

Developing a Culturally Responsive Educator Growth System for Santa Fe Indian School



Presenters



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Sowing Student and Educator Success

The Santa Fe Indian School (SFIS) is a sovereign educational community that builds upon its rich cultural legacy to be the leader in Native American education.



Preparing the Ground and Planting: SFIS Context and Origins

Albuquerque and Santa Fe Indian School (SFIS) were established in the late 1800s as federal, off-reservation boarding schools.

In 1976, the All-Indian Pueblo Council assumed control of the Albuquerque Indian School under the Indian Self-Determination Education Act.

The Albuquerque school program was moved to Santa Fe, New Mexico, in July 1979.

SFIS now operates under Public Law 100-297, Title V, Part B, the Tribally Controlled Schools Act of 1988, and is funded by the Bureau of Indian Education (BIE). The school is administered by a Board of Trustees whose members are appointed by the Governors of the 19 Pueblos of New Mexico.

A Braided Framework for Success: Santa Fe Indian School Curriculum, Professional Learning and Development, and the Educator Growth System



Educator Growth System (EGS) Vision and Purpose

The vision and purpose of the SFIS Educator Growth System is to positively impact student learning and well-being by:

- Supporting educators' reflective practice through a process of collaboration, observation, and feedback that is sustained through our Core Values and driven by high professional standards; and
- Cultivating a learning culture that reflects our commitment to continuous improvement.

Grounded in SFIS Mission and Vision

The EGS reflects our overarching values, beliefs, and defines educator best practices.

At Santa Fe Indian School, the braiding together of **willing, able students**; a **culturally responsive curriculum**; and a strong system of **professional educators** dedicated to Native American pedagogies creates a learning environment where students can achieve the SFIS Mission of the Ideal Graduate.



The Ideal Graduate

SFIS graduates will understand the issues facing tribes in the Southwest and will be committed to maintaining Native American cultural values. They will participate in the culture of their communities and will have the skills to pursue the education and careers that will benefit them, their families, and their people.

These skills will include:

- Creative problem solving, using the analysis of complex problems, the synthesis of collected data, and the communication of clear solutions
- Critical, confident, independent, and interdependent lifelong learning
- Working productively with all types of people and making good choices



Ideal Graduate Skills

1. Find, evaluate, and give credit to diverse sources.
2. Gain knowledge and expertise through integration of inquiry, research, and study.
3. Record and organize information.
4. Maintain oversight of a process and persevere to complete tasks.
5. Represent and analyze information to make sense of a problem and possible solutions.
6. Critique the reasoning of others and construct viable arguments.
7. Identify contributing factors to community issues, understand the scope, and develop suitable solutions.
8. Communicate and collaborate with people of diverse backgrounds.
9. Demonstrate command of standard English, adapting communication as appropriate.
10. Employ multi-media to meet communication goals.



Core Values

- Student Focus
- Tradition and Culture
- Caring
- Respect
- Giving Back
- Perseverance
- Integrity and Accountability
- Concern for the Environment
- Humility
- Faith
- Acceptance



Foundational Topics

The Foundational Topics are common themes occurring in Pueblo Community Institutes.

- Governance
- Land & Cultural Resources
- Law
- Health
- Community & Economic Development
- Art
- Language
- Environment
- Family
- Education



A Braided Framework for Success: Designing the Educator Growth System through collaboration, dedication, and a clear vision



SFIS Educator Growth System (EGS) Design Team

- 6 Teachers from the mid and high schools
- 2 Principals
- 2 Assistant principals (1 assistant principal is now SFIS Superintendent)
- Education Development Director
- Continuous School Improvement Director
- Student Living Director
- Student Living Supervisor
- Special Education Coordinator
- Librarian

