

Place-based/Culturally Responsive and Alaska Native Education

Responses from Education Faculty to Questions for Teacher Education Review Team, Strategic Pathways

July 2016

*The following information is a sample of current practices in place-based/culturally responsive and Alaska Native education as reported by teacher education faculty who responded to a request for information on June 27, 2016. It is assumed there are other current UA-based activities and ideas about effective practices from outside UA that are not represented in the following tables.*

**Question 1: What is happening in the area of place-based (or culturally responsive) education and/or in Alaska Native Education?**

Responses to Question 1 included the following major areas: Teaching, Programs, Projects, Research/Creative Activity, and Service.

Question 1: Teaching	
Course	Description
Cultural Atlas as a Pedagogical Strategy (UAF)	Research scholarship: Students must collaborate with community members to document culture/place. Graduate students must be able to teach other students, educators, and community members to continually build the Cultural Atlas. Field experience: Students collaborate with the community. Key assessments: Cultural Standard for Educators B, key assignment is Cultural Atlas.
Alaska Native Education (UAF)	Research scholarship: Critically examine contemporary Alaska Native educational topics and issues. Field experience: Go into schools to observe and collaborate with teachers mentors. Key assessments: Cultural Standard for Educators A, key assignment is Cultural Lesson Plan
Re-Thinking Multicultural Education (UAF)	Research scholarship: Critically examine contemporary multicultural educational topics and issues. Field experience: Community involvement Key assessments: Cultural Standard for Educators C, key assignment is Community Education Project.
Introduction to Applied Social Science Research (UAF)	Research scholarship: This course provides an introduction and overview of qualitative and quantitative methods used in social science research in the field of education. Field experience: Community involvement Key assessments: Cultural Standard for Educators A, key assignment is Literature Review & Research Proposal Paper.
Multicultural Education (UAF)	Research scholarship: Critically examine contemporary multicultural educational topics and issues. Field experience: Community involvement

	Key assessments: Cultural Standard for Educators C, key assignment is Community Education Project Introduction to Applied Social Science Research
Field Study Research Methods (UAF)	Research scholarship: Critically examine contemporary multicultural educational topics and issues. Field experience: Community involvement Key assessments: Cultural Standard for Educators A, key assignment is Mini Research Project
ED A550: Induction Seminar for Alaska Teachers (UAA)	Professional development course that provides community of practice and collaboration for educators using the individual's local community as the context for learning. Integrates Alaska and local history from multiple perspectives, culturally responsive teaching, and collaborative support to develop understanding of education within the local context.
EDEC A106: Creativity and the Arts in Early Childhood Education (UAA)	Students engage in local communities by offering a creative arts fair each semester. When offered through Kodiak College, EDEC A106 and AKNS A240 (Cultural Orientation) are co-taught by instructors and bring in Alaska Native Elders and conduct field trip to Alutiiq Museum. (EDEC A106 required in UAA Elementary and Early Childhood programs)
EDEC A242: Family and Community Partnership (UAA)	Students work with a local school or early education organization and families to plan and facilitate a family event (e.g., Literacy Night, NYO). (Required course in UAA Elementary and Early Childhood program.)
EDFN A641: Place Culture, and Response (UAA)	Focuses on preparing teacher candidates and current teachers for theory enriched understandings of place-based trends and practices, with an emphasis on Alaska specific curriculum design and pedagogy.
EDL A620: Leadership in Alaska Culture and Social Justice (UAA)	Examines cultural proficiency from personal and professional perspectives. Reflects on the effects of historical trauma of Alaska Natives in rural and urban settings. Explores educational leadership strategies to support culturally responsive practices and social justice. (Required course in UAA EDL principal preparation program)
EDTL A651: Curriculum Theory and Design (UAA)	Emphasizes curriculum based on a culturally responsive framework and for Alaska's context. Students design a culturally responsive curriculum. (Required course in UAA M.Ed. Teaching and Learning program)

