

# Developing Culturally Responsive Educators: Teacher Preparation, Job-Embedded Support, and Professional Educator Growth Systems for Schools Serving Indigenous Populations

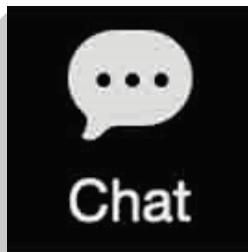
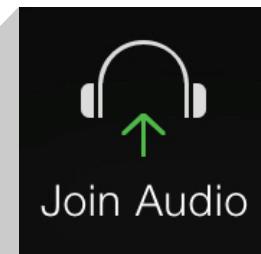
# Welcome, event orientation, and speaker introductions

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- You have the option to dial into the phone line or listen through computer audio.
- Click on the Chat box to ask questions for the presenters or let us know about any technical issues.



# Agenda

- Welcome and introductions
- Developing an educator growth system (EGS) for the Santa Fe Indian School (SFIS)
- Culturally responsive pedagogy: Preparing educators to embrace the cultural characteristics, experiences, and perspectives of students through preservice education, professional development, and performance evaluation

# Webinar goals

- Share research-based information about culturally responsive educator preparation related to teaching Indigenous students.
- Describe the process for developing a culturally responsive educator evaluation system.
- Learn from expert panelists who are engaged in culturally responsive educator preparation and evaluation.

# Meet the presenters



Janice Esau



Anya Dozier Enos



Timothy Begaye



Glenabah Martinez



Mark Ericson

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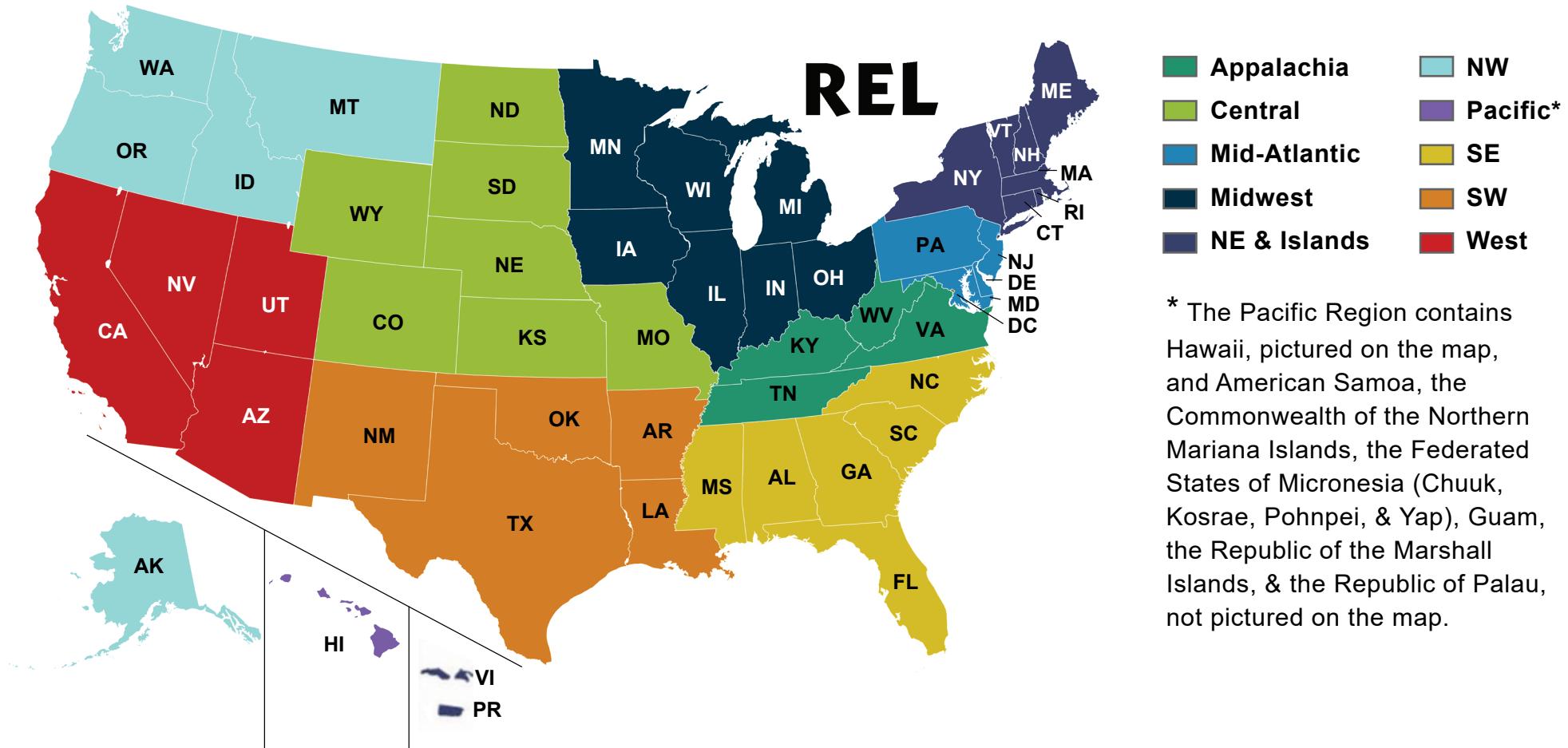
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# Regional Educational Laboratories

