



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

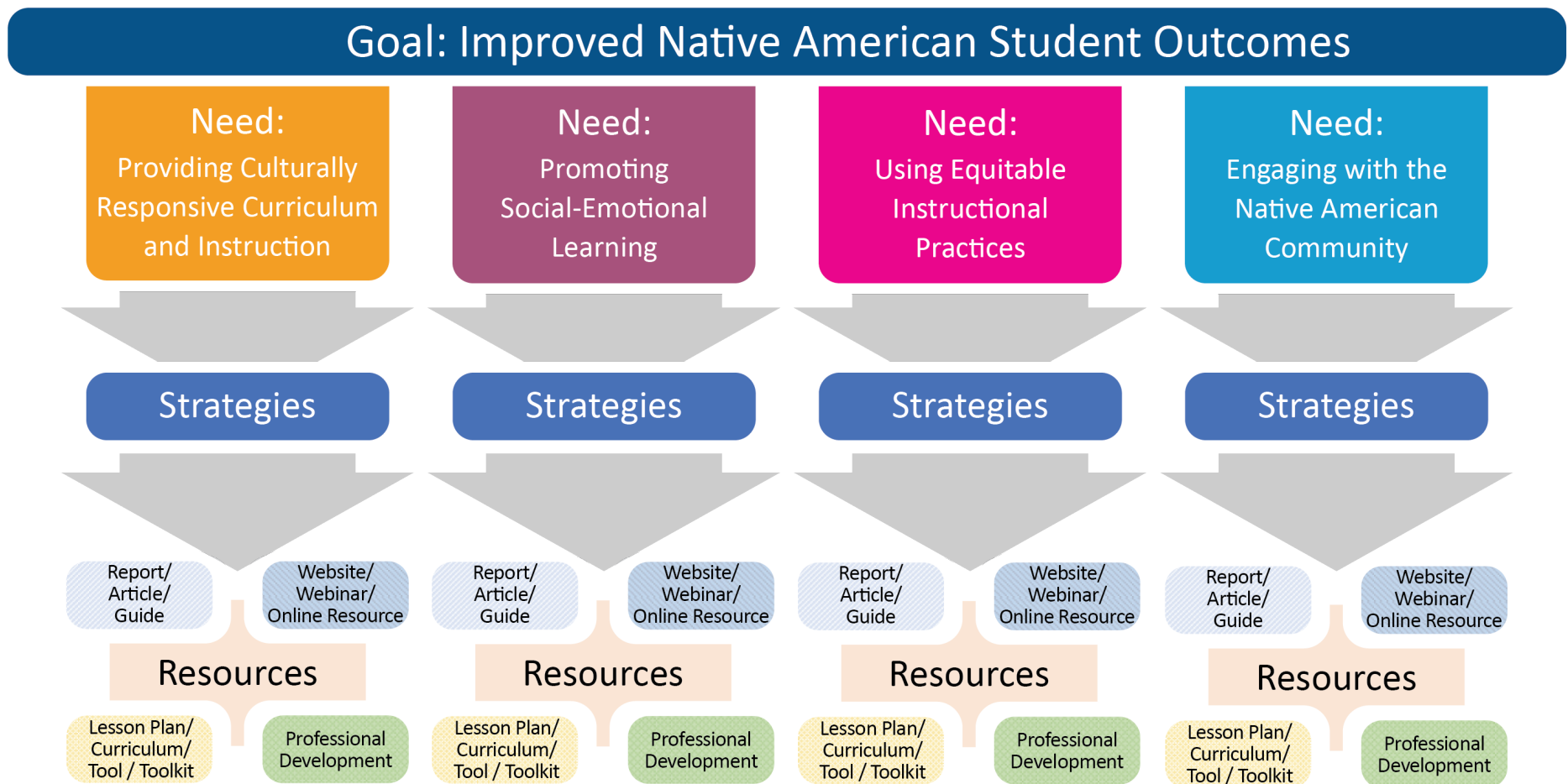
**North Dakota Native American Needs Assessment:
Action Plan 2021-2022**

Introduction

The Native American Needs Assessment Action Plan is designed to assist educators and administrators in addressing the needs and areas of possible opportunity that have been identified through the annual Native American Needs Assessment conducted by the North Dakota Department of Public Instruction.

What does this Action Plan contain?

The Action Plan is organized around areas of need identified by the Native American Needs Assessment Survey. Each need has a set of evidence-based strategies and resources associated with it. The Action Plan is designed as a living document. After each administration of the Needs Assessment Survey, the Action Plan will be updated, and additional needs and associated strategies and resources will be added.



Using the Action Plan

The use of specific strategies outlined in the action plan has the potential to impact Native American student achievement outcomes and help to close educational gaps. Thus, this plan is particularly useful for schools or districts that have been identified for targeted or comprehensive support. These schools can align the strategies in the Action Plan with their improvement efforts to help close achievement gaps. In addition, this plan can be used by educators in a variety of other circumstances, at all levels of the K–12 education system.

Who should use the action plan

- **Teachers** (acting individually or as a team) might use the Action Plan to supplement existing strategies or to select strategies for their classes if their schools are not implementing strategies schoolwide or at the teachers' grade levels.
- **Principals** might use the Action Plan to assist their staff in understanding the range of strategies available to address identified needs and in selecting new strategies to implement schoolwide or at specific grade levels.
- **Superintendents** might use the Action Plan to guide discussions about, and selection of, strategies for addressing the needs of their Native American students with their school boards, families and communities, and principals.
- **Researchers** might use the Action Plan to identify areas that require additional research or to learn more about topics of interest to schools with large populations of Native American students.
- **Policymakers** might use the Action Plan to identify areas in which policy could support educators' efforts to improve Native American student achievement, to better understand the education issues facing Native American students, or to develop their own understanding of Native American culture and experiences and the ways they influence Native American students' education.

To use the action plan

- Navigate to the area of need you are interested in addressing.
- Navigate to the strategy that you have determined you would like to use.
- Select whether you would benefit most from a resource or professional development opportunity.
- Select which of the professional development opportunities or resources match your needs or the needs of the intended users.

Using the Action Plan ... (continued)

How to determine need

- Collect any relevant data you have about your school or classroom (e.g., attendance, achievement, surveys). If possible, review the data with several of your colleagues or as a school faculty.
 - Think about any trends in these data. For example, is student attendance improving or declining? Is teacher retention improving?
 - Discuss any strengths in the data that can be leveraged. For example, if you have a positive relationship with your tribal community, are there ways to expand that engagement to support improvement efforts?
 - Is there a particular area that stands out as a weakness?
- Discuss areas of weakness with your colleagues and possible reasons why they are weaknesses (e.g., there is lack of understanding about culturally responsive teaching).

How to select a strategy to address an identified need

- Using the Action Plan, identify a small number of strategies associated with the need and the possible reasons for the weaknesses revealed by the data you analyzed.

To select strategies, consider the following questions:

- Which strategies that address the need are currently being implemented?
- Which strategies seem to be working well, and how do you know?
- Which strategies have not been tried in your school or district?
- What resources will the strategies you are considering require, and which of those resources do you have or can you acquire?

If you need help selecting a strategy, consider the example [here](#).

(http://www.cde.state.co.us/uip/majorimprovementstrategies_actionsteps)

- Review the action plan for resources and professional development opportunities associated with the strategies you selected. To support the success of your improvement efforts, limit the number of strategies you are implementing at any one time.
- Over time, monitor the implementation and success of the strategies you selected by gathering and analyzing relevant data. For example, if you are focusing on improving attendance, do these data change over the course of 3 months, 6 months, 1 year?

Using the Action Plan ... (continued)

How to use professional development to support strategy implementation

- The strategy you selected most likely will require teachers to learn new skills. That is why it is important to consider the following characteristics of effective professional development as you plan how teachers will learn and apply these skills so that student outcomes improve.

Effective professional development:

- Focuses on specific curriculum content.
- Engages teachers in designing and trying out teaching strategies.
- Supports collaboration among teachers, often in job-embedded contexts.
- Uses models of effective practice.
- Provides coaching and expert support.
- Offers feedback and reflection.
- Is of sustained duration, with time to learn, practice, implement, and reflect. (Darling-Hammond, Hyler, & Gardner, 2017)

Effective professional development begins with systematic planning (Guskey, 2014). Ask yourself the following questions, based on Guskey (2014), as you plan professional development:

- What are our goals for student learning outcomes?
- Given our goals for student learning outcomes, what are the purpose and goals for teacher learning?
- What organizational supports do we have, or can we acquire, to support this teacher learning? (Organizational support includes active participation and encouragement from school leaders; adequate time, funding, instructional materials, and technology; and opportunities for feedback to teachers about how well the new practices are working.)
- What specific knowledge and skills do teachers need to implement the strategy well?
- What set of learning experiences will help teachers acquire these knowledge and skills? (Learning experiences include seminars, workshops, collaborative planning, opportunities for practice with feedback, study groups, action research projects, coaching, professional learning communities, and online courses.)

