

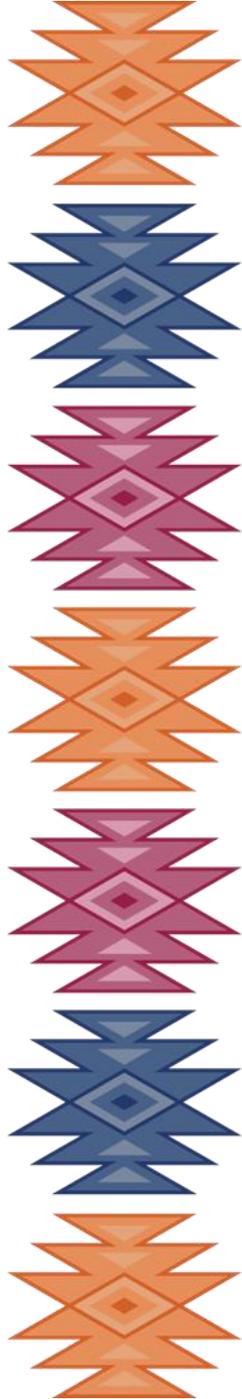
Welcome to...

# **Integrating Indigenous Perspectives in K-12 Classrooms**

**Take a moment to tell us about yourself!**

**Scan the QR Code**





# Integrating Indigenous Perspectives in K-12 Classrooms



Co-hosted by  
Yavapai-Apache Nation  
Arizona Office of Indian Education  
Arizona Office of Academic Standards

# Office of Indian Education



**An office in the Division of School Improvement  
within the Arizona Department of Education**

- ❖ Administers federal and state programs to meet the educational and cultural needs of Arizona Native American students
- ❖ Offers technical assistance in collaboration with all ADE units who interact with Local Education Agencies (LEAs)
- ❖ Partners with internal and external entities to provide resources and professional learning for Native American students and educators

**Arizona Revised Statute 15-244**

“The Arizona Department of Education is a service organization committed to raising academic outcomes and empowering parents.”



## Today's Agenda

- Welcome
- Understanding the Why and the How
- Yavapai-Apache Nation Tribal History
- Remarks from Tribal Leader
- Recommendations and Planning
- Closing



# Today's Objectives

Participants will...

- ✓ **explore** the benefits of integrating Indigenous perspectives into K-12 classrooms
- ✓ **identify** opportunities to integrate Indigenous perspectives based on the AZ State Standards
- ✓ **discuss and apply** recommendations for respectfully integrating Indigenous perspectives into K-12 social studies instruction



**Why include Indigenous perspectives in K-12 classrooms?**

## Indigenous Context of Arizona Schools



**22** Sovereign tribal nations in our state

Over **60,000** Native American/Indigenous students

Representing over **110** sovereign tribal nations

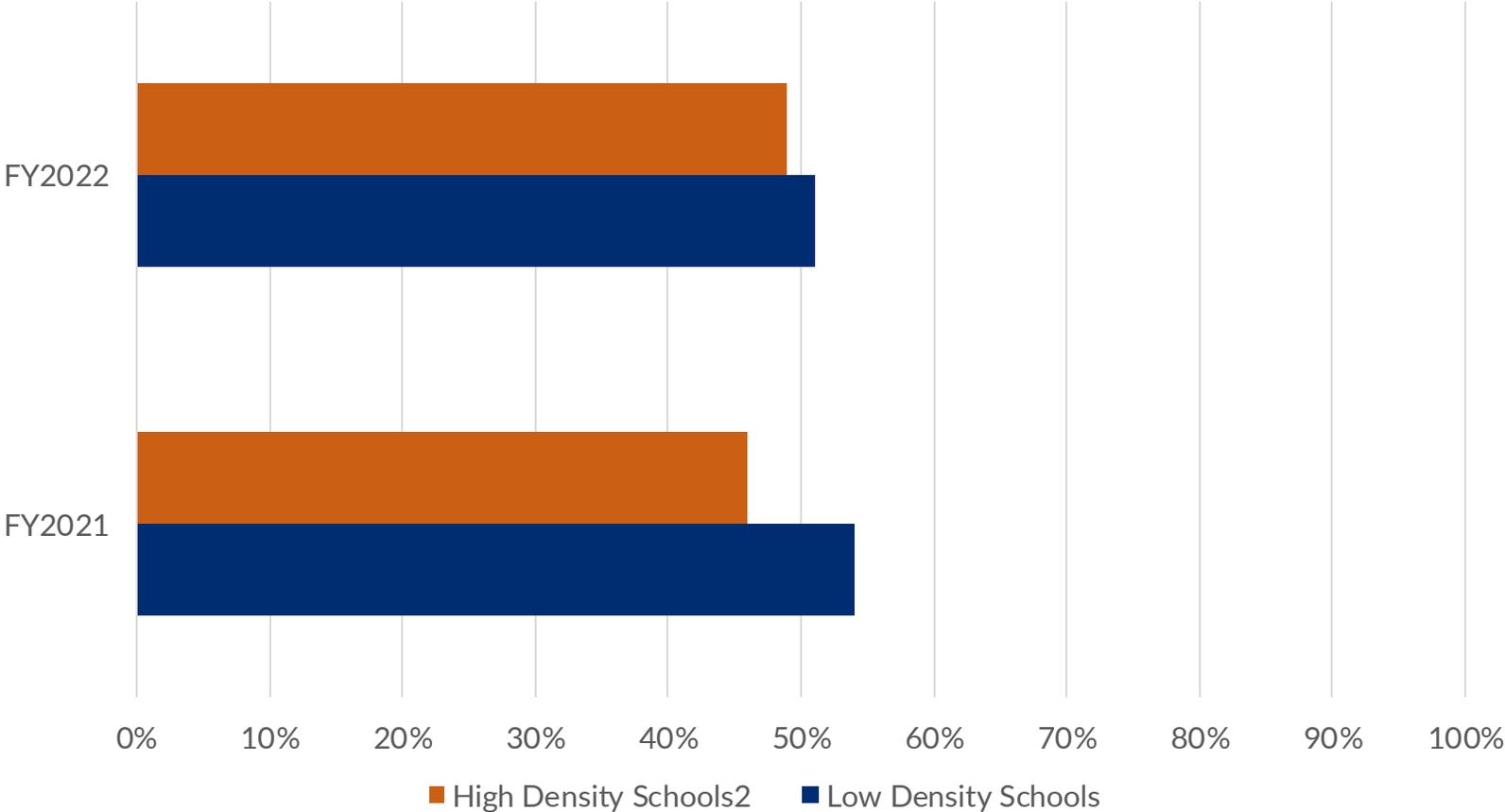
**2300** Public and Charter Schools in **700** Districts

