

**Summary Report of the *Indigenous Pedagogy and Lesson Support Professional Development* Survey**  
*Nevada Native Youth Community Project*

Prepared by  
 RMC Research Corporation  
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**Overview of the Indigenous Pedagogy and Lesson Support Professional Development**

The day-long *Indigenous Pedagogy and Lesson Support Professional Development* was held on April 26, 2022, in Fort McDermitt, NV. It was funded by the Nevada Department of Education’s Native Youth Community Project (NYCP) and provided by a team of trainers from Jooba Consulting. Twenty-three people participated in the training, including teachers, paraprofessionals, tribal staff, and others.

According to session materials provided by the presenters, there were five session topics. The session topics and corresponding learning objectives are reported in Table 1.

**Table 1**

*Session Topics and Learning Objectives*

Session Topics	Learning Objectives
<b>1. Indigenous Pedagogy and Practices for Native American Heritage Month Awareness</b>	<ul style="list-style-type: none"> <li>• Participants will learn about their Native American students’ cultures as a basis for student learning, engagement, enrichment, and academic achievement.</li> <li>• Participants will explore strategies and activities that integrate and honor students’ cultures by identifying cultural strengths and validating students’ lived experiences.</li> </ul>
<b>2. Nevada Indian Education Department Lesson Support</b>	<ul style="list-style-type: none"> <li>• Participants will receive lesson support for Nevada’s Indian Curriculum Guide and Lesson Plans. They will gain an understanding of the great diversity among the tribal nations of Nevada.</li> <li>• Participants will understand the purpose of a land acknowledgment statement.</li> <li>• Participants will write a land acknowledgment statement.</li> </ul>
<b>3. How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy</b>	<ul style="list-style-type: none"> <li>• By the end of the training session, faculty and staff will be able to evaluate educational resources for cultural responsiveness in a more efficient and effective manner.</li> </ul>

Session Topics	Learning Objectives
<p><b>4. Shut Down in Native American Students and How to Recognize Early Detachment</b></p>	<ul style="list-style-type: none"> <li>• Participants will broaden their understanding of how life traumas, past and present, influence students’ at-risk/detachment behaviors exhibited in the school setting.</li> <li>• Participants will be able to identify/label various kinds of at-risk/detachment behaviors that may have been triggered by student trauma experiences.</li> <li>• Participants will explore and learn about principles of interventions that may help eliminate or lessen at-risk/detachment behaviors.</li> </ul>
<p><b>5. Mindfulness and Self-Care Related to Teacher Burnout</b></p>	<ul style="list-style-type: none"> <li>• Faculty and staff will have a greater awareness of indicators of teacher burnout.</li> <li>• Faculty and staff will explore and learn about proactive behaviors/techniques that can help to prevent, alleviate, or manage teacher burnout.</li> </ul>

**Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development**

At the conclusion of the professional development, participants were asked to complete an electronic survey (Attachment A). There were 17 respondents, representing a response rate of 74%. All 17 respondents attended the entire session and are included in the analyses. The respondents include seven teachers, six paraprofessionals, two Head Start staff members, one guidance counselor, and one health assistant. Attachment B contains all respondent comments. Due to the small sample size, the results should be interpreted with caution.

Four survey items pertained to the quality and content of each of the five sessions. These results are reported in Table 2. Overall, participant perceptions of the professional development were very favorable, with all agreeing, at least somewhat, to all of the 20 survey items relating to the quality and content of the five sessions. All agreed that the information presented was relevant and interesting, that their knowledge of the session content increased as a result of their attending the session, that they would recommend the session to a colleague, and that they plan to apply the knowledge and skills acquired during the session in their professional practice. Additionally, across the five sessions, between 56% and 76% of the respondents selected *strongly agree* on the 20 survey items relating to the quality and content of the sessions.

