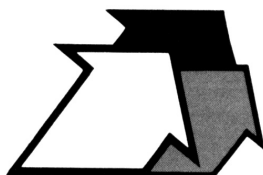


# **Treaty Education Survey**

**2009**

## ***Final Report***



Research conducted by  
**Saskatchewan Educational Leadership Unit**  
**Department of Educational Administration**  
**University of Saskatchewan**

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Betty A. Rohr and Brian Keegan, SELU Consultants

## EXECUTIVE SUMMARY

In the spring of 2009, the second administration of the Treaty Education Survey was undertaken by the Office of Treaty Commissioner, supported by the Saskatchewan Ministry of Education, the Federation of Saskatchewan Indian Nations (FSIN), Canadian Council on Learning (CCL), and Indian and Northern Affairs Canada (INAC). An evaluation team from Saskatchewan Educational Leadership Unit at the University of Saskatchewan assisted with the project. The primary aim was to provide a benchmark of student understanding of Treaties in light of the December 10, 2007 Speech from the Throne and the Saskatchewan government commitment “to making mandatory instruction in history and content of the Treaties in the K-12 curriculum.” Two other objectives were to ascertain teachers’ implementation and satisfaction of the Office of Treaty Commissioner treaty education resource materials since publication of the first resource package in 2002 followed by the 2008 releases of the *K-6 Teaching Treaties in the Classroom Resource Guides* and the *Treaty Essential Learnings*.

Over 9000 English-speaking Grade 7 students and over 1500 administrators and teachers from Saskatchewan provincial schools and First Nations schools participated. Methodology included survey development with an expert panel, teacher focus group interviews, and a field test. The majority of the participants completed the survey online, while 78 students, 20 administrators and 5 teachers completed the paper version.

The six Treaty Essential Learnings (TEL) provided the framework for the content of the student survey that consisted of 14 true/false, 20 multiple choice, and six higher order thinking items. The items were scored and weighted according to level of cognitive understanding: 1 point for each correct true/false item, 3 points for each correct multiple choice item, and 4 points for each higher order thinking item. Grade 7 students on average scored 48.5% on treaty knowledge and understanding. The score indicates room for growth and improvement. In addition, the score provides a baseline for further studies; however, a standard setting process would identify what cut-off score would represent the level of adequacy.

Through an investigation of TEL subscores within the survey, on average, worldview and treaty relationship were areas of relative strength while treaty symbolism and contemporary treaty issues were areas of relative weakness in the Grade 7 student understanding of treaties.

Similar to the 2008 student survey, a major finding of this study reiterates the trend that education about treaties is associated with more knowledge and understanding about treaties. This finding continues to point to the importance of implementing educational programs that contribute to the growing awareness, knowledge, and understanding about treaties and the treaty relationship.

Overall, there was evidence of positive and successful implementation of the OTC treaty education resources from both students and staff. Students were asked their perception of when they last studied information about treaties. Half of the students indicated that they last studied information on treaties in the current school year. One-third recalled studying treaties sometime during Grade 1 to Grade 6, while 15% indicated they had not studied information on treaties at all. This finding indicates an increased and upward shift from the 2008 results towards the number of students that recalled studying about treaties; albeit, one needs to consider that the 2008 survey used a convenience sample. From the staff perspective, a large majority of the school administrators, Grade 4 teachers, and Grade 7 teachers indicated that OTC treaty education materials were received. Also, about half of the teachers indicated that they use the materials.

Satisfaction with the OTC treaty education materials was very favorable. Of the teachers that used the materials, almost three-quarters of the teachers were satisfied. Of the remaining teachers, the majority were neutral, with less than 3% indicating dissatisfaction. Furthermore, a large majority of the administrators and teachers that did use and receive the OTC resource materials were in agreement that the materials support mandatory treaty education and curriculum goals, no more than 3% in total were in disagreement. There was a slightly stronger indication for a need in professional development in the area of teaching treaties versus the need for more resources.



## CHAPTER ONE - INTRODUCTION

This document forms the report for the second administration of Saskatchewan treaty education surveys that was conducted in the spring of 2009. This survey, a benchmark of student treaty understanding, was undertaken by the Office of Treaty Commissioner with the support of the Saskatchewan Ministry of Education, the Federation of Saskatchewan Indian Nations (FSIN), the Canadian Council on Learning (CCL), and Indian and Northern Affairs Canada (INAC). The Saskatchewan Educational Leadership Unit at the University of Saskatchewan was contracted to conduct the surveys.

The aims of this undertaking were to provide baseline data for a longitudinal evaluation of student understanding of treaties in Saskatchewan as well as to measure implementation and use of OTC treaty resources. The 6 Treaty Essential Learnings (TEL), established by the Office of the Treaty Commissioner, provided the framework for this survey. The results of the student survey provide a ‘snapshot’ of Grade 7 student understanding of treaties and serves as a potential guide for educational programming in provincial and First Nations school systems. The survey data of treaty education resources help to inform future decision-making in treaty education.

## BACKGROUND

The Office of the Treaty Commissioner, the First Nations of Saskatchewan and the Saskatchewan Ministry of Education recognized the importance of all Saskatchewan people to have a strong understanding of the spirit and intent that existed when the treaties were signed by the First Nations and the Crown. In the spring of 2008, the Saskatchewan Educational Leadership Unit (part of the Department of Educational Administration, College of Education, University of Saskatchewan) was contracted to develop and conduct the first Saskatchewan student survey of treaty understanding. This project was undertaken by the Office of the Treaty Commissioner (OTC) in conjunction with its partners: the Federation of Saskatchewan Indian Nations, the Government of Canada, the Government of Saskatchewan, and the Canadian Council on Learning. The survey methodology involving a convenience sample of 1800 students along with the results were reported in *Saskatchewan Grade 7 Survey: Knowledge and Understanding of Treaties, 2008* while each participating school division was provided with a report summarizing their schools’ results. In the fall of 2009, the Ministry of Education has

declared treaty education mandatory in the Saskatchewan provincial school system from Kindergarten to Grade 12.

In 2002, the Office of Treaty Commissioner published the first resource package: *Teaching Treaties in the Classroom Resource Guide 7-12* and *Teaching Treaties in the Classroom: Teacher Resource Kit*. The kit consisted of a multimedia collection of videos, posters, books, maps, activity guides, and art work to complement the existing material in the subject areas of Social Studies, Native Studies, and History. In the fall of 2008, the *Teaching Treaties in the Classroom: Teacher Resource Kit* was enhanced with two additional publications: *Treaty Essential Learnings: We Are All Treaty People* and *Teaching Treaties in the Classroom: K-6 Resource Guides*. Copies of these materials were distributed to approximately 880 provincial and First Nations schools. Every Kindergarten to Grade 6 teacher in Saskatchewan received a copy of the resource guide at their grade level, amounting to approximately 7000 teachers. This initiative demonstrates the commitment of OTC and Ministry of Education to treaty education by ensuring that all teachers have access to instructional resources.

## PURPOSE

The purpose of this project was to build upon the 2008 survey and develop baseline data regarding student treaty understanding that included all Grade 7 students in Saskatchewan. Furthermore, findings are meant to help inform future decision-making around resources and instruction related to treaty education planning and monitoring, as developed by the Office of Treaty Commissioner and the Saskatchewan Ministry of Education educational goals and objectives.

This project design had two components:

1. Replication of the 2008 Grade 7 Student Survey, with modifications:
  - a. changed from using a convenience sample to the inclusion of all Grade 7 students in both First Nations and provincial schools;
  - b. included a reflection of indigenous perspectives on assessment that focuses on development of the whole person and, thereby, engage dimensions that are not restricted to the cognitive dimension of learning; and,



- c. included items tapping into higher order thinking as well as knowledge and understanding cognitive levels, all using selected response formats.
2. School Administrator, Grade 4 Teacher and Grade 7 Teacher Survey: Adoption of Treaty Educational Materials:
  - a. developed surveys to determine the level of implementation of treaty education resources from the perspective of school-based administrators, Grade 4 teachers, and Grade 7 teachers;
  - b. determined the perceived quality of the treaty education resources by the users; and,
  - c. determined the level of teacher satisfaction with the OTC resource materials.

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#### REPLICATION OF THE 2008 GRADE 7 SURVEY

The first component of this project comprised of the student survey for all Grade 7 classrooms in First Nations and provincial schools that replicated the 2008 Grade 7 student survey with modifications. Similar to the 2008 survey, the document, *Treaty Essential Learnings: We Are All Treaty People*, served as the content source of questions for the survey.

The objectives of the student survey were:

1. To establish a benchmark of Grade 7 student knowledge and understanding of treaties;
2. To compare the 2009 Grade 7 survey results to the results of the 2008 benchmarking survey;
3. To serve as a research tool that uses data to promote inquiry on factors that contribute to student success in treaty education;
4. To assist educators with program planning by providing data on student knowledge and understanding of the Treaty Essential Learnings;
5. To provide data on implementation and awareness of treaty education in schools; and,
6. To support the transition of the treaty education surveys to the Ministry of Education.

The intent of the student survey was to provide data on student knowledge and understanding of treaties. The information is deemed to be useful for:

- Students, as they discuss and learn about society, each other, and their rights and privileges;
- Teachers, as they plan instructional activities and selected instructional resources to support the development of
  - the concept of human rights and responsibilities (Elementary and Middle Level Social Studies curricula), and
  - the knowledge, values, attitudes, and abilities which contribute to the development of a sound moral character, a sense of community, and competence in responding to the personal, social, and cultural aspects of life;
- Curriculum and resource developers, as they structure and support opportunities for learning treaties;
- Educational administrators, parents, and community members, as they support the development of a strong education system and an equitable Saskatchewan society; and,
- Senior government officials, as they evaluate treaty education programs, including the Office of the Treaty Commissioner, First Nations, the Ministry of Education Programs, and Indian and Northern Affairs Canada (INAC).

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## SURVEY OF TREATY EDUCATION RESOURCES

The second component to this project was the treaty education survey for administrators and teachers. The objectives of the surveys were to measure the extent of implementation and satisfaction with the OTC treaty education resources. School administrators, Grade 7 teachers, and Grade 4 teachers were surveyed to determine:

- The extent of distribution of materials to teachers in the fall of 2008;
- Teacher and school administrator perceptions of the quality of treaty education materials;
- Grade 4 and Grade 7 teacher perception of the usefulness of the resource materials when planning instruction;
- Grade 4 teacher and Grade 7 teacher level of satisfaction with the materials; and,
- School administrator and teacher level of satisfaction with training and resources that support implementing mandatory treaty education.

## STRUCTURE OF REPORT

This report of the 2009 Grade 7 Student Survey of treaty understanding and Survey of Treaty Education Resources is divided into five principal sections. Chapter One, the introductory section, consists of a description of the background and purpose of the surveys. In Chapter Two, there is an overview of the methodology that includes survey development, field testing, sample selection, data collection, data analysis, and study limitations. Chapter Three consists of a presentation of the findings of the student survey and for sub-populations including gender, system, regional, Aboriginal/non-Aboriginal self-declaration, and study group levels. In Chapter Four, there is a presentation of the findings related to treaty education resources. Chapter Five consists of a discussion of the results and future implications.

## CHAPTER TWO - METHODOLOGY

Survey methodology was used to collect data for the two aspects of the project. Firstly, a survey design, in the form of a test, was used to collect baseline data on student knowledge and understanding of Treaties from the Grade 7 student population. Secondly, three surveys were designed to collect data on the implementation and satisfaction of treaty education resources from the perspectives of school principals, Grade 4 teachers, and Grade 7 teachers.

The methodology began with the development of the surveys. Procedures were implemented in the construction of the surveys to ensure validity of the data gathered in this project. This chapter provides an overview of the procedures, the survey development, sampling procedures, data collection, data analysis, and limitations.

### STUDENT SURVEY OF TREATY UNDERSTANDING

The Grade 7 Student Survey of Treaty Knowledge and Understanding was conducted to ascertain a benchmark at the onset of Kindergarten to Grade 12 mandatory treaty education in Saskatchewan. The development of the Grade 7 Survey of Treaty Knowledge and Understanding took place over a ten week period, involving a reference committee from the Office of the Treaty Commissioner, consultants knowledgeable in teaching about Treaties, test development experts, and a panel of teachers familiar with teaching Treaties and/or teaching Grade 7 students. Two preliminary forms of the instrument were field tested with 191 students participating from two urban Saskatchewan school divisions, one rural school division, and two First Nations schools. The items were analyzed to determine the best items to be used in the benchmarking instrument.

Beginning in January 2009, the survey development occurred in four stages: 1) preparatory, 2) item construction, 3) field test, and 4) refinement. The preparatory stage entailed preliminary meetings with members from the OTC reference committee, representatives from the Ministry of Education, and the SELU team. Goals were established to improve upon the 2008 survey. In particular, the goals included increasing the number of multiple choice items and to include items that tap into higher order levels of thinking. Also, there was an attempt to develop a reflection of indigenous perspectives on assessment by tapping into experiential and visual dimensions to learning; thus, items with pictures and quotations were included.

The survey consisted of 40 close-ended questions using two formats: 1) multiple choice (26 items) that included six higher order items and 2) true/false (14 items). The instrument was designed for online administration and to be completed by students in approximately 20 minutes. The *Treaty Essential Learnings: We Are All Treaty People* continued to provide the framework for the content of the survey. A timeline was established with the aim to conduct the survey before the end of June, 2009.

During the item construction phase, survey development included advisory discussions with experts, and a focus group interview with Grade 7 teachers. Content of the items was aligned to the six Treaty Essential Learnings (TEL). The six Treaty Essential Learnings are defined as:

- TEL1 Treaties – introduces the who, what, where, when, and why of treaties.
- TEL2 Treaty Relationship – reviews responsibilities and partners involved in the treaty relationship.
- TEL3 History – consists of the historical events in the making of the treaty making process.
- TEL4 Worldviews – provides an understanding of the differing worldviews of the treaty partners.
- TEL5 Symbolism – focuses on meaning behind the symbols and actions used in the treaty making process.
- TEL6 Contemporary Issues – deals with new and current issues related to the treaties.

A table of specifications was developed to ensure close replication of the 2008 student survey, coverage of project objectives and specific levels of questioning are addressed for all TELs (see Table 1). The six TELs were weighted by consideration of the amount of emphasis in the resource material: 15.3% of TEL1, 9.2% of TEL2, 21.4% of TEL3, 29.6% of TEL4, 9.2% of TEL5, and 15.3% of TEL6. For scoring purposes, the items were weighted according to level of cognitive difficulty, 1, 3, and 4 for true/false, multiple choice, and higher order thinking items respectively.

**Table 1: Table of Specifications for 2009 Grade 7 Student Survey of Treaty Knowledge and Understanding**

| Treaty Essential Learning (TEL)  |                 | Question Type   |              |              | Total              |
|----------------------------------|-----------------|-----------------|--------------|--------------|--------------------|
|                                  |                 | Multiple Choice | True/False   | Higher Order |                    |
| <b>TEL1. Treaties</b>            | Number of items | 3               | 2            | 1            | 6                  |
|                                  | Weighted Score  | 9               | 2            | 4            | 15                 |
|                                  | Percentage      | (9.2%)          | (2%)         | (4.1%)       | (15.3%)            |
| <b>TEL2. Treaty Relationship</b> | Number of items | 1               | 2            | 1            | 4                  |
|                                  | Weighted Score  | 3               | 2            | 4            | 9                  |
|                                  | Percentage      | (3.1%)          | (2%)         | (4.1%)       | (9.2%)             |
| <b>TEL3. History</b>             | Number of items | 5               | 2            | 1            | 8                  |
|                                  | Weighted Score  | 15              | 2            | 4            | 21                 |
|                                  | Percentage      | (12.5%)         | (2%)         | (4.1%)       | (21.4%)            |
| <b>TEL4. Worldviews</b>          | Number of items | 7               | 4            | 1            | 12                 |
|                                  | Weighted Score  | 21              | 4            | 4            | 29                 |
|                                  | Percentage      | (15.3%)         | (4.1%)       | (4.1%)       | (29.6%)            |
| <b>TEL5. Symbolism</b>           | Number of items | 1               | 2            | 1            | 4                  |
|                                  | Weighted Score  | 3               | 2            | 4            | 9                  |
|                                  | Percentage      | (3.1%)          | (2%)         | (4.1%)       | (9.2%)             |
| <b>TEL6. Contemporary Issues</b> | Number of items | 3               | 2            | 1            | 6                  |
|                                  | Weighted Score  | 9               | 2            | 4            | 15                 |
|                                  | Percentage      | (9.2%)          | (2%)         | (4.1%)       | (15.3%)            |
| <b>Total Items</b>               |                 | <b>20</b>       | <b>14</b>    | <b>6</b>     | <b>40 items</b>    |
| <b>Total Weighted Score</b>      |                 | <b>x3=60</b>    | <b>x1=14</b> | <b>x4=24</b> | <b>98 Weighted</b> |
| <b>Total Percentage</b>          |                 | <b>(61%)</b>    | <b>(14%)</b> | <b>(25%)</b> | <b>(100%)</b>      |

In addition, the item construction phase included decisions on question format, item writing, and item review by an expert panel and teacher focus group. Similar to the 2008 survey, a selected response format was retained with a combination of true/false and multiple choice items used to assess a broad body of knowledge in a short administration timeframe. The number of items was increased from 33 to 40 items with the majority being the four-option multiple choice items. This procedure was done to strengthen the reliability of the survey. Additionally, six of the multiple choice items were designed to tap into higher order thinking with one question for each of the six TELs.

By mid-February, the expert panel received the first draft of 80 items to review independently. By mid-March, the expert panel met to review a second draft collectively. A focus group interview of Grade 7 teachers was conducted to review the third draft of items to ensure clarity, age appropriateness, and face validity. By the end of March, the item construction stage culminated with the expert panel's final review of items.

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## FIELD TEST

Two preliminary forms of the survey were prepared in order to provide an item bank to draw upon for the final version. Items were close-ended questions with multiple choice, and true/false format. Form A and Form B were designed to be equivalent forms in terms of number of items, item format, the six Treaty Essential Learnings specifications, and length of time to complete. Both Form A and Form B consisted of 14 true/false items, 20 multiple choice items, and 6 higher order thinking multiple choice items.

The Field Test was administered during the week of Thursday, April 2 to Thursday, April 9, 2009 to Grade 7 classes within the Greater Saskatoon Catholic School District, Saskatoon Public School Division, Prairie Spirit School Division, and Saskatoon Tribal Council; capturing urban, rural, and First Nations sub-populations. Seven schools participated: from Saskatoon urban that included St. Dominic School, St. Maria Goretti Community School, St. Matthew School, and Silverspring Elementary School; from rural that included Stobart Community High School, Duck Lake; and from First Nations schools that included Chief Mistawasis School and Muskoday School.

