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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 Curriculum Grades 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 Data Accurate, 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* | |

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>