



# Building a Culturally Responsive and Inclusive Classroom for AI/AN Students

## Competency

Educator understands how to provide a safe, respectful, and inclusive classroom environment that honors the diversity of American Indian, Alaska Native, and Native Hawaiian (AI/AN) students, families, and communities.

## Key Method

Educator creates a safe and diverse classroom environment by incorporating and integrating a presence of culturally relevant and responsible AIAN items/visuals as well as AIAN-centered workspaces within their classroom setting.

## Method Components

Building a culturally responsive classroom environment  
Educators will learn about their students from the community members, community activities and think about implementation within their classrooms..

- Develop a space where diversity is accepted and encouraged
- Develop a space that reflects who your students are
- Have and continue conversations and relations with community members and tribal leaders



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

- Learn about culture and cultural components that are important to those you serve, implement things into your classroom environment

### Components of AI/AN inclusive classroom

Creating a community within your classroom that reflects the cultural knowledge you learn and know will keep students connected and be relevant to who they are while learning/being in your classroom.

- Positive learning spaces
- Expectations be discussed and written many times throughout duration of class
- Challenge your pedagogical practices and consider changing those practices to help you incorporate Indigenous-based (local) practices to enhance your classroom environment.

### Culturally effective classroom implementation and design

Educators would first demonstrate and model appropriate communication, social skills, acceptance, and tolerance of diverse backgrounds and spend time getting to know the community/members to build understanding and willingness to foster relationships and understand the needs of your students.

- Develop a space where diversity is accepted and encouraged
- Invite parents into the classroom and include them in the learning
- Learn and develop relationships within the AIAN community in which you serve
- Expectations be discussed and written many times throughout the duration of class
- Work with students to create and display spaces within your classroom where all students can incorporate items, pictures that are important to them

## Supporting Rationale and Research

Watanabe, S., & Bizzarro, R. C. (2015). SOCIOACUPUNCTURE PEDAGOGY: Troubling Containment and Erasure in a Multimodal Composition Classroom. In L. KING, R. GUBELE, & J. R. ANDERSON (Eds.), *Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics* (pp. 35–56). University Press of Colorado.

<http://www.jstor.org/stable/j.ctt17t75dm.8>

Petrone, R., Rink, N., & Speicher, C. (2020). From Talking about to Talking with Integrating Native Youth Voices into Teacher Education via a Repositioning Pedagogy. *Harvard Educational Review*, 90(2), 243-268.

Evans-Santiago, B. (Ed.). (2020). *Mistakes we have made: Implications for social justice educators*. ProQuest Ebook Central <https://ebookcentral.proquest.com>



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

Douglas, V., Purton, F., & Bascuñán, D. (2020). Possibility not Difficulty: Difficult Knowledge in K-12 Classrooms as Opportunities for Renegotiating Relationships with Indigenous Perspectives and Knowledges. *Alberta Journal of Educational Research*, 66(3)

Fabillar, E. (2018). Systemic Equity Review Framework: A Practical Approach to Achieving High Educational Outcomes for All Students. *Education Development Center, Inc.*

Douglas, V., Purton, F., & Bascuñán, D. (2020). Possibility not Difficulty: Difficult Knowledge in K-12 Classrooms as Opportunities for Renegotiating Relationships with Indigenous Perspectives and Knowledges. *Alberta Journal of Educational Research*, 66(3).

LaFromboise, T., Hoyt, D., Oliver, L., & Whitbeck, L. (2006). Family, community, and school influences on resilience among American Indian adolescents in the upper midwest. *Journal of Community Psychology*, 34(2), 193-209.

Harrington, B. G., & CHI Xapkaid (D. Michael Pavel). (2013). Using Indigenous educational research to transform mainstream education: A guide for P-12 school leaders. *American Journal of Education*, 119(4), 487-511.