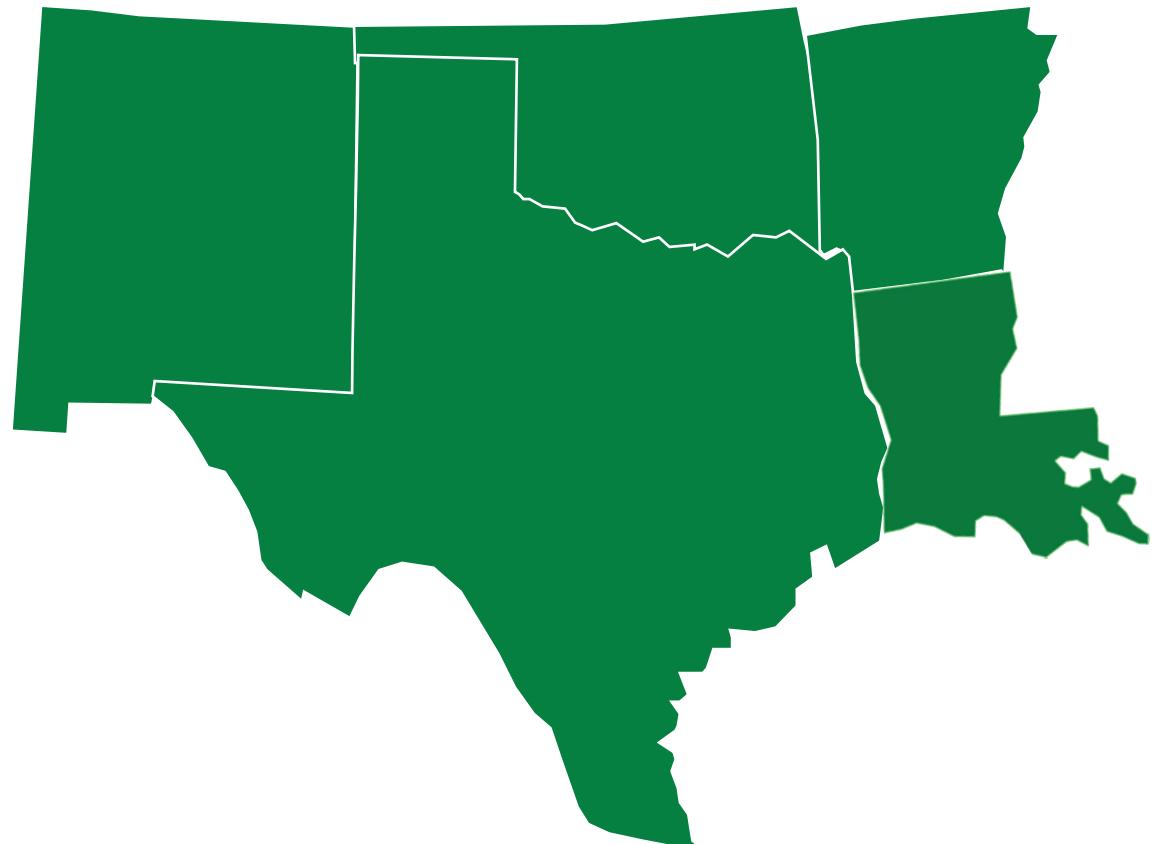
# Regional Educational Laboratories



# How does REL Southwest do this work?

REL Southwest works with state education agencies, districts, and other partners to develop and apply research evidence to **meaningfully improve student outcomes.**

REL Southwest supports **five** collaborative research partnerships to address the regional needs, priorities, and interests of five states: **Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.**



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

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Janice Esau

Senior Technical  
Assistance Consultant,  
REL Southwest



# EGS vision and purpose

The vision and purpose of the SFIS EGS 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.

