

AMERICAN INDIAN SUPPLEMENT TO NATIONAL CONTENT STANDARDS, 1995

- Completing the Circle, 2002
- Creating Sacred Places, 2000 – 2003, 2009
- NCLB – 2001 – 2016
- ESSA – 2015 -

CREATING SACRED PLACES FOR CHILDREN:

IMPROVING INDIAN SCHOOLS FOR THE 21ST CENTURY

US DEPT. OF EDUCATION

- Office of Education Research and Improvement (OERI) under the Comprehensive School Reform Capacity Building Grant Program
- October 2000 through Sept. 2003

Effective Schools Correlates

- *Clear Sense of Educational Mission and Purpose*
- *Frequent Monitoring and Feedback of School, Staff and Student Progress*
- *Challenging Curriculum and Appropriate Instruction*
- *Access to Resources and Support for Teaching and Learning*
- *High Expectations for Student and Staff Success*
- *Safe and Nurturing Learning Environment*
- *Home, School and Community Partnerships*
- *Strong Instructional Leadership*
- *Participative Management and Shared Responsibility*
- *Cultural Responsiveness*

Plus

Tribal Values and Organizational Culture
Wellness, Healing and Prevention
Strategies
Leadership
Learning Record
Cultural Curriculum

Tribal Values and Organizational Culture – This CSPC enhancement provides a means for identifying, selecting, defining and exemplifying key values that are consistent with individual schools' tribal cultures. A plan is developed to integrate these values into school board, administrative, school and classroom activities and documents. These values are reviewed regularly to assess the degree to which they are modeled by school and community leadership and exercised by school and community members.

Wellness, Healing and Prevention Strategies – This program, based on the work of Dr. Clayton Small, focuses on developing a wellness curriculum and intervention. Key components of this program include coordinating the efforts of families, schools, and communities to develop a "Safe School Profile;" a positive, proactive discipline system; behavioral interventions for anti-social or violent youth; high academic expectations with support for student success; comprehensive drug, alcohol, and tobacco education and prevention; data-based decision making; training in social competence skills; integration of core cultural values in school curriculum and organization; and parent and community involvement.

Leadership – Vision, Wisdom, Courage including a Strategic Visioning Process – CSPC Strategic Visioning, adapted from the process of Grove Consultants International, is a continuous cycle of self-examination that leads to the development of a plan expressing the vision, or goals, of all stakeholders, and founded on the needs of the school as well as solid research. Members from all stakeholder groups collaborate to examine the history of the school, develop a vision and a mission aligned with local values, examine strengths and weaknesses, leading to a plan of action for achieving the school vision.

The Learning Record (LR) – The LR is a classroom-based student assessment system that produces an annual record of achievement. The LR is standards-referenced, requiring analysis of patterns of performance observed and documented over time in the classroom setting. In contrast to conventional assessment systems which tend to emphasize low level skills, the LR encourages the use of natural settings to support learners' increasing abilities to solve problems in multiple ways, to interpret text from a base of personal and cultural relevance, to communicate their interpretations and to express informed opinions.

Cultural Curriculum – Developed and led by Dr. Sandra Fox, the CSPC cultural curriculum includes curriculum guides, lessons, and resources for grades K- 12. The goal of this curriculum is to improve the learning outcomes of Indian students using instruction and materials that are: (a) culturally relevant to Native American Students and based on Native American literature, (b) linked to state and national content standards, and (c) integrate research-based effective pedagogy for Native American students.

Cultural Curriculum

Creating Sacred Places to Support Young American Indian and other Learners in Grades K-3

