

## Successful Practices for Working with Native American Students – Introduction: Module 1

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

This module will introduce you to the key concepts of successfully working with Native American students in your classroom. The topics introduced here will be addressed in further detail within the other modules of this training.

### Module Objectives

By completing this module, you will be able to:

1. Describe qualities of *good* quantitative and qualitative studies.
2. Identify instructional techniques that come from policy implications.

### Module Outline

To complete this module, follow the steps below.

1. View the **Lesson: Introduction** video.
2. Read through the **web resources** provided.
3. Complete the **assessment**.

### Your Instructor

**Western Educational Equity Assistance Center (WEEAC)**

This module is from a full course developed by the Western Educational Equity Assistance Center (WEEAC). The content was prepared by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. Watch the introduction video below to get to know Dr. Dan Jesse.

[Dr. Dan Jesse- Click for introduction video](#)

## Contact Information

E-mail: [eac@msudenver.edu](mailto:eac@msudenver.edu)

Contact Number: 303-615-2020

Campus/Mailing Address: P.O. Box 173362, Campus Box 63-A, Denver, CO 80217-3362

## Communication Policy

If you have any questions, feel free to reach out via email or phone.

## Section 1 – Introduction Video

[WEEAC Region IV Introduction: Instructional Strategies for Indigenous Students - Video](#)

## Next Steps

When ready, continue to the next item.

## Section 2 – WEEAC Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)

### Other Resources:

[Improving the Academic Performance Among Native American Students: A Review of the Research Literature](#)

Demmert, W.G. (2001). *Improving the academic performance among Native American students: A review of the research literature*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

[Culturally Responsive Schooling for Indigenous Youth: A Review of the Literature](#)

Castagno, A. E., & Brayboy, B. M. J. (2008). *Culturally responsive schooling for indigenous youth: A review of the literature*. *Review of Educational Research*, 78(4), 941–993.

[Collected Wisdom: American Indian Education](#)

Cleary, L. M., & Peacock, T.D. (1998). *Collected wisdom: American Indian education*. Boston, MA: Allyn & Bacon.

[Native American Education 101: Native Nations and American Schools: The History of Natives in the American Education System](#)

National Indian Education Association. (n.d.). *Native American Education 101: Native nations and American schools: The history of Natives in the American education system*. Washington, DC: NIEA.

**Next Steps**

When ready, continue to the next item.

**Section 3 – Review**

In this module, you were introduced to the key concepts of successfully working with Native American students.

**Module Objectives:**

By completing this module, you are now able to

1. Describe qualities of good quantitative and qualitative studies.
2. Identify instructional techniques that come from policy implications.

**Next Steps**

When ready, continue to module 2.

## Successful Practices for Working with Native American Students – Reading and Language Arts: Module 2

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

In this module, you will learn about instructional strategies for Indigenous students as they pertain to reading and language arts. This will include topics like bilingualism and cultural influence, curriculum concerns, and professional development opportunities.

### Module Objectives

By completing this module, you will be able to:

1. Identify instructional strategies for Indigenous students in reading and language arts.
2. Describe the connection between home language, bilingualism, and instructional strategies in reading and language arts.
3. Explain and combat curriculum concerns that affect IPOC populations.

### Module Completion

To complete this module, follow the steps below.

1. View the **Lesson: Reading and Language Arts** video.
2. Read through the **web resources** provided

## Section 1 – Lesson: Reading and Language Arts

[Reading and Language Arts - Video](#)

## Next Steps

When ready, continue to the next item.

## Section 2 – WEEAC Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)

## Next Steps

When ready, continue to the next item.

## Section 3 – Review

In this module, you learned about instructional strategies for Indigenous students as they pertain to reading and language arts. This included topics like bilingualism and cultural influence, curriculum concerns, and professional development opportunities.

### Module Objectives:

By completing this module, you are now able to

1. Identify instructional strategies for Indigenous students in reading and language arts.
2. Describe the connection between home language, bilingualism, and instructional strategies in reading and language arts.
3. Explain and combat curriculum concerns that affect IPOC populations.

## Next Steps

When ready, continue to module 3.

## Successful Practices for Working with Native American Students – Math and Science/STEM: Module 3

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

In this module, you will learn about instructional strategies for Indigenous students with regard to STEM topics. This module will cover cooperative learning, content focus, problem-solving, and cultural relevance.

### Module Objectives

By completing this module, you will be able to

1. Describe 5 key mathematics instructional strategies for Indigenous students:
  - Cooperative Learning
  - Interactions
  - Content Focus
  - Problem Solving
  - Cultural Relevance
2. Explain the features of instructional strategies in science instruction for Indigenous students.
3. Put STEM in context.
4. Outline the best approaches and potential barriers to STEM Indigenous outreach.

