



Nez Perce Education Standards

Aligning with Common Core Standards and Developing Instructional Strategies to Support Learning



Nimiipuune'ewit ~ People's Way of Life

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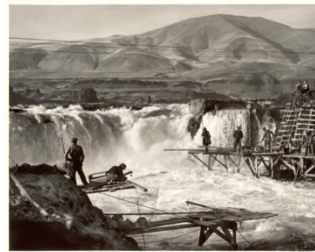


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Nez Perce STEP Project

State Tribal Education Partnership



Nez Perce State Tribal Education Partnership

*Improving the Academic Achievement of
Tribal Students by Meeting their
Unique Educational & Cultural Needs*

Vision

“We have a profound obligation to ensure that all children, including American Indian and Alaska Native students, have the opportunity to receive a 21st century education,” U.S. Secretary of Education Arne Duncan said. “Tribal leaders, teachers, and parents are best-suited to identify and address the needs of their children, and tribal communities deserve to play a greater role in providing American Indian and Alaska Native students with the tools and support they need to be successful in school and beyond.”

-DOE Press Release, October 5, 2012

Video of Secretary Duncan: <http://youtu.be/R0IJgmPIQf0>

First Time Awards!

Grantees and their SEA partners are:

- Nez Perce Tribe, Idaho -
- The Navajo Nation Dine Department of Education, New Mexico -
- The Chickasaw Nation & Cheyenne-Arapaho (Consortium), Oklahoma -
- Confederated Tribes of Umatilla Indian Reservation, Oregon -

Result of regional consultations with Tribes by Obama administration > greater role in the education of tribal children.