About **90%** of Public and Charter schools  
have at least one student that identifies as AI/AN

About **2%** of teachers identify as AI/AN (1150 out of 57,191)

# Where do our students attend school?

Figure 3: Percent of Native American Students Enrolled in High and Low-Density Schools in Arizona



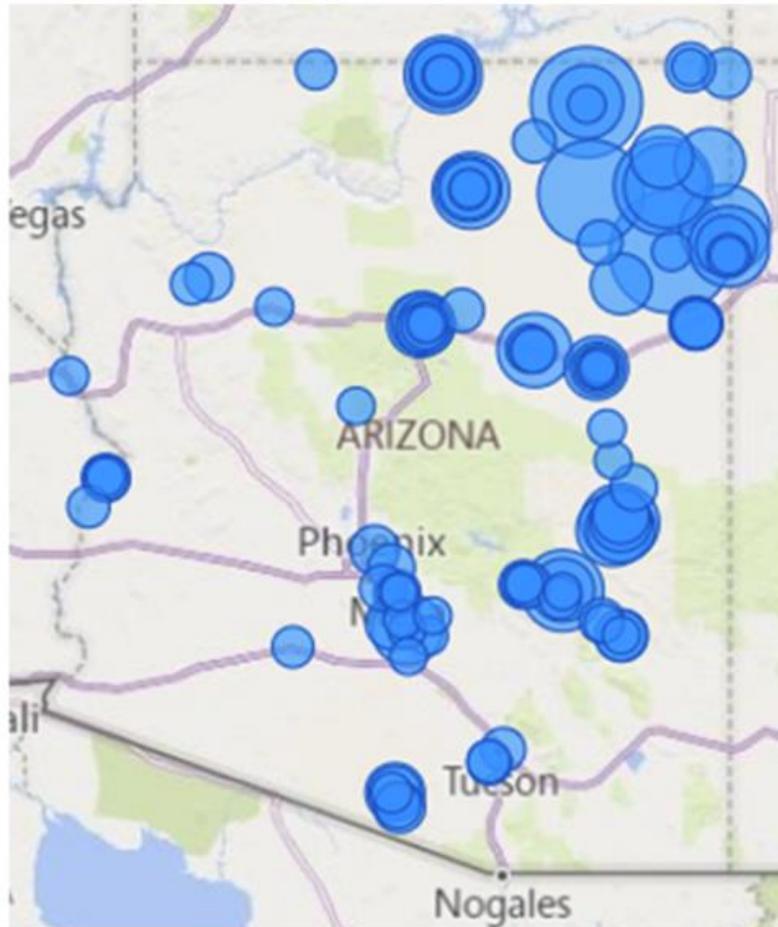
**High-Density Schools:**  
25% or more of all the students in the school are Native American

**Low-Density Schools:**  
less than 25% of all the students in the school are Native American

Source: *2020 Arizona Indian Education Annual Report*

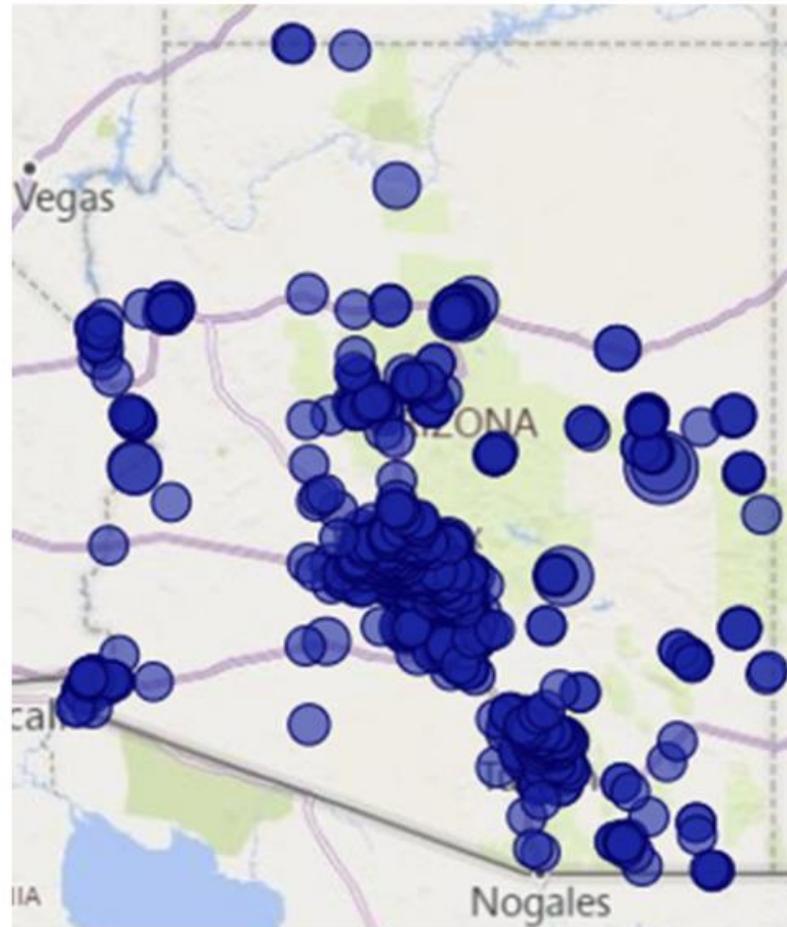
# Where do our students attend school?

