

Summary Report of the *Indigenous Pedagogy and Lesson Support Professional Development* Survey
Nevada Native Youth Community Project

Prepared by
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Overview of the Indigenous Pedagogy and Lesson Support Professional Development

The day-long *Indigenous Pedagogy and Lesson Support Professional Development* was held on August 31, 2022, in Fort McDermitt, NV. It served as a follow up to a day of professional development that occurred in April 2022. It was funded by the Nevada Department of Education’s Native Youth Community Project (NYCP) and provided by a team of trainers from Jooba Consulting. Twenty-seven people participated in the training, including teachers, paraprofessionals, administrators, and others.

According to session materials provided by the presenters, the four repeated morning sessions occurred in classrooms, while afternoon sessions were devoted to presentations and discussions for Certified and Classified staff members on three topics. These are reported in Table 1.

Table 1
Session Topics

Session Topics
Morning Classroom Demonstration Topics:
<i>1. Paiute Recognition and Sovereignty</i>
<i>2. Native American Round Dance</i>
<i>3. Math: Solving Word Problems</i>
<i>4. Math: Finger Poppin’</i>
Afternoon Certified Staff Topics:
<i>1. Teaching Native Americans – The Need for Culturally Relevant Instruction</i>
<i>2. Lesson: Where I’m From</i>
<i>3. Self-Care</i>
Afternoon Classified Staff Topics:
<i>1. Communication Strategies</i>
<i>2. Native American Trauma</i>
<i>3. Self-Care</i>



Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development

At the conclusion of the professional development, participants were asked to complete an electronic survey (Attachment A). There were 19 respondents, representing a response rate of 70%. The respondents include 10 teachers, 6 paraprofessionals, 2 administrators, and 1 school counselor. Attachment B contains all respondent comments. Due to the small sample size, the results should be interpreted with caution.

The survey consisted of an item regarding the respondent's role at the school and five open-ended items designed to elicit perceptions of what participants learned, what they would like to learn more about, and suggestions for improvement of the professional development. The final survey item allowed for general commentary.

Participants were asked to list what they would use from each session in their professional practice. The areas most frequently mentioned by participants included (a) engaging students by asking about their heritage and culture, (b) being more culturally aware in communicating with students, (c) using the Finger Poppin' method to help students master multiplication facts, and (d) building positive relationships with students and their families. Participants summed up what they learned in the following comments:

I had the opportunity to listen to Brenda's classroom lesson about Paiute Federal Recognition and Sovereignty. I too felt a part of the lesson and learned how she engages the students by asking them about their own people and pushing them to ask questions at home. Beautiful! I will also try to engage them in these ways.

I learned the Finger Poppin strategies to help my students master their multiplication facts.

Understand the students cultural background and adjust the teaching pattern to best suit the students' academic learning needs.

I learned to make things a little more culturally relevant as well as adapting to the kids' way of life.

Relationships must come before all else in order to build trust among the Native families.

That we all have a story and that sharing our story and listening to the stories can build bridges and connections.

Participants were asked to provide commentary on topics they would like to learn more about. There were 14 responses to this item. Figure 1 presents a word cloud, a visual representation of the most common words and phrases used by respondents. The larger words were more frequently mentioned than the smaller words. The areas most frequently mentioned by participants include (a) communicating effectively with Native American students, their families, and the community; (b) learning more about the history and culture of the Paiute Shoshone tribe;

and (c) developing lesson content that is culturally relevant and finding sources to support these lessons.

Figure 1

A word cloud of topics that participants would most like to learn about

Q3 I would like to learn more about:

teachers better **history** learning **students** stories Native make teach

These themes are evidenced by the following comments:

The communication pattern to implement to best connect with Native American students.

The factual culture, history and customs the Paiute/Shoshone tribe, especially the accurate history of Nevada and Humboldt County.

I'd love to further my cultural understanding of Native students to help me bridge some of the gap between myself and them.

How to make lesson plans surrounding these kinds of topics as well as learning more about getting these kids exposed to more colleges and preparing them better.

Participants were also asked to provide suggestions to improve the *content* of the professional development. There were 11 responses. Several participants expressed gratitude and satisfaction with their experience and stated that they would like to have additional professional development from the Jooba trainers. One participant suggested including Native American students' voices on how to make their academic learning meaningful for them. These sentiments are evidenced by these comments:

I wish that we had a little more time with the JOOBA people.

More time and more days of having them in all classes and grade levels.

Involve Native American students' voice to make suggestions on how to make their academic learning meaningful to them.

When asked to provide suggestions to improve the *format* of the professional development, 10 participants responded. The central theme of these comments is that participants would like a

longer, more comprehensive training that includes the community as well as students and staff and allows opportunities for participants to interact one-on-one with the presenters:

Include speakers like students, parents, and guardians to represent the community participation in making sure that everyone is in the same page when it comes to helping students perform better in an academic setting to fully represent themselves.

