



# *Culturally-Responsive Education Practices*

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# Review of Literature

- Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. *Review of Educational Research, 78*(4), 941-993.
- Drawing on the Alaska Native Knowledge Network (1998) the authors assert that CRS assumes a “firm grounding in the heritage language and culture indigenous to a particular tribe is a fundamental prerequisite for the development of culturally healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum, and schools” (p.941).

# Review of Literature Cont.

- In their review of the literature they include:
  - an historical overview of efforts to articulate CRS for Indigenous youth.
  - a number of definitions offered in the literature for CRS.
  - a review the most common reasons given for educators to engage in CRS for Indigenous youth.
  - an overview of the two most frequently discussed topics related to CRS for Indigenous youth: pedagogy and curriculum.
  - teacher characteristics that are necessary for engaging in CRS.
  - school- and district-level issues related to CRS.
  - and some case studies and examples of successful attempts at CRS for Indigenous youth.

# Review of Literature Cont.

- “What many of these case studies have in common is a “grass roots approach” in which local communities play a key role in developing and sustaining the program, sustained financial support, and careful record keeping of both achievements and setbacks” (p.979).
- “One of the most studied efforts at CRS for Indigenous youth is KEEP. This program provided culturally responsive language arts and math instruction to Native Hawaiian students, which led to higher reading and math achievement among students in the program as compared to students not in the program” (p.979).

# Review of Literature Cont.

- The Center for Research on Education, Diversity, and Excellence (CREDE) has developed a set of standards for effective pedagogy based on KEEP findings as well as other successful case studies. These standards include the following:
  - 1. teachers and students working together,
  - 2. developing language and literacy skills across the curriculum,
  - 3. connecting lessons to students' lives,
  - 4. engaging students in challenging lessons, and
  - 5. emphasizing dialogue over lectures

# NIEA / Harvard Study

- Brittany Dorer, B. and Fetter, A. (2013) Cultivated Ground: Effective Teaching Practices for Native Students in a Public High School. Harvard University Graduate School of Education. Available at: <http://www.niea.org/>
- A recent study of two high performing schools serving large populations of Native students—Early College High School in Lumberton, North Carolina, and Mt. Edgecumbe High School in Sitka, Alaska.
- Both schools have shown improved student academic achievement while helping students gain knowledge about their cultures.

# NIEA / Harvard Study Cont.

- Common themes in their success included:
  - Integration of Culturally Based Education and culturally responsive teaching.
  - Strong relationships between teachers, students, and families based on mutual respect and trust.
  - Cultures of high standards and expectations in which the potential of both Native and non-Native students are nurtured.
  - A focus on making instruction relevant to the real life experiences of students.

# Small Group Discussion

- In your small group, briefly discuss one of the most positive experiences you have had with culturally based education either personally or professionally.
- Summarize what your group believes were the primary reasons that these experiences were so positive and have one member of your group report it out to the large group.

# An Examination of American Indian Curriculum Materials

- In your small group, examine the curriculum materials and record your thoughts about how they might be best used in an American Indian culturally responsive educational context.
- Summarize your groups thoughts and report it out to the large group.

# American Indian Curriculum Development

- American Indian Interdisciplinary Thematic Units provide students with an opportunity to study an American Indian culturally based theme that crosses the boundaries of two or more academic disciplines, while connecting the classroom with tribal communities and families.
- In your small group, quickly brainstorm about possible American Indian topics that you would want to teach or learn about.
- Choose one topic and begin formulating an outline for an American Indian Interdisciplinary Thematic Unit.

# American Indian Curriculum Development Cont.

- Consider the following as you build your outline:
  - The CREDE standards for effective pedagogy.
  - How Native language and culture will be integrated into the unit.
  - How the local Native community and families will be included in the unit.
- Present your outline to the large group.
- Audience members should offer a rose and a thorn (warm and cool feedback) about each small group outline.

# Miigwech (Thank You)



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