



Indigenous Culture-Based Education Rubrics

June 2008, abridged October 2014

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Acknowledgments

Funding for the development of this document came directly from the Kamehameha Schools, one of the partners in a research project designed to monitor the academic progress of Native American (American Indian, Alaska Native, and Native Hawaiian) students. Each program partner incorporated the development of indigenous languages and a culture-based education (CBE) program as the basic component of their overall school curriculum.

The school partners included the 'Aha Punana Leo (Nawahiokalani'ōpu'u), Hilo, HI; the Lower Kuskokwim School District (LKSD), Bethel, AK; the Tséhootsooí Diné Bi'ólta' (Navajo Language School in between the Meadows), Window Rock, AZ; the Niigaane Bugonaygeshig School, Bena, MN; the Piegan Institute, Inc., Three Rivers, MT; and Tulalip Elementary School, Marysville School District, Tulalip Indian Reservation, WA. Institutional partners, in addition to Western Washington University and the Kamehameha Schools, included the Northwest Regional Educational Laboratory (NWREL)¹, Portland, OR; the Center for Research on Education, Diversity, and Excellence (CREDE), University of California, Berkeley; the Educational Testing Service (ETS), Princeton, NJ; the National Indian School Board Association (NISBA), Polson, MT; Arizona State University, Tempe, AZ; the Office of Superintendent of Public Instruction, Olympia, WA; and the Haskins Laboratories, New Haven, CT.

Individuals from the school consortium and from the organizational institutions have each made significant contributions to the culture-based rubric and this document.² As the chair for this research partnership, I wish to thank each of the individuals who have contributed to the creation of this document and to the individual organizations they represent. I wish to give the 'Aha Punana Leo and the Nawahiokalani'ōpu'u special thanks for serving as the lead program partners in the development and testing of this CBE rubric and training manual. Finally, I wish to thank the Woodring College of Education for supporting the organization of this partnership and for promoting the work that has been undertaken as part of this research and school improvement project.

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¹ Northwest Regional Education Laboratory (NWREL) is now Education Northwest.

² These individuals include Nita Rearden, Florian Johnson, Roland Tharp, David Beaulieu, Kim Yap, Shawn Kana'iaupuni, and Pila Wilson.

³ Original acknowledgments were written by Dr. Demmert in 2008.

Introduction

This document is organized to provide training and basic information for use of the Indigenous Culture-Based Education Rubrics, which were originally developed to measure culture-based education (CBE) program levels in partner schools. Each of these schools focuses on the use and teaching of an indigenous language in a CBE environment.

The instrument for measuring the level of CBE in a school is referred to as an Indigenous Culture-Based Education Continuum. This continuum was formulated in response to the Northwest Regional Educational Laboratory (NWREL) report on the influences of CBE on academic performance (Demmert & Towner, 2003). The NWREL report identifies six critical elements of CBE programs. Based on the partner programs, these elements were selected from a careful review of the following: (1) two sets of CBE standards, developed by Alaska (Assembly of Alaska Native Educators, 1998) and Hawaii (Kawai'ae'a, 2002); (2) a review of the research literature by Demmert (2001); and (3) a formal review of each partner program by NWREL (2006). There is a direct relationship between the six critical elements and the final CBE continuum (Demmert et al., 2008), revised to consolidate similar elements, as well as expanded to include an assessment dimension. These elements include:

1. Recognition and use of Native American (American Indian, Alaska Native, Native Hawaiian) languages (either bilingually or as a first or second language).

2. Pedagogy that stresses traditional cultural characteristics and adult-child interactions as the starting place for education (mores that are currently practiced in the community and that may differ from community to community).
3. Pedagogy in which teaching strategies are congruent with the traditional culture, as well as with contemporary ways of knowing and learning (opportunities to observe, opportunities to practice, and opportunities to demonstrate skills).
4. Curriculum that is based on traditional culture and recognizes the importance of Native spirituality while placing the education of young children in a contemporary context (e.g., use and understanding of the visual arts, legends, oral histories, and fundamental beliefs of the community).
5. Strong Native community participation (including parents, elders, and other community resources) in educating children and in the planning and operation of school activities.
6. Knowledge and use of the social and political mores of the community.