**Table 2***Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development*

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
<b>Session 1: Indigenous Pedagogy and Practices for Native American Heritage Month Awareness</b>					
Information relevant and interesting	17	65	35	0	0
Increased my knowledge of session content	16	69	31	0	0
Would recommend this session	17	76	24	0	0
Plan to apply knowledge and skills acquired into professional practice	17	65	35	0	0
<b>Session 2: Nevada Indian Education Department Lesson Support</b>					
Information relevant and interesting	17	71	29	0	0
Increased my knowledge of session content	16	63	37	0	0
Would recommend this session	17	71	29	0	0
Plan to apply knowledge and skills acquired into professional practice	16	56	44	0	0
<b>Session 3: How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy</b>					
Information relevant and interesting	16	69	31	0	0
Increased my knowledge of session content	16	56	44	0	0
Would recommend this session	16	69	31	0	0
Plan to apply knowledge and skills acquired into professional practice	16	56	44	0	0
<b>Session 4: Shut Down in Native American Students and How to Recognize Early Detachment</b>					
Information relevant and interesting	17	65	35	0	0
Increased my knowledge of session content	17	65	35	0	0
Would recommend this session	17	71	29	0	0
Plan to apply knowledge and skills acquired into professional practice	17	65	35	0	0

Session 5: Mindfulness and Self-Care Related to Teacher Burnout					
Information relevant and interesting	16	69	31	0	0
Increased my knowledge of session content	16	63	37	0	0
Would recommend this session	16	69	31	0	0
Plan to apply knowledge and skills acquired into professional practice	16	63	37	0	0

Participants were asked to list what they would use from each session in their professional practice. For Session 1, *Indigenous Pedagogy and Practices for Native American Heritage Month Awareness*, the areas most frequently mentioned by participants included resources and activities to use in teaching Native culture and history and practicing mindfulness. One participant summed up what they learned in this way:

*Re-introducing Native American History and Tribal Heritage to our students. This is an area that students need to re-attach to, for tribal and cultural connections. This is vital to human identity in a positive life, as well as good mental and spiritual health.*

For Session 2, *Nevada Indian Education Department Lesson Support*, the three areas most frequently mentioned by participants included materials and resources for teaching lessons on Native American history and culture, the importance of routines (such as the class mantra), and practicing mindfulness. Participants had this to say about what they learned during the session:

*All the resources in this section were helpful especially the lessons specializing in Nevada, Oregon and Idaho tribes.*

*I learned a ton of resources that I can add to my classroom that is relevant to my students and their culture.*

For Session 3, *How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy*, participants most often cited that they learned about practicing mindfulness as well as procedures for evaluating materials, resources, and books for cultural responsiveness, as evidenced by these participant comments:

*This section made me rethink what kind of books should be taught in classrooms as well as what books I read on personal time and if they are accurate and authentic.*

*I learned that we should look for content that is accurate and enriches the classroom instead of just content that is about Natives because it might not put us in the best light or be accurate.*

For Session 4, *Shut Down in Native American Students and How to Recognize Early Detachment*, participants most often cited that they learned how to identify and label signs of student at-risk/detachment behaviors and how to better understand how their Native students' past and present traumas influence these behaviors. Participants summed up what they learned in this way:

*I liked the small group activity and the answers were accurate with the trauma*

*involved. This is a great place to start in the acknowledgment and healing process of trauma and at-risk students.*

*I learned about how to identify and deal with shut down with Native kids and what kind of problems they may be going through.*

For Session 5, *Mindfulness and Self-Care Related to Teacher Burnout*, participants most often cited that they learned about indicators of teacher burnout and various techniques to manage burnout. Participants specifically mentioned the importance of practicing mindfulness, the Sfumato attitude,<sup>1</sup> and breathing techniques. Participant comments included:

*I will be practicing mindfulness this year to help keep me balanced, and to help my students' ability to succeed in their studies.*

*I think [I] will incorporate the breathing techniques into my classroom as well as into coaching...because I hear it is effective and now I know a few techniques.*

### Figure 1

*Participants learn about the importance of choosing appropriate images to be included in lessons.*



Photo by Principal Dr. Leslie Molina

Participants were also asked to rate the overall quality of the professional development. Results are reported in Table 3. Participant perceptions were high. All agreed, at least somewhat, that the quality of the professional development was excellent, that the content was relevant and interesting, that they would recommend it, and that they plan to apply the knowledge and skills acquired. Fewer participants agreed that there was adequate time allotted for discussion, with 35% selecting *strongly agree* on this item.

