Culturally and Linguistically Responsive Pedagogy for AI/AN Instruction

Competency

Educators will plan and teach AIAN inclusive, culturally, and linguistically responsive lessons.

Key Method

Educators will develop a lesson plan that incorporates AIAN content and cultural approaches to pedagogy.

Method Components

Culturally and Linguistically Responsive Pedagogy

Culturally and Linguistically Responsive pedagogy is the use of cultural knowledge, languages, experiences, and values to empower students and provide a bridge from community and home to the classroom. In its simplest form, this form of pedagogy is embedding in a student's or community's way of being, knowing, and doing. While most people recognize culturally responsive teaching, linguistically responsive teaching is not used as often. Often, when languages other than English are used in a classroom, it is seen either as a distraction from learning or an

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uncomfortable place for students or teachers who do not speak other languages. But, no matter what native language a person speaks, language is directly connected to identity. Language is identity, and for AIAN, language is culture and life. Responding to and working to sustain a student's culture and language is not a hindrance to learning, it is a validation of student identity. This also builds a foundation for trust and relationship building.

These are the critical tenets of Culturally and Linguistically Responsive Teaching:
- Actively build rapport with students to learn more about them as individuals and community members
- Intentionally build awareness of self and implicit bias and supporting students as they develop an awareness of self and others
- Actively learn about the culture, history, and languages of students' communities
- Value and welcome students' home culture and language
- Affirm students' identity and working to challenge negative stereotypes or misrepresentation
- Build connections between community, family, and classroom that values culture and language
- Create learning opportunities that use students' cultural knowledge to build social and academic skills
- Foster and work to sustain a sense of belonging in the classroom

Culturally Responsive Pedagogy
- Has high expectations for all students academically and behaviorally
- Creates collaborative and nurturing learning environments
- Evaluates prescribed curriculum for misrepresentation or absence of student culture and making
- Utilizes student strengths for learning and build on their knowledge
- Encourages partnerships between communities and schools
- Fosters criticality in students
- Supports students as they question large power dynamics and social issues
- Empowers students to engage in identity building and taking ownership for learning

Culturally Responsive Instructional Methods
While culturally responsive instruction is more than selecting new methods or curriculum, it is still important to understand some pedagogical approaches that elevate student and community culture, especially for Native students. These

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approaches go beyond the four walls of the classroom and center learning on the student.

Place-based Learning shifts the perspective of learning from a balcony or birds eye view to being an active participant on the ground. It is a multidisciplinary approach that grounds instruction, assessments, and tasks in natural engagement or experiences in the community or place that is the topic of instruction.
[Place-Based Learning as a Framework for Building Native Student Success | American Indian College Fund](#)

Project-based Learning
Project-based learning is simply learning by doing. It is an instructional approach that provides students the tools, resources, and time to develop knowledge and skills through engaging in projects based on challenges and problems in their community or the world beyond.

Like place-based learning, project-based learning from a Native perspective can be reciprocal. For Native students, it's important to see the connections between the problems of their community or the world and their own lives, but most importantly, how they can help solve these challenges.
The seven elements of project-based learning:
- A driving question/problem
- Sustained inquiry/deep learning (the project is the center of learning, not the outcome)
- Student voice and choice (learner-focused and driven)
- Authenticity
- Collaboration with peers and knowledge keepers
- Reflection, critical revision, and assessment
- Public product or outcome

Inquiry-based learning transforms a traditional classroom by emphasizing students' questions, ideas, and observations. Teachers who act as facilitators, design a set of sources and leading questions that actively encourage students to share thinking and respectfully challenge and reshape ideas. Through inquiry-based learning, teachers and students share responsibility for learning. Inquiry is conducive to cultural-based learning because it provides questions and sources but allows the learner to engage with peers to answer the inquiry questions. These address more universal lines of inquiry but with topics and sources relevant to the learner. Inquiry-based learning includes these elements:
- A leading line of inquiry
- Series of essential questions
- Student engagement with sources
- Cooperative interaction

- Performance evaluation
- Flexibility in products or responses

Culturally Responsive Assessment Practices

Keeping Students at the Center with Culturally Relevant Performance Assessments
[Culturally Relevant Performance Assessment for Students | NGLC](#)

Exemplary Culturally Responsive Lessons

Many states and education departments host examples of culturally responsive lessons though very few respectfully teach Native history and culture, or about the contributions of Native people to modern life. It is important to review any curriculum or supplemental resources using knowledge gained from micro-credential 4 in this series, "Respectful and Responsible Representation of AI/AN Nations in Curriculum." There are many rich examples of culturally responsive lessons; however, here is a brief list of vetted lessons ready for the classroom.