This continuum is reflected in the rubrics, which enable schools and programs to measure CBE levels, identify and set goals for advancing CBE levels, and identify relationships among the level of CBE, student academic performance, and the general well-being of students.

Rubric Rating Protocol (Rating and Scoring Strategies)

It is recommended that the school or organization select three individuals who have a high degree of familiarity with the CBE protocol to serve as raters for each program to be assessed. Each rater will score the dimensions using a scale of 1–4 (where 4 is the highest rating) as presented in the following Culture-Based Education Scoring Guide. Raters use the indicator for each dimension being scored. Once the scores are determined, the raters will meet to compare their individual scores for the different dimensions. If there is a difference in scores among the raters, the differences will be noted and discussed and a decision will be made regarding which of the scores most accurately represents the dimension level. The agreed-upon score(s) may then be posted and depicted in a graph or other data display that best serves the school or organization's needs.

The scoring guide has a space to indicate the program/level (e.g., grade, subject, or program), overall score, and a checklist of indicators and examples to help determine the score. Describe additional evidence for the score in the space provided at the bottom of the page. If you print this document on both sides of the paper, then the rubric and scoring guides for each dimension appear on opposite sides when opened.

The intended purpose of this document is to determine the level of culture-based education as defined by the indicators provided in the continuum. Ratings for the rubric are determined through a combination of the following: (a) informal interviews with school and program personnel, (b) informal interviews with classroom teachers and students through focus groups, (c) classroom and program activity observations, and (d) examination of artifacts, such as vision and mission statements, curricula syllabi, synopsis of a school improvement plan, and student work products.

Prior to initiating the review of the CBE program, raters should obtain the following: (a) school map, (b) faculty list with grade levels taught, subject areas, room numbers and “prep” periods, (c) school schedules, and (d) school and district visitation regulations.

Raters should establish a coordinated schedule for conducting interviews, holding focus groups, and visiting classrooms, including which classrooms and subject areas to visit and whether or not to observe student teachers or substitutes. The group should also develop procedures to follow if a scheduled observation cannot occur; choices might include rescheduling the visit or substituting another class in the same grade level or subject area. The team should review the documentation above before the review (which is on the next page).

Interviews with program and school personnel. Meet with the principal of the school (or a designee) to identify key personnel and to discuss the process for scheduling who should be interviewed. Discuss suggested interview protocols, determine which artifacts to request prior to arrival, and establish protocols for reporting information.

Teacher, student, and parent/community focus groups. Meet with the principal of the school (or a designee) to identify and coordinate people to interview. Discuss any interview protocols and identify artifacts needed prior to arrival. Establish protocols for reporting information.

Classroom and program activity observations. Meet with the principal of the school (or a designee) to select classrooms and relevant activities to observe. Discuss classroom observation protocols, any artifacts needed prior to arrival, and protocols for reporting information.

Classroom observation protocol. When in the classroom, raters should find an unobtrusive location on the perimeter of the classroom from which to observe activities. If students are working in groups or if there are multiple activities occurring simultaneously, observers may find they can inconspicuously move around the classroom. Raters should also be prepared to respond briefly to questions or concerns from teachers about the nature/authorization of the visit, and they should wear a name badge and keep a letter or authorization with them at all times.

Compiling ratings. Once the raters have reviewed, analyzed, and scored the local program, the team will meet to compare their individual scores for each dimension. If there is a difference among the scores, the three raters will work to reach a consensus on the score that most accurately represents the dimension level and will present the agreed-upon scores to school leadership for posting.