Question 1: Programs	
Program	Description
Secondary Program (UAF)	Requires all interns to create place-based lessons, prepare a profile of a rural community with information about the culture and inhabitants, and meet all the Alaska Cultural Standards in addition to the Alaska Teacher Standards.
M.Ed. Program (UAF)	Many students' projects address cross-cultural and/or place-based curriculum. Many curriculum projects have been implemented in classrooms as result of teacher action research.
Early Childhood (UAA)	Program emphasizes community engagement and offers multiple opportunities for pre-service teachers to participate in local communities (e.g., EDEC A106 and EDEC A242 noted in "Teaching" above).
Elementary Education (UAA)	Revised program in 2010 infuses culturally responsive/place-based education and Alaska Native education throughout program, including, for example, program conceptual framework, courses, and assessments. Emphasis begins in introductory courses (EDFN A101 and EDEL A205) and extends through internship. Final program assessment requires interns to meet Alaska Cultural Standards for Educators.
Secondary Education (UAA)	Offers an optional internship experience for secondary pre-service teachers to travel to two Alaska Native villages to work with youth from 12 communities in southwestern Alaska in partnership with two school districts.
M.Ed Teaching and Learning (UAA)	Online 30-credit M.Ed. program that integrates place-based/culturally responsive and Alaska Native education throughout as indicated in Program Student Learning Outcomes, required courses (e.g., students design a culturally responsive curriculum in EDTL A651: <i>Curriculum Theory and Design</i> ) and assessments in final program portfolio. Research projects focus on "problem of practice" relevant to local place (e.g., classroom, school, or organization).
Language Education Graduate Certification Program (LEAP) (UAA)	Prepares educators to teach English language learners using a culturally sustaining approach. Incorporates STEM-based curriculum. Offers a multicultural children's book library with about 1000 titles for instructors and students. Leads to state ESL endorsement. (Currently grant funds offers tuition support for qualifying students.)
Secondary Programs: Place-based Education and Culturally Responsive Teaching in the Secondary Programs (UAS)	Supporting aim to prepare best possible middle and high school teachers for Alaska, program integrates the Multicultural Education and Alaska Studies courses into one course. Students engage in project-based learning culminating in publication of place-based iBook series.

	In developing books, preservice teachers learn about different regions of Alaska, culturally responsive teaching, and lesson planning.
Special Education: Culturally Responsive Teaching and Alaska Native Education (UAS)	Address cultural reciprocity in teaching and Alaska Native cultures in all classes. Most assignments contain cultural components. Examples of outcomes based in culturally responsive education are Early Childhood Learning Center Assignment, Lesson Plans, and In-class Group Activity.

Question 1: Projects (Grants, etc.)	
Project	Description
UAF and LKSD Partnership for Paraprofessional Teacher Certification (UAF)	Long-standing partnership between UAF and LKSD that prepares paraprofessionals to become certified classroom teachers. Instructors adjust to make courses relevant. Examples of modifications include scheduling and delivery format (e.g., hybrid), technical support, academic advising, connecting texts/authors to local context, and intentional place-based adaptations for course assignments/activities.
LEB Grant (UAF)	Focuses on place-based education, language, and culture. Work with teachers in LKSD and leaders who will be spearheading bilingual/bicultural language growth and maintenance efforts, including Yugtun immersion and dual immersion programs as well as Yugtun language and culture in the curriculum.
Chevak School’s Cup’ik Immersion Program: Culturally Sustaining and Place-based STEAM Curriculum project (UAA)	Collaboration with Chevak School’s Cup’ik immersion program to develop culturally sustaining and place-based STEAM curriculum. Examples of outcome include curriculum map and professional development sessions taught in Cup’ik. Currently in fifth year of collaboration.
Preserving Native Languages & Encouraging Early Literacy with Children’s Books (UAA)	Translating books housed in a digital library (Unite for Literacy) into Cup’ik and Inupiaq. Goal is to provide children access to books in their native language. Current outcomes: 50 digital books in Cup’ik, 25 digital books in Inupiaq, and 25 hard copy books in Inupiaq. Project is expanding into other regions and languages in Alaska.
Munartet Project Grant (Kodiak College—UAA)	Seeks to develop a sustainable pipeline of teachers who teach in and thought the arts and culture in Kodiak. Grant funded project that includes Kodiak College, Koidak Island Borough School District, Alutiiq Museum, and Kodiak Arts Council with support the Alaska Council on the Arts.
Culturally sustaining Teacher Preparation for Alaska Native paraprofessionals in rural Alaska (UAA)	Grant proposal to support culturally sustaining teacher preparation program that responds to needs of Alaska Native paraprofessionals in rural settings and who practice subsistence. (Grant proposal submitted Spring 2016.)

