Inputs Outputs Activities **Participation** -University -UAA, UAF -Elementary Faculty Preservice faculty & -AK teacher Native -Experienced preparation preservice Inservice program. teachers teachers -Curriculum Immersion writing project Teachers and -AK Native Paraprofessionals UAA, UAF faculty -Families Situation Atlas of Plants UAA faculty, and Animals **AK Native** -Persistently -Elders/ Cultural **Priorities** low achieving community Consultants -Increase members & schools. student undergraduate -AK Native tribal achievem student Literacy For Council leaders ent all Book -AK Native Disproportiona through project CRS\* preservice te low -School teachers- UAA numbers of Superintendents -Increase Alaska Native faculty and the **Teachers Administrators** number **Assumptions** -Curriculum of effective disconnected Working cooperatively with Alaska Native teachers to design culturally Alaska from language, responsive curriculum will create a synergistic and articulated model culture and Native where content areas are infused with Indigenous knowledge and history Indigenous teachers while also presenting Western knowledge systems. This grassroots who will knowledge approach is likely to impact the practices of inservice teachers and raise work in systems. student achievement. rural schools The model curriculum and the practices associated with it will be across incorporated in the elementary education methods courses. This AK approach will help in strengthening the coherence of our model and \*CRS: facilitate the transition form preservice to inservice for the early career Culturally Indigenous teachers and their mentors at the rural school settings. Responsive

Schooling

## **Outcomes-Impact**

## **Short term Medium Term Long Term** -Cooperation Curriculum -More Alaska Implementation between Native leaders inservice -More Alaska - Lesson teachers and Native Analysis elementary teachers education -Improved -Students and faculty community SBA scores -Improved engaged in - Immersion school. graduation curriculum -Curricula rates design -Universityreflects local school -Increased context and is Student partnerships relevant to overall student achievement success. **External Factors**

- -Subsistence activities conflict with academic schedules.
- -Across the US linguistically and culturally diverse preservice teachers struggle with Praxis requirements.
- -Standardized assessments for K-12 students are not culturally relevant and fail to adequately measure Indigenous student achievement.