Form A and Form B were randomly distributed amongst all classes. Form A was completed by a sample consisting of 50% male and 23% that self-declared as Aboriginal [ $N_A = 94$ , Average Weighted Score = 53.1%, *Mean Correct* = 23 *SD* = 5.8]. Form B was completed by 63% male and 30% that self-declared as Aboriginal, [ $N_B = 97$ , Average Weighted Score = 55.4%, *Mean Correct* = 23 *SD* = 4.8]. It took about 5 minutes to review the context of the survey, provide specifics on how to fill out the test, and read the instructions for the three sections. The surveys were completed in an average time of 15 to 20 minutes. A few students required as much as 30 to 35 minutes.

Reliability attempts to provide an indication of how consistent the scale score would be if the subjects were to respond repeatedly to the items. SPSS 16.0 was used to determine Cronbach's alpha, a method used to assess how consistently a correct response on one item correlates to correct responses on other items within the same measure, as well as the homogeneity of the items. For classroom assessment, a reliability index of 0.70 or higher is

good. The reliability of the two forms was considered good with slightly higher reliability for Form A than Form B, Cronbach's alpha coefficients = 0.78 and 0.67 respectively.

The general goal for the item analysis was to help develop a survey that was not too easy or too difficult, yet could discriminate between the group that knew the material being measured from the group that does not. Item analysis consisted of determining the item difficulty index, item discrimination index, and examining distractors where multiple options were available. An ideal item has moderate to hard difficulty with good discrimination, and good distractors.

Item difficulty index was determined by the sum of the proportion of students within the high group and the low group with the correct answer. Note that the groups were classified according to their total score on the survey. The high group was the top third and the low group was the bottom third.

Difficulty indices above 0.85 for True/False exams and 0.75 for four-option multiple choice exams were considered easy, while a difficulty index below 0.50 was considered difficult. Form A item difficulty indices ranged from difficult to easy, 0.04 to 0.95; and were similar to the Form B, 0.10 to 0.92.

The item discrimination index was determined by calculating the difference of the proportion of students within the high group from the low group with the correct answer. Discrimination indices over 0.30 are considered good while indices below 0.20 are considered poor. Form A item discrimination indices ranged from 0.06 to 0.72; Form B item discrimination indices ranged from 0.04 to 0.65.

Upon examination of the item analysis, items for the final instrument were chosen on the basis of moderate difficulty items (average item difficulty index = 0.59), high discrimination items (average item discrimination index = 0.38), balance of six Treaty Essential Learnings, as well as a review from the expert committee.

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## ADMINISTRATION

Survey information was sent to coordinators declared by each school division or Tribal Council designate. (See Administration Guide in Appendix B.) The coordinator then relayed survey information to each school principal. The student survey was administered by the



classroom teacher or by a teacher designated by the school principal. The school completed the survey on-line; however, scannable paper forms were available and used when technology was not accessible. A script and instructions were provided to all as a way to maintain a standard protocol. See Appendix C.

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## SCORING

The instrument provides a total weighted score with the summation of all correct items where true/false items have a weight of 1, multiple choice items have a weight of 3, and higher order thinking multiple choice items have a weight of 4. The maximum weighted score is 98.

Subscores, representing the six Treaty Essential Learnings (TEL) were calculated with the following summations of weighted score: [Multiple Choice (MC), MH (Higher Order) True/False (TF)]:

- TEL1 Treaties = TF1, TF2, MC1, MC2, MC3, MH4;
- TEL2 Treaty Relationship = TF3, TF4, MC5, MH6;
- TEL3 History = TF5, TF6, MC7, MC8, MC9, MC10, MC11, MH12;
- TEL4 Worldview = TF7, TF8, TF9, TF10, MC13, MC14, MC15, MC16, MC17, MC18, MC19, MH21;
- TEL5 Symbolism = TF11, TF12, MC20, MH22; and,
- TEL6 Contemporary Issues = TF13, TF14, MC23, MC24, MC26, MH25.

Internal consistency reliability was examined and determined to be good, (Cronbach's alpha coefficient = 0.79,  $N=9339$ , 40 items). Reliability coefficients of the subscores were low to moderate. Cronbach's alpha coefficients for each subscore were as follows: 0.38 for TEL1 Treaties (6 items), 0.15 for TEL2 Treaty Relationship (4 items), 0.40 for TEL3 History (8 items), 0.66 for TEL4 Worldview (12 items), 0.25 for TEL5 Symbolism (4 items), and 0.31 for TEL6 Contemporary Issues (6 items).

## SURVEY OF TREATY EDUCATION RESOURCES

Three instruments were designed to assess implementation and teacher satisfaction with OTC resource kit and materials to ascertain the perspectives from school administrators, Grade 4 teachers, and Grade 7 teachers. The surveys were designed to be administered online and

consisted of 13 items in selected response formats that took approximately five to ten minutes to complete.

Survey development included advisory discussions with a panel that consisted of teachers, elders and other partners. A focus group study was conducted with a group of teachers to review the clarity and wording of questions. In addition, the surveys were piloted along with the student survey pilot test.

## SAMPLING

The target population for the student survey was all Grade 7 students in Saskatchewan provincial schools and First Nations schools, whereas the target population for the treaty resource survey was school administrators, Grade 4 teachers, and Grade 7 teachers from both systems.

In the spring of 2009, the Saskatchewan Ministry of Education informed all school divisions of the requirement to participate while First Nations education directors were invited to participate. The coordinator from each school division provided Grade 7 student enrollment and number of teachers expected to participate. Within First Nations schools, the Director of Education, or the Tribal Council Director, or their designate informed the Saskatchewan Educational Leadership Unit of the schools from their jurisdiction that were willing to participate along with student and staff numbers.

Overall response rates from Saskatchewan provincial school divisions for Grade 7 students, administrators, Grade 4 teachers, and Grade 7 teachers were 77%, 79%, 62%, and 58% respectively. Response rates from school divisions ranged from 19% to 100% for students, 9% to 100% for administrators, 9% to 100% for Grade 4 teachers, and 0% to 100% for Grade 7 teachers. Table 2 provides further details on response rates from each school division.

First Nations schools were invited to participate. Of approximately 80 schools in Saskatchewan, 32 schools indicated that they would participate. From the 32 schools; response was received from 112 of an expected 482 Grade 7 students, 18 administrators, 15 Grade 4 teachers of 27 schools, and 18 Grade 7 teachers of 28 schools. The final row in Table 2 indicates the response rate of response from First Nations schools to the number willing to participate.

**Table 2: Response Rates from Administrators, Grade 4 Teachers, Grade 7 Teachers, and Grade 7 Students by School Division and First Nations Schools**

| <i>School Division</i>       | <i>Administrators</i> | <i>Grade 4 Teachers</i> | <i>Grade 7 Teachers</i> | <i>Grade 7 Students</i> |
|------------------------------|-----------------------|-------------------------|-------------------------|-------------------------|
| Chinook                      | 35%                   | 37%                     | 46%                     | 76%                     |
| Christ the Teacher           | 100%                  | 71%                     | 75%                     | 91%                     |
| Creighton                    | 100%                  | 100%                    | 100%                    | 96%                     |
| Englefeld                    | 100%                  | 100%                    | 0%                      | 88%                     |
| C.E. Fransaskoises           | 9%                    | 9%                      | 10%                     | 35%                     |
| Good Spirit                  | 86%                   | 91%                     | 77%                     | 90%                     |
| Holy Family                  | 80%                   | 83%                     | 100%                    | 96%                     |
| Holy Trinity                 | 44%                   | 80%                     | 86%                     | 85%                     |
| Horizon                      | 92%                   | 78%                     | 101%                    | 89%                     |
| Ile a la Crosse              | 100%                  | 100%                    | 100%                    | 56%                     |
| Light of Christ              | 40%                   | 57%                     | 80%                     | 55%                     |
| Living Sky                   | 42%                   | 31%                     | 35%                     | 37%                     |
| Lloydminster RCSSD           | 100%                  | 100%                    | 86%                     | 91%                     |
| Lloydminster Public          | 43%                   | 31%                     | 64%                     | 82%                     |
| Northeast                    | 105%                  | 96%                     | 62%                     | 91%                     |
| Northwest                    | 62%                   | 57%                     | 62%                     | 65%                     |
| Northern Lights              | 91%                   | 35%                     | 23%                     | 19%                     |
| Prince Albert RCSSD          | 88%                   | 53%                     | 63%                     | 64%                     |
| Prairie South                | 54%                   | 75%                     | 61%                     | 54%                     |
| Prairie Spirit               | 66%                   | 44%                     | 16%                     | 74%                     |
| Prairie Valley               | 92%                   | 89%                     | 65%                     | 90%                     |
| Regina RCSSD                 | 96%                   | 88%                     | 76%                     | 73%                     |
| Regina Public                | 85%                   | 67%                     | 61%                     | 70%                     |
| Sask Rivers                  | 100%                  | 92%                     | 89%                     | 80%                     |
| Saskatoon Greater Catholic   | 72%                   | 45%                     | 64%                     | 79%                     |
| Saskatoon Public             | 107%                  | 75%                     | 60%                     | 83%                     |
| St. Augustine                | 100%                  | 100%                    | 100%                    | 100%                    |
| South East Cornerstone       | 88%                   | 58%                     | 65%                     | 80%                     |
| SunWest                      | 92%                   | 86%                     | 70%                     | 87%                     |
| Provincial Total             | 79%                   | 62%                     | 58%                     | 77%                     |
| <b>First Nations Schools</b> |                       |                         |                         |                         |
| First Nations Schools        | 56%                   | 56%                     | 64%                     | 23%                     |

## DATA COLLECTION

Data collection occurred over a period of seven weeks from April 27 to June 12, 2009. Participation was organized in three phases in order to manage and distribute the online website activity. Phase one occurred during week one with the North East School Division testing the administration process to ensure all was working properly. In phase two, 15 more school divisions and First Nations schools began their participation. The remaining school divisions participated in the third and final phase.

A total of 9339 students participated from 480 schools (112 students of 16 First Nations schools and eight Tribal Councils, 9227 students of 464 schools and 29 school divisions). Participation was classified into the three regions: North had three school divisions and one First Nations school, Central had 15 school divisions and 10 First Nations schools, and South had 10 school divisions and five First Nations schools. See Appendix D for a region list of school divisions and First Nations schools. A majority of the students completed the surveys online while 78 students (0.8%) completed the paper version.

In regards to the treaty education resources surveys, participation was as follows: 532 administrators (18 from First Nations schools), 579 Grade 4 teachers (15 from First Nations schools), and 649 Grade 7 teachers (18 from First Nations schools). Again, a majority of the surveys were completed online while 20 administrators and five Grade 4 teachers completed the paper version.

## DATA ANALYSIS

Data analyses were performed using SPSS version 16. Both descriptive and inferential procedures were completed. Descriptive statistics included means and standard deviations of total score and Treaty Essential Learnings sub-scores. Differences of means were investigated using analysis of variance (ANOVA) and Tukey post hoc test in order to determine whether there were group differences between gender, system (provincial and First Nations), region (North, Central, South), self-declared Aboriginal, and Study Group. Self-declared Aboriginal was based on the 'yes' or 'no' response to the question: 'I am a First Nation, Métis, or Inuit person?' Study Group was the student's perception of when they last studied treaties. Students

were asked the question: ‘When was the last time that you studied information about Treaties?’ and given the following choice: ‘Grade 7’ or ‘Grade 1 to Grade 6’ or ‘Not at all’.

## LIMITATIONS

Results from a one-time assessment are considered to be a snap shot of Grade 7 knowledge and understanding of Treaties. The results are not definitive and there are contextual aspects that could be considered in a more in-depth study. Outcome differences, if assessment occurred at a different time or differences over time, could not be addressed with this study. Nonetheless, insights from such an assessment do contribute to meaningful discussions and program planning.

The sample of the First Nations schools was neither a random sample nor was participation representative of the whole population. In addition with the exception of the administrators, the participation was low from the North region, less than 50%. In such cases, generalization should be done with caution. The researchers were limited by time constraints and availability of participants.

## CHAPTER THREE – GRADE 7 STUDENT RESULTS

### SAMPLE DESCRIPTIVES

#### FREQUENCY

The sample consisted of 9339 Grade 7 student participants. In the total sample and within regions, males and females were equally represented, (males = 50.9% overall). The First Nations subsample had slightly more females (55%). In regards to the regions, 56.4% were in the Central region, 42.3% were in the South region, 1.3% in the North region. Participation from the First Nations schools and the North region was low; underrepresentation of these sub-populations requires caution when interpreting the results.

In general, about half of the students perceived Grade 7 as the last time they remembered studying about treaties, followed by a third of the students perceived ‘Grade 1 to Grade 6’, and the remaining 15% did not remember studying about treaties. About 19% of the students self-declared as Aboriginal, albeit the majority within the First Nations and North region subsamples (98% and 80% respectively). See Table 3 for details.

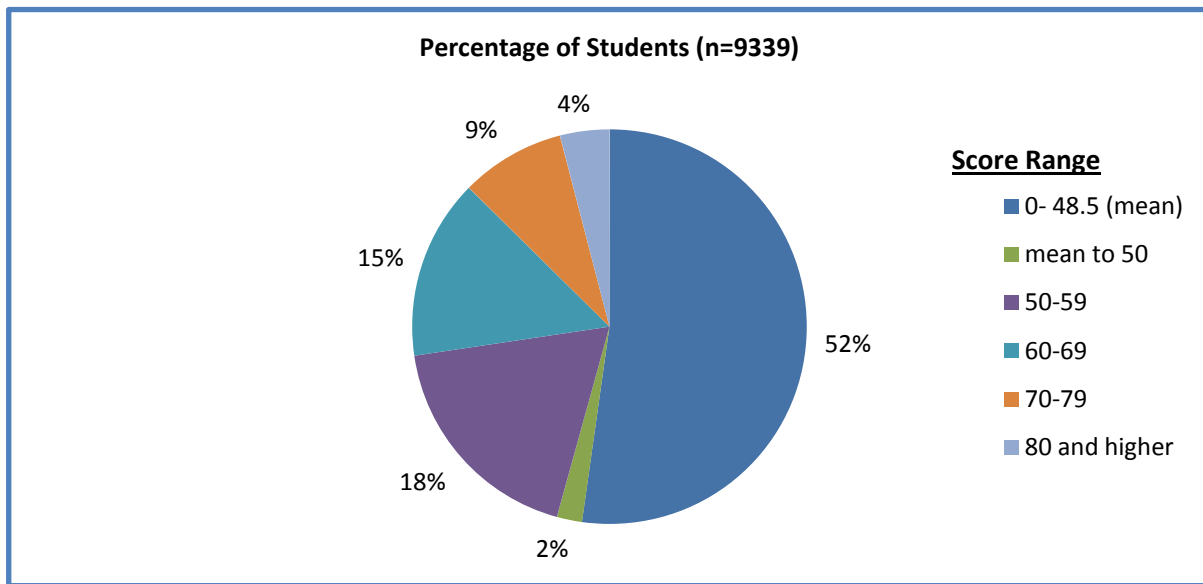
**Table 3: Student Frequency by System and Region by Gender, Aboriginal Declaration, and Study Group**

|                      |   | <i>Gender</i> |               | <i>Self-declared Aboriginal</i> |           | <i>Study Group</i> |                  |                   | <i>Total</i> |
|----------------------|---|---------------|---------------|---------------------------------|-----------|--------------------|------------------|-------------------|--------------|
| <i>System</i>        |   | <i>Male</i>   | <i>Female</i> | <i>Yes</i>                      | <i>No</i> | <i>Grade 7</i>     | <i>Grade 1-6</i> | <i>Not at all</i> |              |
| <i>First Nations</i> | n | 50            | 62            | 110                             | 2         | 71                 | 31               | 10                | 112          |
|                      | % | 45            | 55            | 98                              | 2         | 63                 | 28               | 9                 | 1.2          |
| <i>Provincial</i>    | n | 4700          | 4527          | 1656                            | 7574      | 4619               | 3223             | 1385              | 9227         |
|                      | % | 51            | 49            | 18                              | 82        | 50                 | 35               | 15                | 98.8         |
| <i>Region</i>        |   |               |               |                                 |           |                    |                  |                   |              |
| <i>North</i>         | n | 59            | 59            | 94                              | 24        | 93                 | 12               | 13                | 118          |
|                      | % | 50            | 50            | 80                              | 20        | 79                 | 10               | 11                | 1.3          |
| <i>Central</i>       | n | 2695          | 2574          | 1080                            | 4189      | 2489               | 2028             | 752               | 5269         |
|                      | % | 51            | 49            | 20.5                            | 79.5      | 47                 | 39               | 14                | 56.4         |
| <i>South</i>         | n | 1996          | 1956          | 592                             | 3360      | 2108               | 1214             | 630               | 3952         |
|                      | % | 50.5          | 49.5          | 15                              | 85        | 53                 | 31               | 16                | 42.3         |
| <i>Total</i>         |   |               |               |                                 |           |                    |                  |                   |              |
|                      | n | 4750          | 4589          | 1766                            | 7573      | 4690               | 3254             | 1395              | 9339         |
|                      | % | 50.8          | 49.1          | 19                              | 81        | 50                 | 35               | 15                | 100          |

## DISTRIBUTION OF SCORES

A little more than half of the students (52%) scored the average score of 48.5 or lower. One-third of the students had a score above the mean and less than 70%. Thirteen percent of the students obtained a score above 70% while only 4% of the total group obtained a score above 80%. See Figure 1.

**Figure 1: Distribution of Percentage of Students by Score Range**



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## MEAN SCORES

The average survey score for the total sample was 48.5%. A standard error of measurement (*SE*) equal to 0.18 gives 95% confidence interval that the average is between 48.2% and 48.9%. The Treaty Essential Learnings where the group on average had strengths and scored higher were TEL2 Treaty Relationship at 52% [*SE*=0.33] and TEL4 Worldview at 53% [*SE*=0.26]. On the other hand, the areas where the group on average had weaknesses were TEL5 Symbolism at 44% [*SE*=0.31] and TEL6 Contemporary issues at 38% [*SE*=0.25]. Table 4 provides an overview of the mean percentage scores for the total group.

