# North Dakota Native American Needs Assessment: Action Plan 2018-2019
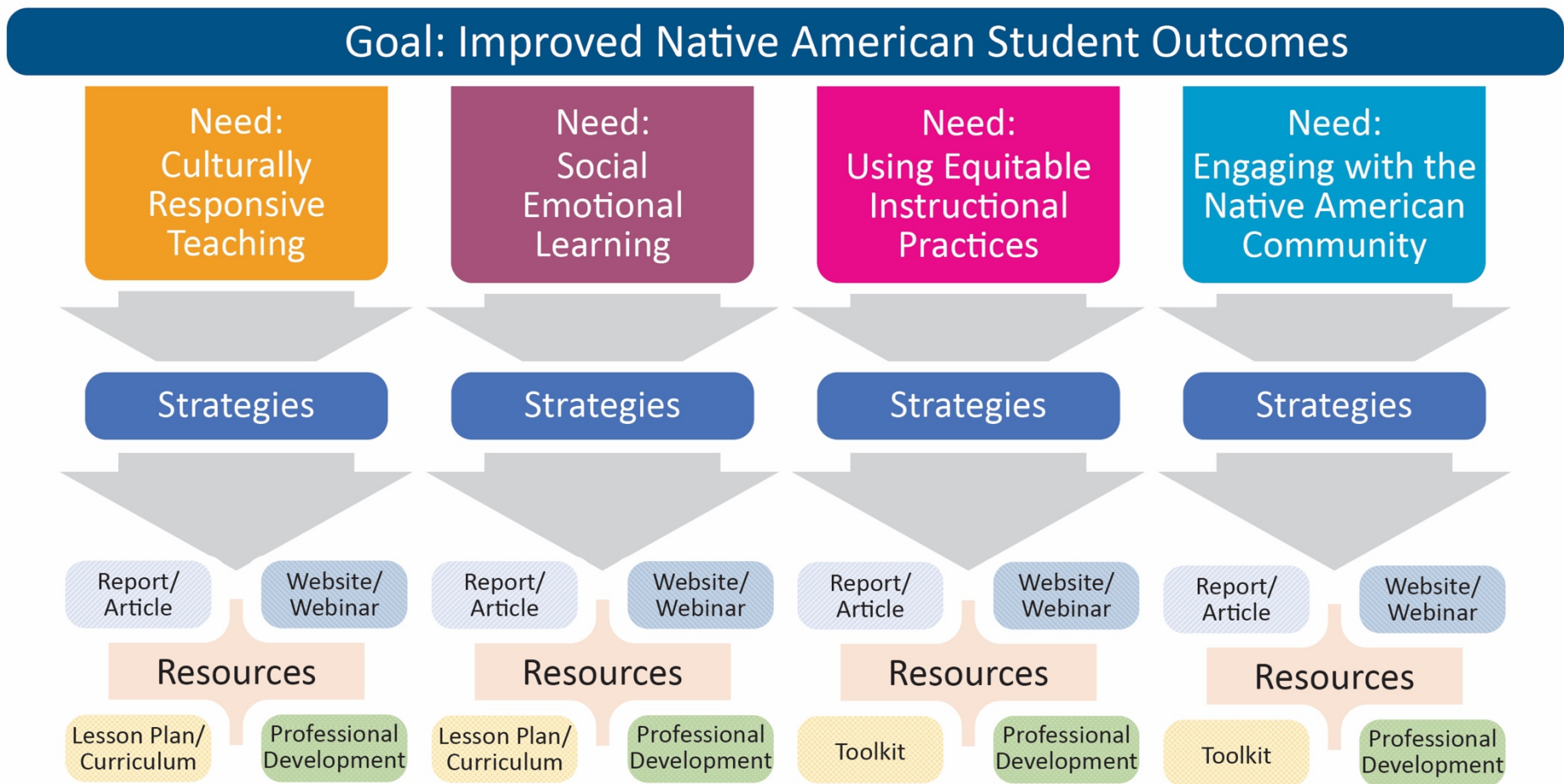
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

## 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 ND 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.

## Goal: Improved Native American Student Outcomes

| Need: Culturally Responsive Teaching | Need: Social Emotional Learning | Need: Using Equitable Instructional Practices | Need: Engaging with the Native American Community |
|---|---|---|---|
| Strategies | Strategies | Strategies | Strategies |
| Report/ Article — Website/ Webinar | Report/ Article — Website/ Webinar | Report/ Article — Website/ Webinar | Report/ Article — Website/ Webinar |
| Resources | Resources | Resources | Resources |
| Lesson Plan/ Curriculum — Professional Development | Lesson Plan/ Curriculum — Professional Development | Toolkit — Professional Development | Toolkit — Professional Development |

