



National American Indian and Alaska Native School Supplement K-12 Program

**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



**IOWA**

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

# National American Indian & Alaska Native MHTTC K-12 Initiative & Traumatic Stress Initiative— Category II

An American Indian  
in the Classroom:  
Cultural & Identity Safe Schools  
for Native Youth

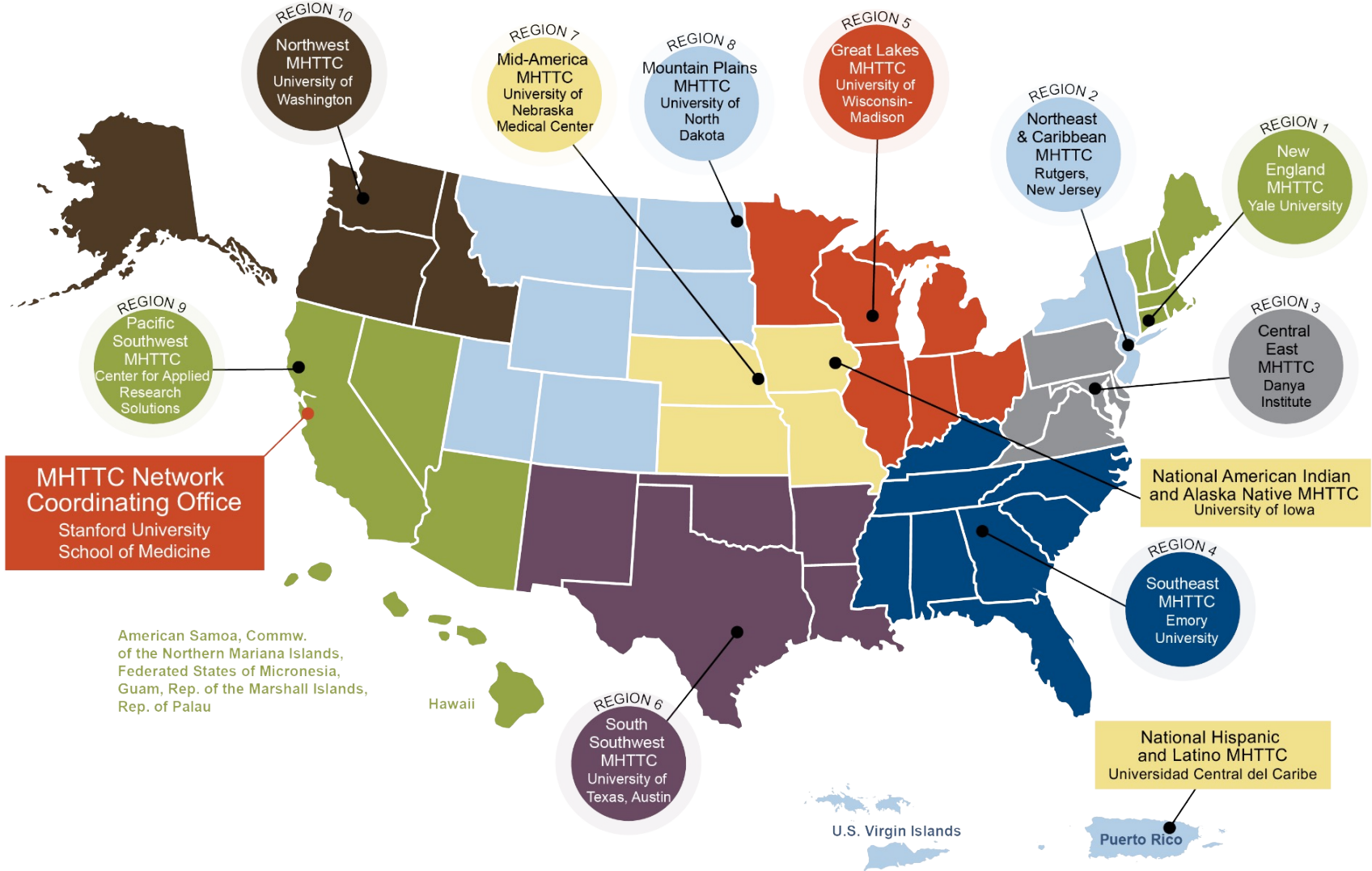


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**MHTTC Network**

American Indian & Alaska Native  
Mental Health  
Technology  
Transfer Center  
K-12 School Mental Health  
Supplement Project



# ***SAMHSA***

Substance Abuse and Mental Health  
Services Administration

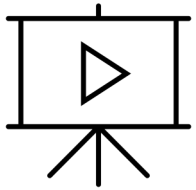
The National American Indian and Alaska Native Mental Health Technology Transfer Center is supported by a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA).

The content of this event is the creation of the presenter(s), and the opinions expressed do not necessarily reflect the views or policies of SAMHSA, HHS, or the American Indian & Alaska Native MHTTC.

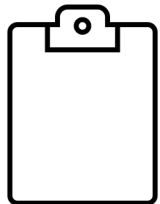


# Follow-up

Following today's event, you will receive a follow up email, which will include:



Links to the presentation slides and recording, if applicable



Link to our evaluation survey (GPRA)



# Land Acknowledgement

We would like to take this time to acknowledge the land and pay respect to the Indigenous Nations whose homelands were forcibly taken over and inhabited.

Past and present, we want to honor the land itself and the people who have stewarded it throughout the generations.

This calls us to commit to forever learn how to be better stewards of these lands through action, advocacy, support, and education.

We acknowledge the painful history of genocide and forced occupation of Native American territories, and we respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

While injustices are still being committed against Indigenous people on Turtle Island, today we say thank you to those that stand with Indigenous peoples and acknowledge that land reparations must be made to allow healing for our Indigenous peoples and to mother earth, herself.

Dekibaota, Elleh Driscoll, Meskwaki and Winnebago Nations  
Ttakimaweakwe, Keely Driscoll, Meskwaki and Winnebago Nations  
Keokuk, Sean A. Bear, 1<sup>st</sup>. Meskwaki Nation





# MHTTC K-12 Program & Traumatic Stress Initiative- Cat. II Co-Director

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**Teresa Brewington** works for the Native Center for Behavioral Health at The University of Iowa. She is the Co-Director for the National American Indian and Alaska Native Mental Health TTC – K- 12 School Supplement and the Co-Director for the National American Indian and Alaska Native Child Traumatic Stress Initiative – Category II. She is an enrolled member of the Coharie Tribe and a descendent of the Lumbee Tribe. She holds a Master’s in Educational Leadership, a Master’s in Business Administration, and has 36 credit hours towards a Master’s in Counseling. She has held positions as a director at several mental health agencies and worked as a school guidance counselor serving primarily Hispanic/Latino students. She has also served as a foster care agency supervisor, where she worked directly with the Salt River Pima Indian Community placing Native American children in foster homes. Her last position was as the Elementary School Principal for Native children at the Meskwaki Settlement, located in Iowa, where she currently resides.



# MHTTC K-12 Program Manager

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**Dr. Allison Baez** is the Mental Health Technology Transfer Center K-12 Supplemental Program Manager for the American Indian and Alaska Native MHTTC. She is a member of the Tap Pilam Coahuiltecan Nation. Her research projects and creation of programs have focused on students' and their families' academic success for over 25 years. Dr. Baez has shared her expertise in education with K-12 and Higher Educational environments. Much of her research is among Native populations that implement the best practices from a Native cultural lens. Her services to tribes across Indian country are intended to strengthen and empower individuals, families, and communities. She continues to serve Indigenous populations and share, collaborate, and educate on culturally responsive approaches and methodologies. She received her Ph.D. from the University of the Incarnate Word in San Antonio, TX.





Makenna Clark



Kate Pruess



Emily Sones



Bethany Walczak



# Today's Speaker




Dr. John Gonzalez is Ojibwe from the White Earth Anishinaabe Nation and a Professor of Psychology at Bemidji State University, where he also received his undergraduate degree in psychology. He earned his doctorate in Clinical Psychology from the University of North Dakota. Dr. Gonzalez's professional interests are in cultural psychology, multicultural psychology, and community psychology. All of these areas come together to provide a holistic view of people and their environments. Dr. Gonzalez's research interests are in the areas of mental/behavioral health for indigenous people and ethnic minorities. Dr Gonzalez has investigated the racial experiences of American Indian students as well as Native people's racial experiences accessing healthcare. He also expertise in multicultural and Indian education serving on the Indian Education Parent Committee and as a former School Board member for Independent School District #31 - Bemidji Area Schools.