EGS Design Team Member	Position
Christie Abeyta	Mid School Asst. Principal; Present: Superintendent
Brandie Chavez	Student Living Director
Delilah Crespín	Student Living Supervisor
Dr. Mark Ericson	High School Teacher (Community Based Education)
Rebecca Gordon	High School Teacher (Social Studies)
Dr. Valerie Grimley	High School Teacher (Senior Honors Project/Social Studies Department Chair)
Jennifer Guerin	Librarian
Bridget Love	High School Asst Principal
Carlotta Martza	High School Teacher (Freshman Seminar)
Seatha Pacheco	Special Education Coordinator
Erin Russell	Mid School Teacher (ELA)
Karen Sixkiller	Mid School Teacher (Technology)
Dr. Anya Dozier Enos	Education Development Director
Faith Rosetta	High School Principal
Paula (Chavez) Salazar	Mid School Principal
Nina Smith	Continuous School Improvement Director

Project Timeline

Timeframe	Activities
January – December 2020	<ul style="list-style-type: none">• Examined performance evaluation frameworks and research related to educator evaluation• Engaged in deeply reflective conversations• Identified goals, including integration of culturally responsive practices in each evaluation rubric• Defined “effective teacher” and “effective principal”• Identified business rules, key documents, and processes that needed to be revised• Developed 1st drafts of Guidebook and teacher rubric• Developed 1st draft of key terminology specific to SFIS
January 2021 – May 2022	<ul style="list-style-type: none">• Piloted 1st draft of the teacher rubric• Developed 1st draft of principal rubric• Refined the Guidebook along the way
January 2022 – Present	<ul style="list-style-type: none">• Added key terminology to Guidebook after crosschecking in rubrics• Debriefed teacher rubric pilot study and updated rubric and evaluation processes/timeline for SY2022-23• Planned pilot study for principal rubric for SY2022-23• Identified ‘next steps’ for completing the EGS

The Effective Teacher

At SFIS, an effective teacher actively supports each student's academic, social, and emotional development leading to transference of the Ideal Student and Graduate skills by:

- Embracing the inherent Core Values and cultures of our tribal communities,
- Using student-centered pedagogy that intentionally builds upon students' histories, strengths, and ways of knowing,
- Intentionally community-centered,
- Collaborating with colleagues and involving communities to advance instructional quality,
- Developing and facilitating rigorous, compassionate instruction including multiple approaches to learning and assessment, and
- Exhibiting professionalism, leadership, critical self-reflection, and lifelong learning in all facets of their work.

The Effective Principal

At Santa Fe Indian School, an effective principal upholds and safeguards the mission of the school by:

- leading, inspiring, and advocating for students, teachers, and the school community,
- collaborating with teachers on curriculum, instruction, and assessment,
- creating conditions that support student and teacher growth,
- engendering trust by establishing fairness, consistency, and effective communication of challenges and accomplishments,
- strategically engaging broader communities,
- coordinating with all school leaders to manage school activities and operations, and
- exhibiting professionalism, leadership, and critical self-reflection, and lifelong learning in all facets of their work.



Educator Growth System Guidebook

Cultivation: Deepening Roots for Strong Growth (present context)



The Educator Growth System Guidebook is one of several ongoing and complementary initiatives at SFIS that are designed to deepen the roots for strong growth for students and educators alike.

Related efforts include:

- Continually defining, refining, nurturing, and promoting curriculum and pedagogy that centralizes cultural knowledge and experiences, and
- Embracing and building a professional culture of growth-oriented feedback and life-long learning.

