WORKSHOP TRACKS: Advocacy & Policy, Support Systems, and Teaching & Learning

Advocacy & Policy

STRAND ONE | Public Schools and Urban Native Education
- Legislation, development, and implementation of Native-centered curriculum
- Leveraging charter schools in providing high-quality academic and cultural education
- Shifts to indigenize instructional methodologies
- Addressing and improving school climate
- Use of blended and online learning
- Promising practices in areas including but not limited to: Response to Intervention (RTI), sustainable programming, and Positive Behavior Interventions and Supports (PBIS), culturally based education
- Utilization of indigenous community-based resources and educational opportunities to connect learning

STRAND TWO | Tribal Government and Native Education Systems
- Effective strategies for empowering families and community members in the development of Tribal education laws, standards, and policies for Tribally controlled schools
- Enacting educational sovereignty through community-based asset mapping for development of community and tribally based resources
- Creating Native frameworks for curriculum, assessment, and evaluation
- Collaborative work across local, state, and national education agencies
- Creating intergenerational learning opportunities
- Development of comprehensive and holistic wellness systems
- Establishing an indigenously informed and community-based educational environment

STRAND THREE | Social and Systemic Change, Equity, and Empowerment
- Applicable learning system reform efforts prompting Tribal autonomy in schools
- Integration of social justice and equity principles in schools
- The growing emphasis on cultural competence and antiracism in schools
- Examining suspensions, expulsions, and other forms of school discipline
- Addressing the holistic health of Native students
- The role of restorative justice programs in improving school safety
- Utilization of DEI strategies to engage educator identity and pedagogy

STRAND FOUR | State and Federal Policy in Native Education
- Holding meaningful and effective consultations
- Historical and current policies that impact Native Education
- Building relationships and partnerships for legislative work
- Developing policies and legislation for education sovereignty
- Elevating educator voice in state and federal policy making
- Impacting policy for Native Educator certification pathways
- Cultural advocacy and policy (i.e., graduation regalia, braids, mascots, etc.)
Support Systems

STRAND FIVE | Whole Child Approach for Addressing Social, Emotional, and Mental Health Needs
• Social and Emotional Learning in the classroom and educational community
• Whole child supports that connect cultural and linguistic identity to mental health
• Infusing culture into classrooms serving urban, rural, and suburban Native students
• The role of media, arts, and team sports in addressing social and emotional health
• Trauma-informed practices to address the impact of current and historical traumas
• Native frameworks and traditional practices for promoting balance and wellness for students
• Collective and community-based approaches for addressing mental health issues
• Advocacy as a tool for and by students in addressing social, emotional, and mental health

STRAND SIX | Recruiting and Developing Educational Staff
• Preparing Native educators for public and tribally controlled schools
• Informative practices and development for pre-service teachers
• Recruitment and retention practices for Native and non-native educators serving Native students
• Best practices for delivery, evaluation, and implementation of professional development and learning communities
• Creating partnerships between Local Education Agencies, Teacher Education, and local schools
• Developing and implementing online-based professional development in BIE schools
• Emerging practices in teacher preparation for early childhood educators
• Evolving practices for using data in developing instruction and supporting teacher talent

STRAND SEVEN | Enhancing Support Services for Students and Families
• Accountability Systems for Students with Disabilities
• Programming for Gifted students
• Administration/Supervision – including recruitment and retention of special education professionals
• Arts in special education
• Social services and community-based supports in schools
• Collaboration and inclusive practices, including co-teaching and other methods for providing access
• Cultural and linguistic programmatic practices
• Early childhood and early intervention services
• Strategic partnerships and communication for wrap-around services for students
• Effective instructional strategies for students at risk

STRAND EIGHT | Family and Community Engagement
• Effective strategies for empowering families and community members in the development of Tribal education laws, beliefs/values, knowledge systems, standards, and policies for Tribal schools
• Best cultural practices for engaging Native families and communities
• Culturally responsive teaching and building relationships with families
• Policy and legislation supporting Native families and communities as equal partners in education decision-making
• Family and community expectations of schools
**Teaching & Learning**

**STRAND NINE | Head Start & Early Childhood Education**
- Integration of appropriate programs and curriculum promoting a Native child's skill development in the social, emotional, cultural, and cognitive areas specific to Tribal communities
- Implementation of assessments and screenings to identify literacy and other learning needs
- Development of early childhood education systems within the context of Tribal and Native community policies (including the role of institutional review boards)
- Authentic assessment: hands-on versus standardized assessments and screenings
- Processes for developing effective Head Start and Early Head Start Programs including home visit programs
- Implementing holistic developmental and support services for pre-natal to 3 years old
- Policy and research challenges of developing and evaluating Pre-K programs
- Differences between Native and non-Native communities in developing and evaluating early education programs
- Best practices for improving child readiness for K-12 learning

**STRAND TEN | Culture & Language in our Schools and Communities**
- Effective implementation of College and Career Readiness Standards within Tribal school cultural standards and practices
- Integrating language and culture into Common Core State Standards in reading and math
- Building cultural curriculum that supports instructional standards
- Supporting assessments conducted in Native language instruction
- Infusing culture into classrooms serving urban, rural, and suburban Native students
- The role of media and the arts in preserving and reviving Native cultures
- Ensuring accurate representation of Native communities in National Curriculum Standards for Social Studies
- Ongoing Native Language program development
- Land-based or place-based learning practices

**STRAND ELEVEN | PK-12 Curriculum, Instruction, & Assessment**
- Best practices and resources to improve academic progress in tribally controlled schools
- Effective implementation of culturally and linguistically responsive education in the classroom
- Building cultural-based strategies for respectfully working with American Indian, Alaska Native, and Native Hawaiian students and families
- Use of formative and diagnostic assessments in addressing areas for student academic growth
- Using comprehensive needs assessments for educational programs such as those under Title VI
- Effective teaching by charter or innovative schools serving Native students
- Building collaborative teams or Professional Learning Communities in schools for student success
- Addressing literacy culturally and holistically in early grades
- Best practices for indigenous and cultural-based classroom assessments for learning
- Embedding cultural knowledge and history beyond just social studies curriculum
- Sharing Native curriculum and resources across state and Tribal education departments
- Utilizing community and tribally based educational strategies to inform the educational environment
STRAND TWELVE | Student Access and Success in Tribal Colleges and Higher Education
- Tribal school partnerships with Tribal colleges/universities fostering professional development and technical assistance opportunities
- Working with K-12 on college readiness and implementing Common Core State Standards.
- Positive practices for college student support services
- Increasing access to Dual-Enrollment Programs, Advanced Placement, International Baccalaureate, and other college-preparatory courses
- Building data system partnerships between states and Tribal governments
- Supporting traditional and nontraditional Native college students
- Institutional development opportunities for student scholar experiences
- Developing useful longitudinal school data systems
- Issues and solutions in workforce development
- Practices for student retention and graduation success

STRAND THIRTEEN | STEAM (Science, Technology, Engineering, Art & Mathematics)
- Role of Traditional and Ecological Knowledge in the development of STEAM curriculum in Tribal schools
- Awareness and recruitment for STEAM career fields and programs including trade schools
- The role of STEAM related opportunities involving Native and non-Native students
- Building strong partnerships with STEAM-oriented companies and organizations
- Supporting Native students to college completion in the STEAM fields
- Instructional practices that support new science standards and ecological knowledge
- Integrating Native culture, arts, and real-world experiences into science/math instruction
- Connecting science to stewardship and other traditional ways of knowing, being, and doing