# Sowing student and educator success

Vision: 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.



# Mission: The Ideal Graduate Statement

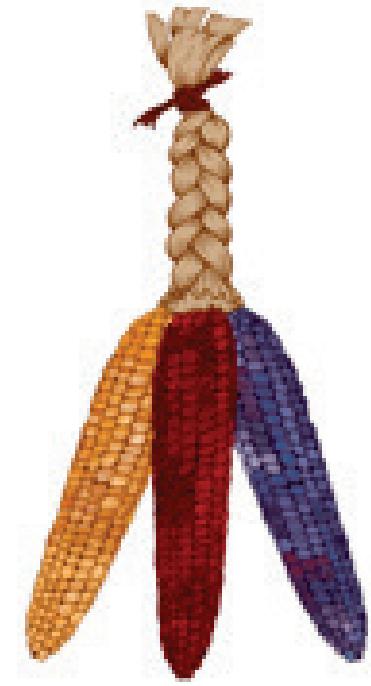
SFIS graduates will understand the issues facing tribes in the Southwest and will be committed to maintaining Indigenous cultural values. They will participate in the culture of their communities and will have the skills to pursue the education and careers that will benefit them, their families, and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

# A braided system for success

SFIS curriculum, professional learning and development, and Indigenous pedagogies



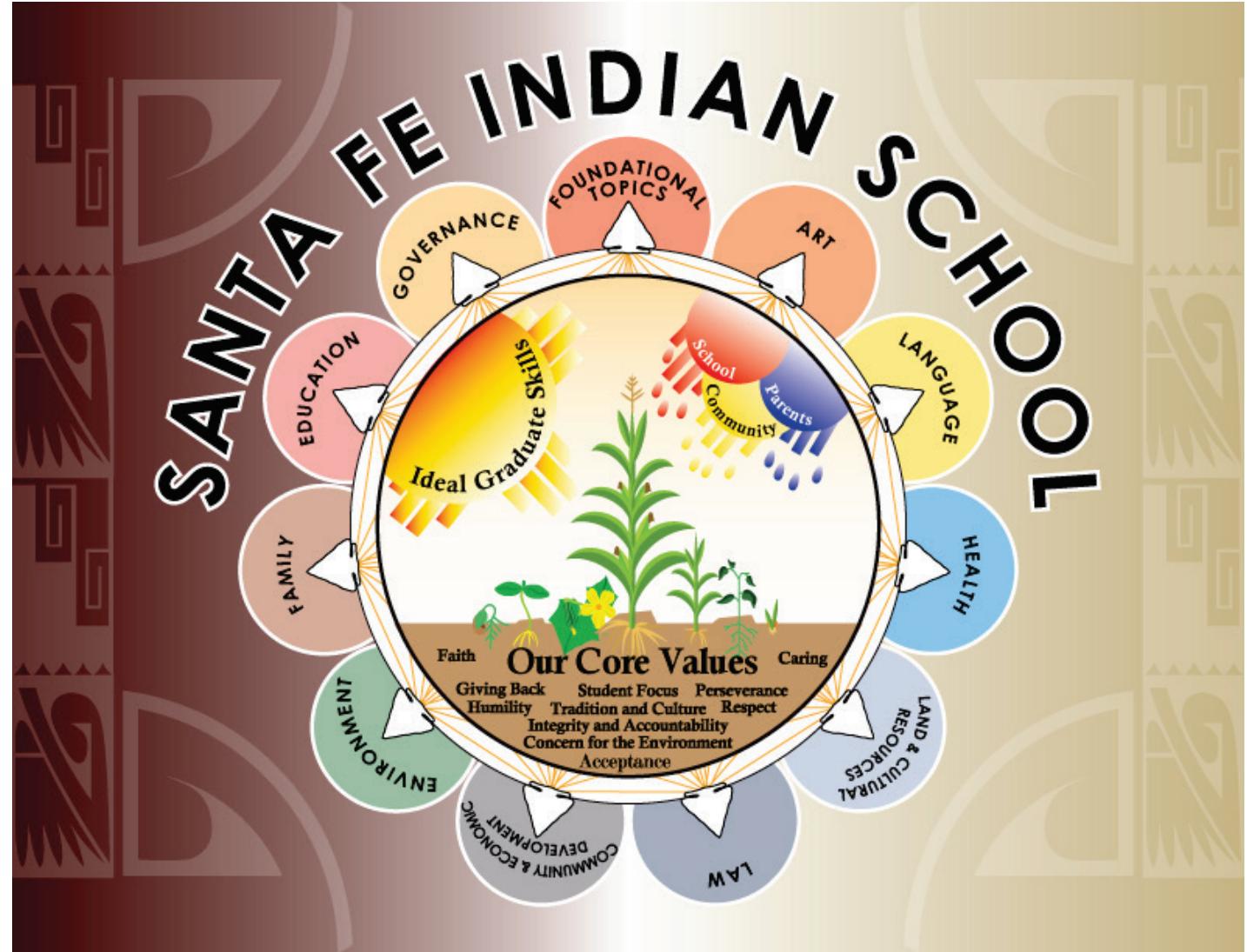
# Grounded in SFIS mission and vision

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

At SFIS, the braiding together of a **culturally responsive curriculum; professional learning and development; and a strong system aligned to Indigenous pedagogies** creates a learning environment where students can achieve the SFIS Mission of the Ideal Graduate.