## Geographical Information of High-Density Schools



Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents the higher NA student counts in October 1 enrollment.

## Geographical Information of Low-Density Schools

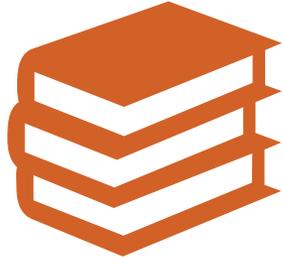


Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents higher NA student counts in October 1 enrollment.

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# Statewide Academic Achievement



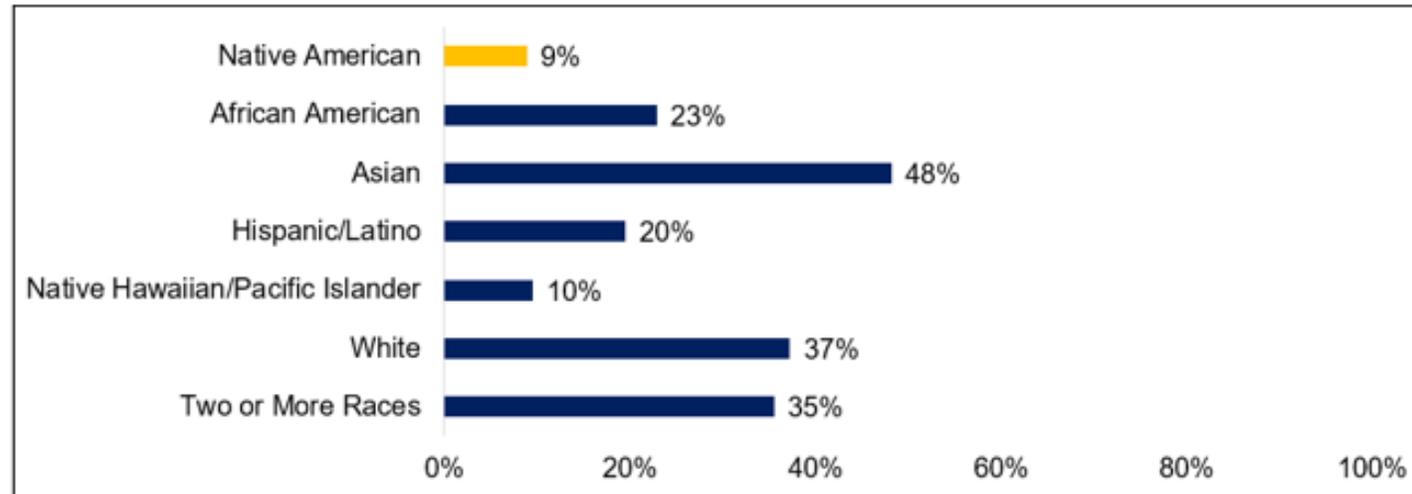
## English Language Arts

**High-Density Schools:** 25% or more of all the students in the school are Native American

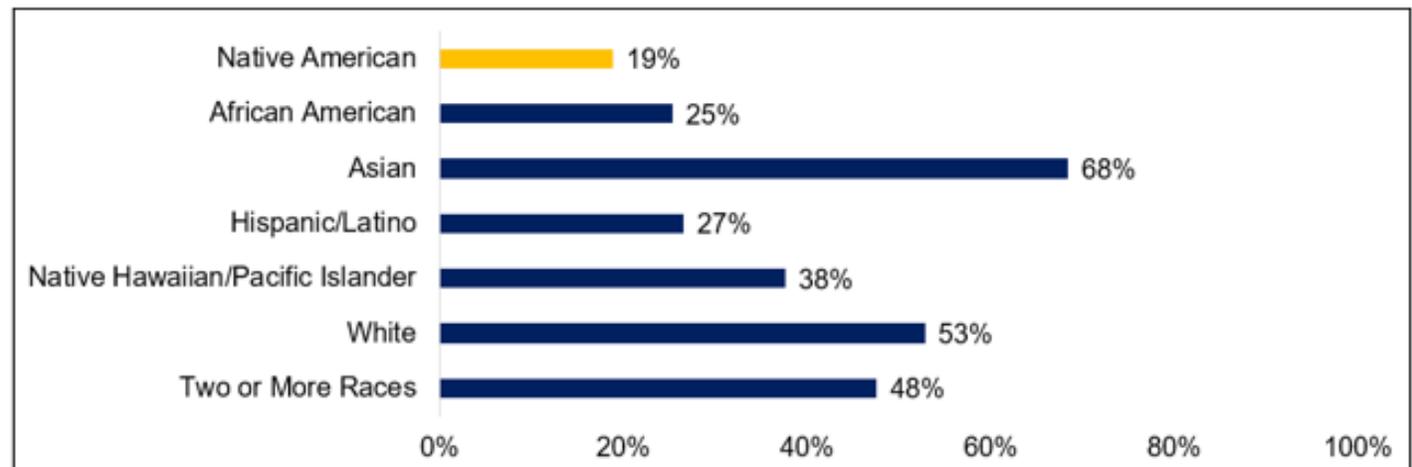
**Low-Density Schools:** less than 25% of all the students in the school are Native American

