Culturally Responsive School Practices to Promote the Success of Native American English Learners

U.S. Department of Education | November 12, 2020

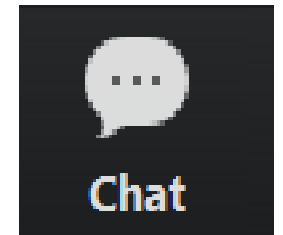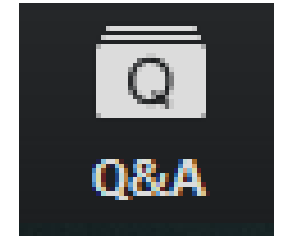# How to Take Part in This Webinar

- Click the "Q&A" button to ask **content questions** at any point.

- Click the "Chat" button to ask **technical questions** at any point.

- A PDF of the presentation and the recording will be made available shortly after the webinar at https://ncela.ed.gov/Webinars

Like & Follow on Social Media

NativeELSuccess

Follow OELA on Twitter
@ASKNCELA1

Like OELA on Facebook
@ED.OELA

Webinar Facilitators

Supreet Anand
Deputy Director, OELA

Maha Abdelkader
Education Program
Specialist, OELA

Julian Guerrero
Director, Office of
Indian Education (OIE)

Ron Lessard
Acting Executive Director,
White House Initiative on
American Indian and Alaska
Native Education

Traci Maday-Karageorge
Technical Assistance Consultant,
REL Southwest

Brenda Arellano
Senior Researcher,
REL Southwest

Jacque Canady
Executive Director, Osage
County Interlocal Cooperative

Jon Culver
School Counselor, Osage
County Interlocal Cooperative

Agenda

1. The Policy Context for the Education of Native American English Learners

2. NAEP Performance and the NIES Study

3. Research Overview and Promising Practices for Culturally Responsive Schools

4. Voices From the Field

5. Q & A

Rights and Protections:

- Tribal Nations

- State Education Agencies

- Federal Agencies

- Tribal Sovereignty

- Treaties

- Tribal Nations

Federal and State Agencies

ESSA Tribal Consultation

- Sec. 1111(a) – SEAs "state plans"
- Sec. 8538(a) – LEAs "covered programs"

Bureau of Indian Education

- Bureau Operated vs. Tribally Controlled
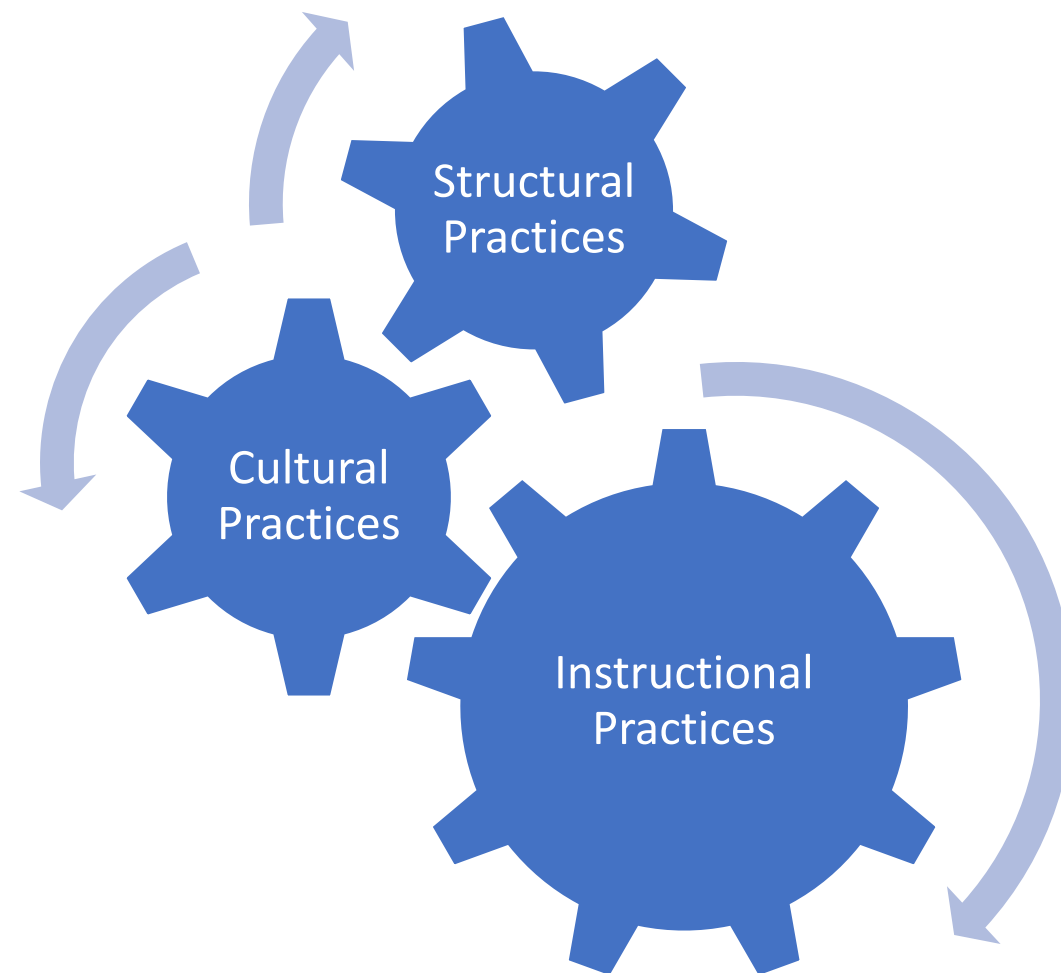- History of the BIE and BIA

Department of Education

The Department of Education oversees and provides technical assistance for various Title Programs in ESSA that support SEAs and LEAs in serving Native students.
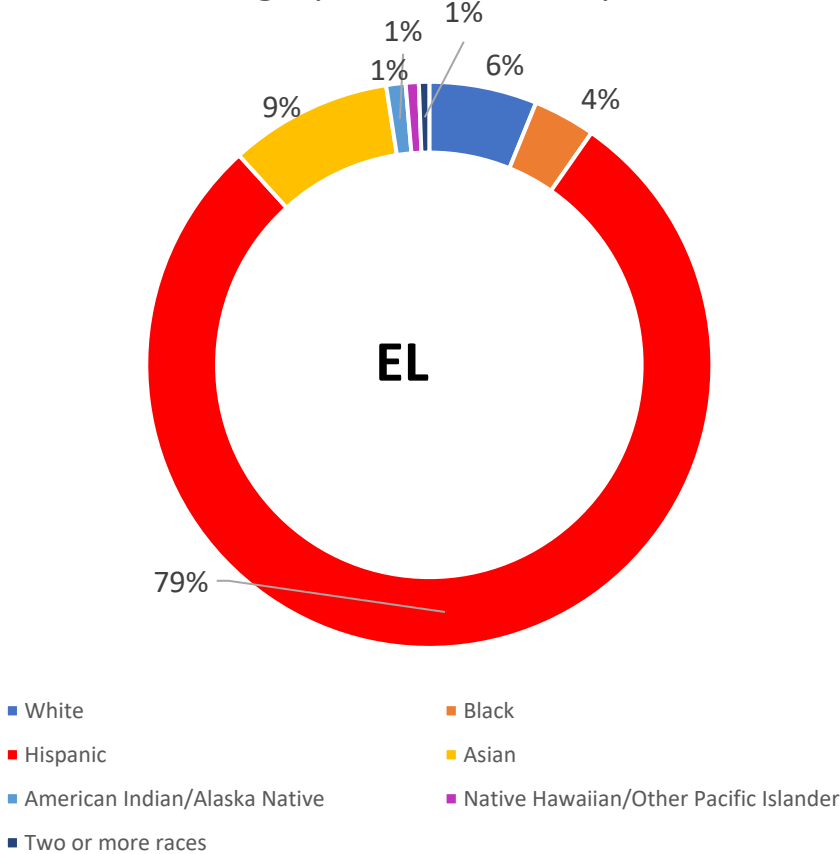
- White House Initiative on American Indian and Alaska Native Education