**Table 4: Mean Percent Survey Score and TEL Sub-scores**

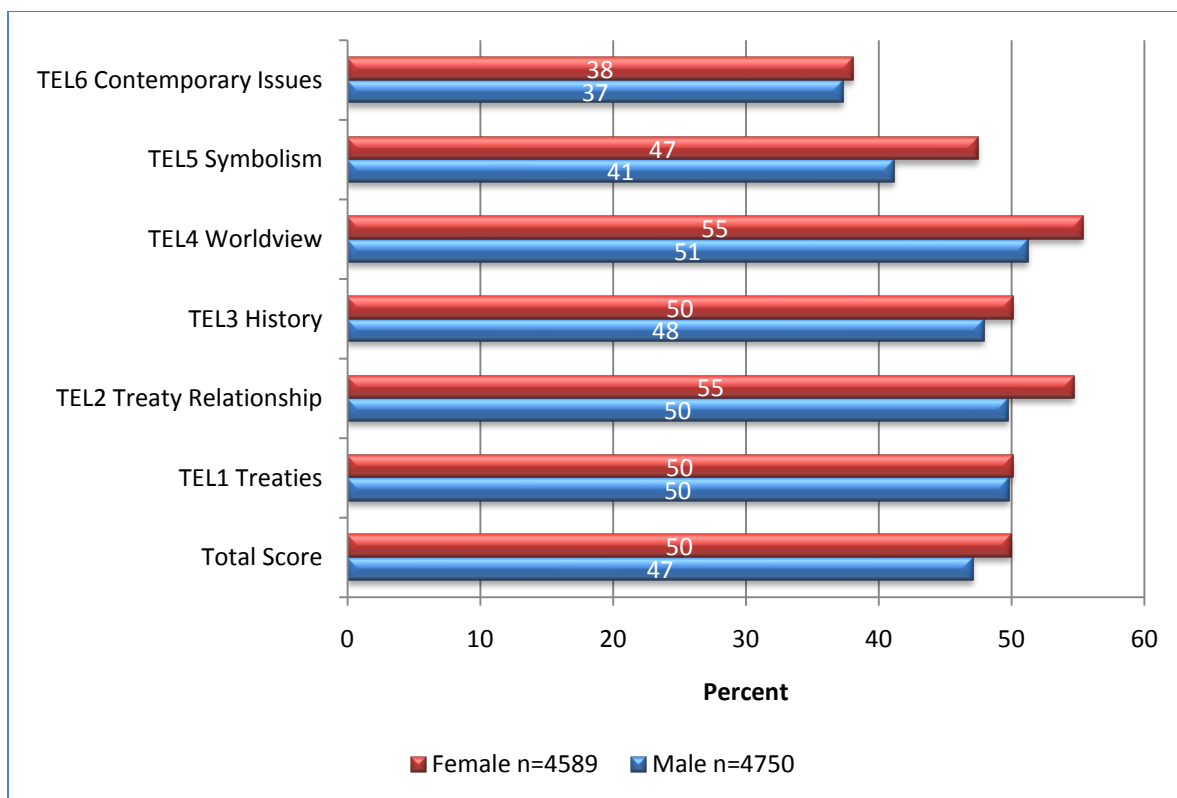
| <i>n</i> =9339                  | <i>Minimum</i> | <i>Maximum</i> | <i>Mean %</i> | <i>SE</i> | <i>SD</i> |
|---------------------------------|----------------|----------------|---------------|-----------|-----------|
| <b>Survey Score</b>             | 6              | 99             | 48.5          | 0.18      | 17.2      |
| <b>TEL1 Treaties</b>            | 0              | 100            | 50            | 0.27      | 25.8      |
| <b>TEL2 Treaty Relationship</b> | 0              | 100            | 52            | 0.33      | 31.4      |
| <b>TEL3 History</b>             | 0              | 100            | 49            | 0.22      | 21.2      |
| <b>TEL4 Worldview</b>           | 0              | 100            | 53            | 0.26      | 24.8      |
| <b>TEL5 Symbolism</b>           | 0              | 100            | 44            | 0.31      | 29.6      |
| <b>TEL6 Contemporary Issues</b> | 0              | 100            | 38            | 0.25      | 23.8      |



## GENDER DIFFERENCES

On average, females scored statistically significantly higher than males on total score, 50% versus 47% [ $F(1,9337) = 65.9, p = .001$ ]. In addition, females on average scored higher in four of the six TELs: TEL2 Treaty Relationship at 55% to 50%, TEL3 History at 50% to 48%, TEL4 Worldview at 55% to 51%, and TEL5 Symbolism at 47% to 41%, [ $F(1,9337) = 59, 23.8, 66, \text{ and } 107, \text{ respectively}, p = .001$ ]. There were no differences found within the TEL1 Treaties and TEL6 Contemporary issues scores. See Figure 2.

**Figure 2: Gender Differences**

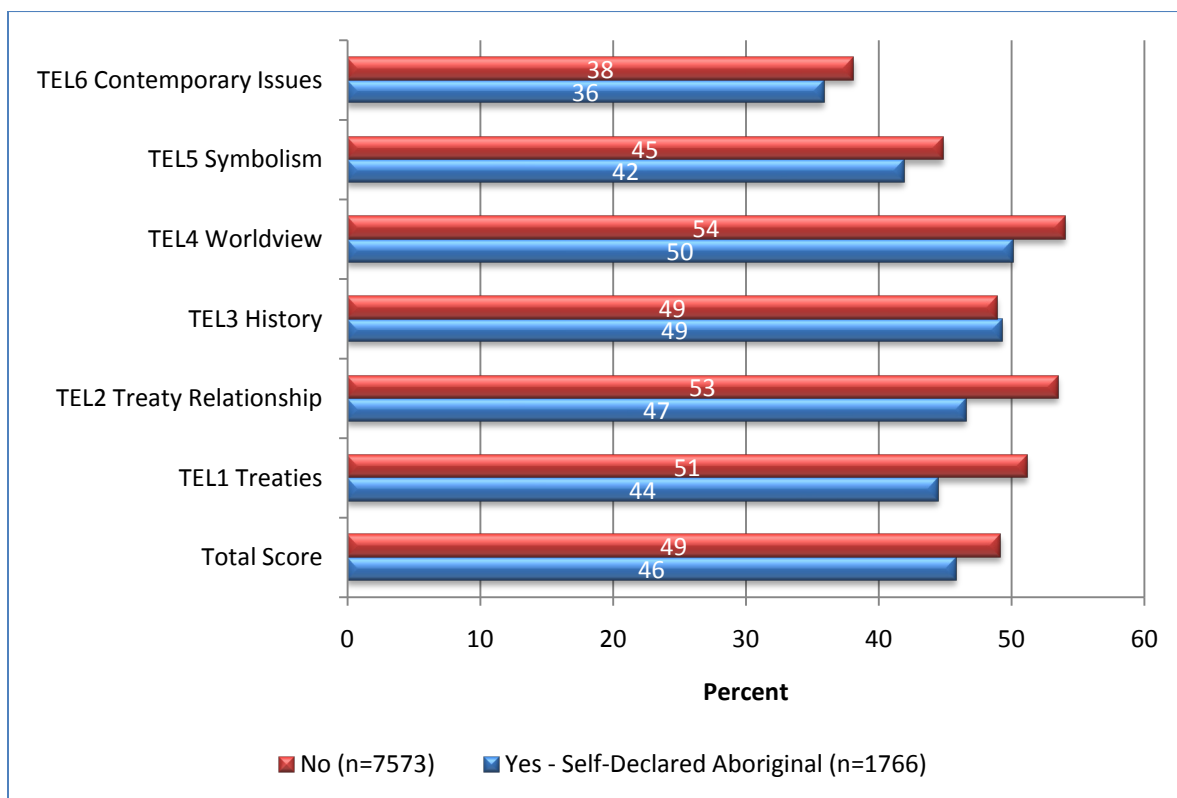


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## ABORIGINAL/NON-ABORIGINAL DIFFERENCES

Upon comparing within those who responded yes to the question ‘I am a First Nation, Métis, or Inuit person?’ on average had statistically significant lower survey scores, 46% versus 49% to those who responded no, [ $F(1,9337) = 54.8, p = .001$ ]. In addition, the scores were on average lower for TEL1 Treaties, TEL2 Treaty Relationship, TEL4 Worldview, TEL5 Symbolism, and TEL6 Contemporary Issues, Scores [ $F(1,9337) = 97, 69, 36, 13.9, 12.8, \text{ and } 4.9, \text{ respectively; } p = .001$ ]. The average scores for Tel3 History were similar. See Figure 3.

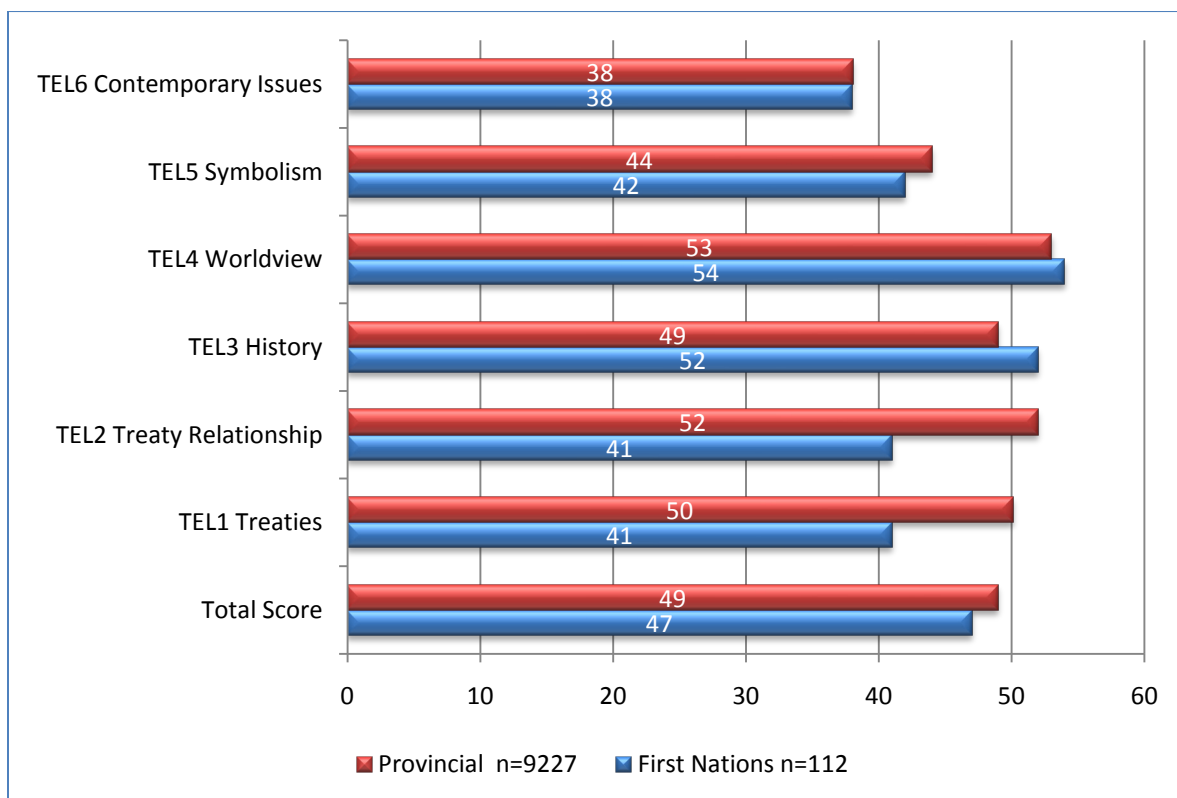
**Figure 3: Aboriginal/Non Aboriginal Differences**



## SYSTEM DIFFERENCES

Upon comparing the provincial and First Nations systems, their average survey scores and TEL scores were similar except for two TELS. The two exceptions found were that the average provincial system scores were higher in TEL1 Treaties and TEL2 Treaty Relationship, [ $F(1,9337) = 14.6$  and  $13.2$  respectively,  $p = .001$ ]. See Figure 4. Note: caution is necessary with interpreting the results of First Nations schools due to low participation and underrepresentation in this study.

**Figure 4: System Differences**

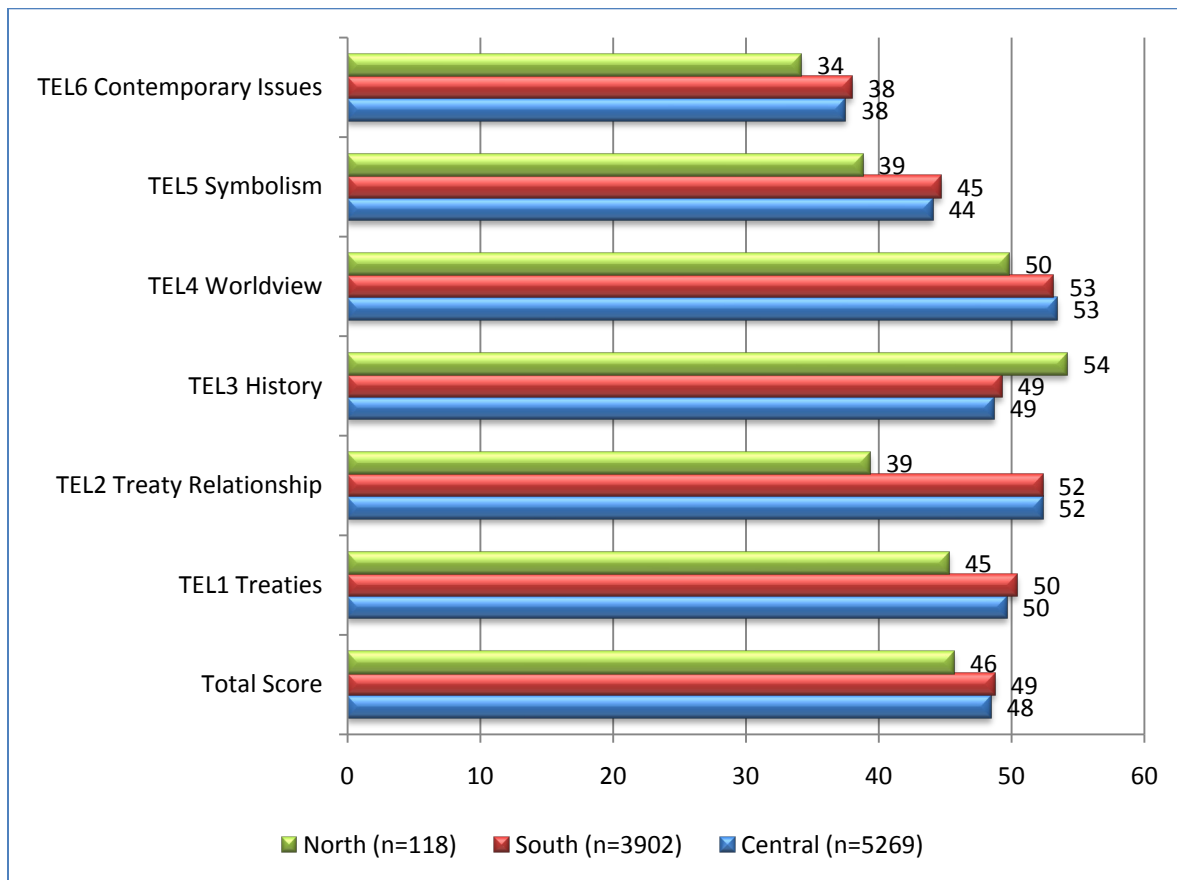


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## REGION DIFFERENCES

Upon comparing the means of the regions, on average all sub-populations had similar average survey scores. (See Figure 5). Overall, the TEL scores were similar between the regions except for two statistically significant differences found between the North and the other two regions. In TEL2 Treaty Relationship, the North region scored on average lower than the other two regions, 39% versus 52%, [ $F(2,9336) = 10, p = .001$ ]. On the other hand, North scored on average higher than the other two regions in TEL3 History, 54% versus 49%, [ $F(2,9336) = 4.4, p = .012$ ]. Note: caution is necessary with interpreting the results of North region schools due to low participation and underrepresentation in this study.

**Figure 5: Region Differences**

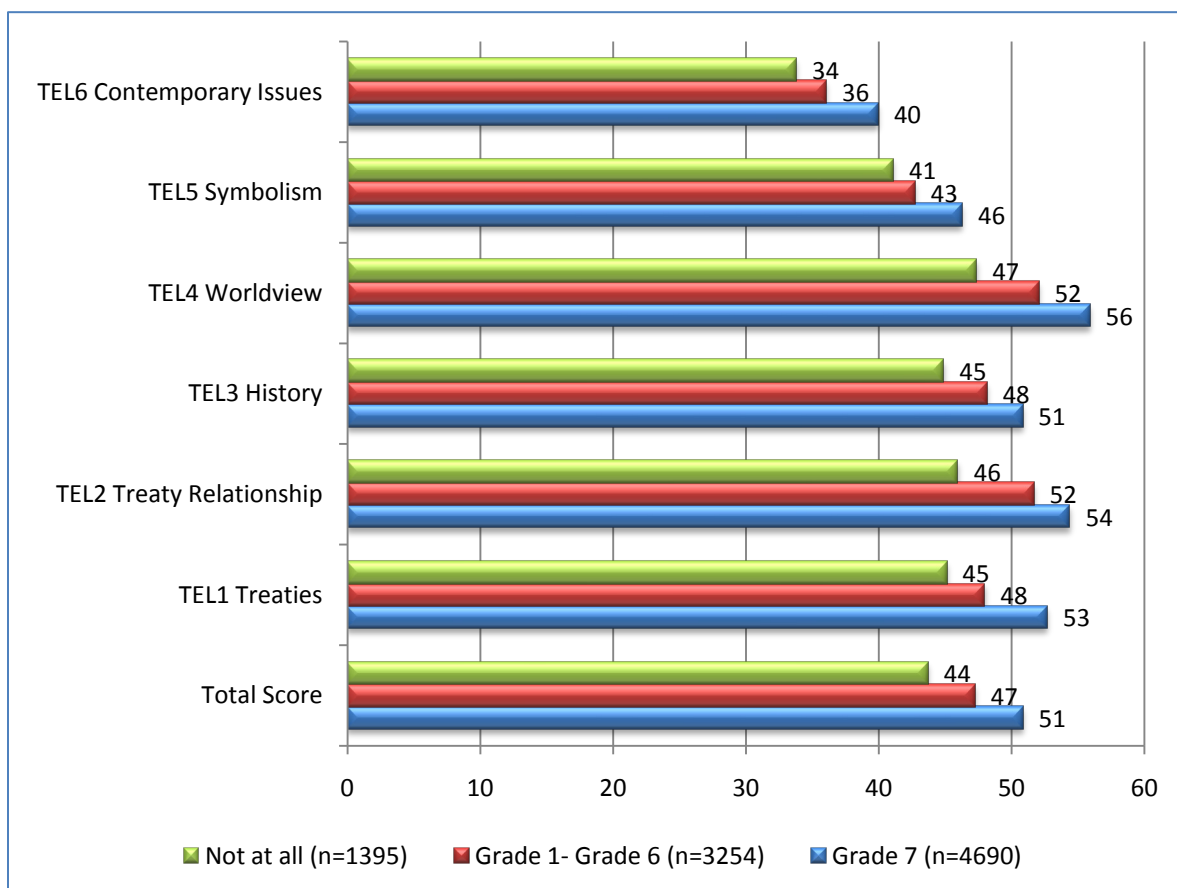


## STUDY GROUP DIFFERENCES

Students were asked for their perception of when they last remembered studying information on treaties. The three response options were ‘Not at all’, ‘Grade 1 – 6’, or ‘Grade 7’

There were significant differences found for all scores with indication of a trend in favor of the ‘Grade 7’ subgroup, gradually decreasing for the ‘Grade 1 to 6’ subgroup, and further decreasing for the ‘Not at all’ subgroup. The average survey scores were 51%, 47%, and 44%, respectively [ $F(2,9336) = 109, p < .001$ ]. The average ‘Grade 7’ subgroup TEL scores were the highest with the following statistical significance: TEL1 Treaties  $F(2,9336) = 61, p < .001$ ], TEL2 Treaty Relationship  $F(2, 9336) = 39.7, p < .001$ ], TEL3 History  $F(2, 9336) = 46.9, p < .001$ ], TEL4 Worldview  $F(2, 9336) = 70.8, p = .001$ ], TEL5 Symbolism  $F(12, 9336) = 23, p = .001$ ], and TEL6 Contemporary issues  $F(2, 9336) = 47.9, p = .001$ ]. See Figure 6 for details.

