Nez Perce STEP Project
State Tribal Education Partnership

Improving the Academic Achievement of Tribal Students by Meeting their Unique Educational & Cultural Needs
Nez Perce Education Dept. Mission

Together, we provide education and career pathways to enhance self-sufficiency for individuals while staying grounded in Nez Perce values.
2012-2013 ISAT Results
State Level (Idaho)

<table>
<thead>
<tr>
<th>Category</th>
<th>All Students</th>
<th>American Indian or Alaskan Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>77.10%</td>
<td>54.80%</td>
</tr>
<tr>
<td>Math</td>
<td>82.10%</td>
<td>63.70%</td>
</tr>
<tr>
<td>Reading</td>
<td>90.00%</td>
<td>77.10%</td>
</tr>
</tbody>
</table>
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**
Summary of Strategies:
Meeting the unique educational & cultural needs of AI/AN students to improve Academic Achievement

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

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

Family Engagement

Related to
• Title I, Part A
• Title II, Part A
• School Improvement

Related to
• Title II, Part A
• School Improvement

Related to
• Title I, Part A
• School Improvement
Native Culture & Language Indicators

Research: www.adi.org/PLA/docs/Wise_Ways.pdf
**Native Star Culture and Language Indicators**

**SECTION: PROVIDING LEADERSHIP FOR CULTURE & LANGUAGE**
L01 The Leadership Team plans ways to infuse tribal customs and values into the school’s operating procedures, rituals, and activities.
L02 The principal and other school leaders demonstrate an understanding of tribal culture, customs, and values and model a respect for them.
L03 The physical appearance of the school reflects the tribal culture.
L04 The promotion of Native American history, culture, customs, and values is done in a way that engenders respect for the history, culture, customs, and values of other groups.

**SECTION: ENGAGING THE COMMUNITY WITH CULTURE & LANGUAGE**
EC01 The school provides training for all staff on local tribal history, culture, customs, and values. (3253)
EC02 The school provides tribal mentors for non-Indian staff and others who request it.
EC03 The school includes tribal elders, speakers, and leaders in planning and providing school events that feature Native American culture, customs, and values.
EC04 Parent education programs include Native American and tribal history, customs, values, and language(s).

**SECTION: INFUSING CULTURE & LANGUAGE IN CURRICULUM & INSTRUCTION**
CI01 The school provides professional development for teachers on how to integrate Native American culture and language into the curriculum.
CI02 All teachers demonstrate in their lesson plans and materials that they have integrated Native American culture and language into the taught curriculum.
CI03 Tribal elders, speakers, and leaders are engaged as volunteers in the school and classrooms.
CI04 The school staff includes one or more speakers of the community’s prevailing tribal language(s).
CI05 The curriculum for all grade levels includes lessons on the accomplishments of Native Americans.
CI06 All students receive instruction in the basics of the prevailing tribal language(s) and an opportunity to use the language.
Native Star Culture & Language Indicators

- Form Native Culture & Language Teams (Elementary, MS/HS)
- Use WISE Tool assessment form and survey results from tribal members and school staff to assess 14 indicators
- Use WISE Tool plan form to create an Action Plan to address 4 indicators in 2014/15 SY
- TEA provide TA and Coaching to LEA Teams
- Enter data and plans into school’s WISE Tool

Major Accomplishments

Nez Perce STEP Project
Family Engagement Tool

Utilizing model developed by Academic Development Institute (ADI) for School Network.
Family Engagement

- Form Family Engagement Teams (Elementary, MS/HS); consist of half parents, half staff
- Use Family Engagement Tool to assess school’s Family Engagement Programs, Policies, and Practices
- Implement School Community Index survey to assess school’s parent involvement efforts and the Curriculum of the Home
- Develop an Action Plan for 2014/15 SY
- TEA provide TA and Coaching to LEA teams
- Enter data and plans into school’s WISE Tool

Major Accomplishments

Nez Perce STEP Project
Nez Perce Education Standards
Aligning with Common Core Standards and Developing Instructional Strategies to Support Learning
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

Standards for Practice

- 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 Pedagogy based on survey of Nez Perce tribal members and discussions with Nez Perce Elders and Youth. Consultation with RunningHorse Livingston, M.Ed.
**Nez Perce Education Standards**

- Collect information on Nez Perce education standards from tribal members, including Elders and Youth
- Work with Consultant to align tribal education standards with Common Core standards of practice
- Develop teacher rubric and self-assessment
- Form LEA Cultural Pedagogy Cohorts
- TEA provide TA and coaching to Cohorts, including pre-conference, classroom observations, and debrief
- Develop Program Monitoring Tool
- Offer two-day teacher professional development
- Closeout with cohort to discuss results and improvements for next school year

**Major Accomplishments**

**Nez Perce STEP Project**
SEA-TEA PARTNERSHIP

- Co-administration team with SEA ESEA Director & TEA Manager
- Onsite SEA Capacity Builder for TEA staff on federal programs, Common Core and testing, Teacher Evaluation, etc.
- Consultant on culturally-relevant education strategies for tribal students for both SEA & TEA
- Bi-annual meetings and ongoing tracking of Final Agreement
- Annual retreat to plan for year 3 improvements & sustainability
- TEA shadow federal program monitoring visit
- Identify TEA data needs and methods to access from SEA
- Joint planning of annual Native Education Research Summit

A New Season of Educating Our Children... with mutual understanding and shared vision!

2014 SEA-TEA Retreat
Recommendations

- **Five year projects.** Just starting to strengthen TEA capacity, show progress with STEP strategies, and gain acceptance of expanded role of TEA (by SEA, LEA) in the education of tribal students.

- **Innovative approaches to SEA to TEA capacity building.** Successful for our project to have an onsite SEA capacity builder and a consultant on culturally-relevant education strategies for tribal students. Plus work with Academic Development Institute for evaluation and use of Family Engagement Tool.

- **Co-administration Team.** Having the state’s ESEA Director work directly with TEA Manager has proven to be effective.
Contact Information:

Joyce McFarland, Education Manager
Nez Perce Tribe
P.O. Box 365, Lapwai, ID 83540
(208) 621-4610
joycem@nezperce.org

Nimiipuune'ewit ~ People's Way of Life