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| Indigenous Teacher Recruitment and Retention |
| **Goal:** *Increase the number of teachers with Indigenous cultural and linguistic knowledge into classrooms to support Nevada tribal student success by ten teachers by 2025.*  |
| **Improvement Strategy:** *Create a framework to increase Indigenous teacher recruitment and retention programming in Nevada public schools.*  |
| **Intended Outcomes:** * Build local and state capacity to address Nevada tribal student needs.
* Work towards a culturally and linguistically robust Indigenous teacher education program that is sustainable through NSHE systems and structures.
* Provide mentoring for pre-service/in-service educators working in/near Nevada tribal students.
* Prioritize culturally and linguistically responsive pedagogies in teacher preparation programs.
 |
| **Need:*** High school students of color perceive the teaching profession as boring, undervalued, and a white profession.
* Little to no effort is focused to recruit Nevada Indigenous students into pre-service teaching.
* Non-traditional Nevada Indigenous students are overlooked in campus recruiting efforts due to lack of knowledge valuing Indigenous community knowledge systems by recruiting programs.
* Current teacher education programs are culturally biased that may discourage Nevada Indigenous students from completing the professional program.
* Little to no professional development is regularly available or prioritized topics for Native and non-Native educators including culturally responsive theory, place-based Indigenous knowledge and intergenerational relationships with place and landscapes, emphasis on Indigenous pedagogies (i.e. Indigenous self-determination), valuing Indigenous language and community as building blocks for Native student educational achievement.
* Teacher shortage of educators in critical content areas across Nevada.
 |
| **Action Steps:** * *Create a needs assessment survey/questionnaire*
 |
| **Resources Needed:**  |
| **Challenges to Tackle:** *
* *WRPT community buy-in*
* *Funding*
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| Professional Development of Indigenous Culturally Sustaining and Relevant Pedagogies |
| **Goal:**  |
| **Improvement Strategy:**  |
| **Intended Outcomes:** Teachers will develop core pedagogical focus on culturally sustaining and revitalizing theory and practices of effective Nevada Indigenous language and culture-based pedagogy.  |
| **Action Steps:**  |
| **Resources Needed:**  |
| **Challenges to Tackle:** *
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| Accurate and Modern Indigenous Perspective CurriculumGrades PreK - 12 |
| **Goal:** *Increase Walker River Paiute Tribal community collaboration efforts into designing culturally responsive and relevant lessons for all subjects in grades K-6.*  | **STIP Connection:** *Insert after Event 3* |
| **Improvement Strategy:** *Provide historical and cultural trauma of Native American children and strategies to all SES teachers and staff.***Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4* |
| **Intended Outcomes:** Teachers will develop empathy, not be judgmental, and have the agency to make a choice to acknowledge a need for addition of culturally-relevant topics in daily ELA, Math, SS, and Science subjects.  |
| **Action Steps:** * *Request available of funding and source*
* *Identify and contact PD facilitator*
* *Draft and signature of contract*
* *Schedule trainings with teachers*
* *Follow-up via walkthroughs and feedback*
* *PD facilitator follow-up and assessment*
 |
| **Resources Needed:** * *Funding*
* *High-quality PD Facilitator*
* *Scheduling/organization*
* *Surveys and evaluative feedback from teachers/facilitator/administrator*
 |
| **Challenges to Tackle:** * *Teacher buy-in*
* *District/Superintendent buy-in*
* *WRPT community buy-in*
* *Funding*
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| Indigenous Student Achievement DataAccurate, Timely, and Reliable |
| **Goal:** *Increase Walker River Paiute Tribal community collaboration efforts into designing culturally responsive and relevant lessons for all subjects in grades K-6.*  | **STIP Connection:** *Insert after Event 3* |
| **Improvement Strategy:** *Provide historical and cultural trauma of Native American children and strategies to all SES teachers and staff.***Evidence Level**(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4* |
| **Intended Outcomes:** Teachers will develop empathy, not be judgmental, and have the agency to make a choice to acknowledge a need for addition of culturally-relevant topics in daily ELA, Math, SS, and Science subjects.  |
| **Action Steps:** * *Request available of funding and source*
* *Identify and contact PD facilitator*
* *Draft and signature of contract*
* *Schedule trainings with teachers*
* *Follow-up via walkthroughs and feedback*
* *PD facilitator follow-up and assessment*
 |
| **Resources Needed:** * *Funding*
* *High-quality PD Facilitator*
* *Scheduling/organization*
* *Surveys and evaluative feedback from teachers/facilitator/administrator*
 |
| **Challenges to Tackle:** * *Teacher buy-in*
* *District/Superintendent buy-in*
* *WRPT community buy-in*
* *Funding*
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Washington:

 <https://education.wsu.edu/students/clearinghouse/fromwherethesunrises/>

 <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>

Oregon: <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/2015-final-oregon-american-indian-alaska-native-state-plan%20Mar%202017.pdf>

 <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/FINAL-%20Native%20Student%20Success%202020.docx.pdf>

Montana: <https://saom.memberclicks.net/assets/SAM_unpublished_links/2022%20K12%20Vision%20Project%20Strategic%20Plan.pdf>