## Using the Action Plan

Specific strategies outlined in the action plan have the potential to impact Native American student achievement outcomes and help to close educational gaps. As a result, this plan is particularly useful for those schools or districts that have been identified for targeted or comprehensive support. They 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 class if their school is not implementing a strategy schoolwide or at their grade level.
- *Principals* might use the action plan to assist their staff in understanding the range of strategies available to address the identified needs and in selecting new strategies to implement school-wide or at particular grade levels.
- *Superintendents* might use the action plan to guide discussions about and selection of strategies for addressing needs of their Native American students with their school board, families and the community, and principals.
- *Researchers* might use the action plan to identify areas needing 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 where 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 how those influence their 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 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 these 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 determine the strategy to use*

- 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 are currently being implemented in the need area or areas?
  - 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://mdk12.msde.maryland.gov/process/leading/planning/exercise.html).*
  *([http://mdk12.msde.maryland.gov/process/leading/planning/exercise.html](http://mdk12.msde.maryland.gov/process/leading/planning/exercise.html))*

- 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)

### *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 pattern and color.

- *Report/Article* (Light blue upward diagonal light lines)

    Report/
    Article

- *Website/Webinar* (Darker Blue downward diagonal dark lines)

    Website/
    Webinar

- *Lesson Plan/Curriculum/Toolkit* (Yellow light crosshatch)

    Lesson Plan/
    Curriculum

- *Professional Development* (Green dark crosshatch)

    Professional
    Development

# 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 standards-based curriculum
**Strategy 2:** Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources
**Strategy 3:** Provide a variety of resources, representation, and engagement opportunities for students
**Strategy 4:** Engage families and the community in the design and implementation of programming approaches
**Strategy 5:** Validate every student's culture, bridging gaps between school and home through diversified instructional strategies and multicultural curricula
**Strategy 6:** Set high expectations for students with a commitment to every student's success

## 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 using 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

NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

# 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: Ensure Curriculum is Standards Based

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Oceti Sakowin Essential Understandings and Standards** *South Dakota Department of Education* | 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. | Teacher Admin Community | Report | indianeducation.sd.gov/ documents/ OcetiSakowinEUS.pdf |
| **North Dakota Native American Essential Understandings (NDNAEU)** *North Dakota Department of Public Instruction* | This website houses the North Dakota Native American Essential Understandings, Elder video interviews, lesson plans, and other resources that help teachers incorporate the NDNAEU into their classrooms and curriculum. The Essential Understandings explain how Native people relate to the world around them, promote and sustain their cultures, languages & traditions, respond and contribute to society locally and globally, and live their Native identity. | Teacher Admin | Website | teachingsofourelders.org |
| **Alaska Standards for Culturally Responsive Schools** *Alaska Native Knowledge Network* | 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 the 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 context. | Teacher Admin Community | Website | ankn.uaf.edu/Publications/ Standards.html |

**NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION**

## Strategy: Ensure Curriculum is Standards Based

| | | | | |
|---|---|---|---|---|
| **Center for Research on Education, Diversity, and Excellence (CREDE) Standards for Effective Pedagogy** *CREDE* | The Center for Research on Education, Diversity, and Excellence (CREDE) Hawai'i Project promotes educators' use of research-based strategies of effective practice for culturally and linguistically diverse students. These standards were recognized by the national What Works Clearinghouse. | Teacher Admin | Website | manoa.hawaii.edu/coe/crede/sample-page/ |
| **Oklahoma Indian Tribe Education Guides** *Oklahoma State Department of Education* | 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. | Teacher | Website | sde.ok.gov/sde/tribe-education-resources |
| **North Dakota Native American Essential Understandings (NDNAEU) Overview Training** | This training provides an overview of the ND Native American Essential Understandings (NDNAEU), explains the resources available on the "Teachings of Our Elders" 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. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/Essentialunderstandingproject |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/summit |

| Strategy: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources | | | | |
|---|---|---|---|---|
| **Resource** | **Description** | **User** | **Type** | **Location** |
| **Professional Learning Networks Designed for Teacher Learning** | Professional learning networks (PLNs) promote communication, sharing, and learning among educators. This article explains two types of professional learning networks (PLNs) and reviews three popular ones (Edmodo, Classroom 2.0, and Educator's PLN). | Teacher Admin | Article | files.eric.ed.gov/fulltext/ EJ972454.pdf |
| **Establishing and Sustaining Networked Improvement Communities: Lessons from Michigan and Minnesota** | 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. | Teacher Admin Researcher | Report | ies.ed.gov/ncee/edlabs/ projects/ project.asp?projectID=4556 |
| **The Five District Partnership** *5DP* | The Five District Partnership (5DP) is a joint educational effort among five Massachusetts districts to improve instruction and academic achievement. The website includes information about the mission, vision, and organization of the partnership and a resource section. Those not in the partnership can request permission to access the curriculum resources. | Teacher Admin | Website | www.5districts.com |

NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

| Strategy: Collaborate, communicate, and establish partnerships with other teachers, schools, districts, and mentors for support and resources | | | | |
|---|---|---|---|---|
| **Getting Ideas into Action: Building Networked Improvement Communities in Education** | This essay, published by the Carnegie Foundation for the Advancement of Teaching, promotes networked improvement communities (NICs) as an approach to improvement research. They argue that NICs create the purposeful collective action needed to solve complex educational problems. The website that houses the essay includes a variety of resources related to improvement science. | Teacher Admin | Website | www.carnegiefoundation.org /resources/ |
| **Resource Roundup: Accelerating Improvement Through Networked Improvement Communities** | This blog post includes a variety of resources to help educators understand how networked communities work and how to develop them. | Teacher Admin Researcher | Website | ies.ed.gov/ncee/edlabs/ regions/southwest/blogs/res ource-roundup-continuous-improvement-nics.aspx |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin Researcher | Professional Development | www.nd.gov/dpi/SchoolStaff/ IME/IndianEducation/summit |

NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **The American Indian Education KnowledgeBase**<br>*South Central Comprehensive Center* | The American Indian Education KnowledgeBase is an online resource to aid education professionals in their efforts to serve American Indian students and close the achievement gap 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. | Teacher Admin | Website | www.sc3ta.org/ knowledgebases/ American_Indian.html |
| **Native Knowledge 360°** | Native Knowledge 360° is a national initiative of the National Museum of the American Indian designed to inspire and promote improvement of teaching and learning about American Indians. The website includes an Essential Understandings framework aligned with social studies standards, resources for teaching (e.g., lesson plans, posters), and opportunities for professional development including workshops and online courses. | Teacher Admin | Website | nmai.si.edu/nk360/ |
| **Culturally Responsive Instructional Resources for American Indian/Alaska Native Students**<br>*Center on Standards and Assessment Implementation* | 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. | Teacher Admin | Website | www.csai-online.org/ collection/1270 |

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

| | | | | |
|---|---|---|---|---|
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/summit |
| **Classroom Modeling of Lessons Incorporating NDNAEU** | This professional development occurs in teachers' classrooms. A learning specialist models lessons that incorporate the NDNAEU in the teacher's subject area. Following the modeling, the learning specialist meets with the teacher(s) to reflect on the lessons and talk about modifications and possible connections for future units of instruction. The modeling provides an opportunity for the teacher to observe a live lesson with his/her own students engaged with the content of the NDNAEU. | Teacher | Professional Development | teachingsofourelders.org/ndnaeu-aligned-lessons/ |
| **AdvancEd Professional Development for Continuous Improvement** | AdvancEd provides a range of professional development including trainings, workshops, conferences, online courses, and webinars. Topics include strategic planning, school improvement, cultural context and relevance, data analysis and decision making, and effective board governance. AdvancED'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 | www.advanc-ed.org/eprove/#/ |

## NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Examining American Indian perspectives in the Central Region on parent involvement in children's education**<br>*Regional Educational Laboratory Central* | 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. | Teacher Admin | Report | ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf |
| **Culturally Responsive Resources for Native Students: Webinar Introduction**<br>*Co-sponsored by the Regional Educational Laboratory (REL) Southwest, the Center on Standards & Assessment Implementation (CSAI), and the National Indian Education Association (NIEA)* | 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. | Teacher Admin | Webinar | www.youtube.com/watch?v=UVSXYIOQPR4 |
| **Engaging Native Families and Communities: Webinar series**<br>*REL Southwest* | This four-part webinar series includes information and resources to help engage American Indian/Alaskan 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. | Teacher Admin | Webinar | Engaging Native Families and Communities Webinar Series<br>Need for Resources: 1/4<br>youtu.be/fQexMh5jDy8<br>Review of the Research: 2/4<br>youtu.be/Wia0T6Rt-D8<br>A Toolkit of Resources: 3/4<br>youtu.be/61V9AOmbOdc<br>Question and Discussion: 4/4<br>youtu.be/JrX_IpcS8TQ |

| Strategy: Engage parents, families, and the community in the design and implementation of programming approaches | | | | |
|---|---|---|---|---|
| **ND DPI Indian Education Family & Community Engagement Resources** | This website features a variety of resources that assist educators in engaging families in their students' education. Some of the resources (e.g., ReadyRosie) offer professional development workshops for educators and families. There is a cost associated with some workshops. Other resources on the site could be used as topics for discussion/study during staff or team meetings. | Teacher | Professional Development | www.nd.gov/dpi/SchoolStaff/ IME/IndianEducation/ parentinvolvement/ March2018/ |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/ IME/IndianEducation/summit |