- Office of Indian Education

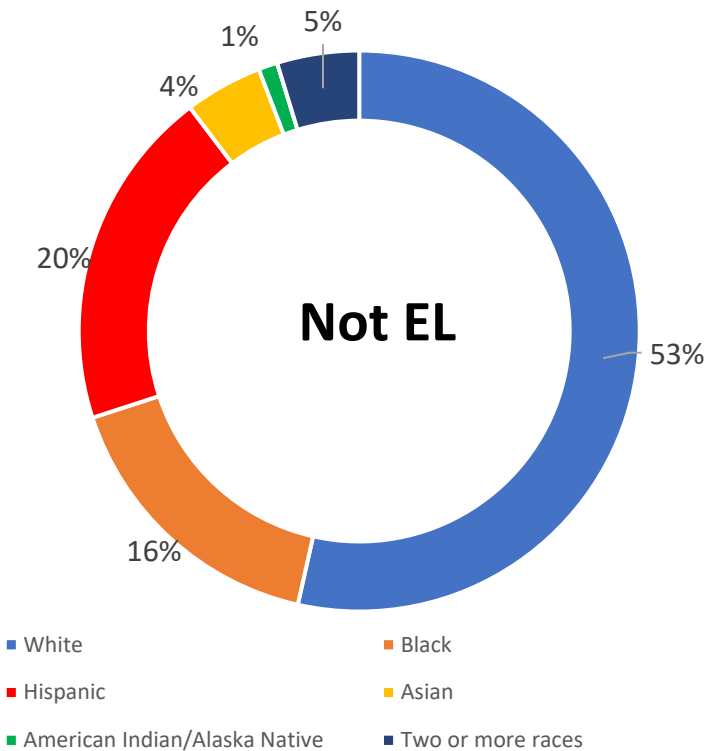- Office of English Language Acquisition

2019 NAEP Test Takers by EL Status and Race/Ethnicity: Grade 4

Percentage distribution of public school students in grade 4 NAEP reading, by EL status/ethnicity: 2019

EL

- 1%
- 1%
- 1%
- 6%
- 4%
- 9%
- 79%

Percentage distribution of public school students in grade 4 NAEP reading, by EL status/ethnicity: 2019

Not EL

- 5%
- 1%
- 4%
- 20%
- 16%
- 53%

Legend (left):
- White
- Black
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

Legend (right):
- White
- Black
- Hispanic
- Asian
- American Indian/Alaska Native
- Two or more races

Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

States that Reported American Indian/Native Alaskan NAEP Data in 2019
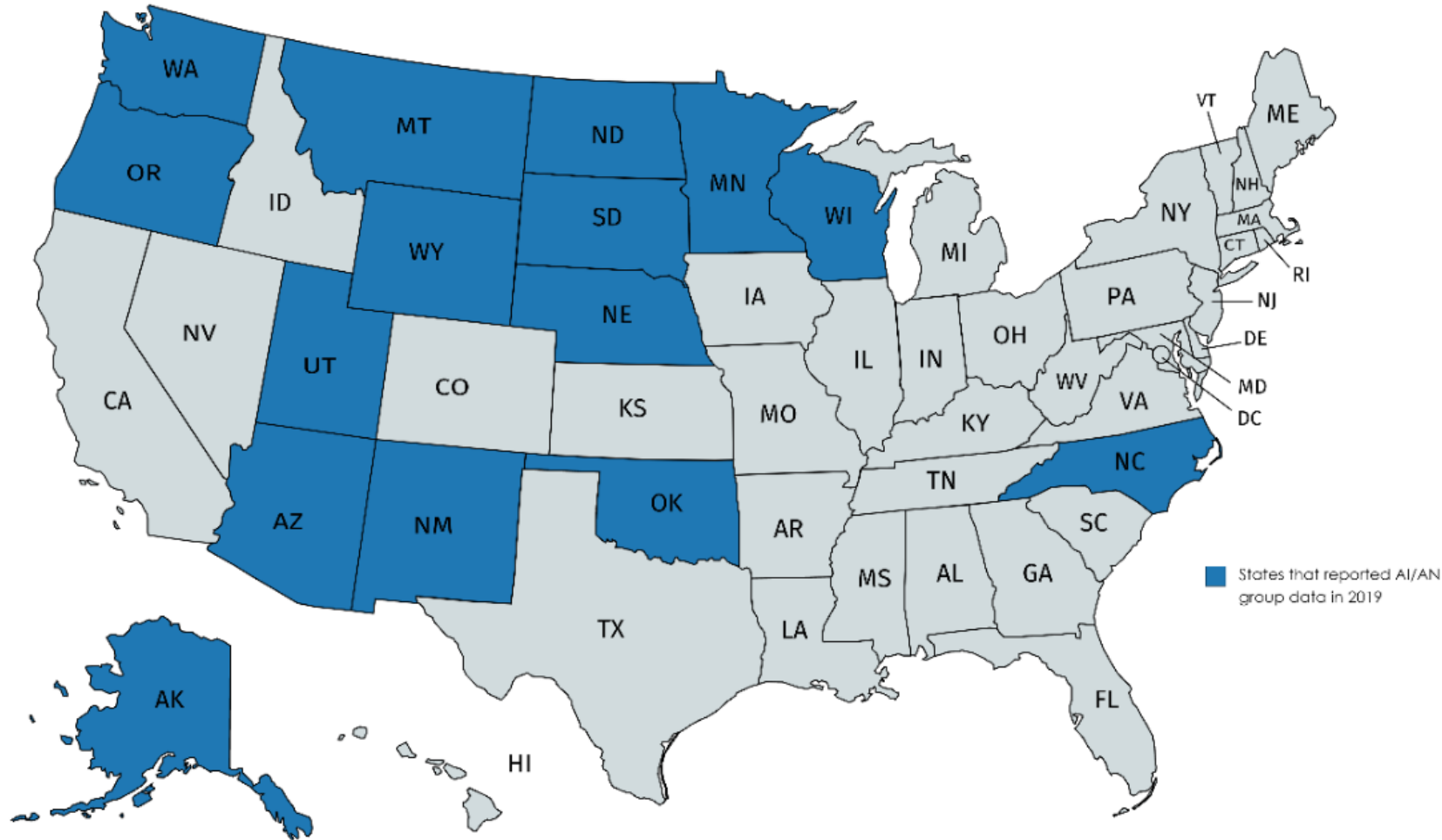
Legend: States that reported AI/AN group data in 2019

Percentage of English Learners Who Are American Indian/Alaskan Native

OELA
Office of English Language Acquisition

Percentage of English Learners Who Are American Indian/Alaskan Native1

Bar chart showing Percentage of AI/AN ELs by state:
- Montana: 56%
- Alaska: 33%
- New Mexico: 14%
- Arizona: 3%
- Washington: 3%
- Utah: 3%
- Wyoming: 2%
- Oklahoma: 2%
- North Dakota: 2%