- [Lessons hosted by IllumiNative](#) as part of the Native Education for All Initiative
- [Native Knowledge 360](#) by the National Museum of the American Indian
- [Culture-based Instructional Resources](#) hosted by the National Indian Education Association
- [Indigeneity curriculum](#) by Bioneers

Supporting Rationale and Research

Culturally-based Instructional Approaches
The Effectiveness of Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning
https://journals.sagepub.com/doi/full/10.1177/2158244020938702

Culturally and Linguistically Responsive Pedagogy
Culturally Responsive teaching: A 50-state Survey of Teaching Standards
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf

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Culturally Responsive Assessment

Culturally Responsive Assessment 2.0: Revisiting the Quest for Equity and Quality in Student Learning
https://www.hogli.pnolulu.hawaii.edu/sites/www.honolulu.hawaii.edu/files/assessment-analysis-2020-lodf

What is Place-based Education and Why Does it Matter?
https://www.gettingsmart.com/wp-content/uploads/2020/04/What-is-Place-Based-Education-and-Why-Does-it-Matter-4.pdf

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Resources

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Culturally and Linguistically Responsive Pedagogy
Culturally and Linguistically Responsive Teaching - Educator Excellence (CA Dept of Education)

Culturally and Linguistically Responsive Guidance Handbook, New Mexico State Department Language and Culture Division

Culturally Responsive Curriculum Ideas | AFFECT

Culturally Responsive Pedagogy (CRP) Self-Assessment and Reflective Conversations

Respect-Facilitating Online Learning for Indigenous Students

Teaching Culturally, Teaching Responsibly (National Indian Education Association)

Culturally Responsive Assessment

Culturally and Linguistically Responsive Assessment: Myths and Opportunities

Culturally Relevant Performance Assessment for Students | NGLC

Culturally-based Instructional Approaches
Bringing Social Studies to Life With PBL | Edutopia

Place-Based Education Pedagogy - Teaching and Learning Initiative

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Place-Based Learning as a Framework for Building Native Student Success | American Indian College Fund
Place-Based Learning: A Multifaceted Approach | Edutopia

What is Project Based Learning? | PBLWorks

Not Your Typical Thanksgiving Lesson- Example of Project-based Learning (NIEA)

Using the Inquiry-based Method (C3 Framework)

▶ Inquiry-Based Learning: From Teacher-Guided to Student-Driven

Hawaiʻi C3 Hub - C3 Teachers

What the Heck Is Inquiry-Based Learning? | Edutopia

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)

(250-500 words)
Please use the suggested word count as a guide to answering the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. How confident do you feel about being a culturally-responsive educator? Why?
2. How culturally-responsive do you think your instruction has been to this point? Explain.
3. Relate to the current needs of the students (including demographic information etc.) to your choice of this micro-credential.
4. Should relate to what process the educator followed to learn the new skill

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 they hope to gain from earning this micro-credential.

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: Culturally Responsive Pedagogy Self-Assessment & Reflection [Culturally Responsive Pedagogy (CRP) Self-Assessment and Reflective Conversations](#)
1. Print a copy of the Culturally Responsive Pedagogy self-assessment sheet
2. Complete the self-assessment and upload a copy with a 250-word reflection.
    a. At what level (beginning, developing, proficient, or exemplary) did you score overall? What does that level mean to you in your practice?
    b. Which indicators reflect where you feel you need the most support or improvement to be more culturally responsive?

Artifact 2: Culturally Responsive Lesson Planning & Teaching
1. Select an upcoming lesson or series of lessons. Identify how to incorporate Native topics or content into the lesson for AIAN inclusiveness.
2. Plan or adjust the lessons to include culturally responsive instruction and/or approaches. Choose from a project-based, inquiry-based, or place-based learning approach. Use the exemplary culture-based lessons shared in the Method Components section for support.
3. Utilize your self-assessment to incorporate or evaluate other aspects of culturally responsive instruction.
4. Teach the lesson or one of the lessons in the series you planned.
5. Upload a copy of the lesson plan and student activity sheets or tasks

Artifact 3: Lesson Artifact or Work Sample & Reflection
1. Select a student work sample or a lesson artifact from teaching the culturally responsive lesson or lesson series.
2. Provide a 250-word reflection for the following questions:
    a. What was the most challenging or impactful part of planning a culturally responsive lesson? Why?
    b. Which instructional approach or culturally responsive practice did you use, and do you feel it was effective? Please explain.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: [Culturally Responsive Pedagogy Self-Assessment & Reflection]	Educator completes both the self-assessment and a reflection that answers both questions in at least 250 words	Educator uploads either an incomplete self-assessment or the reflection does not fully answer both questions in 250 words	Educator is missing either the self-assessment or the reflection
Artifact 2: [Culturally Responsive Lesson Planning & Teaching]	Educator uploads a complete lesson that includes AIAN content and at least one culturally responsive instructional approach	Educator uploads a complete lesson that includes AIAN content but does not include a culturally responsive instructional approach	Educator uploads an incomplete lesson OR the lesson fails to include AIAN content
Artifact 3: [Lesson Artifact or Work Sample & Reflection]	Educator uploads a lesson artifact and a reflection that answers both questions in at least 250 words	Educator uploads a lesson artifact but the reflection does not completely answer both questions in 250 words	Educator is missing either the lesson artifact or the reflection

Part 3 Reflection

> (250-500 words)
> Use the word count as a guide to writing a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review the following resource:
>
> How Do I Write a Good Personal Reflection?
>
> *Please do not include any information that will make you identifiable to your reviewers.*

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1. What was the most impactful part of self-reflection on your use of culturally responsive instruction? How will this reflection improve your teaching practice?
2. How did students respond to the cultural content and/or instructional approach?
3. Most of the instructional approaches above can take time and practice to be effective. Which culturally responsive approach do you anticipate using long-term, and what do you need to improve?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly 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](https://www.niea.org) for its review and endorsement of this micro-credential.

National Indian Education Association

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