Strength-based Approaches:

Examining the Power of Self-Determination

Core Concepts

Core Concepts

Strengths of Indigenous Communities

Culture and Spirituality

Humor

Youth

Knowledge keepers—Elders, other tribal members with tribal knowledge

Relational Beliefs

Natural respite care and support services

Extended family networks

Oral communication

Healing Practices

Holistic Approaches

- Successful practice includes families, communities, and tribes

- Equity in education concept of holism: the theory that parts of a whole are in intimate interconnection, such that they cannot exist independently of the whole or cannot be understood without reference to the whole, which is thus regarded as greater than the sum of its parts. Holism is often applied to mental states, language, and ecology (Safir, Dugan, & Wilson, 2021)

What's Working

- Healing is Primary (consider training in Healing Centered Engagement)
- Everybody in the community needs to part of the solution
- Spirituality and faith need to be honored and at the table for community change
- NORMS

- Telling "Our Story" not "His Story"
- Resiliency and strength-based efforts
- Cultural Humility vs Cultural Competency

Considerations

Understand the history of Indigenous people in the US

Community's truth vs. 'reality'

Decolonizing Methodologies:

- Cultural resurgence from youth
- Bringing back ceremonies
- Tribal Economic Development
- Cultural Restoration/Preservation
- Interdependence

- Equality
- Power together
- Self determination
- Human rights
- Freedom, justice
- Wellness

Potential Barriers:

- Data Challenges–
    - Lack of integrated data systems
- Racial misclassification
- Overlapping boundaries–
    - Limited Tribal access to existing data
- Population Movements toward urban areas
- Mistrust
- Constant Translation of Forms, Protocols, and Resources not developed specifically for Tribal use
- Need for tribal and urban Indian community best practices (promising practices)

Strategies, Approaches, & Resources

Tribal Consultation

- Group approach
- Community Engagement Process

Empathy Interviewing

- Group approach
- How are people experiencing the issue?
- Start with a survey then do a deeper dive with interviewing.

Tribal Training and Technical Assistance Center (TTAC)

Gathering of Native Americans (GONA)

https://www.samhsa.gov/tribal-ttac

- Building Relationships
- Building Skills
- Working Together
- Promoting Commitment

Hopes and Wishes

What would your community look like if families had all they needed to be strong?

Other Resources

- Tribal Training and Technical Assistance Center (TTAC)
  - Community Needs Analysis
  - Community Engagement Process (CRA)
  - History slides

- Powerful reads:
  - *Brothers on Three: A True Story of Family, Resistance, and Hope on a Reservation in Montana* by Abe Streep
  - *Neither Wolf Nor Dog: On Forgotten Roads with an Indian Elder* (Book 1 of 3) by Kent Nerburn
    - *The Girl Who Sang to the Buffalo: A Child, An Elder, and a Light from the Ancient Sky*
    - *The Wolf at Twilight: An Indian Elder's Journey Through a Land of Ghosts and Shadows*

References

Safir, S. & Dugan, J. (2021). *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Corwin.

Tribal Training and Technical Assistance Center (TTAC). (n.d.). Www.samhsa.gov.

   https://www.samhsa.gov/tribal-ttac

Excellent digital summary of book:
This YouTube link is a 1-hour long synthesis of the book.
https://youtu.be/69-hTpX9HRw

Relationship Building and Readiness

Becky Gerdes

The Red Lake Nation football team hasn't won a game in years, but its coach keeps his kids undefeated

Connections

Connection Questions

1. What was the highlight of your day?
2. What's your personal passion project?
3. How's [Hobby/Family Member/Project]?

Supports

Supports

Support Questions

1. What's your biggest goal right now?
2. What's weighing on your heart or mind?
...and can I help you with anything?
3. What's your story?

Trust

Trust

" Coaching is having fun with kids and making them feel welcomed and wanting to be here. My job is to keep them moving.

NOLAN DESJARLAIT,
Red Lake High football coach

★ StarTribune

Trust Questions

1. What's something most people don't know about you?
2. What forces shaped your personality and made you who are you?
3. What's the proudest moment of your life?

