



FORT WASHAKIE SCHOOL - THE OFFICE OF INDIAN EDUCATION RESOURCE EVALUATION FRAMEWORK & CHECKLIST

A Practical Guide for Educators Evaluating Indigenous Learning Resources

Overview & Purpose: This Resource Evaluation Framework synthesizes core principles from Indigenous research methodologies and authentic resource criteria with comprehensive evaluation standards (First Nations Education Steering Committee & First Nations Schools Association, 2022). It is designed to assist educators in selecting learning resources that honor Indigenous sovereignty, adhere to local cultural protocols, ensure relational accountability, and present accurate historical and contemporary contexts.

KEY TOPIC INTEGRATION SUMMARY

Dimension	Primary Focus	Key Integration Elements
Indigenous Methodologies & Relationality	Moving beyond "studying" Indigenous people to establishing respectful relationships and reciprocity.	Integrates principles of relational accountability, reciprocity, write-yourself- into-the-project dynamics, and the <i>7E Model for Inquiry</i> (Environment, Engage, Explore, Elder, Explain, Elaborate, Evaluate). First Nations Education Steering Committee and First Nations Schools Association (2022)
Authenticity & Permission	Distinguishing non-Indigenous viewpoints from genuine Indigenous voices.	Evaluates authorship/contributions, authorization to share cultural knowledge, inclusion of storytelling techniques (circular narrative, humor, spirituality), and avoidance of cultural theft.
Local Protocols & Place	Honoring distinct local protocols, territorial acknowledgments, and community governance.	Differentiates <i>Welcomes</i> from <i>Territorial Acknowledgments</i> , assesses adherence to local Elders' guidance, and emphasizes nation-specific place-based context over generic identities.
Historical & Secondary Source Rigor	Critical analysis of primary and secondary sources for bias, validity, and missing voices.	Examines historical context, identifies Euro-Canadian biases, verifies archival legitimacy, and counters historical erasure or glossing over of colonial harm.



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Part 1: Basic Information & Cultural Authority

Title of Resource:

Creator / Author / Director:

Publisher / Platform / Year:

Format: ☐ Print Book ☐ Digital / Website ☐ Video / Audio ☐ Primary Source Document

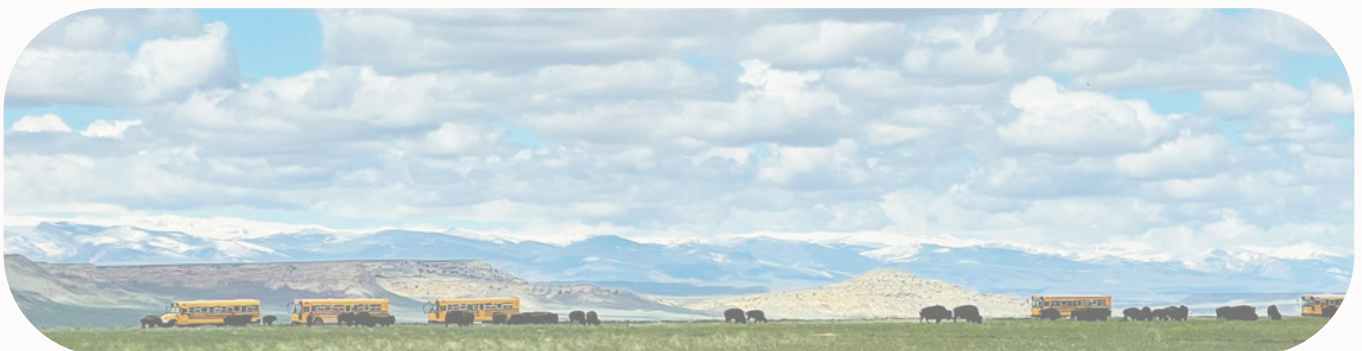
1. Specific Nation / Tribe Identification:

Which specific Indigenous group, First Nation communities, or Tribal communities are identified in this resource?

Note: Avoid resources that group distinct nations into generic "Native American" or "Indian" identities.

2. Authorship & Permission:

- ☐ Was this resource created by Indigenous creators or through their substantial, leading contributions?
- ☐ If created by a non-Indigenous author, were local Elders, Knowledge Keepers, or tribal cultural committees directly consulted and cited?
- ☐ Did the author receive explicit community permission to share the cultural knowledge, language, or stories presented?



Part 2: Core Evaluation Criteria

1. Authenticity, Voice & Storytelling

- ☐ **Authentic Voice:** Presents authentic Indigenous voices and centers Indigenous perspectives rather than relying solely on non-Indigenous viewpoints.
- ☐ **Storytelling Features:** Respectfully incorporates traditional narrative structure where appropriate (e.g., circular storytelling, weaving in of spirituality, humor).
- ☐ **Sacred Knowledge & Protocols:** Respects that certain knowledge is sacred and only shared in specific contexts or with permission.

2. Diversity & Local Protocol Alignment

- ☐ **Distinct Cultures & Languages:** Recognizes the physical, cultural, and linguistic diversity between different nations/tribes rather than mixing cultural attributes.
- ☐ **Territorial & Community Accuracy:** Correctly locates nations geographically and uses preferred, contemporary nation names and orthographies.
- ☐ **Protocol Respect:** Demonstrates understanding of local protocols, traditional governance systems, and proper ways of engaging with Elders and Knowledge Keepers.

3. Historical Accuracy, Colonial Legacies & Critical Analysis

- ☐ **Unvarnished History:** Truthfully addresses complex subjects (e.g., land unceded status, residential schools, colonial harm) without minimizing or glossing over systemic harm.
- ☐ **Analysis of Bias:** Aids students in evaluating primary/secondary sources for bias, validity, and Euro-centric frame of reference.
- ☐ **Sovereignty & Rights:** Acknowledges inherent Indigenous Title, tribal sovereignty, and self-determination.

4. Reciprocity, Contemporary Context & Classroom Impact

- ☐ **Living & Contemporary Cultures:** Portrays Indigenous peoples as dynamic, contemporary communities actively asserting sovereignty, language revitalization, and success—not as extinct or purely historical.
- ☐ **Reciprocity & Relationality:** Encourages students to apply learning towards reciprocity ("giving back") and meaningful action in support of Reconciliation.
- ☐ **Safe & Respectful Learning:** Free from harmful stereotypes, caricatures, biased terminology, or framing that would shame Indigenous students or misinform non-Indigenous students.



Part 3: Final Decision & Pedagogical Action

☐ **Recommended without Reservation**

High authenticity, clear community permissions, and strong pedagogical alignment.

☐ **Recommended with Context / Scaffolding**

Authentic source requiring critical analysis of bias or historical frame of reference.

☐ **Not Recommended**

Contains generic depictions, unverified cultural sharing, stereotyping, or erasure.

Educator Reflection & Next Steps:

How will you connect this resource to place-based learning, local community protocols, or opportunities for students to give back and carry their learning forward?

References

First Nations Education Steering Committee, & First Nations Schools Association. (2022). Indigenous research and inquiry. *In BC First Peoples 12 teacher resource guide (Rev. ed., pp. 33–46)*. <https://www.fnesc.ca/wp/wp-content/uploads/2023/06/3.-BC-First-Peoples-12-Teacher-Resource-Guide-2022-final-R-3-Indigenous-Research-and-Inquiry.pdf>

McCluskey, M., & Ferguson, L. (2015). *Evaluating American Indian materials and resources for the classroom*. Montana Office of Public Instruction.

<https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Evaluating%20AI%20Materials%20and%20Resources%20for%20the%20Classroom.pdf>