Components of the EGS Guidebook

- Historical context and origin of the school
- Description of the EGS
- Terminology specific to SFIS
- Educator Growth System for Teachers
- Educator Growth System for Principals
- Appendix (SFIS Curriculum, Performance Evaluation Rubric for Teachers, Performance Evaluation Rubric for Principals, Professional Growth Plan template)

SFIS Performance Evaluation Rubric for Teachers

Figure 3. Terminology for Components of the SFIS Performance Evaluation Rubric for Teachers

Domain 1: Planning and Preparation				Domain
<i>Indicator 1a. Demonstrating Knowledge of Content and Pedagogy</i>				Indicator
Emerging	Developing	Accomplished	Exceeding	Performance Level
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures	Evidence

Domain 1: Planning and Preparation

Indicator 1b. Demonstrating knowledge of students

Emerging	Developing	Accomplished	Exceeding
The teacher displays minimal or no understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
The teacher does not understand student development and does not try to ascertain varied ability levels among students; therefore, expectations are unrealistic for students and teacher's planning does not reflect differentiation for students' learning needs.	The teacher cites developmental theory but does not seek to integrate it into lesson planning. Lesson plans reflect minimal differentiation for students' learning needs.	The teacher knows, for groups of students, their levels of cognitive development.	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
The teacher does not incorporate information about student developmental levels in lessons and does not maximize student engagement and success by including information about student prior knowledge, special needs, interests, or cultural heritage.	The teacher is aware of students' information and developmental levels but tends to teach to the "whole group" rather than using student engagement strategies and information about students' prior knowledge, special needs, and interests to differentiate lessons.	The teacher is aware of the students' individual information and developmental levels and differentiates instruction accordingly.	The teacher actively seeks out information from all students about their cultural heritages and maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans as appropriate for individual learners.
The teacher takes no responsibility to learn about students' medical, cultural heritage, or learning disabilities and lesson plans do not reflect differentiation.	The teacher occasionally uses knowledge from outside sources—published and/or shared by community leaders (e.g., cultural, and oral histories and lived experiences) and their tribal communities—to inform lessons, though connections between the sources and lessons are not strong.	The teacher uses knowledge from outside sources—published and/or shared by community leaders (e.g., cultural, and oral histories and lived experiences) and their tribal communities—to inform lesson design in an intentional way.	The teacher consistently builds upon and incorporates knowledge from outside sources—published and/or shared by community members (e.g., cultural, and oral histories, and lived experiences) and their tribal communities to engage students in ongoing discussions and make connections across learning activities in very purposeful and intentional ways.

Pilot Study: EGS for Teachers SY2021-22

Lessons learned and considerations:

- A feedback form and consistent process for sharing feedback are needed
- Need a list of artifacts (e.g., portfolios, instructional plans, surveys, instructional logs) that can be included in the evaluation process when observation is not the best way to gather information.
- Select an approach to determine summative scores/ratings
- Determine if Student Growth Measures/Value Added Models will be included in the EGS

SY2022-23 Calendar for Teacher EGS Activities

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Teacher Orientation to the EGS										
Informal Walk-through (PGP)		First Walk-through			Optional			Optional		
Post Informal Walk-through Meetings (PGP)					Mid-point Review				Final Signed PGP Review	
PGP Due (all certified faculty)		October 28							May 1	
Formal Observation (on cycle 1x a semester)										
Post Observation Meeting (on cycle, 1x a semester)		Within 5 days of Observation				Within 5 days of Observation				
Summative Evaluation Meeting (on cycle)									Final Signed Evaluation	

SFIS Performance Evaluation Rubric for Principals

Figure 4. Components of the Principal Evaluation Rubric

Leadership Practice 1: Focus on Learning (Aligns with PSEL Standard 3: Equity and cultural responsiveness; Standard 4: Curriculum, instruction, and assessment; Standard 5: Community of care and support for students; Standard 10: School improvement)			
<i>Indicator 1.1: Collective responsibility for instructional improvement: The principal maintains a system for improving curriculum, instruction, and assessment.</i>			
Emerging	Developing	Accomplished	Exceeding
The principal performing at the emerging level:	The principal performing at the developing level:	The principal performing at the accomplished level:	The principal performing at the exceeding level:
<input type="checkbox"/> Schedules regular curriculum revisions at a manageable pace	<input type="checkbox"/> Coordinates teacher leaders' work to align curriculum, instruction, and assessment with SFIS curriculum among teacher teams.	<input type="checkbox"/> Allocates time, talent, and resources to align curriculum, instruction, and assessment with SFIS curriculum among teacher teams.	<input type="checkbox"/> Celebrates curriculum, instruction, assessment, and student learning performance improvements publicly.
<input type="checkbox"/> Allocates time and resources to support recommended curriculum changes--including texts and assessments--within	<input type="checkbox"/> Maintains teacher teams that recommend content areas and specialized student	<input type="checkbox"/> Regularly initiates reflection and systemic out the responsiveness, student diversity, and	<input type="checkbox"/> Advocates for policies or procedures within or beyond the school aimed at improving culturally responsive and developmentally

