



Tribal History/Shared History: Status Assessment

April 29, 2022

PREPARED BY:
Steven Tedeschi & Caitlin Scott



Tribal History/Shared History: Status Assessment

Prepared For

Office of Indian Education, Oregon Department of Education

By

Marzano Research

Referencing This Report

This report should be cited as Tedeschi, S. & Scott, C. (2022). Tribal History/Shared History: Status Assessment. Marzano Research.

Acknowledgments

The authors would like to thank the Region 16 Comprehensive Center, the Oregon Department of Education, and the Oregon Department of Education's Office of Indian Education for their support during all phases of this project.

The contents of this report were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

© 2021 Marzano Research

Table of Contents

Background and Key Findings.....	1
Implementation	3
Resources and Supports	6
Factors That Support or Hinder Implementation.....	12
Recommendations	16
References	21
Appendix: Methods.....	22

Background and Key Findings

In 2017, the Oregon state legislature enacted the Tribal History/Shared History initiative and directed the Oregon Department of Education’s Office of Indian Education (ODE/OIE) to develop a K–12 Native American curriculum for all Oregon public schools. Since 2017, more than 45 lesson plans have been developed for grades four, eight, and ten across multiple content areas. During the 2020/21 academic year, ODE/OIE launched the first phase of implementation in these grade levels.

Marzano Research, in partnership with ODE/OIE and the Region 16 Comprehensive Center, conducted a status assessment in the fall of 2021 and early winter of 2022 to evaluate the initial implementation of Oregon’s Tribal History/Shared History initiative across the state. The status assessment focused on five status assessment questions (Table 1).

Table 1: Status Assessment and Data Sources

Status Assessment Questions	Data Sources
To what extent has the Tribal History/Shared History program been implemented as intended?	<ul style="list-style-type: none"> • ODE/OIE staff interviews • Online professional development course records • Counts of ODE/OIE lesson plans • Educator survey • Curriculum director survey • Curriculum director focus groups
Which resources (online professional development courses, ODE lesson plans, etc.) are being used to implement the Tribal History/Shared History program?	<ul style="list-style-type: none"> • Educator survey • Curriculum director survey • Curriculum director focus groups
To what extent does the Tribal History/Shared History program implementation vary by grade level and content area?	<ul style="list-style-type: none"> • Educator survey • Curriculum director survey • Curriculum director focus groups
What factors impede or support the Tribal History/Shared History program implementation?	<ul style="list-style-type: none"> • Educator survey • Curriculum director survey • Curriculum director focus groups
How have educators been supported in their implementation of the Tribal History/Shared History program?	<ul style="list-style-type: none"> • Educator survey • Curriculum director survey • Curriculum director focus groups

Marzano Research conducted interviews with six ODE/OIE staff and three ODE partners and reviewed online professional development course records in order to create an educator survey, curriculum director survey, and focus group protocols. These instruments were designed to elicit a variety of perspectives about three topics: (1) awareness of and implementation of Tribal History/Shared History, (2) resources for implementing Tribal History/Shared History, and (3) factors that support or impede the implementation of Tribal History/Shared History.

Then, Marzano Research collected and analyzed survey data from 548 educators and 69 curriculum directors (or those who fulfill a similar role) across Oregon’s public school districts.

The research team collected additional data from curriculum directors (or those who fulfill a similar role) during four virtual focus group activities.

The following report is organized by each major focus of the status assessment: (1) Implementation, (2) Resources and Supports, and (3) Factors That Support or Hinder Implementation. Each of these three sections of the report summarizes multiple data sources related to the section's focus. The three findings sections are followed by a series of recommendations. Lastly, the report contains an appendix detailing the methods employed for the status assessment.

The following is a list of the key findings from this status assessment. See the body of the report for supporting evidence.

Implementation

1. Participants report they believe implementation is important; however, data suggests implementation is not yet widespread in classrooms.
2. Implementation is highest among educators in mandated grades (four, eight, ten) but not widespread across other grade levels.

Resources and Supports

3. Among “implementing educators and curriculum directors,” (i.e., those who have started Tribal History/Shared history), about one-third report feeling moderately supported implementing Tribal History/Shared History.
4. About half of implementing educators and curriculum directors report receiving professional development focused on Tribal History/Shared History.
5. Online ODE/OIE sessions are a primary source of professional development for those who report implementing Tribal History/Shared History.
6. Implementing curriculum directors were more likely than implementing educators to report the professional development was helpful.
7. Tribal engagement is not widespread but is reportedly invaluable where it exists.

Factors That Support or Hinder

8. Educators and curriculum directors report school-level and district-level support as top supports for implementation.
9. Educators and curriculum directors report time and competing priorities as impeding factors.
10. Educators report a lack of resources for their content area or grade level as an impeding factor.
11. Few educators and curriculum directors identify postsecondary/university-level support as a supporting factor.

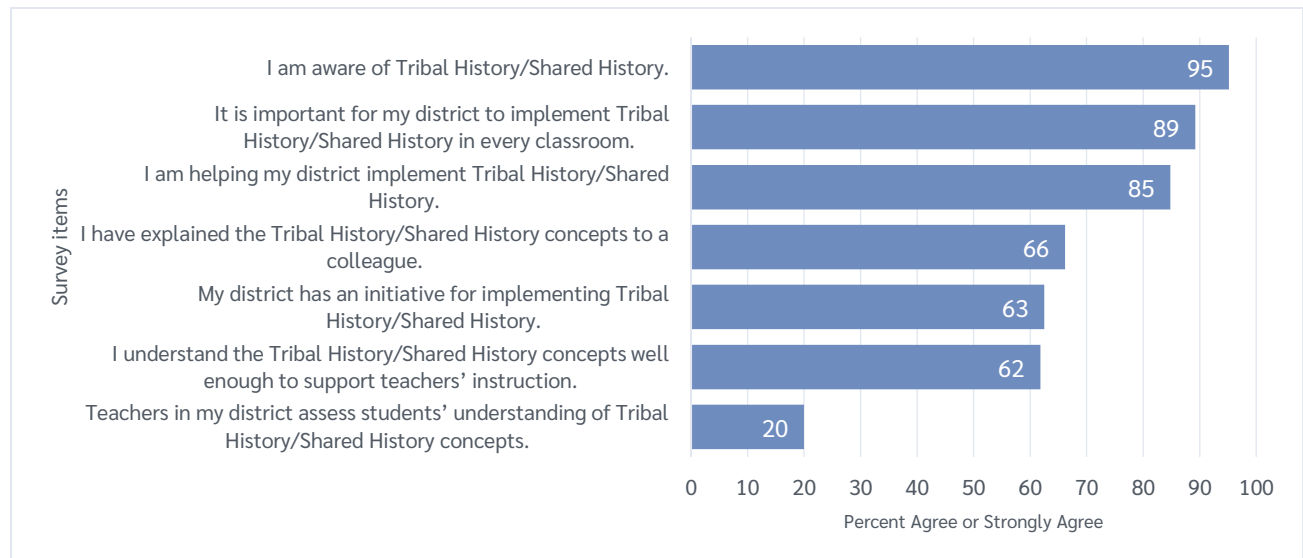
Implementation

One focus of the status assessment was to identify the level of implementation across the state. Both curriculum directors and educators received survey items developed to elicit responses about the level of implementation in their district or school.