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Statewide Sample Lesson/Unit** | | | | |
| **Culturally-Based Curriculum Resources including Lessons & Units of Study** *Alaska Native Knowledge Network (ANKN)* | This website includes a collection of resources (online, print, video) that illustrate ways Indigenous and Western knowledge systems can be brought together in curriculum and instruction. | Teacher Admin | Website | [ankn.uaf.edu/Resources/course/view.php?id=2](ankn.uaf.edu/Resources/course/view.php?id=2) |
| **Montana's Indian Education for All** *Montana Office of Public Instruction* | This collection of resources (e.g., lesson plans, videos, articles) helps teachers implement Montana's Indian Education For All act. These resources support every Montanan, whether Indian or non-Indian, to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. | Teacher Admin | Website | [opi.mt.gov/Educators/Teaching-Learning/Indian-Education](opi.mt.gov/Educators/Teaching-Learning/Indian-Education) |
| **Since Time Immemorial: Tribal Sovereignty in Washington State** *State of Washington Office of Superintendent of Public Instruction* | 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 Web site includes resources (including primary sources, such as documents, images, and maps, videos,and links to external Web sites that offer additional resources). | Teacher | Website | [www.indian-ed.org](www.indian-ed.org) |

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

| | | | | |
|---|---|---|---|---|
| **Engaging Native Families and Communities: Webinar series**<br>*REL Southwest* | This four-part webinar series includes information and resources to help engage American Indian/Alaskan Native, Hawaiian Native/Pacific Islander, and Indigenous families and communities in students' education. | Teacher Admin | Webinar | Engaging Native Families and Communities Webinar Series<br><br>Need for Resources: 1/4<br>youtu.be/fQexMh5jDy8<br><br>Review of the Research: 2/4<br>youtu.be/Wia0T6Rt-D8<br><br>A Toolkit of Resources: 3/4<br>youtu.be/61V9AOmbOdc<br><br>Question and Discussion: 4/4<br>youtu.be/JrX_IpcS8TQ |
| **Oklahoma's American Indian Lesson Plans**<br>*Oklahoma State Department of Education* | Teachers can use this set of ready-to-use lesson plans for various grades from 1-12 to address the history, culture, and perspectives of Oklahoma Indian tribes. | Teacher | Lesson Plan | sde.ok.gov/sde/indian-education-lesson-plans-high-school |
| **South Dakota's Oceti Sakowin Curriculum**<br>*The Oceti Sakowin workgroup* | These curricular units and lessons are linked to South Dakota's Oceti Sakowin Essential Understandings and the state's content standards.<br><br>Additional lessons/units and resources are linked in the Essential Understandings and Standards document (http://pbsdll.k12.sd.us/Downloads/7/460/OSEUSversionSDPB.pdf) | Teacher | Lesson Plan | www.sdpb.sd.gov/wintercount/<br>(see sample lesson) |

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

### Sample Lesson/Unit Plans

| | | | | |
|---|---|---|---|---|
| **National Indian Education Association (NIEA) Resource Repository for Culture-based Education Curriculum** *NIEA* | This website features a searchable database that includes lessons for grades K-12 in various content areas, as well as links to other resources. | Teacher | Website | www.niea-resourcerepository.org/browseLessons.php |
| **Math in a Cultural Context (MCC)** *CC, University of Alaska Fairbanks School of Education* | Math in a Cultural Context 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. | Teacher | Curriculum | www.uaf.edu/mcc |

### Resources to Broaden/Deepen Teachers' Understanding

| | | | | |
|---|---|---|---|---|
| **Culture Card: A Guide to Build Cultural Awareness, American Indian and Alaska Native** *Substance Abuse and Mental Health Services Administration* | 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 | Report | store.samhsa.gov/system/files/sma08-4354.pdf |
| **Tribal Nations and the United States** *National Congress of American Indians* | This guide, developed by the National Congress of American Indians, 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 India Nations. | Policymaker Teacher Admin Public | Report | www.ncai.org/about-tribes |