Volume I and II @ 2002 NISBA

Creating Sacred Places for Students in Grades K-3

Volume I and II @ 2009 NISBA

Creating Sacred Places for Children in Grades 4-6

@ 2003 NISBA

Creating Sacred Places for Children in Grades 7-8

@ 2003 NISBA

Creating Sacred Places for Children grades 9-12: Science

@ 2003 NISBA

Creating a Sacred Place for Students in Mathematics: K-12

@ 2004 NISBA

Creating Sacred Places: Enhancement on Tribal Values and Organizational Culture

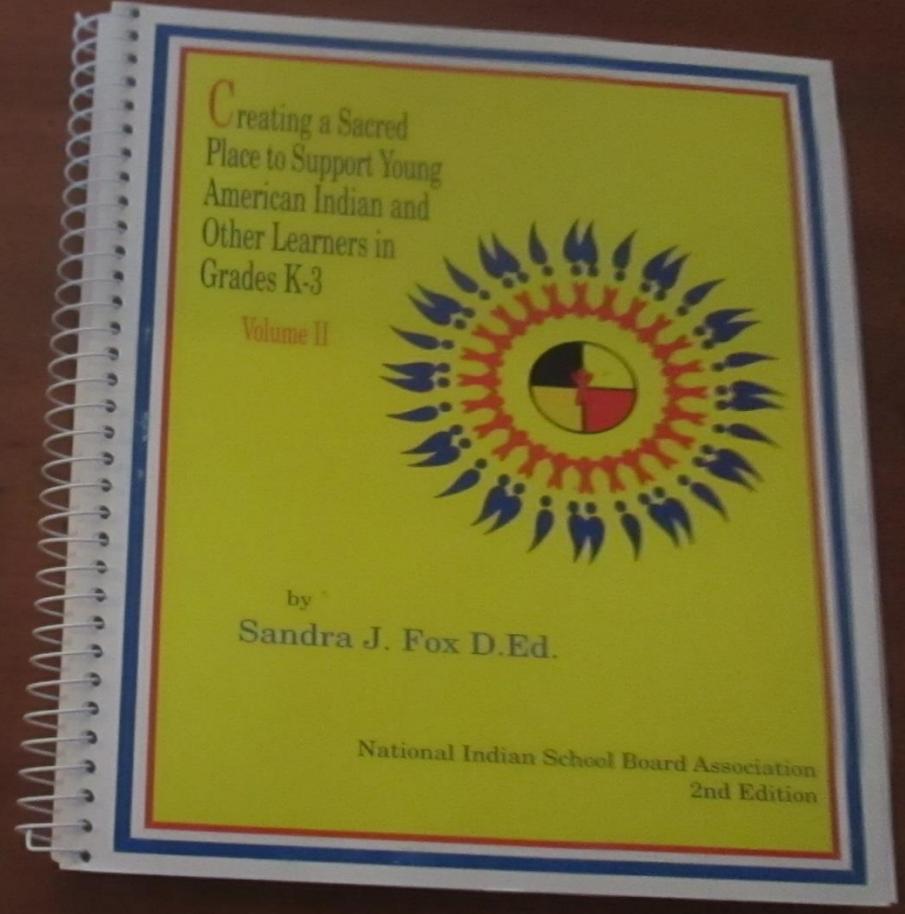
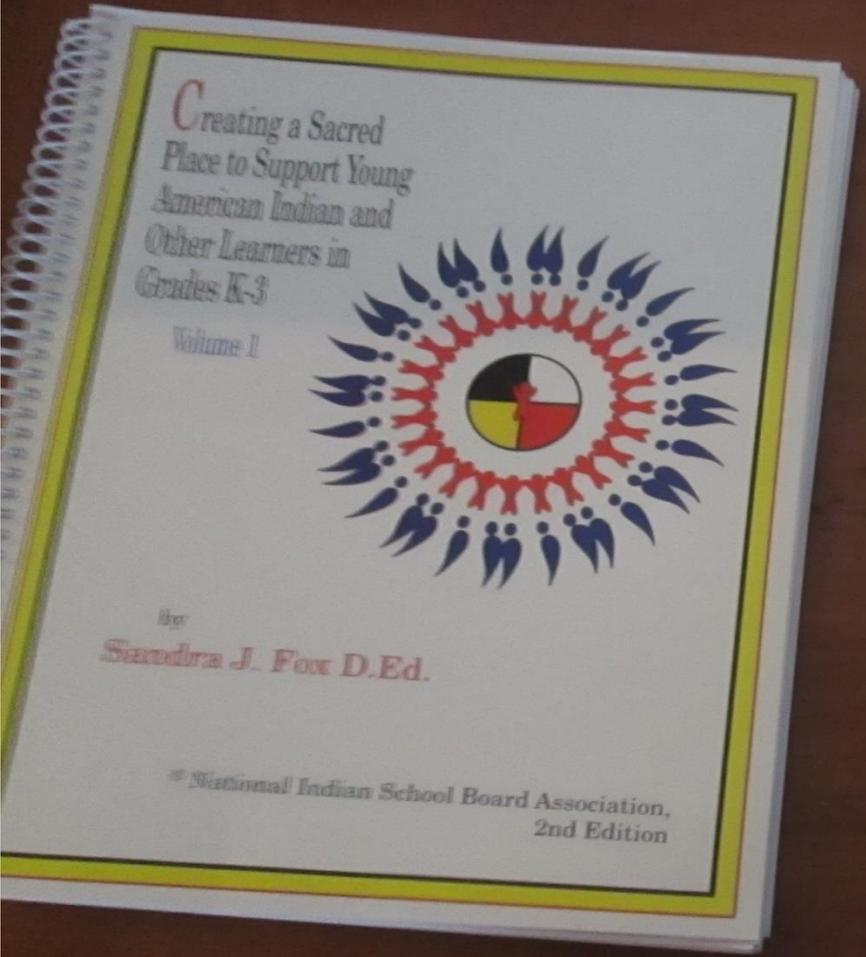
Field book