Y-axis: Percentage of AI/AN ELs (0% to 60%)
X-axis: States

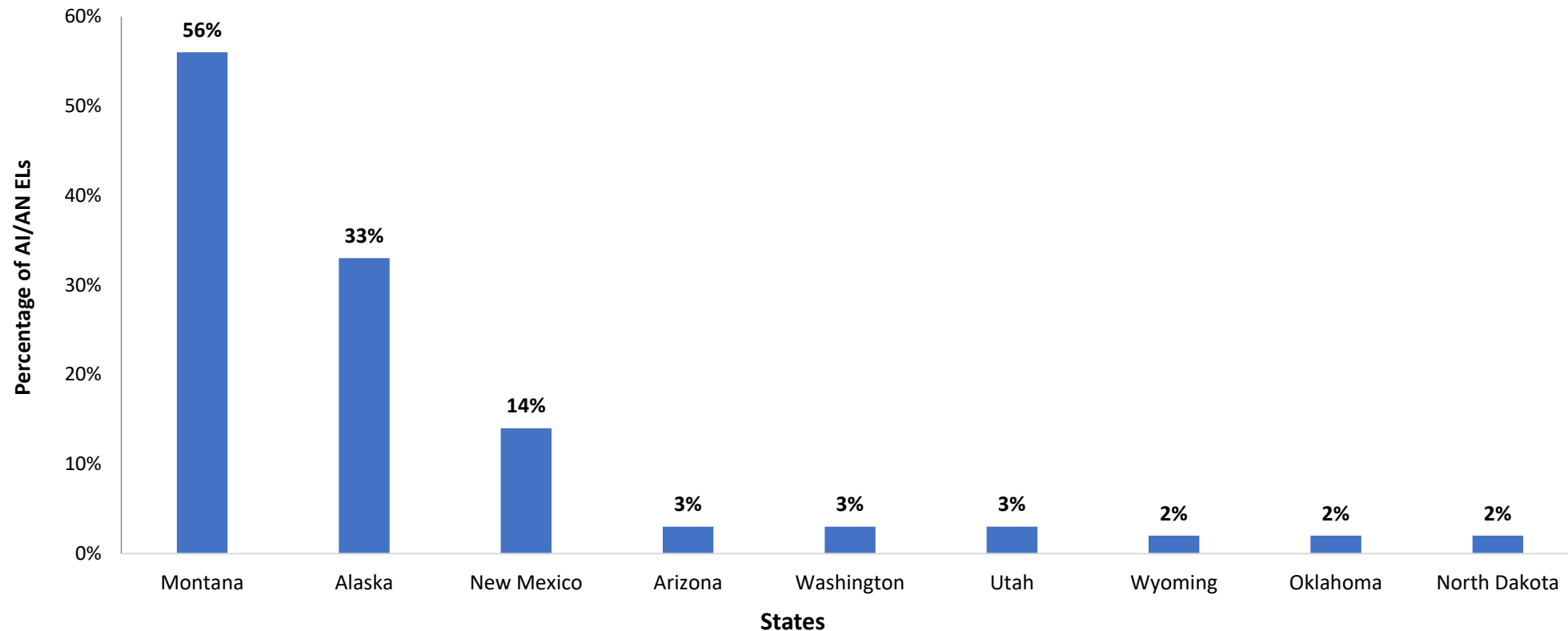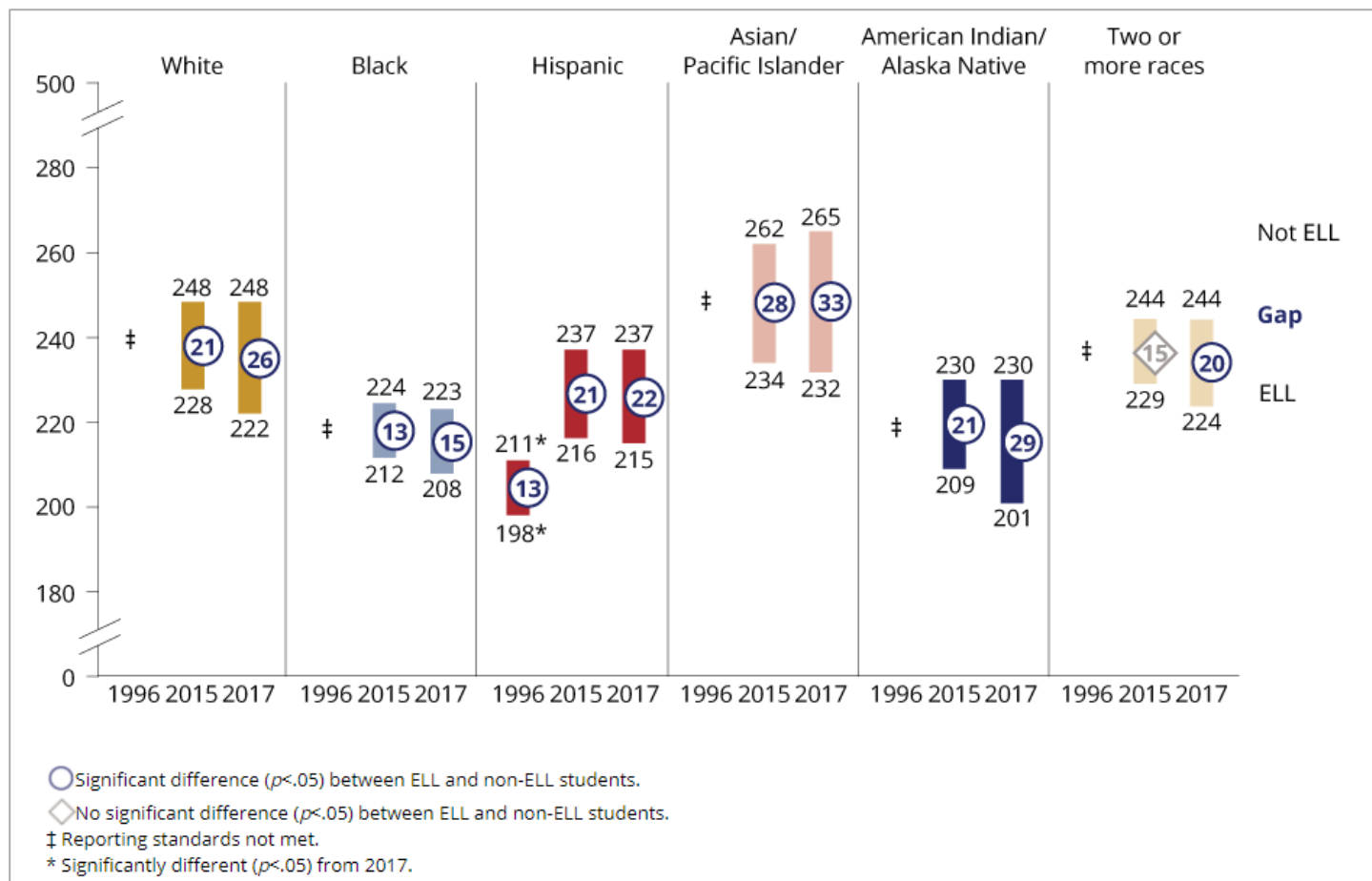[1]In MN, NE, NV, OR, SD, and WI reporting of AI/AN ELs rounded to zero

Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Trend in Grade 4 NAEP Mathematics Average Scores and Score Gaps, by EL Status and Race/Ethnicity: 1996, 2015, and 2017

○ Significant difference (p<.05) between ELL and non-ELL students.

◇ No significant difference (p<.05) between ELL and non-ELL students.

‡ Reporting standards not met.

* Significantly different (p<.05) from 2017.

National Indian Education Study

- Focuses primarily on two key questions:
  - What contextual factors are associated with higher- and lower-performing AI/AN students?
  - How do AI/AN students see themselves in terms of their Native languages, culture, and aspirations for the future?
- Report highlights the themes and diversity in context of AI/AN student performance
- https://nces.ed.gov/nationsreportcard/nies/
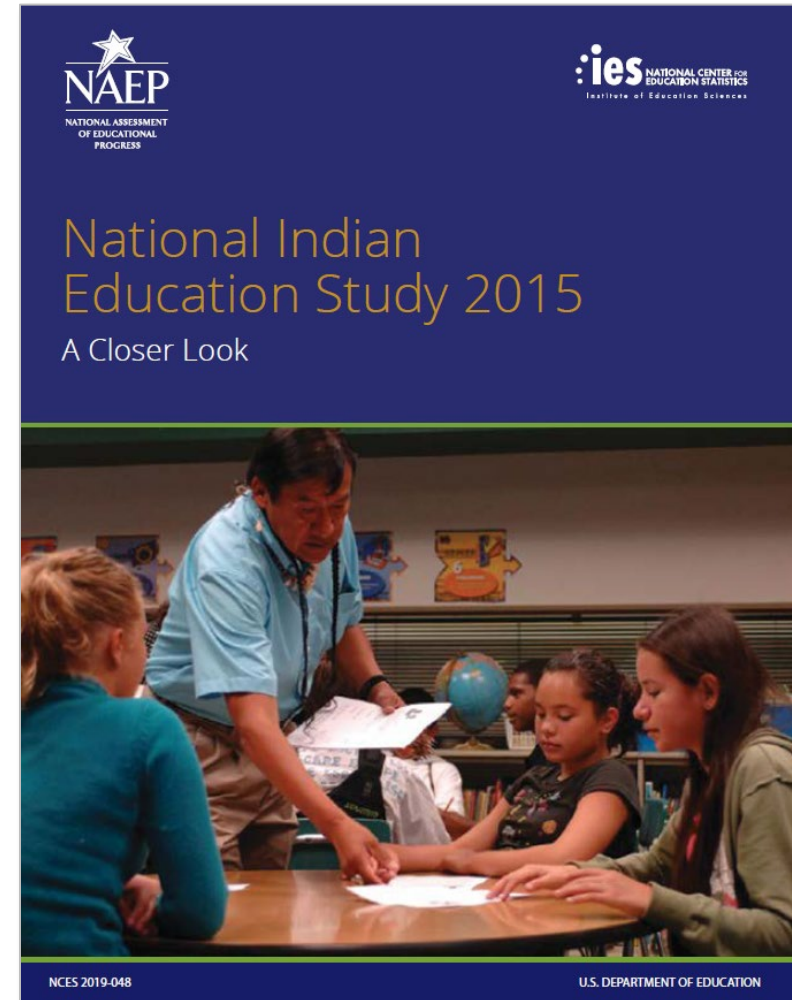
Access to Resources