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

| | | | | |
|---|---|---|---|---|
| **In-depth Training in Lesson Development Using NDNAEU** | This professional development builds on the lesson development approaches presented during the NDNAEU overview. Learning specialists assist teachers to design lessons and provide feedback that enables teachers to develop lessons that better incorporate the NDNAEU. | Teacher | Professional Development | teachingsofourelders.org/ ndnaeu-aligned-lessons/ |
| **Classroom Modeling of Lessons Incorporating NDNAEU** | This professional development occurs in teachers' classrooms. A learning specialist models lessons that incorporate the NDNAEU in the teacher's subject area. Following the modeling, the learning specialist meets with the teacher(s) to reflect on the lessons and talk about modifications and possible connections for future units of instruction. The modeling provides an opportunity for the teacher to observe a live lesson with his/her own students engaged with the content of the NDNAEU. | Teacher | Professional Development | teachingsofourelders.org/ ndnaeu-aligned-lessons/ |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/ IME/IndianEducation/summit |
| **Leading Together – Relational Trust & School Climate/Culture** | This workshop provides strategies that help principals and teacher leaders work together to strengthen the relationships among adults in the school. Participants learn how to cultivate self-awareness, foster teamwork and shared leadership, address conflict constructively, strengthen capacity to listen, focus, and maintain attention, and reconnect with what inspired them to become educators. | Teacher Admin | Professional Development | www.nd.gov/dpi/uploads/ 1330/ NDPhase3Plan.docx2018.pdf |

## Strategy: Hold high expectations for student learning

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **A Resource for Equitable Classroom Practice 2010** *Montgomery County Public Schools, Maryland* | 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. | Teacher Admin | Report | www.montgomeryschoolsmd.org/uploadedFiles/departments/clusteradmin/equity/ECP.pdf |
| **Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature** *Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher 41(3), 93-97* | This essay proposes the term "culturally sustaining pedagogy" as an alternative to culturally "relevant" or "responsive" pedagogy to emphasize the importance of perpetuating and fostering multilingualism and multiculturalism as part of schooling in a democracy. | Teacher Admin Researcher | Report | web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf |
| **Culturally Responsive Teaching: A Guide to Evidence Based Practices for Teaching All Students Equitably (2016)** | This publication provides information, explanation, and research about practices that are associated with culturally responsive teaching. | Teacher Admin | Report | educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf |
| **Mohala i ka wai: Cultural Advantage as a Framework for Indigenous Culture-Based Education and Student Outcomes** *Kanaʻiaupuni, S., Ledward, B., & Malone, N. (2017). Mohala i ka wai: Cultural advantage as a framework for Indigenous culture-based education and student outcomes. American Educational Research Journal. 54(1S), 311S-339S* | This article summarizes findings "from research conducted in Hawaiʻi indicating that learners thrive with culture-based education (CBE), especially Indigenous students who experience positive socioemotional and other outcomes when teachers are high CBE users and when learning in high-CBE school environments." It emphasizes the importance of cultivating culturally vibrant and affirming learning environments that "honor assets found in Indigenous knowledge, values, and stories as models of vitality and empowerment for all." | Teacher Admin Researcher | Report | doi.org/10.3102/0002831216664779 (restricted access) |

## Strategy: Hold high expectations for student learning

| | | | | |
|---|---|---|---|---|
| **Woope Sakowin - Classroom Management** | 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. | Teacher Admin | Professional Development | www.wolakotaproject.org |
| **Leading Together – Relational Trust & School Climate/Culture** | This workshop provides strategies that help principals and teacher leaders work together to strengthen the relationships among adults in the school. Participants learn how to cultivate self-awareness, foster teamwork and shared leadership, address conflict constructively, strengthen capacity to listen, focus, and maintain attention, and reconnect with what inspired them to become educators. | Teacher Admin | Professional Development | www.nd.gov/dpi/uploads/1330/NDPhase3Plan.docx2018.pdf |

# Need
## Promoting
## Social-Emotional Learning
## (SEL)

Social & Emotional Learning (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 interrelated cognitive, social, and behavioral factors such as resilience, perseverance, interpersonal skills, social belonging, growth mindset, self-regulation, and others. 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.

NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **The Impact of Self-Relevant Representations on School Belonging for Native American Students** *Covarrubias, R., & Fryberg, S. (2015). The impact of self-relevant representations on school belonging for Native American students. Cultural Diversity and Ethnic Minority Psychology, 21(1), 10-18* | 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. | Teacher Admin | Report | psycnet.apa.org/doiLanding?doi=10.1037%2Fa0037819 (available for purchase) |
| **North Dakota Native American Essential Understandings (NDNAEU) Overview Training** | This training provides an overview of the ND Native American Essential Understandings (NDNAEU), explains the resources available on the "Teachings of Our Elders" 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. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/Essentialunderstandingproject/ |

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Understanding and Cultivating Social Emotional Learning** *Education Northwest* | This document is an easy-to-read, basic research-based primer that provides information about a number of social-emotional (non-cognitive) 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. | Teacher Admin | Report | educationnorthwest.org/sites/default/files/resources/understanding-cultivating-sel-508-v2.pdf |
| **We Belong in School: Interventions to Promote Social Belonging for Educational Equity and Student Success** *Education Northwest* | This webinar provides information about interventions that promote belonging and suggests resources and information to use education settings. | Teacher Admin | Webinar | educationnorthwest.org/sites/default/files/events/resources/we-belong-in-school-webinar-slides.pdf |
| **North Dakota Native American Essential Understandings (NDNAEU) Overview Training** | This training provides an overview of the ND Native American Essential Understandings (NDNAEU), explains the resources available on the "Teachings of Our Elders" 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. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/Essentialunderstandingproject/ |