EXAMPLE ONLY

Leadership Practice 4: Collaborate with Community

Indicator 4.1: Collaborate with Families and Stakeholders and Respond to Diverse Community Needs

Emerging	Developing	Accomplished	Exceeding
<p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> • Collaborates with parent and family liaisons to address parent/community concerns and proactively inform parents and community members about school activities and priorities. • Sets clear expectations for direct teacher/staff communications with community members and families. • Maintains schoolwide and community partnerships for supplementary academic, health, social-emotional, or other student services. 	<p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> • Oversees teacher/staff communications with community members for frequency and quality. • Initiates communications to inform the community about school activities and invite engagement. • Gathers evidence about the frequency, quality, and utility of community/family engagement and communication. • Encourages teachers/staff to engage with tribes, tribal organizations, and community organizations' celebrations in appropriate ways. • Assesses how well supplementary services meet student academic, health, social-emotional, and other student service needs. 	<p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> • Improves school communication and engagement with families and communities based on information for learning, with an emphasis on meaningfully engaging community members that are hard to reach. • Establishes school processes for welcoming and engaging community members and families in culturally appropriate ways. • Engages with tribes, tribal organizations, and community organization leaders to support events and initiatives that contribute to the school. • Encourages teachers and staff to substantively engage community members in curriculum and instruction activities and planning. • Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the schoolwide mission. 	<p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> • Advocates for and contributes to schoolwide, community, state, and/or federal efforts to effectively collaborate with families and communities. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Coaches teacher leaders, school-level administrators, and/or schoolwide leaders in effective strategies for responding to and engaging with community organizations, events, and initiatives in ways that benefit SFIS and students. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Engages with community leaders to co-plan supplementary student services considering student/school information for learning. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Advocates for the better use of community assets at the school-level and/or schoolwide.

Pilot Study SY2022-23: EGS for Principals

Components will include:

- Principal's Professional Growth Plan (PGP)
- Observations/walk-throughs using the EGS rubric
- Artifacts (curriculum documents, school meeting minutes, schedules, weekly school memos, parent/student/teacher surveys)
- Feedback (informal)
- Rubric scoring (summative, formal)

SY2022-23 Calendar for Principal EGS Activities

	2022				2023					
Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Orientation to the EGS	9/13									
Principal PGP		Draft by 10/21; Complete 10/28			Mid-point Review				Final Signed PGP Review by 6/23	
Review Artifacts	Review Artifacts									
Walk-through		Walk-through #1		Walk-through #2						
Post Walk-through Feedback		Within 5 days		Within 5 days						
Observation of Faculty or Leadership Meeting			Observation #1	Observation #2						
Post-Observation Feedback			Within 5 days	Within 5 days						
Feedback Meeting: Summative Evaluation (on cycle)									By 6/23	



Harvest: Continuing Growth (vision for the future)

Beginning in 2021, the Educator Growth System at SFIS is being shared, assessed, discussed, and continuously refined.

The intent is that this guidebook and the efforts invested will further nourish the ground from which to grow teaching and learning practices that are impactful, culturally responsive, and grounded in solid research-based pedagogy.

Discussion & Questions

- How could this model be replicated in other school districts?
- What suggestions or considerations do you have for improving the implementation of this type of Educator Growth System?



Wrap up and thank you!