Keynote Discussions/Reflections

• Narrative has to change: Historical narrative needs to be repackaged (Education = Choice)
• Accountability systems present an issue for SEAs
• American Indian students need realistic and meaningful connections - leads to creativity generation
• There is a disproportionality of Native educators - perhaps there is a relationship to the professional exams/bias
• Educators need to push through the hardened exteriors of Native students to the “kids” within
• Literacy and math should be integrated into science, social studies, tribal experiences, art, etc.
• There is a difference between “Teaching Culture” and “Teaching Culturally”
• Students need to be considered as resources in their own learning
• There has to be a connection between school and student - not only cared for; but also cared about
• Arts Integration will engage students in learning
• Teacher preparation presents an opportunity to share insights with future educators
• One-shot professional development isn’t sufficient (e.g., stories in math class presentation)

End of Day 1 Reflections

• Getting all of the right players at the table for discussion - this has implications for SEAs
• How can we create a sense of urgency and accountability around these issues?
• Are we our words? Do we live what we say we believe?
• We need to share our work with other groups/agencies
• We need to use a culturally competent lens
• Who else needs a voice in this work? Can we create Community & Parent-based Engagement in Reform Strategies?
• Empathy (not data) is what is missing from our conversation
• Need to find the balance between support and accountability for districts and schools
  o How can we influence implementation of successful practice?
• We need to take this voice to the judges, legislators, governors, etc.
• We should develop a list of community members willing to mentor American Indian students
• A student supported by Family, School, and Community won’t fail; a student supported by one or two of these might not fail

Regional Perspectives
• What is the role of the SEA, considering their distance from the students?
• How can 1 person at SEA do all of this work? RCC can help by:
  o Raising relevance and importance of Indian Education within the SEA (This needs to be the primary conversation nationwide.)
  o Building capacity of SEA Indian Education person (redefine our roles, coordinate across funding sources)
  o Using existing structures for new purpose (e.g., Title I people with emphasis on engagement of Native parents)
  o Bringing groups together
  o Bringing issues forward
• Advocacy is making a positive difference
• Too many educators in American Indian communities are not connected to the community culturally or geographically
• We need to empower students and parents by teaching parents/community how to navigate the legislative/policymaking system
• Need to be ready to communicate the message \(\rightarrow\) cause action (Say it in a way that is actionable and realistic)
• We all have to take ownership of the children!
• Need dialog, not silos
• Collaboration among agencies is critical because we’re all serving children, even if we have different perspectives
• Need to create or find a common starting point
• Stop focusing on differences and start focusing on commonalities
• SEAs need to understand the “life of a child”