Choosing an Evidence-Based Practice

Mary Chappell

Special Education Deputy Director of Curriculum and Instruction

New Mexico Public Education Department

Agenda

- ▶ Core Concepts
- ▶ The Evolution of Asset-Based Pedagogical Research
- ▶ The Intersection of Asset–Based Pedagogy and Evidence-Based Practices
- ▶ Asset-Based Data Protocols
- ▶ Strategies

Core Concept

- **Evidence-Based Practices (EBP)** are shown to be effective through high-quality research that meaningfully improves student outcomes

Core Concept

- Evidence-based practices are **Data-Driven.**

Core Concept

- **Asset Based Pedagogy** focuses on the strengths that diverse students bring into classrooms and school communities

The Evolution of Asset-Based Pedagogical Research

Culturally Relevant Teaching Gloria Ladson-Billings,1995	Culturally Responsive Pedagogy Geneva Gay, 2000	Culturally & Linguistically Responsive Pedagogy Sharroky Hollie, 2012	Culturally Sustaining Pedagogy Paris and Alim, 2017
• Help students accept and affirm their culturally identity • Challenge system inequities	Use cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively	• Validate and affirm the indigenous culture and home language • The purpose is to bridge the student to success in the culture of academia and mainstream society	Perpetuate and foster * to sustain * linguistic, literate, and cultural pluralism as part of schooling for positive social transformation

Asset-Based Data Protocols

- Asset-based data protocols present opportunities for educators to recognize that the assets students bring into classrooms can (and should) be used to create more relevant to and effective learning experience for students.

- Meeting the academic needs of diverse learners requires deep knowledge of culturally sustaining pedagogy integrated with the systematic use of evidence-based practices that are driven by data.

Evidence-Based Practices Rely on Data

- Culturally sustaining data protocols require
  - multiple sources of data that demonstrate students' strengths in addition to their needs
  - educators' awareness of potential biases that may influence their interpretations of results
  - the collaboration of community members to ensure protocols (such as root cause analyses) are culturally and linguistically relevant and responsive

# Asset-Based Data Protocols that are Culturally Sustaining
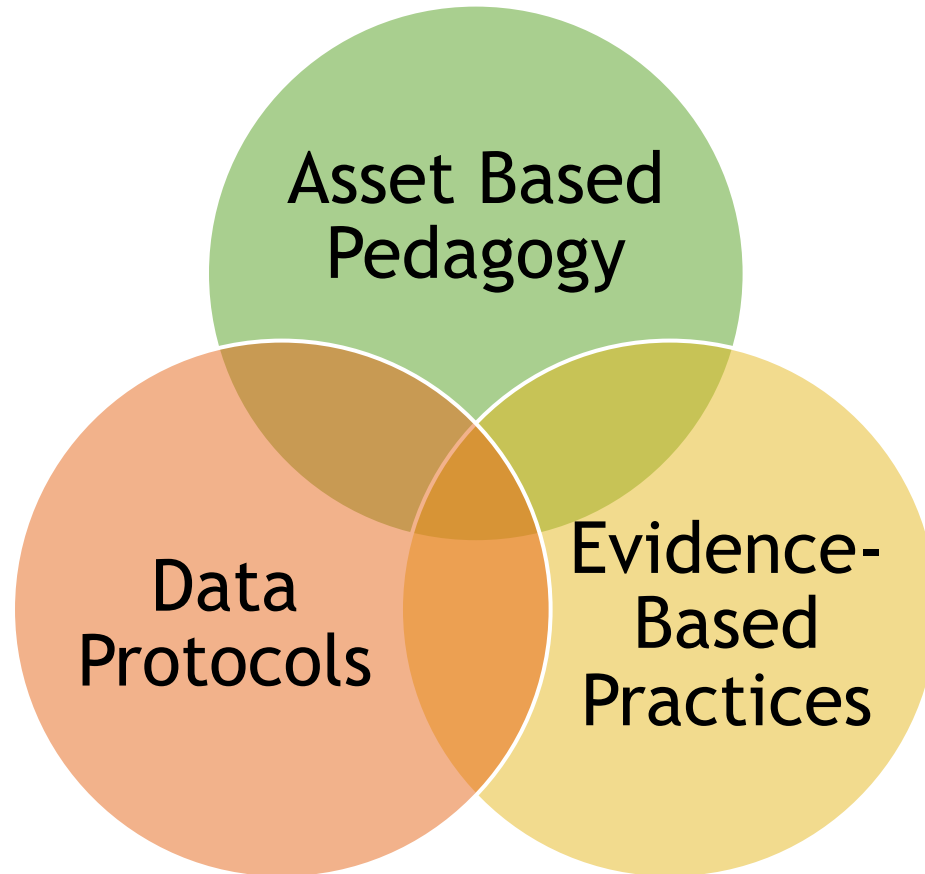
Selecting Asset- and Evidence-Based Practices