# Outline

- Historical Context
  - Contemporary Context
    - Curriculum and Representation
  - What is culturally relevant/responsive teaching?
  - What is the evidence?
- 
- A large, solid red shape is located in the top right corner of the slide. It is a right-angled triangle with its hypotenuse facing the bottom-left, creating a decorative graphic element.



# Indian Education History

Boarding Schools Era

1879 – 1950's

Carlisle Indian Industrial School

Was about assimilation – not education.

“kill the Indian in order to save the man.” —Richard H. Pratt





# Carlisle





# BIA and Mission Schools 1879-1950s

## BIA (Government) Schools

- Carlisle PA, Phoenix AZ,
- Haskell NE, Tulalip WA.
- Nearly 100 BIA Schools



## Mission (Church Run) Schools



- Pipestone MN,
- Mt. Pleasant MI,
- St Agnes, OK.

# Traumatizing Conditions



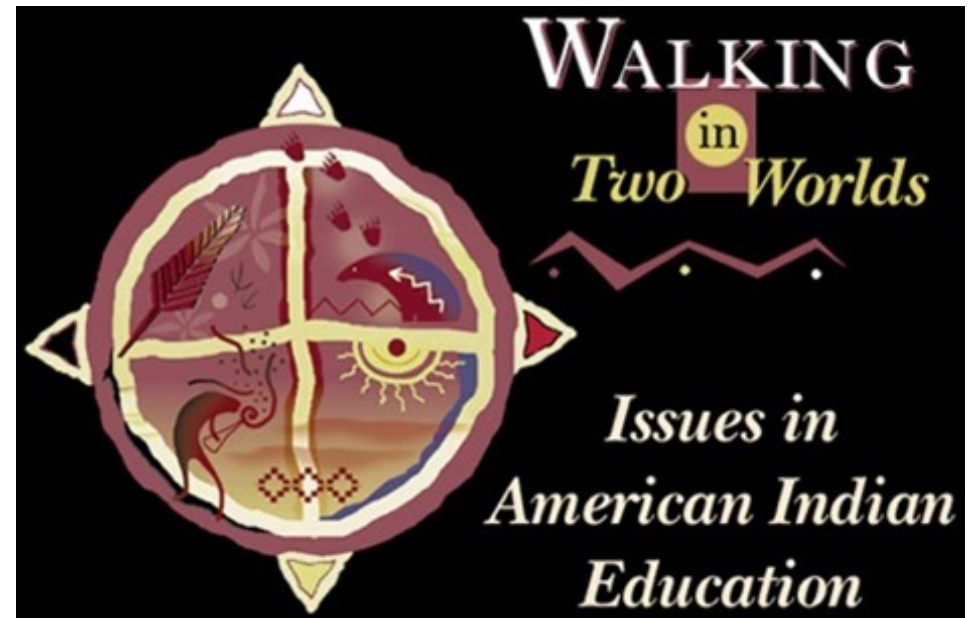
- Poor nutrition, health care, improper clothing, harsh punishments, physical and sexual abuse
- Disease was rampant (influenza, tuberculosis, trachoma)
- 1000's died – many buried at schools





# Attitudes Toward Education

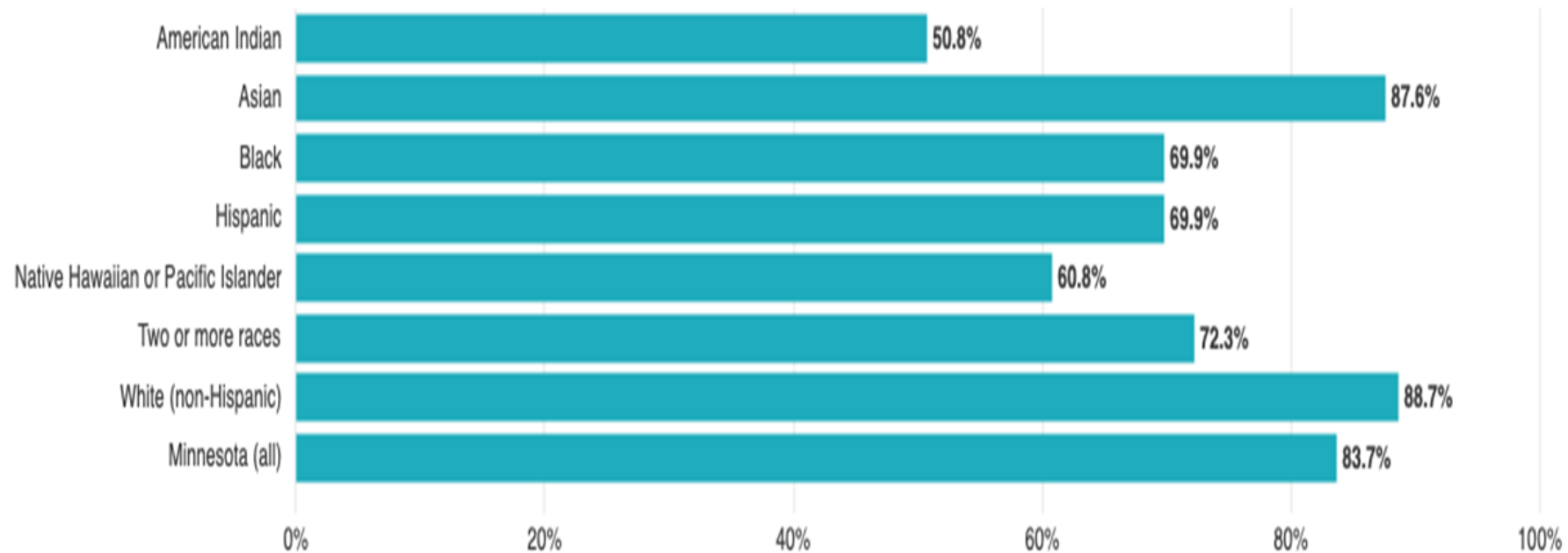
- Major Trust Concerns
- Education = Assimilation
- Educated Indians = white-washed
- Achievement (opportunity) Gaps
- Continued Oppression
  - Discrimination/Racism
  - microaggressions



# Legacy of Oppression: Education Disparities

## High school students graduating on time by racial and ethnic group

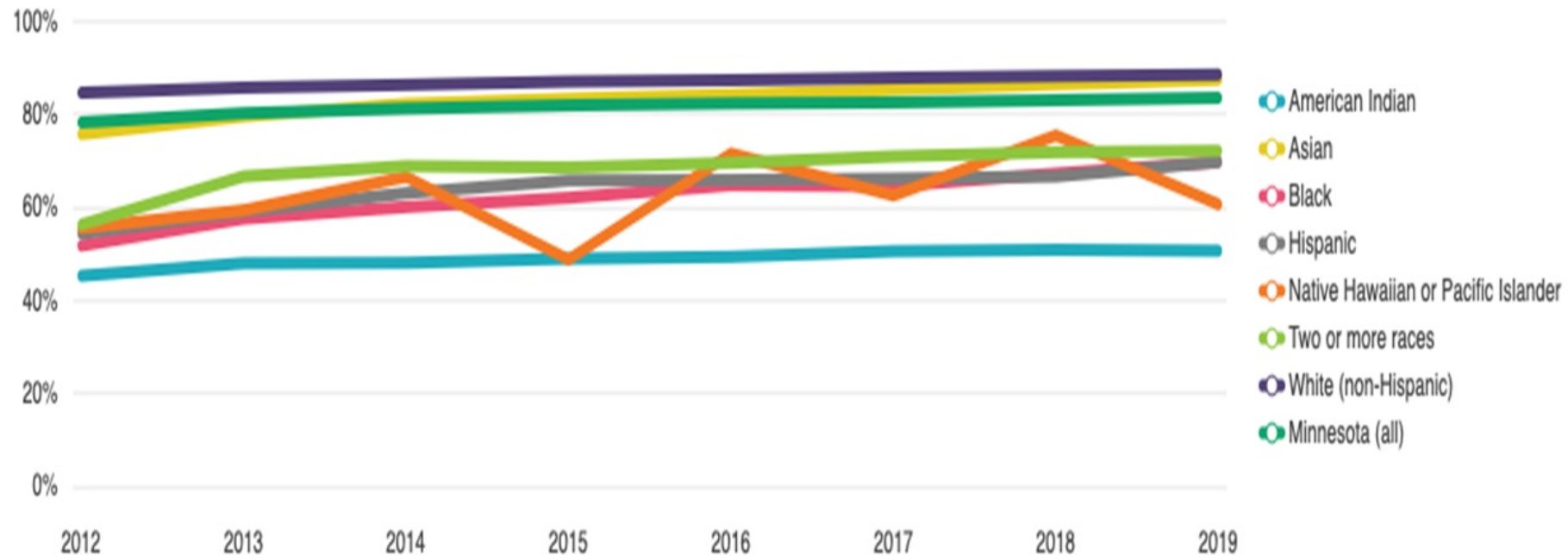
Minnesota, 2019



# Legacy of Oppression: Education Disparities

## High school students graduating on time by racial and ethnic group

Minnesota, 2012-2019





# Oppression Now: Education Disparities

- Cultural Models of Education
- Curriculum Issues
  - Columbus
  - Thanksgiving
  - U.S History
  - Christianity
  - **Representation**