Factor and Performance Level	Mathematics (%)		Reading (%)	
	Grade 4	Grade 8	Grade 4	Grade 8
School has materials about AI/AN people				
Higher-performing AI/AN students	80*	83*	77*	88*
Lower-performing AI/AN students	59	70	60	67
Home has more than 25 books				
Higher-performing AI/AN students	67*	68*	70*	70*
Lower-performing AI/AN students	37	27	41	32
Home has computer that student can use				
Higher-performing AI/AN students	78*	85*	78*	82*
Lower-performing AI/AN students	62	67	62	60

* Significantly different ($p < .05$) from corresponding result for lower-performing AI/AN students. Significance tests were performed using unrounded numbers.

NOTE: AI/AN = American Indian/Alaska Native. Only selected response options are shown for each factor; not all response options are shown.

Research Overview and Promising Practices

POLL

Which of the following strategies are you currently exploring or implementing to support American Indian English learner students? (Check all that apply.):

a. Bilingual education strategies (e.g., dual language, heritage instruction/immersion)

b. Culturally responsive curriculum

c. Culturally responsive instruction

d. Family, community, and Tribal collaboration

e. Other (Please type your response in chat.)

Understanding the Language Needs of American Indian English Learner Students

Framework for all English learner students: Cross-linguistic transfer and language development

Linguistic and oral proficiency

Home language (L1)
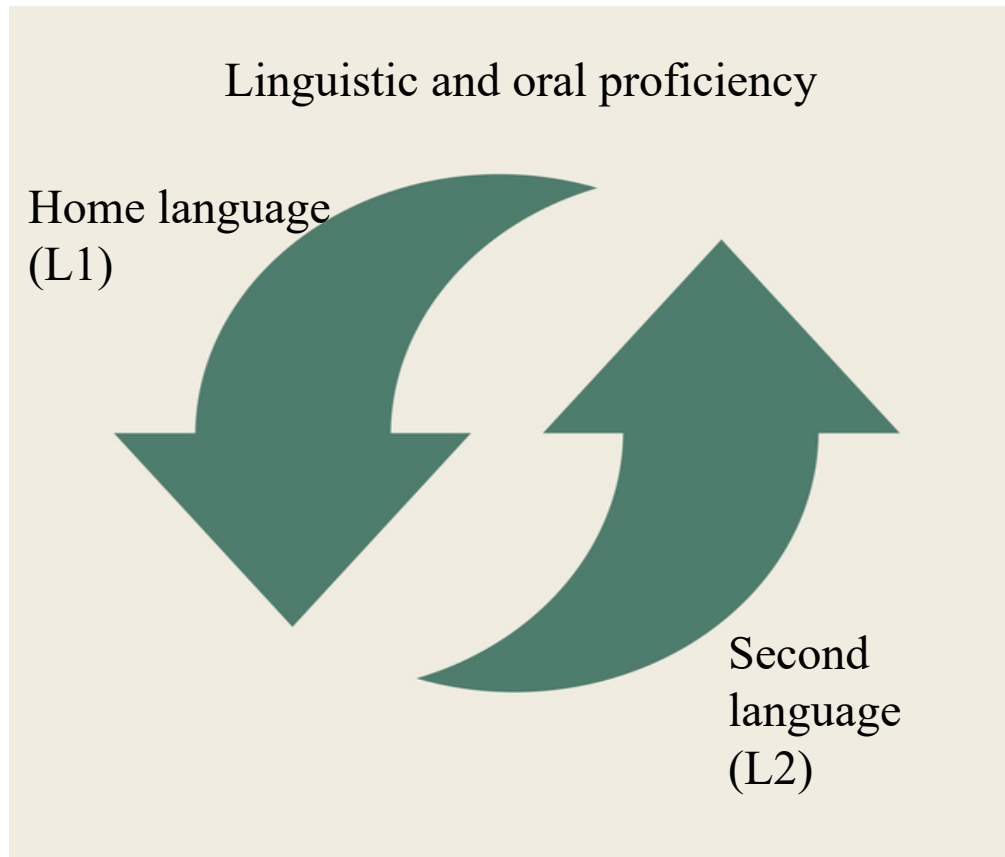
Second language (L2)

Cross-linguistic transfer is how students develop linguistic and oral proficiency in a second language (August & Shanahan, 2006; Goldenberg, 2008).

Cummins's (1979, 1991) pivotal work on linguistic interdependence proposed that strong language and vocabulary development in the first language appears to facilitate higher language development in the second language.

Benefits of integrating home, community language, and cultural practices

Home

Community

School
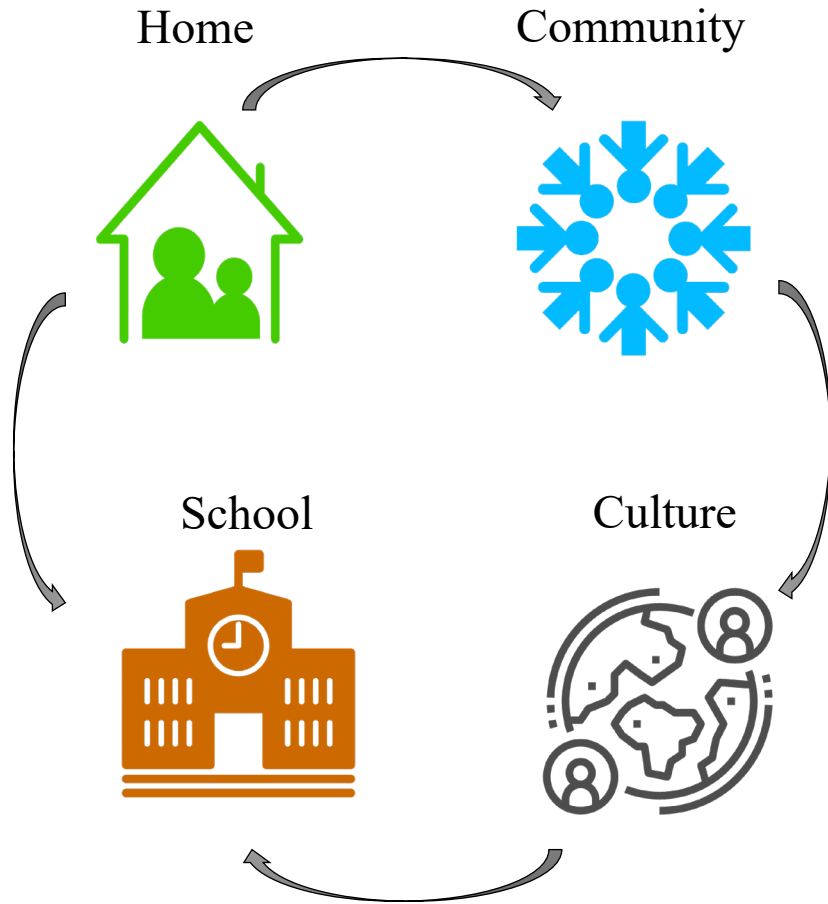
Culture

Positive evidence found between comprehensive culturally based education programs that include a strong Native language component and improved student academic, social, and cultural development (Demmert, Grissmer, & Towner, 2006; Demmert & Towner, 2003).

Other research has observed associations between American Indian students' heritage language skills and their academic achievement (Crazy Bull, 2013; McCarty & Nicholas, 2014; McCarty & Wyman, 2009).

Academic benefits of integrating home, community language, and cultural practices

Key findings from McCarty and Wiley (2011) and McCarty (2010):

1. There is empirical evidence tied to strong, additive, academically rigorous Native language and culture programs with improved student achievement.