**Figure 6: Study Group Differences**



## CHAPTER FOUR – TEACHER SURVEY RESULTS

### SAMPLE DESCRIPTIVES

#### FREQUENCY

The sample consisted of 532 administrators, 573 Grade 4 teachers, and 644 Grade 7 teachers. Response rates from expected numbers submitted were 79%, 62%, and 58% respectively. In the total sample, 97% were representing the Saskatchewan provincial schools and 3% were representing the First Nations schools.

Overall, a little more than half of the administrators and teachers were from the Central region and about 40% were from the South region. About 5% of the administrators were in the North region; however, teachers from the North region were slightly underrepresented at 2% of the Grade 4 teachers and 1.4% of the Grade 7 teachers.

In the South and Central regions, less than 10% of the administrators and teachers declared themselves as Aboriginal except for 14% of the Grade 7 teachers in the Central region. In the North region, over 30% of the Grade 4 teachers and administrators and 22% of the Grade 7 teachers self-declared as Aboriginal. (See Table 5 for details.) Note that the Region category includes the First Nations schools. See Appendix D for the region classification list of school divisions and First Nations schools.

**Table 5: Administrator and Teacher Frequency by System, Region, and Self-Declared Aboriginal**

|                      |   | Total           |                  |                  |  | Self-declared Aboriginal |     |                  |     |                  |     |
|----------------------|---|-----------------|------------------|------------------|--|--------------------------|-----|------------------|-----|------------------|-----|
|                      |   | Admin-istrators | Grade 4 Teachers | Grade 7 Teachers |  | Administrator            |     | Grade 4 Teachers |     | Grade 7 Teachers |     |
| System               |   |                 |                  |                  |  | Yes                      | No  | Yes              | No  | Yes              | No  |
| <b>First Nations</b> | n | 18              | 15               | 18               |  | 13                       | 5   | 10               | 5   | 13               | 5   |
|                      | % | 3.4             | 3                | 3                |  | 72                       | 28  | 67               | 33  | 72               | 28  |
| <b>Provincial</b>    | n | 516             | 564              | 631              |  | 28                       | 488 | 38               | 526 | 59               | 572 |
|                      | % | 96.6            | 97               | 97               |  | 5                        | 95  | 7                | 93  | 9                | 91  |
| Region               |   |                 |                  |                  |  |                          |     |                  |     |                  |     |
| <b>North</b>         | n | 27              | 14               | 9                |  | 8                        | 19  | 5                | 9   | 2                | 7   |
|                      | % | 5               | 2                | 1.4              |  | 30                       | 70  | 36               | 64  | 22               | 78  |
| <b>Central</b>       | n | 282             | 304              | 351              |  | 20                       | 282 | 27               | 277 | 48               | 303 |
|                      | % | 53              | 53               | 54.1             |  | 7                        | 93  | 9                | 91  | 14               | 86  |
| <b>South</b>         | n | 225             | 261              | 289              |  | 13                       | 212 | 16               | 245 | 22               | 267 |
|                      | % | 42              | 45               | 45               |  | 6                        | 94  | 6                | 94  | 8                | 92  |
| <b>Total</b>         | n | 534             | 579              | 649              |  | 41                       | 493 | 48               | 531 | 72               | 577 |
|                      | % | 100             | 100              | 100              |  | 8                        | 92  | 8                | 92  | 11               | 89  |

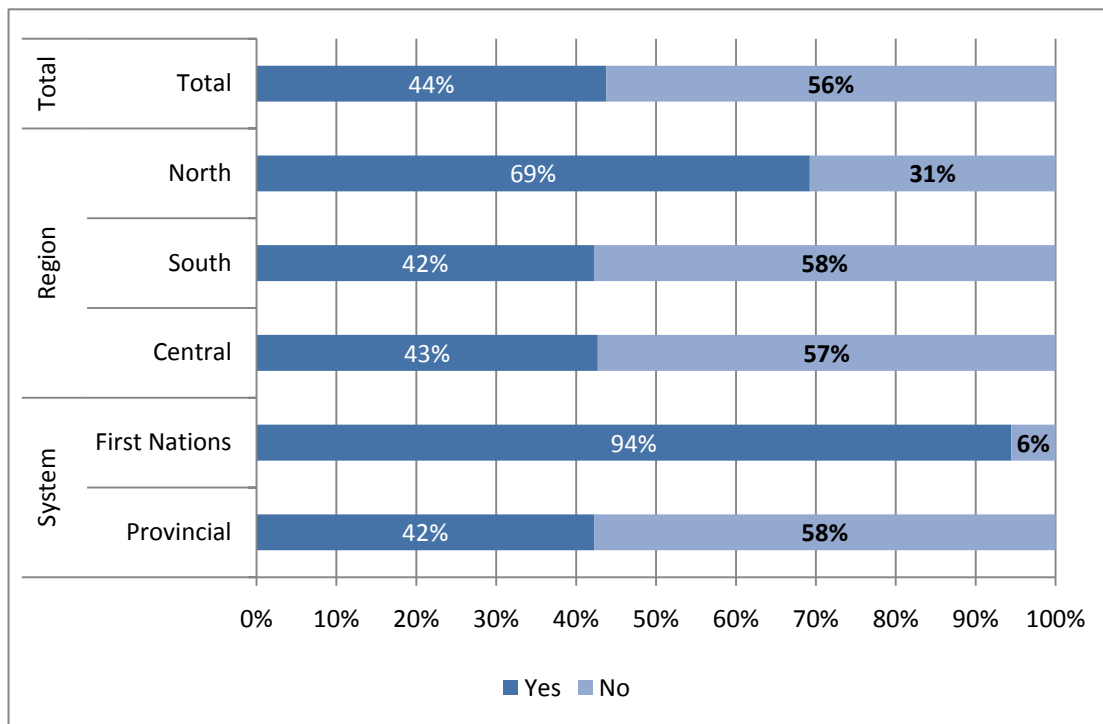
## MANDATORY TREATY EDUCATION

Administrators were asked to rate the statement “*Mandatory Treaty education is part of the school's learning improvement plan.*”

Less than half of the administrators in the provincial system indicated that they had mandatory treaty education as part of their school’s learning improvement plan, whereas 94% of the administrators within the First Nations system agreed to the statement. See Figure 7.

Similarly, in the regions, less than half of the administrators in the Central and South regions agreed with the statement while 69% of their North region counterpart agreed to having mandatory treaty education as part of their school learning improvement plan.

**Figure 7: Percentage of Administrators with Mandatory Treaty Education as Part of Learning Improvement Plan**

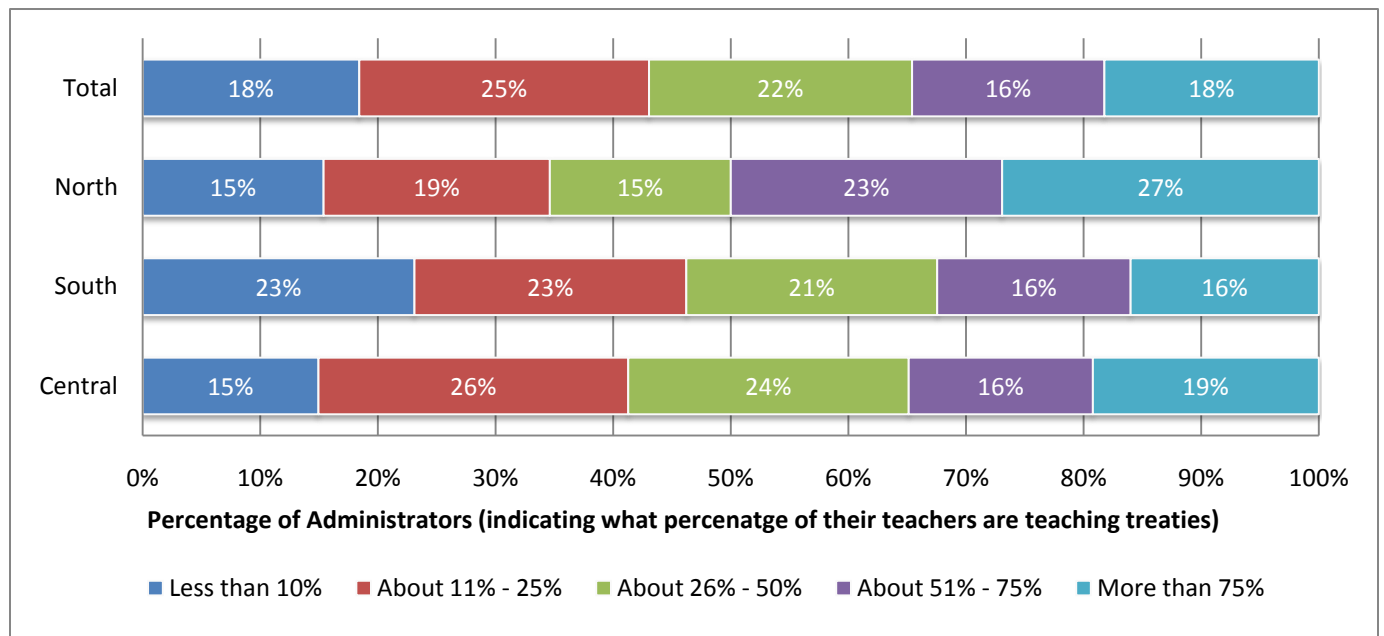




## PERCENTAGE OF TEACHERS TEACHING TREATIES

Administrators were asked to indicate the percentage of teachers in their schools that show evidence of teaching treaties. In both the South and Central regions, the majority of the administrators (over 60%) and slightly less (50%) of the administrators in the North indicated that less than half of their teachers show evidence of teaching treaties.

**Figure 8: Percentage of Administrators with Range of Teachers Teaching Treaty Education**



## RECEIPT OF OTC RESOURCES

School administrators were asked two questions regarding if their school received the OTC resource materials: 1) *'The school received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' Kindergarten to Grade 6 resource materials with resource guides.'* and, 2) *'The school received the Office of Treaty Commissioner (OTC) Grade 7 to Grade 12 'Teaching Treaties in the Classroom' kit of resource materials with audio/visual materials, books, and resource guides.'*

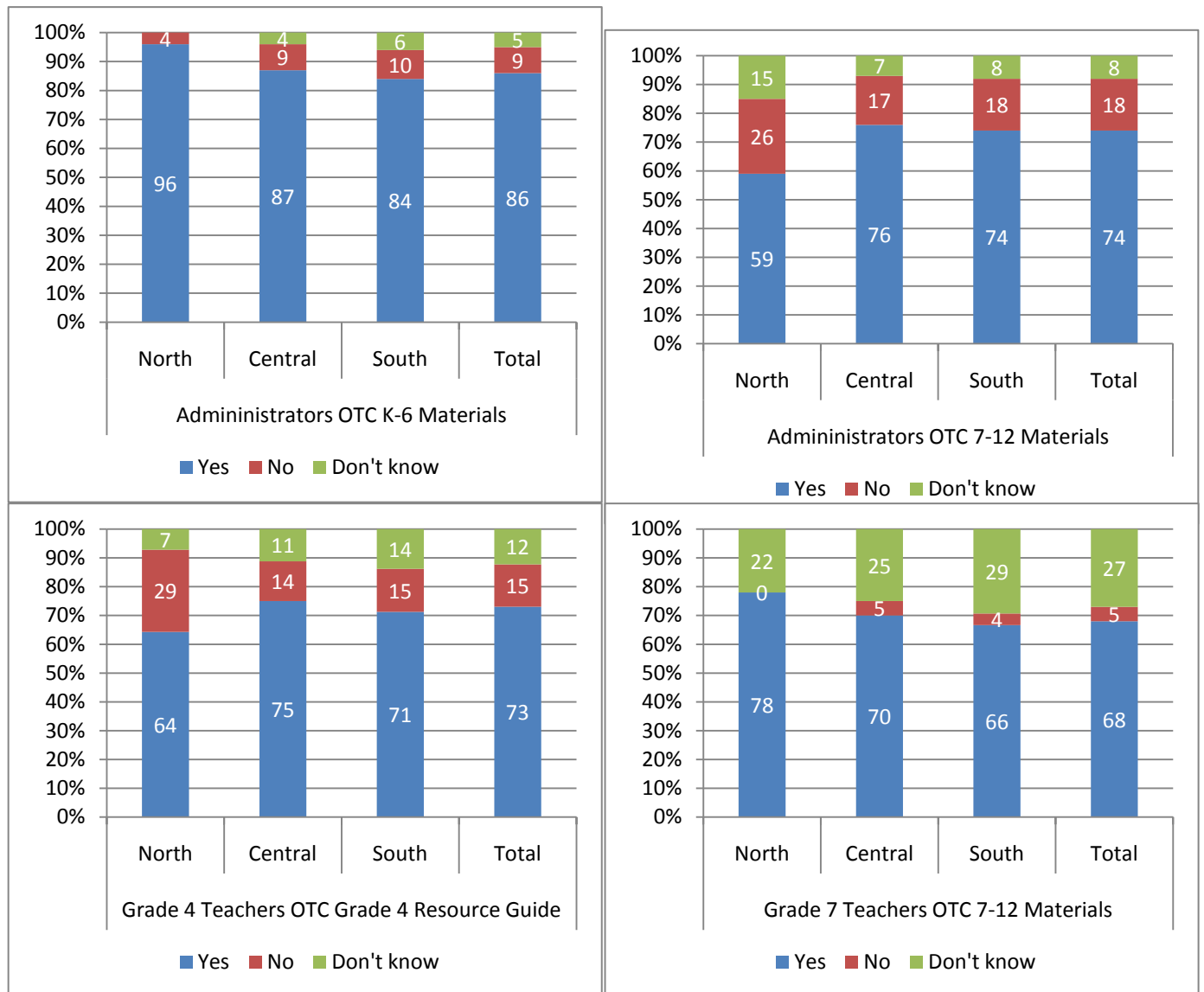
Grade 4 teachers were asked if they received an OTC Grade 4 resource guide for teaching treaties: *'I have received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' resource guide for Grade 4.'*

Grade 7 teachers were asked if their school received OTC resource materials for teaching treaties: *'The school received Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' kit of resource materials with audio-visual materials, books, and resource guides.'*

A high percentage of principals indicated they received the OTC *Teaching Treaties in the Classroom* K - 6 materials (ranging from 84% to 96%) while a lower percentage of principals in all regions reported receiving OTC *Teaching Treaties in the Classroom* 7-12 resource materials (ranging from 59% to 76%). A lower percentage of Grade 4 teachers as compared to administrators responded affirmatively to the receipt of their OTC Grade 4 resource guide (ranging from 64% to 73%) with 15% of Grade 4 teachers overall indicating they did not receive their resource guide.

A higher percentage of Grade 7 teachers in the North responded positively (78%) as compared to the administrators in the North (59%) while the Grade 7 teachers in the South and Central regions (66% and 70%) were slightly lower or similar to their administrators (74% and 76%, respectively). Overall, 18% of the administrators indicated that they did not receive the OTC 7-12 resource materials while 27% of the Grade 7 teachers indicated that they did not know. See Figure 9.

**Figure 9: Receipt of OTC Resources by Administrators and Teachers**



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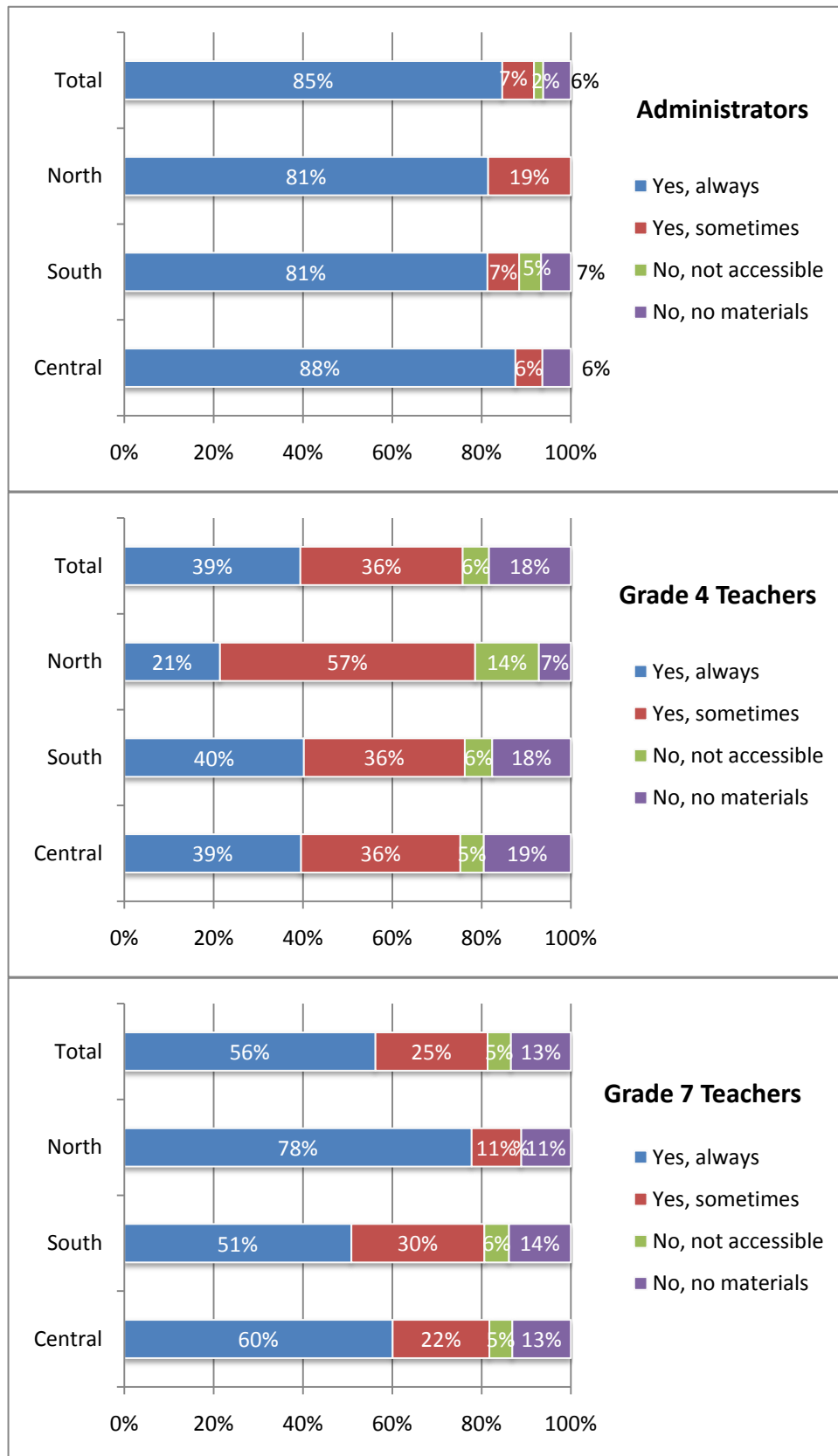
## ACCESSIBILITY OF OTC RESOURCES

Administrators were asked to rate the statement: *‘The OTC ‘Teaching Treaties’ resource materials are accessible to all teachers in the school.’* while Grade 4 teachers were asked to rate the statement: *‘I have access to other OTC Teaching Treaty resource materials.’* and Grade 7 teachers rated the statement: *‘I have access to OTC Teaching Treaty resource materials.’*

A large majority of administrators reported high levels of accessibility (‘always’ ranged from 81% to 88%) while both Grade 4 teachers and Grade 7 teachers were less positive. While 75% of the Grade 4 teachers and 81% of the Grade 7 teachers indicated resource materials were accessible, the Grade 7 teachers were more optimistic (‘always’ ranged from 51% in the South to 78% in the North) than the Grade 4 teachers (‘always’ ranging from 21% in the North to 40% in the South).