## Strategy: Build positive, trusting student-teacher and peer relationships

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Cultural Models of Education and Academic Performance for Native American and European American Students** *Fryberg, S., Covarrubias, R., & Burack, J. (2013). Cultural models of education and academic performance for Native American and European American students. School Psychology International, 34(4), 439–452* | 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. | Teacher Admin Researcher | Report | journals.sagepub.com/doi/10.1177/0143034312446892 (available for purchase) |
| **The Creating Opportunities through Relationships (COR)** *University of Virginia Center for Advanced Study of Teaching and Learning* | This research-based program features 5 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. | Teacher Admin | Website | www.corclassrooms.org/use/how_to_use.php |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/summit |

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

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Weaving Together Native American Language and Social Emotional Learning: Putting the Pieces Back Together** *Bleeker, W., & Coronado, S. (2017). Weaving together Native American language and social emotional learning: Putting the pieces back together. Curriculum in Context, Fall/Winter 2017, 20-22.* | 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. | Teacher Admin | Report | wsascd.org/ wp-content/uploads/ Bleeker-Coronado.pdf |
| **Recommendations for Implementing the New Illinois Early Learning and Development Standards to Affect Classroom Practices for Social and Emotional Learning** *Zinsser, K., & Dusenbury, L. (2015). Recommendations for implementing the new Illinois early learning and development standards to affect classroom practices for social and emotional learning. ERIC Document EJ072345.* | 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. | Teacher Admin | Report | files.eric.ed.gov/fulltext/ EJ1072345.pdf |
| **Social Skills Efficacy and Proactivity Among Native American Adolescents** *Turner, S., Conkel, J., Reich, A., Trotter, M., & Siewart, J. (2006). Social skills efficacy and proactivity among Native American adolescents. Professional School Counseling, 10(2), 189-194.* | 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. | Teacher Admin Counselor | Report | www.thefreelibrary.com/ Social+skills+efficacy+and+pr oactivity+among+Native+Am erican...-a0157032931 |

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

| | | | | |
|---|---|---|---|---|
| **CASEL Guide: Effective Social and Emotional Learning Programs** *CASEL* | These guides for elementary and secondary provide information about selecting social and emotional learning (SEL) programs. The CASEL website also includes information about what SEL is, research reports, and tools and resources including school and district self-assessments regarding SEL and information for parents. | Teacher Admin Parent | Website | [casel.org/resources-support](casel.org/resources-support) |
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | [www.nd.gov/dpi/SchoolStaff/ IME/IndianEducation/summit](www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/summit) |

| Strategy: Foster school-family partnerships, and involve families in interventions and programming for social and emotional development | | | | |
|---|---|---|---|---|
| **Resource** | **Description** | **User** | **Type** | **Location** |
| **Fostering relationships, building trust, and establishing connections** | | | | |
| **Encouraging Parent Involvement** *Mackety, D. M., and Linder-VanBerschot, J. A. (2008). Examining American Indian perspectives in the Central Region on parent involvement in children's education (Issues & Answers Report, REL 2008–No. 059). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.* | This study discusses the perspectives of Native American parents on barriers that prevent and strategies to support parent engagement. | Teacher Admin | Report | [ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf](ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf) |
| **A Toolkit of Resources for Engaging Families and the Community as Partners in Education** *Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016).* | 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. | Teacher Admin | Website | [ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509](ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509) |

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

### Strategies for engaging Native American families in their child's social, emotional, and mental health

| | | | | |
|---|---|---|---|---|
| **Families and Schools Together: An Experimental Analysis of a Parent-Mediated, Multi-Family Group Program for American Indian Children** *Kratochwill, T. R., McDonald, L., Levin, J., Young Bear-Tibbetts, H & Demaray M.K. (2004). Families and Schools Together: an experimental analysis of a parent-mediated multi-family group program for American Indian children. Journal of School Psychology 41, 359-383.* | 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. | Researcher | Report | www.familiesandschools.org/app/uploads/2014/10/FAST-RCT-UW-Madison-WCER-School-of-Education-Article.pdf |
| **Mental Health Webinars for Native American Youth and Families** | These webinars address a range of topics for youth and families. In particular, the webinar "Children's Mental Health Awareness: Supporting Wellness in Our Families and Communities" addresses family engagement in the mental health of Native youth. | Teacher Admin Family Student | Webinar | www.samhsa.gov/tribal-ttac/webinars/youth-family |