# Strand 1: Curriculum



# Strand 2: Professional learning and development

The EGS was designed with **collaboration**, **dedication**, and a **clear vision**.

The vision and purpose of the SFIS EGS 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.



# SFIS EGS design team

- 6 teachers from the middle and high schools
- 2 principals
- 2 assistant principals (1 assistant principal is now the SFIS superintendent)
- Education development director
- Continuous school improvement director
- Student living director
- Student living supervisor
- Special education coordinator
- Librarian

# Strand 3: Indigenous pedagogies



# The effective teacher

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

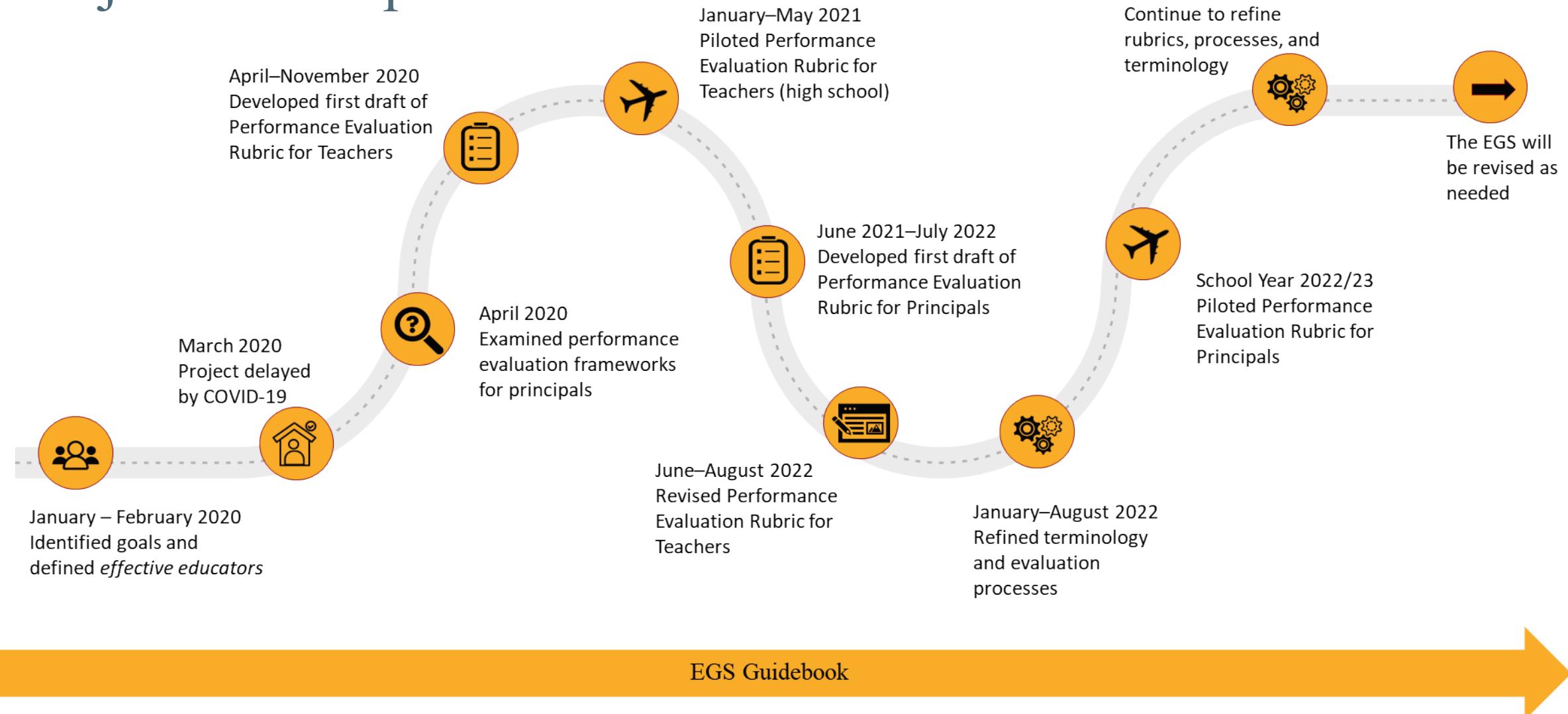
- embracing the inherent Core Values and cultures of our tribal communities;
- using community-centered pedagogy that intentionally builds upon students' histories, strengths, and ways of knowing;
- collaborating with colleagues and involving communities to advance instructional quality;
- developing 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 SFIS, 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.