## Resources

Building a culturally responsive classroom environment  
[Equity Audit: A Teacher Leadership Tool For Nurturing Teacher Research](#)

[Toward a Conception of Culturally Responsive Classroom Management](#)

[What is School Climate](#)

Components of an AIAN Inclusive Classroom  
[Equitable and Inclusive Classrooms: A Case Study Exploring Student Experiences on Culturally Responsive Classrooms](#)

[Service-Learning : Enhancing Inclusive Education](#)

[What Every Teacher Needs to Know When Teaching American Indian Children](#)



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

Culturally effective classroom implementation and design  
[Using Equity Audits to Create a Support System for Marginalized Students](#)

[Teachers, please learn our names!: racial microaggressions and the K-12 classroom](#)

Indigenous Children's Survivance in Public Schools  
[Indigenous Children's Survivance in Public Schools - 1st Edition - L](#) (this book would need to be purchased to access)

[Exploring the Variables That Impact the Perceived Self-Efficacy in Managing a Culturally Responsive Classroom](#)

[Striving to Achieve](#)

Respectful Contact with Native Communities

[Elder Protocol and Guidelines](#)

[Tips for Conducting Interviews with AIAN Community Members](#)

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

(300-500 words)

*Use the word count as a guide to write your responses to overview questions.*

*Answer the following questions as they relate to creating a culturally responsive community in your classroom.*

1. Why are student diversity and inclusion important to you?
2. What role does your students' cultural identity play in the context of your classroom environment and their own desired success in your class?
3. How will earning this micro-credential improve your classroom practice and help you to meet the needs of your AI/AN students?

**Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that clearly states what the educator hopes to gain from earning this micro-credential.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three** artifacts as evidence of your learning.

\*Please do not include any information that will make you or your students identifiable to your reviewers.

### **Artifact 1: Pre-Interview Plan and Protocols**

Create and upload your plan to interview two AIAN community members/parents/elders about how you can improve your current classroom environment to better meet the needs of your AIAN students. Your plan should include:

- A list of 3-5 potential people. For each person include the best way to contact them and the reason they are on your list.
- The protocol to contact and request an interview—It is important to review this before you engage with elders and other tribal members). Note: You should NOT record the interview for the security of the person and to maintain cultural respect
- Times and dates that you are available to conduct interviews
- A list of questions about your classroom environment that you can ask during the interview.
- A script or letter you can use to request an interview
- How you will provide information about your current classroom environment prior to the interview. Consider: How will you invite the interviewee to tour your classroom? Are there transportation issues? Can you do a virtual tour?
- How you will follow up with the interviewees afterward to show gratitude for their shared knowledge?

### **Artifact 2: Interview Reflection and Insights**

Write a 2-3 paragraph analysis of your interview findings that include:

- How did your pre-planning and preparation support your interviews?
- How did the interviews go? Were there challenges, new connections? Was the “vibe” what you expected? Explain
- What insights did you glean about developing a protocol?
- What keen insights did you learn for your classroom environment?
- How helpful was this process?

### **Artifact 3: Action Planning**

Based on your findings, create a list, chart, or diagram with 3-5 things per category.

- What you will keep in your classroom environment



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

- What you will change in your classroom environment
- What you will add to your classroom environment
- What are things you wish you could do but don't have the time or money to implement?

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1:</b> Pre-Interview Plan and Protocols	Plan and protocols are complete and demonstrate new learning and awareness of culturally respectful interview communications	Plan and protocols are complete but lacks attention to new learning or fails to address culturally respectful interview communications	Plan and protocols are missing more than one item from the required list
<b>Artifact 2:</b> Interview Reflection & Insights	Reflection meets length requirements and includes thoughtful responses to all prompts	Reflection meets length requirements but lacks the depth of response or is missing a response to one of the prompts	Reflection is too short to be thoughtful or is missing more than one prompt response
<b>Artifact 3:</b> Action Planning	List or diagram includes reflective responses to all four questions	List or diagram provides limited responses to all four questions	One or more questions are not addressed in the list or diagram.

## Part 3 Reflection

(500-700 words)

Please use the suggested word count as a guide to reflect on your professional learning as you completed this micro-credential. For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Be sure to address the following questions in your response:



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023

1. How has this lesson impacted the way that you approach building relationships with AI/AN communities?
2. How will this learning impact your students, both Native and non-Native?
3. What are two immediate changes you will make to your classroom environment? Why did you choose those changes?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.

NEA acknowledges the [National Indian Education Association](#) for its review and endorsement of this micro-credential.



Except where otherwise noted, this work is licensed under:

<http://creativecommons.org/licenses/by-nc-nd/4.0/>

**Teaching For and About Native Americans**

Last Revised on Feb 8, 2023