Component	Examples of Practices
Instruction: Practices implemented by the teacher to advance student learning	• explicit and systematic instruction • focused vocabulary development • strategy instruction • use of predictable routines • ongoing assessment
Language: Practices that demonstrate a respect for both English and the students' home languages	• flexible use of language to support student learning • metalinguistic work by students • reminders to leverage L1 • connections to cognates
Social: Practices that demonstrate the teacher's deep knowledge of students and their families; teacher builds relationships and creates a supportive learning environment	• culture of mutual respect within the classroom • teacher's knowledge of students' home lives
Cultural knowledge: Practices that demonstrate the teacher's intimate knowledge of students' cultural, ethnic, and social identities	• use of cultural or linguistic references teacher knowledge and respect of students' values, beliefs, and traditions • teacher knowledge and leverage of students' funds of knowledge

"To change a person's behavior, you've got to change that person's situation."

\- Heath & Heath, *Switch*

Switch!

Situation

Behavior

Minnesota Department of Education | education.mn.gov
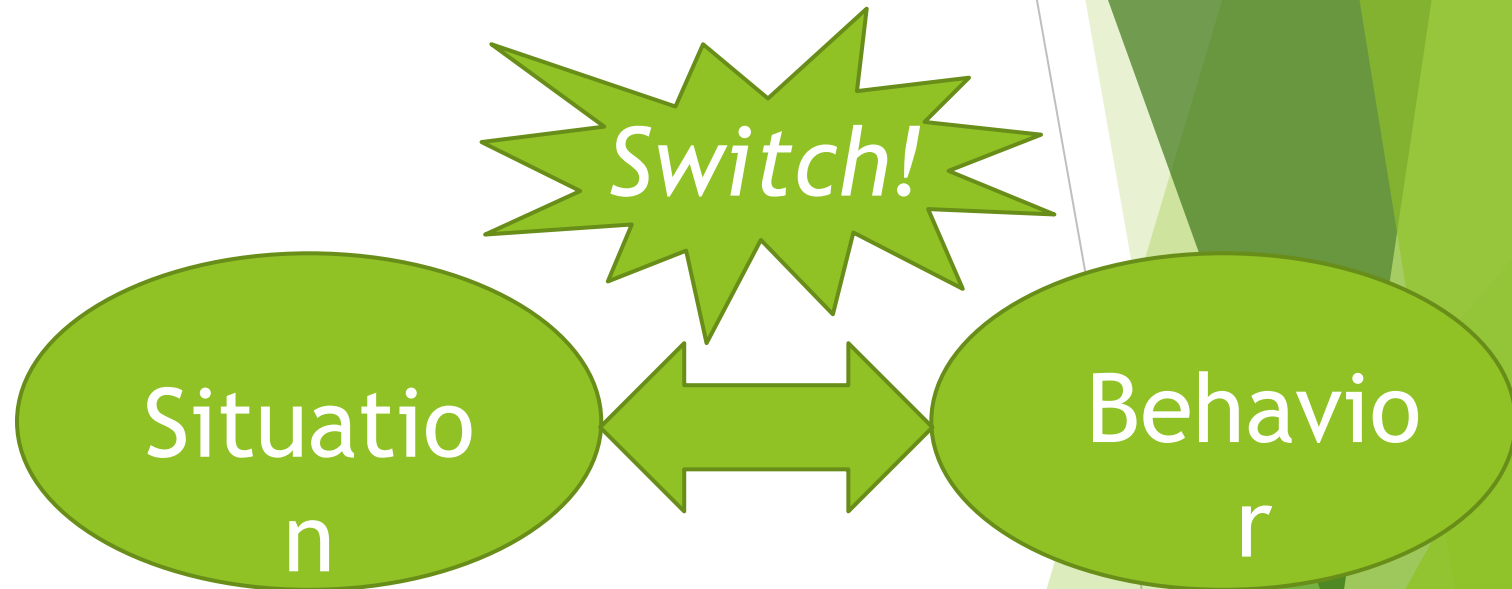
DIRECT THE RATIONAL RIDER

▶ "Follow the bright spots"

 ▶ Possibility: Use your state data system to find schools serving American Indian students, and that are achieving better than average results for those students. Go see! Listen to the story! Look for what can be replicated at another school.