# Cultural Models of Education:

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- Historically and socially instituted sets of ideas about the meaning of education, about how to be a good student, about the role of education in becoming a “good” self, and about the nature of the relationship between teachers and students.
- Frequently practiced ways of teaching, studying, evaluating, and rewarding students.
- Conventional patterns of interactions between teachers and students.

**(Fryberg & Markus, 2007)**

# What comes to mind when you think of “education”?

## European American students

**#7 Freedom to think and express your own ideas in comparison to what course material is taught...formulating conclusions individually and applying these to your own life in order to achieve the good life.**

**#24 Education is the key to a successful, happy professional future.**

## American Indian students

**#5 I think of the reservation because I was education on the reservation where education was horrible.**

**#20 Oral learning, passing down knowledge, elder to grandchildren, parents to student.**



<b>What comes to mind when you think of <u>education</u>?</b>	<b>% European American (n = 57)</b>	<b>% American Indian (n = 42)</b>
<i>Acquisition of Knowledge</i> (e.g., learning, gaining knowledge)	<b>68.4<sup>a</sup></b>	<b>40.5<sup>b</sup></b>
<i>Attributes of School Setting</i> (e.g., teacher, apple, grades, books)	<b>38.6</b>	<b>28.6<sup>b</sup></b>
<i>Tool for Success</i> (e.g. a path or key to get ahead)	<b>38.6</b>	<b>42.9</b>
<i>Tool-Community Success</i> (e.g., move community ahead)	<b>5.3<sup>b</sup></b>	<b>21.4<sup>a</sup></b>
<i>Negative View of Education</i> (e.g., biased, unequal, boring)	<b>3.5<sup>b</sup></b>	<b>35.7<sup>a</sup></b>
<i>Think of Family</i> (e.g., parents, siblings, grandma)	<b>0.0<sup>b</sup></b>	<b>19.0<sup>a</sup></b>



# What comes to mind when you think of a “teacher”?

## European American students

**#7** A teacher should be encouraging and help students think for themselves and discover their opinions.

**#24** Helper in quest for learning. Formally, one who instructs/directs students' learning. Someone who makes seeking knowledge and spreading knowledge a primary goal in life.

## American Indian students

**#5** I think of the White teachers back on the reservation who thought we were all slow, so they never challenged us.

**#17** I think of someone older than me. Mostly I think of my parents and elders. I guess they were my first teachers.



<b>What comes to mind when you think of a <u>teacher</u>?</b>	<b>% European American (n = 57)</b>	<b>% American Indian (n = 42)</b>
<i>Provides Knowledge</i> (e.g., instructs, teachers)	<b>52.6</b>	<b>57.1</b>
<i>Role Model/Mentor</i> (e.g., guides, sets good example)	<b>40.4<sup>a</sup></b>	<b>19.0<sup>b</sup></b>
<i>Negative View of Teacher</i> (e.g., biased, boring, uncaring)	<b>19.3<sup>b</sup></b>	<b>35.7<sup>a</sup></b>
<i>Positive Attributes</i> (e.g., kind, respectable, inspires)	<b>49.1</b>	<b>31.0</b>
<i>Physical Traits</i> (e.g., white, woman, old, short)	<b>17.5</b>	<b>31.0</b>
<i>Close Others-not teachers</i> (e.g., family, parents, grandpa)	<b>5.3<sup>b</sup></b>	<b>28.6<sup>a</sup></b>
<i>Low Pay</i> (e.g., low wages, under-paid)	<b>10.5</b>	<b>9.5</b>



# Standardized regression coefficients: What predicts grades?

Predictor Variables	American Indians	European Americans
Trust for Teachers	.41**	.26
<u>Interdependent Representations of Self</u>	.38**	.25
Independent Representations of Self	-.28	.39*
R <sup>2</sup>	.36***	.15*

\* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$



# Oppression Now: Education Disparities

- Curriculum Issues
  - Columbus
  - Thanksgiving
  - U.S History
  - Christianity
  - Microaggressions
  - **(Mis)Representation**



# Curriculum Issues - Columbus

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- Who's version of history is taught?
- The beginning of European Colonization and Oppression
  - Glorifying an oppressor



# Curriculum Issues - Columbus





# Thanksgiving



Why do we, as a nation, celebrate Thanksgiving as a holiday?

# Thanksgiving images

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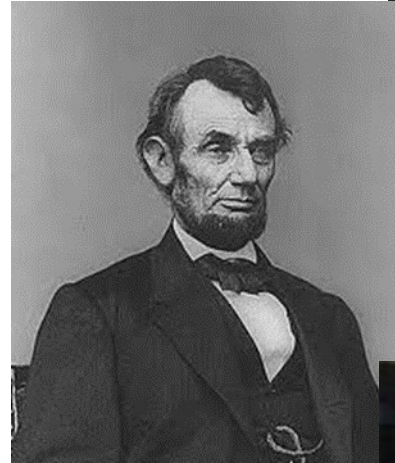


# Thanksgiving images



# Whose History, Heroes and Values?

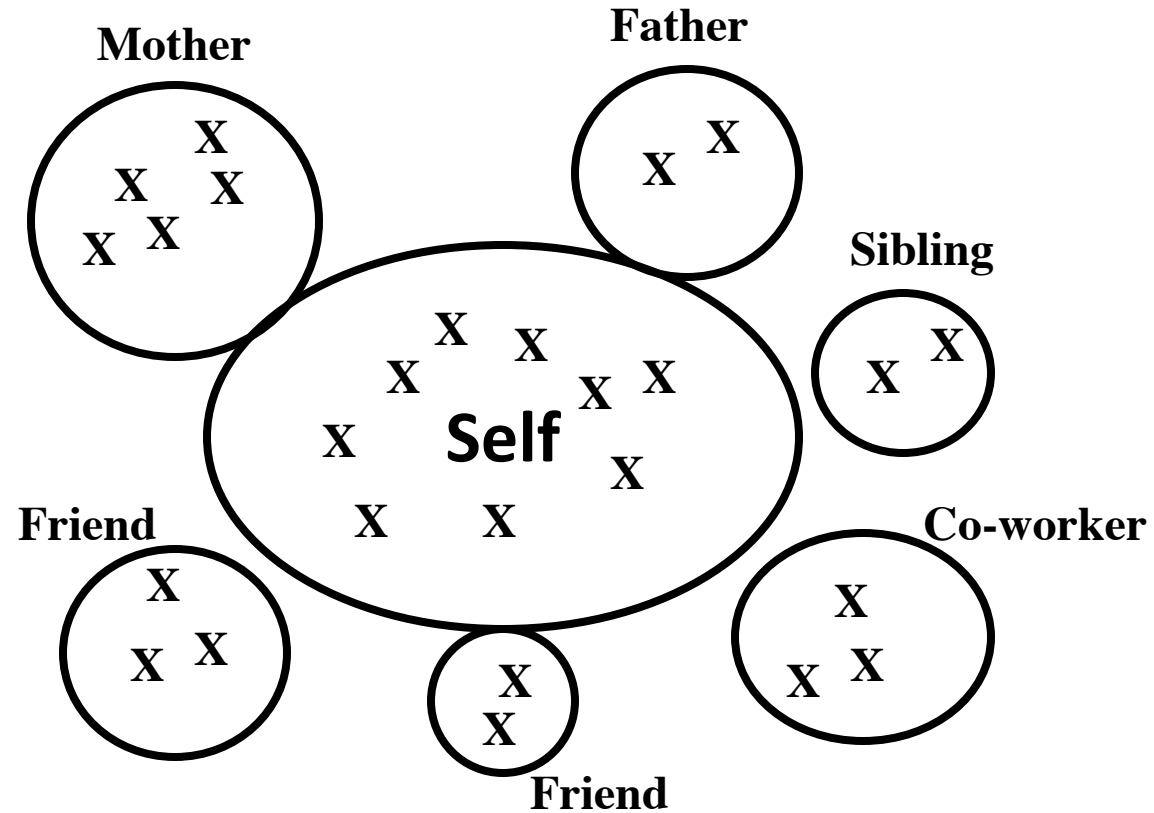
- American Democracy, Constitution, Law, Wars etc.
  - Removal, extermination, assimilation policies. Genocide & broken treaties
- Presidents
  - These 3 are not necessarily heroes to Native people
- Individualism, Independent-Selves
  - vs
- Collectivism, Interdependent-Selves