Culture-Based Indigenous Language Use

Rubric

	Enacting	Developing	Emerging	Not Present
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	The indigenous language is used as a primary language of instruction across the grades and the curriculum. The program integrates a multilingual approach to learning in ways that promote the distinctive spiritual, cultural, and social mores of the community. The language is used and reinforced in community social and cultural environments.	The indigenous language is used as an emerging language of instruction and includes a multilingual approach to learning in ways that support the distinctive spiritual, cultural, and social mores of the community. The community is beginning to recognize the relationships between language development and academic performance.	Plans are incidental or being developed for the introduction of an indigenous language for instruction or as a class in some grades. Indigenous language may be used informally for communication in classrooms and/or may be used in school ceremonial (song, performance, storytelling) or other non-classroom settings, primarily by adults in the community.	English is used as the language of instruction in all grades with foreign languages taught as a subject. The indigenous language is not used at all in the classroom or school but may be used incidentally or as a Creole in a variety of settings.
Examples	The indigenous language is used (a) as a primary language of instruction, (b) in all grades offered, (c) in multiple core content areas and for all regular school and community social activities. Classes are offered for other languages, which may also be used for alternative languages of instruction as part of a comprehensive educational program promoting traditional knowledge and contemporary spiritual, cultural, and social mores of the community in a modern and expanding context. This may include moral concepts and taboos.	Plans have been developed and students, teachers, and staff are beginning to communicate in the Native language for a portion of school and community social and cultural activities. Classroom activity includes an expanding use of vocabularies, introductory knowledge of sentence structure, and knowledge about meaning and origin of words.	There is incidental and some planned activity that reflects student, teacher, and staff communication interests in developing a program that includes the indigenous language as a language of instruction and/or as a class in the school.	English is the language of communication in the school with little or no student, teacher, or staff communication in the indigenous language.

Indigenous Language Use Scoring Guide

Program/level: _____ Score: _____

	Enacting (4)	Developing (3)	Emerging (2)	Not Present (1)
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	<p>The indigenous language is used as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a primary language of instruction across the grades and curriculum. The program includes a multilingual approach to learning in ways that promote the distinctive spiritual, cultural, and social mores of the community. <input type="checkbox"/> The language is reinforced in community social and cultural environments. 	<ul style="list-style-type: none"> <input type="checkbox"/> The indigenous language is used as an emerging language of instruction and includes a multilingual approach to learning in ways that support the distinctive spiritual, cultural, and social mores of the community. <input type="checkbox"/> The community is beginning to recognize the relationships between language development and academic performance. 	<p>Plans are being developed for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the introduction of an indigenous language for instruction or as a class in some grades. <input type="checkbox"/> Indigenous language may be used informally for communication in classrooms and/or may be used in school ceremonial (song, performance, storytelling) or other nonclassroom settings, primarily by adults in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> English is used as the language of instruction. <input type="checkbox"/> The indigenous language is not used at all in the classroom or school but may be used incidentally or as a Creole in a variety of settings.
Examples	<p>The indigenous language is used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (a) as a primary language of instruction <input type="checkbox"/> (b) in all grades offered <input type="checkbox"/> (c) in multiple core content areas and for all regular school and community social activities. The community is beginning to recognize the relationships between language development and academic performance. <input type="checkbox"/> Classes are offered for other languages, which may also be used as alternative languages of instruction as part of a comprehensive educational program promoting traditional knowledge and contemporary spiritual, cultural, and social mores of the community in a modern and expanding context. <input type="checkbox"/> This may include moral concepts and taboos. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans have been developed and students, teachers, and staff are beginning to communicate in the indigenous language for a portion of school and community social and cultural activities. <input type="checkbox"/> Classroom activity includes an expanding use of vocabularies, introductory knowledge of sentence structure, and knowledge about meaning and origin of words. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is incidental and some planned activity that reflects student, teacher, and staff communication interests in developing a program that includes the indigenous language as a language of instruction and/or as a class in the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> English is the language of communication in the school, with little or no student, teacher, or staff communication in the indigenous language.
Additional evidence of score				