### Module Completion

To complete this module, follow the steps below.

1. View the **Lesson: Introduction** video.
2. Read through the **web resources** provided.

## Section 1 – Math and Science/STEM

[Math and Science/STEM - Video](#)

### Next Steps

When ready, continue to the next item.

## Section 2 – WEEAC Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)
- [WEEAC Place-Based Science Education](#)
- [WEEAC Indigenous Mathematics Instructional Modules](#)

### Next Steps

When ready, continue to the next item.

## Section 3 – Review

In this module, you learned about instructional strategies for Indigenous students with regard to STEM topics. This module covered topics such as cooperative learning, content focus, problem-solving, and cultural relevance.

### Module Objectives:

By completing this module, you are now able to:

1. Describe 5 key mathematics instructional strategies for Indigenous students:
  - Cooperative Learning
  - Interactions
  - Content Focus
  - Problem Solving
  - Cultural Relevance
2. Explain the features of instructional strategies in science instruction for Indigenous students.
3. Put STEM in context.
4. Outline the best approaches and potential barriers to STEM Indigenous outreach.

### Next Steps

When ready, continue to module 4.

## Successful Practices for Working with Native American Students – Culturally Relevant Curriculum and Instruction: Module 4

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

In this module, you will get a deeper look into what it means to make/keep curriculum and instruction culturally relevant, specifically to Indigenous populations.

### Module Objectives

By completing this module, you will be able to

1. Define cultural responsiveness within the context of curriculum and instruction.
2. Describe features of culturally responsive instructional strategies.
3. Explain the importance of imparting practical skills to students.

### Module Completion

To complete this module, follow the steps below.

1. View the **Lesson: Culturally Relevant Curriculum and Instruction** video.
2. Read through the **web resources** provided.

## Section 1 – Lesson: Culturally Relevant Curriculum and Instruction

[Culturally Relevant Curriculum and Instruction - Video](#)

[Dr. Lanny Real Bird Clip - Video](#)



## **Next Steps**

When ready, continue to the next item.

## **Section 2 – WEEAC Resources**

### **WEEAC Resources:**

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)

## **Next Steps**

When ready, continue to the next item.

## **Section 3 – Review**

In this module, we got a deeper look into what it means to make/keep curriculum and instruction culturally relevant, specifically to Indigenous populations.

### **Module Objectives:**

By completing this module, you are now able to

1. Define cultural responsiveness within the context of curriculum and instruction.
2. Describe features of culturally responsive instructional strategies.
3. Explain the importance of imparting practical skills to students.
4. Outline the best approaches and potential barriers to STEM Indigenous outreach.

## **Next Steps**

When ready, continue to module 5.

## Successful Practices for Working with Native American Students – College/Career Success and Dropout Prevention: Module 5

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

In this module, you will learn how to prepare Indigenous students for successful futures. You will gain some strategies to prepare your students for their college experiences and careers as well as some ways to prevent your students from dropping out.

### Module Objectives

By completing this module, you will be able to:

1. Identify predictors of Indigenous student dropout.
2. Apply suggestions for Indigenous student success in college to your instructional practices.
3. Explain the impact that family, community involvement, resilience, and protective factors have on college success and dropout prevention

### Module Completion

To complete this module, follow the steps below.

1. View the **Lesson: College/Career Success and Dropout Prevention** video.
2. Read through the **web resources** provided.

## Section 1 – Lesson: College/Career Success and Dropout Prevention

[College/Career Success and Dropout Prevention - Video](#)

## Next Steps

When ready, continue to the next item.

## Section 2 – WEEAC Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)

## Next Steps

When ready, continue to the next item.

## Section 3 – Review

In this module, you learned how to prepare Indigenous students for successful futures. You also gained some strategies to prepare your students for their college experiences and careers as well as some ways to prevent your students from dropping out.

### Module Objectives:

By completing this module, you are now able to

1. Identify predictors of Indigenous student dropout.
2. Apply suggestions for Indigenous student success in college to your instructional practices.
3. Explain the impact that family, community involvement, resilience, and protective factors have on college success and dropout prevention

## Next Steps

When ready, continue to module 6.

## Successful Practices for Working with Native American Students – Conclusion: Module 6

### Welcome

The WEEAC Virtual College is an online learning format designed for educators to participate in workshops that increase awareness in equity related topics. These courses will be self-paced and free of charge to all participants. The content aligns with the mission of the Equity Assistance Center grant funded by the United States Department of Education.