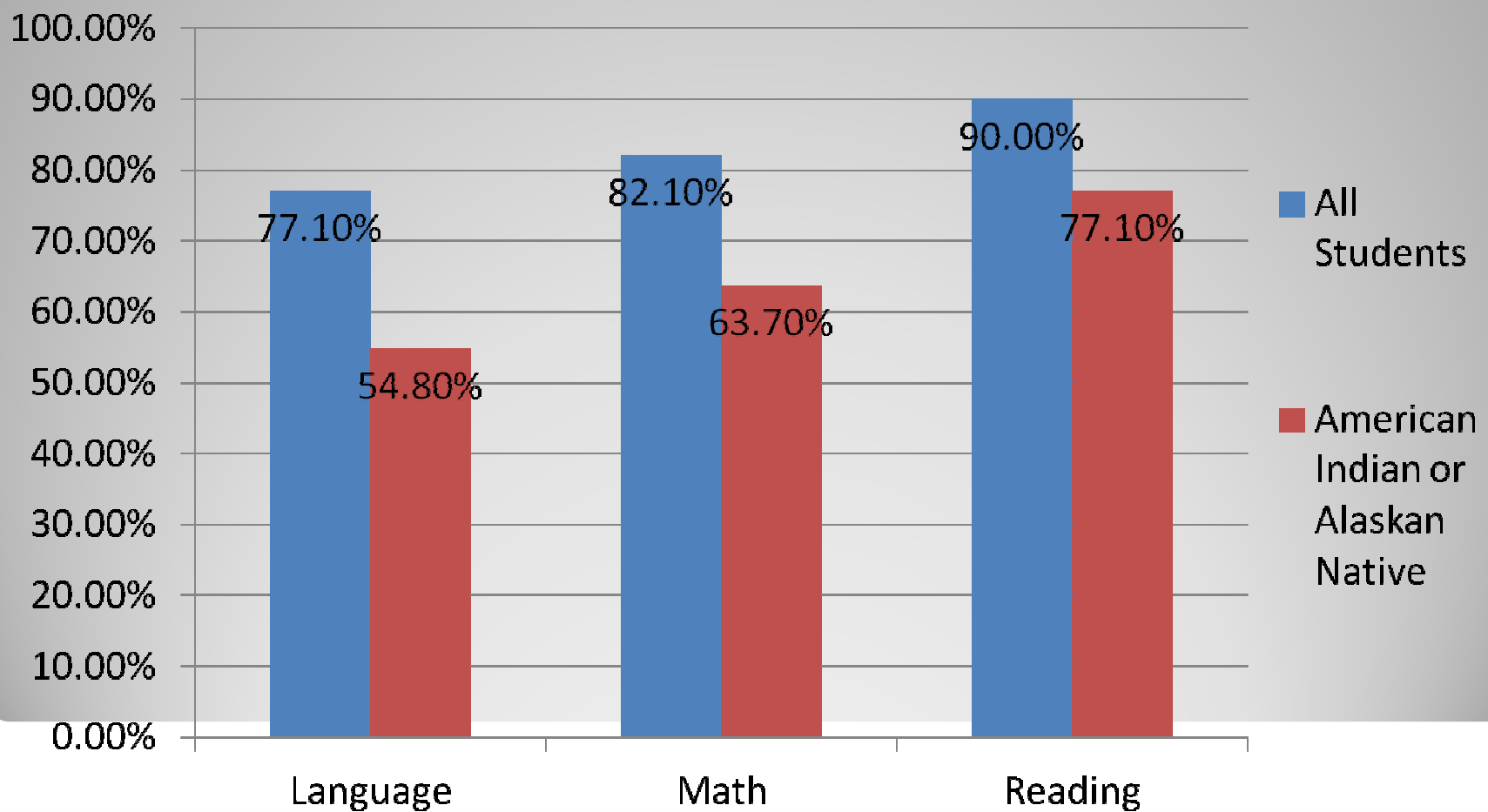


Kamiah and Lapwai
School Districts

STEP PARTNERS

2012- 2013 ISAT Results

State Level (**Idaho**)



As related to the unique educational and cultural needs of AI/AN students:

- Capacity building activities from Idaho SEA to Nez Perce TEA
- Technical assistance and professional development to LEA staff.
- Consult on use of “Native Culture and Language Indicators” (complement WISE Indicators), tribal education standards, instructional strategies, and family engagement.

Final Agreement Components

July 2013 to September 2015

As related to the unique educational and cultural needs of AI/AN students:

- Access to AI/AN student data, in compliance with FERPA, to assist the TEA to set strategic focus to action plans to improve AI/AN students educational outcomes.
- Shadowing the SEA monitoring visits to target LEA's on implementation of federal programs selected above. Prompt TA topics.
- Coordinate with SEA and LEA to review annual grant applications. Prompt TA topics.

Final Agreement Components

July 2013 to September 2015

Related to

- Title I, Part A
- Title II, Part A
- School Improvement

Native Culture & Language Indicators
(culturally-responsive environment, curriculum)

Related to

- Title II, Part A
- School Improvement

Nez Perce Education Standards
(align with Idaho Core Standards, Cultural Pedagogy)

Family Engagement

Related to

- Title I, Part A
- School Improvement



Summary of Strategies:

Meeting the unique educational & cultural needs of AI/AN students to improve Academic Achievement

SEA-TEA-LEA PARTNERSHIP



2014 SEA-TEA Retreat



Family Engagement Team



Teachers at Nez Perce historical site



Start of school.... End of school



Identify TWO things a
“culturally responsive” teacher
should do

Partner Share (Discussion)

2 Minutes



VS.



Teaching Culture v. Teaching Culturally

What does this mean?

In schools where professional learning is centered around job-embedded collaboration with a focus on student results, teachers feel less isolated and experience a greater sense of confidence and job satisfaction—basically, the antithesis of the type of professional development that occurs outside the school, away from actual instruction, and away from students.

NEA Today, April 2013

Onsite Professional Learning

Building Capacity in between LEA's, TEA's, SEA's

Commonality of Common Core

Nez Perce Pedagogy

Learning from watching

Community Orientation

Oral History

Learning from mistakes

Personal Sovereignty

Teachers are guides

Experiential Learning

Interpersonal Relationships

Evaluating Mastery

Common Core

Modeling Concepts

Group Communication

Contextualized Situations

Using Counterexamples

Multiple Ways of Thinking

Teachers help investigate

Using appropriate tools
strategically

Allowing student's knowledge to
guide curriculum

Analysis, Discourse



Nez Perce Standards

Learning by watching

- Root digging (Seasonal rounds)
- Taking care of one's self
- Being around grandparents
- Exposure to cultural traditions

Common Core

Modeling concepts

- Physically create models
- Describe functionality of components
- Form interpretation from representation

Danielson Framework

2E. Alignment

between learning and environment

1F. Assessments are authentic with real world application

3C. Improve lesson by modifying learning task

4C. Regular and ongoing projects designed to engage families in learning process

**The Framework for Teaching EVALUATION INSTRUMENT and RUBRIC – 2013 Edition – Charlotte Danielson; Lapwai School District Evaluation Plan & Self-Assessment*