2. Students performed just as well or better than peers when provided sustained, cumulative, Native language instruction.

3. A minimum of 4 to 7 years of high-quality English instruction were needed to promote high levels of English language achievement.

IES Institute of Education Sciences

Academic benefits of integrating home, community language, and cultural practices

Key findings from McCarty and Wiley (2011) and McCarty (2010):

4. Student motivation, self-esteem, and ethnic pride increased with strong Native language and culture programs.

5. Strong programs identified included opportunities for parent and elder involvement in student learning.

6. Teacher professional development and community intellectual resources were demonstrated by strong programs.

7. Tribal and Native communities' self-determination in content, process, and medium of instruction was key in strong Native language programs.

Research on American Indian English learner students

Research opportunities on American Indian English learner students and bilingual outcomes:

- More high-quality quasi-experimental and experimental research

- Newer research

American Indian students can show different patterns of learning or academic progress from other groups of students (Booth, Shields, & Carle, 2017; Fuller & Davis, 2016; Nelson, Greenough, & Sage, 2009).

What Works?

What is needed in the field?

What is unique?

What are the unique needs of this student group?

"Today, the younger generation's first language is English, but they fall into a unique group between English proficient and heritage-language proficient, required to seamlessly negotiate two distinct worlds. They are primarily identified as English learners" (Cooper, Allen, Valtierrez, & Begay, 2018, p. 38).

"The majority of AIAN ELLs who do not speak a heritage language but have not acquired academic English proficiency are harder to identify. This unique group of ELLs had their English acquisition framed by parents and/or grandparents or guardians themselves who were ELLs who did not fully acquire Standard English" (Carjuzaa & Ruff, 2016, pp. 5–6).
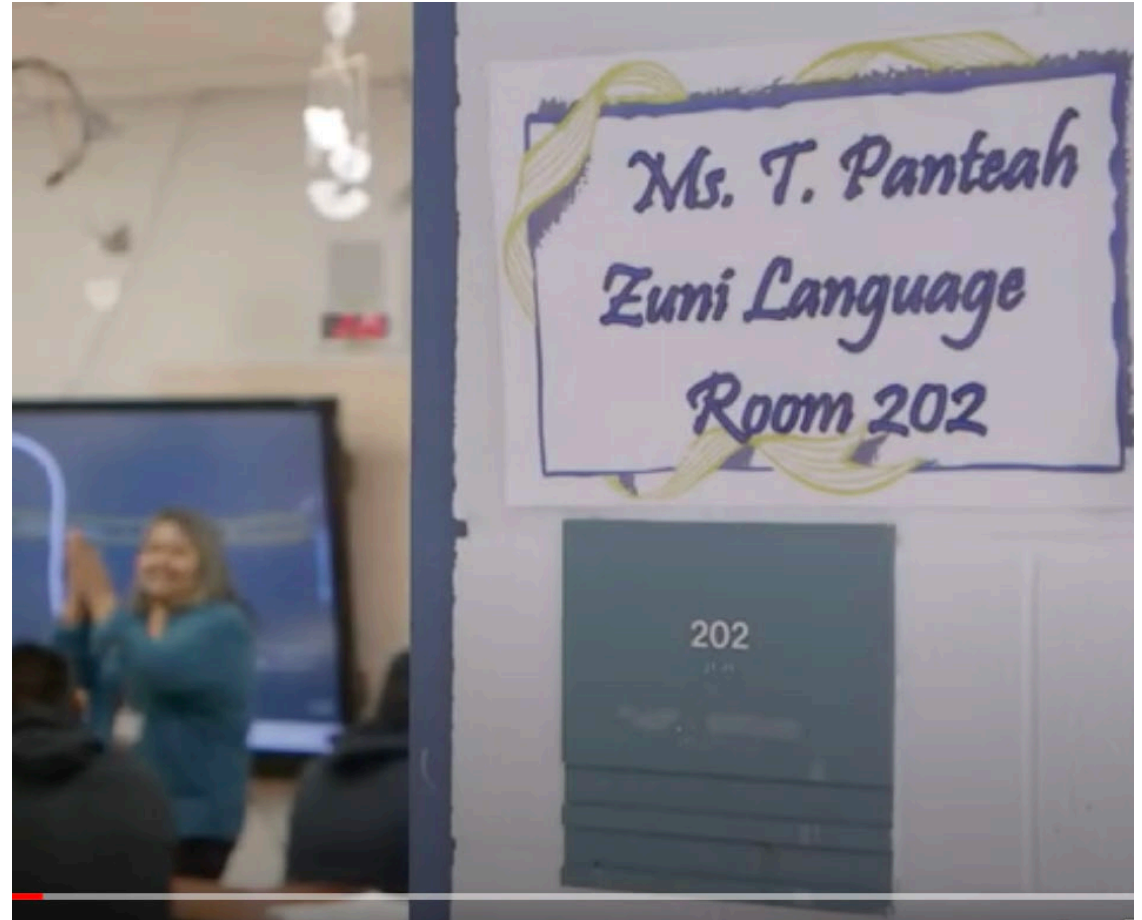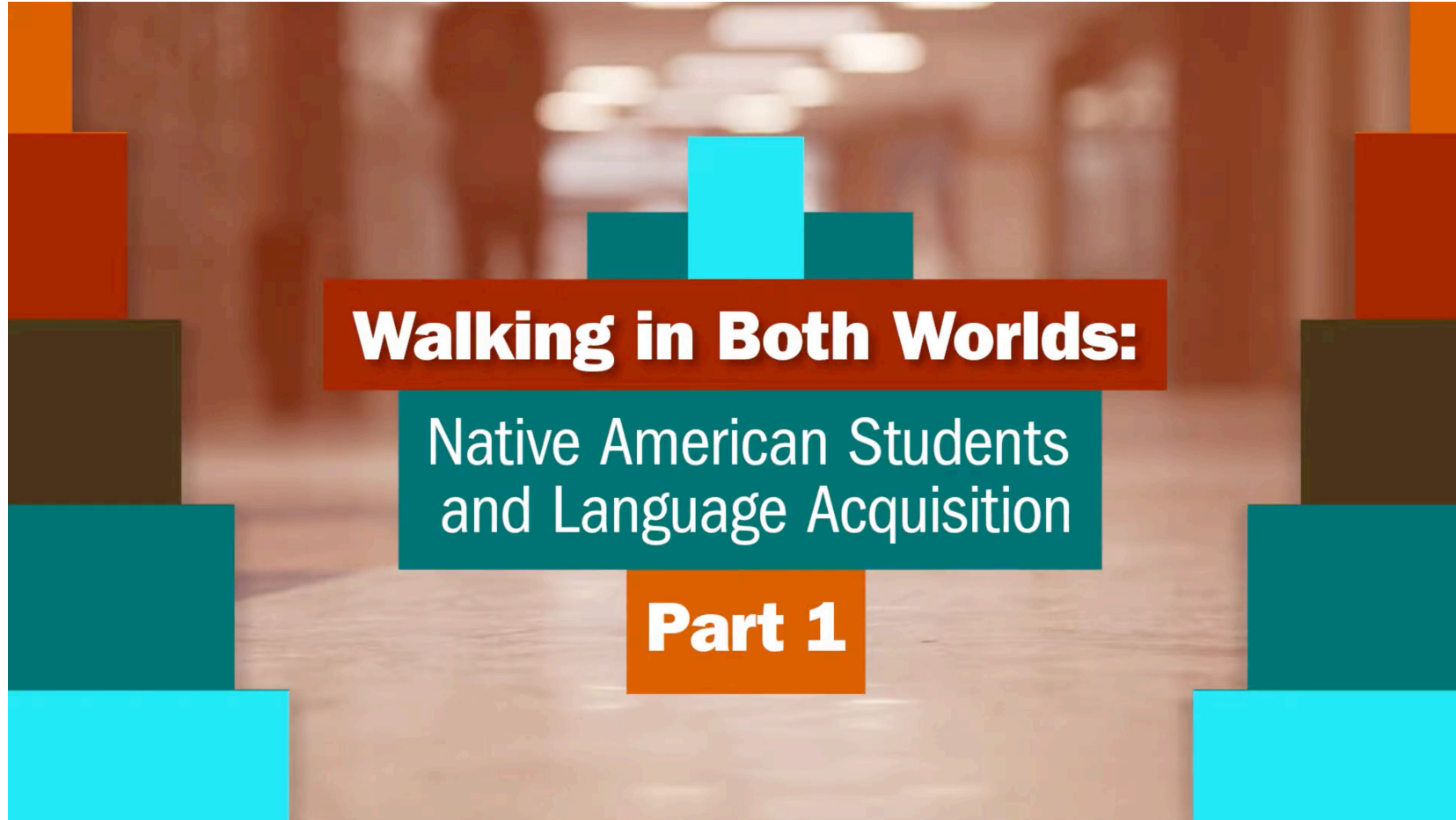
Institute of Education Sciences

REL Southwest video

Interventions and Strategies to Support American Indian Students

The REL Southwest evidence review

Identified **three studies** of interventions that

- Met ESSA **tiers of evidence** for "strong" or "promising,"

- Demonstrated **positive outcomes** for Native American student achievement in math, and

- Described **culturally responsive approaches,** although individual components of the interventions were not evaluated.