Culture-Based Pedagogy

Rubric

	Enacting	Developing	Emerging	Not Present
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	Instruction and classroom management are compatible with Native teaching, knowledge, and learning in a contemporary setting in ways that promote the distinctive spiritual, cultural, and social mores of the community.	Well-planned and coordinated efforts are being undertaken to develop instructional strategies that are compatible with Native teaching and learning in a way that supports the distinctive spiritual, cultural, and social mores of the community.	Incidental use of instructional strategies generally considered compatible with Native teaching and learning (collaboration and demonstration) with initial planning taking place to better reflect the distinctive social organizations, linguistic patterns, cognitive styles, motivations, or values of the local community.	Instruction is predominantly whole-class, decontextualized, didactic, and focused primarily on individual work and accomplishments.
Examples	Use of traditional (elders) as well as contemporary mentors for actual demonstration, supervised practice, monitoring student behavior, testing for both individual and group mentee experiences, and practical field experiences as part of the teaching and learning experience. Instructors have a firm indigenous language base and promote both local and other multicultural knowledge and environments.	Limited use of traditional (elders) as well as contemporary mentors for actual demonstration, supervised practice, monitoring student behavior, testing for both individual and group mentee experiences, and practical field experiences as part of the teaching and learning experience. Bilingual and multilingual programs are in the process of being established for preparing students to work and live in a multicultural, national, or international setting.	Exploratory and very limited use of traditional elders and contemporary mentors used in the classroom or school setting. There is recognition for the need of trained bilingual and multilingual teachers.	Absence of traditional (elders) and other community mentors for demonstration of traditional skills, knowledge, and mores. Schools ignore the importance of learning in languages other than English and other social and cultural needs of Native and other minority students.

Pedagogy Scoring Guide

Program/level: _____ Score: _____

	Enacting (4)	Developing (3)	Emerging (2)	Not Present (1)
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	<input type="checkbox"/> Instructional strategies, teaching activities, classroom management strategies, and physical environments are organized in ways that reinforce the distinctive spiritual, cultural, and social mores of the community.	<input type="checkbox"/> Plans are being developed and carried out to organize instructional strategies, teaching activities, classroom management strategies, and physical environments in ways that support the distinctive spiritual, cultural, and social mores of the community.	<input type="checkbox"/> Plans are being developed and carried out to organize instructional strategies, teaching activities, classroom management strategies, and physical environments in ways that support the distinctive spiritual, cultural, and social mores of the community.	<input type="checkbox"/> Instruction is predominantly whole-class, decontextualized, didactic, and focused primarily on individual work and accomplishments.
Examples	<p>Use of traditional (elders) as well as contemporary mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actual demonstration, supervised practice <input type="checkbox"/> monitoring student behavior <input type="checkbox"/> testing, for both individual and group mentee experiences <input type="checkbox"/> practical field experiences as part of the teaching and learning experience <p><input type="checkbox"/> Instructors have a firm indigenous language base and promote both local and other multicultural knowledge and environments.</p>	<p>Limited use of traditional (elders) as well as contemporary mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actual demonstration, supervised practice <input type="checkbox"/> monitoring student behavior <input type="checkbox"/> testing, for both individual and group mentee experiences <input type="checkbox"/> practical field experiences as part of the teaching and learning experience <p><input type="checkbox"/> Bilingual and multilingual programs are in the process of being established for preparing students to work and live in a multicultural, national, or international setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exploratory and very limited use of traditional elders and contemporary mentors used in the classroom or school setting. <input type="checkbox"/> There is recognition for the need of trained bilingual and multilingual teachers. 	<p>Absence of traditional (elders) and other community mentors for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration of traditional skills, knowledge, and mores. <input type="checkbox"/> Schools ignore the importance of learning in languages other than English and other social and cultural needs of Native and other minority students.
Additional evidence of score				