**Source:** *Arizona Indian Education Annual Report* (May, 2021)

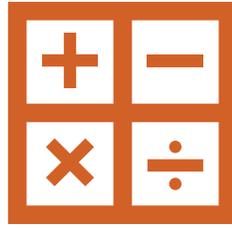
**Figure 6: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in ELA by Race/Ethnicity in SY21**



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



# Statewide Academic Achievement Mathematics

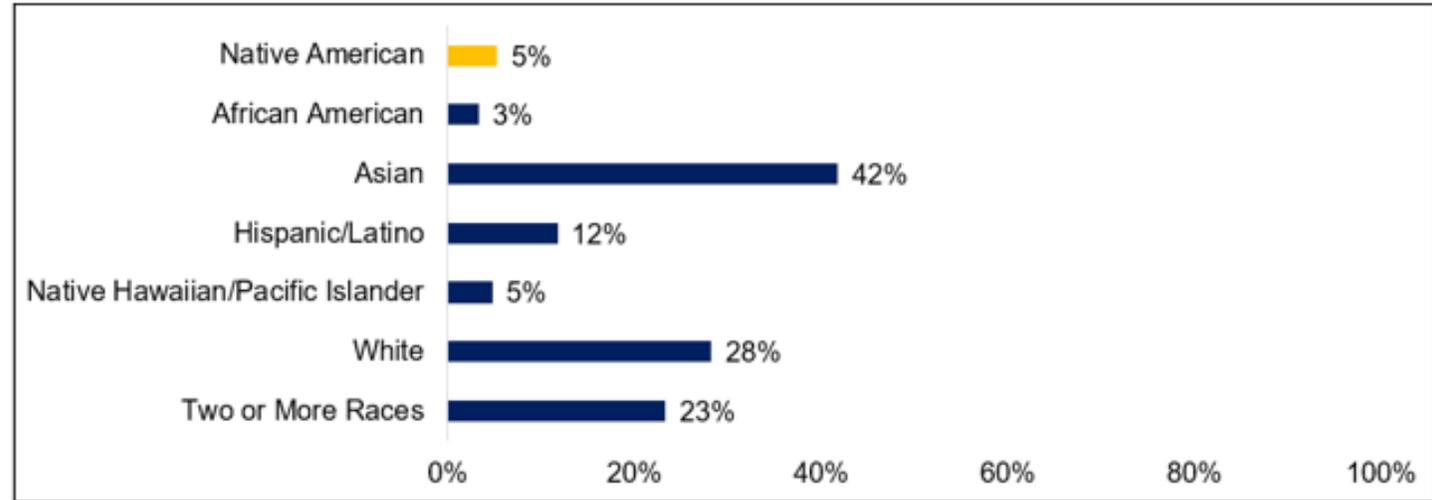


**High-Density Schools:** 25% or more of all the students in the school are Native American

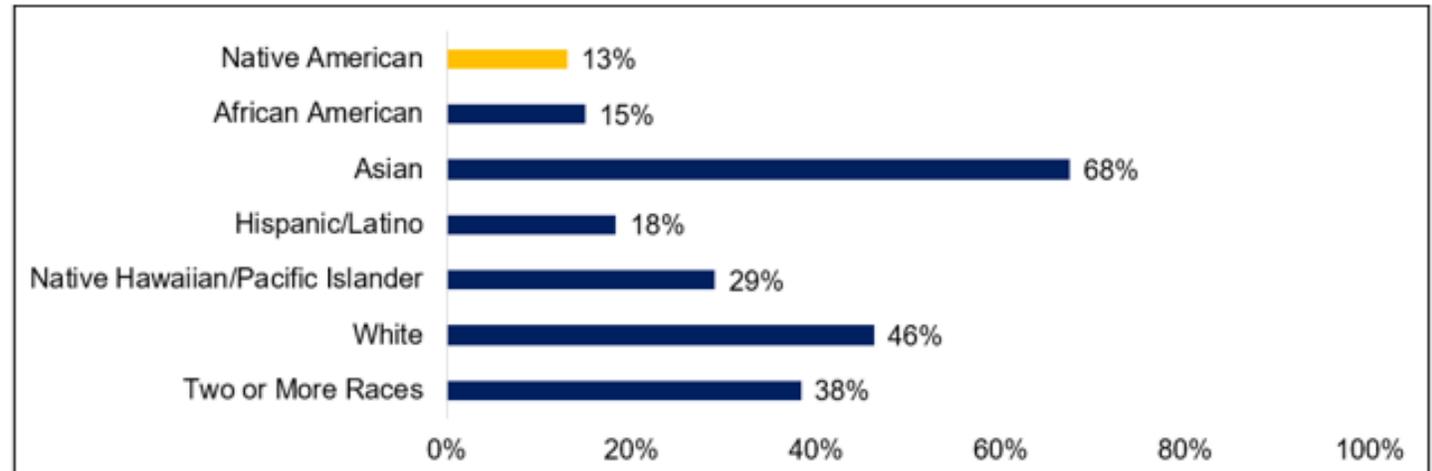
**Low-Density Schools:** less than 25% of all the students in the school are Native American