# Project roadmap



# Cultivation: Deepening roots for strong growth

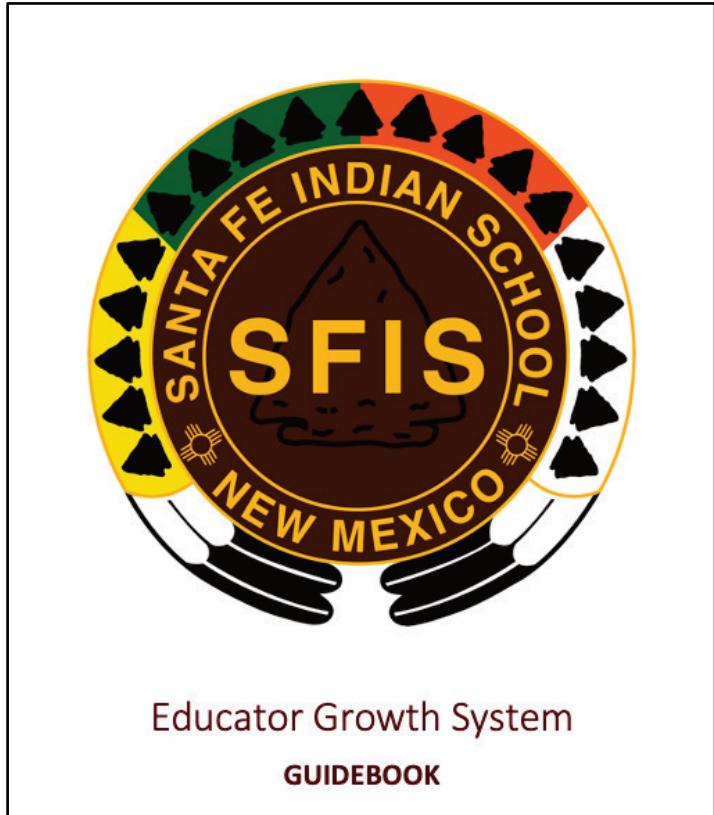


The EGS Guidebook is one of several ongoing and complementary initiatives at SFIS that are designed to deepen the roots for strong growth for students and educators alike.

Related efforts include the following:

- Continually defining, refining, nurturing, and promoting curriculum and pedagogy that centralize Indigenous knowledge and experiences.
- Embracing and building a professional culture of growth-oriented feedback and lifelong learning.