Participants Report They Believe Implementation Is Important, but Not Yet Widespread in Classrooms

District curriculum directors were aware of the Tribal History/Shared History initiative (95%) and found it important (89%) (Figure 1). In addition, 85% of curriculum directors reported helping their district implement Tribal History/Shared History. However, 63% of curriculum directors reported that their district has an initiative. Furthermore, 62% of curriculum directors reported understanding the concepts well enough to support teacher instruction and 62% reported that they have explained the concept to a colleague. The lowest endorsed item asked whether teachers are assessing students' understanding of Tribal History/Shared History. Overall, 20% of curriculum directors reported teachers are assessing students.

Figure 1: Percentage of Curriculum Directors Agreeing or Strongly Agreeing to Implementation-Focused Survey Items

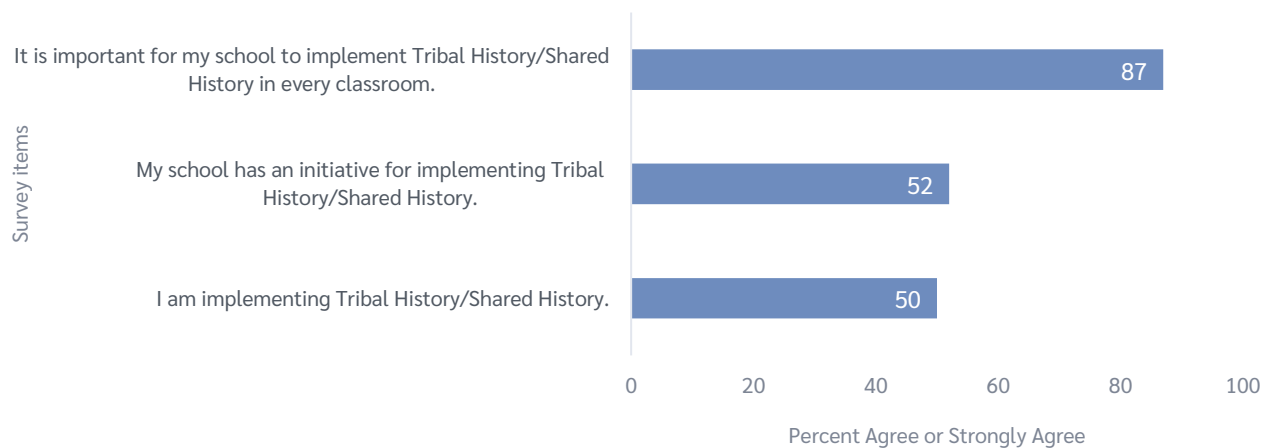


A closer look at the data shows that percentages were higher for those districts in which the curriculum director reported full implementation. For example, among those reporting full implementation, 36% agreed or strongly agreed that teachers are assessing students' understanding of Tribal History/Shared History.

The majority (74%) of curriculum directors reported implementation did vary by grade level. The grade levels where implementation reportedly varies the most are in grades four, eight, and ten. This variation makes sense, because the first phase of the Tribal History/Shared History initiative mandates implementation in those grades.

Educators were also asked several survey items related to implementation. Many (87%) educators reported that it is important for their school to implement Tribal History/Shared History, and 52% percent of educators reported that their school has a Tribal History/Shared History initiative. Moreover, half agreed or strongly agreed that they are implementing Tribal History/Shared History in their school (Figure 2). There were no significant differences when these survey items were disaggregated by grades mandated to implement (four, eight, ten) and grades not yet implementing.

Figure 2: Percentage of Educators Agreeing or Strongly Agreeing to Implementation-Focused Survey Items



Focus group participant observations about the level of implementation echo survey findings. That is, overall implementation is important, but implementation is not yet widespread at the classroom level. Curriculum directors expressed that those educators who know about the initiative show interest in implementing—as one participant put it, teachers are “begging for it. We want this, we want this historical knowledge...”

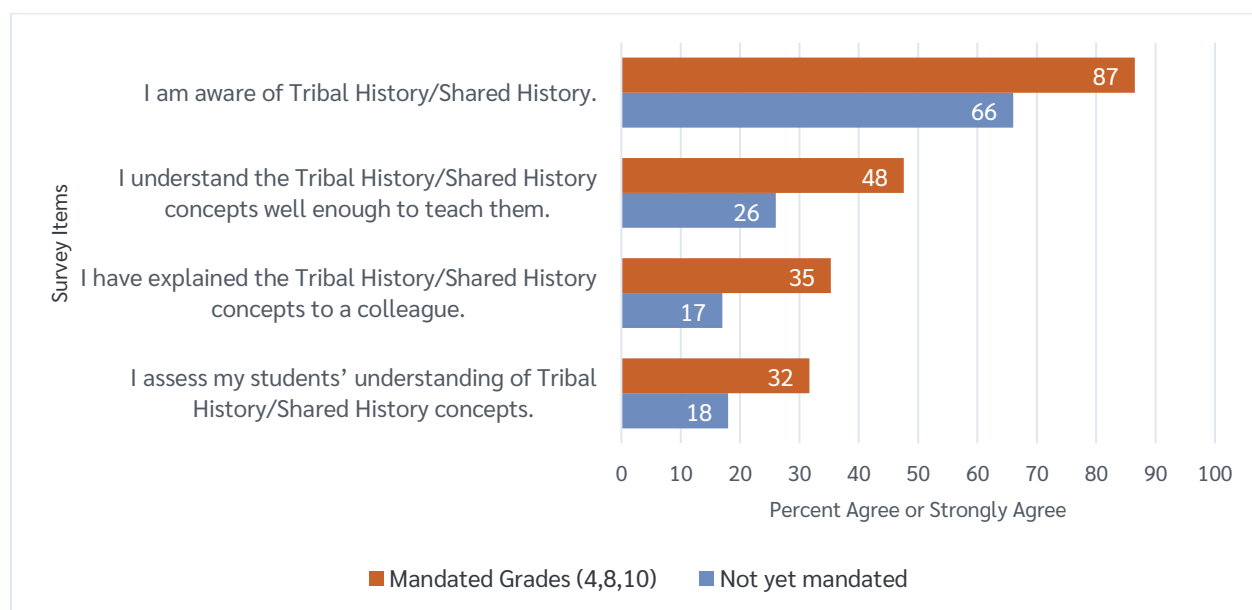
However, as survey findings also suggest, implementation at the classroom level varies. For example, while some focus group participants reported implementation in grades four, eight, and ten, others reported that some teachers have not yet started. As one participant put it, “Many of our fourth-grade teachers don’t even understand that this is something they’re being charged with, unless they were one of our early adopters.”

