Menu of Possible Interventions for Native American Students
Guidance, Practices, Programs, Strategies, and Resources

Native American Student Supports Identified by the Literature
1. Dropout prevention programs are needed in schools attended by Native American students
2. High school equivalency programs (i.e., G.E.D.) are a high-priority education need identified by tribal elders
3. Teachers should incorporate traditional Native approaches which emphasize cooperation and reflection
4. Graduation rates can be positively influenced by the following:
   a. active parent and community involvement programs
   b. encouraging student proficiency in their Native language as well as in English
   c. incorporating tribal culture, values and beliefs in instruction
   d. encouraging student leadership and having a high-expectation mindset
5. Teachers must know to incorporate Native American culture into classroom instruction
6. Teachers must know how to nurture resilience and instill high self-esteem in students
7. Students may benefit from the use of small-group or one-on-one tutoring settings
8. Successful teachers tend to be those who immerse themselves in the community in which they teach

Schools and District Support Recommendations
1. Provide professional development on culturally-responsive pedagogy – i.e. provide webinars that would increase awareness of culturally-relevant academic needs of Native American students
2. Develop a culturally-relevant curriculum dealing with specific North Dakota tribal history, government, and culture
3. Create awareness of Native American sovereignty issues among classroom teachers
4. Increase community and parent engagement efforts through workshops and training sessions
   a. Encourage schools to host Parent Nights for Native American parents and families
   b. Provide community dinners to establish positive relationships with tribes and promote collaborative opportunities with local tribal governments
   c. Support districts and schools in promoting home visitations for Native American students who are at risk or in need of intensive intervention
   d. Provide wrap around services for Native American students that promote a holistic approach to academic achievement
5. Develop conferences, summits, and institutes that promote shared partnerships among tribal governments, tribal education departments, Native American institutes of higher education, and native communities to establish or strengthen collaborative relationships

Culturally-Responsive Teaching Strategies
- Make classroom practices compatible with students' language styles, cognitive functioning, motivation, and social norms
- Present the big idea first and relating the details to it, rather than providing details first and then constructing the bigger picture
- Use storytelling to introduce or convey ideas that are being studied, since Native Americans have a long and venerated tradition of oral literature
- Study the lives of real Native American heroes, past and present, and involving grandparents and elders in sharing the stories and history of the community
- Respect the needs of students in avoiding individual competition and drawing attention to themselves
- cooperative learning strategies and team games need to be utilized to promote a sense of teamwork and respect
- Allow students to work in pairs or groups to tutor or mentor younger children allows for the promotion of a cooperative and caring spirit
- Provide multiple means of assessment, including portfolios, paper or computerized tests, non-standardized tests, and criterion-referenced tests in conjunction with standardized assessments. Often when single forms of assessment are used, low achievement is the result

- Allow language and culture to be the central organizing principle of the curriculum, rather than a single class that lies outside of the main curricular framework

State/National Programs and Initiatives

1. **Indian Success for All**: Montana resources and information for integrating quality *Indian Education for All* content with rigorous, standards-based instruction in all curriculum areas. http://opi.mt.gov/programs/indianed/IEFA.html.

2. **Mathematics Lesson Interactions and Contexts for American Indian Students in Plains' Region Schools:** This study offers descriptions and comparison of six lessons taught to American Indian students. The descriptions provide a snapshot of practices that are often considered "best practices" for American Indian and other students. Although the results raise more questions than they answer, the study gives readers a framework for reflecting on classroom practices and asking if American Indian students are truly engaged in learning (McREL 2005). http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-22.

3. **Nebraska Continuous Improvement Toolkit - Equity & Diversity Focus**: An effective school is an equitable school - one that provides high expectations and appropriate resources so that all students can achieve to the same rigorous proficiency standards. This means there must be minimal variance in performance among student groups, regardless of their socio-economic status, gender, race, ethnicity, language, culture, and disability. This continuous improvement toolkit provides steps to gather data, set school improvement goals, and implement and monitor your plan. http://www.education.ne.gov/ciptoolkit/equitydiversity/index.html.

4. **Using Data to Guide Action for School Improvement, a Guidebook and Facilitator's Guide:** The goal of the guidebook is to build capacity for data use at the school, district, and state levels. Ideally, data users will train their colleagues on the data inquiry process, building an entire system of educators who are comfortable with and skilled at using data to take action for school improvement. These materials were piloted by reservation schools in Nebraska. http://www.education.ne.gov/APAC/SchoolImprovement.html or http://www.esu1.org/.