**Source:** *Arizona Indian Education Annual Report* (May, 2021)

**Figure 8: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in Math by Race/Ethnicity in SY21**

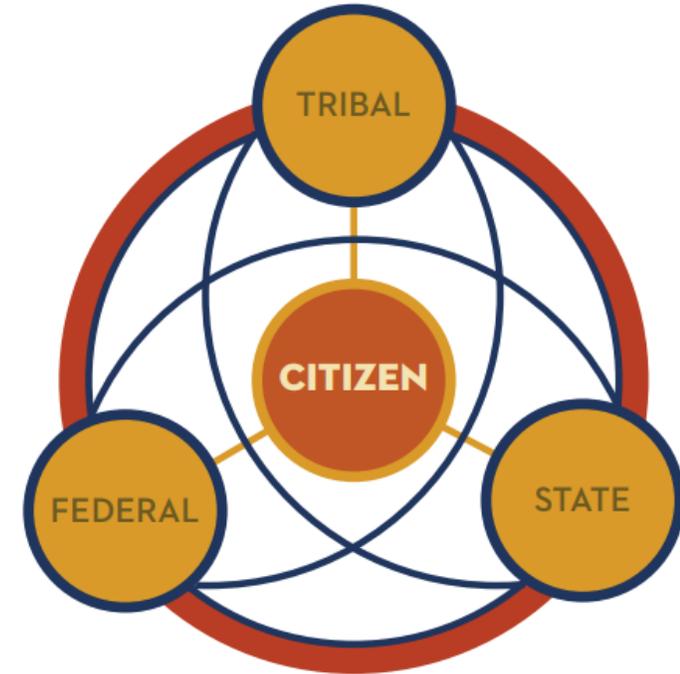


**Figure 9: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in SY21**



# What is tribal sovereignty?

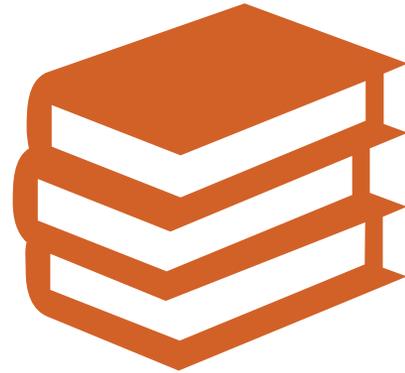
- The **inherent** authority of Indigenous tribal nations to govern themselves within the borders of the United States.
- Tribal sovereignty includes the **inherent** right to govern one's community, the ability to preserve one's culture, and the right to control one's own economy.
- Native peoples and governments have **inherent** rights and a **political relationship** with the US government that does not derive from race or ethnicity.



# Connections to Indian Education



**370** treaties  
signed between  
1778 - 1871



Treaties contained  
provisions for  
educating Indians



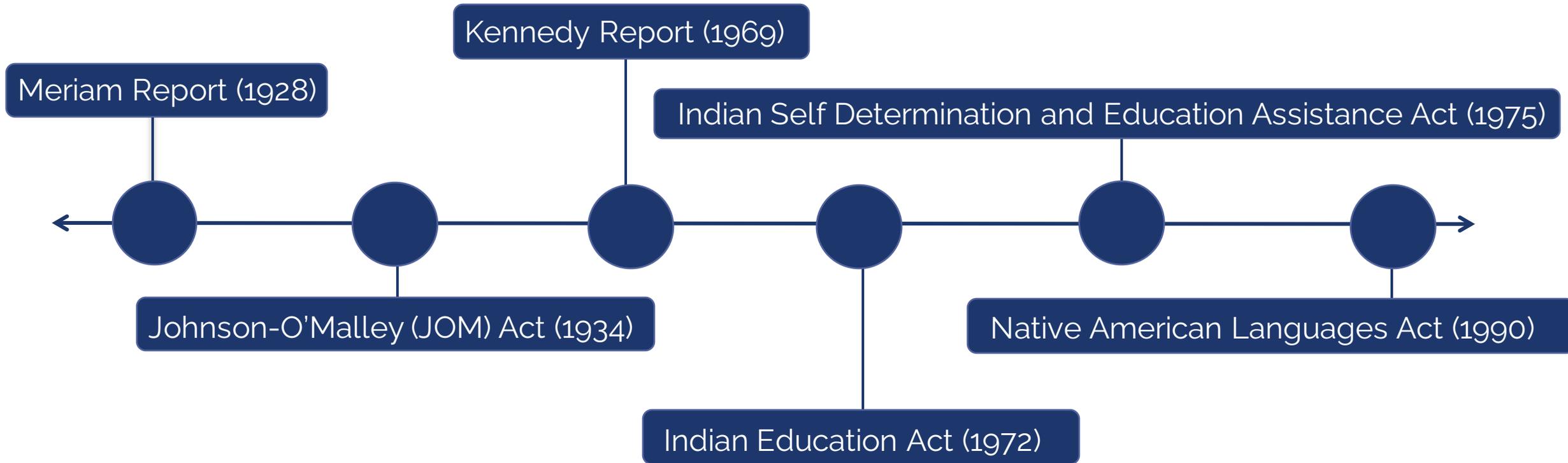
Led to Indian  
Boarding School Era  
beginning in 1880s

As a component of the “**Trust Responsibility**” of the Federal Government

# Contemporary Indian Education Policies

- **Indian Education Act (1972)** has been reauthorized under the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB), and Every Student Succeeds Act (ESSA)
- **A.R.S. 15-244 Indian Education Act** – OIE provides support to schools and tribal nations around:
  - curricula and instruction that are culturally relevant and aligned to state standards
  - family and community engagement

# Modern Indian Education Timeline



- Consistent call for education that was **culturally appropriate** and held Native students to the same **high standards** as others

# Culturally relevant approaches are inclusive of both



**Content  
(Curricular)**

choices

and



**Process  
(Instructional)**

choices

Because culture influences

**WHAT students**

and

**HOW they know**

# Evidence-based Instructional Strategies

1. **Connect** academic content to the lives and cultural contexts of students
2. **Collaborate** with subject matter experts
3. **Use** modeling and demonstration techniques
4. **Incorporate** culturally-specific American Indian communication styles and structures
5. **Develop** language and literacy skills across content areas
6. **Use** content related dialogue
7. **Allow** students to direct small group activities
8. **Uncover** knowledge in partnership with students
9. **Engage** students in cognitively challenging activities
10. **Participate** in professional development and implementation support