Conversely, a higher percentage of both Grade 4 teachers and Grade 7 teachers indicated ‘no materials’ (ranging from 7% to 19%) compared to administrators in all regions (ranging from 0% in the North to 7% in the South). See Figure 10.

**Figure 10: School Accessibility of OTC Resources Ratings by Administrators and Teachers**



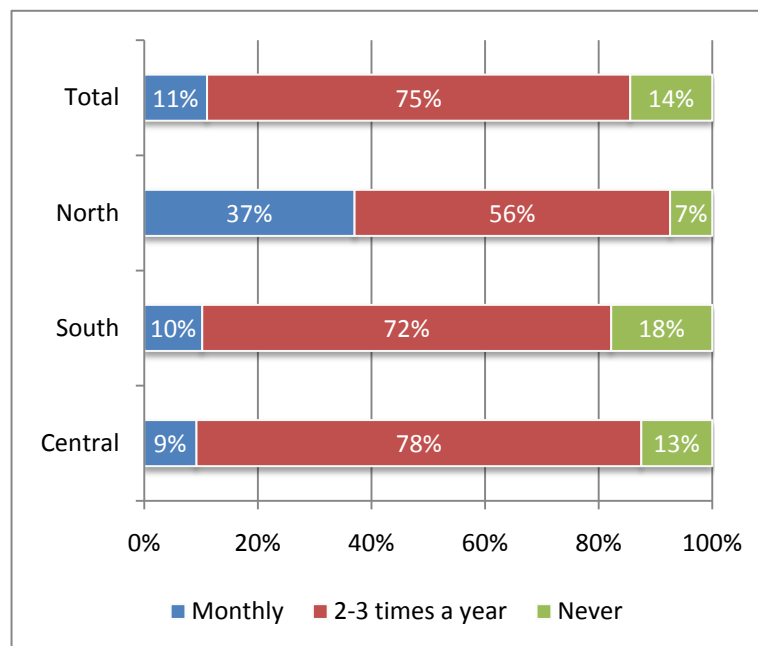
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## USE OF OTC RESOURCES

Administrators were asked to rate the frequency of use of OTC materials: ‘*The teachers in the school use the OTC 'Teaching Treaties' resource materials.*’

Overall, a majority of administrators in all regions reported a frequency of use of 2 or more times per year, ranging from 82% in the South to 93% in the North. Over a third of the North region administrators reported their teachers’ use the resources monthly which was the highest usage for all regions. On the other hand, 18% of the administrators in the South region administrators reported ‘no use’ which was the lowest level of use by region. See Figure 11.

**Figure 11: Administrator Rating of Teacher Use of OTC Resources**

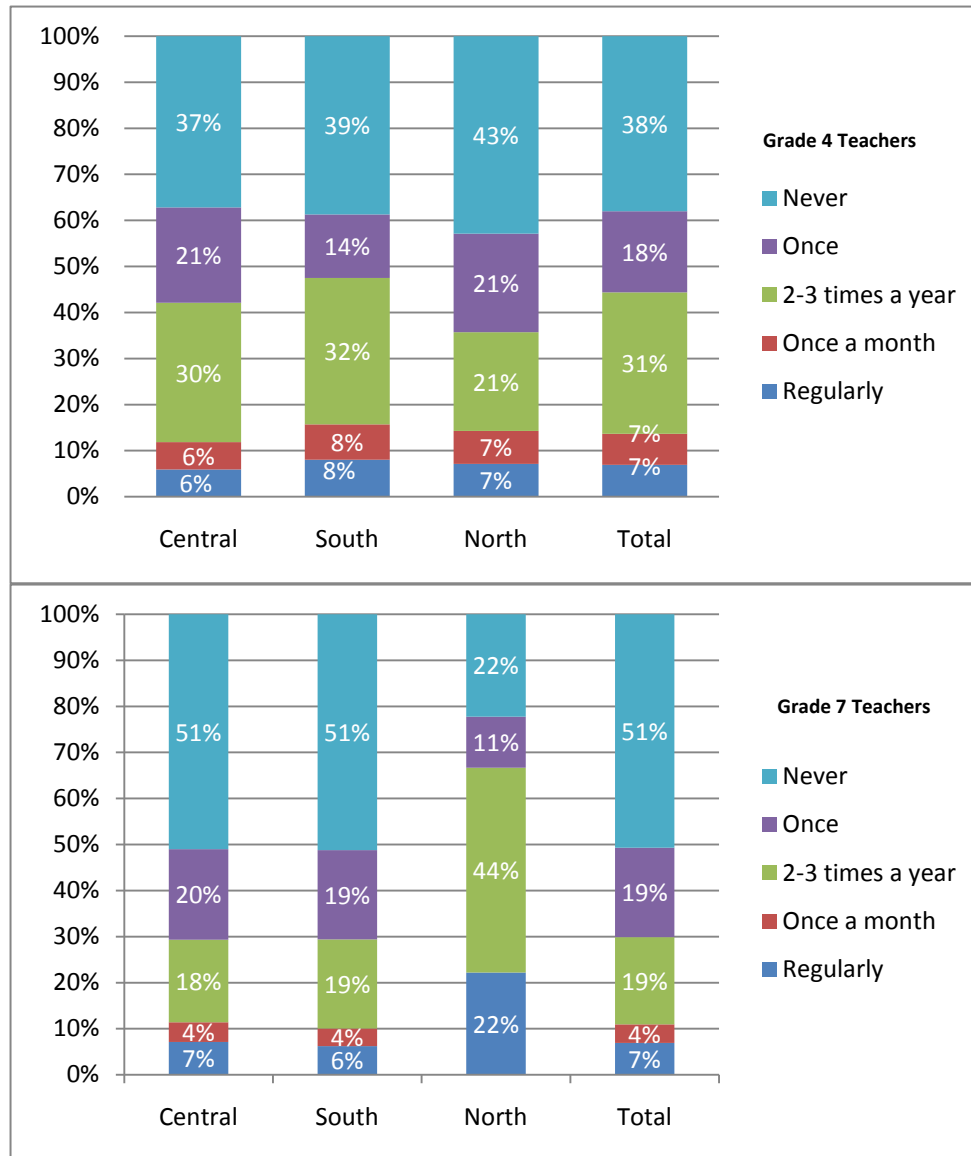


Grade 4 teachers were asked how frequently they used the OTC Grade 4 resource materials: ‘*I use the OTC 'Teaching Treaties in the Classroom' Grade 4 resource guide in my teaching.*’ Options to choose from were: ‘Regularly, more than once a month’, ‘Once a month’, ‘2 to 3 times a year’, ‘Once’, or ‘Never’. Similarly, Grade 7 teachers were asked their frequency using the OTC resource kit: ‘*I use the OTC 'Teaching Treaties in the Classroom' kit in my teaching.*’

Overall, 45% of the Grade 4 teachers and 32% of the Grade 7 teachers reported using the materials more than once. Half of the Grade 7 teachers (51%) and just over a third of the Grade 4

teachers (38%) reported never using the materials. Figure 12 illustrates that Grade 7 teachers in the North region were more apt to use the materials than their counterparts in other regions, while the distribution was similar for Grade 4 teachers across all regions.

**Figure 12: Teacher Use of OTC Resources**



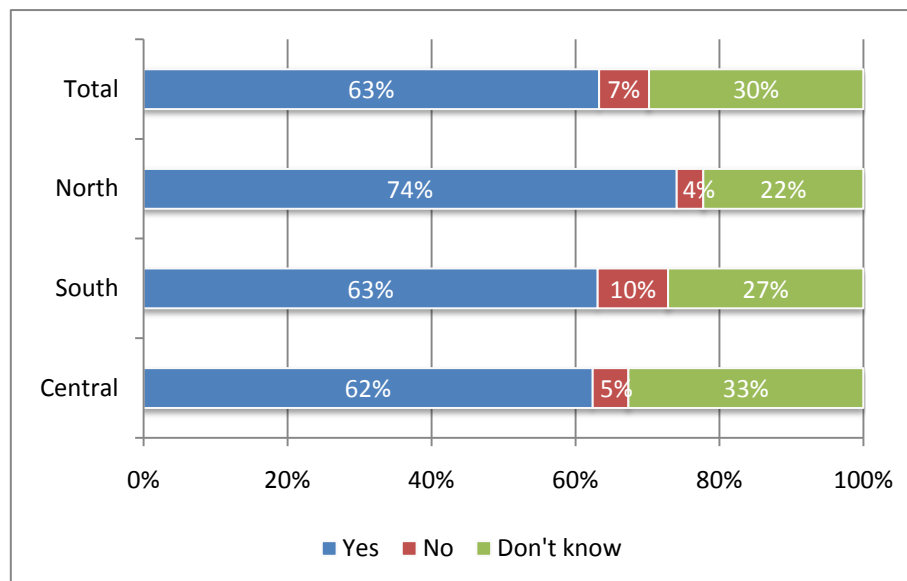
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## USE OF OTHER RESOURCES

Administrators were asked their perception whether their teachers use other resources to teach treaties: '*The teachers in the school use other resource materials to teach treaties.*' The options were 'yes', 'no', or 'don't know'.

Two-thirds of the administrators indicated that their teachers use other materials to teach treaties (63%). There was a high percentage of 'don't know' response, ranging from 22% in the North to 33% in the Central region.

**Figure 13: Administrator Rating of Teacher Use of Other Resources**

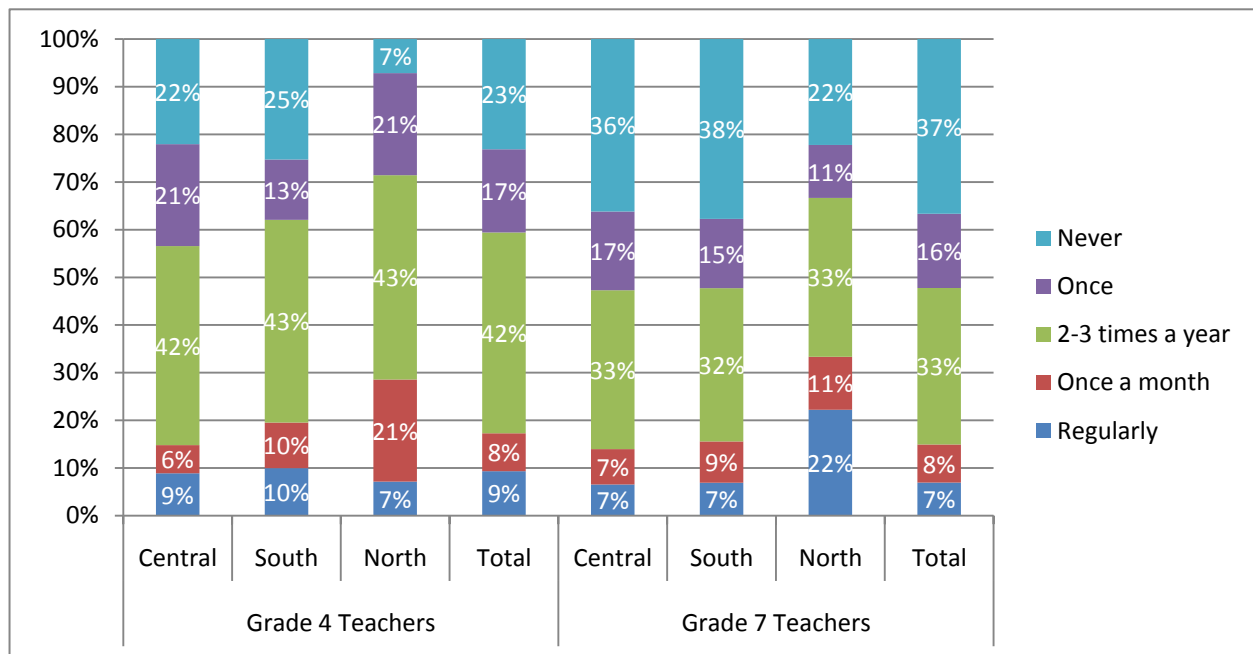


Grade 4 teachers and Grade 7 teachers were asked how frequently they use other resources to teach treaties: '*I use other resource materials in my teaching about treaties.*'

Overall, 23% of the Grade 4 teachers and 37% of the Grade 7 teachers responded to not using other resources to teach treaties. The percentage of Grade 4 teachers that used other resources to teach treaties more than once ranged from 57% in the Central region to 71% in the North. The percentage of Grade 7 teachers that used other resources more than once was similar in both the Central (47%) and South (48%) versus a much higher in the North (66%).



Figure 14: Teacher Use of Other Resources by Region



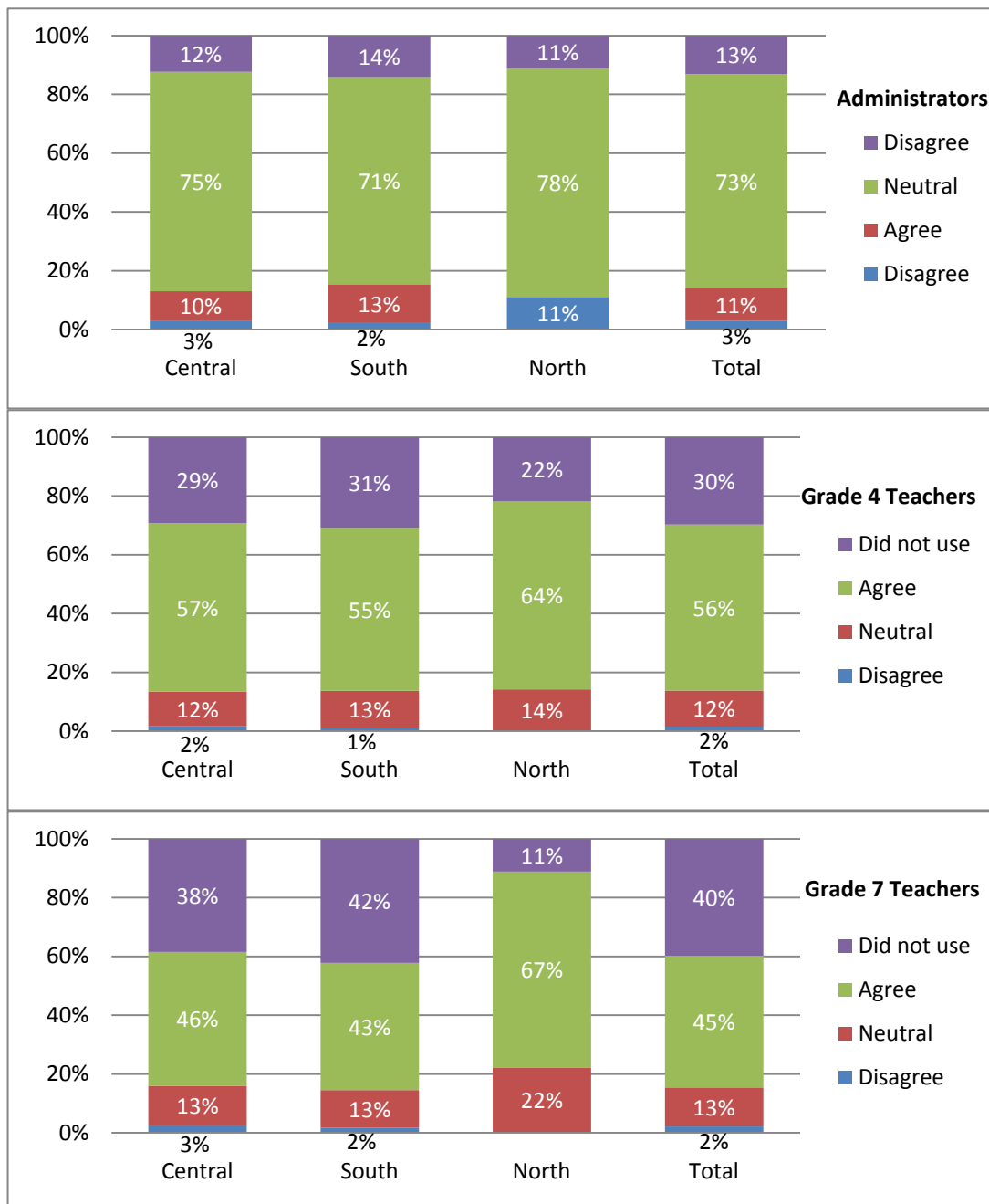
## OTC RESOURCES SUPPORT

### CURRICULUM

Using a six-option Likert rating, administrators, Grade 4 teachers, and Grade 7 teachers were asked to rate the statement: *'The OTC Teaching Treaties resource materials support the curriculum goals.'* The Likert rating was ranged from 'Strongly Disagree' to 'Strongly Agree' or "Did Not Use".

At the most, 5% of the administrators and 2% of the teachers disagreed that the OTC resources support the curriculum goals. Overall, a large majority of the administrators (73%) and Grade 4 (56%) teachers agreed that the materials support curriculum goals. Overall, the Grade 7 teachers from the Central and South regions were less positive, 40% responded that they did not use the resources while 13% were neutral.

Figure 15: Administrators and Teachers Rating by Region of OTC Resources for Curriculum Support



## MANDATORY TREATY EDUCATION

Using the same Likert rating, the administrators, Grade 4 teachers, and Grade 7 teachers were also asked to rate: ‘*The OTC Teaching Treaties resource materials support implementation of mandatory treaty education.*’ The response from all three perspectives was similar and almost identical to the previous question.