Using the Action Plan ... (continued)

How to use professional development to support strategy implementation ... (continued)

- Remember, one-shot professional development sessions will not help you achieve your goals for student or teacher learning. Consider a range of activities covering many hours (e.g., 50) over 6–12 months (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Equally important, evaluate your professional development to ensure that it is accomplishing its intended purposes and achieving its intended outcomes.

Descriptions of the resources cited in this section, as well as additional resources on planning, supporting, and evaluating professional development, can be found at the following links:

Additional Resources: Professional Development Implementation

- [Planning Professional Development](#)
- [Supporting Professional Development](#)
- [Evaluating Professional Development](#)

Types of tools available

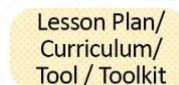
- There are a variety of tools in the Action Plan, including research articles and briefs, practitioner articles, guides, videos, toolkits, websites, reports, and infographics. Most of the resources are available at no cost. These tools are grouped under four categories, and each category is identified by a color and pattern.
 - **Report/article/guide** (light blue with upward diagonal lines)



- **Website/webinar/online resource** (darker blue with downward diagonal lines)



- **Lesson plan/curriculum//tool/toolkit** (yellow with diagonal crosshatching)



- **Professional development** (green with diagonal crosshatching)



Navigating the Action Plan

For easy access to the tools for each need and strategy, click on the links below:

Need: Providing Culturally Responsive Curriculum and Instruction

Strategy 1: Ensure curriculum is standards based

Strategy 2: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources

Strategy 3: Provide multiple means of representation, action, expression, and engagement opportunities for students

Strategy 4: Engage parents, families, and the community in the design and implementation of programming approaches

Strategy 5: Validate students' culture, using diversified instructional strategies and resources and incorporating accurate cultural knowledge and language into the curriculum

Strategy 6: Hold high expectations for student learning

Need: Promoting Social-Emotional Learning (SEL)

Strategy 1: Provide students with positive, self-relevant representations of role models to promote belonging

Strategy 2: Promote positive cultural identity that emphasizes connectedness and interdependence

Strategy 3: Build positive, trusting student–teacher and peer relationships

Strategy 4: Develop SEL and cultural programming incorporating students' first language

Strategy 5: Foster school–family partnerships, and involve families in interventions and programming for social and emotional development

Need: Using Equitable Instructional Practices

Strategy 1: Develop understanding of the meaning of equity

Strategy 2: Purposefully integrate equity into teaching practices

Strategy 3: Use leadership practices that promote equity

Strategy 4: 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

Strategy 3: Collaborate with tribal education departments or tribal school boards to enhance Native students' learning opportunities

Need Providing Culturally Responsive Curriculum and Instruction

Culturally responsive curriculum incorporates and legitimizes students' cultural and linguistic identities, knowledge, prior experiences, and ways of learning. Culturally responsive instruction considers students' cultural backgrounds as strengths, actively engages students in ways that reflect their cultural ways of interacting and learning, and sets high expectations for student achievement.

Strategy 1: Ensure curriculum is standards based

Resource	Description	User	Type	Location
<p>Oceti Sakowin Essential Understandings and Standards <i>South Dakota Department of Education</i></p>	<p>This document provides seven essential understandings about the Oceti Sakowin people. It includes indicators, standards, activities, and resources related to each essential understanding. These are designed to inform development of curriculum and coursework in the history and culture of the Oceti Sakowin.</p>	<p>Teacher Admin Community</p>	<p>Report</p>	<p>https://doe.sd.gov/ContentStandards/documents/18-OSEUs.pdf</p>
<p>North Dakota Native American Essential Understandings (NDNAEU) <i>North Dakota Department of Public Instruction</i></p>	<p>The NDNAEU explain how Native people relate to the world around them; promote and sustain their cultures, languages, and traditions; respond and contribute to society locally and globally; and live their Native identity.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>https://www.nd.gov/dpi/sites/www/files/documents/Indian%20Education/NDEssentialUnderstandingslg.pdf</p>
<p>Alaska Standards for Culturally Responsive Schools <i>Alaska Native Knowledge Network</i></p>	<p>This set of cultural standards guides schools and communities in assessing how well they are attending to their students' educational and cultural well-being. These standards for students, educators, curriculum, schools, and communities recognize the unique contribution that indigenous people can make to the study of a school's surrounding physical and cultural environment. The introduction to the standards includes a description of ways they can be used. Schools and communities are encouraged to adapt these standards to reflect their local contexts.</p>	<p>Teacher Admin Community</p>	<p>Report</p>	<p>ankn.uaf.edu/Publications/Standards.html</p>
<p>Center for Research on Education, Diversity & Excellence (CREDE) Standards for Effective Pedagogy <i>CREDE</i></p>	<p>This set of five standards for pedagogy that is appropriate for culturally and linguistically diverse students is based on the results of 31 research projects conducted in a range of settings with diverse student populations. These standards are applicable across content areas and grade levels.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>https://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/</p>

Strategy 1: Ensure curriculum is standards based

Resource	Description	User	Type	Location
<p>Oklahoma Indian Tribe Education Guides <i>Oklahoma State Department of Education</i></p>	<p>This set of guides illustrates how a state might align information about Indian tribes to its content standards. The guides provide information about each of the 39 tribes in Oklahoma, addressing each tribe’s migration/movement/forced removal, maps, language group, population, government, cultural identifiers, fine arts, significant events, current information, and other information such as elder testimonials.</p>	Teacher	Guide	sde.ok.gov/sde/tribe-education-resources
<p>Teachings of Our Elders Website <i>North Dakota Department of Public Instruction</i></p>	<p>This website houses the NDNAEU, Elder video interviews, lesson plans, and other resources that help teachers incorporate the NDNAEU into their classrooms and curricula.</p>	Teacher Admin	Website	teachingsofourelders.org
<p>Alaska Native Knowledge Network (ANKN) Website</p>	<p>The website for the ANKN includes resources related to Alaska Native knowledge systems and ways of knowing. These resources help Native people, educators, government agencies, and others access the knowledge that Alaska Natives have acquired over millennia. The site includes curriculum resources, publications, information about academic programs related to Alaska Native culture and language, and a newsletter.</p>	Teacher Admin Community	Website	ankn.uaf.edu
<p>Center for Research on Education, Diversity, & Excellence (CREDE) Website</p>	<p>This website explains the history of CREDE and includes publications related to research on effective pedagogy for culturally and linguistically diverse students and information about programs based on the CREDE standards of effective pedagogy. The website also includes videos of the standards being addressed in classrooms and rubrics to assess teachers’ use of the standards.</p>	Teacher Admin	Website	https://manoa.hawaii.edu/centerforcrede/

Strategy 1: Ensure curriculum is standards based

Resource	Description	User	Type	Location
<p>Office of American Indian Education Website <i>Oklahoma State Department of Education</i></p>	<p>The Office of American Indian Education (OAIE) assists Oklahoma educators in working with tribes to support the full inclusion and success of Native American students in Oklahoma schools. OAIE provides access to culturally appropriate resources and information through its website and professional development offerings. The website includes links to a variety of organizations representing or serving Native Americans, information about the tribes of Oklahoma, and the work of the Oklahoma Advisory Council on Indian Education.</p>	Teacher	Website	<p>https://sde.ok.gov/indian-education</p>
<p>North Dakota Native American Essential Understandings (NDNAEU) Overview Training <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>This training provides an overview of the NDNAEU, explains the resources available on the <i>Teachings of Our Elders</i> website, explains approaches to designing lessons that incorporate the NDNAEU, solicits names of Elders who might be interested in participating in an interview for the website, and provides an overview of the optional trainings to address district/school needs related to understanding or implementing the NDNAEU.</p>	Teacher Admin	Professional Development	<p>https://teachingsofourelders.org/phase-ii-two-day-training/</p>
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year's summit is posted on the NDDPI website several months before the event, which is held in July.</p>	Teacher Admin	Professional Development	<p>https://www.nd.gov/dpi/search?query=events</p>