**Source:** Regional Educational Laboratory Southwest, published November 2021.

<https://ies.ed.gov/ncee/rel/regions/southwest/pdf/infographics/RELSW-Infog-AICRP-508.pdf>

# Traditional Indigenous Education

Teaching and learning practices that have been used by Indigenous communities for generations

## Characteristics

- Relational
- Place-based
- Experiential
- Holistic

## Pedagogical Methods

- Student-centered and inquiry-based
- Oral Traditions and Storytelling
- Modeling and Demonstration
- Intergenerational learning



# Reflection Activity

**Scan the QR Code and share...**

- Which strategies are you already using in your classroom or school?
- Which strategies would you like additional support with?



# Connections to AZ State Standards

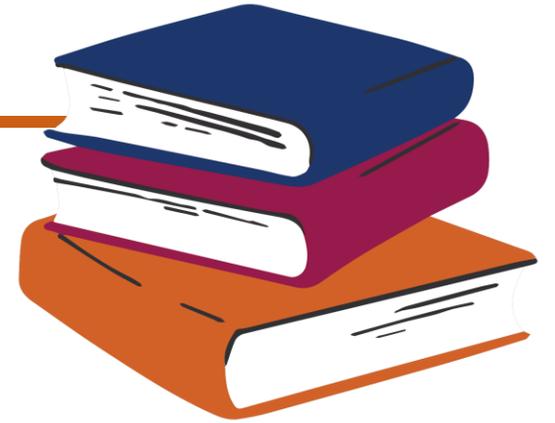
These strategies align with overall goals, priorities, and practices of standards in four core areas

---

## English Language Arts

### **Successful Arizona English Language Arts Students**

- Demonstrate academic independence;
- Build strong content knowledge;
- Respond to the varying demands of audience, task, purpose, and discipline;
- Comprehend as well as critique;
- Use technology and digital media strategically and capably;
- Understand other perspectives and cultures.



# Connections to AZ State Standards

These strategies align with overall goals, priorities, and practices of standards in four core areas

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## Mathematics

### Mathematic Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable argument and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



# Connections to AZ State Standards

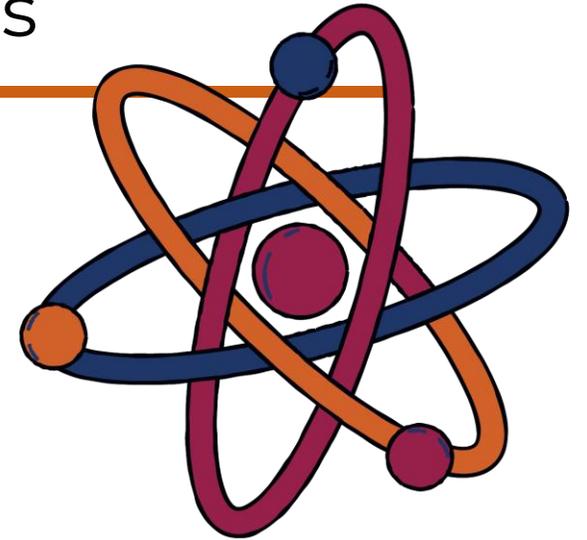
These strategies align with overall goals, priorities, and practices of standards in four core areas

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## Science

### Science and Engineering Practices

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument from evidence
- obtain, evaluate, and communicate information



# Connections to AZ State Standards

These strategies align with overall goals, priorities, and practices of standards in four core areas

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## Social Studies

### **Guiding principles for social studies education:**

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.



# Why include Indigenous perspectives?

**Strategy 1. Connect** academic content to the lives and cultural contexts of students

→ Improves test scores and academic achievement

(Kisker et al., 2012; Lipka & Adams, 2004; Hilberg et al., 2006)

→ Prepares Native students for college, career, and community success

→ Supports tribal sovereignty

→ Repairs historically negative relationships between Native students / families / communities and schools

# Why include Indigenous perspectives?

## Required by AZ Law

### **A.R.S. 15-710**

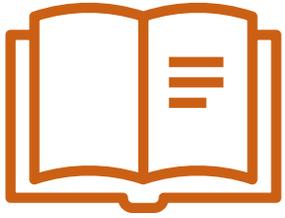
“All schools shall give instruction in the essentials, sources and history of the Constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona, **including the history of Native Americans in Arizona**. The instruction shall be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively.”

### **A.R.S. 15-341**

“The governing board shall...33. Incorporate instruction on **Native American history** into appropriate existing curricula”

# Why include Indigenous perspectives?

Required by AZ Social Studies Standards



- Include 34 explicit references to...