# Components of the EGS Guidebook



Historical context and origin of the school

Description of the EGS

Terminology specific to SFIS

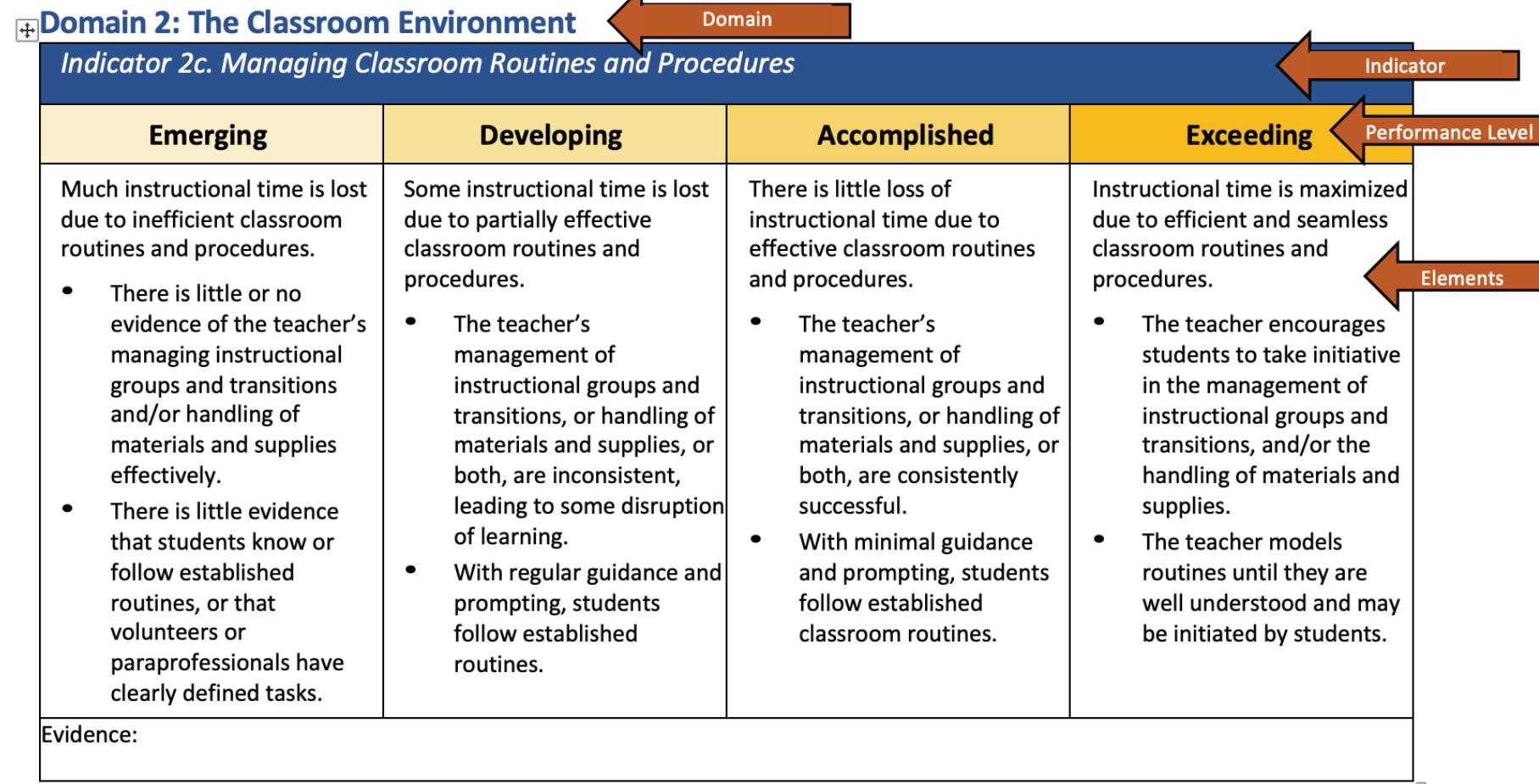
EGS for teachers

EGS for principals

Appendix (SFIS curriculum, Performance Evaluation Rubric for Teachers, Performance Evaluation Rubric for Principals, professional growth plan template)

# Components of the Performance Evaluation Rubric for Teachers

**Figure 2. Components of the Performance Evaluation Rubric for Teachers**



Source: Danielson, 2013.