Strategy 2: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources

Resource	Description	User	Type	Location
<p><i>“Professional Learning Networks Designed for Teacher Learning”</i> T. Trust</p>	<p>Professional learning networks (PLNs) promote communication, sharing, and learning among educators. This article explains two types of PLNs and reviews three popular ones (Edmodo, Classroom 2.0, and Educator’s PLN).</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>files.eric.ed.gov/fulltext/EJ972454.pdf</p>
<p><i>Establishing and Sustaining Networked Improvement Communities: Lessons from Michigan and Minnesota</i> A. R. Proger, M. P. Bhatt, V. Cirks, & D. Gurke</p>	<p>This report describes the process for forming a networked improvement community (NIC), a type of collaborative research partnership that uses principles of improvement science within a network that includes various partners (e.g., schools, districts, state education agency). The report includes lessons learned and other guidance for those seeking to form, participate in, or sustain a NIC.</p>	<p>Teacher Admin Researcher</p>	<p>Report</p>	<p>ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4556</p>
<p><i>“Getting Ideas into Action: Building Networked Improvement Communities in Education”</i> A. S. Bryk, L. M. Gomez, & A. Grunow</p>	<p>This essay, published by the Carnegie Foundation for the Advancement of Teaching, promotes networked improvement communities (NICs) as an approach to improvement research. The authors argue that NICs create the purposeful collective action needed to solve complex education problems. The website housing the essay includes a variety of resources related to improvement science.</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>https://www.carnegiefoundation.org/resources/publications/getting-ideas-action-building-networked-improvement-communities-education/</p>
<p><i>“Resource Roundup: Accelerating Improvement Through Networked Improvement Communities”</i> J. Wackwitz</p>	<p>This blog post includes a variety of resources to help educators understand how networked communities work and how to develop them.</p>	<p>Teacher Admin Researcher</p>	<p>Article</p>	<p>ies.ed.gov/ncee/edlabs/regions/southwest/blogs/resource-roundup-continuous-improvement-nics.aspx</p>

Strategy 2: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources

Resource	Description	User	Type	Location
<p>The Five District Partnership Website <i>5DP</i></p>	<p>The Five District Partnership (5DP) is a joint educational effort among five Massachusetts districts to improve instruction and academic achievement. The 5DP website includes information about the mission, vision, and organization of the partnership, a resource section, and links to presentations made by 5DP teachers. Those not in the partnership can request permission to access the curriculum resources.</p>	<p>Teacher Admin</p>	<p>Website</p>	<p>www.5districts.com</p>
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year's summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?q=events</p>

Strategy 3: Provide multiple means of representation, action, expression, and engagement opportunities for students

Resource	Description	User	Type	Location
<p>The American Indian Education KnowledgeBase <i>South Central Comprehensive Center</i></p>	<p>This online resource, developed by the South Central Comprehensive Center, provides information, activities, tools, and examples that help educators examine and enhance their efforts to serve American Indian students and close the achievement gap between American Indian students and their non-Native peers. This resource is being updated to reflect recent changes under federal law, but the current version includes information that is still relevant.</p>	<p>Teacher Admin</p>	<p>Online Resource</p>	<p>https://outreach.ou.edu/educational-services/education/edutas/comprehensive-centers-archive/knowledgebases/american-indian/</p>
<p>Native Knowledge 360° <i>National Museum of the American Indian</i></p>	<p>Native Knowledge 360° is a national initiative of the National Museum of the American Indian that provides a broader perspective on the history and culture of American Indians. The initiative's online resources include information, curriculum materials (e.g., lesson plans, posters), and professional development opportunities that assist educators in teaching and learning about American Indians. The Native Knowledge 360° online resources are organized around an Essential Understandings framework aligned with social studies and other content standards.</p>	<p>Teacher Admin</p>	<p>Online Resource</p>	<p>nmai.si.edu/nk360/</p>
<p>Culturally Responsive Instructional Resources for American Indian/Alaska Native Students <i>Center on Standards & Assessment Implementation</i></p>	<p>A collection of resources and research studies on effective strategies teachers can use with American Indian/Alaska Native students to improve student engagement and achievement in the classroom.</p>	<p>Teacher Admin</p>	<p>Online Resource</p>	<p>https://csaa.wested.org/resource/resources-for-supporting-american-indian-alaska-native-students/</p>

Strategy 3: Provide multiple means of representation, action, expression, and engagement opportunities for students

Resource	Description	User	Type	Location
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year’s summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?query=events</p>
<p>Essential Understandings & Culturally Responsive Practices Online Workshop <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>This online workshop focuses on culturally responsive practices and how they fit with the NDNAEU. The workshop includes opportunities to view video clips, read and discuss articles, engage in reflective journaling around specific prompts, and, if colleagues are also participating in the workshop, engage in conversations with them about what is being learned. As part of the workshop, participants focus on the personal and instructional aspects of cultural competence.</p>	<p>Teacher</p>	<p>Professional Development</p>	<p>https://teachingsofourelders.org/essential-understandings-culturally-responsive-practices/</p>
<p>Culturally Responsive Instruction for Native American Students <i>Center on Standards & Assessment Implementation</i></p>	<p>This online professional development includes a set of videos and activities based on an instructional framework emphasizing experiential, active, and student-centered learning. It provides pedagogical principles that guide teachers in developing or adjusting lessons and curricula that integrate Native students’ cultures. The materials include guidance (e.g., agendas) for working in collaborative teams to engage in the professional learning.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>https://csaa.wested.org/spotlight/culturally-responsive-instruction-for-native-american-students/</p>

Strategy 3: Provide multiple means of representation, action, expression, and engagement opportunities for students

Resource	Description	User	Type	Location
Cognia Professional Learning & Consulting	Cognia (a merger of AdvancEd and Measured Progress) provides a range of professional development including trainings, workshops, conferences, online courses, and webinars on a variety of topics related to continuous improvement (e.g., instructional effectiveness, student engagement, assessment literacy). Cognia’s productivity platform, eProve, includes several tools (e.g., Effective Learning Environments Observation Tool and student surveys) that might be useful for measuring student engagement.	Teacher Admin	Professional Development	https://www.cognia.org/professional-learning-consulting/professional-learning/

Strategy 4: Engage parents, families, and the community in the design and implementation of programming approaches

Resource	Description	User	Type	Location
<p><i>Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education</i> <i>Regional Educational Laboratory Central</i></p>	<p>This study examined American Indian parents' perceptions of parent involvement in their children's education and factors that may encourage or discourage involvement. This report can be used as a basis for further research and informed dialogue to increase American Indian parent involvement and student academic achievement.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf</p>
<p><i>Culturally Responsive Resources for Native Students: Webinar Introduction</i> <i>Co-sponsored by the Regional Educational Laboratory (REL) Southwest, the Center on Standards & Assessment Implementation (CSAI), and the National Indian Education Association (NIEA)</i></p>	<p>This webinar examines the high-quality online repositories of culturally responsive education resources housed on the CSAI and NIEA websites, and the processes used to review the resources.</p>	<p>Teacher Admin</p>	<p>Webinar</p>	<p>www.youtube.com/watch?v=UVSXYIOQPR4</p>
<p><i>Engaging Native Families and Communities (webinar series)</i> <i>Regional Educational Laboratory Southwest</i></p>	<p>This four-part webinar series includes information and resources to help engage American Indian/Alaska Native, Hawaiian Native/Pacific Islander, and Indigenous families and communities in students' education. The four parts address the need for resources, provide a review of research and a toolkit of resources, and feature a series of questions and discussions related to the topic.</p>	<p>Teacher Admin</p>	<p>Webinar</p>	<p><i>Need for Resources: 1/4</i> youtu.be/fQexMh5jDy8 <i>Review of the Research: 2/4</i> youtu.be/Wia0T6Rt-D8 <i>A Toolkit of Resources: 3/4</i> youtu.be/61V9AOmbOdc <i>Questions and Discussion: 4/4</i> youtu.be/JrX_IpcS8TQ</p>

Strategy 4: Engage parents, families, and the community in the design and implementation of programming approaches

Resource	Description	User	Type	Location
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year’s summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?query=events</p>

Strategy 5: Validate students' culture, using diversified instructional strategies and resources and incorporating accurate cultural knowledge and language into the curriculum

Resource	Description	User	Type	Location
<i>Culture Card: A Guide to Build Cultural Awareness; American Indian and Alaska Native Substance Abuse and Mental Health Services Administration</i>	This guide assists in building cultural competence when serving American Indian and Alaska Native communities. It covers regional differences, cultural customs, spirituality, communication styles, the role of veterans and older adults, and health disparities.	Teacher Admin	Guide	https://www.samhsa.gov/resource/dbhis/culture-card-guide-build-cultural-awareness-american-indian-alaska-native
<i>Tribal Nations and the United States: An Introduction</i> <i>National Congress of American Indians</i>	This guide provides a basic overview of the history and underlying principles of tribal governance. It also provides information that helps the general public understand and engage effectively with contemporary Indian Nations.	Policymaker Teacher Admin Public	Guide	www.ncai.org/about-tribes
<i>Engaging Native Families and Communities (webinar series)</i> <i>Regional Educational Laboratory Southwest</i>	This four-part webinar series includes information and resources to help engage American Indian/Alaska Native, Hawaiian Native/Pacific Islander, and Indigenous families and communities in students' education.	Teacher Admin	Webinar	<i>Need for Resources:</i> 1/4 youtu.be/fQexMh5jDy8 <i>Review of the Research:</i> 2/4 youtu.be/Wia0T6Rt-D8 <i>A Toolkit of Resources:</i> 3/4 youtu.be/61V9AOmbOdc <i>Questions and Discussion:</i> 4/4 youtu.be/JrX_IpcS8TQ
<i>Montana's Indian Education for All Curriculum Resources</i> <i>Montana Office of Public Instruction</i>	This collection of resources (e.g., lesson plans, videos, articles) helps teachers implement Montana's Indian Education for All act and help educators and students learn about the distinct and unique heritage of American Indians in a culturally responsive manner.	Teacher Admin	Curriculum	opi.mt.gov/Educators/Teaching-Learning/Indian-Education