Place-based Professional Development Supporting Alaska Native Students in STEM Careers (UAA)	Grant proposal to engage Alaska Native students and their teachers (K-12) in study of changes in environmental factors and local plant and animal species in the tundra surrounding village. (Grant proposal development in process.)
Center for Research and Alaska Native Education (CRANE) (UAA)	Promotes transformation of Alaska Native education through research, policy, and focused university and K-12 education drawing from lessons learned from Alaska Native organizations that have transformed Alaska Natives' economic power and health care systems in recent years.
Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS) (UAS)	Provides mentoring, scholarships, and program/course offerings to support Alaska Native student success. Comprehensive approach that works with teacher candidates, high school students, professors, community partners, and school district administrators and teachers.
Enhancing Baccalaureate Experience UAS Summer 2016 (UAS)	Effort to indigenize curriculum at UAS. Will draw from years of work and build on a variety of examples currently in place that present the groundwork for growth (e.g., PITAS and Partnerships with Sealaska Heritage Institute, Central Council of Tlingit and Haida Indian Tribes of Alaska).
Project L.E.A.D. (UAS)	Partnership between UAS and Kuspuk School District that provided professional developing using professional learning communities, a professional library, and an active, technology-integrated curriculum. Examples of outcomes are interdisciplinary and place-based curriculums that included digital documentaries, global mapping skills, and a school and community museum where students are researchers and docents.

Question 1: Research/Creative Activity	
Research/Creative Activity	Description
Lessons and Legacies: Forty Years of Alaska Native teacher Preparation at the University of Alaska Fairbanks	Traces the history of efforts to prepare Alaska Native teachers at UAF and consider lessons learned and challenges. (Book chapter in review)
A Tale of Two Ptarmigan: The Role of Place in Indigenous and Non-Indigenous Pre-service Teaching	Examines pre-service teachers' relationships to place impacts teaching in context-responsive ways. (Manuscript in process)

Place, Positionality, and Teacher Preparation	Explores relationship between teacher and student length of habitation and knowledge of place and the process to learning to teach. (Journal article published)
Cross-cultural field placements in Alaska Native villages: Implications for Culturally Responsive Teacher Education	Qualitative study explored 53 candidates' experiences and perceptions of schooling to construct a portrait of the sociocultural context of education in Alaska Native Villages and consider implications for designing a culturally responsive teacher education program. (Journal article published)
Alaska Native Language Programs and Cross-cultural Field Experiences: Implications for Teacher Education	Examining pre-service teachers' experiences with Alaska Natives' language programs in rural schools with aim to apply findings in program development to better prepare culturally responsive teachers. (Book chapter in process)
Multicultural Education Requirement for Alaska Teacher Certification	Policy implementation and curriculum analysis of Alaska's requirement for teachers to complete an approved multicultural education course. Data collection efforts supported through ISER's Center for Education Policy. (Policy brief in process)
Language Revitalization and Culturally Sustaining Pedagogies through Teacher Education Programs	Edited book highlighting stories of language revitalization through culturally sustaining teacher certification programs that have grown from community/university partnerships centered in post-colonial teaching practices. (Manuscripts in process.)
Culturally Responsive Teacher Education	Action research examining a multicultural course. Integrating Indigenous knowledge and education framework to examine behavior and attitude of pre-service teachers in the course. (Faculty's dissertation research in process)
Model to increase Alaska Native pre-service and in-service teachers for Kodiak Island	A community-based participatory action research to examine UAA pre-service programs at Kodiak College and develop model to increase Alaska Native pre-service and in-service teachers for Kodiak Island. (Faculty's dissertation research in process)