Make it a 3 day event where one day is just us with them going over what things they will share with our students and then show us over two days with the students and have a sort of assembly going over how they need to communicate with their teachers and staff. Also have them go out to the reservation to tell them that they can trust us and start a dialogue.

More individual interactive time with the presenters.

Fifteen participants provided additional commentary on their experiences. Figure 2 presents a word cloud of their responses.

Figure 2

A word cloud of participants' additional feedback

Q6 Please provide any additional feedback in the box below.

time training **loved** providing **students** Thank **natives**
presentation dance

Participants expressed gratitude for and satisfaction with their experiences during the professional development, as evidenced by these comments:

Thank you NYCP committee for providing the wonderful educational day, providing lunch, and treats for the students. Very much appreciated.

The Indigenous Pedagogy and Lesson Support Professional Development is one of the most valuable trainings that we are offered.

I absolutely love when JOOBA comes into the classroom and PD meetings. I am so thankful for this opportunity to learn from Native Educators. I am like a sponge for the information JOOBA has to offer. So pesha mu (thank you)!

I loved that I was able to participate in a round dance with my students. I feel very appreciative that I was invited into this dance.

Summary of the Indigenous Pedagogy and Lesson Support Professional Development

Overall, the *Indigenous Pedagogy and Lesson Support Professional Development* was very well received by participants. Participant perception of the professional development was favorable, as evidenced by participant comments. Attendees offered commentary on the topics they learned about, topics they would like to learn more about, and their experiences during the professional development.

Introduction

Dear Participant,

RMC Research Corporation is conducting an evaluation of the Nevada Native Youth Community Project (NYCP). The project is designed to help prepare students for college and careers through intensive counseling and tutoring, parent and family engagement, and community outreach. The project is overseen by the Nevada Department of Education and is funded by the U.S. Department of Education. The purpose of the evaluation is to measure the value and effects of the project; results will be used to document impacts and improve the program.

The professional development in which you have participated is sponsored by the NYCP grant. This survey contains questions about your experiences with the professional development. There are no right or wrong answers to the questions on this survey. It is only about what you think is true. About 100 people are expected to take part in this study. Answers to the survey questions are completely confidential, and all responses are combined in our report with those from other participants. Individual answers will not be shared with anyone. No names are used in our report. Any information about you that is collected as part of this research study will not be used or shared in any other research studies. Your participation is voluntary, and you can withdraw your consent and stop participating in the study at any time without any negative consequences. Your decision to participate or not participate in this study will not affect your relationship with the school or the NYCP grant.

If you have any questions about the survey, please raise your hand, and the person giving the survey will help you. If at any time before, during, or after the study you have questions, please contact Dr. Elizabeth Bright, Principal Investigator at RMC Research Corporation, at (800) 762-5001, and she will be happy to answer any questions you have. If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email participants@solutionsirb.com.

The survey will take approximately 5 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

1. I am currently in the following position:

- Elementary School Teacher (Grades Pre-K-6)
- Secondary School Teacher (Grades 7-12)
- Other (please specify)

2. Please list at least one thing you learned in this session that you will use in your professional practice.

3. I would like to learn more about:

4. I have the following suggestions for improvement of the content of the professional development:

5. I have the following suggestions for improvement of the format of the professional development:

6. Please provide any additional feedback in the box below.

Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Follow Up Professional Development

2. Please list at least one thing you learned in this session that you will use in your professional practice.

- I had the opportunity to listen to Brenda's classroom lesson about Paiute Federal Recognition and Sovereignty. I too felt a part of the lesson and learned how she engages the students by asking them about their own people and pushing them to ask questions at home. Beautiful! I will also try to engage them in these ways.
- I learned I need to be more Culturally aware in communicating with my students.
- I learned that through my passion for the work I do for our students/community that I DO have power to make a difference.
- I learned the Finger Poppin strategies to help my students master their multiplication facts.
- I learned to make things a little more culturally relevant as well as adapting to the kids way of life.
- I loved the calming/social exercises at the end where we came into the room and colored for a few minutes and threw a ball around and asked/answered questions. I thought these could be great ways to have kids relax, release some energy, and open up.
- I loved the handouts that were provided and also how important building positive student teacher relationships.
- I'm a 30 teacher teacher I did not get that much out of it.
- More culturally aware in presenting with students and families about future plans.
- One thing I learned from the session is how to have a better relationship with the students.
- Relationships must come before all else in order to build trust among the Native families.
- Some of the Deep (or sub-surface) concerns to be aware of when teaching Native American students and establishing relationships with families/community.
- Telling stories helps keep students engaged.
- That we all have a story and that sharing our story and listening to the stories can build bridges and connections.
- To be more involved with the community and communicate more regularly with parents to get their support and buy in with their child's education.
- Understand the students cultural background and adjust the teaching pattern to best suit the students academic learning needs.