 ▶ Possibility: Ask representatives of tribal communities where they see good things happening for American Indian students. Think about what they identify as "good" – might not be your definition. Go see! Listen to the story! Look for what can be replicated at another school.

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DIRECT THE RATIONAL RIDER

▶ "Script the critical moves"

  ▶ What is the definable road to the change you want to see?

  ▶ What are the mileposts along that road, such that a person knows where they've been, where they are, and what they do next?

  ▶ Can the mileposts be even more frequent, more close together – break down the big sequence of big steps into a successive number of smaller sequences of smaller steps.

  ▶ Works for the change agent, and the person coaching the change agent!

<u>DIRECT</u> *THE RATIONAL RIDER*

▶ "Point to the destination"

   ▶ Have a clear picture of at the local and state level of what you want to see, what you want to accomplish.

   ▶ Use an annual plan or other tool to outline and fill in that destination as much as possible.

   ▶ Make sure people can see themselves in that destination, and in the journey to that destination.

Minnesota Department of Education | education.mn.gov

MOTIVATE THE EMOTIONAL ELEPHANT

- "Find the feeling"
  - Find opportunities to experience the affective and emotional in the change.
  - Possibilities:
    - Practitioner Learning Communities with Reflective Practice
    - Home Visits

MOTIVATE THE EMOTIONAL ELEPHANT

▶ "Shrink the change"

  ▶ Successive Approximation, Short Easily Achievable Steps

  ▶ Stack the Wins!

  ▶ Remember "Script the Critical Moves" – can you make the in-between steps even shorter?

MOTIVATE THE ELEPHANT

- "Grow Your People"
  - Cultivate Group Identity: Shared Beliefs, Shared Values, Shared Experiences
  - Phrase the change as a natural expression of group identity, motivation, beliefs and values.
  - Every aspect of the change, at every level, should be related to living out the group identity.
  - Be a coach, not a scorekeeper!
  - Small steps and larning over time maydefinitely work better in this process.
    - Practitioner Learning Communities with Reflective Practice
    - Home Visits

- "Shrink the change"
  - Successive Approximation, Short Easily Achievable Steps
  - Stack the Wins!
  - Remember "Script the Critical Moves" – can you make the in-between steps even shorter?
- jlk

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MOTIVATE THE ELEPHANT

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  ▶ Small steps and larning over time maydefinitely work better in this process.

    ▶ Practitioner Learning Communities with Reflective Practice

    ▶ Home Visits

SHAPE THE PATH

▶ "Tweak the Environment"

  ▶ Phrase the change in terms of the behavior change and behaviors that need to happen.

  ▶ Change or design the environment to make the right behaviors a little easier, and other behaviors a little bit harder.

  ▶ Think about actual physical barriers, readiness helpers, facilitators, and signs.

SHAPE THE PATH

▶ "Build Habits"

    ▶ Figure out the habits, routines, and standard procedures that are needed to establish and sustain the change.

    ▶ Build "action triggers" – signs, signals, cues, prompts, observable indicators - that chain the important parts of the routine and decisions to be made in the routine.

    ▶ Consider the clarity of checklists.

SHAPE THE PATH

- "Rally the Herd"
  - Behavior is contagious.
  - Figure out the peer norms and culture needed for the change.
  - Signal, make room for, and reinforce the peer norms for the change.

▶ The need for change is never-ending – there will always be a new direction to be taken toward a destination.

▶ Adeptness at change becomes its own goal, as important as any short- or long-term goal or destination.

▶ Potential is only unlocked by change, and the journey, for an individual or an organization, is what can be called "transformation."

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Some Additional Considerations for Change

▶ Need vs. Readiness

    ▶ What is the focus, and what is the right balance, in selecting a change to promote?

    ▶ Where readiness is lacking, coaching, and intense immediate coaching especially, may make the difference/

▶ Coaching, and Coaching the Coaches

    ▶ Coaches are essential for change, and because what needs coaching is always changing the coaches need coaches too.

▶ Multidimensionality: Work on all, or work on one?

    ▶ Which approach will work better, working on everything at once with an encompassing change, or picking the one dimension or area of change which may have the most impact on the whole system?

    ▶ Working on all and working on one may have very different patterns of resource investment and observable impact in the short-term and the long-term.