Others reported some educators have taken steps toward implementation, but implementation is in its early stages. For example, one participant noted, “teachers at two grade levels built canvas shells with the lessons...so they’re ready to go, but...we haven’t done anything with them...”

Implementation Is Highest Among Educators in Mandated Grades

When educator survey responses are disaggregated into grades currently mandated to implement Tribal History/Shared History (grades four, eight, ten) and those not yet mandated, educators in mandated grades were more likely to agree or strongly agree on four survey items (Figure 3). Almost half of educators in mandated grades reported understanding Tribal History/Shared History concepts well enough to teach them, while educators teaching in nonmandated grades reported lower levels of agreement, 48% and 26%, respectively. In mandated grades, educators were approximately twice as likely to report explaining the Tribal History/Shared History concepts to a colleague and assessing students on those concepts.

Figure 3: Percentage of Educators Agreeing or Strongly Agreeing to Implementation-Focused Survey Items Disaggregated by Mandated and Nonmandated Grade Levels



Overall, both the educator and curriculum director survey results suggest that Oregon educators and curriculum directors agree that implementation is important. Furthermore, roughly two-thirds of curriculum directors report their district has an initiative. However, about half of educators reported their school has an initiative, and educator responses to items probing their levels of understanding to teach, to explain concepts, and to assess students indicated they had more to learn even in mandated grades. These results suggest that district-level implementation is laying the groundwork for classroom implementation that is not yet manifested across Oregon classrooms.

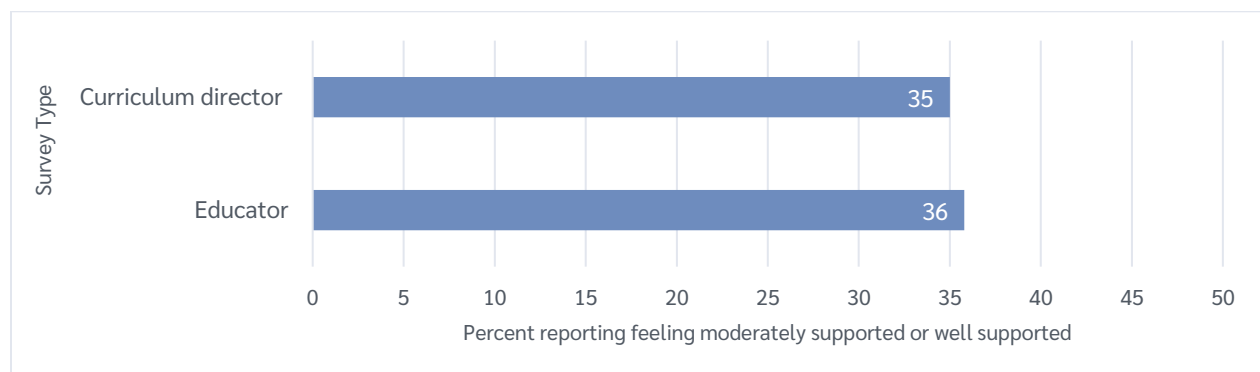
Resources and Supports

The second focus of the status assessment was to collect data about the perceptions of resources and supports to implement Tribal History/Shared History. Both curriculum directors and educators received survey items developed to elicit responses about resources and supports. Those who selected an item that reflects they have not begun to implement Tribal History/Shared History, have not received training, or have not used Tribal History/Shared History resources were removed from the analyses.

About One-Third of Educators and Curriculum Directors Report Feeling Moderately Supported

Roughly one-third of educators (35%) and curriculum directors (36%) reported feeling at least moderately supported in implementing Tribal History/Shared History (Figure 4). Among educators, 17% report feeling well supported. Among curriculum directors, 8% report feeling well supported.

Figure 4: Percentage of Survey Participants Who Report Feeling at Least Moderately Supported Implementing Tribal History/Shared History

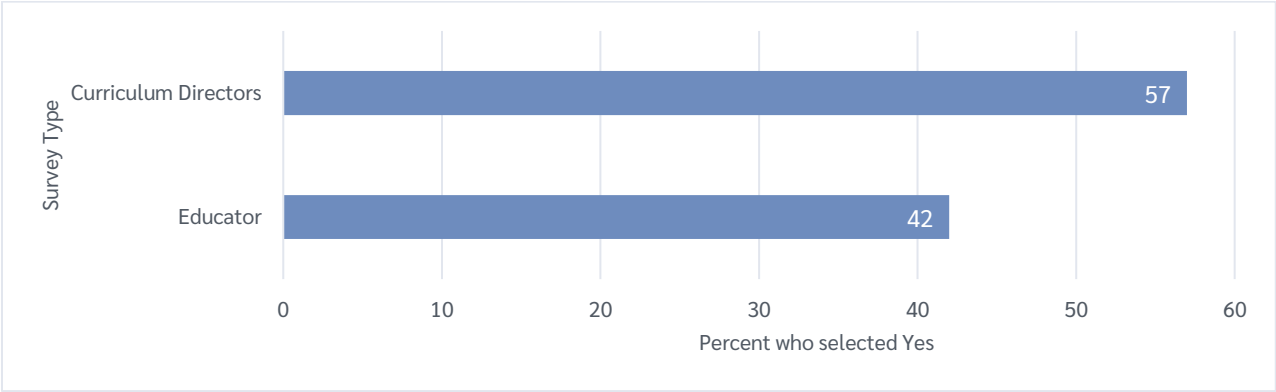


Curriculum director focus group participants who reported higher instances of implementation also reported having supports in place to promote implementation. For example, cohort models were a common support discussed across focus groups within districts that report implementation. One focus group participant reported that through the early adopter cohort model, educators received support as they went through professional development training (primarily online modules) and implemented at least one lesson last year (2020-2021 school year). Similarly, another participant reported having approximately 35 teachers go through the training modules in the first cohort with another 27 signed up for the next cohort. In contrast, one participant noted that teachers who were not in the early adopter cohort model reported a lack of awareness about the Tribal History/Shared History initiative.

About Half of Educators and Curriculum Directors Report Receiving Professional Development

Slightly less than half of educators (42%) and slightly more than half of curriculum directors (57%) reported receiving professional development that supported implementation (Figure 5).

