

State-Tribal Consultation

Every Student Succeeds Act (ESSA)

Feedback Form: Quality Instruction & Leadership and Supports for Student Success
November 17, 2016

Name, Title, Organization (Optional): La Titia Taylor, Director, Southern Ute Education Department

Discussion Question #1: How should Colorado design an accountability system that contributes to or helps drive improved academic performance for American Indian and Alaska Native students?

Before the student enters the class, their learning style must be assessed. Vark-learn.com is a free online assessment tool. Then teachers need to be able to teach to all of the learning styles and apply it. Also, teachers need to understand their students' personalities and teach to it. Process Communication is a training that teaches to identify personalities and how to communicate with each one effectively.

Discussion Question #2: How should CDE partner with Colorado Tribes to address the socio-emotional and cultural needs of Native American and Alaska Native students?

In cooperate Mindfulness; it teaches students and teachers to manage their emotions. Utilize and stick to an inter-agency agreement (ex: So. Ute with Ignacio Schools). Both entities need to make sure all of their employees are orientated in-regards to the agreement and utilize it with fidelity.

Discussion Question #3: What are quality indicators that have demonstrated success for Native American and Alaska Native students in a school or district?

School district employees required to be mentors, teach to the students learning style, understanding trauma, quality meals at school, sports and extracurricular activities required/encouraged, consistent expectations and offer higher level courses. A sound foundation in reading is a must. Welcome, invite and involve parents; make them feel wanted and needed.



Discussion Question #4: How can we begin to close the educational opportunity gap for Native American and Alaska Native students within the following areas?

- Supporting and facilitating parent and community involvement and outreach.
- Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommending current programs and resources that should be redirected to narrow the gap.
- Identifying data elements and systems needed to monitor progress in closing the opportunity gap.
- Making closing the opportunity gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the opportunity gap.

Reviewing the programs and relationship between the Southern Ute Tribe and Ignacio School District. It is unique which addresses solutions to this survey.

Other comments about Native American and Alaska Native students in the Colorado ESSA State plan?

Once again I will reiterate that CDE needs to require Ute History as it not only makes the rest of the students and employees of the school districts aware of the indigenous people in the state of Colorado but it give a since of pride and builds self-esteem with in the American Indian students.

Thank you for your feedback!