Strategy 5: Validate students' culture, using diversified instructional strategies and resources and incorporating accurate cultural knowledge and language into the curriculum

Resource	Description	User	Type	Location
<p>Since Time Immemorial: Tribal Sovereignty in Washington State <i>State of Washington Office of Superintendent of Public Instruction</i></p>	<p>The Since Time Immemorial curriculum initiative assists teachers in integrating tribal perspectives into their history and contemporary issues lesson plans. It supports the teaching of tribal sovereignty, history, and current issues. The curriculum resources include primary sources such as documents, images, and maps; videos; and links to external websites that offer additional resources.</p>	Teacher	Curriculum	www.indian-ed.org
<p>Indian Education Lesson Plans <i>Oklahoma State Department of Education</i></p>	<p>Teachers can use this set of ready-to-use lesson plans for various grades from 1 to 12 to address the history, culture, and perspectives of Oklahoma Indian tribes.</p>	Teacher	Lesson Plan	sde.ok.gov/sde/indian-education-lesson-plans-high-school
<p>South Dakota's Oceti Sakowin Curriculum <i>The Oceti Sakowin Workgroup</i></p>	<p>These curricular units and lessons are linked to South Dakota's Oceti Sakowin Essential Understandings and the state's content standards.</p> <p>Additional lessons/units and resources are linked in the <i>Oceti Sakowin Essential Understandings and Standards</i> document (https://doe.sd.gov/ContentStandards/documents/18-OSEUs.pdf)</p>	Teacher	Lesson Plan	<p>https://www.wolakotaproject.org/lessons-sd-social-studies-standards</p> <p>sample lesson https://www.sdpb.org/learn/nativeamerican/wintercount/</p>
<p>Math in a Cultural Context (MCC) <i>University of Alaska Fairbanks, School of Education</i></p>	<p>MCC is a set of ongoing projects to develop culturally based math curricular materials for elementary school students. The materials are developed in collaboration with Yup'ik elders, teachers, and Alaskan school districts. Modules are available for purchase. Online courses may also be available.</p>	Teacher	Curriculum	www.uaf.edu/mcc

Strategy 5: Validate students' culture, using diversified instructional strategies and resources and incorporating accurate cultural knowledge and language into the curriculum

Resource	Description	User	Type	Location
<p>Essential Understandings & Culturally Responsive Practices Online Workshop <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>This online workshop focuses on culturally responsive practices and how they fit with the NDNAEU. The workshop includes opportunities to view video clips, read and discuss articles, engage in reflective journaling around specific prompts, and, if colleagues are also participating in the workshop, engage in conversations with them about what is being learned. As part of the workshop, participants focus on the personal and instructional aspects of cultural competence.</p>	<p>Teacher</p>	<p>Professional Development</p>	<p>https://teachingsofourelders.org/essential-understandings-culturally-responsive-practices/</p>
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year's summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?query=events</p>

Strategy 6: Hold high expectations for student learning

Resource	Description	User	Type	Location
<p><i>A Resource for Equitable Classroom Practices 2010</i> Montgomery County Public Schools, Maryland</p>	<p>This document presents examples and non-examples to illustrate 27 specific, observable teacher behaviors that communicate high expectations to students. It also includes research to support the use of each practice.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>www.montgomeryschoolsmd.org/uploadedFiles/departments/clusteradmin/equity/ECP.pdf</p>
<p>“Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice” D. Paris</p>	<p>This article proposes the term <i>culturally sustaining pedagogy</i> as an alternative to culturally <i>relevant</i> or <i>responsive</i> pedagogy in order to emphasize the importance of perpetuating and fostering multilingualism and multiculturalism as part of schooling in a democracy.</p>	<p>Teacher Admin Researcher</p>	<p>Article</p>	<p>web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf</p>
<p><i>Culturally Responsive Teaching: A Guide to Evidence Based Practices for Teaching All Students Equitably</i> B. Krasnoff</p>	<p>This publication provides information, explanation, and research about practices that are associated with culturally responsive teaching.</p>	<p>Teacher Admin</p>	<p>Guide</p>	<p>educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf</p>
<p>Woope Sakowin – Classroom Management WoLakota Project</p>	<p>This workshop explains alternative classroom management strategies based on universal virtues adaptable to any classroom. These strategies encourage students to take ownership for their actions and interactions with others. Participants learn how to adapt the framework to their own belief systems, translations, and terminology.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>www.wolakotaproject.org</p>

Need Promoting Social-Emotional Learning (SEL)

SEL describes a diverse set of behaviors, skills, attitudes, dispositions, and strategies that lead to positive outcomes both in and out of school. Typically, these include specific but inter-related cognitive, social, and behavioral factors such as resilience, perseverance, interpersonal skills, social belonging, growth mindset, and self-regulation. A growing body of research evidence suggests that SEL factors can be just as important as academic factors for predicting student success across multiple domains.

Strategy 1: Provide students with positive, self-relevant representations of role models to promote belonging

Resource	Description	User	Type	Location
<p>“The Impact of Self-Relevant Representations on School Belonging for Native American Students” <i>R. Covarrubias & S. Fryberg</i></p>	<p>This study examined how different methods for providing positive group representations can influence feelings of belonging in school for Native American middle school students. The results suggest that teachers can increase students’ sense of belonging by exposing them to self-relevant role models or having students identify increasing numbers of self-relevant role models.</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>psycnet.apa.org/doiLanding?doi=10.1037%2Fa0037819 (available for purchase)</p>
<p>North Dakota Native American Essential Understandings (NDNAEU) Overview Training <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>This training provides an overview of the NDNAEU, explains the resources available on the <i>Teachings of Our Elders</i> website, explains approaches to designing lessons that incorporate the NDNAEU, solicits names of Elders who might be interested in participating in an interview for the website, and provides an overview of the optional trainings to address district/school needs related to understanding or implementing the NDNAEU.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>https://teachingsofourelders.org/phase-ii-two-day-training/</p>

Strategy 2: Promote positive cultural identity that emphasizes connectedness and interdependence

Resource	Description	User	Type	Location
<p><i>Understanding and Cultivating Social Emotional Learning</i> <i>Education Northwest</i></p>	<p>This document is an easy-to-read, basic research-based primer that provides information about a number of social-emotional (noncognitive) skills including belonging, positive identity development, interpersonal skills, emotional competence, future orientation, growth mindset, and perseverance. The information includes what each skill is, why it is important, and how to cultivate it.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>educationnorthwest.org/sites/default/files/resources/understanding-cultivating-sel-508-v2.pdf</p>
<p><i>Approaches Associated with Positive Outcomes in Schools Serving Native American Students: Annotated Bibliography</i> <i>Comprehensive Center Network</i></p>	<p>This document includes short abstracts and links for research articles that address identity affirmation, language revitalization, and social-emotional wellness. Some articles are freely available, while others may be available through school or public libraries.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>https://www.compcenternetwork.org/sites/default/files/Native-American-Bright-Spots-Annotated-Bibliography_508.pdf</p>
<p><i>We Belong in School: Interventions to Promote Social Belonging for Educational Equity and Student Success</i> <i>Regional Educational Laboratory Northwest</i></p>	<p>This webinar provides information about interventions that promote belonging and suggests resources and information to use education settings.</p>	<p>Teacher Admin</p>	<p>Webinar</p>	<p>educationnorthwest.org/sites/default/files/events/resources/we-belong-in-school-webinar-slides.pdf</p>
<p><i>Center to Improve Social and Emotional Learning and School Safety (SEL Center)</i> <i>WestEd</i></p>	<p>This website includes tools, resources, and publications developed by SEL Center staff as well as the work of others who offer research-based approaches to social-emotional learning and school safety. The website includes a selection of resources to help educators identify and select evidence-based programs and practices. It also provides a newsletter and information about SEL Center events.</p>	<p>Teacher Admin</p>	<p>Website</p>	<p>SEL Center – Center to Improve Social and Emotional Learning and School Safety (wested.org)</p>