The response to OTC resources supporting mandatory treaty education was almost identical to the response to the previous question in regards to support curriculum goals. At the most, 4% of the administrators and teachers disagreed that the OTC resources support the curriculum goals. Overall, a large majority of the administrators (74%) and Grade 4 (55%) teachers agreed that the materials support curriculum goals. Overall, the Grade 7 teachers from the Central and South regions were less positive, 40% responded that they did not use the resources while 12% were neutral.

**Figure 16: Administrators and Teachers by Region Rating of OTC Resources for Mandatory Treaty Education**

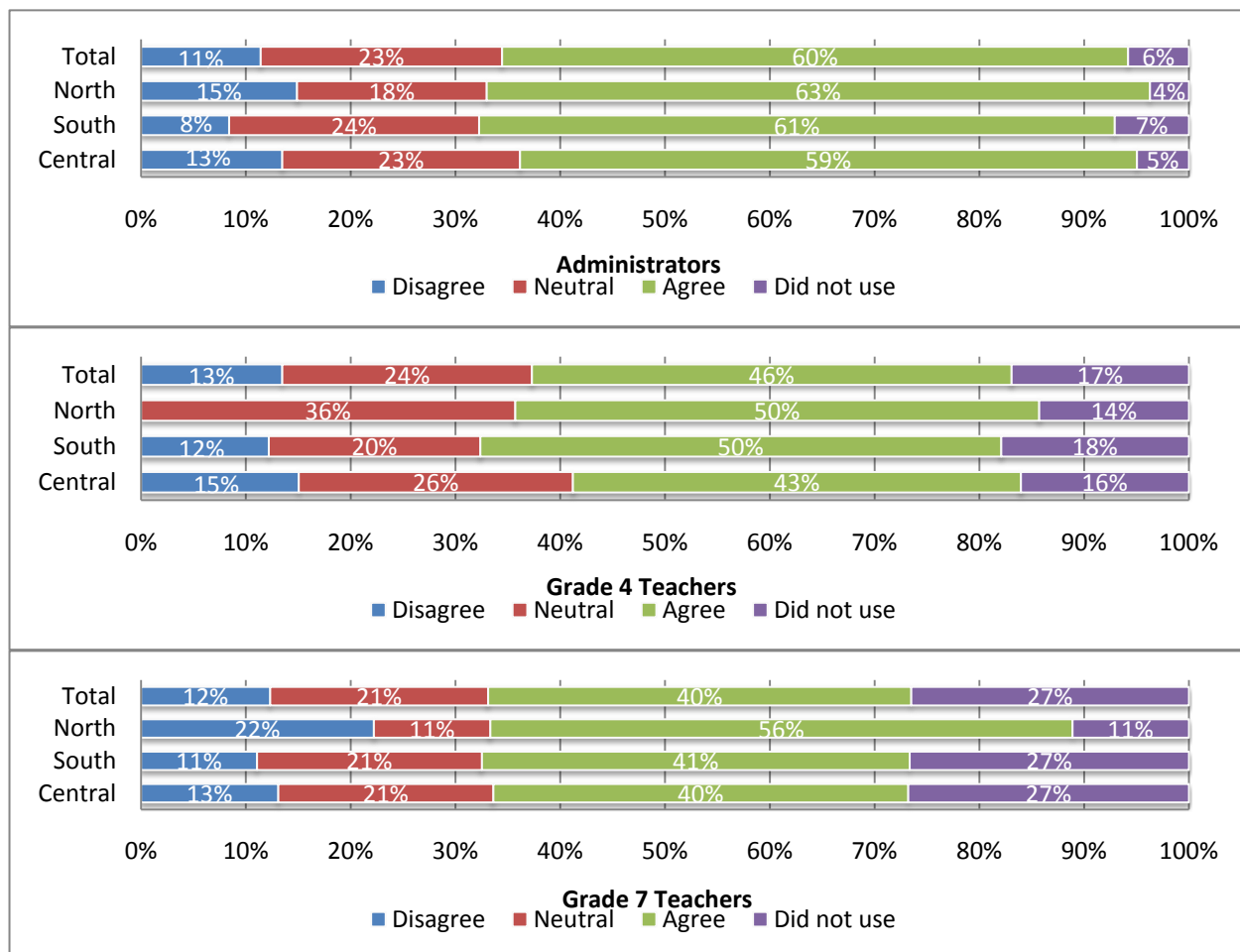


## NEED FOR RESOURCES

Administrators were asked to rate the statement: *‘Teachers in my school require more resources/support to help with their teaching about treaties.’*. The Grade 4 and Grade 7 teachers were asked to rate the statement: *‘I require more resources/support to help me with my teaching about treaties.’*

A majority of the administrators and teachers would agree for the need of more resources/support to help with teaching treaties: 60% of the administrators, 40% of the Grade 7 teachers, and 46% of the Grade 4 teachers. A quarter of the administrators and teachers were neutral and a small percentage disagreed: 11% of the administrators, 13% of the Grade 4 teachers, and 12% of the Grade 7 teachers. A quarter of the Grade 7 teachers and 17% of the Grade 4 teachers indicated ‘did not use’.

**Figure 17: Need for Treaty Resources by Administrators and Teachers**



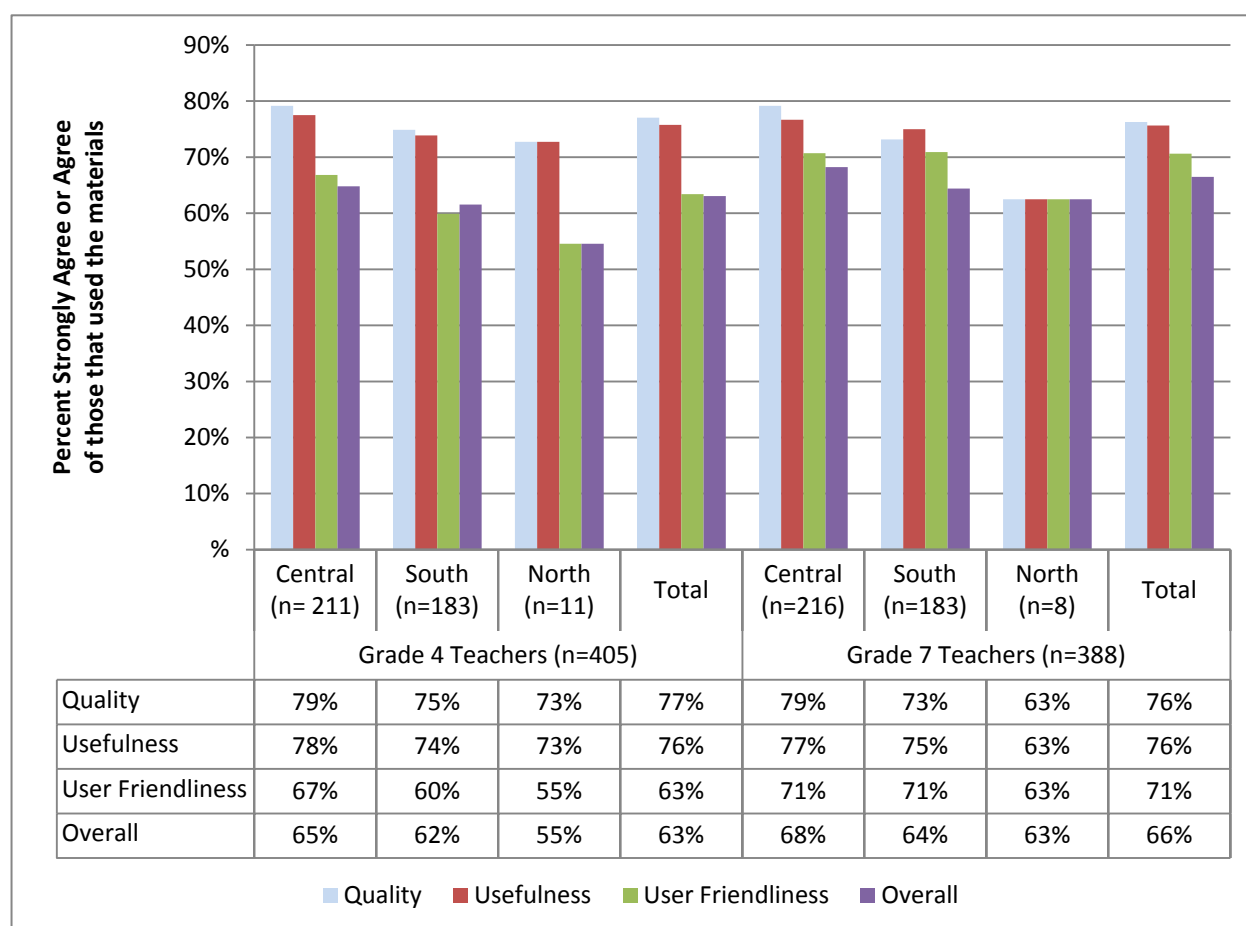
## SATISFACTION

Grade 4 teachers and Grade 7 teachers were surveyed on their satisfaction with the OTC teaching treaty resources. Satisfaction was assessed by four items related to resource content quality, usefulness, user friendliness, and overall rating of satisfaction.

Of the Grade 4 teachers and Grade 7 teachers that indicated that they use the OTC resource materials, two-thirds of the teachers were overall satisfied with them and a third were neutral. Overall, a very small percentage (2%) of the teachers was unsatisfied.

The quality and content of the resources tended to be a slightly more favourable characteristic of the resources over usefulness and user-friendliness, with 77% satisfaction from the Grade 4 teachers and 76% satisfaction within the Grade 7 teachers. User friendliness was the least favourable of the three characteristics, 63% within the Grade 4 teachers and 71% within the Grade 7 teachers.

**Figure 18: Quality, Usefulness, User Friendliness, and Overall Teacher Satisfaction of OTC Resources by Region**



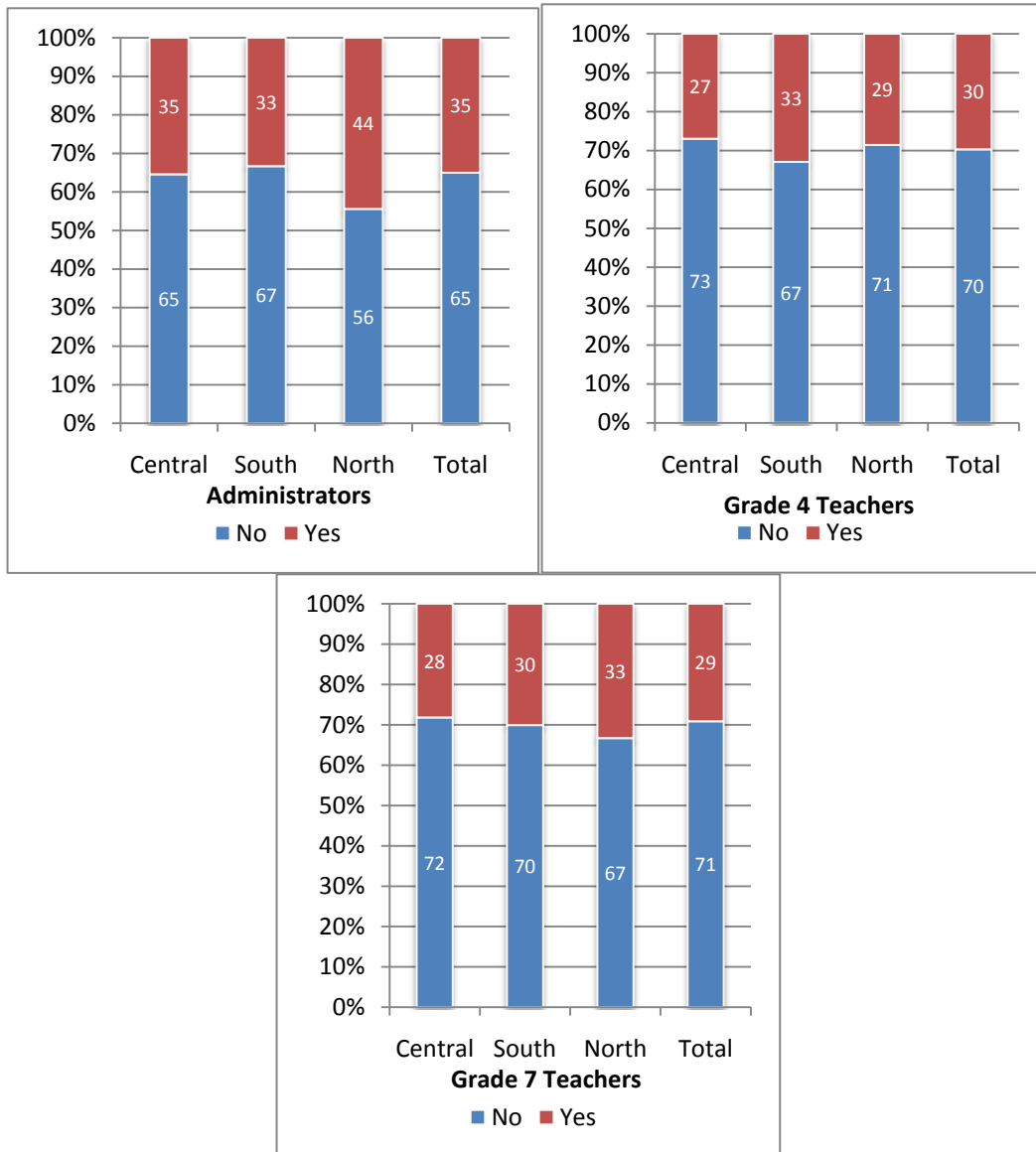
## TRAINING

### RECEIVED TRAINING

Administrators, Grade 4 teachers and Grade 7 teachers were asked whether they received training in the teaching about treaties.

A majority of all respondent groups indicated that they did not receive training. Overall, about one-third of all respondent groups received training and across all regions except for a slightly higher percentage of the administrators in the North (44%).

**Figure 19: Treaty Education Training by Administrators and Teachers**



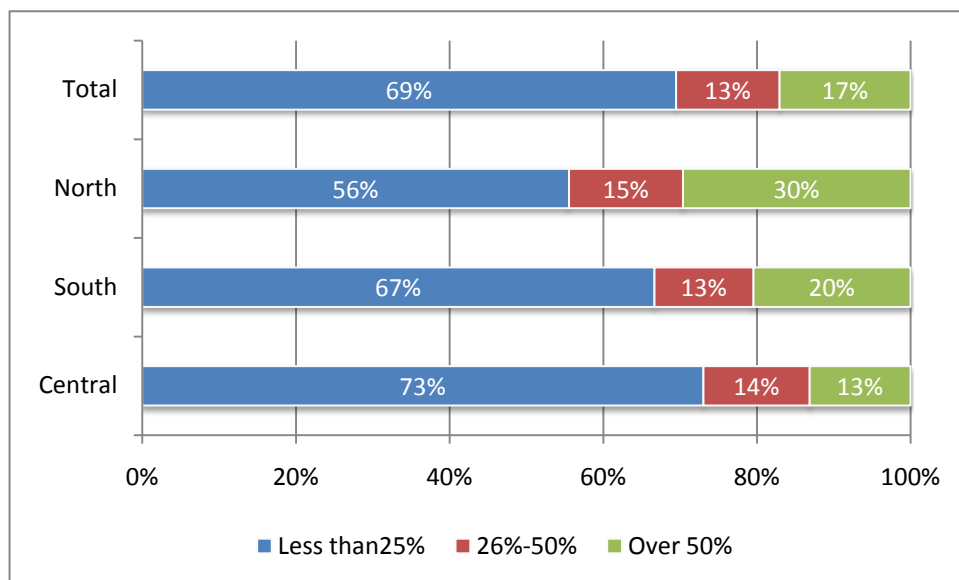
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## PERCENTAGE OF TEACHERS THAT RECEIVED TRAINING FROM ADMINISTRATORS' PERSPECTIVE

The administrators were asked to indicate: *‘The percentage of teachers in the school that received training on teaching about treaties.’*

A majority of the administrators indicated that less than 25% of the teachers received training, ranging from 56% of the administrators from the North region to 73% of the administrators from the South region. One-third of the administrators in the North region indicated that more than half of their teachers received training on teaching about treaties.

**Figure 20: Administrator Perception of Percentage of Teachers with Treaty Education Training**



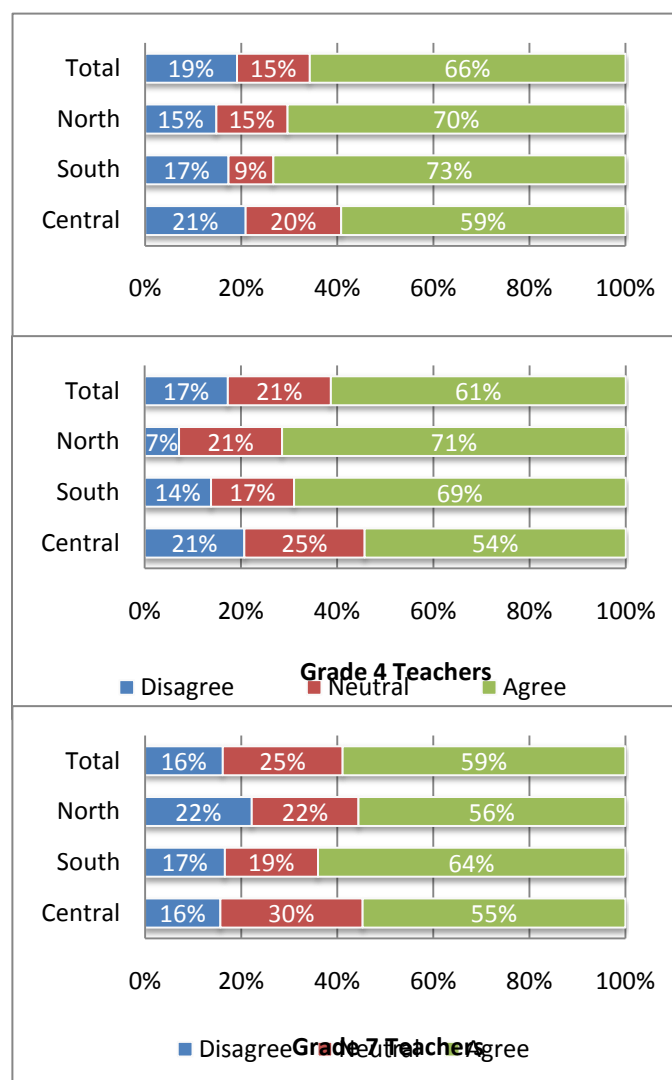


## REQUIRE MORE TRAINING

Administrators, Grade 4 teachers, and Grade 7 teachers were asked whether they require training to help with the teaching about treaties.

Overall, the majority of the respondent groups agree that they require more training about teaching treaties. In this regard, 66% of the administrators, 61% Grade 4 teachers, and 59% of the Grade 7 teachers felt more training was required.