Some Additional Considerations for Change

▶ Prescribed Solution or Collective Action?

   ▶ Does the change need a turn-key solution implemented with fidelity, or does the change need to be defined by the community?

▶ Culture, Culture, Culture

   ▶ "Culture eats strategy for lunch." ~ Peter Drucker

   ▶ Culture is power, and power makes work and change happen.

   ▶ Cultures have their own understandings of change, and <u>all</u> cultures have an understanding.

Some Additional Considerations for Change

▶ Adaptive vs. Technical Leadership & Solutions

  ▶ Know the difference, and know what kind of problem any problem is.

  ▶ Also know when a technical problem needs an adaptive solution, and an adaptive problem can be solved with a technical solution.

▶ What gets measured gets done!

  ▶ Don't measure the status quo if you want change -- measure change!

National Implementation Research Network

▶ Usable Innovations

▶ Stages

▶ Drivers

▶ Cycles

▶ Teams

Lippitt-Knoster Model for Complex Change

▶ Vision

▶ Consensus

▶ Skills

▶ Incentives

▶ Resources

▶ Action Plan

→ Success!

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National Implementation Research Network	*Lippitt-Knoster Complex Change Model*
• Usable Innovations • Stages • Drivers • Cycles • Teams	• Vision • Consensus • Skills • Incentives • Resources • Action Plan → Success!

Evaluation

Jennifer Coffey, PhD

SPDG Program Lead

Evaluation Topics

Core Concepts

- Disaggregation
- A focus on growth
- Framing the data and engaging critical perspectives

Considerations

- Data transparency with Native communities

Strategies, approaches, & resources

- Parent Participatory Evaluation
- Empathy Interviewing
- Street Data Analysis Protocol
- Guiding questions for groups analyzing data

Core Concept: Disaggregation

Impacts of Visibility in Data

▶ Creating genuine feelings of belonging is a critical factor in improving engagement and performance

▶ Re-engagement strategies work better if the population you are trying to serve is accurately identified

▶ Identifying the population correctly enables the accurate identification of allies and partners to serve our youth

▶ The relationship between culture and education is important; best practice to be inclusive in the classroom

▶ Honors identity of our Native children and youth as citizens and descendants of sovereign tribal nations

▶ Affects ability to identify funding opportunities and assess resources needs for programs

Washington Office of Superintendent of
PUBLIC INSTRUCTION

2022 Office of Native Education

Federal & State-Level Data Dives

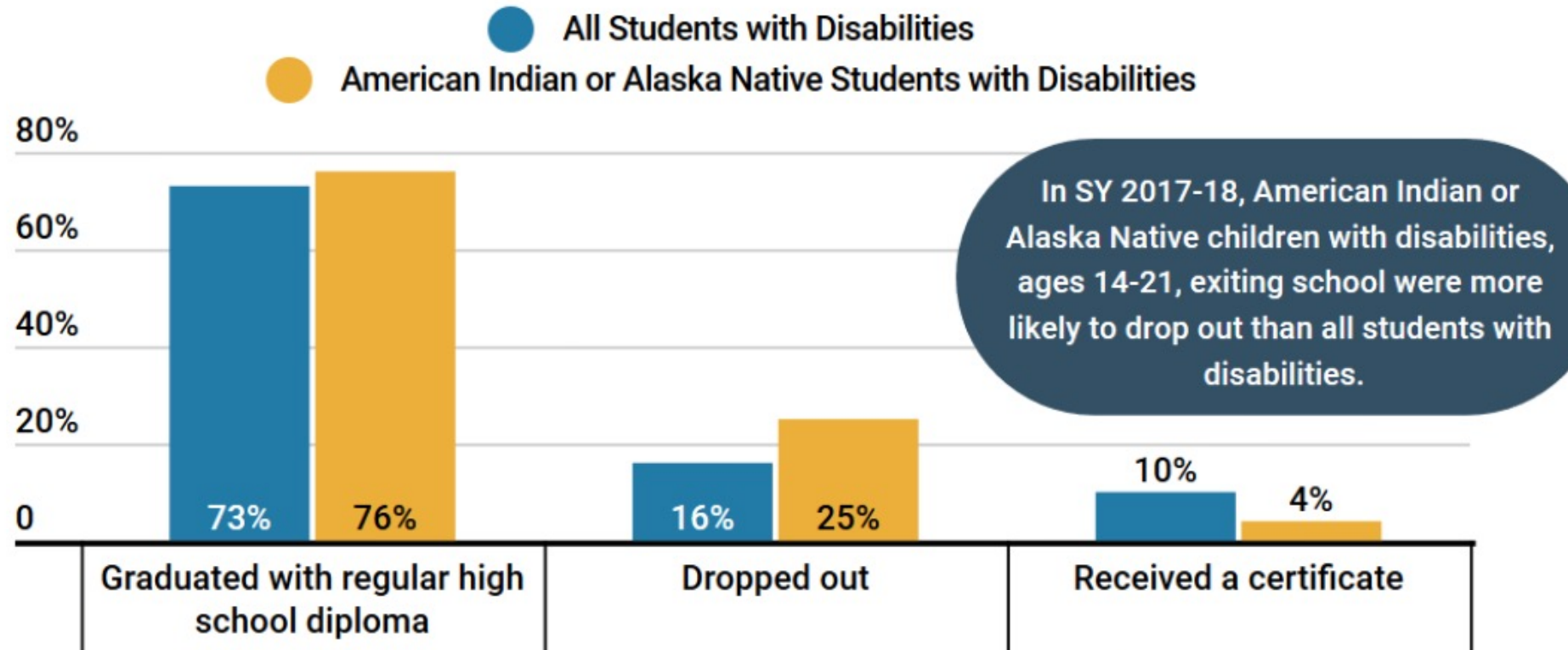## American Indian or Alaska Native Children with Disabilities Fast Facts