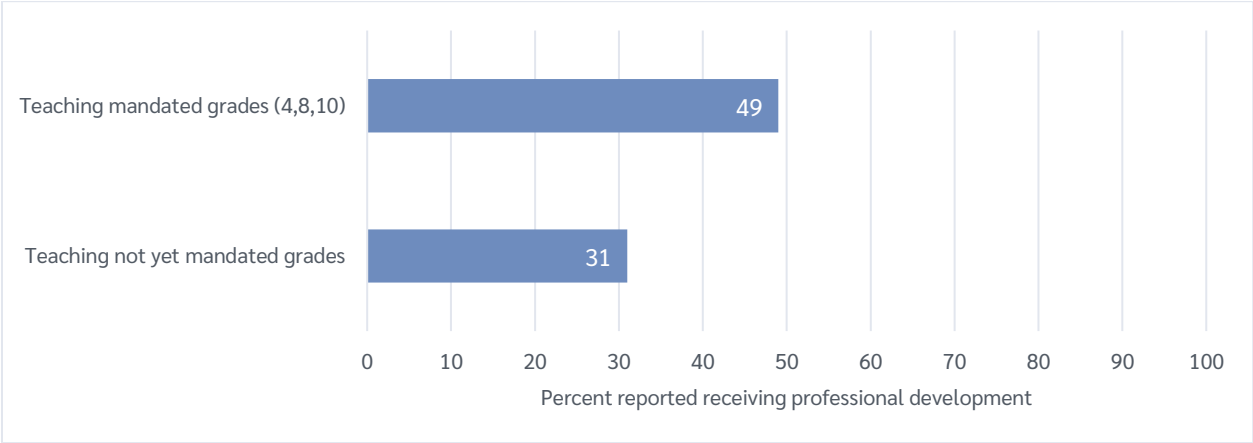
Figure 5: Percentage of Survey Participants Who Report Receiving Training/Professional Development



Curriculum directors had a slightly different response than educators when asked if teachers in their school or district received professional development. While 42% of educators reported receiving professional development, 60% of curriculum directors reported that educators have participated in professional development to support implementation.

Educators in grades currently mandated to implement were slightly more likely to report having received professional development to implement Tribal History/Shared History (Figure 6).

Figure 6: Percent of Educators Reporting They Have Received Professional Development to Support Implementation



Overall, approximately one-third of curriculum directors and educators surveyed felt supported implementing Tribal History/Shared History. Additionally, roughly half of educators report receiving professional development in mandated grades. This suggests that additional professional development is likely warranted for all educators, but particularly those currently in mandated grades.

ODE/OIE Modules and Online Sessions Are a Primary Source of Professional Development

When both asynchronous (modules) and synchronous online OIE professional development are aggregated, both educators (28%) and curriculum directors (33%) identified online OIE professional development in the top two primary sources of professional development (Table 2). Asynchronous online OIE professional development is the leading source of professional development reported by curriculum directors (19%), while school-level training is the leading source of professional development for educators (31%). Few educators reported in-person ODE/OIE train-the-trainer professional development (3%) and postsecondary/university-level training (1%) as sources of professional development. Similarly, few curriculum directors reported in-person ODE/OIE train-the-trainer professional development (10%) as a source of professional development.

Table 2: Sources of Professional Development Received by Educators and Curriculum Directors

Sources of Professional Development	Educator Survey (Percentage, Count)	Curriculum Director Survey (Percentage, Count)
School-level training	31% (92)	7% (5)
Asynchronous/Synchronous online OIE Professional Development sessions	28% (84) Asynchronous 19% (57) Synchronous 9% (27)	33% (24) Asynchronous 19% (14) Synchronous 14% (10)
District-level training	16% (49)	15% (11)
Tribal-level training	5% (16)	11% (8)
Other [Please specify]:	5% (15)	11% (8)
In-person ODE/OIE train-the-trainer training	3% (10)	10% (7)
Postsecondary/university-level training	1% (4)	-

Note: Row ordered by educator percentages

Focus group participants also reported asynchronous and synchronous online OIE professional development as a primary source of professional development. This was especially the case during the pandemic when education moved to virtual settings. Participants reported that the online OIE professional development modules were most helpful because of the background and cultural knowledge they provide. As one participant put it,

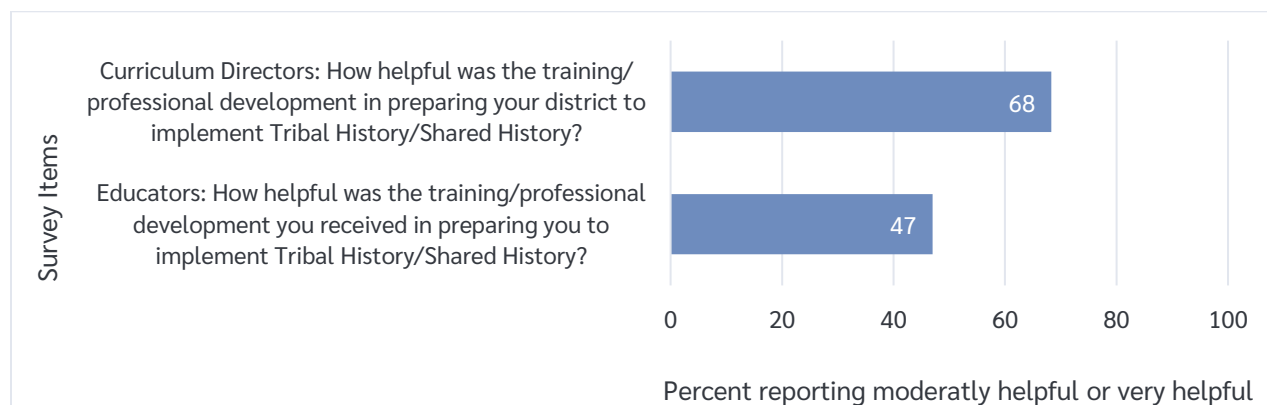
[The online modules provide] the background... And I truly believe that if people do not have the background knowledge that is within the professional development, the teaching of the lesson plans would just be briefed over... They wouldn't be able to answer underlying questions if they happen to have a class that asks questions. They wouldn't be able to answer them if they didn't have the PD...

Another focus group participant reported that educators in their district or school described the professional development modules as “transformative” since the staff had limited knowledge about “Oregon’s tribes or indigenous ways of seeing the world” and the modules inspired them to implement the lessons.

Curriculum Directors More Often Reported Professional Development Is Helpful

Overall, 68% of curriculum directors who received professional development reported that it was at least moderately helpful, with 27% reporting it was very helpful. In contrast, 47% of educators who reported receiving professional development reported the same, with 20% reporting the training/professional development was very helpful. When disaggregated by educators in mandated grades (four, eight, ten) and those not, there was no significant difference between those who found the training at least moderately helpful, 48% and 47%, respectively.

