSICAL EDUCATION &
HEALTH

SCIENCE

POST-SECONDARY &
COMMUNITY ENGAGEMENT

SOCIAL STUDIES

WORLD & NATIVE
LANGUAGES

STEM



Check out our Padlet for the most
up to date information.
Email: K12Standards@azed.gov for
more information.

<https://padlet.com/hannahrude/AcademicStandardsUpdates>