Strategy 2: Promote positive cultural identity that emphasizes connectedness and interdependence

Resource	Description	User	Type	Location
<p>North Dakota Native American Essential Understandings (NDNAEU) Overview Training <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>This training provides an overview of the NDNAEU, explains the resources available on the <i>Teachings of Our Elders</i> website, explains approaches to designing lessons that incorporate the NDNAEU, solicits names of Elders who might be interested in participating in an interview for the website, and provides an overview of the optional trainings to address district/school needs related to understanding or implementing the NDNAEU.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>https://teachingsofourelders.org/phase-ii-two-day-training/</p>

Strategy 3: Build positive, trusting student–teacher and peer relationships

Resource	Description	User	Type	Location
<p>“Cultural Models of Education and Academic Performance for Native American and European American Students” <i>S. A. Fryberg, R. Covarrubias, & J. A. Burack</i></p>	<p>This study examines the role of cultural representations of self (i.e., interdependence and independence) and positive relationships (i.e., trust for teachers) in academic performance (i.e., self-reported grades) for Native American and European American high school students. It includes theoretical and practical implications (e.g., the importance of trusting student–teacher relationships) of the study findings.</p>	<p>Teacher Admin Researcher</p>	<p>Article</p>	<p>journals.sagepub.com/doi/10.1177/0143034312446892 (available for purchase)</p>
<p>Creating Opportunities through Relationships (COR) <i>University of Virginia, Center for Advanced Study of Teaching and Learning</i></p>	<p>This research-based professional development program features five modules designed to help teachers build strong relationships with students. The modules explain the power of relationships and how beliefs can affect interactions with students, explain why it is important for students to feel safe and happy in the classroom as well as capable and valued and to be engaged in learning. Each module includes strategies for addressing the module topic.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>www.corclassrooms.org/</p>
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year’s summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?query=events</p>
<p>PBS Learning Media: Virtual Professional Learning Series</p>	<p>This resource provides professional development videos that explain the core competencies of social-emotional learning and schoolwide indicators of social-emotional learning.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>https://rmpbs.pbslearningmedia.org/collection/social-emotional-learning/</p>

Strategy 4: Develop SEL and cultural programming incorporating students' first language

Resource	Description	User	Type	Location
<p>“Weaving Together Native American Language and Social Emotional Learning: Putting the Pieces Back Together” <i>W. Bleeker & S. Coronado</i></p>	<p>This short article describes one school’s approach to combining social-emotional strategies and Native language preservation and revitalization curriculum to improve students’ self-concept, social skills, and academic performance. This approach also helped to connect students to their Native culture and customs.</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>wsascd.org/ wp-content/uploads/ Bleeker-Coronado.pdf</p>
<p>“Recommendations for Implementing the New Illinois Early Learning and Development Standards to Affect Classroom Practices for Social and Emotional Learning” <i>K. M. Zinsser & L. Dusenbury</i></p>	<p>This article provides criteria for high-quality SEL standards and suggestions for implementation of early childhood standards. It explains the importance of having K–12 SEL standards.</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>files.eric.ed.gov/fulltext/ EJ1072345.pdf</p>
<p>“Social Skills Efficacy and Proactivity Among Native American Adolescents” <i>S. L. Turner, J. L. Conkel, A. N. Reich, M. J. Trotter, & J. J. Siewart</i></p>	<p>This study examined how Native American young people identify and understand social skills that are important in the workplace and explored how these social skills are associated with proactive attitudes and behaviors (awareness of opportunity, assertiveness, initiative, flexibility, and adaptability). It includes suggestions for how to help Native American students develop these skills, building on the strengths of their culture.</p>	<p>Teacher Admin Counselor</p>	<p>Article</p>	<p>www.thefreelibrary.com/ Social+skills+efficacy+and+proac tivity+among+Native+American. ..-a0157032931</p>
<p>Collaborative for Academic, Social, and Emotional Learning (CASEL) Website</p>	<p>The CASEL website includes information about what SEL is, research reports, and a variety of tools and resources for implementing SEL, including guides for selecting SEL programs at the elementary and secondary levels.</p>	<p>Teacher Admin Parent</p>	<p>Website</p>	<p>https://casel.org/</p>

Strategy 4: Develop SEL and cultural programming incorporating students' first language

Resource	Description	User	Type	Location
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year's summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?q=events</p>

Strategy 5: Foster school–family partnerships, and involve families in interventions and programming for social and emotional development

Resource	Description	User	Type	Location
<p><i>Examining American Indian Perspectives in the Central Region on Parent Involvement in Children’s Education</i> D. M. Mackety & J. A. Linder-VanBerschot</p>	<p>This study discusses the perspectives of Native American parents on barriers that prevent and strategies to support parent engagement.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf</p>
<p>“Families and Schools Together: An Experimental Analysis of a Parent-Mediated Multi-Family Group Program for American Indian Children” T. R. Kratochwill, L. McDonald, J. R. Levin, H. Young Bear-Tibbetts, & M. K. Demaray</p>	<p>This article provides information on the Families and Schools Together initiative for Native American students. This study discusses the characteristics of an intervention on social-emotional health and provides ways to engage families in a positive and collaborative manner.</p>	<p>Researcher</p>	<p>Article</p>	<p>www.familiesandschools.org/app/uploads/2014/10/FAST-RCT-UW-Madison-WCER-School-of-Education-Article.pdf</p>
<p>Youth and Family Webinars Tribal Training and Technical Assistance Center</p>	<p>These webinars address a range of topics for youth and families. In particular, the <i>Children’s Mental Health Awareness: Supporting Wellness in Our Families and Communities</i> webinar addresses family engagement in the mental health of Native youth.</p>	<p>Teacher Admin Family Student</p>	<p>Webinar</p>	<p>www.samhsa.gov/tribal-ttac/webinars/youth-family</p>
<p>Kansas Parent Information Resource Center</p>	<p>This website includes links to resources on a variety of topics (e.g., special education, parent engagement, bullying, attendance). It also includes links to parent engagement surveys.</p>	<p>Teacher Admin Family Researcher</p>	<p>Website</p>	<p>https://www.ksdetasn.org/kpirc</p>

Strategy 5: Foster school–family partnerships, and involve families in interventions and programming for social and emotional development

Resource	Description	User	Type	Location
<p><i>Toolkit of Resources for Engaging Families and the Community as Partners in Education (4 Parts)</i> <i>M. E. Garcia, K. Frunzi, C. B. Dean, N. Flores, & K. B. Miller</i></p>	<p>This toolkit provides activities and strategies to help schools consider ways to build an understanding of their students’ community (part 1), foster a cultural connection (part 2), foster trusting relationships (part 3), and engage families in data conversations (part 4).</p>	<p>Teacher Admin</p>	<p>Toolkit</p>	<p>ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4509</p>
<p>North Dakota Indian Education Summit <i>North Dakota Department of Public Instruction (NDDPI)</i></p>	<p>The North Dakota Indian Education Summit is an annual event that features keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. Information about each year’s summit is posted on the NDDPI website several months before the event, which is held in July.</p>	<p>Teacher Admin Researcher</p>	<p>Professional Development</p>	<p>https://www.nd.gov/dpi/search?query=events</p>

Need Using Equitable Instructional Practices

Using equitable instructional practices means that all students have the opportunities and resources they need to succeed in school. These practices are designed to eliminate achievement gaps and to acknowledge and connect with students' cultural assets and ways of learning. To use equitable instructional practices, educators must understand the meaning of equity and their own cultural identities. Policies and practices must be examined and adjusted, if necessary, to promote equitable outcomes for all students.