Question 1: Service	
Service	Description
UA Alaska Native Studies Council (UAS)	Participates in UA Alaska Native Studies Council. Indicates that Alaska Native (AN) faculty are taking steps towards improving and supporting AN education in Alaska. Striving to increase number of AN graduates and faculty members and support each other with challenges members encounter in the system. Aim for a unified voice for AN students at UA and to increase awareness of AN cultural knowledge with faculty and

	students. In process of creating statewide and regional student learning objectives for some GER courses.
The ad-hoc Alaska Native Studies Council	Sponsors the Alaska Native Studies Conference every year, featuring Native ways of learning and teaching. (Sean Topkok is on the Executive Council.)
The World Indigenous Peoples' Conference on Education	Held every three years worldwide, highlighting Indigenous education worldwide. (Sean Topkok is the Alaska Native Representative.)
The World Indigenous Nations Higher Education Consortium	Accredits programs from around the world. (Sean Topkok is on the Executive Board.)
The World Indigenous Nations University	Provides Indigenous education worldwide. (Sean Topkok is the Alaska Native Representative.)
The UArctic	Share resources, facilities and expertise with students, scientists and northern communities. (Sean Topkok is actively involved with two Indigenous Thematic Networks.)
The Margaret A. Cargill Foundation	Sponsors various invited projects for culturally-responsive teacher development. UAF has two active projects. (Sean Topkok and Carie Green are actively involved with the North Slope Borough School District.)

**Question 2: What are examples of teacher education programs or project from outside the UA system that you consider innovative and effectively preparing teachers to use a place-based/culturally responsive model and/or to effectively teach Indigenous students?**

Program/Project outside UA with PBE/CRE or Indigenous Focus	Description
University of Hawaii, Hilo	Teacher preparation program that certifies teachers to serve in Hawaiian language immersion schools. <a href="https://hilo.hawaii.edu/depts/education">https://hilo.hawaii.edu/depts/education</a>
Alaska Humanities Forum’s C3 Cultural Program and Immersion Camp	Program supports new teachers in LKSD and NWBSD. Includes summer immersion camp for first year teachers.
Programs with Indigenous focus: Based on exposure in a doctoral seminar titled: <i>Seminar in Cross Cultural Studies: Indigenous Culture-based Education</i> . The course was co-taught by professors from the programs listed in next column.	<a href="#">University of Hawai’i at Hilo</a> - Professor Keiki Kawai’ae’a <a href="#">University of Alaska Fairbanks</a> - Professor Beth Leonard <a href="#">University of Arizona</a> - Professor Sheila Nicholas <a href="#">Dine College</a> - (Navajo) Professor Dan McLaughlin <a href="#">Te Whare Wanaga o Awanuirangi-Whakatane</a> (Maori) Professor Posina Taniwha <a href="#">University of British Columbia</a> -Professor Candace Galla
Alaska Native Cultural Camps	Cultural camps sponsored by Alaska Native corporations that offer teacher training opportunities.
Place-based After School Literacy Support: Native Hawaiian communities	Students engage with teachers and their community members in projects that have relevance to their lives and that produce a number of important outcomes, including nurturing children’s identities as learners, community activists, and as stewards of the environment. <a href="http://www.palshawaii.org">http://www.palshawaii.org</a>



**Question 3: What are examples of programs/practices form outside the UA system that are successfully recruiting and preparing Indigenous educators?**

Indigenous Recruitment Programs or Practices outside UA	Description
Sapsik'walaá (Teacher) Education Project	<p>Example of tribal involvement with tribes within the state of Oregon with the university.</p> <p><a href="https://education.uoregon.edu/program/sapsikwala-project">https://education.uoregon.edu/program/sapsikwala-project</a></p>
The University of British Columbia's Indigenous Teacher Education Program (NITEP)	<p>A five-year concurrent program with similar requirements for both liberal education and pedagogical preparation to those prescribed for students in the Elementary, Secondary, and Middle Years 12-month options. Although the program is designed for five years, many students choose to complete the requirements in less time. Up to 12 credits may normally be completed during a summer session.</p> <p>The First Nations Education Council*, which developed and advises the program, is made up of Aboriginal educators, UBC Faculty, coordinator representatives, a BCTF representative, and NITEP student representatives.</p> <p><a href="http://teach.educ.ubc.ca/bachelor-of-education-program/nitep/">http://teach.educ.ubc.ca/bachelor-of-education-program/nitep/</a></p>
Center for Dine' Teacher Education	<p>Prepares future teachers continuously. Navajo language and culture is being taught to them. They will become respectful, effective teachers. The teachers will use Navajo teachings with all students. Their lessons will be based on Sá'ah Naaghái Bik'eh Hózhóón. They will develop their students according to Navajo teachings and traditions.</p> <p><a href="http://www.dinecollege.edu/cdte/index.php">http://www.dinecollege.edu/cdte/index.php</a></p>