Culture-Based Curriculum

Rubric

	Enacting	Developing	Emerging	Not Present
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	A culture-based curriculum has been integrated into all grade levels and subject areas. This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experiences of the community in a modern context. The curriculum has been expanded to provide students a rich multicultural, national, and international content base from which to grow and mature.	A culture-based education program, supportive of the local language and culture, is planned and in the process of being implemented across the grades. A national and international curriculum is planned and introduced. This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge, values, and the historical, social, political, and economic experience of the community.	A culture-based curriculum, for which academic content is related to community knowledge, is in the planning stage and may be used in some grade levels and subject areas and/or is in development. The community and professional staff may not yet be universally supportive of the changes being discussed.	The school curriculum does not reflect local Native culture, history, or language, and the school may present a perspective and context inconsistent with the views and priorities of the Native community.
Examples	Cultural mores ⁴ appropriate to modern living; legends, oral histories, clan and social structures; and the fine arts (chants, traditional music, visual arts, dance et al.) are all part of the current school and community culture. Contemporary legal, social, political, economic, and other local issues are studied and integrated into broader state and national curriculum requirements.	Planning and exploratory use and knowledge of cultural mores ⁴ appropriate to modern living; legends, oral histories, values, clan and social structures; and the fine arts (chants, traditional music, visual arts, dance et al.) are all emerging as part of the current school and community culture. Plans for introducing national and international events and perspectives are integrated into the culture-based and state curriculum requirements.	Incidental, limited, or partially planned activities are carried out regarding use of values and cultural mores ⁴ that promote the distinctive spiritual, cultural, and social mores of the community.	Absence of cultural values, mores ⁴ appropriate to modern living, legends, oral histories, clan and social structures, the fine arts (music, visual arts, dance et al.) and other priorities that promote the distinctive spiritual, cultural, and social mores of the Native community.

⁴ Use of legends and myths as a way of providing knowledge, moral concepts, cultural practices, and taboos.

Curriculum Scoring Guide

Program/level: _____ Score: _____

	Enacting (4)	Developing (3)	Emerging (2)	Not Present (1)
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	<ul style="list-style-type: none"> <input type="checkbox"/> A culture-based curriculum has been integrated into all grade levels and subject areas. <input type="checkbox"/> This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experiences of the community in a modern context. <input type="checkbox"/> The curriculum has been expanded to provide students a rich multicultural, national, and international content base from which to grow and mature. 	<ul style="list-style-type: none"> <input type="checkbox"/> A culture-based education program, supportive of the local language and culture, is planned and in the process of being implemented across the grades. A national and international curriculum has been planned and introduced. <input type="checkbox"/> This curriculum addresses the relationship of academic content to both traditional and contemporary community knowledge and values, as well as the historical, social, political, and economic experience of the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> A culture-based curriculum, for which academic content is related to community knowledge, is in a preliminary planning stage for different grade levels and subject areas. <input type="checkbox"/> The community and professional staff may not yet be universally supportive of the changes being discussed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school curriculum does not reflect local Native culture, history, values, or language, nor does it reflect Native priorities or promote the distinctive spiritual, cultural, and social mores of the community.
Examples	<p>Cultural mores⁴ appropriate to modern living,</p> <ul style="list-style-type: none"> <input type="checkbox"/> legends <input type="checkbox"/> oral histories <input type="checkbox"/> clan and social structures <input type="checkbox"/> the fine arts (chants, traditional music, visual arts, dance et al.) <input type="checkbox"/> are all part of the current school and community culture <p><input type="checkbox"/> Contemporary legal, social, political, economic, and other local issues are studied and integrated into broader state and national curriculum requirements.</p>	<p>Planning and exploratory use and knowledge of cultural mores⁴ appropriate to modern living,</p> <ul style="list-style-type: none"> <input type="checkbox"/> legends <input type="checkbox"/> oral histories <input type="checkbox"/> clan and social structures and values, <input type="checkbox"/> the fine arts (chants, traditional music, visual arts, dance et al.) <input type="checkbox"/> are all emerging as part of the current school and community culture <p><input type="checkbox"/> Plans for introducing national and international events and perspectives are integrated into the culture-based and state curriculum requirements.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Incidental, limited, or partially planned activities are carried out regarding use of values and cultural mores⁴ that promote the distinctive spiritual, cultural, and social mores of the community. 	<p>Absence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cultural values <input type="checkbox"/> mores⁴ appropriate to modern living <input type="checkbox"/> legends <input type="checkbox"/> oral histories <input type="checkbox"/> clan and social structures, <input type="checkbox"/> the fine arts (music, visual arts, dance et al.) <input type="checkbox"/> and other priorities that promote the distinctive spiritual, cultural, and social mores of the Native community
Additional evidence of score				

