



Indian Education For All Basics For Administrators

Zach Hawkins
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Article X of the Montana Constitution Education and Public Lands (1972)

Section 1

(1) It is the goal of the people to establish a system

of education which will develop the full educational potential

of each person. Equality of educational opportunity is guaranteed

to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage

of the American Indians and is committed in its educational

goals to the preservation of their cultural integrity.

Indian Education for All (1999) MCA 20-1-501

Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner.

...all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents...

Accreditation Standard

Policy for Indian Education for All:

10.55.701 Board Of Trustees

(2) Each school district shall have in writing and available to staff and public:

(n) a policy incorporating the distinct and unique cultural heritage of American Indians, ensuring integration of the history and contemporary portrayals of Indians, and that is aligned with district goals;

A “Quality Education” includes IEFA

Mont. Code Ann. sec. 20-9-309

A “basic system of free quality public elementary and secondary schools” means:

- (c) educational programs to implement the provisions of Article X, section 1(2), of the Montana constitution and Title 20, chapter 1, part 5, through development of curricula designed to integrate the distinct and unique cultural heritage of American Indians into the curricula, **with particular emphasis on Montana Indians**

ANB Funding

- ▶ The 2005 Legislature allocated funding for districts to implement IEFA in the amount of \$20.40 per student.
- ▶ Subsequent Legislatures have provided continued funding. Current amount is \$21.96 per student. Next year, amount will be \$22.36 per student.



ANB Funding Guidance

If your school receives \$100 - \$1,500

- Survey staff to find out immediate needs for materials, professional development, and content knowledge of Indian history, Indian contemporary issues, etc.
- Update your library with American Indian fiction, non-fiction, poetry, anthologies, reference materials, tribally specific materials, DVDs, CDs, teacher guides, instructional aids, etc.(see the Resource Guide on the OPI Web site: <http://www.opi.mt.gov/Educators/Teaching-Learning/Indian-Education>).
- Offer IEFA- related professional development in the form of online or in-person presentations, workshops, or training.
- Arrange student field trips to American Indian cultural events or historical areas.
- Develop/refine local student assessments to determine proficiency with Montana Content and Performance Standards specific to American Indian content.

If your school receives \$1,500 - \$5,000

- Invite guest speakers to do presentations or workshops for students or staff that corresponds to IEFA.
- Develop a comprehensive professional development library for staff
- Send staff to regional and statewide professional development focused on IEFA.
- Pay costs for substitutes and travel so that teachers can visit schools and classrooms that are currently implementing IEFA throughout their curriculum.

If your school receives \$5,000 - \$10,000

- Pay tuition for staff to take IEFA related course work and/or classes offered by institutions of higher learning.
- Create classroom lesson plans or learning trunks/footlockers for teachers to use and share.
- Create teacher handbooks that include information about incorporating Indian topics into the classroom and develop an in-service process for new teachers to the district to catch them up to speed on the district's efforts.

If your school receives \$10,000 and up

- Pay your teachers to research programs and curriculum to find appropriate material they can use to best integrate Indian education topics into their classroom.
- Create student exchanges, both online and in-person, with neighboring districts. The best way to break down myths and stereotypes is through interpersonal relationships.
- Hire staff to assist efforts through research, assistance to teachers, and professional development.
- Include Indian content in the hallways and classrooms, including treaties and other historical and cultural documents, portraits of Indian leaders, and Indian artwork.

Quote From A MT Educator



*“Indian Education For All is **not about blaming people, or making them feel guilty.** It’s about teaching us all to include each other when we think about the world, and about our place in it. It **is about getting rid of the biases** that we’ve all inherited, and **looking at each other as fellow human beings,** and not as a collection of stereotypes. And students get it. They really get it.”*

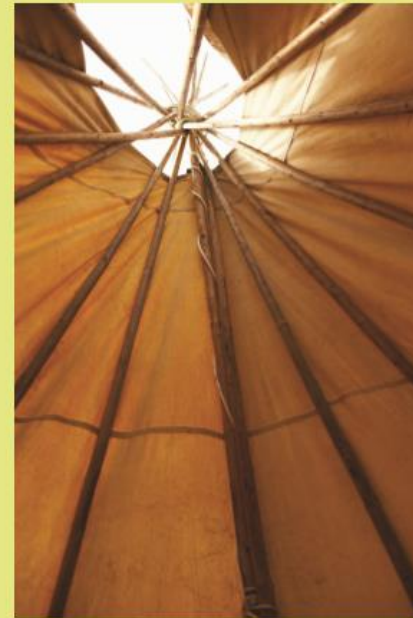
Indian Education ‘Coach,’ Great Falls

OPI IEFA Framework

- ▶ Designed to help school administrators and instructional staff understand and implement IEFA in a practical way
- ▶ Can serve as a bridge between theory and practice and between delivery of content and development of skills
- ▶ Can help schools move from an either/or to a both/more perspective
- ▶ Hub Course Offering

THE FRAMEWORK:

A Practical Guide for Montana Teachers and Administrators
Implementing Indian Education for All



Developed by Dr. Tammy Elser
2010

IEFA Implementation Framework

“This is a strong, well-organized, and focused document that educators and administrators could use as their foundation for implementing IEFA into their classrooms. It serves as a straightforward guide for teaching IEFA, while providing a lot of information on actual IEFA content.”

-Current participant in Introduction To Indian Education hub course

Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depth-of-study units •Professional development on equity pedagogy, anti-bias education and teacher expectations 	Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depth-of-study units •Professional development on equity pedagogy, anti-bias education and teacher expectations 	Support Level 1 <ul style="list-style-type: none"> •Essential Understandings infused into content areas •Professional development on Essential Understandings, critical literacy, integration strategies, text selection to reduce bias •Access to quality materials •Periodic access to specialists •Periodic inquiry-based depth-of-study units •Professional development on equity pedagogy, anti-bias education and teacher expectations 	Support Level 3 <ul style="list-style-type: none"> •Core curricular K-12 strand of American Indian studies taught by specialists •Instruction in a tribal language K-12
			Support Level 2 <ul style="list-style-type: none"> •Elective courses taught by specialists 9-12 •Exploratory offerings in American Indian studies 5-8 •Inquiry-based depth-of-study units (at least 1 annually at each grade level) K-6
District Type X Small or mid-sized school districts located far from a reservation and serving very few or no American Indian students	District Type Y Large urban school districts with many American Indian students representing many Montana Tribes	District Type Z School districts located on or near a reservation and having a majority of American Indian students	



IEFA Across School Districts

School District Components of Indian Education for All

- Policy and Planning
- Professional Development
- Materials Review and Selection
- Curriculum Mapping
- Curricular Integration





Planning Tips

- Assemble a team that includes multiple perspectives and levels of expertise
- Use the Framework to create a skeletal plan, then focus on implementation details
- Make team planning a shared journey
- IEFA plan should be integrated with the school's comprehensive plan
- Embrace the process and have fun

2019-20 Resources and Initiatives



- Website Revamp
- ACT Writing Prompts
- IEFA/NGS Aligned Science Guide
- IEFA Unit Outreach
- TEAMS Data Collection
- 2020-21 IEFA Grants

Questions??

- ▶ Zach Hawkins
- ▶ zachariah.hawkins@mt.gov
- ▶ 406-444-0708