@ 2002 NISBA

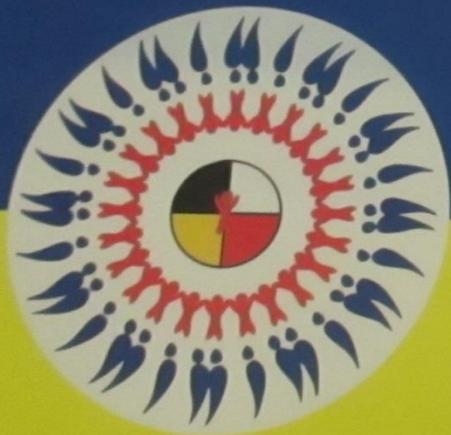
Leadership Beyond the 7th Generation III: Creating Sacred Places for Children

@ 2003 NISBA

Plus other documents



Creating Sacred Places
for Children in Grades 4-6



by
Sandra J. Fox D.Ed.

National Indian School Board Association
2nd Edition

Creating Sacred Places

for Students in
Grades 7 & 8



by
Sandra J. Fox, D.Ed.

National Indian School Board Association
2nd Edition

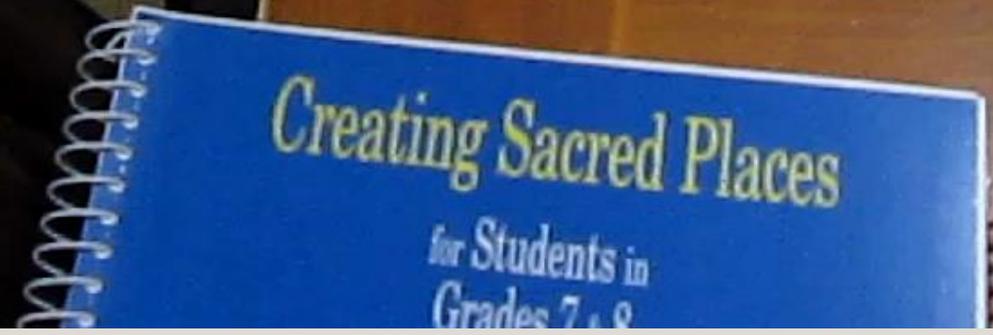
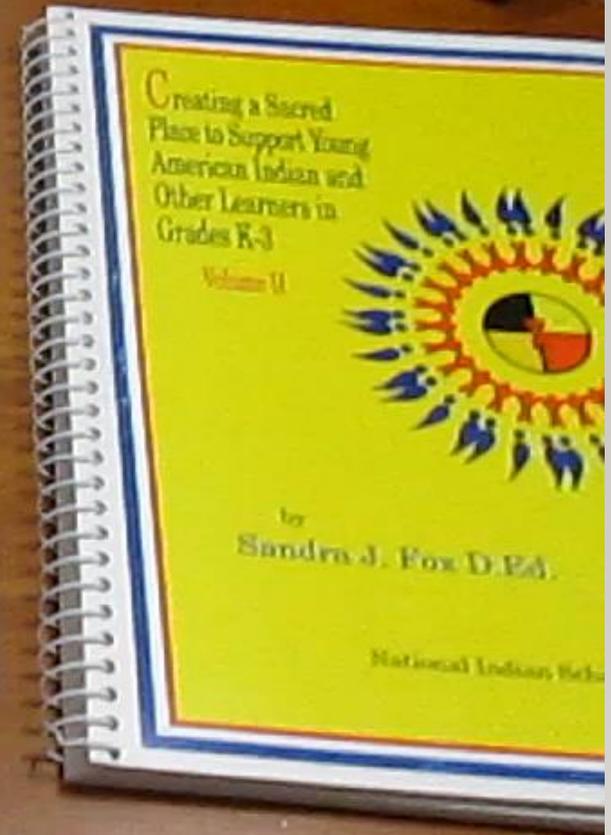
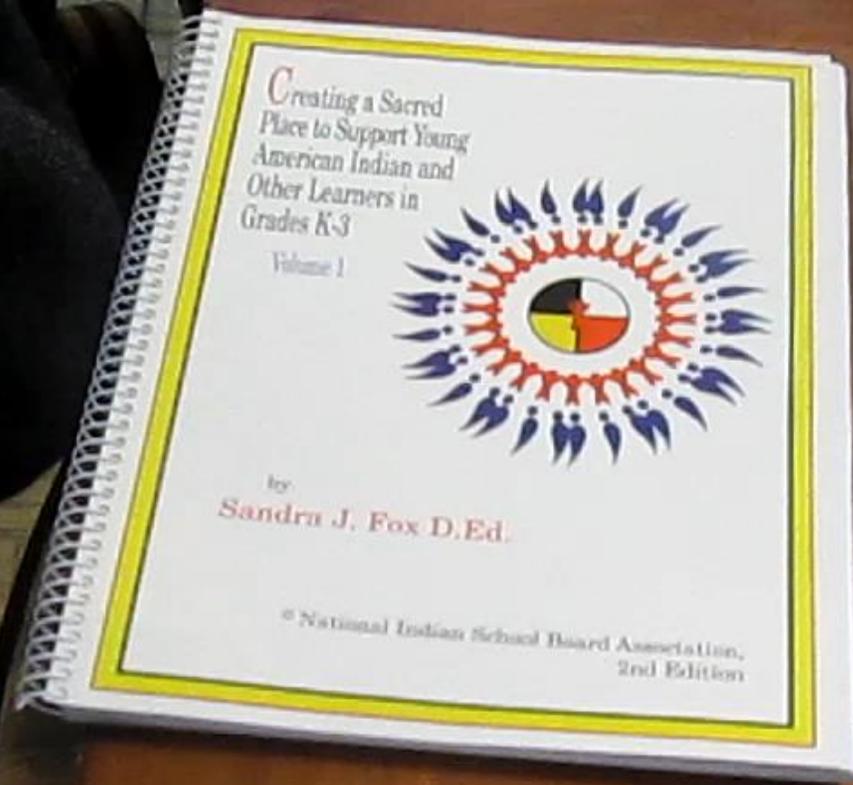


Table of Contents

Introduction	i
Creating Sacred Places	1
Background, Materials, Activities, Standards for Science-Based Units	5
Electricity Unit	7
Oil and Gas Unit	19
Use of Plants Unit	36
Man, Animals and Plants Unit	52
Sun, Moon and Stars Unit	67
Abuse of Alcohol and Drugs Unit	80
Water Unit	89
Indian Art Unit	107
Background, Materials, Activities, Standards for Social Studies/History-Based Units	119
History/Lives of Tribal Groups Unit	123
Before 1492 Unit	125
1492 and the 1500s Unit	127
1600s and 1700s Unit	129
1800 to 1868 Unit	132
1869 to 1899 Unit	135
1900 to 1952 Unit	138
1953 to 2000 Unit	140
History Standards	142
Background, Materials and Activities for Language Arts- Based Units	157
For and About Contemporary Indian Young People Unit	159
Student Writing Unit	162
The Oral Tradition and Oratory Unit	164
Indian Stories Unit	166
Indian Biographies Unit	170
Poetry by Indian Authors Unit	173
Short Stories by Indian Authors Unit	173
Novels by Indian Authors Unit	177
Some American Indian/Alaska Native Authors	179
Language Arts Standards	181

