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Issues in American Indian Education

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OVERVIEW

American Indian Education Issues

Program samples

Administrators

Teacher preparation

Induction

Counselor preparation

Lessons

Resources

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Issues in American Indian Education

- High drop out rates (ca. 33% do not finish high school)
- Highest rate of [absenteeism](#)
- Highest rate of identification in special education
- Comparison to whites on NAEP (4th grade, 2000): reading at or above proficient, 40% W, 17% AI; math at or above proficient, 34% W, 14% AI
- Lack of AI education professionals

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EDL Diné Hopi Cohort Project

Dr. Joseph Martin (Navajo), Director

Need: 75% administrators in K-12 school settings within the Navajo and Hopi Nations filled by non-Indians (language, values, traditions); few are retained.

Project addresses the lack of competent Navajo and Hopi principals by grounding the in the real world of the school and classroom through daily exchanges and study.

The objective is to credential a cohort of 25 K-12 from the Navajo and Hopi schools by the year 2008.

EDL Diné Hopi Cohort Project

Dr. Joseph Martin (Navajo), Director

Project uses a combination of a reservation based cohort, culturally-responsive curriculum, and an induction and mentorship components.

Project partners are the Navajo & Hopi Tribes and the Navajo Institute Technology.

We utilize faculty experienced in Navajo and Hopi education with courses taught on-site, and over NAU distance learning facilities.

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EDL Diné Hopi Cohort Project

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Funding: U.S.D.O.E. (4 years)

Support for tuition, books, fees and travel for students

25 students in the program; mostly teachers serving Navajo & Hopi schools

3 years of coursework with an internship & 1 year induction service

Students in class part-time, retaining full time teaching jobs

Classes broadcast to sites in Ganado, Chinle, Keams Canyon, Kayenta, Tuba City & Page (AZ)



What We Are Finding. . . .

- Reservation school principalship is unpredictable at best
- Why? Complex environment, high turnover of key staff, ambiguous roles, lack of support for a quality professional learning climate, often contentious and mistrusting of outsiders



Our Recommendations

- A core set of basic leadership principles are critical in most reservation contexts
- Setting Directions - not just within the school, but in collaboration with local tribe to establish a vision & expectation
- Developing people – intellectual stimulation within a reservation context
- Redesigning the School – Reconnecting school & community, build collaborative processes

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What This Means: Successful Reservation Principal Must. . .

- Build powerful forms of support practices to support teaching & learning
- Establish strong communication in school and with the larger tribal-school community
- Nurture the development of families' education values and local culture
- Expand the amount of students' social capital valued by the school

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Teacher Preparation for American Indian Students:

Itaa Tsatsayom Mopeqwya Program

Dr. Pamela Powell, Director

Goals: to educate and retain certified teachers for the schools
to train them in writing and implementing culturally relevant curricula.

Features: course work on NAU campus;

standard courses adapted to address Native issues (e.g., ECI 321 incorporated Hopi water issues in curriculum).

student teaching and induction support

Teacher Preparation for American Indian Students:

Itaa Tsatsayom Mopeqwya Program

Dr. Pamela Powell, Director

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Findings/lessons:

- Preparing Native teachers by encouraging them to plan and design curricula which honors culture and tradition.
- Use of such curricula encourages learning about cultural, ethnic, etc. diversity.
- Honor collaborative values of culture vs. competitive.
- Concern: some of our Native students are facing challenges on AEPA™.

UNITING TO PROMOTE CULTURE AND LANGUAGE THROUGH SOVEREIGNTY

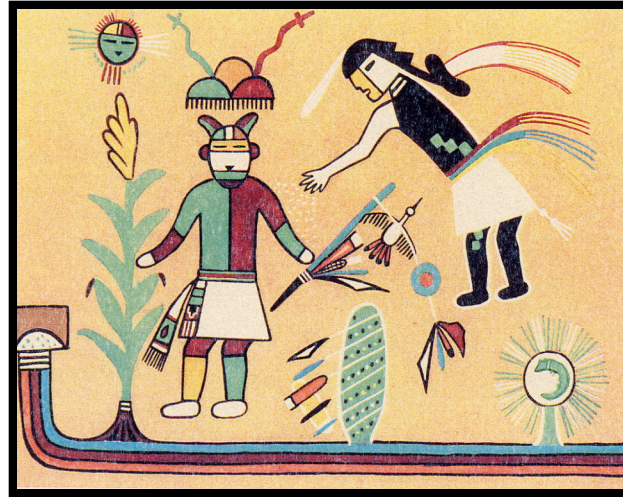


Alchini Ba' (For the Children)

Guy Senese, P.I.



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PARTNERSHIP BETWEEN
LITTLE SINGER COMMUNITY SCHOOL,
NORTHERN ARIZONA UNIVERSITY, AND
THE NAVAJO NATION

STUDENT ISSUES

HOW DO WE BECOME CULTURALLY RESPONSIVE DINE' TEACHERS?

HOW DO WE BECOME THE KINDS OF TEACHERS WE HAVE NEVER SEEN IN CLASSROOMS?

HOW DO WE ENVISION SCHOOLING PRACTICES THAT WILL BETTER SERVE DINE' YOUTH AND COMMUNITIES?