Strategy 1: Develop understanding of the meaning of equity

Resource	Description	User	Type	Location
“Breaking Down Equity-Oriented Professional Learning for the Novice” <i>D. R. Lazzell & S. M. Skelton</i>	This issue of <i>Equity Digest</i> explains five criteria for designing equity-oriented professional development.	Admin	Article	greatlakesequity.org/sites/default/files/20172811390_equity_digest.pdf
“Framing Equity: Helping Students ‘Play the Game’ and ‘Change the Game’” <i>R. Gutiérrez</i>	This article introduces a framework for equity that includes the dimensions of Access, Achievement, Identity, and Power. The article argues that, beyond knowledge and skills related to equity, teachers need an “equity stance” that embraces and works to balance the tensions between these four dimensions.	Teacher Admin	Article	www.todos-math.org/assets/documents/TEEMv1n1excerpt.pdf
Aurora Institute	This website includes print reports that address equity and competency-based education. The reports include links to other resources related to equity.	Teacher Admin	Website	https://aurora-institute.org/resources/?sf_s=equity
Equity and Diversity Standards <i>National Board for Professional Teaching Standards (NBPTS)</i>	This excerpt highlights teaching standards in various content areas related to equity, diversity, fairness, access, and knowledge of culture. Teachers can use this excerpt as a tool for a variety of purposes (e.g., to assess themselves, to increase their knowledge of these topics, to initiate or frame discussions related to equity).	Teacher	Tool	kentuckynbpl.weebly.com/uploads/1/2/0/0/120036800/equity_standards_study.pdf
Kirwin Institute for the Study of Race and Ethnicity <i>The Ohio State University</i>	This website includes free online training modules on implicit bias. It also features free virtual forums on a variety of topics.	Teacher Admin	Professional Development	https://kirwaninstitute.osu.edu/implicit-bias-training

Strategy 2: Purposefully integrate equity into teaching practices

Resource	Description	User	Type	Location
<p><i>Closing the Gap: Creating Equity in the Classroom</i> Hanover Research</p>	<p>This brief provides strategies, resources, and tools to improve the quality of instruction and academic expectations in the classroom so that all students have the resources they need to succeed in high school and beyond. The brief includes a chart that explains the roles of administrators and teachers in establishing an equitable learning environment, strategies for equitable classroom management, a list of best practices for diversity training, and a diagnostic checklist for culturally responsive instruction.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf</p>
<p><i>Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed</i> C. Sturgis & K. Casey</p>	<p>This report offers equity strategies for personalized, competency-based education to ensure a more equitable K–12 education system. Districts and schools can use the equity principles within this report to develop an equity agenda within their personalized, competency-based systems. Competency-based education holds promise as a uniquely powerful model for fostering equity, but only if equity is an intentional design feature embedded in the culture, structure, and pedagogy.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>www.inacol.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/</p>
<p>National Equity Project Website</p>	<p>This website includes a variety of tools in its resource section (e.g., the “Building Rapport: Cultural Synchronization Questions” that serve as a starting point for teachers to gain a deeper and holistic understanding of how a specific student is learning, thinking, and making decisions). The website also includes a section on the connection between social-emotional learning and equity, with a table that provides examples of ways to situate equity within social-emotional learning.</p>	<p>Teacher</p>	<p>Website</p>	<p>nationalequityproject.org</p>

Strategy 2: Purposefully integrate equity into teaching practices

Resource	Description	User	Type	Location
<p>Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality <i>M. Blackburn & Y. Deiri</i></p>	<p>This equity tool prepares U.S. school leaders, counselors, teachers, and other stakeholders with ways to ensure the safety and engagement of students when discussing topics across the lines of sexuality, religion, and nationality. This tool focuses on two frameworks: engagement and safety.</p>	<p>Teacher Admin</p>	<p>Tool</p>	<p>greatlakesequity.org/resource/developing-us-educators-skills-teaching-across-lines-sexuality-religion-and-nationality</p>
<p>PBS Learning Media: Virtual Professional Learning Series</p>	<p>This resource provides professional development videos about anti-racist teaching and about discussing race and racism with children.</p>	<p>Teacher Admin</p>	<p>Professional Development</p>	<p>https://rmpbs.pbslearningmedia.org/collection/tools-for-anti-racist-teaching/</p>

Strategy 3: Use leadership practices that promote equity

Resource	Description	User	Type	Location
<p>“Increasing Equity for All Students” S. Yost</p>	<p>This article provides steps that leaders can take within their schools in order to reduce bias and serve all students equitably, increasing all students’ opportunities for success.</p>	Admin	Article	www.edutopia.org/article/increasing-equity-all-students
<p>“Considerations for Professional Development in Equity-Oriented Instructional Practices” T. Moore, R. G. Jackson, T. S. Kyser, S. M. Skelton, & K. K. Thorius</p>	<p>This issue of <i>Equity Dispatch</i> from the Great Lakes Equity Center highlights the importance of equity leaders intentionally seeking out opportunities for equity-oriented professional development. Equity leaders must be equipped to discern the differences between forms of professional development that may not facilitate systemic change towards ensuring quality learning opportunities for all students, and equity-oriented professional development which has the potential to transform learning communities.</p>	Teacher Admin	Article	greatlakesequity.org/resource/considerations-professional-development-equity-oriented-practices
<p>Leadership Practices for Advancing Educational Equity S. M. Skelton & T. S. Kyser</p>	<p>This presentation’s objectives were to explain the three C’s for leading transformative change towards equity, describe what it means to be critically conscious, and explain how implicit bias and power and privilege affect student outcomes.</p>	Admin	Webinar	greatlakesequity.org/resource/leadership-practices-advancing-educational-equity

Strategy 3: Use leadership practices that promote equity

Resource	Description	User	Type	Location
<p>The Leadership for Equity Assessment & Development (LEAD) Tool Education Northwest</p>	<p>The LEAD Tool helps school leadership teams start dialogue and sustain action in expanding educational opportunities, improving school climate, and attaining equitable outcomes. It provides teams with the opportunity to examine practices and policies through the lens of 10 research-based equitable practices and to bring families, communities, and other stakeholders into the conversation. Teams can use the rubrics to assess their personal and organizational strengths, challenges, and progress. (The website on which this tool is found includes other resources related to the 10 practices.)</p>	<p>Teacher Admin</p>	<p>Tool</p>	<p>leadtool.educationnorthwest.org/</p>
<p>Equity Toolkit for Administrators <i>Colorado Department of Education</i></p>	<p>This toolkit provides resources that support administrators' efforts to work with their school communities to create plans and action steps for intervention and maintenance of an equitable learning environment for all students. The toolkit supports school and community leaders in paying attention to issues of equity; beginning "courageous conversations" about these issues; and addressing bias, harassment, prejudice, and discrimination in their school community.</p>	<p>Admin</p>	<p>Toolkit</p>	<p>https://www.cde.state.co.us/sites/default/files/documents/cde_english/download/resources-links/equity toolkit final 2010.pdf</p>

Strategy 4: Develop practices and policies that support equitable outcomes for all students

Resource	Description	User	Type	Location
<p>“Creating Equitable Learning Spaces for Indigenous Students” <i>H. Mackey</i></p>	<p>This issue of <i>Equity Dispatch</i> provides educators, administrators, and community stakeholders with an overview of American Indian education, provisions for Indian Education embedded in Title VI of the Every Student Succeeds Act, and research-based strategies for effectively meeting the unique educational needs of Indigenous students and communities.</p>	<p>Teacher Admin</p>	<p>Article</p>	<p>greatlakesequity.org/resource/creating-equitable-learning-spaces-indigenous-students</p>
<p><i>Investing in Equal Opportunity: What Would it Take to Build the Balance Wheel?</i> <i>J. K. Rice</i></p>	<p>This brief revisits Horace Mann’s vision of education as the balance wheel of society and describes resources and services that are within the traditional education sphere as well as provisions and necessary resources that would expand the role of education to address student needs in ways that often are already expected of schools. It also discusses the challenges of pursuing equal opportunity in the current policy context that promotes high-stakes accountability, resegregation, and privatization.</p>	<p>Admin</p>	<p>Report</p>	<p>nepc.colorado.edu/publication/balance-wheel</p>
<p><i>For Each and Every Child: A Strategy for Educational Equity and Excellence</i> <i>U.S. Department of Education, Equity and Excellence Commission</i></p>	<p>The commission was charged with providing advice on the disparities in meaningful educational opportunities that give rise to the achievement gap, with a focus on systems of finance, and to recommend ways in which federal policies could address such disparities. The report provides recommendations in five areas to guide federal policymaking. These areas include equitable school finance systems, effective teachers, principals, and curricula, early childhood education with an academic focus, a range of supports to mitigate the effects of poverty, and accountability and governance reforms.</p>	<p>Admin</p>	<p>Report</p>	<p>https://www.ctbaonline.org/reports/each-and-every-child-strategy-education-equity-and-excellence</p>

Strategy 4: Develop practices and policies that support equitable outcomes for all students

Resource	Description	User	Type	Location
<p><i>Equal Opportunity for Deeper Learning</i> P. Noguera, L. Darling-Hammond, & D. Friedlaender</p>	<p>The premise of this report is that equity-based reforms in teaching and learning is the key to expanding access to deeper learning, which includes mastering the ability to communicate effectively, work well in teams, solve complex problems, persist in the face of challenges, and monitor and direct one’s own learning. The report describes obstacles that currently prevent schools from delivering high-quality instruction to all students; examines educational models, structures, and practices that facilitate deeper learning; and considers how policy, practice, and research can be aligned to support the development of pedagogy for deeper learning in schools that serve students placed at-risk of school failure.</p>	<p>Teacher Admin</p>	<p>Report</p>	<p>edpolicy.stanford.edu/sites/default/files/publications/jff-report-equal-opportunity-deeper-learning.pdf</p>
<p><i>Equity in Education: Key Questions to Consider</i> B. Atchison, L. Diffey, A. Rafa, & M. Sarubbi</p>	<p>To move the needle on equity in education, the Education Commission of the States proposes increased intentionality of policy assessment and development across four pillars of work: teaching and leading, learning and transitioning, measuring and improving, and financing. This brief includes a list of key equity-minded questions to consider within each of these target areas. This list can serve as a guide for state education leaders, and advocates for equity, as they evaluate policy options across the P20 spectrum.</p>	<p>Admin Teacher</p>	<p>Report</p>	<p>www.ecs.org/wp-content/uploads/Equity in Education Key questions to consider.pdf</p>