11/30/2018 10:11

In our analyses we used data from the BIA Annual Reports to calculate the percentage of students at each school who were rated as proficient and advanced in language arts, reading, and mathematics for each of the three years of the grant period. These data were available for 165 BIA schools including all 16 CSPC schools.

In addition to the ES Correlates and CSPC Enhancements, the CSPC school reform process provides several support services to schools: an on-site orientation and strategic visioning; a School Effectiveness Team training; assistance with wellness and prevention; feedback to schools through Site Team Visits; feedback on results of the Organizational Health Survey; summaries of the BEST parent, staff and student surveys; a CSPC Tool Kit of resources; capacity building training with Dr. Lawrence Lezotte; communication via a newsletter and a web site; and assistance from a CSPC External Support Person assigned to each school site.

From several schools that volunteered to participate in CSPC, 16 were selected to pilot the program. Of those, 14 remained for the duration of the grant. Pilot schools agreed to provide:

Active participation by the tribe, school board, administration, staff, parents and students;

A School Effectiveness Team (SET);

Adherence to the service agreement with the Learning Record;

Effective Schools Correlate Review;

BEST surveys to staff, parents and students;

Staff Organizational Health Surveys;

Professional development days for on-site training;

A School Improvement Plan reflecting CSPC components and benchmarks;

Student achievement data;

Attendance at a data retreat, and

Evidence of improved education outcomes.

Research Summary: *Center for Research on Education, Diversity & Excellence (CREDE) May 2004*

Student achievement. We compared the percent of students who were classified as partially proficient to those classified as proficient and advanced. **We found a consistent effect on reading achievement across student populations and grades.** A higher percentage of students in CSPC schools scored proficient and advanced in reading than would be predicted by schools' performance prior to their participation in CSPC. These gains manifest in two patterns. First, the gains in reading surpassed the gains in both language arts and mathematics within CSPC schools in all cases but two. Second, the reading gains by students in CSPC schools were greater than students in other BIA schools in three of the six comparisons made, with no differences in the remaining three. The greatest differences were at the elementary school level where approximately 12% more CSPC special education students than predicted scored proficient and advanced. In special education classes in middle schools where the principal had at least three years tenure, we also observed significant reading gains, with 15% more students than predicted scoring proficient and advanced. These are sizable, but their consistency provides the strongest support for an effect on student learning related to participation in Creating Sacred Places for Children.

Effective Schools (ES) Correlates. With the Effective Schools model as the basis for the Creating Sacred Places for Children school reform process, we first examined the degree of implementation of the Effective Schools Correlates at the beginning and end of the grant period. Schools' overall implementation of the ES Correlates could be characterized as adequate both prior to and after completion of the project.

At the end of the study, schools reported *the highest levels of implementation for Challenging Curriculum and Appropriate Instruction, Access to Resources and Support for Teaching and Learning, and Strong Instructional Leadership.* *Participative Management and Shared Responsibility and Home, School and Community Partnerships* were implemented the least.

CSPC program components and student achievement. In our final analyses we examine the relationship between CSPC program components and student achievement gains. We entered the 10 Effective School Correlate Review items and the 7 Enhancement Rubric items into multivariate regression models with student achievement gains in language arts, reading and math as the three dependent variables. Using model selection procedures, we identified the best one- and two-variable models for predicting achievement gains. **The best single predictor of achievement gains in elementary school for both general and special education students was the degree to which the CSPC Cultural Curriculum was implemented.**

The two most important variables predicting achievement gains in middle and high school were Tribal Values along with

Questions