*\*All areas highlighted in GRAY are video and document links that can be activated by clicking on the active link. The videos work best in the Google Chrome Browser. If your computer is set to open in different browsers, you might have to copy and paste the URL address into Chrome to view open the link.*

### General Course Overview

This course developed by Dr. Dan Jesse, an Equity Coordinator with the Western Educational Equity Assistance Center. This course will cover successful practices for working with Native American students. This content includes suggested resources as well as specific practices used to address Reading/Language Arts; Science, Technology, Engineering and Science instruction. Content includes modules dedicated to culturally responsive curriculum and instruction as well post-secondary options and dropout prevention. The course consists of six learning modules and each has a short assessment at the end. We hope the course will enhance the participants understanding of resources and best practices for successfully working with Native American students. Once you have completed the entire course, you will receive an electronic certificate from the Metropolitan State University of Denver, as part of the Innovative and Lifelong Learning program.

### Overview

This module concludes this training. The lesson in this module will tie everything you have learned so far together into some key takeaways to keep with you. You will also learn about some ways that you can continue to grow and move forward after completing this training.

### Module Objectives

By completing this module, you will be able to:

1. Identify promising instructional practices for working with Indigenous students
2. Select classroom activities that are likely to succeed with Indigenous students
3. Apply the strategies you learned in this training to your own instructional practices.
4. Know how to locate resources for helping Indigenous students succeed

### Module Completion

To complete this module, follow the steps below.

1. View the **Lesson: Conclusion** video.
2. Read through the **web resources** provided.
3. Complete the **assessment**.

## Section 1 – Lesson: Conclusion

[WEEAC Region IV - Conclusions - Video](#)

### Next Steps

When ready, continue to the next item.

## Section 2 – Post Assessment

### Conclusion

Now that you have completed the content for this module, it's time to practice what you have learned!

[Post Module Assessment – Click to activate](#)

### Next Steps

When ready, continue to the next item.

## Section 3 – Review & Exit Survey

This module concludes this training. The lesson in this module tied everything you have learned so far together into some key takeaways to keep with you. You also learned about some ways that you can continue to grow and move forward after completing this training.

### Module Objectives:

By completing this module, you are now able to:

1. Identify promising instructional practices for working with Indigenous students
2. Select classroom activities that are likely to succeed with Indigenous students
3. Apply the strategies you learned in this training to your own instructional practices.
4. Know how to locate resources for helping Indigenous students succeed

## Course Completion

### Professional Development Units

The suggested amount of Professional Development Units for this course is 5 contact hours. MSU Denver will issue a certificate of completion and it is at the discretion of state licensing agencies, school districts, or local educational agency to recognize completion for professional development credits.

[Certificate Requirements - click to activate](#)

Please fill out the following registration form in order to receive a completion certificate

[Feedback survey - click to activate](#)

Please fill out the following exit survey to provide feedback on this course.

## WEEAC Resources

### WEEAC Resources:

- [Western Educational Equity Assistance Center Website](#)
- [WEEAC Native American Resources](#)
- [WEEAC Place-Based Science Education](#)
- [WEEAC Indigenous Mathematics Instructional Modules](#)

### Other Resources/Sources Used in this Training:

- ACT, Inc. (2019). *The Condition of College and Career Readiness 2019*. Iowa City, IA: American College Testing, Retrieved from [www.act.org/condition2019](http://www.act.org/condition2019).
- Akiba, M., Chiu, Y.-F., Zhuang, Y.-L., & Mueller, H. E. (2008). Standards-based mathematics reforms and mathematics achievement of American Indian/Alaska Native eighth graders. *Education Policy Analysis Archives*, 16(20).
- Alaska Native Knowledge Network. (1998). *Alaska rural systemic initiative: Year three annual progress report, December 1, 1997– November 30, 1998* (ERIC Document Reproduction Service No. ED443603). Fairbanks, AK: University of Alaska.
- Applequist, K., Mears, R., & Loyless, R. (2009). Factors influencing transition for students with disabilities: The American Indian experience. *International Journal of Special Education*, 24(3), 45–56.
- Apthorp, H. S., D’Amato, E. D., & Richardson, A. (2002). *Effective standards-based practices for Native American students: A review of research literature*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Mid-Continent Research for Education and Learning, Aurora, CO. Retrieved from <http://files.eric.ed.gov/fulltext/ED469297.pdf>
- Ayoungman, V. (1995). Native language renewal: Dispelling the myths, planning for the future. *Bilingual Research Journal*, 19(1), 183–187.
- Bang, M., & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education*, 94(6), 1008–1026.
- Barnhardt, R., & Kawagley, A. O. (1998). Culture, chaos, and complexity: Catalysts for change in Indigenous education. *Cultural Survival Quarterly*, 27(4), 59–64.
- Beaulieu, D. (2006). A survey and assessment of culturally based education programs for Native American students in the United States. *Journal of American Indian Education*, 45(2), 50–61.
- Beaulieu, D. (2008). Native American education research and policy development in an era of *No Child Left Behind*: Native language and culture during the administrations of Presidents Clinton and Bush. *Journal of American Indian Education*, 47(1), 10–45.
- Belgarde, M. J., Mitchell, R. D., & Arguero, A. (2002). What do we have to do to create culturally responsive programs? The challenge of transforming American Indian teacher education. *Action in Teacher Education*, 24(2), 42–54.
- Besaw, A., Kalt, J. P., Lee, A., Sethi, J., & Wilson, J. B. (2004). *The context and meaning of family strengthening in Indian America*. Baltimore, MD: Annie E. Casey Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED485942.pdf>
- Boloz, S. (1999). The Glad project. Chavers, D. (Ed.), *Exemplary Programs in Indian Education*, 3rd ed. Albuquerque, NM: Native American Scholarship Fund, Inc., pp. 46–50.

