

North Dakota Native American Needs Action Plan Fact Sheet

Who develops the action plan, how often is it released, and why is it created?

The North Dakota Department of Public Instruction (ND DPI) develops the North Dakota Native American Needs Assessment Action Plan each year to provide schools with large numbers of Native American students with resources and support they need to better assist those students in making academic gains.

How is the action plan developed?

The action plan is the result of the administration of the North Dakota Native American Needs Assessment to practitioners and administrators at schools with large proportions of Native students (29 schools) as well as the five largest districts in North Dakota. These districts include Bismarck School District 1, Fargo Public Schools, Mandan Public Schools, and Grand Forks Public Schools. During 2017, ND DPI sent out separate surveys to administrators and educators. Each group answered a series of multiple choice and open-ended questions that described the needs of their districts, schools, and students. Over 600 educators and administrators answered the questions. Working closely with the Regional Educational Laboratory Central, ND DPI compiled and analyzed the results of those administrator and teacher surveys, and selected resources and professional development offerings that addressed respondents' concerns.

What does the action plan include?

The action plan provides resources and tools that administrators, teachers, and other educators can use to support the education of Native American students as determined through the North Dakota Native American Needs Assessment survey. Those resources include lessons from the North Dakota Native American Essential Understandings Project as well as research-based reports and professional development from established private, state, and federal agencies.

How is the action plan structured?

The current action plan provides resources under multiple strategies organized under four categories of needs. Labels indicate the type of resource and whether resources are appropriate for educators or administrators. Below is the organization of the needs and strategies:

Need: Culturally Responsive Curriculum and Instruction

- Strategy: Ensure Curriculum is standards based
- Strategy: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources
- Strategy: Provide multiple means of representation, action, expression, and engagement opportunities for students
- Strategy: Engage parents, families, and the community in the design and implementation of programming approaches
- Strategy: Validate students' culture, using diversified instructional strategies and resources and incorporating accurate cultural knowledge and language into the curriculum
- Strategy: Hold high expectations for student learning

Need: Social-Emotional Learning

- Strategy: Provide students with positive, self-relevant representations of role models to promote belonging
- Strategy: Promote positive cultural identity that emphasizes connectedness and interdependence
- Strategy: Build positive, trusting student-teacher and peer relationships
- Strategy: Develop SEL and cultural programming incorporating students' first language
- Strategy: Foster school-family partnerships, and involve families in interventions and programming for social and emotional development

Need: Using Equitable Instructional Practices

- Strategy: Develop understanding of the meaning of equity
- Strategy: Purposefully integrate equity into teaching practices
- Strategy: Use leadership practices that promote equity
- Strategy: Develop practices and policies that support equitable outcomes for all students

Need: Engaging with the Native American Community

- Strategy 1: Use structured processes to engage in dialogue with the community
- Strategy 2: Partner with the community to develop equity action plans

Why is the action plan important to teacher candidate learning?

Teacher candidates interested in working with Native American students, especially in North Dakota and surrounding states, should become familiar with the action plan as a tool used by ND DPI to help improve Native American student outcomes as well as enhance teacher and administrator knowledge, confidence, and awareness of a range of strategies addressing Native education needs. The plan also serves as a valuable aggregator of the best research-based and tribal resources for teacher and administrator candidates interested in working with Native populations.