| Strategy: Foster school-family partnerships, and involve families in interventions and programming for social and emotional development | | | | |
|---|---|---|---|---|
| **North Dakota Indian Education Summit** | The North Dakota Indian Education Summit provides keynote speakers and breakout sessions on a variety of topics related to teaching Native American students. | Teacher Admin | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/summit |
| **ND DPI Indian Education Family & Community Engagement Resources** | This website features a variety of resources that assist educators in engaging families in their students' education. Some of the resources (e.g., ReadyRosie) offer professional development workshops for educators and families. There is a cost associated with some workshops. Other resources on the site could be used as topics for discussion/study during staff or team meetings. | Teacher | Professional Development | www.nd.gov/dpi/SchoolStaff/IME/IndianEducation/parentinvolvement/March2018/ |

# 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: Develop Understanding of the Meaning of Equity

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Breaking Down Equity-Oriented Professional Learning for the Novice** | This newsletter 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"** | 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 |
| **National Board for Professional Teaching Standards – Equity Standards** | This excerpt of the National Board for Professional Teaching Standards highlights the standards in various content areas related to equity, diversity, fairness, access, and knowledge of culture. Teachers can use these standards 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 | Teaching Standards Toolkit | kentuckynbpl.weebly.com/uploads/1/2/0/0/120036800/equity_standards_study.pdf |

## Strategy: Develop Understanding of the Meaning of Equity

| | | | | |
|---|---|---|---|---|
| **Teaching Tolerance** | This website includes a variety of resources, including webinars that can be used for professional development to help teachers understand what equity means, the concept of "white privilege", how to advocate for students, how to confront implicit bias, develop empathy, and connect with families.<br><br>Webinars include<br>• Equity Matters: Developing Empathy<br>• Equity Matters: Engaging Families Through Home Visits<br>• Equity Matters: Confronting Implicit Bias<br>• Let's Talk: Discussing Whiteness<br>• What is White Privilege, Really?<br>• How to be an Ally in the Classroom<br><br>The website also includes articles, such as "Teaching While White". | Teacher Admin | Website | www.tolerance.org/professional-development/webinars/developing-empathy<br><br>www.tolerance.org/professional-development/webinars/engaging-families-through-home-visits<br><br>www.tolerance.org/professional-development/webinars/confronting-implicit-bias<br><br>www.tolerance.org/professional-development/webinars/whiteness<br><br>www.tolerance.org/professional-development/webinars/what-is-white-privilege-really<br><br>www.tolerance.org/professional-development/webinars/how-to-be-an-ally-in-the-classroom<br><br>www.tolerance.org/magazine/teaching-while-white |

## Strategy: Purposefully Integrate Equity into Teaching Practices

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Closing the Gap: Creating Equity in the Classroom** | 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. | Teacher Admin | Article | [www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf](www.hanoverresearch.com/wp-content/uploads/2017/06/Equity-in-Education_Research-Brief_FINAL.pdf) |
| **Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed** | 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 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. | Teacher Admin | Report | [www.inacol.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/](www.inacol.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/) |
| **National Equity Project** | 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. | Teacher | Website | [nationalequityproject.org](nationalequityproject.org) |

## Strategy: Purposefully Integrate Equity into Teaching Practices

| | | | | |
|---|---|---|---|---|
| **Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality** | 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. | Teacher Admin | Toolkit | greatlakesequity.org/resource/developing-us-educators-skills-teaching-across-lines-sexuality-religion-and-nationality |

## Strategy: Use Leadership Practices that Promote Equity

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Increasing Equity for All Students** | This article provides steps that leaders can take within their schools in order to reduce bias in their schools and serve all students equitably, increasing all students' opportunities for success. | Admin | Article | www.edutopia.org/article/increasing-equity-all-students |
| **Considerations for professional development in equity-oriented instructional practices.** | This edition of Equity Dispatch 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. | Teacher Admin | Article | greatlakesequity.org/resource/considerations-professional-development-equity-oriented-practices |
| **Leadership Practices for Advancing Educational Equity** | 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. | Admin | Webinar | greatlakesequity.org/resource/leadership-practices-advancing-educational-equity |

## Strategy: Use Leadership Practices that Promote Equity

| | | | | |
|---|---|---|---|---|
| **The Leadership for Equity Assessment and Development (LEAD) Tool** | 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 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.<br>(The website where this tool is found includes other resources related to the 10 practices.) | Teacher Admin | Website Toolkit | leadtool. educationnorthwest.org/ |
| **Colorado Department of Education's Equity Toolkit for Administrators** | This toolkit provides resources that support administrators' efforts to work with their school community to create a plan 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. | Admin | Toolkit | www.cde.state.co.us/ postsecondary/equitytoolkit |