Source: REL Southwest (2020)

Key components of interventions in REL Southwest evidence review studies

Strategies described in the evidence review studies	Hilberg et al. (2006)	Lipka and Adams (2004)	Kisker et al. (2012)
Used modeling and demonstration as instructional strategies.	x		x
Allowed for student-directed activities, while working in small groups.	x	x	x
Involved teachers and students producing knowledge together.	x	x	x
Language and literacy development across the content areas.	x		
Used content-related dialogue as an instructional strategy.	x	x	x
Incorporated culturally specific American Indian communication styles and structures.		x	x
Used a "cultural storyline" to ground learning activities in a cultural context.		x	x
Engaged students in cognitively challenging activities.	x	x	x
Involved collaboration with cultural and subject-matter experts.		x	x
Teachers received professional development and implementation support.	x		x

Source: REL Southwest (2020)

IES Institute of Education Sciences

Key components of interventions in REL Southwest evidence review studies

Strategies described in the evidence review studies	Hilberg et al. (2006)	Lipka and Adams (2004)	Kisker et al. (2012)
Used modeling and demonstration as instructional strategies.	x		x
Allowed for student-directed activities, while working in small groups.	x	x	x
Involved teachers and students producing knowledge together.	x	x	x
Language and literacy development across the content areas.	x		
Used content-related dialogue as an instructional strategy.	x	x	x
Incorporated culturally specific American Indian communication styles and structures.		x	x
Used a "cultural storyline" to ground learning activities in a cultural context.		x	x
Engaged students in cognitively challenging activities.	x	x	x
Involved collaboration with cultural and subject-matter experts.		x	x
Teachers received professional development and implementation support.	x		x

Source: REL Southwest (2020)

Institute of Education Sciences

Key components of interventions in REL Southwest evidence review studies

Strategies described in the evidence review studies	Hilberg et al. (2006)	Lipka and Adams (2004)	Kisker et al. (2012)
Used modeling and demonstration as instructional strategies.	x		x
Allowed for student-directed activities, while working in small groups.	x	x	x
Involved teachers and students producing knowledge together.	x	x	x
Language and literacy development across the content areas.	x		
Used content-related dialogue as an instructional strategy.	x	x	x
Incorporated culturally specific American Indian communication styles and structures.		x	x
Used a "cultural storyline" to ground learning activities in a cultural context.		x	x
Engaged students in cognitively challenging activities.	x	x	x
Involved collaboration with cultural and subject-matter experts.		x	x
Teachers received professional development and implementation support.	x		x

Source: REL Southwest (2020)

Institute of Education Sciences

Key components of interventions in REL Southwest evidence review studies

| Strategies described in the evidence review studies	Hilberg et al. (2006)	Lipka and Adams (2004)	Kisker et al. (2012)
Used modeling and demonstration as instructional strategies.	X		X
Allowed for student-directed activities, while working in small groups.	X	X	X
Involved teachers and students producing knowledge together.	X	X	X
Language and literacy development across the content areas.	X		
Used content-related dialogue as an instructional strategy.	X	X	X
Incorporated culturally specific American Indian communication styles and structures.		X	X
Used a "cultural storyline" to ground learning activities in a cultural context.		X	X
Engaged students in cognitively challenging activities.	X	X	X
Involved collaboration with cultural and subject-matter experts.		X	X
Teachers received professional development and implementation support.	X		X

Source: REL Southwest (2020)

Key components of interventions in REL Southwest evidence review studies

Strategies described in the evidence review studies	Hilberg et al. (2006)	Lipka and Adams (2004)	Kisker et al. (2012)
Used modeling and demonstration as instructional strategies.	X		X
Allowed for student-directed activities, while working in small groups.	X	X	X
Involved teachers and students producing knowledge together.	X	X	X
Language and literacy development across the content areas.	X		
Used content-related dialogue as an instructional strategy.	X	X	X
Incorporated culturally specific American Indian communication styles and structures.		X	X
Used a "cultural storyline" to ground learning activities in a cultural context.		X	X
Engaged students in cognitively challenging activities.	X	X	X
Involved collaboration with cultural and subject-matter experts.		X	X
Teachers received professional development and implementation support.	X		X

Source: REL Southwest (2020)

68% of 2011 and 2013 NAM grantees reported using funds for curriculum development
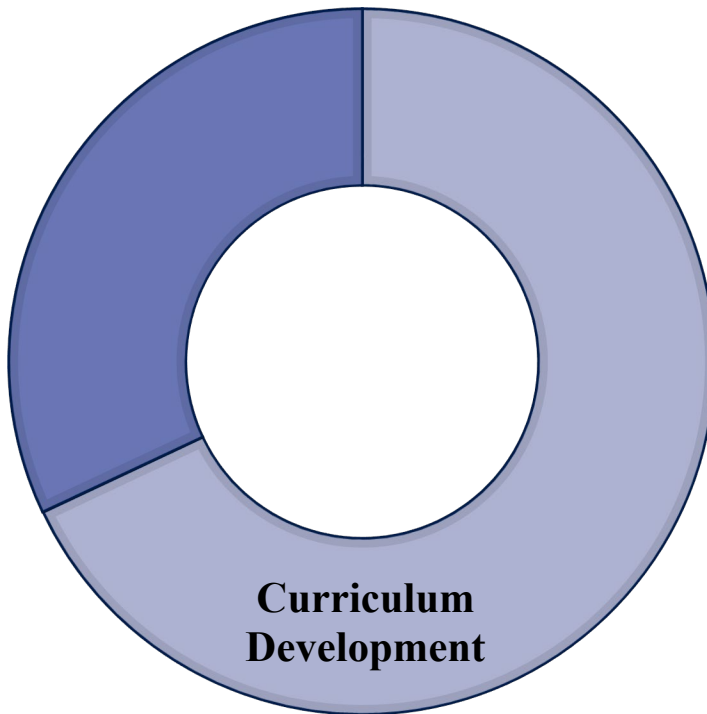
Examples include:

- Designing place-based literacy learning experiences rooted in the unique history, environment, and culture of students' communities, and

- Purchasing books that featured Native characters and settings or were written or illustrated by Native authors.