Figure 7: Educator and Curriculum Directors Who Reported Professional Development Was At Least Moderately Helpful in Preparing for Implementation



Though survey respondents and several focus group participants reported the importance of the asynchronous and synchronous online OIE professional modules, some focus group participants contend collaborative and, for some, in-person professional development was more powerful. Speaking about professional development prior to going virtual, one focus group participant remarked,

I think when we had interaction...that was face-to-face and where we were engaging our partners, that was so much more meaningful because we were creating shared experience and that's critical for the development of our educators... [authenticity] is super important in this work.

Similarly, some survey respondents emphasized the benefits of collaborating with colleagues to implement Tribal History/Shared History. For example, one respondent remarked, “There were a couple of teachers who had already implemented tribal history instruction into their classrooms, and they shared successes/challenges and lesson plans with us.” Others reported benefits of increased collaboration included opportunities to dive into materials and discuss Tribal History/Shared History with colleagues. One survey participant reported, “Meeting with other fourth-grade teachers was helpful. We figured out where we can insert lessons into our current curriculum.”

Educators and Curriculum Directors Noted Several Helpful Resources Provided by ODE/OIE

On the survey, 32% ($n = 173$) of educators and 30% ($n = 41$) of curriculum directors chose the SB13 Educator Toolkit as a helpful resource implementing Tribal History/Shared History. Both professional development and lesson plans round out the top three existing resources/supports identified as helpful (Table 3). Thirty-seven percent ($n = 202$) of educator survey participants and 19% ($n = 13$) of curriculum director survey participants reported they had not used any existing resources/supports.

Table 3: Existing Resources/Supports Identified as Helpful in Implementing Tribal History/Shared History

Resources/Supports	Educator Survey (Percentage/Count)	Curriculum Director Survey (Percentage, Count)
SB 13 (Tribal History/Shared History) Educator Toolkit	32% (173)	30% (41)
Professional development	24% (131)	18% (24)
Lesson plans	20% (110)	23% (31)
Teacher networking systems	7% (38)	11% (15)
Tribal liaisons	6% (33)	9% (12)
Other [Please specify]	9% (48)	5% (7)
Oregon Open Learning Hub	2% (12)	3% (4)
IT support	1% (4)	2% (3)

Note: Row ordered by educator percentages.

Tribal Engagement Is Not Widespread but Reportedly Invaluable

Survey and focus group data suggests tribal engagement is not widespread. For example, 6% ($n = 33$) of educators and 9% ($n = 12$) of curriculum directors reported tribal liaisons as a helpful existing resource or support (Table 3). However, those survey and focus group participants who have had the opportunity to partner with local tribes report the impact has been beneficial to implementation.

When survey participants were asked an open-ended question about what they liked about the professional development, the consensus was that it brought local context to the work. One survey participant remarked, “We invited our local tribe to present to our entire district certified staff. This helped bring local context to our work and build on the quality information our staff received from the online modules.”

Some focus group participants also reported partnership with local tribes. In fact, one focus group participant shared that their district had a memorandum of understanding with the Confederated Tribes of the Grand Ronde that has fostered continued partnership and collaboration. Each focus group participant who experienced partnership with local tribes expressed the positive impact it had on implementation. As one focus group participant expressed,

[Partnership with the local tribe] has been invaluable...because [the district has an] explicit partnership and relationship with the Grand Ronde tribe. We have leaned heavily into that versus a lot of the SB 13 resources that are offered to us at the state level. For us it’s more about care, connection, and that relationship with the specific tribe in our community...

Another expressed that having local tribal members aid fourth- and fifth-grade classroom teachers implement lessons has helped non-Native teachers “feel more confident that they’re presenting the information in a culturally respectful way.”

Another focus group participant shared that their monthly SB 13 community of practice includes an indigenous scholar or a practitioner. This has fostered a community of educators who have become more “comfortable with each other [as they] engage with the SB 13 lesson plans.” Lines of communication remain open so teachers “can continue some conversations that are coming up because a lot of our teachers don’t have any prior knowledge.”

While data suggests tribal engagement is limited, survey responses expressed a desire to access that resource and support. When posed with the question “What supports do you think could be helpful that are not available now?” several survey participants included responses focused on tribal partnership. For example, one survey participant wrote that they would “love more information about contacting local tribes and getting them into the schools.” Another contended, “I would love to collaborate more with our local Indigenous tribes. I have been able to connect with them a couple times, but regular contact has not happened,” while another noted, “More training/professional development opportunities led by Indigenous people would provide the most direct training.”

Factors That Support or Hinder Implementation

The third focus of the status assessment was to collect data about which factors support or hinder implementation of Tribal History/Shared History. Both curriculum directors and educators received survey items developed to elicit responses about supporting and impeding factors. Those who selected an item that reflects they have not begun to implement Tribal History/Shared History, have not received training, or have not used Tribal History/Shared History resources were removed from the analyses.

Educators and Curriculum Directors Report School Level and District Level as Top Supports

Overall, 84% of educator and curriculum director survey participants reported school administrator support as a minor support or major support (Table 4). Similarly, 77% of educator and curriculum director participants reported district-level support as a minor support or major support. Anecdotal evidence from focus groups suggest that administrative support has been a positive contributing factor for implementation. This support included messaging from leadership as well as offering additional professional development hours and compensation for teachers to engage with Tribal History/Shared History resources and training materials.

Table 4: Top Supporting Factors Ranked by Those Who Selected the Factor as a Minor Support or Major Support

	Educator Survey (Percentage, Count)	Curriculum Director Survey (Percentage, Count)
Supporting factors	School administrator support (84%, 203)	School administrator support (84%, 36)
	District-level support (77%, 178)	District-level support (77%, 34)
	Tribal outreach and support (67%, 141)	Training/professional development (74%, 32)

Note: Row ordered by educator percentages.

Educators and Curriculum Directors Report Time and Competing Priorities as Impeding Factors

Overall, survey respondents most frequently reported time as an impeding factor of implementation (Table 5). When prompted to provide additional supports that could be helpful but are not available now, one survey respondent wrote,

Allocated time...I am spending a large amount of my own personal time to get the modules completed. I have spent my own time looking at the lesson plans and determining a scope and sequence for the lessons I want to teach and have time to teach within my school day.

Table 5: Top Impeding Factors Ranked by Those Who Selected the Factor as a Minor Challenge or Major Challenge

	Educator Survey (Percentage, Count)	Curriculum Director Survey (Percentage, Count)
Impeding factors	Time (73%, 171)	Time (81%, 34)
	Availability of resources for my content area or grade level ¹ (54%, 127)	Postsecondary/University-level support (47%, 15)
	Integration with my content area or grade level (52%, 123)	Alignment to curriculum (43%, 17)

¹This factor was appropriate only for the educator survey.