# WHAT IS A PERSON?

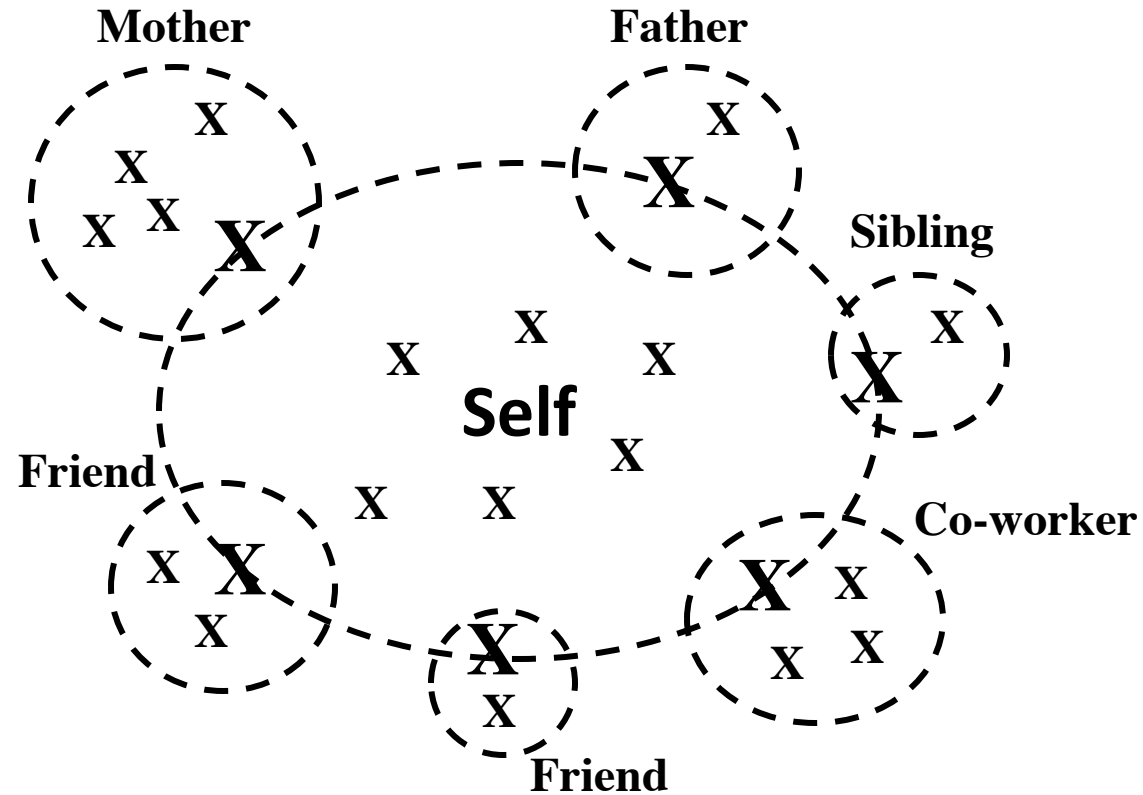
(Independent view of self)



(Adapted from Fiske, Kitayama, Markus & Nisbett, 1998)

# WHAT IS A PERSON?

(Interdependent view of self)

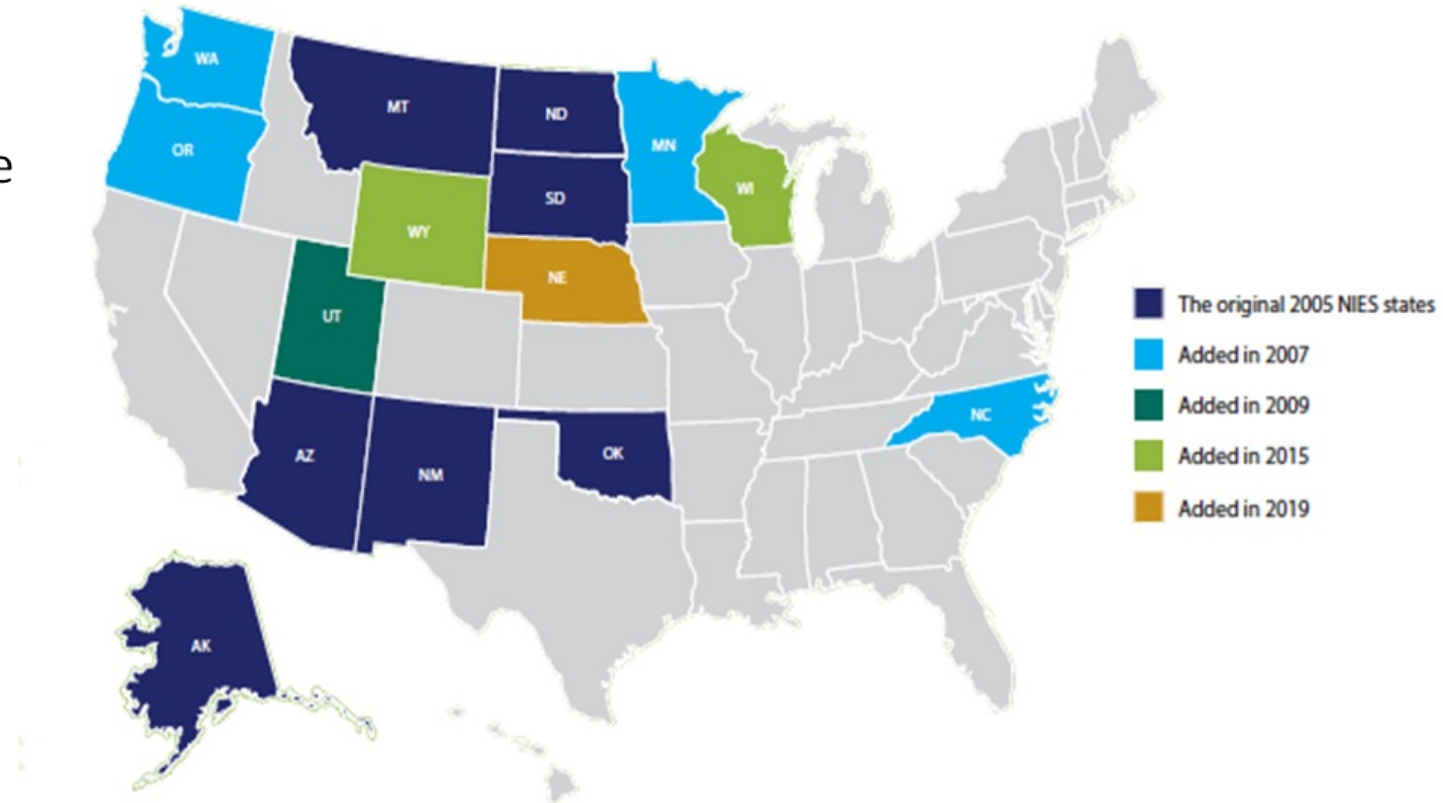


(Adapted from Fiske, Kitayama, Markus & Nisbett, 1998)

# National Indian Ed Study

- US Dept. of Ed – NAEP Report
  - 4<sup>th</sup> and 8<sup>th</sup> grade students in 15 states
- 3 types of schools/districts
  - Low density
  - High density
  - BIE

*Exhibit 1. Map of NIES 2019 states*



NOTE: NIES = National Indian Education Study.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study.