# Performance Evaluation Rubric for Teachers

| <i>Indicator 1b. Demonstrating Knowledge of Students</i>  |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Emerging   | <input type="checkbox"/> Developing  | <input type="checkbox"/> Accomplished   | <input type="checkbox"/> Exceeding   |
| <p><b>The emerging teacher:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Takes no responsibility to learn about students' medical or learning disabilities and lesson plans do not reflect differentiation.</li> </ul> | <p><b>The developing teacher:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Cites developmental theory but does not seek to integrate it into lesson planning. Lesson plans reflect minimal differentiation for students' learning needs.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <p><b>The accomplished teacher:</b></p> <ul style="list-style-type: none"> <li>• Understands the active nature of student learning and attains information about levels of development for groups of students.</li> <li>• Purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</li> <li>• Knows, for groups of students, their levels of cognitive development.</li> <li>• Is aware of the students' individual information and developmental levels and differentiates instruction accordingly.</li> <li>• 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.</li> </ul> | <p><b>The exceeding teacher:</b></p> <ul style="list-style-type: none"> <li>• Understands the active nature of student learning and acquires information about levels of development for individual students.</li> <li>• Systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</li> <li>• Uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>• 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.</li> <li>• 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.</li> </ul> |

Source: Danielson, 2013.

# Pilot study: EGS for teachers, school year 2021/22

Lessons learned and considerations:

- A feedback form and a consistent process for sharing feedback are needed.
- A list of artifacts (e.g., portfolios, instructional plans, surveys, instructional logs) is needed that can be included in the evaluation process when observation is not the best way to gather information.
- Determine if student growth measures or value-added models will be included in the EGS.
- Consider an approach to determine summative scores or ratings (not currently included in the EGS).

# Components of the Performance Evaluation Rubric for Principals

**Figure 2. Performance Evaluation Rubric for Principals Key Organizational Terms**

| <b>Leadership Practice 1: Focus on Learning</b><br>(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) |  |  |   |
|--|--|--|---|
| <b>Indicator 1.1: Collective responsibility for instructional improvement: The principal maintains a system for improving curriculum, instruction, and assessment.</b>   |  |  |   |
| <b>Emerging</b>  | <b>Developing</b>  | <b>Accomplished</b>  | <b>Exceeding</b>  |
| The principal performing at the <b>emerging</b> level: <ul style="list-style-type: none"> <li>• Schedules regular curriculum revisions at a manageable pace.</li> <li>• Allocates time and resources to support recommended curriculum changes--</li> </ul>        | The principal performing at the <b>developing</b> level: <ul style="list-style-type: none"> <li>• Coordinates teacher leaders' work to align curriculum, instruction, and assessment with SFIS curriculum among teacher teams.</li> <li>• Maintains teacher</li> </ul> | The principal performing at the <b>accomplished</b> level: <ul style="list-style-type: none"> <li>• Allocates time, talent, and resources to align curriculum, instruction, and assessment with SFIS curriculum among teacher teams.</li> <li>• Regularly initiates</li> </ul> | The principal performing at the <b>exceeding</b> level: <ul style="list-style-type: none"> <li>• Celebrates curriculum, instruction, assessment, and student learning performance improvements publicly. AND</li> </ul> |

Source: National Policy Board for Educational Administration, 2015.