- Bosse, S. A., Duncan, K., Gapp, S. C., & Newland, L. A. (2011). Supporting American Indian students in the transition to postsecondary education. *Journal of The First-Year Experience and Students in Transition*, 23(2), 33–51.
- Bowman, N. R. (2003). Cultural differences of teaching and learning: A Native American perspective of participating in educational systems and organizations. *American Indian Quarterly*, 27(1/2), 91–102.
- Brayboy, B. M. J., & Castagno, A. E. (2009). Self-determination through self-education: Culturally responsive schooling for Indigenous students in the USA. *Teaching Education*, 20(1), 31–53.
- Brown-Rice, K. (2013). Examining the theoretical underpinnings of historical traumas among Native American. *The Professional Counselor: Research and Practice*, 3(3), 117-130.
- Buly, M. R. (2005). Leaving no American Indian/Alaska Native behind: Identifying reading strengths and needs. *Journal of American Indian Education*, 44(1), 29–53.
- Campbell, A. E. (2007). Retaining American Indian/Alaskan Native students in higher education: A case study of one partnership between the Tohono O’odham Nation and Pima Community College, Tucson, Arizona. *Journal of American Indian Education*, 46(2), 19–41.
- Carjuzaa, J. (2012). The positive impact of culturally responsive pedagogy: Montana’s Indian Education for All. *International Journal of Multicultural Education*, 14(3), 1–17.
- Castagno, A. E., & Brayboy, B. M. J. (2008). [Culturally responsive schooling for indigenous youth: A review of the literature](#). *Review of Educational Research*, 78(4), 941–993. Retrieved from <https://journals.sagepub.com/doi/pdf/10.3102/0034654308323036>
- Center for Native American Youth. (2018). *Generation Indigenous: The State of Native Youth Report*. Washington, D.C.: , Center for Native American Youth at The Aspen Institute, November 2018.
- CHiXapkaid (Pavel, M.), Banks-Joseph, S. R., Inglebret, E., McCubbin, L., Sievers, J., Bruna, L., & Sanyal, N. (2008). *From where the sun rises: Addressing the educational achievement of Native Americans in Washington state*. Pullman, WA: Clearinghouse on Native Teaching and Learning, Washington State University.
- CHiXapkaid (Pavel, M.), Strong, Z. H., Dolata, J., & Baker, A. (2014). [Dear children: Preferred preparation for Native early childhood education](#). Seattle, WA: Thrive by Five (now Thrive). Retrieved from [https://thrivewa.org/wp-content/uploads/Dear\\_Children\\_Final\\_Report.pdf](https://thrivewa.org/wp-content/uploads/Dear_Children_Final_Report.pdf)
- Christal, M. A. (2003). *Virtual museum projects for culturally responsive teaching in American Indian education* [Doctoral dissertation]. University of Texas, Austin.
- Cleary, L. M., & Peacock, T.D. (1998). [Collected wisdom: American Indian education](#). Boston, MA: Allyn & Bacon.
- Coggins, K., Williams, E., & Radin, N. (1997). The traditional tribal values of Ojibwa parents and the school performance of their children: An exploratory study. *Journal of American Indian Education*, 36(3), 1–15
- Cohen, E., & Allan, A. (2013). Toward an ideal democracy: The impact of standardization policies on the American Indian/Alaska Native community and language revitalization efforts. *Educational Policy*, 27(5), 743–769.
- Corbett, J. (2011). *The Montana story: Providing support to frontier communities through state oversight, embedded coaching, and community engagement*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from [http://www.centerii.org/survey/downloads/Promising\\_PracticesMontana.pdf](http://www.centerii.org/survey/downloads/Promising_PracticesMontana.pdf).
- Crawford, J. (1995). Endangered Native American languages: What is to be done, and why? *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 19(1), 17–35.
- Davison, D. M., & Miller, K. (1998, May). An ethnoscience approach to curriculum issues for American Indian students. *School Science and Mathematics*, 98(5), 260–265.