# Cultural Knowledge of Students

Grade and student survey question/composite	School type/density			
	All AI/AN students	Low density public schools	High density public schools	BIE schools
<b>Grade 4: How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the history, traditions, or arts and crafts of your tribe or group.</b>				
Nothing	17	18	21	18 <sup>b</sup>
A little	31	30	33	30
Some	32	32	28	29
A lot	20	19	19	23 <sup>b</sup>
<b>Grade 8: Amount of student cultural knowledge composite</b>				
Nothing	18	23	12 <sup>a</sup>	5 <sup>a,b</sup>
A little	27	29	26	16 <sup>a,b</sup>
Some	33	30	37 <sup>a</sup>	45 <sup>a,b</sup>
A lot	22	18	25 <sup>a</sup>	34 <sup>a,b</sup>

# Cultural Knowledge

Who taught you what you know?

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: Who taught you most of what you know about AI/AN history?</b>				
No one has taught me about AI/AN history	12	12	14	16 <sup>a</sup>
Family members	45	47	47	43 <sup>b</sup>
Friends	5	5	6	7
Teachers	23	23	19	19
Tribal representatives or elders	6	6	6	7
Someone else	9	8	7	8
<b>Grade 8: Who taught you most of what you know about AI/AN history?</b>				
No one has taught me about AI/AN history	8	11	5 <sup>a</sup>	2 <sup>a,b</sup>
Family members	60	59	61	59
Friends	1	1	1	2
Teachers	17	17	16	18
Tribal representatives or elders	8	7	11 <sup>a</sup>	12 <sup>a</sup>
Someone else	5	5	5	7 <sup>b</sup>
<b>Grade 4: Who taught you most of what you know about AI/AN traditions (ways of life, customs)?</b>				
No one has taught me about AI/AN traditions	15	14	18 <sup>a</sup>	17
Family members	45	48	45	41 <sup>a,b</sup>
Friends	4	3	5 <sup>a</sup>	7 <sup>a,b</sup>
Teachers	23	22	19	18 <sup>a</sup>
Tribal representatives or elders	7	6	7	10 <sup>a,b</sup>
Someone else	7	7	6	7 <sup>b</sup>
<b>Grade 8: Who taught you most of what you know about AI/AN traditions (ways of life, customs)?</b>				
No one has taught me about AI/AN traditions	12	15	8 <sup>a</sup>	3 <sup>a,b</sup>
Family members	57	56	59	58
Friends	2	2	2	2 <sup>a</sup>
Teachers	17	16	17	18
Tribal representatives or elders	9	8	11 <sup>a</sup>	14 <sup>a,b</sup>
Someone else	3	3	3	4 <sup>b</sup>

# Cultural Knowledge

Who taught you what you know?

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: Who taught you most of what you know about AI/AN history?</b>				
No one has taught me about AI/AN history	12	12	14	16 <sup>a</sup>
Family members	45	47	47	43 <sup>b</sup>
Friends	5	5	6	7
Teachers	23	23	19	19
Tribal representatives or elders	6	6	6	7
Someone else	9	8	7	8
<b>Grade 8: Who taught you most of what you know about AI/AN history?</b>				
No one has taught me about AI/AN history	8	11	5 <sup>a</sup>	2 <sup>a,b</sup>
Family members	60	59	61	59
Friends	1	1	1	2
Teachers	17	17	16	18
Tribal representatives or elders	8	7	11 <sup>a</sup>	12 <sup>a</sup>
Someone else	5	5	5	7 <sup>b</sup>
<b>Grade 4: Who taught you most of what you know about AI/AN traditions (ways of life, customs)?</b>				
No one has taught me about AI/AN traditions	15	14	18 <sup>a</sup>	17
Family members	45	48	45	41 <sup>a,b</sup>
Friends	4	3	5 <sup>a</sup>	7 <sup>a,b</sup>
Teachers	23	22	19	18 <sup>a</sup>
Tribal representatives or elders	7	6	7	10 <sup>a,b</sup>
Someone else	7	7	6	7 <sup>b</sup>
<b>Grade 8: Who taught you most of what you know about AI/AN traditions (ways of life, customs)?</b>				
No one has taught me about AI/AN traditions	12	15	8 <sup>a</sup>	3 <sup>a,b</sup>
Family members	57	56	59	58
Friends	2	2	2	2 <sup>a</sup>
Teachers	17	16	17	18
Tribal representatives or elders	9	8	11 <sup>a</sup>	14 <sup>a,b</sup>
Someone else	3	3	3	4 <sup>b</sup>





# Cultural Knowledge

Who taught you?

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: Who taught you most of what you know about AI/AN arts and crafts?</b>				
No one has taught me about AI/AN arts and crafts	19	19	20	17
Family members	36	37	38	37
Friends	6	6	6	8
Teachers	25	24	22	23
Tribal representatives or elders	8	6	9	10 <sup>a</sup>
Someone else	6	7	6	6
<b>Grade 8: Who taught you most of what you know about issues today that are important to AI/AN people?</b>				
No one has taught me about issues today that are important to AI/AN people	19	25	15 <sup>a</sup>	8 <sup>a,b</sup>
Family members	45	44	47	44
Friends	2	2	3	3
Teachers	21	18	21	28 <sup>a,b</sup>
Tribal representatives or elders	9	7	11 <sup>a</sup>	14 <sup>a,b</sup>
Someone else	4	4	4	3

# AI/ AN Topics in Schools

How often do you integrate materials about AI/AN culture or history into your reading/ language arts lessons?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4</b>				
Never	11	18	6 <sup>a</sup>	2 <sup>a,b</sup>
At least once a year	41	55	41 <sup>a</sup>	18 <sup>a,b</sup>
At least once a month	30	22	34 <sup>a</sup>	45 <sup>a,b</sup>
At least once a week	12	4	13	25 <sup>a,b</sup>
Every day or almost every day	6	1	6 <sup>a</sup>	11 <sup>a,b</sup>
<b>Grade 8</b>				
Never	24	33	15 <sup>a</sup>	# <sup>a,b</sup>
At least once a year	49	57	43 <sup>a</sup>	21 <sup>a,b</sup>
At least once a month	16	10	27 <sup>a</sup>	35 <sup>a,b</sup>
At least once a week	6	#	12 <sup>a</sup>	29 <sup>a,b</sup>
Every day or almost every day	5	#	3	15 <sup>b</sup>



# Teacher Lessons

- How often to you include Native themes, authors, current issues in your lessons?

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: How often do you have your students read literature with AI/AN themes?</b>				
Never	10	15	10	1 <sup>a</sup>
At least once a year	53	65	52 <sup>a</sup>	33 <sup>ab</sup>
At least once a month	25	16	31 <sup>a</sup>	50 <sup>ab</sup>
At least once a week	11	3	4	13 <sup>ab</sup>
Every day or almost every day	1	#	2	2 <sup>a</sup>
<b>Grade 8: How often do you have your students read literature with AI/AN themes?</b>				
Never	20	26	13 <sup>a</sup>	# <sup>ab</sup>
At least once a year	57	65	53 <sup>a</sup>	30 <sup>ab</sup>
At least once a month	15	8	25 <sup>a</sup>	43 <sup>ab</sup>
At least once a week	4	#	8 <sup>a</sup>	19 <sup>ab</sup>
Every day or almost every day	4	#	2	8 <sup>b</sup>
<b>Grade 4: How often do you have your students read literature by AI/AN authors?</b>				
Never	21	28	15 <sup>a</sup>	8 <sup>a</sup>
At least once a year	51	61	58	37 <sup>ab</sup>
At least once a month	22	9	22 <sup>a</sup>	45 <sup>ab</sup>
At least once a week	6	2	3	8 <sup>ab</sup>
Every day or almost every day	1	#	1	2 <sup>a</sup>
<b>Grade 8: How often do you have your students read literature by AI/AN authors?</b>				
Never	26	34	19 <sup>a</sup>	7 <sup>ab</sup>
At least once a year	53	59	47 <sup>a</sup>	41 <sup>a</sup>
At least once a month	14	7	27 <sup>a</sup>	29 <sup>a</sup>
At least once a week	3	#	7 <sup>a</sup>	15 <sup>ab</sup>
Every day or almost every day	4	#	1	7 <sup>b</sup>
<b>Grade 4: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?</b>				
Never	34	46	30 <sup>a</sup>	5 <sup>ab</sup>
At least once a year	36	43	37	34 <sup>a</sup>
At least once a month	14	10	26 <sup>a</sup>	35 <sup>ab</sup>
At least once a week	15	1	6 <sup>a</sup>	22 <sup>ab</sup>
Every day or almost every day	1	1	1	4 <sup>ab</sup>
<b>Grade 8: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?</b>				
Never	36	47	24 <sup>a</sup>	11 <sup>ab</sup>
At least once a year	42	48	39	13 <sup>ab</sup>
At least once a month	13	5	24 <sup>a</sup>	43 <sup>ab</sup>
At least once a week	5	#	13 <sup>a</sup>	23 <sup>ab</sup>
Every day or almost every day	4	#	1	10 <sup>b</sup>

# Teacher Lessons

- How often to you include Native themes, authors, current issues in your lessons?