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<sup>1</sup>In his book, *How to Think Like Leonard Da Vinci: Seven Steps to Genius Everyday* (1998), Michael J. Gelb defines the Sfumato Principle as a “willingness to embrace ambiguity, paradox, and uncertainty” (p. 142).

**Table 3**

*Overall Participant Perceptions of the Indigenous Pedagogy and Lesson Support Professional Development*

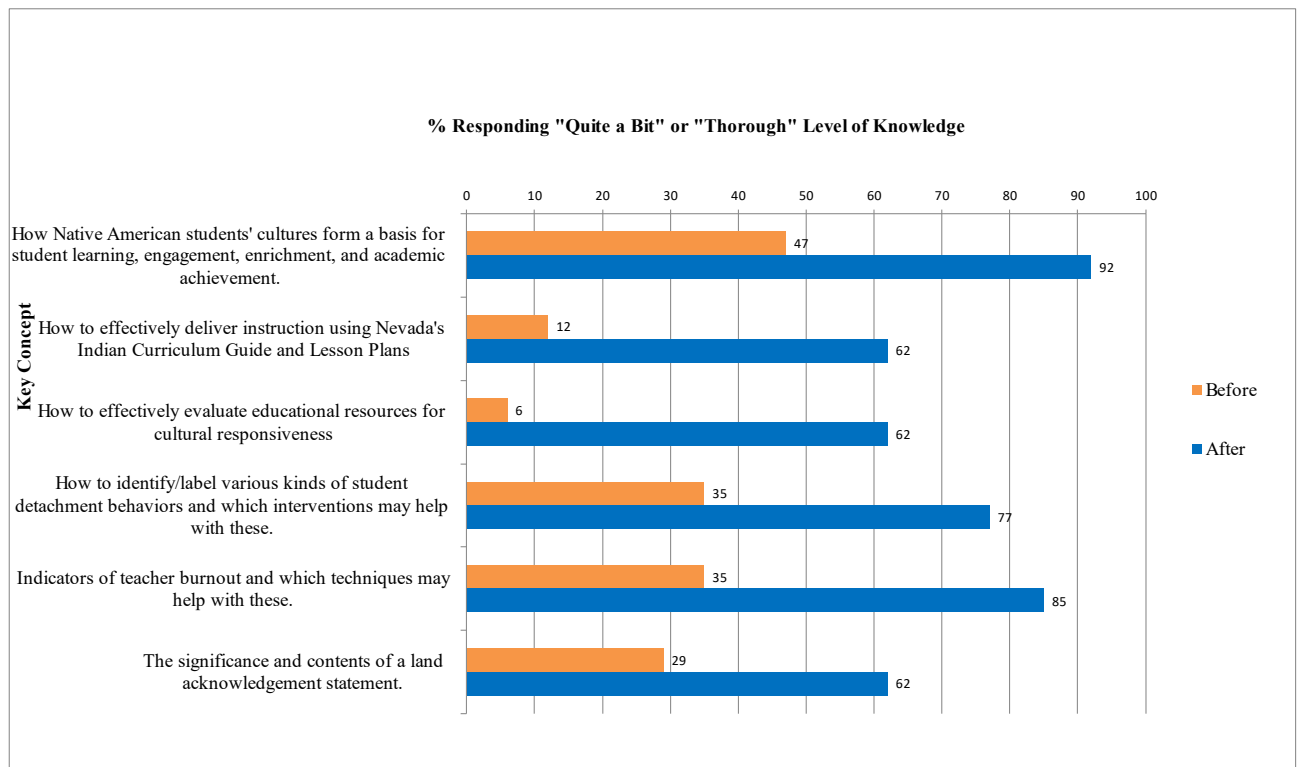
Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Excellent quality	17	76	24	0	0
Relevant and interesting	17	76	24	0	0
Adequate time for discussion	17	35	53	12	0
Would recommend this professional development	17	71	29	0	0
Plan to apply the knowledge and skills acquired	17	65	35	0	0

**Perceived Impact on Participant Knowledge**

Participants were asked to rate their level of understanding of key concepts covered during the professional development using the following scale: *Little or None, Moderate, Quite a Bit, or Thorough*. The percentage of participants rating their level of knowledge as *Quite a Bit* or *Thorough* before and after the session is presented in Figure 2.

