

What works, anyway? Increasing Native student success. |

A climate of caring, respect, and the valuing of students' cultures is fostered in the school and classroom (Cooper, 2002; Gay, 2000; Ginsberg & Wlodkowski, 2000; Ladson-Billings, 1994; Sheets, 1995; Tharp, 1982; Waxman & Tellez, 2002)



◆ **Bridges are built between academic learning and students' prior understanding, knowledge, native language, and values** (Conrad, Gong, Sipp, & Wright, 2004; Doherty, et al., 2003; Ginsberg & Wlodkowski, 2000; Ladson-Billings, 1994; Powers, Potthoff, Bearinger, & Resnick, 2003; Waxman & Tellez, 2002).

◆ **Educators learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives** (Apthorp, D'Amato, & Richardson, 2003; Lee, 2003; Lipka, 2002).

◆ **Local knowledge, language, and culture are fully integrated into the curriculum, not added on to it** (Demmert, 2001; Hollins, 1996).

◆ **Staff members hold students to high standards and have high expectations for all students** (Cooper, 2002; Hill, Kawagley, & Barnhardt, 2003; Sheets, 1995; Waxman & Tellez, 2002).

◆ **Effective classroom practices are challenging, cooperative, and hands-on, with less emphasis on rote memorization and lecture formats** (Hill, Kawagley, & Barnhardt, 2003; Ladson-Billings, 1994; St. Charles & Costantino, 2000).

◆ **School staff build trust and partnerships with families, especially with families marginalized by schools in the past** (Bryk & Schneider, 2002; Cooper, 2002; Demmert, 2001; Henderson & Mapp, 2002; Sosa, 1997; Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001; Young, 1998).