Commonality of Common Core



Nez Perce Standards

Community Orientation

- Connect to people and land
- Allow groups to teach kids
- Not interrupting conversations
- Community values
- Responsibility to pass knowledge on

Common Core

Group Discourse

- Communicate precisely
- Carefully formulated explanations
- Understand assumptions

Danielson Framework

2B. Students indicate desire to understand content

2B. Students assist their classmates in *understanding* the content

2B. Students correct one another in their use of language

3E. Teacher won't consider lesson finished until every student understands

3B. Virtually all students are engaged in discussion

Commonality of Common Core



Nez Perce Standards

Oral History

- Creation story
- Moral lessons
- Words & phrases
- Sharing personal experiences
- Connection to culture
- Make story come alive

Common Core

Contextualizing content

- Understand meaning
- Analyze relationships
- Conjecture

Danielson Framework

1A. Teacher cites intra- and interdisciplinary content relationships

1A. Teacher plans reflect recent developments in content-related pedagogy

3A. Teacher uses metaphors & analogies to bring content to life

Commonality of Common Core

Nez Perce Standards

Learning from mistakes

- **Doing things right way**
- **Practice**
- **Repetition**
- **Don't be discouraging**
- **Work on never giving up**

Common Core

Using counter examples

- **Perseverance**
- **Critically thinking**
- **Self-correct errors and misconceptions**

Danielson Framework

- 1A. Teacher plans demonstrate awareness of possible misconceptions**
- 1C. Teacher plans ensure accurate sequencing**
- 3A. Teacher points out possible areas for misunderstanding**

Commonality of Common Core



Nez Perce Standards

Personal sovereignty

- Understand how our kids learn
- Support time off for cultural events
- Honor choices
- Honesty & transparency
- Teach the way they learn

Common Core

Multiple ways of thinking

- Use complementary abilities
- Consider logical progressions
- Justify conclusions

Danielson Framework

1B. Teacher seeks out student info about cultural heritage

1E. Activities permit student choice

1E. Lesson plans differentiate for individual student needs

3A. Students suggest alternative strategies to approach analysis

Commonality of Common Core



Nez Perce Standards

Teachers are guides

- Spending time helping
- Everything has meaning
- Not forcing ideas
- Adult help to understand one's Weyekin

Common Core

Teachers help investigate

- Explore truth of conjectures
- Examine claims
- Discern structure and meaning

Danielson Framework

3A. Teacher uses rich language

3B. Students initiate higher order questions

3B. Teacher builds on and uses student responses

Commonality of Common Core



Nez Perce Standards

Experiential Learning

- **Singing Nez Perce church hymns**
- **Never through books**
- **Hands-on**
- **Immersion**
- **Life lessons**

Common Core

Using appropriate tools

- **See overview & shift perspective**
- **Detect possible errors**
- **Explore consequences**
- **Compare predictions**

Danielson Framework

2E. Alignment between learning and environment

2E. Students make extensive use of technology

2E. Students imaginatively use available technology

3C. Activities require high-level student thinking

3C. Students take initiative to make lesson more meaningful

3C. Students reflect on lessons and consolidate thinking

Commonality of Common Core



Nez Perce Standards

Interpersonal relationships

- Learning about respect for all things
- Be inclusive
- Be inviting
- Listen and engage the family
- Know the families

Common Core

Guiding curriculum

- Clearly define own reasoning
- Distinguish flawed reasoning
- Determine applicable arguments
- Listen & read arguments of others

Danielson Framework

1B. Teacher incorporates learning needs into lesson plans

1B. Teacher seeks out information about all students

1F. Students involved in collecting information to provide input

2A. Teacher demonstrates knowledge & caring about student lives

2A. There is no disrespectful behavior among students

2A. Students participate without fear of ridicule

Commonality of Common Core

Nez Perce
Standards

**Evaluating
mastery**

- Ask for their input
- Don't just lecture
- Honor accomplishments
- Practice until worthy of evaluation of adult teachers
- Can do on their own, teach others

Common
Core

Analytical discourse

- Improve arguments
- Generalize thinking
- Ask useful questions to clarify

Danielson
Framework

1A. Teacher uses ongoing methods to assess skill levels

3D. Teacher is constantly "taking the pulse" of the class

3D. Students monitor their own understanding

3D. High quality feedback comes from many sources

Commonality of Common Core

5th Grade Math Lesson

Video of Lesson Model

Question & Answer

Thanks for attending!!!



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