Source: Tanenbaum et al. (2018)

Curriculum Development

Institute of Education Sciences

Family, Community, and Tribal Collaboration
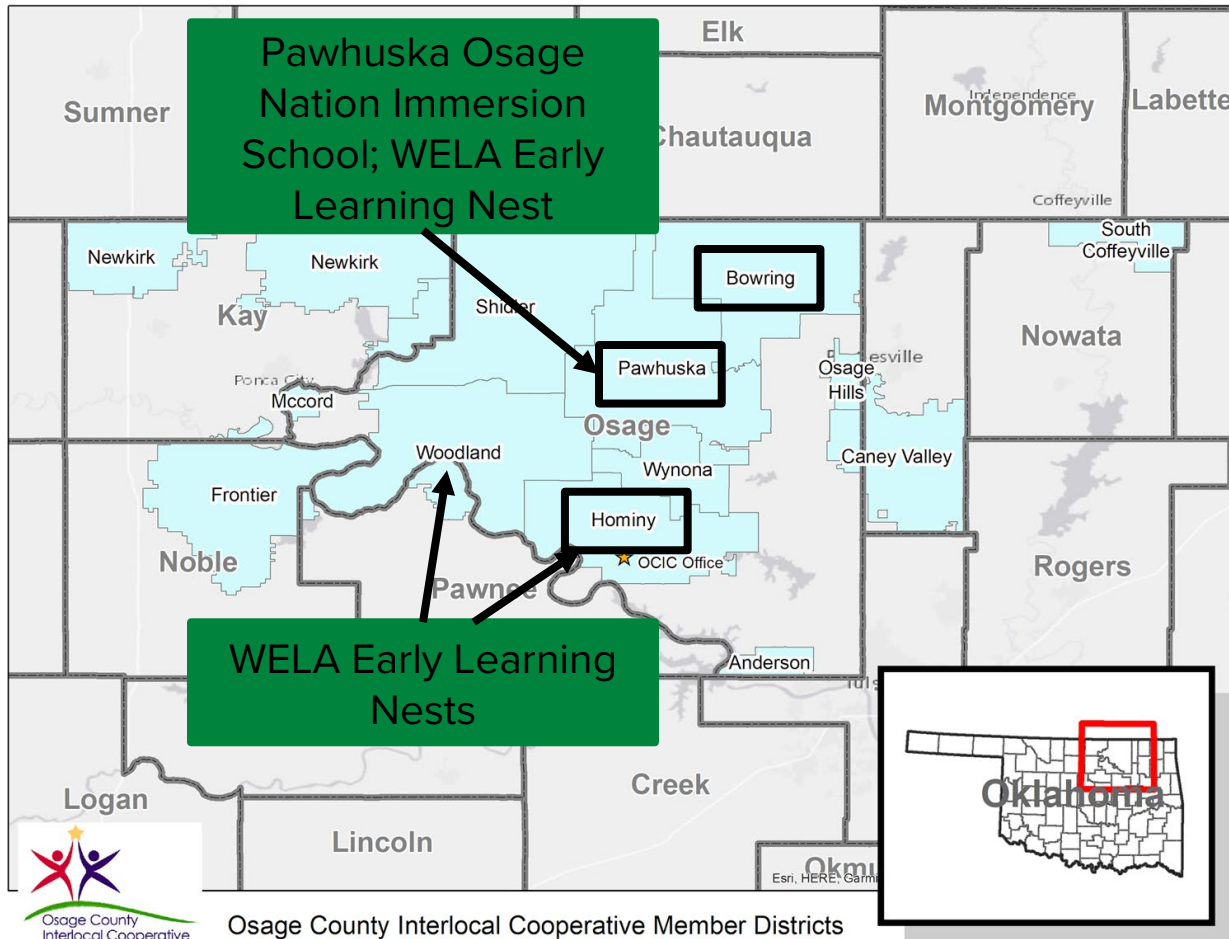
Perceptions of American Indian parents
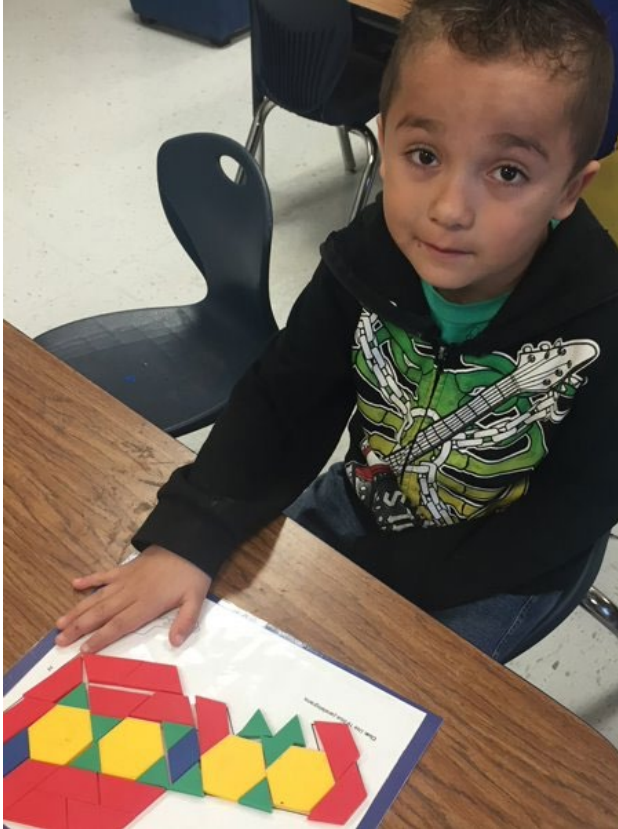
Mackety and Linder-VanBerschot (2008) found American Indian parent involvement was influenced by parent-school differences in values and communication styles, perceptions of cultural competency in the staff and curricula, and a history of American Indian education policy of coercive assimilation that continues to influence parents (p. V).

Source: Mackety and Linder-VanBerschot (2008)

Osage County Interlocal Cooperative

Title III NAM Grant, Project LAUNCH

Language

Advancement

Utilizing

Native

Culture and

Heritage

Pawhuska Osage Nation Immersion School; WELA Early Learning Nest

WELA Early Learning Nests

Osage County Interlocal Cooperative Member Districts

Culturally Responsive Social and Emotional Learning for Early Learners

Goals
- Improve SEL skills
- Improve academic skills

Tribal Consultation
- Build trust
- Foster relationships

Curriculum and Delivery Modifications
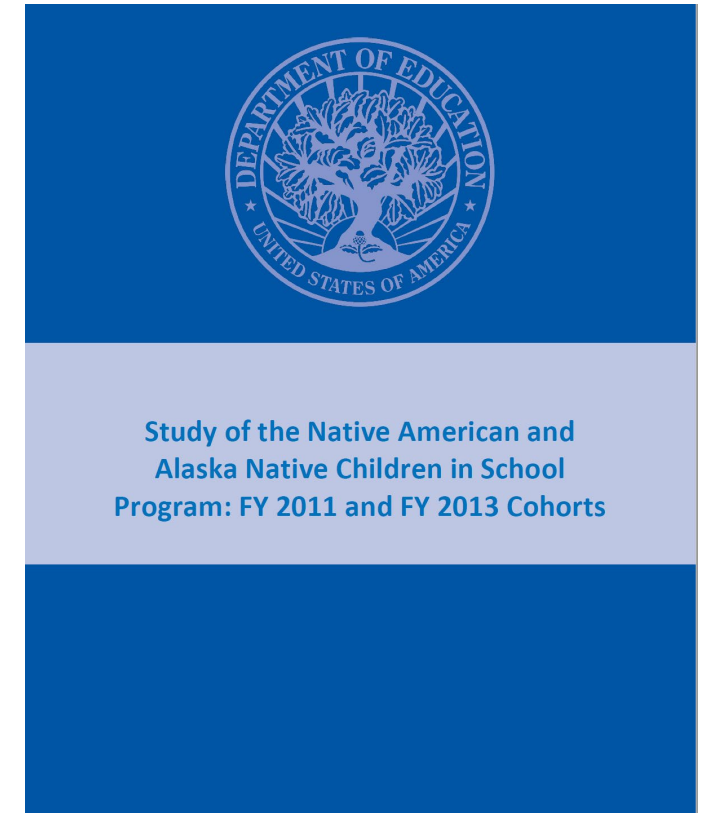- Cultural responsiveness
- Keep it "real"

Examples of collaboration in the REL Southwest evidence review studies

- Two of the three studies in the REL Southwest evidence review describe collaboration among classroom teachers, American Indian elders, and culture-bearers and researchers.

- The study authors describe spending time with elders engaged in traditional cultural activities and then reflecting to identify academic principles inherent in the activities.

Source: REL Southwest (2020)

Institute of Education Sciences

Examples of collaboration in the report of 2011 and 2013 NAM grantees

- Native language specialists and external linguistic consultants support Native language learning and provide professional development.