- Demmert, W. G., Jr. (2001). *Improving academic performance among Native American students — A review of the research literature*. Retrieved from the ERIC Clearinghouse on Rural Education and Small Schools website: <http://www.gpo.gov/fdsys/pkg/ERIC-ED463917/pdf/ERIC-ED463917.pdf>
- Demmert, W. G., Jr. (2005). The influence of culture on learning and assessment among Native American students. *Learning Disabilities Research and Practice*, 20(1), 16–23.
- Demmert, W. G., Jr., & Towner, J. C. (2003). *A review of the research literature on the influences of culturally based education on the academic performance of Native American students*. Portland, OR: Northwest Regional Education Laboratory. Retrieved from <http://educationnorthwest.org/resources/review-research-literature-influences-culturally-based-education-academic-performance>
- Deyhle, D., & Swisher, K. (1997). Research in American Indian and Alaska Native education: From assimilation to self-determination. *Review of Research in Education*, 22, 113–194.
- Doyle, A., Kleinfeld, J., & Reyes, M. (2009). The educational aspirations/attainment gap among rural Alaska Native students. *The Rural Educator*, 30(3), 25–33.
- Fowler, H. H. (2010). *Collapsing the fear of mathematics: a study of the effects of Navajo culture on Navajo student performance in mathematics*. Unpublished dissertation. Fielding Graduate University. UMI Number: 3428237.
- Gilliard, J. L., & Moore, R. A. (2007). An investigation of how culture shapes curriculum in early care and education programs on a Native American Indian reservation. *Early Childhood Education Journal*, 34(4), 251–254.
- Hamm, J. V., Farmer, T. W., Robertson, D., Dadisman, K. A., Murray, A., Meece, J. L., & Song, S. Y. (2010). Effects of a developmentally based intervention with teachers on Native American and White early adolescents' schooling adjustment in rural settings. *The Journal of Experimental Education*, 78(3), 343–377.
- Hilberg, R. S., Tharp, R. G., & DeGeest, L. (2006). The efficacy of CREDE's standards-based instruction in American Indian Mathematics classes. *Equity and Excellence in Education*, 33(2), 32–40.
- Ingalls, L., Hammond, H., Dupoux, E., & Baeza, R. (2006). Teachers' cultural knowledge and understanding of American Indian students and their families: Impact of culture on a child's learning. *Rural Special Education Quarterly*, 25(1), 16–21.
- Jacobs, D. T., & Reyhner, J. (2002). *Preparing teachers to support American Indian and Alaska Native student success and cultural heritage*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Jesse, D., CHiXapkaid (Pavel, M.), Northup, J., Fredericks, L., Brown, S., Bachler, S., Heidema, C., & Holdgreve-Resendez, R. (2013). *Promising instructional practices for Native American students: A literature summary*. Englewood, CO: REL Central at Marzano Research Laboratory.
- Kratochwill, T. R., McDonald, L., Levin, J. R., Bear-Tibbetts, H. Y., & 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*, 42(5), 359–383.
- Kushman, J. W., & Barnhardt, R. (2001). Reforming education from the inside-out: A study of community engagement and educational reform in rural Alaska. *Journal of Research in Rural Education*, 17(1), 12–26.
- LaFromboise, T. D., Hoyt, D. R., Oliver, L., & Whitbeck, L. B. (2006). Family, community, and school influences on resilience among American Indian adolescents in the upper Midwest. *Journal of Community Psychology*, 34(2), 193–209.
- Leveque, D. M. (1994, March). *Cultural and parental influences on achievement among Native American students in Barstow Unified School District*. Paper presented at the National Meeting of the Comparative and International Educational Society, San Diego, CA. (ERIC Document Reproduction Service No. ED382416)