- “Native American”

- “Native”

- “Tribal” and “Tribal governments”

- “Indian” or “Indian nations”

- “Indigenous”



- Numerous implicit opportunities for connections

# Exploring the Standards by Grade Level

## Small Groups

- 10 minutes
- Discuss at least one standard you identified and any other reflections to the prompts below



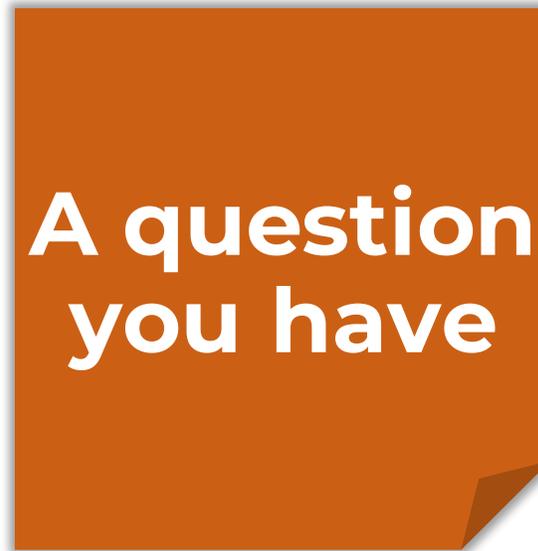
- *What are the obvious standards and what are a few others that may be not so obvious?*
- *Where do you see opportunities to integrate Indigenous perspectives within your grade level standards?*

# Learning from Tribal Nations in Arizona

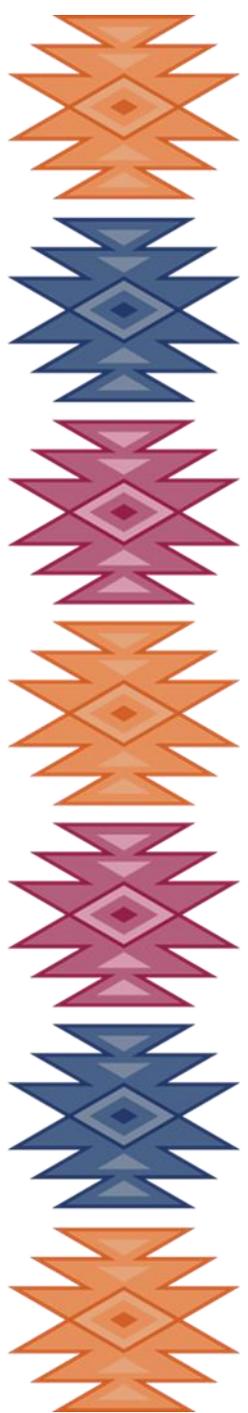


# Reflections & Break

- Based on Yavapai-Prescott Indian Tribe's presentation, write on a sticky note...



- When finished, Bring your sticky notes to the posters and **take your break!**





**Classroom  
Recommendations  
and Applications**

# Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (2019)

## National Council for the Social Studies Position Statement

### Recommendations

1. Commit to responsible representations
2. Teach current events and movements
3. Teach tribal governance and sovereignty as civics
4. Challenge Eurocentrism
5. Affirm Indigenous Knowledges
6. Learn from long standing Indigenous advocacy for curriculum reform
7. Foster relationships and engage in meaningful consultation

[https://www.socialstudies.org/system/files/publications/articles/se\\_8203167\\_0.pdf](https://www.socialstudies.org/system/files/publications/articles/se_8203167_0.pdf)

# Activity: Exploring the 7 Recommendations

**Step 1.** On your own, **read** the section of the position statement based on your assigned number

- Underline main ideas and specific recommendations
- Complete the That Sums it Up Graphic Organizer, **the Independent Section**

Discovery | That Sums It Up  
EDUCATION | GRAPHIC ORGANIZER

NAME: \_\_\_\_\_

**Independent Observations:** Read document you have been assigned, pausing frequently to record your observations below. Read the document a second time without pausing and star next to the five most important things to understand from the reading.

**Group Key Ideas:** Compare you list of top five key ideas with your group/partner. Work together to consolidate your ideas into a single list. Take notes below.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**Independent Summary:** Use your key points to develop a short one to two sentence summary of the readings.

\_\_\_\_\_

**Group Main Idea:** Use your summaries and the five key ideas to create a word or phrase that identifies the main idea.

\_\_\_\_\_



# Activity: Exploring the 7 Recommendations

## Step 2. Discuss your ideas with the group

- Allow each person to share their key ideas and summaries
- Identify similarities and differences in your response
- Add your combined ideas to Group Section of the That Sums it Up graphic organizer



Discovery | That Sums It Up  
EDUCATION | GRAPHIC ORGANIZER

NAME: \_\_\_\_\_

**Independent Observations:** Read document you have been assigned, pausing frequently to record your observations below. Read the document a second time without pausing and star next to the five most important things to understand from the reading.

**Group Key Ideas:** Compare your list of top five key ideas with your group/partner. Work together to consolidate your ideas into a single list. Take notes below.

- 1.
- 2.
- 3.
- 4.
- 5.

**Independent Summary:** Use your key points to develop a short one to two sentence summary of the readings.

**Group Main Idea:** Use your summaries and the five key ideas to create a word or phrase that identifies the main idea.

Two blue arrows pointing to the Group Key Ideas and Group Main Idea sections of the graphic organizer.

# Activity: Exploring the 7 Recommendations

**Step 3. Co-create** a poster summarizing the main idea and specific recommendations

- Use the information you wrote on the Group Section of the graphic organizer
- Use evidence from the text
- Leave room at the bottom of your poster for later!



**Title of Recommendation**

- Key points

Main idea word  
or phrase

**Activity:** Exploring the 7 Recommendations

**Step 3. Explore** the posters with your group and discuss

- Think about how you would implement these strategies into your classroom



**5:00**

# Quick Reflections

1. Which recommendation are you most interested in applying in your classroom?
2. Which thinking routine are most excited to use in your classroom?