**Figure 2**

*Participant Perceived Knowledge Gains*



Prior to the session, participants' perceived knowledge level of the six key concepts was low to moderate, with between 6% and 47% rating their knowledge level as *Quite a Bit* or *Thorough*. Following the session, these percentages increased between 42 and 56 percentage points. Reported knowledge gains were highest in the areas of how to effectively evaluate educational resources for cultural responsiveness and the significance and contents of a land acknowledgment statement, with reported gains of 56 percentage points for each of these concepts.

Participants were asked to provide commentary on topics they would like to learn more about. Nine participants responded to this item and expressed interest in learning about a variety of topics, including Native culture and legends, the use of indigenous resources in classroom lessons and the library, math resources for Native children, mindfulness, trauma-informed supports for students, the impact of Methamphetamine in-utero, and how to incorporate trainings into the larger community.

Participants were also asked to provide suggestions to improve the *content* of the professional development. There were seven responses. The majority of these focused on allotting more time for the professional development, as evidenced by these comments:

*Allow time for comments and engagement of attendees with each other to discuss in detail.*

*Make it longer so that we could spend more time on the history and culture of the tribes.*

When asked to provide suggestions to improve the *format* of the professional development, four participants responded. Of these, one suggested allotting additional time, another suggested providing a more comfortable location, and a third suggested including more interactive lessons with teachers. The fourth respondent offered praise for the professional development.

Several participants also provided additional commentary on their experiences, including:

*This was the best PD we've had in the last 2 years. I appreciate the relevancy to my position and our student demographics.*

*Thank you for the opportunity to learn about the culture and history of Native Americans from the perspective of a Native American.*

*I enjoyed this lesson and learned a lot about how to involve more of our Indigenous students. Thank you very much for the notebooks and PD!*

### **Summary of the Indigenous Pedagogy and Lesson Support Professional Development**

Due to the small sample size, the results presented should be interpreted with caution. Overall, the *Indigenous Pedagogy and Lesson Support Professional Development* was very well received by participants. Participant perception of the professional development was favorable, with all agreeing, at least somewhat, to all of the 20 survey items relating to the quality and content of

each of the five sessions. All participants also agreed that the quality of the professional development was excellent, that the content was relevant and interesting, that they would recommend it, and that they plan to apply the knowledge and skills acquired. Fewer participants agreed that there was adequate time allotted for discussion, with just 35% selecting *strongly agree* on this item. Attendees offered commentary on the topics they learned about, topics they would like to learn more about, and their experiences during the professional development.



Introduction

**Dear Participant,**

**RMC Research Corporation is conducting an evaluation of the Nevada Native Youth Community Project (NYCP). The project is designed to help prepare students for college and careers through intensive counseling and tutoring, parent and family engagement, and community outreach. The project is overseen by the Nevada Department of Education and is funded by the U.S. Department of Education. The purpose of the evaluation is to measure the value and effects of the project; results will be used to document impacts and improve the program.**

**The professional development in which you have participated is sponsored by the NYCP grant. This survey contains questions about your experiences with the professional development. There are no right or wrong answers to the questions on this survey. It is only about what you think is true. About 100 people are expected to take part in this study. Answers to the survey questions are completely confidential, and all responses are combined in our report with those from other participants. Individual answers will not be shared with anyone. No names are used in our report. Any information about you that is collected as part of this research study will not be used or shared in any other research studies. Your participation is voluntary, and you can withdraw your consent and stop participating in the study at any time without any negative consequences. Your decision to participate or not participate in this study will not affect your relationship with the school or the NYCP grant.**

**If you have any questions about the survey, please raise your hand, and the person giving the survey will help you. If at any time before, during, or after the study you have questions, please contact Dr. Elizabeth Bright, Principal Investigator at RMC Research Corporation, at (800) 762-5001, and she will be happy to answer any questions you have. If you have any questions regarding your rights as a participant in the study, you may contact Solutions IRB (the organization that oversees the protection of study participants) at 1-855-226-4472 or email [participants@solutionsirb.com](mailto:participants@solutionsirb.com).**

**The survey will take approximately 10-15 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.**

1. I am currently in the following position:

Elementary School Teacher (Grades Pre-K-6)