- Family engagement activities included the following:
  - Cultural events to promote family learning alongside their children
  - Home visits to build stronger connections between the school and the community
  - Inviting community elders into the school to provide American Indian/Alaskan Native language and cultural instruction
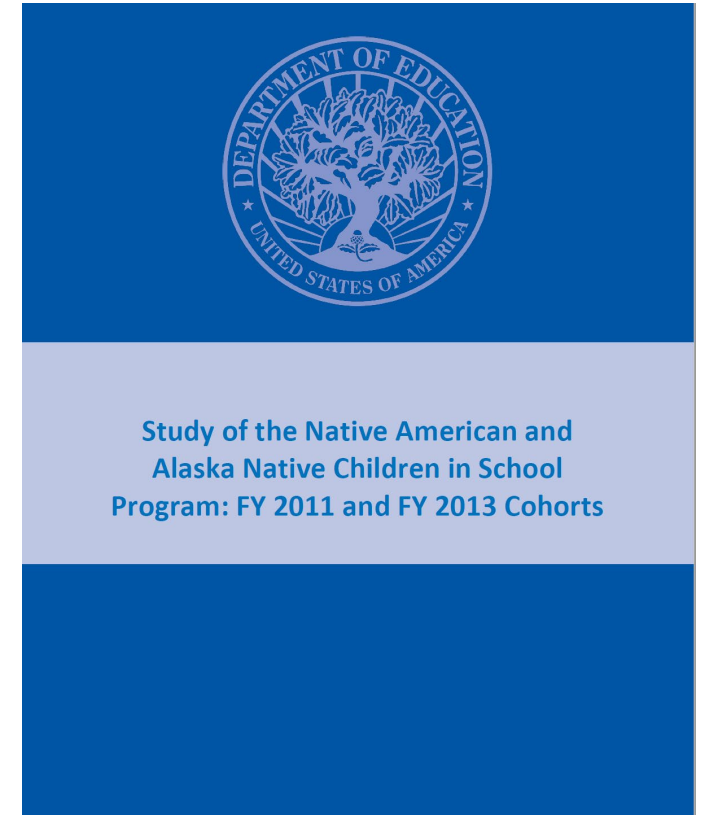
Study of the Native American and Alaska Native Children in School Program: FY 2011 and FY 2013 Cohorts

Source: Tanenbaum et al. (2018)

NAM grantee partners and lessons learned

- Tribes were the most commonly identified partner across all NAM grantees.

- Public school grantees frequently cited tribal partnerships to help ensure that activities reflected and honored tribal values and cultural knowledge.

- NAM grantees cited the importance of obtaining stakeholder buy-in, and family and tribal community involvement early in the planning and implementation stages.

Source: Tanenbaum et al. (2018)

Study of the Native American and Alaska Native Children in School Program: FY 2011 and FY 2013 Cohorts

References

August, D., & Shanahan, T. (2006). *Executive summary: Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Lawrence Erlbaum.

Carjuzaa, J., & Ruff, W. (2016). American Indian English Language Learners: Misunderstood and under-served. *Cogent Education, 3,* 1229897. Retrieved from https://www.cogentoa.com/article/10.1080/2331186X.2016.1229897.pdf

Cooper, A., Allen, M. A., Valtierrez, M., & Begay, B. (2018, November). Focusing on First Nations Learners. *Language Magazine,* 37–40. Retrieved from https://s3.amazonaws.com/online.fliphtml5.com/xwth/gffw/index.html

Crazy Bull, C. (2013). Healing ourselves: Cultural and behavioral health at tribal colleges and universities. *Tribal College Journal, 25*(2), 14–18.

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. *Language Processing in Bilingual Children*, 70–89.

Demmert, W., Grissmer, D., & Towner, J. (2006). A review and analysis of the research on Native American students. *Journal of American Indian Education, 45*(3), 5–23.

Demmert, W., & Towner, J. (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 Educational Laboratory. Retrieved from https://educationnorthwest.org/sites/default/files/cbe.pdf

Goldenberg, C. (2008). Teaching English language learners. *American Educator, 32*(2), 8–44.

References, cont.

Mackety, D. M., & Linder-VanBerschot, J. A. (2008). *Examining American Indian perspectives in the Central Region on parent involvement in children's education* (Issues & Answers Report, REL 2008–No. 059). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.

McCarty, T., & Wiley, A. (2011). *The role of native languages and cultures in American Indian, Alaska Native, and Native Hawaiian student achievement* [Policy paper prepared for the U.S. Department of Education Office of Indian Education Programs, Washington, DC]. Spokane, WA: Kauffman and Associates, Inc.

McCarty, T. (2002). *A place to be Navajo—Rough Rock and the struggle for self-determination in Indigenous schooling*. Mahwah, NJ: Lawrence Erlbaum.

McCarty, T., & Nicholas, S. E. (2014). Reclaiming indigenous languages: A reconsideration of the roles and responsibilities of schools. *Review of Research in Education, 38*(1), 106–136.

McCarty, T., & Wyman, L. (2009). Indigenous youth and bilingualism: Theory, research and praxis. *Journal of Language, Identity and Education, 8*(1), 279–290.

REL Southwest. (2020). *Using the non-regulatory Every Student Succeeds Act (ESSA) standards to assess the level of evidence in: Educational strategies for American Indian students* [Memo to Southwest English Learners Partnership]. Austin, TX: Author.

Tanenbaum, C., Cole, S., Autumn, S., Chavez, S., Cinque, A., & Sowers, J. (2018). *Study of the Native American and Alaska Native Children in School Program: FY 2011 and FY 2013 Cohorts*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. Retrieved from https://www2.ed.gov/rschstat/eval/title-iii/native-alaska-children-2011-2013-cohorts-full-report.pdf

Reach out to REL Southwest

Brenda Arellano
barellano@air.org
202-403-6602

Traci Maday-Karageorge
tkarageorge@air.org
202-403-6217

IES **Institute of Education Sciences**

Visit our website
https://ies.ed.gov/ncee/edlabs/regions/southwest/default.aspx
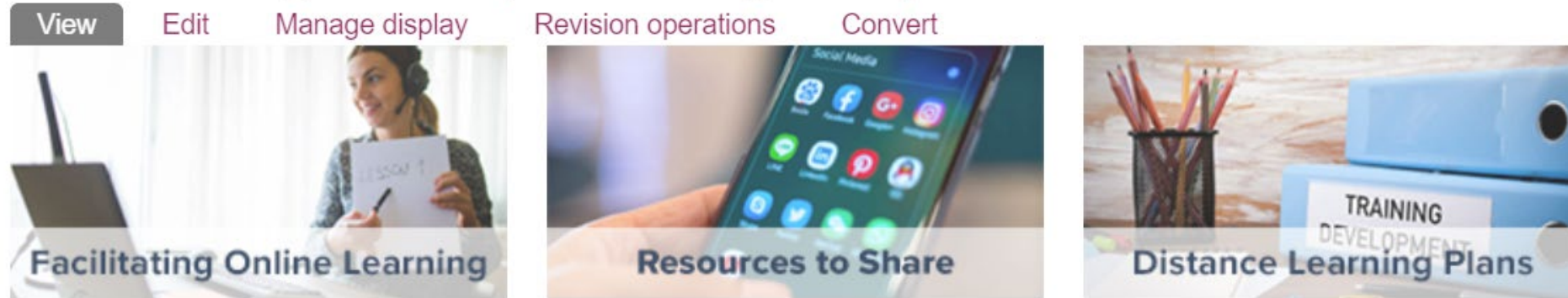
Follow us on Twitter!
@ RELSouthwest

This presentation was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by the American Institutes for Research. The content does not necessarily reflect the views or policies of the Institute of Education Sciences or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

IES Institute of Education Sciences

NCELA Resources, Q & A, Feedback

Resources:
New NCELA Webpage

NEW: Ensuring Continuity Of Learning And Operations

View   Edit   Manage display   Revision operations   Convert

Facilitating Online Learning   **Resources to Share**   **Distance Learning Plans**

The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form below.

https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations

Additional OELA Resources

NCELA Website: https://ncela.ed.gov/

Fact Sheet: English Learners Who Are American Indian/Alaskan Native

Fact Sheet: The Top Languages Spoken by English Learners (ELs) in the United States

OELA Podcast: Dual Language Education: Historical U.S. Perspectives and Current Practices

- You can receive a Certificate of Completion if you completed at least 90% of this webinar

  – Email askncela@manhattanstrategy.com

OELA Contact Information

Melissa Escalante

Management and Program Analyst, OELA

Melissa.Escalante@ed.gov

202-401-1407

Thank You!

Institute of Education Sciences