⁴ Use of legends and myths as a way of providing knowledge, moral concepts, cultural practices, and taboos.

Culture-Based Patterns of Participation in Leadership and Decisionmaking

Rubric

	Enacting	Developing	Emerging	Not Present
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	The local community served by the school is a partner in decisionmaking regarding school vision, philosophy, mission, goals, curriculum, and assessment of student progress and in the articulation of values for the program. The sociopolitical processes associated with decisionmaking reflect traditional and contemporary patterns of leadership as well as spiritual, cultural, and social mores of the community in a modern and expanding context.	Parents and others in the local community served by the school are engaged in limited but expanding planning and decisionmaking regarding school vision, goals, curriculum, assessment of student progress, and articulation of values for the program. Modern tribal or traditional systems for decisionmaking may be in evidence.	The local community served by the school is advisory in decision-making regarding school vision, goals, curriculum, assessment of student progress, and articulation of values for the program.	The local, state, and national governments have primacy in decision making regarding school goals, curriculum, pedagogy, and school administration with little or no regard for the priorities of the Native community.
Examples	Actual community, tribal, inter-, and intraschool meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional as well as modern practice may be in evidence.	Periodic community, tribal, and other meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional systems are beginning to be articulated and explored.	Advisory community, tribal, and other input in meetings with school officials and little if any practical application of consensus building is practiced as part of decision making.	Little or no evidence of community, tribal, and other meetings where the priorities of Native communities are implemented or considered.

Patterns of Participation in Leadership Scoring Guide

Program/level: _____ Score: _____

	Enacting (4)	Developing (3)	Emerging (2)	Not Present (1)
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	<p>The local community served by the school is a partner in decisionmaking regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision <input type="checkbox"/> philosophy <input type="checkbox"/> mission <input type="checkbox"/> goals <input type="checkbox"/> curriculum <input type="checkbox"/> assessment of student progress <input type="checkbox"/> articulation of values for the program <p>The sociopolitical processes associated with decisionmaking reflect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> traditional and contemporary patterns of leadership <input type="checkbox"/> as well as spiritual, cultural, and social mores of the community in a modern and expanding context 	<p>Parents and others in the local community served by the school are becoming engaged in planning and implementing decisionmaking regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision <input type="checkbox"/> goals <input type="checkbox"/> curriculum <input type="checkbox"/> assessment of student progress <input type="checkbox"/> articulation of values for the program <p><input type="checkbox"/> Modern tribal or traditional systems for decisionmaking may be in evidence.</p>	<p>The local community served by the school is advisory in decisionmaking regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> vision <input type="checkbox"/> goals <input type="checkbox"/> curriculum <input type="checkbox"/> assessment of student progress <input type="checkbox"/> articulation of values for the program 	<p>The local, state, and national governments have primacy in decisionmaking regarding school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> goals <input type="checkbox"/> curriculum <input type="checkbox"/> pedagogy <input type="checkbox"/> school administration <input type="checkbox"/> with little or no regard for Native community priorities
Examples	<input type="checkbox"/> Actual community, tribal, inter-, and intraschool meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional as well as modern practice may be in evidence.	<input type="checkbox"/> Periodic community, tribal, and other meetings where a practical application of consensus building through storytelling, discussion, and group decisions (e.g., tribal, clan, or traditional leadership roles) may occur. Traditional systems are beginning to be articulated and explored.	<input type="checkbox"/> Advisory community, tribal, and other input in meetings with school officials and little if any practical application of consensus building is practiced as a part of decision making.	<input type="checkbox"/> Little or no evidence of community, tribal, and other meetings where the priorities of Native communities are implemented or considered.
Additional evidence of score				