- Leveque, D. M. (1994, March). *Cultural and parental influences on achievement among Native American students in Barstow Unified School District*. Paper presented at the National Meeting of the Comparative and International Educational Society, San Diego, CA.
- Lipka, J. (2002). *Schooling for self-determination: Research on the effects of including Native language and culture in the schools* (ERIC #459989). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved from <https://www.uaf.edu/mcc/award-recognition-and-oth/schooling-for-self-determination.pdf>.
- Mack, E., Augare, H., Cloud-Jones, L. D., & Wippert, R. (2012). Effective practices for creating transformative informal science education programs grounded in Native ways of knowing. *Cultural Studies of Science Education*, 7(1), 49–70.
- Mackety, D. M., & Linder-VanBerschoot, 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). Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from [https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL\\_2008059\\_sum.pdf](https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf)
- Marchand, R., Pickreign, J., & Howard, K. (2005). An analysis of the performance gap between American Indian and Anglo students in the New York state fourth and eighth grade mathematics assessments. *Journal of American Indian Education*, 44(2).
- Marks, E. L., Moyer, M. K., Roche, M., & Graham, E. T. (2003). *A summary of research and publications on early childhood for American Indian and Alaska Native children*. Washington, DC: U.S. Department of Health and Human Services. Retrieved from [https://www.acf.hhs.gov/sites/default/files/opre/aian\\_sum.pdf](https://www.acf.hhs.gov/sites/default/files/opre/aian_sum.pdf)
- Martenson, D. M., Newman, D. A., & Zak, D. M. (2011). Building community-university partnerships by listening, learning, and responding. *Journal of Extension*, 49(5), 1–7.
- Martinez, R. B. (2000). Language and tribal sovereignty: Whose language is it anyway? *Theory into Practice*, 39(4), 211–219.
- McCarty, T. L. (2003). Revitalising Indigenous languages in homogenising times. *Comparative Education*, 39(2), 147–163.
- McCarty, T. L. (2009). The impact of high-stakes accountability policies on Native American learners: Evidence from research. *Teaching Education*, 20(1), 7–29.
- McCarty, T. L. (2011, July). *State of the field: The role of Native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement*. Tempe: Arizona State University Center for Indian Education. Retrieved from <https://center-for-indian-education.asu.edu/resources/keynotes-papers-and-policy-briefs>
- McCarty, T. L., & Nicholas, S. E. (2014). Reclaiming Indigenous languages: A reconsideration of the roles and responsibilities of schools. *Review of Research in Education*, 38, 106–136.
- McCoy, M. L. (2000, October). *Federal Indian law and policy affecting American Indian and Alaska Native education*. Boulder, CO: Native American Rights Fund.
- McInerney, D. M., & Swisher, K. G. (1995, Spring). Exploring Navajo motivation in school settings. *Journal of American Indian Education*, 34(3), 28–51.
- McMahon, T. R., Kenyon, D. B., & Carter, J. S. (2013). “My culture, my family, my school, me”: Identifying strengths and challenges in the lives and communities of American Indian youth. *Journal of Child and Family Studies*, 22(5), 694–706.
- McWilliams, S. M., Maldonado-Mancebo, T., Szczepaniak, P. S., & Jones, J. (2011). Supporting Native Indian preschoolers and their families: Family-school-community partnerships. *Young Children*, 66(6), 34–41.
- Mead, N., Grigg, W., Moran, R., & Kuang, M. (2010). *National Indian Education Study 2009 - Part II: The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES

- 2010-463). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Mid-continent Research for Education and Learning. (2005). *Mathematics lesson interactions and contexts for American Indian students in Plains Region schools: An exploratory study*. Denver, CO: Author.
- Morgan, H. (2009). What every teacher needs to know to teach Native American students. *Multicultural Education*, 16(4), 10–12.
- Nalls, A. M., Mullis, R. L., & Mullis, A. K. (2009). American Indian youths' perceptions of their environment and their reports of depressive symptoms and alcohol/marijuana use. *Adolescence*, 44(176), 965–978.
- National Center for Education Statistics. (2009). *The nation's report card: An overview of procedures for the NAEP Assessment* (NCES 2009–493). Washington, DC: Author.
- National Center for Rural Early Childhood Learning Initiatives. (2006). *Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, 2005*, Little Rock, AR (Rural Early Childhood Report No. 2). Mississippi State, MS: Mississippi State University Early Childhood Institute.
- National Congress of American Indians, National Indian Child Welfare Association, National Indian Education Association, & National Indian Health Board. (August 2015). *Native children's policy agenda: Putting First kids 1st*. Washington, DC: National Congress of American Indians.
- National Indian Education Association. (n.d.). [Native American Education 101: Native nations and American schools: The history of Natives in the American education system](https://www.niea.org/native-education-101-1). Washington, DC: NIEA. Retrieved from <https://www.niea.org/native-education-101-1>
- NCAI Policy Research Center and MSU Center for Native Health Partnerships. (2012). *'Walk softly and listen carefully': Building research relationships with tribal communities*. Washington, DC, and Bozeman, MT: Authors. Retrieved from [http://www.ncai.org/attachments/PolicyPaper\\_SpMCHTcjxRRjMEjDnPmesENPzjHTwhOIOWxlWOIWdSrykJuQggG\\_NCAI-WalkSoftly.pdf](http://www.ncai.org/attachments/PolicyPaper_SpMCHTcjxRRjMEjDnPmesENPzjHTwhOIOWxlWOIWdSrykJuQggG_NCAI-WalkSoftly.pdf)
- Nelson-Barber, S. & Trumbull, E. (2019). *Place-based science education for Indigenous students*. Denver, CO: WEEAC at Metropolitan State University of Denver. Retrieved from <https://www.msudenver.edu/weeac/resources/place-basedscienceeducation/>
- Ngai, P. B. (2006). Grassroots suggestions for linking Native-language learning, Native American studies, and mainstream education in reservation schools with mixed Indian and white student populations. *Language, Culture, and Curriculum*, 19(2), 220–236.
- Oakes, A., & Maday, T. (2009, August). *Engaging Native American learners with rigor and cultural relevance*. Washington, DC: Center for Comprehensive School Reform and Improvement.
- Okamoto, S. K., Hurdle, D. E., & Marsiglia, F. F. (2001). Exploring culturally-based drug resistance strategies used by American Indian adolescents of the southwest. *Journal of Alcohol and Drug Education*, 47, 45–59.
- Parrett, W. H. (2005). Against all odds: Reversing low achievement of one school's Native American students. *School Administrator*, 62(1), 26–29. 33
- Pavel, D. M. (1999). American Indians and Alaska Natives in higher education: Promoting access and achievement. In K. G. Swisher & J. W. Tippeconnic III (Eds.), *Next steps: Research and practice to advance Indian education* (pp. 239– 258). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Pavel, M., Banks, S. R., & Pavel, S. C. (2002). The Oksale story: Training teachers for schools serving American Indians and Alaska Natives. *Journal of American Indian Education*, 41(2), 38–47.
- Pease-Pretty On Top, J. (n.d.). [Native Language immersion: Innovative Native education for children and families](http://www.aihec.org/our-stories/docs/NativeLangugageImmersion.pdf). Denver, CO: American Indian College Fund. Retrieved from <http://www.aihec.org/our-stories/docs/NativeLangugageImmersion.pdf>