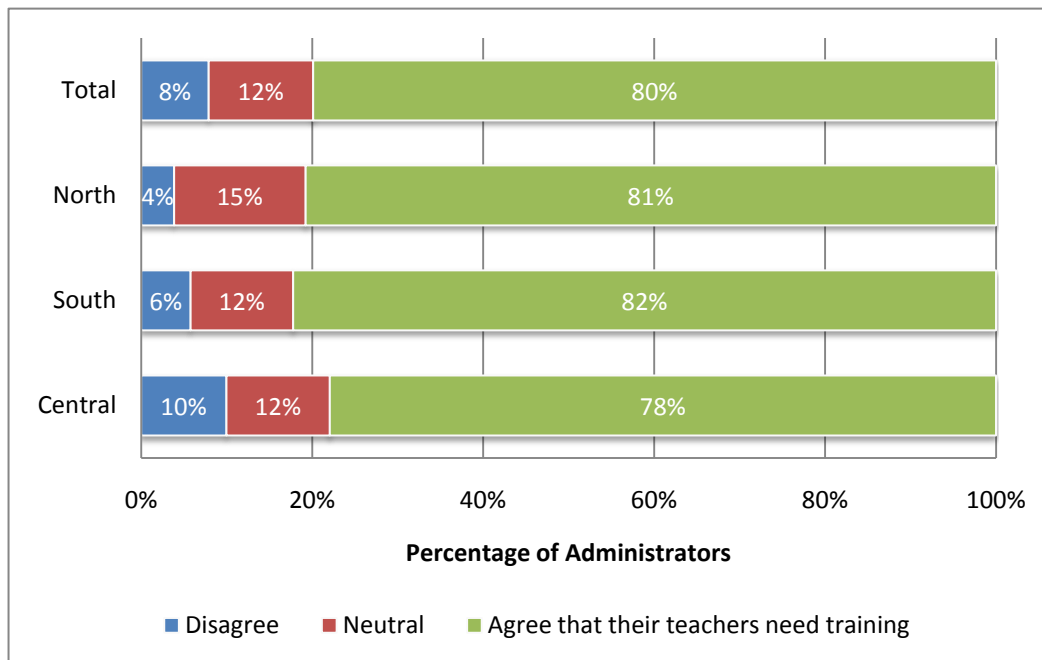
**Figure 21: Need for Treaty Education Training by Administrators and by Teachers**



In addition, the administrators were asked whether teachers in the school require training to help with their teaching about treaties.

A large majority of the administrators agreed that their teachers require training to help with their teaching about treaties, ranging from 78% in the Central region to 82% in the South region. A small percentage of administrators were neutral (12%) and even less disagreed (8%).

**Figure 22: Need of Treaty Education Training for Teachers as Perceived by Administrator**



## CHAPTER FIVE – DISCUSSION

### SUMMARY OF FINDINGS

In the spring of 2009, 9339 students participated in the Grade 7 Survey of Treaty Knowledge and Understanding, over 9200 students from the provincial school system and about 100 students from First Nations schools. The participants were from all over Saskatchewan, with over 460 schools in 29 school divisions and 16 schools in eight Tribal Councils.

At the same time, over 1500 Grade 4 and Grade 7 teachers as well as school administrators participated in a survey regarding treaty education resources. Participation included 532 administrators (18 from First Nations schools), 579 Grade 4 teachers (15 from First Nations schools), and 649 Grade 7 teachers (18 from First Nations schools).

Overall response rates from Saskatchewan provincial school divisions for Grade 7 students, administrators, Grade 4 teachers, and Grade 7 teachers were good; 77%, 79%, 62%, and 58% respectively. Response rates from the First Nations schools were based on ratio of actual responses to expected number that indicated willingness to participate and were low for Grade 7 students, administrators, Grade 4 teachers, and Grade 7 teachers; 23%, 56%, 56%, and 64%, respectively. Response rates over 50% from total population could be considered representative of the population and less likely to be biased by non-response factors. Low response rates from First Nations schools as well as North region students and teachers impact generalizing results to the population.

After an intensive ten week period of survey development, the surveys were administered online. The Grade 7 student survey consisted of 40 items, in either multiple choice or true/false format with the aim of being completed within twenty minutes. The treaty education resources survey consisted of 13 close-ended items.

Data were collected over 7 weeks, prior to the end of the school year. The majority of the surveys were completed online while 78 (less than 1%) students, 20 (less than 4%) administrators, and five (less than 1%) Grade 4 teachers completed the paper version.

Gender was equally represented in the student sample. About one out of every five students self-declared as Aboriginal, albeit the majority within the First Nations and North region

subsamples (98% and 80% respectively). Central and South regions were proportionately represented, approximately 50:40 respectively; however, the North region was underrepresented with the exception of the school administrator subsample. Participation from the First Nations schools was also underrepresented. Therefore, caution is necessary in interpreting these results of unrepresented areas.

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## GRADE 7 STUDENT SURVEY

Students were asked their perception of when they last studied information about treaties. About half of the students indicated that they studied treaties this year, followed by a third of the students that indicated they remembered studying about treaties in school during Grade 1 to Grade 6, and 15% indicated that they never studied about treaties. When comparing this result to the 2008 survey, there was an indication of an upward shift with a 117% increase of the percentage that remember studying in Grade 7 as well as a 58% decrease in the percentage that do not remember studying about treaties at all. This change provides a strong indication that students are receiving more learning opportunities related to treaty education.

A little more than half of the students had a total score of 48.5% or lower. Distribution of the total score was similar to the 2008 student survey findings; albeit slightly lower scores this year. In the 2008 findings, 33% of the students versus 28% of the students this year scored 60% or more. Part of this difference could be accounted to the increased number of items with increased difficulty due to the higher order thinking items that was introduced in the 2009 survey. The average score of the 34 items of the 2009 student survey, excluding the higher order items, and applying equal weight to the items was 54%, more comparable to the 2008 average score of 55%.

Upon examination of the student survey subscores, treaty contemporary issues (TEL6) tended to be a weakness, while worldview concepts (TEL4) and understanding the treaty relationship (TEL2) were strengths. This finding and the 2009 subscore profile were similar to the 2008 findings. There were two exceptions: 1) the average subscore in general understanding of treaties (TEL1) was a stronger finding in the 2009 survey than in the 2008 survey while, 2) understanding treaty symbolism (TEL5) 2009 average subscore was much lower than the 2008 average subscore.

Overall, the female students scored higher in total score and in four of the six Treaty Essential Learnings. General understanding of treaties (TEL1) was an overall strength to both males and females while understanding of contemporary issues on treaties (TEL6) was an overall weakness for both genders. While there were less gender differences in the 2008 survey, females in both the 2008 and 2009 surveys had a higher average score in understanding of worldviews.

Overall, those who self-declared Aboriginal status (either First Nation, Métis, or Inuit) scored lower on survey total score and subscores except for a similar average score in the History of treaties (TEL3).

In general, scores by region were similar. Central and South regions average scores were similar overall while the North region had statistically significant lower scores with understanding of Treaties in general (TEL1) and Treaty Relationship (TEL2) while a higher score in understanding the History of treaties (TEL3). This finding is comparable to the 2008 survey results. Caution is necessary in interpreting these results due to the underrepresentation from the North region.

Consistent to the 2008 findings, study group differences were highly significant. Once again, average total score and subscores were highest for the students that indicated that they studied about treaties in Grade 7. The lowest average scores were for the students that indicated that they did not recall studying about treaties at all.

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## MANDATORY TREATY EDUCATION

Most First Nations and North region administrators indicated that their schools has mandatory treaty education as part of the school's learning improvement plan as compared to less than half of the administrators in the Central and South regions. This finding could be considered good baseline targets and positive in light of the introduction of mandatory K – 12 treaty education in September of 2008 when most administrators would have had a school learning improvement plan already in place.

Furthermore, a large majority of the administrators and teachers that did use and receive the OTC resource materials were in agreement that the materials support mandatory treaty education and curriculum goals.

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#### RECEIPT OF OTC RESOURCES

A majority of administrators and teachers recalled the receipt of OTC resource materials. Specifically, a large majority of the administrators (86%) recalled the receipt of the OTC K-6 resource materials versus slightly less of the administrators (74%) recalled the receipt of the OTC 7-12 resource kit. This finding could be partly due to the timing of the distribution of the materials and the more recent distribution of the K-6 resource materials.

Teachers were less positive than administrators in their agreement that they received or that the school received OTC resource materials. While a majority of the teachers did indicate receipt of the resource materials, one quarter to one-third of the teachers indicated either no receipt of materials or that they did not know.

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#### ACCESSIBILITY OF OTC RESOURCES

Most of the administrators reported high levels of accessibility to OTC *Teaching Treaties in the Classroom* resource materials, ('always' ranging from 81% to 88%). While the Grade 4 teachers and Grade 7 teachers were less positive about always having access to resources, over 80% of the teachers did indicate at least some access to the OTC resource materials for teaching treaties. This finding is positive and indicates that teaching treaty materials were accessible to the professional staff.

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#### USE OF OTC RESOURCES

Most of the administrators (86%) reported that their teachers use OTC resource materials. On the other hand, one-third of the Grade 4 teachers indicated that they did not use of the OTC Grade 4 resource guide.

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#### IMPLEMENTATION OF OTC RESOURCES

Overall, implementation of the OTC materials was successful with the majority of teachers and administrators having receipt and access to the resource materials. The use of the OTC resource materials appears to be slightly less successful. While implementation issues appear to be

minimal; due to the variation to receipt and use of resources from the different respondent perspectives, this finding points to aspects of improvement that need to be addressed internally.

Geographically, teachers in the South region were slightly less positive about the receipt and accessibility of the resource materials. Further investigation specific to school divisions in this region may provide more contextual details and information that underlies issues surrounding the receipt and accessibility of the OTC resource materials.

The use of the OTC materials appears lower than the receipt and accessibility of the materials. More in depth investigation would elucidate the nature for this finding. Questions that arose and were not addressed in this project are such as: a) whether there is a departmentalization of teacher responsibility for teaching treaties, b) how decisions were made at the school level on who would provide treaty education, and c) who is teaching treaties. Additionally, more insight into the high need for professional development and training for the teaching about treaties could also provide some explanation into the reasons for the gap in use of the OTC resource materials.

#### ..... SATISFACTION OF OTC RESOURCES

Satisfaction of the OTC resources was assessed by four factors: quality of content, usefulness, user-friendliness, and overall satisfaction. In general, from the Grade 4 teachers and Grade 7 teachers that indicated that they use the OTC resource materials, two-thirds of the teachers were satisfied with the resources and about one-third were neutral. A very small number (2%) were dissatisfied.

Just over three-quarters of the teachers felt that the quality and content of the resources tended to be a slightly more favourable characteristic of the resources over usefulness and user-friendliness. User friendliness tended to be slightly less favourable of the three characteristics, 63% within the Grade 4 teachers and 71% within the Grade 7 teachers.

Satisfaction with OTC resource materials was very favourable with only a negligible percentage that indicated dissatisfaction. Primarily, content and usefulness were major characteristics that brought satisfaction to the users. The main area for improvement, of the three factors investigated, was in the area of user friendliness.

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## TRAINING FOR TEACHING TREATIES

A majority of all respondent groups indicated that they did not receive training. Overall, about one-third of all respondent groups received training except for a slightly higher percentage of the administrators in the North (44%).

Overall, a majority of the respondent groups agree that they require more training about teaching treaties, 66% of the administrators, 61% Grade 4 teachers, and 59% of the Grade 7 teachers.

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## ADMINISTRATION OF SURVEY

Overall, the survey administration proceeded efficiently and smoothly. The area of most disappointment was the involvement of the First Nations schools although verbal support was strong. Further investigation into reasons why would be helpful in improvements to future administrations of the survey. Questions arise such as whether more personal contact would have been required or whether there is a need for stronger relationship building. Other possibilities include whether the timing of the survey impacted on participation or whether there were technical problems encountered that deterred participation. Additional time for a non-response analysis would have been helpful.

Technically, the University of Saskatchewan computer server was able to handle the capacity of such a large-scale survey. For the rare case of technical difficulty that was brought to our attention, it was determined to be a school computer issue that needed to be resolved. There were a few issues surrounding the website address that were quickly handled, particularly when there was some miscommunication and confusion over the inactive sample website provided in the administration guide versus the active website provided for each school division.

## FOLLOW-UP

In the Fall of 2009, the Office of Treaty Commissioner intends to provide sessions related to the results for administrators and teachers in both the provincial and First Nations schools. Survey results, specific to each participating school division and Tribal Council, will be sent to the respective school division and First Nations officials.



## FUTURE IMPLICATIONS

The data from the Grade 7 Survey: Knowledge and Understanding of Treaties provides some information and insights towards benchmarking, programming, and program evaluation within Saskatchewan. The results indicate that the Grade 7 level of understanding of treaties was at 48.5% with approximately one out of four students receiving a score above 60%. Although a standard setting process would enhance the interpretation of such results by identifying what cut-off score would represent the level of adequacy, this finding definitely indicates that there is room for growth.

On the positive side, within a one year period, there appears to be an upward shift towards the number of students that recalled studying about treaties. One-third of the 2008 students versus 15% of this year's students indicated never studying about treaties. With a number of school divisions are at the cusp of rolling out implementation of the treaty education for 2009-2010, the future effect on students learning about treaties is looking optimistic.

There was some attempt, albeit a weak one, to include indigenous perspectives on assessment within the 2009 student survey by including items that tapped into experiential and visual dimensions to learning. The indigenous approach to assessment is still undergoing development and definition that should provide future survey frameworks to build upon. It is suggested that in future student treaty assessments that this approach be revisited and examined for ways to be included without hampering the potential for ongoing comparison with previous surveys.

Overall, implementation and satisfaction with the OTC treaty education resources was successful and positive; however, a few factors did arise where improvements could be made.

Implementation follow-up would be beneficial to determine why some schools appear to have not received materials. With some discrepancy between administrators' and teachers' perceptions of receipt of materials, review of internal communication of resource materials distribution and accessibility would be beneficial.

Additionally, there was some indication that satisfaction could be increased with improvement to user friendliness. It appears that teachers are more satisfied with the content quality and usefulness of the resource materials than with their ability to apply and use the

resources. This issue could also be addressed with future training and professional development. Also, an internet or additional materials that provide practical tips, exercises, and activities for teachers that are new to teaching about treaties would augment satisfaction with existing resources.

In terms of resource support, there was strong indication that more professional development and training of teaching treaties was needed versus the need for more resources. This finding suggests the prioritization of treaty education training and professional development over developing further resources. It would be interesting to undergo further investigation to explain some the lack of use of resource material and whether the need for training would be a part of that explanation.

In conclusion, there was an overwhelming positive correlation between higher scores of treaty understanding with recall to studying about treaties. This finding echoes the 2008 survey results with continued evidence for the importance of treaty education to increased awareness and understanding necessary to support healthy relationships within our diverse society.

## REFERENCES

Office of the Treaty Commissioner. (2002). *Grades 7 to 12 Teaching Treaties in the Classroom Resource Guide*. Saskatoon, SK, Canada: O.T.C.

Office of the Treaty Commissioner. (2008). *Saskatchewan Grade 7 Survey: Knowledge and Understanding of Treaties*. Saskatoon SK Canada: Saskatchewan Educational Leadership Unit, Department of Educational Administration, University of Saskatchewan.

Office of the Treaty Commissioner. (2008). *Teaching Treaties in the Classroom K-6 Resource Guides*. Saskatoon, SK, Canada: O.T.C.

Office of the Treaty Commissioner. (2008). *Treaty Essential Learnings: We are All Treaty People*.



## APPENDIX A: INSTRUMENTS

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### 2009 GRADE 7 STUDENT SURVEY OF TREATY KNOWLEDGE AND UNDERSTANDING

The 2009 Grade 7 Student survey of Treaty Knowledge and Understanding is not being released.



## 2009 Treaty Education School Administrator Survey

|              |       |
|--------------|-------|
| NO. 2 PENCIL |       |
| RIGHT        | WRONG |
|              |       |

- Please Use Pencil ONLY
- Fill in Bubble Completely
- Erase Completely to Change

The name of my school division is:

The name of my school is:

I am a First Nation, Métis, or Inuit person?

☐ Yes

☐ No

### B. Treaty Education (2 items)

1. Mandatory Treaty education is part of the school's learning improvement plan.

☐ Yes

☐ No

2. The percentage of teachers in the school that show evidence of teaching treaties.

☐ Less than 10%

☐ About 11% to 25%

☐ About 26% to 50%

☐ About 51% to 74%

☐ 75% or more

### C. Resource materials (5 items)

You will be asked to provide your rating on resources about teaching treaties.

The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

3. The school received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' Kindergarten to Grade 6 resource materials with resource guides.

☐ Yes

☐ No

☐ Do not know

4. The school received the Office of Treaty Commissioner (OTC) Grade 7 to Grade 12 'Teaching Treaties in the Classroom' kit of resource materials with audio/visual materials, books, and resource guides.

☐ Yes

☐ No

☐ Do not know

**5. The OTC 'Teaching Treaties' resource materials are accessible to all teachers in the school.**

☐ Yes, always      ☐ Yes, sometimes      ☐ No, not accessible      ☐ No, no materials

**6. The teachers in the school use the OTC 'Teaching Treaties' resource materials.**

☐ Monthly      ☐ 2-3 times a year      ☐ Never

**7. The teachers in the school use other resource materials to teach treaties.**

☐ Yes      ☐ No      ☐ Don't know

**D. Satisfaction ( 3 items)**

| Please rate the level of your agreement with the following statements.                                | Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           | Did Not Use              |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. The OTC Teaching Treaties resource materials support the curriculum goals.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The OTC Teaching Treaties resource materials support implementation of mandatory treaty education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Teachers in my school require more resources/support to help with their teaching about treaties.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**E. Training (4 items)****11. I have received training in the teaching about treaties.**

☐ No      ☐ Yes

**12. The percentage of teachers in the school that received training on teaching about treaties.**

☐ Less than 10%      ☐ About 26% to 50%      ☐ 75% or more (most)  
☐ About 11% to 25%      ☐ About 51% to 74%

| Please rate the level of your agreement with the following statements.                  | Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. I require training to help me in the teaching about treaties.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Teachers in the school require training to help with their teaching about treaties. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*The End.*

*Thank you for your participation!*



## 2009 Treaty Education Grade 4 Teacher Survey

|   |       |
|---|-------|
| NO. 2 PENCIL  |       |
| RIGHT   | WRONG |
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| <ul style="list-style-type: none"> <li>- Please Use Pencil ONLY</li> <li>- Fill in Bubble Completely</li> <li>- Erase Completely to Change</li> </ul> |       |

### A. Demographics

The name of my school division is:

The name of my school is:

I am a First Nation, Métis, or Inuit person?

☐ Yes

☐ No

### B. Implementation of OTC resource materials (4 items)

You will be asked to provide your rating on resources for teaching about treaties.