Culture-Based Methods of Assessing Student Performance

Rubric

	Enacting	Developing	Emerging	Not Present
General definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	Assessment of student performance is carried out in the language of instruction, is based on the local curriculum, and is used to adjust pedagogy and curricular approaches for individual students and classroom practice. Schools and parents monitor progress of both students and teachers for decisions on curricular, management, and pedagogical changes.	Assessment of student performance is in the developmental stage, and there are plans to assess student progress in the language of instruction and local curriculum, as well as for adjusting pedagogy and curricular approaches for individual student and classroom practice. Testing and editing of instruments is taking place.	Discussion and/or planning is taking place for assessment of student progress in the language of instruction and the local curriculum, and for adjusting pedagogy and curricular approaches for individual student and classroom practice.	Testing and assessment of student academic progress is in the national or official language and is used exclusively in the schools for all students regardless of language community.
Examples	Curriculum-based measurements in reading, mathematics, writing, and oral proficiency are being used in the classroom in the language of instruction and are carried out and used by the classroom instructor to monitor student progress. Program content and direction are also affected by the assessment program.	Curriculum-based measurements are in the process of being developed for reading, mathematics, writing, and oral proficiency for planned use of monitoring and analyzing student academic progress and program priorities.	School administrators and teachers are collecting information on different methods of assessing student performance and discussing the idea of using appropriate linguistic and culture-based assessment tools, but they have not yet tested or developed such materials.	Standardized tests in the national language are used to monitor student progress, even where a heritage or indigenous language is used as the language of instruction.

Methods of Assessing Student Performance Scoring Guide

Program/level: _____ Score: _____

	Enacting (4)	Developing (3)	Emerging (2)	Not Present (1)
General Definition	Promotes and strengthens the distinctive contemporary as well as traditional linguistic, cultural, spiritual, and social mores of the community.	Reflects a planned and coordinated effort toward integration of local community goals and values, which may be partially implemented.	Reflects incidental or partially planned efforts toward integration of local community goals and values.	Reflects contemporary social and cultural mores of U.S. schools.
Indicator	<p>Assessment of student performance is carried out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the language of instruction <input type="checkbox"/> is based on the local curriculum <input type="checkbox"/> is used to adjust pedagogy and curricular approaches for individual students and classroom practice <p>Schools and parents monitor progress of both students and teachers for decisions on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> curricular <input type="checkbox"/> management <input type="checkbox"/> pedagogical changes 	<p>Assessment of student performance is in the developmental stage and there are plans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to assess student progress in the language of instruction and the local curriculum <input type="checkbox"/> for adjusting pedagogy and curricular approaches for individual student and classroom practice <p><input type="checkbox"/> Testing and editing of instruments is taking place.</p>	<p>Discussion and/or planning is taking place:</p> <ul style="list-style-type: none"> <input type="checkbox"/> for assessment of student progress in the language of instruction and the local curriculum <input type="checkbox"/> for adjusting pedagogy and curricular approaches for individual student and classroom practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Testing and assessment of student academic progress in the national or official language is used exclusively in the schools for all students.
Examples	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum-based measurements in reading, mathematics, writing, and oral proficiency are being used in the classroom in the language of instruction and are carried out and used by the classroom instructor to monitor student progress. <input type="checkbox"/> Program content and direction are also affected by the assessment program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum-based measurements are in the process of being developed for reading, mathematics, writing, and oral proficiency for planned use of monitoring and analyzing student academic progress and program priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> School administrators and teachers are collecting information on different methods of assessing student performance and discussing the idea of using appropriate linguistic and culture-based assessment tools, but they have not yet tested or developed such materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standardized tests in the national language are used to monitor student progress, even where a heritage or indigenous language is used as the language of instruction.
Additional evidence of score				

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