

Equitable Distribution of Effective Educators in BIE's Schools
Phoenix, AZ Purposeful Listening Session with NCAI
October 10, 2016

Participants: National Indian Education Association, Great Plains Tribal Chairman's Association, community leaders

Session Attendees [see table at the end of this document]

Santa Fe Representative:

- Focus is on identifying rural schools. How do you address situations where cost of living is too high in less rural areas and it is difficult to retain people because of that cost?

Joe Garcia:

- There needs to be more information on the BIE's data gathering – BIE said they have already collected its data, but doesn't know what testing mechanisms were used and how they varied depending on tribally controlled or BIE operated, or depending on the state.
- A data baseline needs to be established and communicated.

Respondent:

- Has a baseline been collected and established?

Santa Fe Representative:

- Recommendation is to provide adequate housing in rural areas to attract and retain educators.

Acoma Leader and Former School Board Member:

- There was no training for school board members, and they lack the information necessary for determining if a school is doing well.
- There was a lot to learn about assessments. This kind of information and training is needed for effective leadership.

Ahniwake Rose – NIEA:

- Question regarding using the term "effective." Need to work with tribes to determine what definition for experienced is.

Gary Lujan:

- Tribes can't always pay the salaries, especially with a push for schools to go grant.

President of NIEA:

- Provide teacher incentive for loan forgiveness depending on years served, maybe three years, maybe tiered depending on work in rural communities. Also work on professional development, including cultural responsiveness.

Governor of Laguna:

- Get materials out in advance so that participants have more time to prepare.
- Housing is important.
- State plan will have to match as well.
- The plan should be applied equally to all schools.

Patricia Vandable – Santa Fe:

- Don't know what to consult on because it hasn't been presented.
- Go to the source, not just at conferences. Partnerships are very important, including the people at the tribally controlled schools.
- Coalition – come together on a monthly schedule (principals from the Pueblo BIE funded schools). Use that organization to get input. Partnerships an important part of the input – emphasize the Blueprint language. Recognize the uniqueness of each tribe, address the uniqueness by going to the source
- Who are the EEPT committee members and were the Pueblos represented? Who came to the table and made these decisions? Who established those committees?
- What is the definition of successful and unsuccessful school?

Gay King – Executive Director, Great Plains Tribal Chairman's Association:

- Ineffective teachers is an erroneous statement. The problem is not with the faculty but with the dilapidated schools, not having food on the weekends, being in high poverty areas.
- Doesn't take into context the sovereign rights of the tribes – treaties. They want their own tribal education systems.
- Assessment questions don't always represent the experiences of Native youth. Don't take into consideration that children might speak their own language.
- In Great Plains, developing own accreditation.

Kim Moxely:

- Concept of teacher evaluation is controversial within education. Have that as phase one – do we need a teacher evaluation system and what do tribes think it should include?
- What is the data capacity currently for staff in BIE. Does BIE currently have a statistician? What capacity does the BIE have, does BIE need more data staff?
- Other variables outside of rural to be used.

Ahniwake:

- Hiring BIE director - tribes and organizations have been excluded from the hiring process.

Joe Garcia:

- Understand and assess what the job descriptions are for the teachers currently employed. If STEM isn't included, then those hired do not fit current needs in those fields.

Respondent:

- Public education and BIE both face recruitment issues. Has there been consideration of going to the colleges and looking at how they're bringing in teachers.

Joe Garcia:

- Consultation items should be published in the Federal Register.

Joe Garcia:

- Need to consider why tribally controlled schools choose a particular system. Which choose NWEA, etc.?

Ahniwake:

- What are the BIE's next steps?
- Concerned about data component, concerned about the statements alluding to how teachers are performing.
- Account for wrap around factors that influence student performance.

Brad Jupp, Acting Implementation Officer and Acting Chief Academic Officer:

- Process for supporting, not just data.
- Move away from old way of doing business.
- Figure out how to have an ongoing dialogue.

Major Themes

Major themes that appeared from the listening session include:

- Assess and build BIE's data capacity as it relates to recruitment/retention and teacher evaluations.
- Teacher recruitment is a challenge and we should explore partnering with higher education institutions.
- Building partnerships to improved outcomes for students is vital (e.g, tribal, organizations).
- There needs to be a shift from the way business has been conducted to a new way of doing things.

List of Participants

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