Grade and student survey question	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: How often do you have your students read literature with AI/AN themes?</b>				
Never	10	15	10	1 <sup>a</sup>
At least once a year	53	65	52 <sup>a</sup>	33 <sup>ab</sup>
At least once a month	25	16	31 <sup>a</sup>	50 <sup>ab</sup>
At least once a week	11	3	4	13 <sup>ab</sup>
Every day or almost every day	1	#	2	2 <sup>a</sup>
<b>Grade 8: How often do you have your students read literature with AI/AN themes?</b>				
Never	20	26	13 <sup>a</sup>	# <sup>ab</sup>
At least once a year	57	65	53 <sup>a</sup>	30 <sup>ab</sup>
At least once a month	15	8	25 <sup>a</sup>	43 <sup>ab</sup>
At least once a week	4	#	8 <sup>a</sup>	19 <sup>ab</sup>
Every day or almost every day	4	#	2	8 <sup>b</sup>
<b>Grade 4: How often do you have your students read literature by AI/AN authors?</b>				
Never	21	28	15 <sup>a</sup>	8 <sup>a</sup>
At least once a year	51	61	58	37 <sup>ab</sup>
At least once a month	22	9	22 <sup>a</sup>	45 <sup>ab</sup>
At least once a week	6	2	3	8 <sup>ab</sup>
Every day or almost every day	1	#	1	2 <sup>a</sup>
<b>Grade 8: How often do you have your students read literature by AI/AN authors?</b>				
Never	26	34	19 <sup>a</sup>	7 <sup>ab</sup>
At least once a year	53	59	47 <sup>a</sup>	41 <sup>a</sup>
At least once a month	14	7	27 <sup>a</sup>	29 <sup>a</sup>
At least once a week	3	#	7 <sup>a</sup>	15 <sup>ab</sup>
Every day or almost every day	4	#	1	7 <sup>b</sup>
<b>Grade 4: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?</b>				
Never	34	46	30 <sup>a</sup>	5 <sup>ab</sup>
At least once a year	36	43	37	34 <sup>a</sup>
At least once a month	14	10	26 <sup>a</sup>	35 <sup>ab</sup>
At least once a week	15	1	6 <sup>a</sup>	22 <sup>ab</sup>
Every day or almost every day	1	1	1	4 <sup>ab</sup>
<b>Grade 8: How often do you have your students read about, or discuss, current issues of concern to the AI/AN community?</b>				
Never	36	47	24 <sup>a</sup>	11 <sup>ab</sup>
At least once a year	42	48	39	13 <sup>ab</sup>
At least once a month	13	5	24 <sup>a</sup>	43 <sup>ab</sup>
At least once a week	5	#	13 <sup>a</sup>	23 <sup>ab</sup>
Every day or almost every day	4	#	1	10 <sup>b</sup>



# Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds.  
Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)



# Teacher Lessons

How often do you integrate AI/AN culture into your math lessons?

How often do you integrate materials about AI/AN culture or history into your mathematics lessons?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4</b>				
Never	67	78	53 <sup>a</sup>	33 <sup>ab</sup>
At least once a year	18	18	26 <sup>a</sup>	26 <sup>a</sup>
At least once a month	7	4	11 <sup>a</sup>	24 <sup>ab</sup>
At least once a week	7	1	6 <sup>a</sup>	14 <sup>ab</sup>
Every day or almost every day	1	#	4	4
<b>Grade 8</b>				
Never	66	81	51 <sup>a</sup>	32 <sup>ab</sup>
At least once a year	22	18	31 <sup>a</sup>	27
At least once a month	6	1	12 <sup>a</sup>	17 <sup>a</sup>
At least once a week	3	#	6	20 <sup>b</sup>
Every day or almost every day	3	#	#	4



# Community Connections

How often do Native community members visit schools?

In a typical school year, how many times has a member of the AI/AN community visited the school to discuss education issues with students and staff, other than a conference regarding an individual student?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4</b>				
Never	39	58	19 <sup>a</sup>	16 <sup>a</sup>
1-2 times	24	17	37 <sup>a</sup>	28 <sup>a</sup>
3 or more times	30	15	39 <sup>a</sup>	55 <sup>a,b</sup>
I don't know	7	10	5	1 <sup>a</sup>
<b>Grade 8</b>				
Never	41	51	22 <sup>a</sup>	9 <sup>a,b</sup>
1-2 times	22	20	27	19
3 or more times	29	20	45 <sup>a</sup>	62 <sup>a,b</sup>
I don't know	8	9	5	9

# Community Connections

How often do Native community members visit school to share?

In a typical school year, how many times has a member of the AI/AN community visited the school to share AI/AN traditions and culture with students and staff?	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4</b>				
Never	37	55	10 <sup>a</sup>	9 <sup>a</sup>
1-2 times	30	26	51 <sup>a</sup>	35 <sup>a,b</sup>
3 or more times	27	10	37 <sup>a</sup>	56 <sup>a,b</sup>
I don't know	6	10	2 <sup>a</sup>	1 <sup>a</sup>
<b>Grade 8</b>				
Never	40	55	11 <sup>a</sup>	7 <sup>a</sup>
1-2 times	33	26	52 <sup>a</sup>	22 <sup>b</sup>
3 or more times	21	11	35 <sup>a</sup>	68 <sup>a,b</sup>
I don't know	5	7	3	3 <sup>a</sup>

# Native Faculty and Staff

What percentage of Native teachers and staff in your school?

Grade and percentage of AI/AN teachers and staff at school	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
<b>Grade 4: Percentage of AI/AN teachers at your school</b>				
0%	27	46	6 <sup>a</sup>	5 <sup>a</sup>
1-5%	18	24	10 <sup>a</sup>	9 <sup>a</sup>
6-10%	6	3	15 <sup>a</sup>	11 <sup>a</sup>
11-25%	17	5	19 <sup>a</sup>	14 <sup>a</sup>
26-50%	7	#	21 <sup>a</sup>	9 <sup>a,b</sup>
51-75%	8	1	14	16
76-100%	5	#	8	37 <sup>b</sup>
I don't know	13	21	8 <sup>a</sup>	#
<b>Grade 8: Percentage of AI/AN teachers at your school</b>				
0%	29	47	1 <sup>a</sup>	6 <sup>a,b</sup>
1-5%	26	28	25	22
6-10%	8	4	18 <sup>a</sup>	4 <sup>b</sup>
11-25%	10	2	18 <sup>a</sup>	7 <sup>a,b</sup>
26-50%	8	#	23	17
51-75%	3	1	4	13 <sup>a,b</sup>
76-100%	4	#	6	31 <sup>b</sup>
I don't know	12	17	5 <sup>a</sup>	#
<b>Grade 4: Percentage of AI/AN staff other than teachers at your school</b>				
0%	25	41	1 <sup>a</sup>	#
1-5%	21	30	17 <sup>a</sup>	9 <sup>a,b</sup>
6-10%	8	5	15 <sup>a</sup>	4 <sup>b</sup>
11-25%	6	1	18 <sup>a</sup>	6 <sup>a,b</sup>
26-50%	11	#	13 <sup>a</sup>	15 <sup>a</sup>
51-75%	4	#	10	17
76-100%	11	#	19	49 <sup>b</sup>
I don't know	14	23	6 <sup>a</sup>	#
<b>Grade 8: Percentage of AI/AN staff other than teachers at your school</b>				
0%	25	40	1	6 <sup>a</sup>
1-5%	27	35	18 <sup>a</sup>	7 <sup>a,b</sup>
6-10%	8	4	17 <sup>a</sup>	15 <sup>a</sup>
11-25%	6	1	14 <sup>a</sup>	13 <sup>a</sup>
26-50%	9	1	24	15 <sup>b</sup>
51-75%	5	1	12 <sup>a</sup>	16 <sup>a</sup>
76-100%	7	1	8 <sup>a</sup>	28 <sup>a,b</sup>
I don't know	12	18	5 <sup>a</sup>	#





What is Culturally  
Relevant/Responsive  
Teaching and Can it Help?