Note: Row ordered by educator percentages.

While all four focus groups included participants who reported time as an impeding factor for implementation, some participants also contended time concerns were a matter of prioritization. As one focus group participant put it, “we all have time, it’s just a matter of ‘we have other priorities.’ So, it’s not that the time doesn’t exist, it is how we’re choosing to spend it.”

Adding additional context to the challenge of competing priorities, another focus group participant reported, “We’re getting some great literacy foundations put in place, but it’s grabbing the time and energy from our teachers. And so, we want to implement [Tribal History/Shared History] in a meaningful way where teachers will really engage, but how do we make that happen in a year where [teachers are] already tapped on so many levels?”

Educators Report a Lack of Resources for Their Content Area or Grade Level as an Impeding Factor

Overall, 54% of educators reported availability of resources for their content area or grade level as a minor or major challenge. When disaggregated, 51% of those in mandated grades (four, eight, ten) report the same. Roughly half of educators in mandated grades and those not yet mandated report integration of Tribal History/Shared History into their content area or grade level as a minor or major challenge. Survey write-in responses and focus group data suggest there is room for improvement. These data may help explain the frequency in which survey participants noted availability of resources in their content area or grade level as an impeding factor for implementation.

Lesson Plans

One concern was the length of lesson plans. Focus group participants suggested it would be more appropriate to call some lessons “units.” They expressed that some educators were frustrated that some lesson plans took days to implement.

One focus group participant emphasized,

[S]ome of the lessons are in fact unit length and that was a big point of contention for my teachers. They felt misled. “If you expect me to teach a unit and call it a lesson, you’re setting me up to struggle because we already have more standards than we can cover.” That’s a massive teacher stressor, and some of them are a 60-minute lesson and some of them are three solid weeks of instruction.

Some survey participants also shared their perspective about the length of some lessons. One survey participant remarked,

Some of the lessons are really long. For example, one lesson took a fourth-grade teacher two weeks to implement. She taught in lieu of reading to find the time. The lessons are highly important, but we are struggling with the length of some of the lessons. We do not want to modify them because we could be using our own bias to modify content that is really important. It would be helpful to identify the priorities in each lesson. If you have to modify due to time, identify components that can be optional within each lesson.

Other focus group participants suggested the lesson plans could use revision to repair broken hyperlinks. One focus group participant reported that there are “quite a few” slide decks and lessons that include dated or broken links.

Access to Resources and Compatibility with Educator Software

During one focus group, participants noted that the resources found on the ODE website were Microsoft PowerPoint materials and, consequently, were not ready to use on the Google Classroom platform. As one focus group participant emphasized,

The lessons rely heavily on PowerPoint. Our district doesn’t even give teachers PowerPoint on their computers anymore. So, I spent a week turning them all into Google Doc, Google slides. I think a lot of districts are Google. I think there’s quite a few of the slide decks do

go to dead links or have broken embedded [links] within the lessons. There are digital components that are broken...

A few survey participants reported the Open Learning Hub as a useful existing resource. When focus group participants were probed about this resource, some remarked they did not know about the Open Learning Hub, while others suggested it was hard to navigate. One focus group participant reported,

I think one of the barriers is that the ODE website for lesson plans is really, really difficult [to navigate]. And it's hard to engage people with it where there are so many amazing platforms that create a way to engage with the curriculum...particularly now that so many educators are trained in Google Classroom.

Difficulty accessing the resources may explain the frequency of which survey respondents raised concerns about the availability of resources in their content area or grade level. In other words, the resources may exist, but teachers are having trouble finding them. In fact, even in mandated grades (four, eight, ten), only about half of those who responded reported the availability of resources for their content area or grade level as a supporting factor for implementation, while 39% of those educators teaching in grades that are not yet mandated to implement reported the availability of resources for their content area or grade level as a supporting factor.

When survey participants were asked *What supports do you think will be helpful that are not currently available?* survey participants simply remarked, “More math lessons,” “Ready-made grade-level content curriculum,” “Lesson plans,” “educator resources,” “Lesson plans for all of the arts,” “age-appropriate lessons divided by grade.”

Few Educators and Curriculum Directors Identified Postsecondary/University-Level Support as a Supporting Factor

In focus groups, participants remarked that teacher preparation programs were not preparing educators to work with American Indian students. As one focus group participant put it,

When we think about state level [Tribal History/Shared History] rollout and PD and how we're supporting our educators in this process, it seems like [looking at supporting our teachers from a postsecondary preparation perspective needs] to be explored. Not everybody's going to come from an Oregon university or school to teach in our state, but I think [postsecondary preparation is] one bridge that we could build. And we could add layers of support into pre-service teacher prep programs.

While data suggests there is support from both school and district leadership, data also suggests that resources such as lesson plans, access to resources, and postsecondary/university support could be improved and made more plentiful. Moreover, educators and curriculum directors reported time constraints and competing priorities that hindered implementation of Tribal History/Shared History. And while tribal engagement has reportedly impacted implementation in a positive direction, additional tribal engagement across Oregon's public schools is desired.

Recommendations

1. Consider increasing professional development opportunities.

What the Data Say:

Approximately one-third of educators and curriculum directors report feeling supported implementing Tribal History/Shared History. Approximately half of educator survey participants who received professional development report receiving professional development that was at least moderately helpful. However, 60% ($n = 265$) of the total educator sample reported they have not received professional development to prepare them for implementation. Moreover, 51% of educators in mandated grades reported not receiving professional development to support Tribal History/Shared History implementation. These data points may suggest professional development opportunities are not being offered at a level that promotes a sense of support among educators or it may mean the promotion of these opportunities is limited to such an extent that not enough educators are aware they exist. Additional interpretation may be that educators have competing professional development requirements (competing priorities) or experience limited funding for professional development.

Possible Responses:

Encourage districts and Education Service Districts (ESD) to offer a comprehensive series of professional development opportunities that provide content (scope and sequence, historical significance, topical information) and technical support (integrating Tribal History/Shared History in existing content/grade-level curriculum) to educators. Offer guidance from OIE to support the development of professional development opportunities.

Consider the audience for the professional development. If, as data suggests, curriculum directors are receiving most of the professional development, then this professional development may need to explicitly teach them how to pass on their learning to educators.

Take into consideration the desire among survey and focus group participants to engage in more collaboration by encouraging districts and ESDs to design and offer collaborative professional development opportunities. Perhaps provide a mix of online modules and interactive in-person collaborative work sessions to discuss and apply what is provided during the online modules.