A photograph of two young girls, likely Hopi, riding a horse in a desert landscape. The girl in the foreground is wearing a red jacket and a blue skirt, and is smiling. The girl behind her is also wearing a red jacket. The background shows a desert with red rock formations and a clear sky.

COLLABORATION PROGRAM OVERVIEW

- EVERY FRIDAY AT LITTLE SINGER COMMUNITY SCHOOL
- WEEKLY VERBAL AND WRITTEN REFLECTION CONVERSATIONS
- ON-GOING ACADEMIC ADVISING AND CAREER COUNSELING
- SPECIAL WORKSHOPS AND COURSES
- STUDENTS PREPARE TO BE SCHOLARS BY PRESENTING AT NATIONAL PROFESSIONAL CONFERENCES
- TWO-DAY CULTURAL IMMERSION TRIP WAS PLANNED AND IMPLEMENTED BY THE HOPI

COMMUNITY PHOTOS



**Teacher Induction Program at Northern Arizona
University
TIP @ NAU
Dr. Patty J. Horn, Director**

TIP @ NAU Features:

- 6 school districts impacting 30 schools, 287 beginning teachers, 16 full-time mentors, 14 part-time math coaches and 20,386 students.
- Goal: to build the capacity of highly trained full-time district mentors to improve teaching and learning in the classrooms of beginning teachers.
- Hopi project: The Hopi Tribe initially joined TIP @ NAU through a teacher partnership grant at NAU in March, 2007.

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**Teacher Induction Program at Northern Arizona
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TIP @ NAU
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TIP @ NAU Focus for Native context:

- Adequate time for tribe to react to a proposal, which can take at least three to six months.
- Willingness to be flexible and meet their timeframes which are not always the same as the timeframes for the existing program even if the tribal representative was a part of determining that timeframe.
- Ability to listen to their needs.
- Collaboration and communication over time to build trust.

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Tuba City Cohort: Counselor Education

Dr. Bill Huffman, Director

Background:

As with administrators, serious shortage of Native practitioners.

Program:

- 3rd cohort of school counselors at Reservation sites
- Funded by the Ottens Foundation (coordinator, student support)
- Currently 20 participants (35 graduates)
- Primarily Navajo and Hopi teachers

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Tuba City Cohort: Counselor Education

Key Lessons

- Listen and learn
- Involve as many people as possible in the program
- Highlight counseling events to the community
- Encourage healthy relationships with main campus and distance learning staff. (Mentor students)
- Employ only flexible instructors
- Treat students as valued and wise adults
- Focus on real life situations and community responses
- Foster discussions in class on how text material may apply to the local community
- Vary instruction and modality. Students have worked all day.
- Provide tech support for all classes.
- Celebrate success with refreshments or potlucks
- Contact students if their work, attendance or mood appears to shift
- Provide frequent required advisement sessions
- Build on student strengths and insights

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***15th Annual Stabilizing
Indigenous Languages Symposium***
**LANGUAGE IS LIFE: STRATEGIES FOR
LANGUAGE REVITALIZATION**
**High Country Conference Center,
Northern Arizona, Flagstaff, Arizona**

<http://jan.ucc.nau.edu/~jar/TIL.html>

Invited Conference Speakers



Dr. Christine Sims (Acoma) co-chairs the Indigenous Special Interest Group for the National Association for Bilingual Education as well as the New Mexico Bilingual Advisory Committee.

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Darrell Robes Kipp (Blackfoot) is the cofounder and director of the Piegan Institute on the Blackfoot Reservation in Montana.



Dr. Peggy Speas, Professor of Linguistics at the University of Massachusetts, Amherst, is a founding member of the Navajo Language Academy, which promotes scholarship on the Navajo language and supports Navajos in their efforts to keep their language alive and strong.

KEY ISSUES for professional development programs:

- Devise pre-service and in-service learning opportunities focused on **teaching strategies** that help AI/AN students succeed in the classroom and in life.
- **Recruit more AI/ANs** into teacher preparation, school building leadership development, and education support professional positions, including bilingual resource specialists.
- Facilitate the creation of programs that assist interested AI/AN **education support professionals** to become classroom teachers.
- Develop occasions for experienced AI/AN educators to **mentor and support new AI/AN educators** to help increase the likelihood that new educators will stay in the profession.

KEY ISSUES for classroom teachers (Trujillo & Alston):

- **Cultural experiences** as resources for in-class cultural education.
- Examine classroom for subtle and not-so-subtle images and or messages that support **stereotypes** of AI/AN students, cultures.
- Learn about the history, languages, and cultures of your AI/AN students to help create a learning environment that will stimulate their minds and hearts and allow them to stay connected with their Native cultures.
- Create opportunities for AI/AN and other students to learn the **history and contributions of AI/AN peoples** to modern society.
- Learn from AI/AN **families and communities** about alternative ways of understanding the relationship with the land to augment the teaching of science, math, and other subjects.
- Create innovative opportunities to **engage AI/AN families and community members** by tapping into their knowledge to help shape culturally appropriate curricular materials and instructional approaches.

<http://www.nbowmanconsulting.com/Indigenous%20Education.htm>

<http://jan.ucc.nau.edu/~jar/AIE/index.html>

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<http://coe.nau.edu>