3. I would like to learn more about:

- As a science teacher, I am interested in incorporating more Indigenous science role models, literature, and tribal knowledge keepers. I am interested in learning more about where I can find this sources.
- Closing the gap on generational trauma at our community level and to teach our students the meaning of generational trauma and to teach ways to recognize the trauma so healing may begin.
- Creating these stories out of my content
- Everything!

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- history and stories of the people that I teach everyday.
- How to make lesson plans surrounding these kinds of topics as well as learning more about getting these kids exposed to more colleges and preparing them better.
- I would like to learn more about how to make the incentives for our "paw buck" reward system more appealing to students so we can get better participation and also how to make it so there is no double standard on the way we hand them out.
- I'd love to further my cultural understanding of Native students to help me bridge some of the gap between myself and them
- Right as parents of Native students as far as expectations of teachers with students in our native population.
- The communication pattern to implement to best connect with Native American students.
- The factual culture, history and customs the Paiute/Shoshone tribe, especially the accurate history of Nevada and Humboldt County.
- The history of this reservation, the tribe and their story.
- The local history
- When possible less stress on teachers.

4. I have the following suggestions for improvement of the content of the professional development:

- Change the content from visit to visit.
- Has to be more than a one day training with students and staff!!
- I enjoyed PD because I could directly relate to the content. Every time JOOBA comes to the school, I notice the shift in the teachers and the yearning to provide our community with more education from an Indigenous perspective.
- I love the relaxed learning environment, please do not change anything.
- I wish that we had a little more time with the JOOBA people.
- Involve Native American students voice to make suggestions on how to make their academic learning meaningful to them.
- It needs to be longer
- More info.
- More time and more days of having them in all classes and grade levels.
- Stop placing blame on non native instructors.
- This may already have been done, but I was not at your training event last year and would appreciate a printed list of websites and YouTube videos to which you referred, or that are helpful to clarify the topics presented.

5. I have the following suggestions for improvement of the format of the professional development:

- I think it would be cool if I got to see all of the teachers of JOOBA present not just one.
- I think there were some schedule misunderstandings. It would be great if we could have the students grade by grade go to the gym/library or something all at once to avoid confusion resulting in some students missing a presentation

Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Follow Up Professional Development

- I would suggest room for comment or questions between presenters.
- I would suggest scheduling for more time to present to students/staff and the community.
- Include speakers like students, parents, and guardians to represent the community participation in making sure that everyone is in the same page when it comes to helping students perform better in an academic setting to fully represent themselves.
- Make it a 3 day event where one day is just us with them going over what things they will share with our students and then show us over two days with the students and have a sort of assembly going over how they need to communicate with their teachers and staff. Also have them go out to the reservation to tell them that they can trust us and start a dialogue.
- More individual interactive time with the presenters.
- More time, better technological access (it is challenging to sync everything, I do understand). Perhaps download in advance, email the presentation or use a flashdrive.
- Pass on bringing them back.
- They need to be longer.

6. Please provide any additional feedback in the box below.

- The Indigenous Pedagogy and Lesson Support Professional Development is one of the most valuable trainings that we are offered.
- Appreciative of the fact that this kind of informative training is necessary for those who work in an educational environment such as McDermitt School.
- Enjoyed the presentation. Would recommend JOOBA to come back to McDermitt Combined School again.
- Good stuff, enjoyed it.
- I absolutely love when JOOBA comes into the classroom and PD meetings. I am so thankful for this opportunity to learn from Native Educators. I am like a sponge for the information JOOBA has to offer. So pesha mu (thank you)!
- I enjoyed all the presenters and believe my students had a fun time learning as well.
- I loved that I was able to participate in a round dance with my students. I feel very appreciative that I was invited into this dance.
- I loved their approach and explaining to the staff that aren't native that they can provide a deeper understanding and just to be patient because even natives have a hard time getting trust from other natives.
- I loved this training and hope that they come back next year.
- I thoroughly enjoyed the presenters. They were very knowledgeable and fun!
- I would like to observe more of the in-class or the dance presentations, and will make an effort to arrange my schedule to include this observation time when you are next on our campus.
- It was mentioned that there should be confidentiality concerning students and discussions with other staff; I don't believe this will ever be resolved.
- Please continue bringing color pages for us because it helped me concentrate better on what the speaker was saying and kept me from being bored at all during the presentation.

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- Thank you NYCP committee for providing the wonderful educational day, providing lunch, and treats for the students. Very much appreciated.
- Thank you so much for being here. I look forward to having you back in the future!