Strategy 4: Develop practices and policies that support equitable outcomes for all students

Resource	Description	User	Type	Location
<p><i>Equity Matters: Understanding Equity Literacy</i> <i>Teaching Tolerance</i></p>	<p>This webinar in the Equity Matters series assists teams of participants in using the four principals of equity literacy to define a shared vision of equity in their school, uncover and disrupt existing inequities, and draft a plan to create and sustain equitable policies and practices for all students and their families.</p>	<p>Teacher Admin</p>	<p>Webinar</p>	<p>www.tolerance.org/professional-development/webinars/equity-literacy</p>
<p>Racial Equity Tools</p>	<p>This website is designed to support people and groups working for inclusion, racial equity and social justice. It displays a wide array of tools, ideas and strategies for racial equity advocates and includes a clearinghouse of resources and links from numerous sources. The Site Map includes an introduction to the theory behind a racial equity lens, community racial equity assessment tools, tools for creating advocacy and implementation plans, and tips on how to remain focused and maintain sustained effort in furtherance of your racial equity goals.</p>	<p>Teacher Admin</p>	<p>Website</p>	<p>www.racialequitytools.org</p>

Need

Engaging with the Native American Community

Engaging with the Native American community helps teachers develop understanding of students' Native American identity, their lives outside school, and the ways that the community supports student learning. It also builds trust between the school and the community, which makes it easier to work together for the benefit of students.

Strategy 1: Use structured processes to engage in dialogue with the community

Resource	Description	User	Type	Location
<p>Advancing Native Dialogues on Racial Equity <i>Alaska Native Policy Center at First Alaskans Institute</i></p>	<p>This toolkit helped reset and reshape the dialogue on race in Alaska by bringing people together to challenge perceptions through community conversations. The toolkit contains resources to help guide meaningful dialogue around the topics of racial equity and racial healing including the following:</p> <ul style="list-style-type: none"> • Dialogue Agreements: An approach outlining parameters to maintain respect among participants and creating a supportive atmosphere in dialogues. • Host Guide: Details the components necessary to host a successful community dialogue. • General Project Scope Presentation: Outlines the project aims. • Project Description: A one-pager explaining the background and usefulness of the project. • Mini-Documentaries Press Release: Highlights some of the important conversations taking place in the space. • Powerful Questions to Stimulate Dialogue on Racism: Prompts to encourage group dialogue during community conversations. • Sample Dialogue Flow: Tips to carry out an orderly dialogue and ensure that each voice is heard. • Sample Model for Hosting Dialogues on Racism and Racial Equity: An outline for hosting difficult dialogues. 	Admin	Toolkit	<p>firstalaskans.org/alaska-native-policy-center/racial-equity/</p>

Strategy 2: Partner with the community to develop equity action plans

Resource	Description	User	Type	Location
<p><i>Community Engagement Series for Educators</i></p>	<p>This seven-issue series provides ideas for creating a culture of engagement between educators and parents and community as partners supporting children’s school success. Each issue includes ideas for breaking down barriers among the partners, classroom tips, an equity goal for the month, a self-assessment tool, an action planning guide, and resource suggestions.</p>	<p>Teacher Admin Community</p>	<p>Guide</p>	<p>https://www.idra.org/publications/community-engagement-series-educators/</p>
<p><i>Resource Guide to Developing a School Equity Plan</i> <i>Michigan Civil Rights Commission and Michigan Department of Civil Rights</i></p>	<p>This document was developed to guide K-12 schools in Michigan as they create school equity plans. The document helps schools use an equity lens to review policies, practices, and procedures, explains why equity plans are needed, and includes a framework for equity plans, and examples of equity plans from several school districts across the country.</p>	<p>Teacher Admin Community</p>	<p>Guide</p>	<p>https://www.michigan.gov/documents/mdcr/MDCR_Education_Equity_Resource_Guide_FINAL_736483_7.pdf</p>

Strategy 3: Collaborate with tribal education departments or tribal school boards to enhance Native student’s learning opportunities

Resource	Description	User	Type	Location
<p><i>Building Relationships with Tribes (3 Parts)</i> <i>National Indian Education Association</i></p>	<p>A three-part series, this resource provides states and districts with strategies for building relationships that are trusting and reciprocal, the kind of relationships that are necessary for meaningful consultation with tribes. The first document in the series includes an introduction to the history of Native education, an explanation of how consultation differs from engagement, and a description of a process for consultation. The second document explains the essential elements of consultation with local tribes, the need for local consultation, and provides information about the types of meetings during which tribal consultation might occur. The third document provides practical steps for reviewing state and local ESSA plans and for ongoing oversight and accountability of the plans.</p>	<p>Policymaker Teacher Admin Community</p>	<p>Guide</p>	<p><i>A Native Process for ESSA Consultation:</i> https://static1.squarespace.com/static/5cffbf319973d7000185377f/t/5d8294a2a7dec04fd2e84bcc/1568838821668/NIEA-BuildingRelationshipi</p> <p><i>A Native Process for Local Consultation Under ESSA:</i> https://static1.squarespace.com/static/5cffbf319973d7000185377f/t/5d8294cf8541c55a8546b93d/1568838866259/NIEA-LEA-Guide-FINAL.pdf</p> <p><i>A Native Process for Evaluation of State and Local Plans for Native Education Under ESSA:</i> https://static1.squarespace.com/static/5cffbf319973d7000185377f/t/5d8294ff3440de5ed5551574/1568838914107/NIEA-Evaluation-Bklt-FINAL.pdf</p>

Strategy 3: Collaborate with tribal education departments or tribal school boards to enhance Native student's learning opportunities

Resource	Description	User	Type	Location
<p>Decision Making Guide: Options for Tribal Education Departments to Enhance the Tribal Role in Select Federal K–12 Education Programs</p> <p><i>Tribal Education Departments National Assembly & Native American Rights Fund</i></p>	<p>This document is designed to help tribal governments strengthen their role in Native education. It provides information about select K–12 federal programs in which tribal education agencies (TEAs) can potentially participate. It also promotes collaboration among TEAs, LEAs, SEAs, and the U.S. Department of Education to improve Native education.</p>	<p>Policy maker Teacher Admin</p>	<p>Guide</p>	<p>tribaleddepartmentsna.files.wordpress.com/2013/10/2013-10-10-decision-making-toolkit-00021741.pdf</p>
<p>Guidance For North Dakota ESSA Tribal Consultation</p> <p><i>North Dakota Department of Public Instruction</i></p>	<p>This document serves as an overview of ESSA tribal consultation requirements and as guidance for North Dakota LEAs. It includes information about what it means for consultations to be timely and meaningful, explains which districts must engage in tribal consultation and which tribes are affected, and which federal programs are covered. In addition, it provides a list of what tribes should be provided with or be able to receive upon request (e.g., dates for consultation and planning meetings, information on proposed programs, formats and submission information for tribal input, final copy of plans and applications, previous reports and evaluations on education plan or program outcomes, presentations on existing programs).</p>	<p>Policy maker Teacher Admin Community</p>	<p>Guide</p>	<p>https://www.nd.gov/dpi/education-programs/indian-education/north-dakota-essa-tribal-stakeholder-and-tribal-consultation</p>
<p>Tribal Education Departments National Assembly (TEDNA)</p>	<p>This website includes a library of resources, information about TEDNA projects and meetings, laws related to Native education, and testimony and comments TEDNA provided on legislation. It also includes a report on several tribes and an interdisciplinary manual for American Indian inclusion.</p>	<p>Policy maker Teacher Admin Community</p>	<p>Website</p>	<p>tedna.org</p>

Strategy 3: Collaborate with tribal education departments or tribal school boards to enhance Native student's learning opportunities

