Cross-center Regional Indian Education Collaborative:  
Moving Research into Practice in Indian Country  
June 3-4, 2015

Keynote: Running Horse Livingston’s Questions  
1. What kinds of needs, academic and non-academic, emerge for American Indian youths based on history and experiences? How do we meet those unique needs?  
2. How do we use technology, arts integration, social media, etc. to meet the academic and non-academic needs of American Indian youths in more effective and creative ways?  
3. What aspects of current education reform should we retain and what aspects should be modified or eliminated to support the educational needs of American Indian youths? What capacities do state education agencies (SEAs) need to implement the reforms most likely to support the growth of American Indian students?

Keynote: Sharon Nelson-Barber’s Questions  
1. How would you describe the role cultural trauma and collective pain plays in community ability to self-determine?  
2. How have you seen the effects of this “perfect storm” in the communities with which you interact?  
3. What kinds of adaptive cultural responses or strategies have you seen that promote resilience?

Reciprocal Teaching Questions  
1. Reciprocal teaching is a strategy aimed at increasing comprehension and academic conversation. Discuss how academic conversation can positively impact student achievement and include examples of similar work or experiences from your school, state, or community.  
2. What role does effective implementation play in the education system today? Think about your experiences, both positive and negative, with implementing a new idea or program and discuss what elements contributed to the success or lack of success.  
3. Changing instruction and teacher practice is a cornerstone of successful school improvement efforts. Discuss the factors that are most critical to successful efforts to bring about changes in teacher practice. What capacities do SEAs need to support districts and schools as they strive to change teacher practice?
Turning Around Low Performing Schools Questions (The Anadarko Journey)
1. Discuss the challenges organization leaders (inside and outside of education) have in pulling effectively on each of the four system levers: Leadership, Differentiated Support and Accountability, Instructional Infrastructure, and Talent Management. What capacities do SEAs need to support district and school leaders to pull effectively on these levers?
2. The leadership team of Anadarko Public Schools includes the Indian Education Program Director. How does the make-up of a leadership team assist in driving change? What characteristics of leaders should districts and schools consider when establishing leadership teams?
3. For a district or school turnaround to be effective, the organization must function systemically, not as separate islands. How does relationship building play a role in systemic alignment in any organization? Why do you feel including Indian education was vital to systemic change?

Montana Story Questions
1. What process or strategies do you use in developing and implementing tribal specific curriculum? What capacities do SEAs need to promote and support ongoing implementation?
2. Do you have data (qualitative/quantitative) that link the teaching of culturally relevant curriculum to increased student achievement/engagement? What capacities will be required of SEAs and local education agencies (LEAs) to collect and analyze these data?
3. How can schools support local efforts to maintain and revitalize American Indian languages and cultural traditions?

Washington Tribal Compact Schools Questions
1. “The state-tribal compacts affirm the state’s commitment to honor the government-to-government relationship between the state and tribes by empowering tribes to take greater responsibility for improving the educational achievement outcomes for tribal students” is the guiding principal behind the Tribal Compact School legislation. In what ways can SEAs affirm and strengthen the understanding of tribal sovereignty with our states? What capacities do tribes and SEAs need to support tribal sovereignty?
2. The Washington State Legislature outlines a list of assurances that Tribal Compact Schools must adhere to in order to operate. What complications can arise from the mandated assurances?
3. What are some good ways that tribes and states can build strong and meaningful relationships to undertake the important work of education?