- Pewewardy, C. (2002). Learning styles of American Indian/Alaska Native students: A review of the literature and implications for practice. *Journal of American Indian Education, 41*(3), 22–56.
- Powers, K. (2005). Promoting school achievement among American Indian students throughout the school years. *Childhood Education: Infancy through Early Adolescence, 81*(6), 338–342.
- Powers, K. M. (2006). An exploratory study of cultural identity and culture-based educational programs for urban American Indian students. *Urban Education, 41*, 20–49.
- Powers, K., Potthof, S. J., Bearinger, L. H., & Resnick, M. D. (2003). Does cultural programming improve educational outcomes for American Indian youth? *Journal of American Indian Education, 42*(2), 17–49.
- Prater, G., Rezzonico, A., Pyron, R., Chischille, J., Arthur, V., & Yellowhair, B. (1995, March). *Effective teachers: Perceptions of Native American students in rural areas*. Paper presented at the American Council on Rural Special Education, Las Vegas, NV.
- Price, P. G., & Mencke, P. D. (2013). Critical pedagogy and praxis with Native American youth: Cultivating change through participatory action research. *Educational Foundations, 27*(3–4), 85.
- Radda, H. T., Iwamoto, D., & Patrick, C. (1998). Collaboration, research and change: motivational influences on American Indian students. *Journal of American Indian Education, 37*(2), 2–20.
- Redmond, M., & Wiethaus, U. (2009). The Atse Kituwah academy: An immersion model that holds the key to the future of the Cherokee language and culture. *Learning Languages, 15*(1), 34–37.
- Reed, K. (2007). Mentoring American Indian middle school students to consider teaching as a career. *Middle School Journal, 38*(3), 25–33.
- Reyhner, J., & Eder, J. (2006). *American Indian education: A history*. Norman, OK: University of Oklahoma Press.
- Reyhner, J., & Lockard, L. (Eds.). (2009). *Indigenous language revitalization: Encouragement, guidance, & lessons learned*. Flagstaff, AZ: Northern Arizona University.
- Rivera, H. H., & Tharp, R. G. (2006). A Native American community's involvement and empowerment to guide their children's development in the school setting. *Journal of Community Psychology, 34*(4), 435–451.
- Rybak, C. J., Eastin, C. L., & Robbins, I. (2004). Native American healing practices and counseling. *The Journal of Humanistic Counseling Education and Development, 43*(1), 25–32.
- Salant, P., & Laumatia, L. (2011). Better together: Coeur d'Alene reservation communities and the University of Idaho. *Journal of Higher Education Outreach and Engagement, 15*(3), 101–112.
- Sarouphim, K. M. (2002). DISCOVER in high school: Identifying gifted Hispanic and Native American students. *Prufrock Journal, 14*(1), 30–38.
- Shaughnessy, L., Doshi, S. R., & Jones, S. E. (2004). Attempted suicide and associated health risk behaviors among Native American high school students. *Journal of School Health, 74*(5), 177–182.
- Sherman, L. (2002). From division to vision: Achievement climbs at a reservation school high in the Rocky Mountains. *Northwest Education, 8*(1), 22–27.
- Siebens, J., & Julian, T. (2011). *Native North American languages spoken at home in the United States and Puerto Rico: 2006–2010. American Community Survey Briefs, December*. Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, Bureau of the Census.
- Smallwood, B. A., Haynes, E. F., & James, K. (2009). *English language acquisition and Navajo achievement in Magdalena, New Mexico*. Washington, DC: Center for Applied Linguistics.
- Smiley, R., & Sather, S. (2009). *Indian education policies in five Northwest Region states* (Issues & Answers Report, REL 2009 No. 081). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Northwest. Retrieved from [https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL\\_2009081.pdf](https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2009081.pdf)