# What is Culturally Responsive Teaching?

- “Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students.” (Gay, 2000, p. 29).
- “Students of color come to school having already mastered many cultural skills and ways of knowing. To the extent that teaching builds on these capabilities, academic success will result ” (Gay, 2010, p. 213)



# What is Culturally Responsive Teaching?

- Treat students as competent
- Build on students' real-life experiences, constantly scaffold new, more complex learning
- Broad conception of literacy that includes literature and oratory
- Class time used for instruction
- Students whose futures seem most tenuous cultivated as leaders in classroom
- Teachers and students engage in collective struggle against status quo



# Six Essential Characteristics of CRT

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- Culturally Responsive Teaching is:
  - 1. Validating
  - 2. Comprehensive
  - 3. Multidimensional
  - 4. Empowering
  - 5. Transformative
  - 6. Emancipatory



# What Are the Characteristics of a Culturally Responsive School Environment?





# Culturally Responsive School Environments:

- Use the culture and experiences of Latino, African American, Asian American, Native American, and White Americans not part of mainstream culture as a scaffold to learning (Gay, 2004).
- Use instruction that involves matching the knowledge of particular groups with the learning environment.
- Embraces a strength-based perspective.
- Knows that failure of any children is not an option.
- Creates an environment that reflects cultural and linguistic diversity.
- Enacts instruction through different learning styles.



# Building a Culturally Responsive Environment requires...

- Dialogues on race/ethnicity and culture
- Analyzing school climate – who feels comfortable and safe? Who feels uncomfortable and unsafe?
- Continuously analyzing student achievement data
- Professional Development on learning styles



# Why is a Culturally Responsive Environment Important in Educational Settings?

- Schooling process operates on cultural nuances (e.g., agriculture calendar, giving teacher an apple, speaking up in class, calling teacher by last name).
- Culture of “others” has historically not been acknowledged in the schooling process and resulted in differential outcomes (Banks, 1987, 2001; Delpit, 1993; Sleeter, 1987).



# Identity Safe Campus/ Classrooms

- Identity-safe campus/classrooms communicate to ALL students that they belong and can succeed.
  - Classrooms that promote culture-congruent models of education
  - Classrooms free from social identity threat (i.e., stereotyping and prejudice)
  - Classrooms that include positive and inclusive student representations





# Model for Success...

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- Does the combination of culture-congruent models of education and positive, inclusive racial-ethnic identity primes increase motivation and academic engagement more than culture-congruent models or inclusive racial-ethnic identity primes alone?

Fryberg & Markus, 2007

# Primes: Models for Success

Independent Model (You)

Outgroup Member (EA)

Independent Model (You)

Ingroup Member (AI)

Interdependent Model (Tribe)

Ingroup Member (AI)

Control

No Prime

\*All primes were gender-matched to the participant.

# Getting an education will benefit you in the future.



Independent Model (You)

Outgroup Member (EA)

# Getting an education will benefit you in the future.



Independent Model (You)

Ingroup Member (AI)



# Getting an education will benefit your tribe in the future.



Interdependent Model (Tribe)

Ingroup Member (AI)

# Primes: Models for Success

Independent Model (You)

Outgroup Member (EA)

Independent Model (You)

Ingroup Member (AI)

Interdependent Model (Tribe)

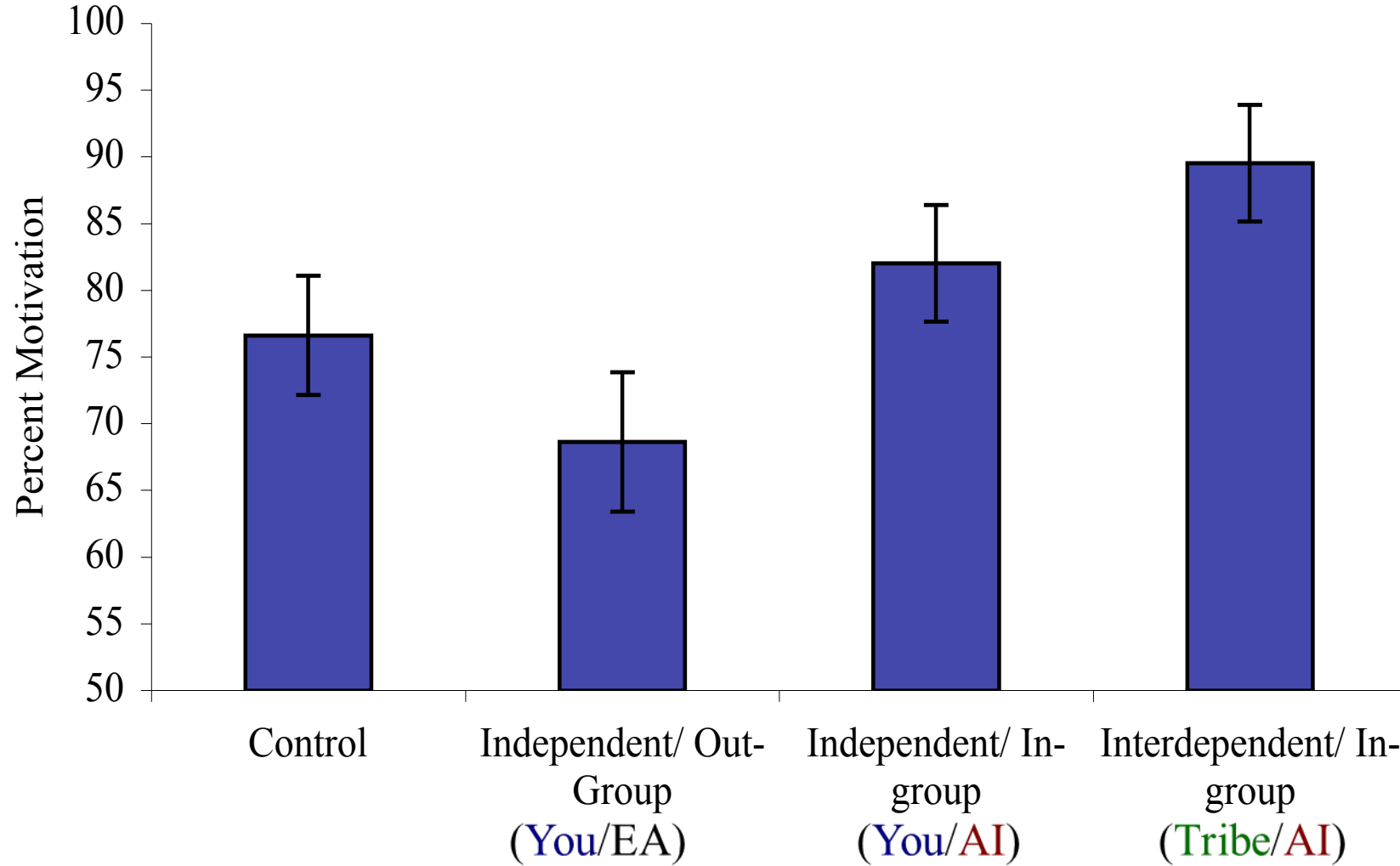
Ingroup Member (AI)