# Performance Evaluation Rubric for Principals

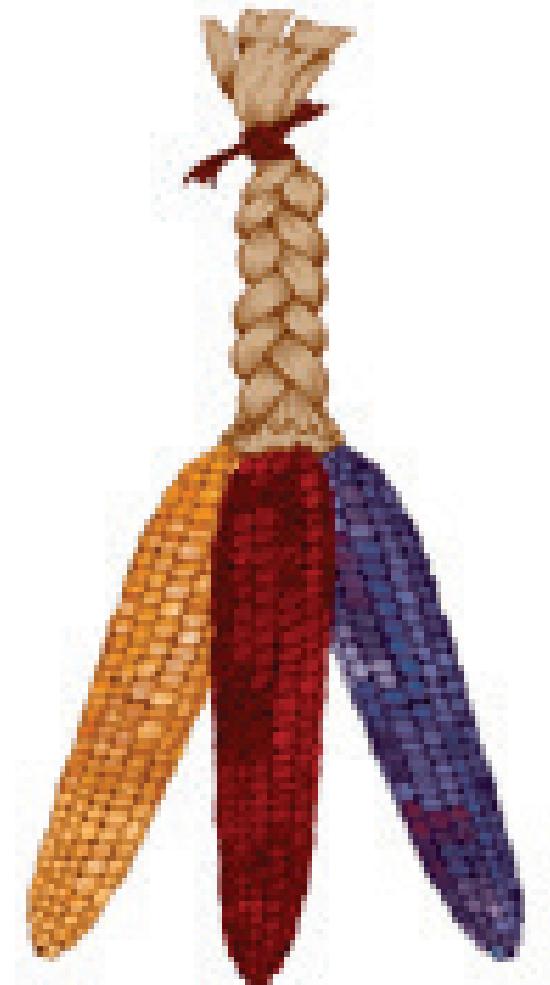
| <b>Leadership Practice 4: Collaborate with Community</b><br>(Aligns with PSEL Standard 3: Equity and cultural responsiveness; Standard 8: Meaningful engagement of families)  |  |   |  |
|---|--|---|--|
| <b>Indicator 4.1: Collaborate with Families and Stakeholders and Respond to Diverse Community Needs</b>   |  |   |  |
| <input type="checkbox"/> <b>Emerging</b>  | <input type="checkbox"/> <b>Developing</b>   | <input type="checkbox"/> <b>Accomplished</b>  | <input type="checkbox"/> <b>Exceeding</b>  |
| <p>The principal performing at the emerging level:</p> <ul style="list-style-type: none"> <li>• Collaborates with parent and family liaisons to address parent/community concerns and proactively inform parents and community members about school activities and priorities.</li> <li>• Sets clear expectations for direct teacher/staff communications with community members and families.</li> <li>• Maintains schoolwide and community partnerships for supplementary academic, health, social-emotional, or other student services.</li> </ul> | <p>The principal performing at the developing level:</p> <ul style="list-style-type: none"> <li>• Oversees teacher/staff communications with community members for frequency and quality.</li> <li>• Initiates communications to inform the community about school activities and invite engagement.</li> <li>• Gathers evidence about the frequency, quality, and utility of community/family engagement and communication.</li> <li>• Encourages teachers/staff to engage with tribes, tribal organizations, and community organizations' celebrations in appropriate ways.</li> <li>• Assesses how well supplementary services meet student academic, health, social-emotional, and other student service needs.</li> </ul> | <p>The principal performing at the accomplished level:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Establishes school processes for welcoming and engaging community members and families in culturally appropriate ways.</li> <li>• Engages with tribes, tribal organizations, and community organization leaders to support events and initiatives that contribute to the school.</li> <li>• Encourages teachers and staff to substantively engage community members in curriculum and instruction activities and planning.</li> <li>• Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the schoolwide mission.</li> </ul> | <p>The principal performing at the exceeding level:</p> <ul style="list-style-type: none"> <li>• Advocates for and contributes to schoolwide, community, state, and/or federal efforts to effectively collaborate with families and communities. OR</li> <li>• 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. OR</li> <li>• Engages with community leaders to co-plan supplementary student services considering student/school information for learning, OR</li> <li>• Advocates for the better use of community assets at the school-level and/or schoolwide.</li> </ul> |

Source: National Policy Board for Educational Administration, 2015.

# Pilot Study: EGS for principals, school year 2022/23

Components currently being piloted:

- Principal professional growth plan
- Observations or walk-throughs using the EGS rubric
- Artifacts (e.g., curriculum documents; school meeting minutes; schedules; weekly school memos; parent, student, and teacher surveys)
- Feedback (informal)
- Rubric scoring (summative, formal)



## Harvest: Continuing growth

Beginning in 2021, the EGS 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 curriculum, culturally responsive teaching and learning practices, and Indigenous pedagogies are grown.

# Culturally Responsive Pedagogy: Preparing Educators to Embrace the Cultural Characteristics, Experiences, and Perspectives of Students Through Preservice Education, Professional Development, and Performance Evaluation

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# Institute for American Indian Education's Guiding Principles

- **Educator Preparation:** Commit to culturally responsive educator preparation
- **Leadership:** Affirm Indigenous governance and sovereignty in the preparation of educational leaders.
- **Curriculum:** Center Indigenous Knowledge and skills.
- **Language and Culture:** Strengthen Indigenous languages and cultures.
- **Family and Life Preparation:** Support families and educators to provide loving, healthy, and caring environments.
- **Individual and Community Health and Wellness:** Center community and intergenerational well-being.



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# Question-and-answer session



Thank you and conclusion

# REL website

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*Thank you!*

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Danielson, C. (2014). *The Framework for Teaching evaluation instrument, 2013 instructionally focused edition*. The Danielson Group. <https://danielsongroup.org/the-framework-for-teaching/>

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