## Strategy: Develop Practices and Policies that Support Equitable Outcomes for All Students

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Creating Equitable Learning Spaces for Indigenous Students** | This newsletter 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. | Teacher Admin | Article | greatlakesequity.org/ resource/creating-equitable-learning-spaces-indigenous-students |
| **Investing in Equal Opportunity: What Would it Take to Build the Balance Wheel?** | This brief revisits 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. The paper also discusses the challenges of pursuing equal opportunity in the current policy context that promotes high stakes accountability, re-segregation, and privatization. | Admin | Article | nepc.colorado.edu/ publication/balance-wheel |

## Strategy: Develop Practices and Policies that Support Equitable Outcomes for All Students

| | | | | |
|---|---|---|---|---|
| **For Each and Every Child: A Strategy for Educational Equity and Excellence** | This report is from the Equity and Excellence Commission, an advisory group established by Secretary of Education Arne Duncan. The commission was charged with providing advice to the Secretary 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. | Admin | Report | www2.ed.gov/about/ bdscomm/list/eec/ equity-excellence- commission-report.pdf |
| **Equal Opportunity for Deeper Learning** | 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. | Teacher Admin | Report | edpolicy.stanford.edu/ sites/default/files/ publications/ jff-report-equal-opportunity- deeper-learning.pdf |

## Strategy: Develop Practices and Policies that Support Equitable Outcomes for All Students

| | | | | |
|---|---|---|---|---|
| **Equity Matters: Understanding Equity Literacy** | This webinar in the Equity Matters series from Teaching Tolerance 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. | Teacher Admin | Webinar | www.tolerance.org/ professional-development/ webinars/equity-literacy |
| **Racial Equity Tools** | 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. | Teacher Admin | Website | www.racialequitytools.org |
| **Equity in Education: Key Questions to Consider** | 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. | Admin Teacher | Toolkit | www.ecs.org/ wp-content/uploads/ Equity_in_Education_Key_qu estions_to_consider.pdf |

NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

# 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.

**NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION**

## Strategy: Use Structured Processes to Engage in Dialogue with the Community

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **The Advancing Native Dialogues on Racial Equity (ANDORE) Toolkit** | This toolkit, developed by the Alaska Native Policy Center at First Alaskans Institute, 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: <br>• Dialogue Agreements – An approach outlining parameters to maintain respect among participants and creating a supportive atmosphere in dialogues <br>• Host Guide – Details the components necessary to host a successful community dialogue <br>• General Project Scope Presentation – Outlines the project aims <br>• Project Description – A one-pager explaining the background and usefulness of the project <br>• Mini-Documentaries Press Release – Highlights some of the important conversations taking place in the space <br>• Powerful Questions to Stimulate Dialogue on Racism – Prompts to encourage group dialogue during community conversations <br>• Sample Dialogue Flow – Tips to carry out an orderly dialogue and ensure that each voice is heard <br>• Sample Model for Hosting Dialogues on Racism and Racial Equity – An outline for hosting difficult dialogues | Admin | Toolkit | [firstalaskans.org/alaska-native-policy-center/racial-equity/](firstalaskans.org/alaska-native-policy-center/racial-equity/) |

## Strategy: Partner with the Community to Develop Equity Action Plans

| Resource | Description | User | Type | Location |
|---|---|---|---|---|
| **Community Action Guide** | This booklet details seven actions community members can take to help their schools address the needs of all students. It includes a step-by-step tool for developing a blueprint for action in a local community. Although it was developed with African American and Latino students in mind, the tool can be used by other diverse communities as well. | Teacher Admin Community | Toolkit | mendezbrown.idra.org/wp-content/uploads/2016/09/A_Community_Action_Guide.pdf |
| **Community Engagement Review and Planning Guide** | This guide is designed to help schools and universities in planning and strengthening community engagement. It includes a school-community engagement rubric covering eight categories along with analysis and planning worksheets in each of the categories for monitoring progress. | Teacher Admin | Toolkit | www.idra.org/publications/53716/ |
| **Family and Community Engagement Survey** | This survey can be used by teachers, administrators and parents to assess a school's effectiveness in partnering with families and communities. It is a useful tool for planning strategies that are clustered around four domains: (a) student achievement; (b) access and equity; (c) organizational support; and (d) quality of interaction. | Teacher Admin | Toolkit | www.idra.org/publications/family-community-engagement-survey/ |
| **Improving Educational Impact Through Family Engagement – A Review and Planning Guide** | This tool helps to foster meaningful and lasting educational impact through mechanisms for engagement with parents and families. It provides helpful ideas to address the most significant barriers to parent involvement that have been reported in the literature in K-12 programs and offers planning guides to see how your school is addressing each barrier and what can be done for the future. | Teacher Admin | Toolkit | www.idra.org/publications/improving-educational-impact-family-engagement-review-planning-guide/ |