Secondary School Teacher (Grades 7-12)

Other (please specify)

2. I attended the entire professional development.

Yes

No

3. For the session, *Indigenous Pedagogy and Practices for Native American Heritage Month Awareness ...*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I found the information presented to be relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my knowledge of the content presented increased as a result of my attending the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during this session into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

4. Please list at least one thing you learned in this session that you will use in your professional practice.

5. For the session, *Nevada Indian Education Department Lesson Support...*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I found the information presented to be relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my knowledge of the content presented increased as a result of my attending the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during this session into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

6. Please list at least one thing you learned in this session that you will use in your professional practice.

7. For the session, *How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy ...*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I found the information presented to be relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my knowledge of the content presented increased as a result of my attending the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during this session into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

8. Please list at least one thing you learned in this session that you will use in your professional practice.

9. For the session, *Shut Down in Native American Students and How to Recognize Early Detachment...*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I found the information presented to be relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my knowledge of the content presented increased as a result of my attending the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during this session into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

10. Please list at least one thing you learned in this session that you will use in your professional practice.

11. For the session, *Mindfulness and Self-Care Related to Teacher Burnout...*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I found the information presented to be relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my knowledge of the content presented increased as a result of my attending the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this session to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during this session into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

12. Please list at least one thing you learned in this session that you will use in your professional practice.

13. Think about your depth of understanding of each of the following BEFORE you participated in the professional development. Then, reflect on your level of understanding AFTER you participated in this professional development.

	BEFORE the Professional Development	AFTER the Professional Development
a. How Native American students' cultures form a basis for student learning, engagement, enrichment, and academic achievement.	<input type="text"/>	<input type="text"/>
b. How to effectively deliver instruction using <i>Nevada's Indian Curriculum Guide and Lesson Plans</i> .	<input type="text"/>	<input type="text"/>
c. How to effectively evaluate educational resources for cultural responsiveness.	<input type="text"/>	<input type="text"/>
d. How to identify/label various kinds of student detachment behaviors and which interventions may help with these.	<input type="text"/>	<input type="text"/>
e. Indicators of teacher burnout and which techniques may help with these.	<input type="text"/>	<input type="text"/>
f. The significance and contents of a land acknowledgment statement.	<input type="text"/>	<input type="text"/>

14. Overall..

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
the quality of the professional development was excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the content of the professional development was relevant and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enough time was allotted for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this professional development to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to apply the knowledge and skills acquired during the professional development into my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. I would like to learn more about:

16. I have the following suggestions for improvement of the content of the professional development:

17. I have the following suggestions for improvement of the format of the professional development:

18. Please provide any additional feedback in the box below.

## Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Professional Development

4. Please list at least one thing you learned during the session *Indigenous Pedagogy and Practices for Native American Heritage Month Awareness* that you will use in your professional practice.
- Re-introducing Native American History and Tribal Heritage to our students. This is an area that students need to re-attach to, for tribal and cultural connections. This is vital to human identity in a positive life, as well as good mental and spiritual health.
  - Be better prepared for Native American month this fall. Received more activities to do and especially making the staff aware of the importance of Native Americans as well as the students.
  - I will be working to bring more elders into my classroom to enrich both my students' and my understanding of the culture.
  - Mindfulness
  - Native American culture
  - Reading Native American books to the class
  - How to teach in multiple perspectives and great resources to expand my knowledge
  - I learned how to incorporate more materials about Native culture into my classroom and embrace who we are.
  - Mindfulness
  - Practicing Mindfulness
  - To be mindful everyday
  - Planning
  - Routines are good
  - Mindfulness
  - intervention principles
5. For the session, *Nevada Indian Education Department Lesson Support*, if you do not plan to use the knowledge and skills from this session in your professional practice, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.
- I am not a teacher in our school nor children attending.
6. Please list at least one thing you learned during the session *Nevada Indian Education Department Lesson Support* that you will use in your professional practice.
- Materials that are culturally accurate and tribal affiliated will be useful to me
  - As I rework my curriculum this summer, I will be accessing the NIED support to enrich my lessons.
  - Mindfulness
  - NK360
  - All the resources in this section were helpful especially the lessons specializing in Nevada, Oregon and Idaho tribes.
  - I learned a ton of resources that I can add to my classroom that is relevant to my students and their culture.

## Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Professional Development

- Mindfulness
- Implementing classroom routines such as class mantra
- I will be more understanding about the students' culture
- Routines
- Mindfulness
- I learned about Evaluating Resources for Cultural Responsiveness

**8. Please list at least one thing you learned during the session *How to Evaluate Indigenous Educational Resources for Authenticity and Accuracy* that you will use in your professional practice.**

- Awareness of cultural biases and the need to be sensitive about this
- This information will make judging sources much easier as I redo my curriculum.
- Mindfulness
- Authentic voices from Native people/elders' representatives
- This section made me rethink what kind of books should be taught in classrooms as well as what books I read on personal time and if they are accurate and authentic.
- I learned that we should look for content that is accurate and enriches the classroom instead of just content that is about Natives because it might not put us in the best light or be accurate.
- Mindfulness
- How to evaluate books used in classroom concerning American Indians
- To balance the day between work and relax
- Self help
- Mindfulness
- Mindfulness

**10. Please list at least one thing you learned during the session *Shut Down in Native American Students and How to Recognize Early Detachment* that you will use in your professional practice.**

- Everything, very beneficial and vital to our children
- I hope to use this information to reach my students and make school better for all of us.
- Mindfulness
- Exercise patience and kindness towards students' trauma.
- I liked the small group activity and the answers were accurate with the trauma involved. This is a great place to start in the acknowledgment and healing process of trauma and at-risk students.
- I learned about how to identify and deal with shut down with Native kids and what kind of problems they may be going through.
- Mindfulness
- To be more understanding
- I will look for signs of student shut down.
- Routines



## Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Professional Development

- Mindfulness

### 12. Please list at least one thing you learned during the session *Mindfulness and Self-Care Related to Teacher Burnout* that you will use in your professional practice.

- A complete and healthy person is more useful in the process of helping others.
- I will be practicing mindfulness this year to help keep me balanced, and to help my students' ability to succeed in their studies.
- Mindfulness
- Exercise mindfulness, practice sfumato attitude. Be present.
- How to make routines within the classroom.
- I think [I] will incorporate the breathing techniques into my classroom as well as into coaching...because I hear it is effective and now I know a few techniques.
- Mindfulness
- Different ways to practice Mindfulness.
- To be mindful and teach kids to be present
- Mindfulness

### 15. I would like to learn more about:

- How to incorporate trainings INTO the community for parents/grandparents/guardians. It seems like tribal staff, educational staff are educated on these topics, but my specific community is NOT.
- Native culture and legends
- The effects of children born with METH in their system.
- Native handicrafts
- How to involve more indigenous education/books/lessons into the classroom and library
- How to lesson plan
- Ways to help students overcome trauma
- Math resources for Native children
- Mindfulness

### 16. I have the following suggestions for improvement of the content of the professional development:

- Solid PD in its current form
- Allow time for comments and engagement of attendees with each other to discuss in detail.
- More time should be allotted
- Make it longer so that we could spend more time on the history and culture of the tribes
- I enjoy most things, I would like to amplify Native voices more in our discussions, or more of engaging other voices.
- Maybe make it a two-day training

## **Attachment B: Participant Comments on Indigenous Pedagogy and Lesson Support Professional Development**

- Make it a two-day training

### **17. I have the following suggestions for improvement of the format of the professional development:**

- Need extra time, instead of cramming sensitive topic trainings into one day. Program trainings need to spend quality time with who they are training and invest what they are teaching.
- More comfortable location. Perhaps email the PowerPoint presentation, or at least the links and sources.
- I really liked it and thought they mixed it up pretty well.
- More interactive lessons with teachers

### **18. Please provide any additional feedback in the box below.**

- Very Good, thanks.....
- This was the best PD we've had in the last 2 years. I appreciate the relevancy to my position and our student demographics.
- Thank you for the opportunity to learn about the culture and history of Native Americans from the perspective of a Native American.
- I enjoyed this lesson and learned a lot about how to involve more of our Indigenous students. Thank you very much for the notebooks and PD!
- I liked it very much and was more useful than ones I've had in years