**Scan the QR Code to share your reflections**



# Culturally Responsive Assessment of Indigenous Schooling (CRAIS) Tool

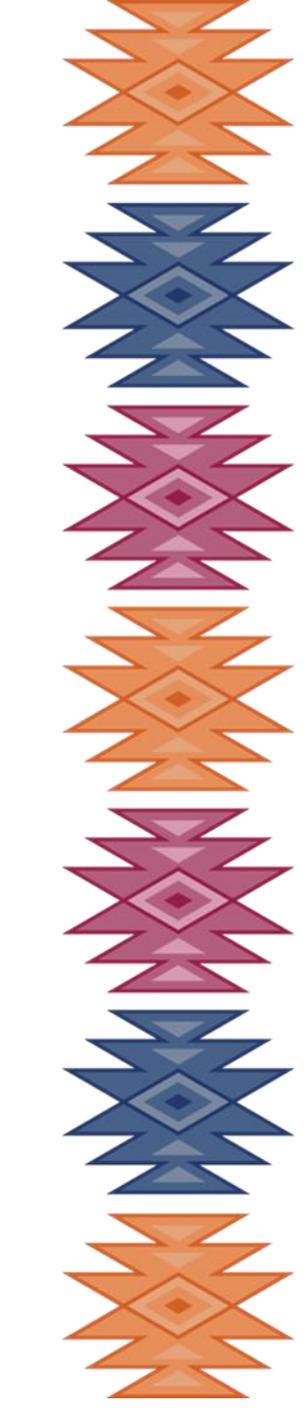
## Five helpful categories for thinking about implications for improved practice

Relationality, Relationships, and Communities	Indigenous Knowledge Systems and Language	Sociopolitical Context and Concepts, and specifically tribal sovereignty	Representations of Indigenous Peoples	Critical Understandings of Diversity
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**Note:** "this tool is to provide a resource for educators and researchers to assess the degree to which the core principles of culturally responsive schooling are present in **schools serving high numbers of Indigenous students**"

Castagno, A.E., Joseph, D., & Dass, P.M. (2021). Culturally responsive assessment of Indigenous schooling tool. Flagstaff, AZ: Institute for Native-serving Educators

<https://in.nau.edu/wp-content/uploads/sites/101/2021/10/CRAIS-Tool-Oct-2021.pdf>



# Turn and Talk

How do the 23 principles in the CRAIS Tool connect with the evidence-based instructional practices or the NCSS recommendations?



# **Activity:** Teaching Vignettes Analysis

## **Step 1. Independent** reading and reflection

- Read your vignette on your own
- Complete the graphic organizer



# Activity: Teaching Vignettes Analysis

**Step 2. Collaboratively** with your table group

- Provide a summary of your vignette
- Choose 2 reflections from your graphic organizer to share



# Brainstorming

## 1. Explore resource collection

## 2. Share your ideas with a partner

- What are you taking away from our time together today?
- How are you going to apply what you've learned to your instructional design?
- What connections are you making to your specific context and classroom?



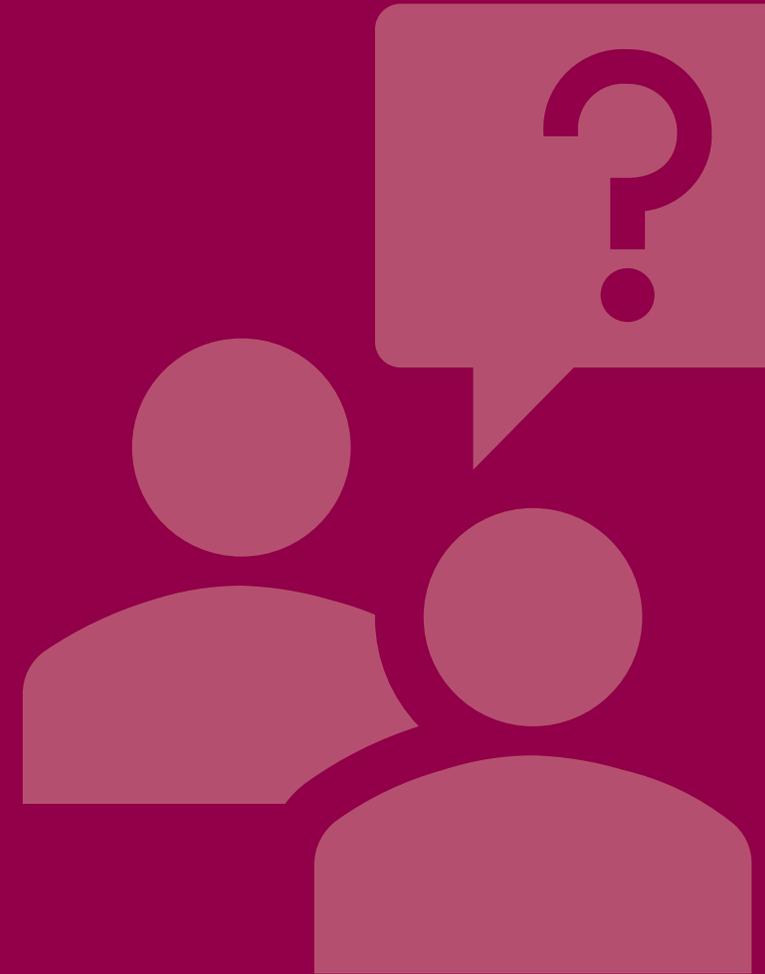
**Wakelet of Resources: <https://wke.it/w/s/zHDq0g>**



# Closing Reflections

# Time for Questions

What questions do you have about integrating Indigenous perspectives in your classroom?





# Closing Takeaways

- Integrating Indigenous perspectives supports increased academic achievement among Native American students
- Look for explicit and implicit opportunities to include Indigenous perspectives in the AZ State Standards
- Honor the knowledge of local tribal nations and community / cultural experts through relationship building and consultation
- Intentionally plan for how you will respectfully integrate Indigenous perspectives – consider responsible representation, current events and movements, tribal sovereignty, and Indigenous knowledge

# Feedback Survey

- ✓ Please complete the following survey.



SCAN ME

**Survey link:**

<https://azed.surveymonkey.com/r/WF9YNP7>

# Closing Thank You

## Questions? Contact Us

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