- States, at times, have been less interested in focusing on Native students because they don't "show up" in the data.

- Minnesota's example

As you consider your State's data ask "what data are we missing?"

- Montana's efforts to tell a fuller story of native students' post-secondary attainment can be found here.

Percentage of Students with Disabilities Exiting School, Ages 14 to 21, By Basis of Exit, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18

- All Students with Disabilities
- American Indian or Alaska Native Students with Disabilities

In SY 2017-18, American Indian or Alaska Native children with disabilities, ages 14-21, exiting school were more likely to drop out than all students with disabilities.

	Graduated with regular high school diploma	Dropped out	Received a certificate
All Students with Disabilities	73%	16%	10%
American Indian or Alaska Native Students with Disabilities	76%	25%	4%

Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Exiting Collection," 2017–18. Data extracted from: http://go.usa.gov/xdp4e. Percentages do not equal 100% due to not including the counts of children who died, moved, or reached maximum age.

Where are students being served?

- Want Ad from the SPDG National Meeting… _Wanted_: _SPDG contacts in states who are motivated to disaggregate their effort, fidelity and outcome data specifically for American Indian students with disabilities, in a non-judgemental supportive space for that work._

- Where are Native American students being served in your State?

- How do you know the impact your work is having on this population of children?
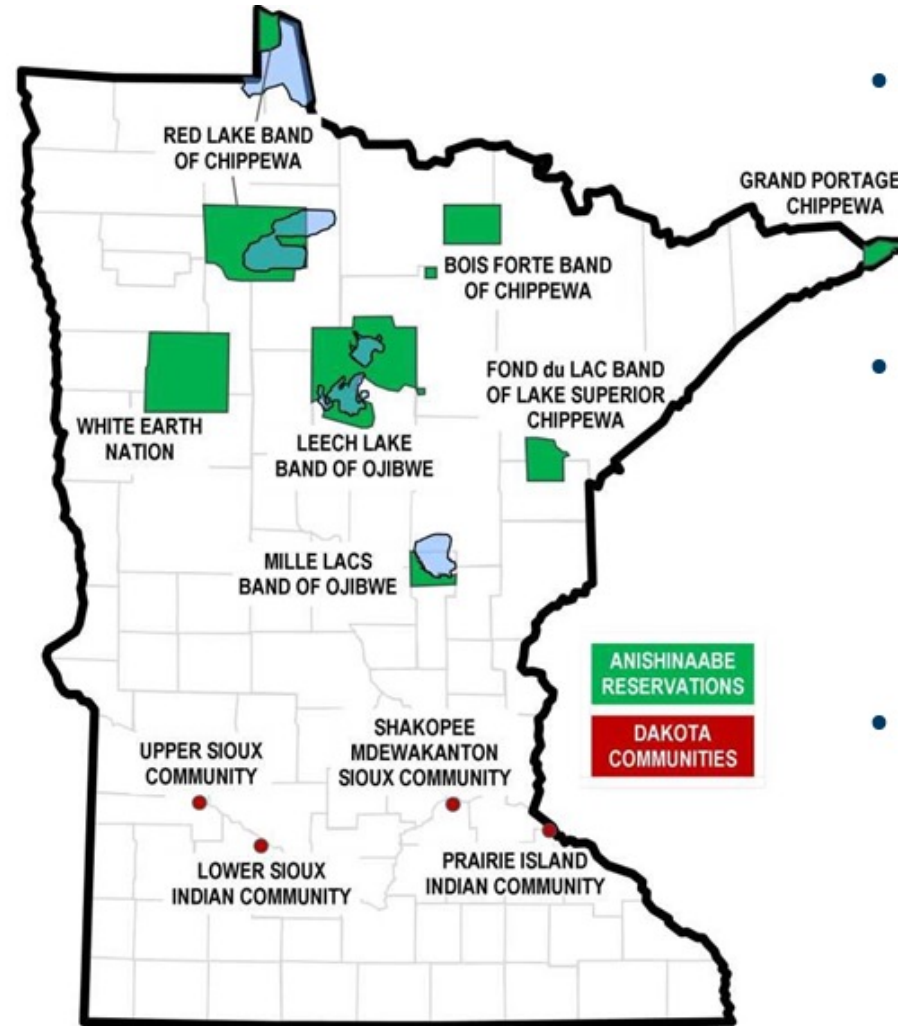
Knowing the Need & Engagement

