Handout: Working lunch discussion:
Native American pedagogy and performance evaluation design

During our working lunch, we will begin to discuss ideas about culturally relevant pedagogy in work with Native American students and the role of culturally relevant pedagogy in principal and teacher performance evaluation design. Ladson Billings (2006) noted that some critics of culturally relevant pedagogy consider it "just good teaching." What do you think?

In 2006, Tharp worked with Native American Education scholars to identify teaching practices that they considered important when working with Native American K–12 students. We are providing this scholar's ideas as a conversation starter for lunch discussion. When discussing these ideas, reference the questions included in the presentation deck.

For reference, see Tharp, R. G. (2006). Four hundred years of evidence: Culture, pedagogy, and Native America. *Journal of American Indian Education*, *45*(2), 6–25. The following standards are located on pp. 12–13 of the article.

Standard 1. Joint productive activity: Teacher and students produce materials/products and knowledge together, thereby facilitating learning through joint activity among teacher and students. The teacher:

1. Designs instructional activities requiring student collaboration to accomplish a joint product.
2. Matches the demands of the joint productive activity to the time available.
3. Arranges classroom seating to accommodate students' individual and group needs to communicate and to work jointly.
4. Participates with students in joint productive activity.
5. Organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.
6. Plans with students how to work in groups and move from one activity to another, such as from large-group introduction to small-group activity, for cleanup, dismissal, and the like.
7. Manages student and teacher access to materials and technology to facilitate joint productive activity.
8. Monitors and supports student collaboration in positive ways.

Standard 2. Developing language and literacy across the curriculum: Teachers develop student competence in the language and literacy of instruction in all content areas. The teacher:

1. Listens to student talk about familiar topics, such as home and community.
2. Responds to students' talk and questions, making "in-flight" changes that directly relate to students' comments.
3. Assists language development through modeling, eliciting, probing, restating, clarifying, questioning, and praising, as appropriate in purposeful conversation and writing.
4. Interacts with students in ways that respect students' preferences for speaking and interaction styles, which may be different from the teacher's, such as wait-time, eye contact, turn taking, and spotlighting.

5. Connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
6. Encourages students to use content vocabulary to express their understanding.
7. Provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.
8. Encourages students' use of first and second languages in instructional activities.

Standard 3. Teaching in context: Teachers connect teaching and curriculum to experiences and skills of students' home and community. The teacher:

1. Begins with what students already know from home, community, and school.
2. Designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
3. Learns about local norms and knowledge by talking to students, parents, and community members, and by reading pertinent documents.
4. Assists students to connect and apply their learning to home and community.
5. Plans jointly with students to design community-based learning activities.
6. Provides opportunities for parents to participate in classroom instructional activities.
7. Varies activities to include students' preferences, from collective and cooperative to individual and competitive.
8. Varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, as well as observation.

Standard 4. Teaching complex thinking: Teachers challenge students toward cognitive complexity. The teacher: Assures that students, for each instructional topic, see the whole picture as the basis for understanding the parts.

1. Presents challenging standards for student performance.
2. Designs instructional tasks that advance student understanding to more complex levels.
3. Assists students to accomplish more complex understanding by relating to their real-life experience.
4. Gives clear, direct feedback about how student performance compares with the challenging standards.

Standard 5. Instructional conversation: Teachers engage students through dialogue. The teacher:

1. Arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.
2. Has a clear academic goal that guides conversation with students.
3. Ensures that student talk occurs at higher rates than teacher talk.
4. Guides conversation to include students' views, judgments, and rationales, using text evidence and other substantive support.
5. Ensures that all students are included in the conversation according to their preferences.
6. Listens carefully to assess levels of students' understanding.
7. Assists students' learning throughout the conversation by questioning, restating, praising, encouraging, and so forth.
8. Guides the students to prepare a product that indicates the Instructional Conversation's goal was achieved.