5. **Since Time Immemorial: Tribal Sovereignty in Washington State (online curriculum):** A partnership among Washington state's tribes, schools, and communities designed and funded this curriculum. The curriculum's website includes resources, materials, lessons, and entire units to support the teaching of tribal sovereignty, tribal history, and current tribal issues within the context of recommended units for Washington and US history in the elementary and middle school levels and US history and Contemporary World Issues in the high school level. Each unit is aligned with National Common Core State Standards and state standards and builds toward the successful completion of a Content-Based Assessment. The curriculum is endorsed by all of the state's federally recognized tribes and is available for public access. http://www.indian-ed.org/.

6. **Effective Teaching of American Indian Students: A Preliminary Response:** REL Central 2011 abstract compilation of topics including language needs of Native speakers, family/community involvement, alternative instructional techniques, culturally responsive teaching, and standards-based instruction. http://www.niea.org/data/files/rel%20central%20american%20indian%20abstract%20compilation%202020 11.06.01.pdf

7. **Learn-Ed Nations Inventory**: A tool developed by Education Northwest for improving schools with American Indian and Alaska Native Students. The inventory is designed to determine how and to what extent your school is supporting the needs of Native students. Nine key school areas that impinge upon students are included in the inventory. http://educationnorthwest.org/resource/562.

8. **The National Indian Youth Leadership Project (Project Venture):** The purpose of Project Venture is to empower the lives of Native American youth. Through year-round adventure-based learning in schools, Project Venture seeks to foster youth leaders who are culturally sensitive and to promote healthy lifestyles as an example for future generations. http://www.niylp.org/index.htm.

9. **The American Indian Education KnowledgeBase:** The American Indian Education KnowledgeBase is an online resource to aid education professionals in their efforts to serve American Indian students and close the achievement gap American Indian students have faced in public, Bureau of Indian Affairs, and other schools. http://www.mc3edsupport.org/community/knowledgebases/Project-7.html.

Other initiatives with results for Native students:

1. **Read Right**: Read Right is an individualized intervention program appropriate for ALL age levels (elementary, middle school, high school, college, and work-place adult), providing a consistent intervention model for every age. Because the highly structured tutoring methods are individualized for each student, they are effective for struggling readers with a wide variety of reading problems. http://www.readright.com/native_peoples.

2. **Families and Schools Together (FAST):** FAST is a nonprofit agency that designs and distributes family strengthening and parent involvement programs to help kids succeed in school and in life. http://www.familiesandschools.org/.

3. **Center for Research on Education, Diversity and Excellence's (CREDE) Standards for Effective Pedagogy and Learning**: CREDE is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE provides educators with a range of tools to help them implement best practices in the classroom. http://crede.berkeley.edu/research/crede/standards.html.

Resources from the North Dakota Department of Public Instruction
Title I Resources and Technical Assistance page: www.dpi.state.nd.us/title1/progress/resource.shtm.

Chart of Resources – Instructional Strategies for Teachers

Instructional Strategy and Purpose	Suggested Websites
Direct Reading-Thinking Activity (DR-TA) DR-TA encourages readers to make predictions while they are reading. A multi-step process is commonly used: 1. Choose a text. 2. Activate students' prior knowledge. 3. Read and make predictions. Explain why predictions were made. 4. Continue reading to confirm or correct predictions.	**Reading Rockets.** A national multimedia literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. DR-TA is one among a number of strategies described on this website. http://www.readingrockets.org/strategies/drta/ **Literacy Strategy: Directed Reading - Thinking Activity.** A one-page description of the DR-TA process. http://www.lpb.org/education/classroom/itv/litlearn/strategies/strat_3drta.pdf **TeacherVision: Directed Reading - Thinking Activity.** TeacherVision® is a website that offers 22,000 pages of classroom-ready lesson plans, printable documents, and resources for a range of teaching strategies, including DR-TA. http://www.teachervision.fen.com/skill-builder/reading/48610.html
Teacher Guided Activities • Direct instruction • Indirect instruction • Experiential learning • Independent study • Interactive instruction	**Saskatoon Public Schools (Canada).** Five categories of instructional strategies and a sampling of instructional methods with accompanying explanations are presented in this website. http://olc.spsd.sk.ca/de/pd/instr/index.html
Literacy Centers Literacy centers are temporary or permanent areas designed to allow children to work on individual and collaborative projects independently. Centers can focus on different aspects of literacy (e.g., language development, comprehension, listening, and writing).	**ReadWriteThink.** This website is produced by the International Reading Association (IRA). IRA provides professional development and supports teaching, critical research, and promotion of reading. This section of the website provides teachers resources and guidance to create Literacy Centers in their own classrooms and instruct students in their use. http://www.readwritethink.org/classroom-resources/lesson-plans/literacy-centers-getting-started-1144.html?tab=1#tabs **Reading Rockets.** This article defines the literacy center strategy; describes how to organize and implement centers discusses assessment; and provides resources. http://www.readingrockets.org/article/38302/
Multiethnic and Multicultural	**Cooperative Children's Book Center – University of Wisconsin-Madison.** This