Control

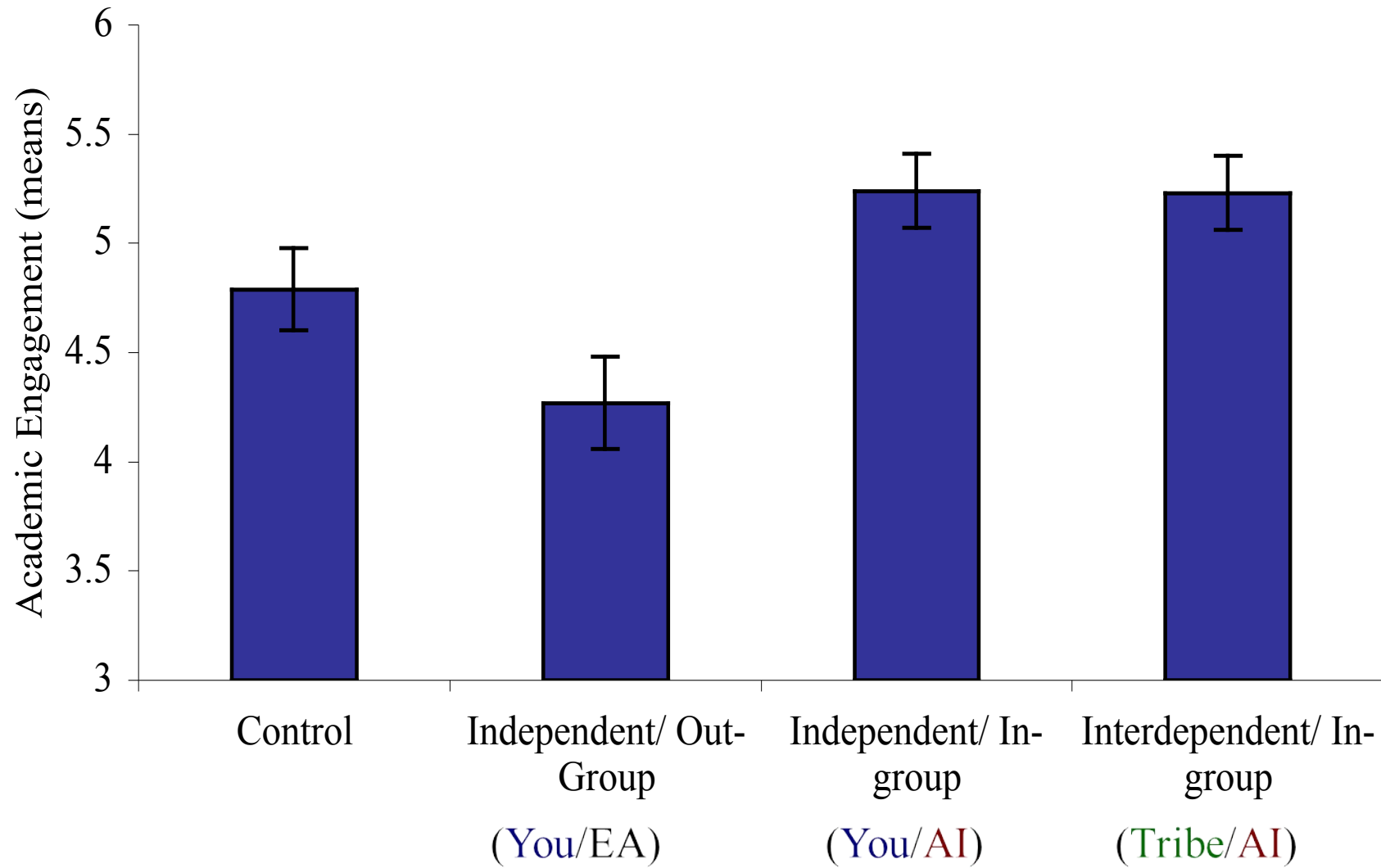
No Prime

\*All primes were gender-matched to the participant.

## Effect of condition on motivation for school



## Effect of condition on academic engagement





# CRT Evidence

- Cabrera, et al., (2014). Raza Studies
    - The Mexican American students had significantly lower 9th- and 10th-grade GPAs as well as 10th-grade AIMS scores than their non-Mexican American peers. After Raza studies class, they had significantly higher AIMS passing and graduation rates than their non-MAS peers.
  - Bishop, et al., (2014). Positive teacher-student relationships with Maori student increased academic engagement in the classroom.
- 
- Cabrera, N. L., Milam, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American student controversy in Tucson. *American Educational Research Journal* 51(6): 1084-1118.
  - Bishop, R., Ladwig, J., & Berryman, M. (2014). The centrality of relationships for pedagogy: The whanaugatanga thesis. *American Educational Research Journal*, online.



# CRT Evidence

- Copenhaver, J. (2001). Case study of how a text about Malcolm X enabled African American elementary students to use their knowledge of African American culture to read more deeply than they read texts less relevant to their lives.
  - Improved reading scores overall

Copenhaver, J. (2001). Listening to their voices connect literary and cultural understandings: Responses to small group read-alouds of *Malcolm X: A Fire*. *New Advocate* 14 (4),343-359



# CRT Evidence

- Adjapong & Endim (2015). Rethinking pedagogy in urban spaces: Hip-Hop pedagogy in Science. (co-teaching & call response)
  - Significant increases in content knowledge
- Nykiel-Herbert (2010). Iraqi Refugee students and ELL.
  - CRT increased academic performance, specifically literacy acquisition, of English language learners (ELLs) with interrupted education.

- Adjapong, E. S., & Endim, C. (2015). Rethinking pedagogy in urban spaces: Implementing hip-hop pedagogy in the urban science classroom. *Journal of Urban Learning, Teaching, and Research*, 11: 66–77.
- Nykiel-Herbert, B. (2010). Iraqi refugee students: From a collection of aliens to a community of learners. *Multicultural Education*, 17(30), 2-14.



# CRT Evidence

- Ethnic Studies Class in HS (Dee & Penner, 2016)
  - Increased attendance 21%
  - GPA increase 1.4 points
  - Credits earned increase by 23
- 7<sup>th</sup> grade Science (Paulk, Martinez, & Lambeth, 2014)
  - CRT higher gains vs standards-based
  - Increased positive attitudes to science
- AI/AN Math in a Cultural Context (Lipka, et al. 2011)
  - Picking Berries & Going to Egg Island modules
  - Improved math performance .82 & .39 SD's





# Culturally Safe Classrooms

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## Own Race Effect

- (Dee, 2004)
  - 4 to 5 percentile increase in math scores
  - 6 to 7 percentile increase in reading
- Meier, Stewart, England (1989)
  - Higher grad rate and lower suspensions/expulsions
- Hays (2011)
  - more likely to pass standardized tests
- Gershenson et al. (2017)
  - Having one black teacher increased HS grad more than 30%
- [Menomonie](#) Nation HS
  - Graduation rate from 60% to 90%

# 15 Culturally Relevant Teaching Strategies and Examples

- **Learn About Your Students:** Open communication should uncover your students' learning styles. Distribute surveys and questionnaires, and hold class discussions.
- **Interview Students:** Take each student aside for two minutes to ask about hobbies, favorite lessons and their preferred in-class exercises.
- **Integrate Relevant Word Problems:** Contextualize equations using word problems that reference student interests and cultures.
- **Present New Concepts Using Student Vocabulary:** Use student diction to capture attention and build understanding before using academic terms.
- **Bring in Guest Speakers:** Invite guest speakers who can add context to your lesson and speak from a specific culture's general perspective.
- **Use Learning Stations:** Provide a range of material by setting up learning stations.
- **Gamify Lessons:** Appeal to gaming culture by, for example, writing instruction manuals for projects and offering rewards such as badges.
- **Call on Each Student:** Encourage each student to share his or her thoughts through call-and-response, keeping the class's attention in the process.



# 15 Culturally Relevant Teaching Strategies and Examples

- **Use Media that Positively Depict a Range of Cultures:** Include different cultures and languages in your curriculum by presenting relevant material, such as movies, about them.
- **Offer Different Types of Free Study Time:** Divide the class into sections similar to learning stations, using free study time to benefit different types of learners.
- **Encourage Students to Propose Ideas for Projects:** Let students take projects from concept to completion by pitching you ideas, allowing them to showcase their strengths.
- **Experiment with Peer Teaching:** Embrace student vocabulary and communal practices by allowing them to teach each other through exercises such as jigsaw activities.
- **Establish Cooperative Base Groups:** Schedule meeting times and make agendas for groups of three to four students, allowing them to review lessons and answer each other's questions.
- **Run Problem-Based Learning Scenarios:** Present relatable real-world problems for your students to solve, explicitly referencing cultures and communities when applicable.
- **Involve Parents by Using Take-Home Letters:** Open the door to parent participation when starting a new unit or trying an education tool for the first time. Parents can provide cultural context, and act as the main educators in many societies.

**Chi-Miigwech**







National American Indian and Alaska Native

**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

**IOWA**

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

# Questions or Comments?

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## K thru 12 Program Information

- [K-12 Program guide.pdf](#)