Knowing the Need: Using Varied Inclusion Criteria Data to Identify Districts to Target for Support, Chimaobi Amutah.

Across the nation, students with disabilities are struggling to keep pace with the learning and growth of their general education peers. How do you identify where there is the most need among a population that, by definition, warrants specialized educational supports in each district? In this presentation, Dr. Chimaobi Amutah of the New Jersey Department of Education will demonstrate how New Jersey has dashboarded extant data to inform department decisions around targeted district support.

Using Data to Locate and Engage Historically Underserved Students with Disabilities, Tom Delaney

Tom Delaney describes Minnesota's experiences with using state data sets to identify educational statistics of concern, geographical location, and planning for implementation impact at scale for historically underserved students with disabilities. You will learn about Minnesota's efforts to engage with American Indian students with disabilities and improve graduation rates for those students.

Materials/Resources

Event Recording   Slides: Chimaobi Amutah   Slides: Tom Delaney   Chat Transcript

Core Concept: A Focus on Growth

- **Street Data's** authors describe how focusing solely on satellite data can damage teacher self-efficacy, children's mindsets, and family and community perception.

  - Consider strengths of the child, classroom, school, family, and community. How can you build on these strengths?

  - What data exist that tell a more comprehensive story beyond statewide achievement tests?

  - Are you able to gather qualitative data? Focus groups are powerful.

  - Consider involving secondary students in the evaluation. They can shape the evaluation plan and help with data collection and analysis.

- Growth includes adult behavior change.

  - Consider the changes you hope to see in the different parts of the system.

  - Look back at your logic model and all the changes that must take place along the way to reach your outcomes.

Core Concept: Data Transparency & Framing

Strategies to Reduce Bias and Improve Problem-solving

"Data doesn't come to life on its own.

The way student data is constructed and shared has the power to impact how we, intentionally or unintentionally, creative narratives around a student's potential." - DCQ

Consider potential biases when analyzing data

What assumptions are being made?

Shifting the way you frame data changes how you interpret and use it to solve a problem.

The more perspectives you can bring to the analysis the better

Engaging Critical Perspectives tool and guidance from SISEP

DQC Data Quality Campaign

Data Can Support Tribal Sovereignty

Any community's ability to understand, govern, and advocate for itself is deeply tied to having access to data about itself.

Strategies,
Approaches,
& Resources

Parent Participatory Evaluation

SIGnetwork Recording

Empathy Interviewing

Empathetic Interviewing: Why, What, and How with Caryn Ward, Director of SISEP TA Center: Recording, Slides

Street Data Analysis Protocol

Protocol used by MA DoE

Equity Transformation Cycle (Street Data)

Launching an Equity Transformation Cycle

Guiding questions for groups analyzing data (taking the emotion out of the data)

Further Evaluation Resources

Getting Started Evaluating Professional Development

Three Approaches to Evaluation

Evaluating Impact

OSEP's Evaluation Resources