Children's Literature It is important for children to "see themselves" in books they read. It is equally important for children to "see others" in books they read. Incorporating multiethnic and multicultural literature in the classroom helps teachers achieve these two goals.	library identifies "50 multicultural books every child should know." Books include those by and about people of color: African and African Americans, American Indians, Asian/Pacific and Asian Pacific Americans, and Latinos. http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=42 The website also identifies "30 multicultural books every teen should know," http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=253 **Reading is Fundamental (RIF).** This organization offers multicultural booklists by recommended grade level, from kindergarten through grade 5. The website also has three booklists that target specific student groups: the American Indian Youth Literature Book Awards, Pura Belpre Book Awards, and Coretta Scott King Book Awards list. http://www.rif.org/us/literacy-resources/booklists/multicultural-books.htm
Reciprocal Teaching- Retelling This instructional approach is essentially a dialogue between teacher and students in which four strategies are used to enable students to construct meaning: summarizing, question generating, clarifying, and predicting.	**ReadWriteThink.** This IRA website provides information and a set of resources related to one of the four key strategies involved in reciprocal teaching: questioning. The teacher helps students develop "question webs" to practice active comprehension skills. http://www.readwritethink.org/classroom-resources/lesson-plans/questioning-comprehension-strategy-small-408.html **Reading Quest.org: Making Sense in Social Studies.** This website defines reciprocal teaching and provides ideas for implementing the strategy in the classroom. http://www.readingquest.org/strat/rt.html
Metacognitive Strategies Metacognition is the practice of "thinking about thinking," that is, using strategies to understand information processing. Such strategies include: questioning, visualizing, and synthesizing.	**Benchmark Education.** This website presents information and practices for teachers to use in applying metacognitive strategies in reading instruction. Information includes how to plan, monitor, and evaluate metacognitive strategies and how to teach the strategies. The site includes a sample lesson demonstrating the approach. http://www.benchmarkeducation.com/educational-leader/reading/metacognitive-strategies.html#read7 **Reading Rockets.** This article focuses on the use of metacognitive strategies with third graders. It describes and provides results of a study of how such strategies were implemented in a classroom. http://www.readingrockets.org/article/21160/
Socialized Interaction Strategies Students need opportunities to interact verbally in order to develop oral and, eventually, written literacy.	**Reading Rockets.** This article focuses on the ways in which oral interactions can help student literacy development, particularly students for whom English is a second language. The article provides multiple examples of instructional approaches. http://www.readingrockets.org/article/26871/
Direct instruction Direct instruction is an explicit, teacher-directed approach to building student skills via face-to-face, whole-group instruction.	**National Library of Virtual Manipulatives.** This website, from Utah State University, includes an array of activities executed via online manipulatives in the mathematics areas of numbers and operations, algebra, geometry, measurement, and data analysis and probability. http://nlvm.usu.edu/ **Illuminations: Resources for Teaching Math.** This website , developed by the National Council of Teachers of Mathematics (NCTM), provides 108 online activities and 607 lesson plans for teachers to use in five different areas of mathematics. http://illuminations.nctm.org/NCTMResources.aspx
Choral Reading Group reading aloud is an approach to guiding student learning in a number of literacy areas, including phonics and	**ReadWriteThink.** This IRA website includes a "strategy guide" on choral reading that provides the research basis, examples of the strategy in practice, and related resources. http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html

vocabulary as well as comprehension. It provides safe practice for less-skilled readers as they hear more fluent students read with them.	**Reading Rockets.** This article describes the rationale for using choral reading and provides examples for teacher use in the classroom. http://www.readingrockets.org/strategies/choral_reading/
Shared Reading In this instructional approach, students gather around a teacher to hear a story together and then develop certain skills during a re-reading and discussion of the story.	**K12 Reader: Reading Instruction Resources for Teachers and Parents.** This website offers a variety of resources for guided reading, phonics instruction, critical thinking, and reading instruction in general. http://www.k12reader.com/shared-reading-%E2%80%93-a-critical-component-of-balanced-literacy-instruction/