Seek opportunities to offer guidance and support to districts and ESDs to provide train-the-trainer professional development as a means to build internal district capacity.

Consider working with districts to set aside compensated professional development focused on Tribal History/Shared History implementation.

In response to the length of lessons not fitting instructional time, consider offering guidance around how to adapt the existing lessons to fit into time constraints.

2. Consider ways to engage Indigenous people with substantial or lived experiences to develop and lead individual and collaborative professional development opportunities.

What the Data Say:

Survey and focus group data suggests tribal engagement is not widespread. However, those survey and focus group participants who have had the opportunity to partner with local tribes report the impact has been beneficial to implementation. These data suggest that while tribal outreach and support is limited, where it exists it is valued. Furthermore, survey write-in responses and focus group data suggest that among those who have not yet engaged with local tribes, a desire exists to partner with local indigenous people with substantial or lived experiences and tribes to support implementation of Tribal History/Shared History.

Possible Responses:

Consider follow-up conversations or surveys with tribal education leaders to assess their level of interest and capacity to provide the type of supports and resources educators desire.

Consider what role the state can play connecting districts with Indigenous people with substantial or lived experiences and tribal education entities—for example, use of state funds and capacity to develop a network of Indigenous people with substantial or lived experiences who are available to participate in district professional development. Offer appropriate compensation.

Consider developing and leveraging relationships with ESDs to help increase state capacity to build these district-tribal partnerships.

Encourage districts to include Indigenous people with substantial or lived experiences in professional development sessions to foster relationship building and to bring local context and meaning to the work.

Consider providing, and encouraging districts and ESDs to provide, compensation to Indigenous people with substantial or lived experiences to develop and lead professional development.

3. Consider revising Tribal History/Shared History material delivery platform.

What the Data Say:

There was a strong indication that curriculum directors/teachers are seeking upgrades to the way they access resources. For example, 2% of survey respondents endorsed the Oregon Open Learning Hub as a helpful existing resource. When focus group participants were asked about the Oregon Open Learning Hub, some remarked they did not know about the resource, and others suggested it was hard to navigate. Some focus group participants noted that state-developed materials rely on Microsoft products while their district provides access only to Google Classroom products. Difficulty accessing Tribal History/Shared History materials may explain the frequency in which educators identified availability of resources for their content area of grade level as an impeding factor.

Possible Responses:

The revision of the platform housing Tribal History/Shared History resources could include:

- Organizing resources by both subject area and grade level.
- Providing materials ready for both Google Classroom and Microsoft integration.
- Consulting with curriculum developers to package the curriculum and design a user-friendly platform.
- Pilot the new platform with districts currently implementing in order to gather feedback and revise.
- Inform districts, schools, and educators about the new platform, and offer online tutorials on navigating the site.

In the meantime, consider developing online tutorials on how to use the current platform.

4. Consider conducting a review to revise available Tribal History/Shared History materials.

What the Data Say:

Survey data shows half of educators report availability of resources as a supporting factor for implementation. Moreover, open-ended responses show a desire for more resources specific to content area and lesson plans that are appropriate length for grade level. For example, some survey and focus group participants reported some lesson plans were in fact best identified as unit plans. Focus group participants remarked that this presented a challenge to educators who planned to use Tribal History/Shared History materials for single lessons. Additionally, focus group participants noted educator frustrations with broken or outdated links embedded in the lesson plans.

Possible Responses:

Consider conducting a review of lesson plans with curriculum experts to revise materials. While revising lesson plans and materials, update broken embedded links. Encourage districts to leverage content and grade-level experts to align lesson plan materials to meet elementary, middle, and high school grade-level and content-area needs of students.

5. Consider working with higher education to embed American Indian education requirement for in-state teacher licensure.

What the Data Say:

In focus groups, participants remarked that teacher preparation programs were not preparing educators to work with American Indian students. Few survey participants ranked postsecondary/university support as a supporting factor for implementation.

Possible Responses:

Encourage ODE to prioritize working with the state's higher education institutions and state legislature to require American Indian education coursework for certification to teach in Oregon public schools.

Suggest ODE explore micro-credentialing for licensure renewals or educators coming in from states where there are reciprocal licensure agreements.

6. Consider expanding the status assessment to include tribal and Education Service District (ESD) voices.

What the Data Say:

The data collected for this cycle of the status assessment does not explicitly include tribal perspectives, though some respondents did identify tribal affiliation. And while some ESD staff participated in data collection activities, the status assessment was not designed to gather their perspectives.

Possible Responses:

Consider outreach activities to ESDs, especially those in more rural areas of the state. In doing so, consider leveraging the Region 16 Comprehensive Center's relationship with Oregon's ESDs. Building relationships may open opportunities for future collaboration. Moreover, once relationships are established with ESDs, their expertise and access can be leveraged for future Tribal History/Shared History and other ODE initiative data collection activities.

Consider collecting data from Indigenous people with substantial or lived experiences in the field as well as ESD staff. Focus groups and interviews could serve the purposes of gathering important perspectives for this initiative.

7. Consider expanding the status assessment to include case studies from exemplar districts/schools.

What the Data Say:

Potential exemplar districts/schools present themselves in the data. This is particularly true for the focus group data. For example, participants shared that some districts/schools have leveraged early adopted cohort models to support educators. One district shared it has established an MOU with a local tribe to provide professional development and classroom demonstration opportunities.

Additionally, while the survey probed respondents' perspectives on the usefulness of existing resources and supports, follow-up data may be warranted to gather specific information about each resource, such as the online modules. These modules provide in-depth information about tribal histories and cultures that if accessed may address educators' knowledge gaps reflected in the data. There exists a need to identify the extent to which educators are engaging and completing the existing online modules.

Possible Responses:

Consider outreach and data collection activities to identify districts or schools that are demonstrating full or near-full implementation. Data collection could include:

- Site visits
- Survey administration
- Interviews
- Focus groups

Document and publish the case study for use as a resource for districts or schools looking to replicate promising practices, avoid common pitfalls, and move the implementation of Tribal History/Shared History forward.

Moreover, data collection activities to identify exemplar schools and districts can double as an opportunity for specific follow-up data about existing resources and other areas of interest generated from this initial status assessment.