- Sorkness, H. L., & Kelting-Gibson, L. (2006, February). *Effective teaching strategies for engaging Native American students*. Paper presented at the National Association of Native American Studies Conference, Baton Rouge, LA.
- Starnes, B. A. (2006, January). What we don't know can hurt them: White teachers, Indian children. *Phi Delta Kappan*, 87(5).
- Stone, J., & Hamann, E. T. (2012). Improving elementary American Indian students' math achievement with inquiry-based mathematics and games. *Journal of American Indian Education*, 51(1), 45–66.
- Swedberg, L. (1999). *Cool school project*. Chavers, D. (Ed.), *Exemplary programs in Indian education*, 3rd ed. Albuquerque, NM: Native American Scholarship Fund, Inc., pp. 53–59.
- Swisher, K. G., & Tippeconnic, J. W., III. (Eds.) (1999). *Next steps: Research and practice to advance Indian education*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- The White House, Executive Office of the President. (2014). *2014 Native Youth Report*. Washington, DC: Author.
- Thomas, L. R., Donovan, D. M., & Sigo, R. L. W. (2010). Identifying community needs and resources in a Native community: A research partnership in the Pacific Northwest. *International Journal of Mental Health Addiction*, 8(2), 362–373.
- Thornton, B., & Sanchez, J. E. (2010, December). Promoting resiliency among Native American students to prevent dropouts. *Education*, 131(2).
- Turner, S. L., Conkel, J. L., Reich, A. N., Trotter, M. J., & Siewart, J. J. (2006). Social skills efficacy and proactivity among Native American adolescents. *Professional School Counseling*, 10(2), 189–194.
- U.S. Department of Education, Equity and Excellence Commission. (2013). *For each and every child: A strategy for education equity and excellence*. Washington, DC: Government Printing Office.
- Van Hamme, L. (1995). American Indian cultures and the classroom. *Journal of American Indian Education*, 35(2), 21–36.
- Ward, C., Jones, K. W., Madsen, B., Coles, R., Rich, L., & Knapp, S. (2014). Mentored research in a tribal college setting: The Northern Cheyenne case. *Journal of Research in Rural Education*, 29(3), 1–17.
- Warhol, L. (2011). *Native American language policy in the United States* [Heritage brief]. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/heritage/pdfs/briefs/native-american-language-policy.pdf>
- Waterman, S. J. (2012). Home-going as a strategy for success among Haudenosaunee college and university students. *Journal of Student Affairs Research and Practice*, 49(2), 193–209.
- Whitbeck, L. B., Hoyt, D. R., Stubben, J. D., & LaFramboise, T. (2001). Traditional culture and academic success among American Indian children in the upper Midwest. *Journal of American Indian Education*, 40(2), 48–60.
- Wiley, T. G., Peyton, J. K., Christian, D., Moore, S. C., & Liu, N. (2014). *Handbook of heritage, community, and Native American languages in the United States: Research, policy, and educational practice*. New York, NY: Routledge.
- Willeto, A. A. A. (1999). Navajo culture and family influences on academic success: Traditionalism is not a significant predictor of achievements among young Navajos. *Journal of American Indian Education*, 38(2), 1–24.
- Yazzie, T. (1999). Culturally appropriate curriculum: A research-based rationale. In K. G. Swisher & J. W. Tippeconnic III (Eds.), *Next steps: Research and practice to advance Indian education* (pp. 83–106). Charlotte, WV: Appalachia Educational Laboratory, ERIC Clearinghouse on Rural Education and Small Schools.
- Yazzie-Mintz, T. (2007). From a place deep inside: Culturally appropriate curriculum as the embodiment of Navajo-ness in classroom pedagogy. *Journal of American Indian Education*, 46(3), 72–93.

- Zwick, T. T., & Miller, K. W. (1996). A comparison of integrated outdoor education activities and traditional science learning. *Journal of American Indian Education, 35*, 1–9.
- Zyromski, B., Bryant Jr., A., & Gerler Jr., E. R. (2011). Succeeding in school: The online reflections of Native American and other minority students. *The Journal of Humanistic Counseling, 50*(1), 99–118.