Resource	Description	User	Type	Location
<p>North Dakota ESSA Tribal Stakeholder and Tribal Consultation</p>	<p>This page under the Indian Education section of the NDDPI website includes links to NDDPI's Tribal Consultation Guide and its Confirmation of Tribal Consultation Form. In addition, it provides the schedule of consultation meetings with each of the tribes (Mandan, Hidatsa, and Arikara Nation, Spirit Lake Tribe, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa), meeting agendas, and pictures from the meetings.</p>	<p>Policymaker Teacher Admin Community</p>	<p>Website</p>	<p>https://www.nd.gov/dpi/education-programs/indian-education/north-dakota-essa-tribal-stakeholder-and-tribal-consultation</p>
<p><i>Every Student Succeeds Act Tribal Consultation Pre-Planning Tool for Tribes</i> <i>Northwest Comprehensive Center</i></p>	<p>This document features a tool that tribes can use to plan for tribal consultations. The tool includes the K–12 federal programs (e.g., Title I, Title VI) and other topics (e.g., special education, child nutrition, English learners, Gear Up) most relevant to tribes during tribal consultation and prompts tribes to complete information for each of the programs or topics. This information includes their prior knowledge, experience, or input related to each program/topic, as well as their support to school on the program/topic, and relevant tribal needs and future tribal support on the program/topic. It also includes space for tribes to record questions they might have for the SEA and LEA, language and culture supports, and agreements and next steps. The document also includes a summary of the relevant federal programs and topics, questions for tribes to consider during the consultation process, a sample consultation protocol, and a sample agenda for a consultation meeting.</p>	<p>Policymaker Admin Tribal Leaders Community</p>	<p>Tool</p>	<p>https://reg17cc.educationnorthwest.org/sites/default/files/essa-tribal-consultation-preplanning-toolkit.pdf</p>

Additional Resources: Professional Development Implementation (Planning, Supporting, Evaluating)

Planning Professional Development

- ***Effective Teacher Professional Development***

Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). Research brief, Learning Policy Institute

This research brief summarizes the findings from a study that identified the features of effective professional development by reviewing 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. It provides descriptions of professional development models that include these features.

The full research report is available at <https://learningpolicyinstitute.org/product/teacher-prof-dev>.

- **“Planning Professional Learning”**

Guskey, T. R. (2014). Journal article, Education Leadership

This article emphasizes that the success of professional learning for teachers depends on how well it is planned and presents an approach for planning professional learning that is based on identifying the purpose and goals of the learning as the starting point for planning. The article explains five steps for planning professional learning: (1) student learning outcomes, (2) new practices to be implemented, (3) needed organizational support, (4) desired educator knowledge and skills, and (5) optimal professional learning activities.

The article is available at <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Planning-Professional-Learning.aspx>.

- ***Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well***

Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (with Killion, J.). (2010). Issue brief, National Comprehensive Center for Teacher Quality

This brief explains the meaning of job-embedded professional development (JEPD) and provides examples and nonexamples of JEPD. It also includes a description of formats in which JEPD can occur and the necessary conditions (e.g., opportunity to learn, professional culture, use of adult learning principles, norms of collaboration) to support JEPD. The brief explains actions that state, district, and school leaders can take to support JEPD.

The brief is available at <https://learningforward.org/wp-content/uploads/2017/08/job-embedded-professional-development.pdf>.

- ***Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement***



Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. L. (2007). Issues & Answers Report, Regional Educational Laboratory Southwest

This report summarizes what can be learned from a review of the evidence on the effects of professional development on student achievement, providing information about nine studies (out of 1,300 reviewed) that met What Works Clearinghouse standards. The report provides recommendations for improving the quality of professional development research.

The report is available at https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf.

- ***Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability***

Gulamhussein, A. (2013). Report, National School Boards Association, Center for Public Education

This report explains how districts can develop an effective professional development program and examines what research says about the structure of professional development that changes teachers' practice and student learning. It includes information about five principles of professional development and how districts can fund effective professional development.

The report is available at <http://conference.ohioschoolboards.org/2017/wp-content/uploads/sites/17/2016/07/1pm111317A114Job-embedPD.pdf>.

Supporting Professional Development

- **Learning Forward (website)**

Learning Forward is a professional organization focused solely on those who work in educator professional development. Its website has a multitude of resources—including reports, articles, tools, programs, and services—that assist states, districts, and schools in planning, conducting, and evaluating professional learning. The site includes information about implementing standards for professional learning and advocating for professional learning.

Access the website at <https://learningforward.org/>.

- **High-Quality Professional Development for All Teachers: Effectively Allocating Resources**

Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). Research & Policy Brief, National Comprehensive Center for Teacher Quality

This brief includes a summary of current research related to high-quality professional development and a discussion of the factors that decision-makers need to consider when making decisions about allocating resources for professional development. The brief also includes a description of methods for evaluating professional development activities, examples of approaches to professional development, and self-assessment tools that states and districts can use to determine the extent to which they are ensuring high-quality professional development for all teachers.

The brief is available at <https://files.eric.ed.gov/fulltext/ED520732.pdf>.

- **The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development**

Jacob, A., & McGovern, K. (2015). Report, TNTP

This report presents findings of a study to identify what works to foster widespread improvement in teacher development. Recommendations in the report provide guidance for districts on how they can improve the results of their efforts to improve teacher practice. These actions are grouped in three areas: redefining what it means to help teachers improve, reevaluating existing professional learning supports and programs, and reinventing how we support effective teaching at scale.

The report is available at <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>.

- ***Moving from Compliance to Agency: What Teachers Need to Make Professional Learning Work***
Calvert, L. (2016). Report, Learning Forward, National Commission on Teaching & America's Future

This report explains the importance of teacher agency in effective professional learning and presents a graphic that explains the conditions that do and do not support teacher agency. It also includes seven actions school leaders and policymakers can take in their own contexts to improve teacher agency in their professional learning systems.

The report is available at <https://learningforward.org/wp-content/uploads/2019/10/teacher-agency-final.pdf>.

- ***Beyond PD: Teacher Professional Learning in High Performing Systems***
Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). Report, National Center on Education and the Economy

This report includes an executive summary that explains how high-performing systems across the world approach teacher professional learning. It includes information about the system-level policies and strategies that support effective professional learning: developing professional learning leaders; developing evaluation and accountability policies; and creating time and resources for teachers to pursue effective professional learning. It includes examples of professional learning programs, focusing on practical aspects of implementing them. Each chapter includes a list of resources and tools, such as classroom observation forms, mentor hiring guidelines, and frameworks for setting up learning communities.

These resources and tools and various appendices to the report are available at <http://ncee.org/BeyondPD/>.

Evaluating Professional Development

- ***“Does It Make a Difference? Evaluating Professional Development”***
Guskey, T. R. (2002). Journal article, Education Leadership

This article explains five levels of information that need to be collected and analyzed to achieve effective professional development evaluation. For each level, the explanation includes what questions are addressed, how the information will be gathered, what will be measured or assessed, and how the information will be used.

The article is available at <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference-Evaluating-Professional-Development.aspx>.



- ***Evaluating Professional Learning: A Tool for Schools and Districts***

Breslow, N., & Brock, G. (2020). Toolkit. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast.

This toolkit introduces key concepts of professional learning evaluation. It includes activities, tools, and other resources for monitoring and evaluating professional learning initiatives. The toolkit includes guidance for developing a logic model and evaluation questions, using data to address those questions, and making sense of the data. It also helps teams communicate evaluation findings accurately and effectively to various audiences.

The report is available at https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/NE_5.3.5_Evaluation_PD_Brief_12-22-20_accessible.pdf.

- ***Teacher Professional Development Evaluation Guide***

Haslam, M. B. (2010). Guide, National Staff Development Council

This guide provides information to help states and districts plan, conduct, and report on evaluations of professional development. It begins with five questions to inform evaluation planning, discusses approaches to evaluation design and data collection, includes strategies for data analysis, and provides advice for preparing evaluation reports. It also includes a list of evaluation resources and sample items for gathering data about teachers' perceptions of their professional development.

The guide is available at <https://learningforward.org/wp-content/uploads/2017/08/teacher-professional-development-evaluation-guide.pdf>.

- ***Planning for High Quality Evaluation of Professional Learning***

Bocala, C., & Bledsoe, K. (2017). Webinar series, Regional Educational Laboratory Northeast & Islands

This 3-part webinar series addresses such topics as using logic models to plan an evaluation, developing evaluation questions, selecting evaluation designs, collecting and analyzing data, ensuring data quality, and reporting and using evaluation results. The webinar includes discussion of limitations districts might face in evaluating professional learning and provides examples of approaches that are both rigorous and reasonable.

“Session 1: Establishing the Purpose for Evaluation” is available at https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL-NEI_5.1.2_session1_slides.pdf.

“Session 2: Understanding Data in the Evaluation Planning Process” is available at https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL-NEI_5.1.2_session2_slides.pdf.

“Session 3: Using Evaluation Information and Working with Evaluators” is available at https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL_5.1.2_Session3_508.pdf.