References

- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). SAGE Publications.
- Doorley, S., Holcomb, S., Klebahn, P., Segovia, K., & Utley, J. (2018). *Design Thinking Bootleg*. Hasso Plattner Institute of Design at Stanford University.
<https://dschool.stanford.edu/resources/design-thinking-bootleg>
- Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally responsive evaluation: Theory, practice, and future implications. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of practical program evaluation* (4th ed.; pp. 281–317). John Wiley & Sons. <https://nasaa-arts.org/wp-content/uploads/2017/11/CRE-Reading-1-Culturally-Responsive-Evaluation.pdf>
- LaFrance, J., & Nichols, R. (2009). *Indigenous evaluation framework: Telling our story in our place and time*. American Indian Higher Education Consortium.
<https://portalcentral.aihec.org/Indigeval/Pages/Document-Collections.aspx>
- Mertens, D. M. (2012). Transformative mixed methods: Addressing inequities. *American Behavioral Scientist*, 56(6), 802–813. <https://doi.org/10.1177/0002764211433797>
- Weeby, J. (2018). *Creating more effective, efficient, and equitable education policies with human-centered design*. Bellwether Education Partners.
https://bellwethereducation.org/sites/default/files/Bellwether_HumanCenterDesign_DYD_Final.pdf

Appendix: Methods

This section outlines the methodology employed during the status assessment and the data sources used to answer the status assessment questions. Marzano Research engaged in a human-centered design process to create the scope of work for the status assessment with our ODE/OIE and R16CC partners. We did this to anchor our approach in understanding of, and empathy with, educators implementing Tribal History/Shared History, as well as the communities and tribes these educators serve (Doorley et al., 2018; Weeby 2018). The evaluation also draws on culturally responsive evaluation techniques, recognizing that “demographic, sociopolitical, and contextual dimensions, locations, perspectives, and characteristics of culture matter fundamentally in evaluation” (Hood et al., 2015, p. 283). Importantly, Marzano Research grounded our work in the American Indian Higher Education Consortium’s Indigenous Evaluation Framework, a synthesis of Indigenous ways of knowing and Western evaluation practices (LaFrance & Nichols, 2009).

Methodology

Marzano Research employed a sequential transformative mixed-methods design (Creswell, 2003; Mertens, 2020), collecting both qualitative data (interviews and focus groups) and quantitative data (surveys). Table 1 presents the questions that were addressed through this status assessment as well as the qualitative and quantitative data sources used to produce this report.

Table 1: Status Assessment Questions and Corresponding Data Sources

Status Assessment Questions	Data Sources
To what extent has the Tribal History/Shared History program been implemented as intended?	ODE/OIE staff interviews Online professional development course records Counts of ODE/OIE lesson plan downloads Educator survey Curriculum director survey Curriculum director focus groups
Which resources (online professional development courses, ODE lesson plans, etc.) are being used to implement the Tribal History/Shared History program?	Educator survey Curriculum director survey Curriculum director focus groups
To what extent does the Tribal History/Shared History program implementation vary by grade level, content area, and region? ^a	Educator survey Curriculum director survey Curriculum director focus groups
What factors impede or support the Tribal History/Shared History program implementation?	Educator survey Curriculum director survey Curriculum director focus groups
How have educators been supported in their implementation of the Tribal History/Shared History program?	Educator survey Curriculum director survey Curriculum director focus groups

^a Due to overall response rates, Marzano Research could not report on regional variations.

Data Sources

Primary data sources included surveys, interviews, and focus groups. As part of the sequential design, we first conducted interviews with ODE/OIE staff and partners and reviewed ODE/OIE online materials. Next, we administered surveys to educators and curriculum directors. Lastly, we conducted focus group data collection activities with curriculum directors or those who reported fulfilling a similar role within their district or school. This design allowed us to use data collected at each stage (interviews, surveys, and focus groups) to inform the development of instruments and protocols for subsequent data collection activities. For example, information related to the vision, goals, intended activities, and outcomes of Senate Bill 13 and the Tribal History/Shared History program collected during interviews with OIE staff informed the development of survey instruments. Themes identified in the survey data informed the focus group protocol. And the focus group protocol elicited the experience narratives from educators across Oregon and provided context to the survey data.

Overall, 84% of Oregon's Education Service Districts participated in at least one data collection activity (focus group or survey).

Interviews

From July 2021 to August 2021, Marzano Research conducted interviews with key staff members identified by ODE/OIE to discover the breadth and depth of the Tribal History/Shared History program across Oregon from their perspectives, as well as successes and challenges they believe educators have experienced with the program. We analyzed the interview data using inductive coding to generate common themes across interviews. Then we grouped the findings into common themes and highlighted successes, challenges, and areas requiring further study. We used these data to design the educator and curriculum director surveys.

Surveys

Based on interview findings, Marzano Research designed an educator survey and a curriculum director survey and presented the proposed item topics to ODE/OIE and R16CC partners. Survey items sought to elicit pertinent information about:

- Awareness of and implementation of Tribal History/Shared History
- Resources for implementing Tribal History/Shared History
- Factors that support or impede the implementation of Tribal History/Shared History

We uploaded the survey to the Alchemer platform. Marzano Research solicited the support of ODE/OIE and R16CC to administer the surveys to educators and curriculum directors. Both ODE/OIE and R16CC used existing communication channels to get the surveys out into the field.

The survey was administered from October 2021 to November 2021.

Teachers made up 83% of the overall educator sample. Administrators made up 5% of the total sample, while 8% of survey respondents reported “Other” reporting roles such as counselor, paraprofessional, and special educator, to name a few.

Marzano Research performed descriptive analyses on the survey data to produce the report results. Survey participants who reported they have not yet implemented Tribal History/Shared History were removed from the analyses.

Focus Groups

After administering both surveys and analyzing the data, Marzano Research designed a focus group protocol to use with select curriculum directors. The focus group protocol sought to gather information about:

- Awareness of and implementation of Tribal History/Shared History
- Resources for implementing Tribal History/Shared History
- Factors that support or impede the implementation of Tribal History/Shared History

The focus groups allowed us to gather context around survey data preliminary findings and to dive deeper into the successes and challenges in the implementation of the Tribal History/Shared History program.

In January 2022, Marzano Research conducted four focus groups that consisted of curriculum directors or those who fulfill a similar role within their district or school (e.g., principals, teachers, TOSAs).

Marzano Research analyzed the interview data using deductive coding to assign focus group data into themes focused on three topics: awareness and implementation, resources and supports, and factors that support or impede implementation.



Marzano Research is a woman-owned small business dedicated to working with educators and system leaders to learn, evolve, and thrive. We work with organizations of every size, background, and need—individual schools and districts, community organizations, nonprofits, state education agencies, and the federal government. With practitioner-centered, evidence-informed research, consulting, and technical assistance, we meet our clients in their unique context and work with their existing capacities to create actionable solutions for their pressing priorities. As a certified benefit corporation, we believe in using business as a force for good and are committed to creating positive impact and sustainability—for the good of employees, clients/stakeholders, our community, and the environment. For more information, please visit www.MarzanoResearch.com.

Marzano Research

1624 Market Street #202-94469
Denver, CO 80202-1518
Info@MarzanoResearch.com
720.463.3600

© 2021 Marzano Research