The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

1. I have received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' resource guide for Grade 4.

☐ Yes

☐ No

☐ Do not know

2. I have access to other OTC Teaching Treaty resource materials.

☐ Yes, always

☐ No, not accessible

☐ Yes, sometimes

☐ No, no materials

Please rate the level of use of the following:

3. I use the OTC 'Teaching Treaties in the Classroom' Grade 4 resource guide in my teaching.

4. I use other resource materials in my teaching about treaties.

| Regularly<br>or more<br>than<br>once a<br>month | Once a<br>month          | 2 - 3<br>times in<br>a year | Once                     | Never                    |
|---|--------------------------|-----------------------------|--------------------------|--------------------------|
| <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |



**C. Satisfaction ( 7 items)**

| Please rate the level of your agreement with the following statements.   | Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           | Did Not Use              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. The (OTC) Teaching Treaties resource materials provide quality information about teaching treaties.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The (OTC) Teaching Treaties resource materials are useful for my teaching about treaties.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The (OTC) Teaching Treaties resource materials are presented in a user friendly format.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Overall, I am satisfied with the OTC Treaty Resource Guide for Grade 4 (OTC) Teaching Treaties materials as | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The (OTC) Teaching Treaties resource materials support the curriculum goals.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The (OTC) Teaching Treaties resource materials provide support for implementing mandatory treaty           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I require more resources/support to help me with my teaching about treaties.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Training (2 items)**

| 12. I have received training to help me with my teaching about treaties. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <input type="checkbox"/> No <input type="checkbox"/> Yes                 |  |  |  |  |  |  |

| Please rate the level of your agreement with the following statement. | Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. I require training to help me with my teaching about treaties.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*The End.**Thank you for your participation!*



## 2009 Treaty Education Grade 7 Teacher Survey

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- Please Use Pencil ONLY
- Fill in Bubble Completely
- Erase Completely to Change

### A. Demographics

#### Indicate your School Division/First Nation School:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 4 Regina              | <input type="checkbox"/> 112 Ile a la Crosse     | <input type="checkbox"/> 206 Prairie Spirit          |
| <input type="checkbox"/> 6 Prince Albert RCSSD | <input type="checkbox"/> 113 Northern Lights     | <input type="checkbox"/> 207 Sunwest                 |
| <input type="checkbox"/> 13 Saskatoon          | <input type="checkbox"/> 119 Saskatchewan Rivers | <input type="checkbox"/> 208 Prairie Valley          |
| <input type="checkbox"/> 16 North West RCSSD   | <input type="checkbox"/> 132 Englefeld PSSD      | <input type="checkbox"/> 209 South East Cornerstone  |
| <input type="checkbox"/> 20 St. Paul's RCSSD   | <input type="checkbox"/> 140 Holy Family RCSSD   | <input type="checkbox"/> 210 Prairie South           |
| <input type="checkbox"/> 22 Holy Trinity RCSSD | <input type="checkbox"/> 200 North East          | <input type="checkbox"/> 211 Chinook                 |
| <input type="checkbox"/> 81 Regina RCSSD       | <input type="checkbox"/> 202 Living Sky          | <input type="checkbox"/> 212 Christ the Teacher      |
| <input type="checkbox"/> 89 Lloydminster RCSSD | <input type="checkbox"/> 203 Northwest           | <input type="checkbox"/> 310 D.S. Francophone        |
| <input type="checkbox"/> 99 Lloydminster       | <input type="checkbox"/> 204 Good Spirit         | <input type="checkbox"/> Independent (Sask. Schools) |
| <input type="checkbox"/> 111 Creighton         | <input type="checkbox"/> 205 Horizon             | <input type="checkbox"/> First Nations Schools       |

The name of my school is: \_\_\_\_\_

#### I am a First Nation, Métis, or Inuit person?

☐ Yes

☐ No

### B. Class Participation Details

The total number of Grade 7 students in my class

\_\_\_\_\_

The number of Grade 7 students from my class that participated in the 2009 Grade 7 treaty survey is:

\_\_\_\_\_

The number of Grade 7 students in my class that did not participate (due to absence from school or other)

\_\_\_\_\_

The number of Grade 7 students in my class that were exempt (as in a greatly modified learning program):

\_\_\_\_\_

#### My Grade 7 teaching assignment includes teaching: Check all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Arts Education | <input type="checkbox"/> Physical Education         |
| <input type="checkbox"/> French         | <input type="checkbox"/> Practical and Applied Arts |
| <input type="checkbox"/> Health         | <input type="checkbox"/> Science                    |
| <input type="checkbox"/> Language Arts  | <input type="checkbox"/> Social Studies             |
| <input type="checkbox"/> Mathematics    | <input type="checkbox"/> Other                      |

**B. Implementation of OTC resource materials (4 items)**

**1. The school received Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' kit of resource materials with audio-visual materials, books, and resource guides.**

☐ Yes ☐ No ☐ Do not know

**2. I have access to OTC Teaching Treaty resource materials.**

☐ Yes, always ☐ No, not accessible  
☐ Yes, sometimes ☐ No, no materials

**Please rate the level of use of the following:**

Regularly  
or more  
than  
once a  
month

Once a  
month

2 - 3  
times in  
a year

Once

Never

3. I use the OTC 'Teaching Treaties in the Classroom' kit in my teaching.

☐
☐
☐
☐
☐

4. I use other resource materials in my teaching about treaties.

☐
☐
☐
☐
☐
**C. Satisfaction ( 7 items)**

You will be asked to provide your rating on resources for teaching treaties. The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

**Please rate the level of your agreement with the following statements.**

Strongly  
Disagree

Disagree

Neutral

Agree

Strongly  
Agree

Did Not  
Use

5. The (OTC) Teaching Treaties resource materials provide quality information about teaching treaties.

☐
☐
☐
☐
☐
☐

6. The (OTC) Teaching Treaties resource materials are useful for my teaching about treaties.

☐
☐
☐
☐
☐
☐

7. The (OTC) Teaching Treaties resource materials are presented in a user friendly format.

☐
☐
☐
☐
☐
☐

8. Overall, I am satisfied with the (OTC) Teaching Treaties resource materials for teaching about treaties.

☐
☐
☐
☐
☐
☐

9. The (OTC) Teaching Treaties resource materials support the curriculum goals.

☐
☐
☐
☐
☐
☐

10. The (OTC) Teaching Treaties resource materials provide support for implementing mandatory treaty

☐
☐
☐
☐
☐
☐

11. I require more resources/support to help me with my teaching about treaties.

☐
☐
☐
☐
☐
☐
**D. Training (2 items)**

**12. I have received training to help me with my teaching about treaties.**

☐ No ☐ Yes

**Please rate the level of your agreement with the following statement.**

Strongly  
Disagree

Disagree

Neutral

Agree

Strongly  
Agree

13. I require training to help me with my teaching about treaties.

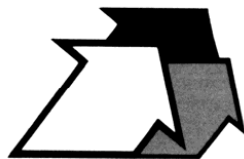
☐
☐
☐
☐
☐

*The End. Thank you for your participation!*



# **2009 Treaty Surveys**

## **Administration Guide**



Saskatchewan Educational Leadership Unit  
Department of Educational Administration  
University of Saskatchewan  
Saskatoon SK

## ***Introduction:***

Thank you for agreeing to serve as the Coordinator for the 2009 Treaty Surveys that include Grade 7 students, Grade 4 and Grade 7 teachers, and principals. The Saskatchewan Educational Leadership Unit (SELU) has been commissioned by the Ministry of Education and the Office of the Treaty Commission (OTC) to expand on the work that was completed in 2008 in this area. This year the Saskatchewan Ministry of Education has requested all provincial schools to participate and has invited all First Nations schools to become involved in the project.

The surveys will be administered during the month of May 2009.  
See School division/First Nations schools Timelines on page 23.

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

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### ***Background Information:***

The goals of this project are threefold:

- to provide baseline data on the extent of Grade 7 student knowledge and understanding of Treaties;
- to determine the level of implementation of the treaty learning resources provided by the OTC; and,
- to determine the level of satisfaction with the treaty learning resources provided by the OTC.

### ***Coordinators Responsibilities:***

The school division or tribal council coordinator will be SELU's first point of contact. Note Figure 1 for a flowchart of the treaty survey information. Specific responsibilities include:

- ensuring information is submitted to SELU regarding:
  - o the school contact information;
  - o the number of Grade 4 and Grade 7 teachers in each school; and,
  - o the number of Grade 7 students in each school.
- supporting your schools and teachers in the distribution of information regarding the surveys;
- distributing the Treaty Surveys Administration Guide, the Teacher Script for the administration of the student survey, and the SELU website links to the surveys;
- ensuring that principals are informed of their responsibilities including the internal organization in the school to facilitate completion of the four surveys;
- responding to queries regarding completion and submission of the surveys, mediating queries between SELU and the school;
- receiving and distributing the survey results on behalf of your school division or tribal council.

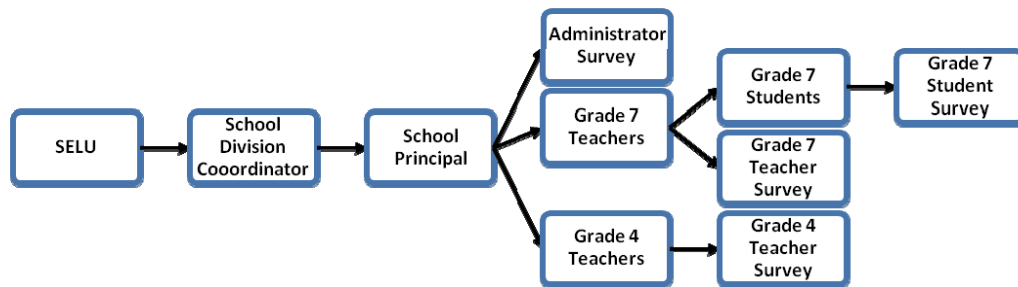


**2009 Treaty Surveys Administration Guide**

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**Figure 1: Treaty Surveys Flowchart**



***About the Surveys:***

At the school level, the school principal will organize the school for the completion and submission of all surveys to SELU. There are four surveys: one student survey (Grade 7), two teacher surveys (Grade 4 and Grade 7), and one school administrator (principal) survey. Specific information concerning each survey is described in this guide.

### ***Grade 7 Student Survey:***

The **student survey** is called the 2009 Grade 7 Student Treaty Survey. The survey will be completed by all Grade 7 students in your school.

#### **Length of Time:**

It should take about 20 minutes, give or take a few minutes.

(Please instruct students on what tasks they can work on if finishing the survey ahead of time. Students that require accommodations such as extra time or a teacher assistant are encouraged. If teachers have a multi-graded classroom, please arrange alternate activities for the non-Grade 7 students.)

#### **Materials:**

SELU will provide each coordinator with the **website link** for the online survey.

Please make arrangements to use the **computer** technology available in your school to submit the survey responses online.

Schools are encouraged to complete the survey as a classroom in a computer lab setting. This arrangement worked extremely well in the 2008 surveys. SELU would prefer to have the student responses online, but will provide scannable paper surveys where technology is not available.

#### **Online Survey Contents:**

There are 5 opening questions. To ensure that answers stay anonymous, there is no request for a student's name. There are 2 sections to assess understanding of Treaties: 14 True/False items and 26 Multiple-choice items. These items were constructed from the Six Treaty Essential Learnings as developed by the OTC.

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

**Steps for Completing the Student Survey:**

**Step 1.** Once you have opened the survey link, click **"Go to Grade 7 Treaty Survey."**

**Step 2.** Enter your school ID number ( your school telephone number including the area code.)

**Step 3.** Complete the first 5 questions by clicking on the appropriate bubble.

- Question 1: Click the drop down arrow to select your school division/or #1First Nations schools.
- Question 2: Click the drop down arrow to select your school.
- Question 3: Click "Male" bubble if you are a boy or click the "Female" bubble if you are a girl.
- Question 4: Click the "Yes" bubble if you are a First Nation, Métis or Inuit person. Click the "No" bubble if you are not.
- Question 5: Click the "Grade 7" bubble if you remember studying about treaties this year; if you don't remember studying treaties this year but you do think you studied them sometime between Grade 1 and Grade 6, then click the "Grade 1 to Grade 6" bubble; and if you do not remember studying about treaties then click the "Not at all" bubble.

**Step 4.** After the five questions have been completed, Click the "Next" button.  
*Note ignore the Save button; it is not necessary or required for this survey.*

- **Unanswered Questions Message:**
- **If any questions were not answered, you will receive a warning message indicating which questions require a response. You will have to return to those questions. All questions must be answered before continuing with the survey.**

**Step 5.** Section 1 has 14 True/False statements.

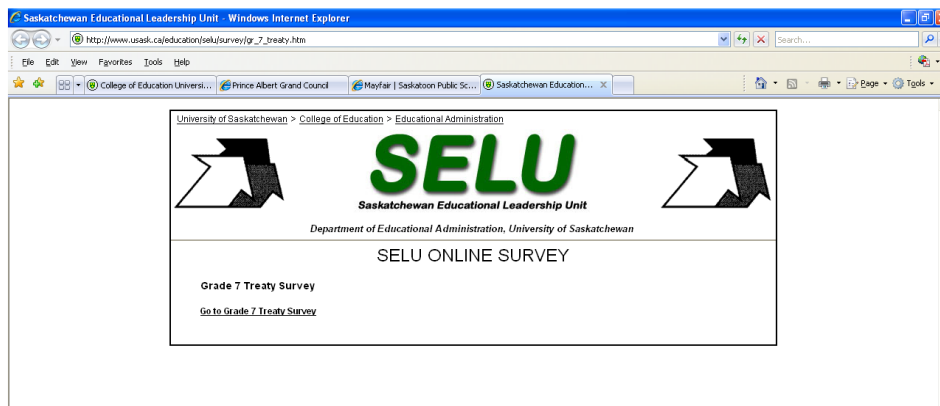
- Instructions: Click the bubble in the "True" column if the statement is true or in the "False" column if the statement is false. All questions must be answered. If you are uncertain, then provide your best guess.

- Click Next button to proceed to section 2.
- Step 6.** Section 2 has 26 Multiple-choice questions:
- Instructions: There are four choices for each question. Please fill in the bubble by the statement or phrase that best answers each question. All questions must be answered. If you are uncertain, then provide your best guess.
  - Click **“Next”** to access the next page. Continue through the next few webpages to answer all multiple-choice questions. After all the multiple-choice questions have been answered, the survey is complete.
- Step 7.** At the **end of the survey**, you **must click** the **“Finish”** button to submit their responses to SELU.

**During the survey assessment:**

Teachers are encouraged to clarify instructions. If necessary, they may read out any of the questions. If students have a question about the vocabulary used in an item, a synonym may be provided.

**Screen Prints of a SAMPLE Online Student Survey**



Click **“Go to Grade 7 Treaty Survey”**.

**2009 Treaty Surveys Administration Guide**

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Contact Phone Numbers: 306-966-7019 or 966-7634

The screenshot shows a web browser window titled "OTC NorthEast SD Student - Mozilla Firefox". The address bar shows the URL "http://selu.usask.ca/cgi-bin/qweb.cgi?SD5QF36". The browser's toolbar includes "File", "Edit", "View", "History", "Bookmarks", "Tools", and "Help". Below the toolbar, there are several bookmarks: "Most Visited", "Getting Started", "Latest Headlines", "Customize Links", "Free Hotmail", "Windows Marketplace", "Windows Media", and "Windows". The main content area of the browser displays the "2009 Grade 7 Student Treaty Survey" form. The form has a header with the SELU logo and the title "2009 Grade 7 Student Treaty Survey". The form contains several sections with radio button options: "Please enter your user I.D. code (available from your principal)" with a text input field; "Indicate your School Division?" with a dropdown menu; "The name of my school is" with a dropdown menu; "I am a" with radio buttons for "Boy" and "Girl"; "I am a First Nation, Metis, or Inuit person?" with radio buttons for "Yes" and "No"; and "When was the last time you studied information about Treaties?" with radio buttons for "Grade 7", "Grade 1- Grade 6", and "Not at all". The browser's status bar at the bottom shows "Done" and a taskbar with various icons and the time "4:20 PM".

After completing all questions, scroll down the page and click **Next**

## 2009 Treaty Surveys Administration Guide

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

Complete all True/False questions, then click **“Next”**.

The screenshot shows a web browser window titled "OTC Student Survey - Windows Internet Explorer". The address bar shows the URL "http://ed2k.usask.ca/cgi-bin/qweb.cgi?53469FY". The browser has several tabs open, including "College of Education Univers...", "Prince Albert Grand Council", "Mayfair | Saskatoon Public Sc...", and "OTC Student Survey".

The main content area is titled "Section 1: True and False (15 items)". Below the title, there is a paragraph of instructions: "Please click the bubble in the True column if the statement is true or in the False column if the statement is false. Please answer all questions, if you are uncertain then provide your best guess. The map provided by your teacher may be used as a reference."

Below the instructions is a table with 10 rows of questions. Each row has a statement on the left and two columns labeled "True" and "False" on the right. Each column contains a radio button for selection.

|   | True                  | False                 |
|---|-----------------------|-----------------------|
| 1. European explorers were the first people to live in what is now Saskatchewan.                              | <input type="radio"/> | <input type="radio"/> |
| 2. Before contact with newcomers, First Nations tribes had little contact with one another.                   | <input type="radio"/> | <input type="radio"/> |
| 3. First Nations believe that all creation is connected together in some way.                                 | <input type="radio"/> | <input type="radio"/> |
| 4. When newcomers arrived, no one was living in the land now called Saskatchewan.                             | <input type="radio"/> | <input type="radio"/> |
| 5. Before contact with the newcomers, First Nations occupied the land that is now Saskatchewan.               | <input type="radio"/> | <input type="radio"/> |
| 6. First nations thought that the Treaties would have them share the land with newcomers.                     | <input type="radio"/> | <input type="radio"/> |
| 7. First Nations use oral history and traditions to pass on their world view from one generation to the next. | <input type="radio"/> | <input type="radio"/> |
| 8. First Nations people living on the prairies believed the buffalo was created for their survival.           | <input type="radio"/> | <input type="radio"/> |
| 9. The treaties were signed by the Crown and the First Nations people.  | <input type="radio"/> | <input type="radio"/> |
| 10. First Nations people believed that Mother Earth provided them with everything they needed to survive.     | <input type="radio"/> | <input type="radio"/> |

Below the table, there is a taskbar with several open applications: "start", "SaskTel.net - Window...", "Microsoft Excel - OTC...", "Microsoft Excel Help", "OTC Student Survey ...", "F:\SELU\OTC", "OTC Online Survey S...", and a clock showing "4:32 PM".

The bottom part of the screenshot shows question 11: "11. A handshake followed the signing of a treaty." with "True" and "False" columns. Below the question, there are "Next >" and "Save" buttons, and a logo for "eListen" with the text "Powered by eListen". The taskbar at the bottom shows the clock as "4:33 PM".

# 2009 Treaty Surveys Administration Guide

From Betty Rohr and Brian Keegan, SELU Project Consultants

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The multiple-choice questions follow after the True/False questions.

OTC Student Survey - Windows Internet Explorer

http://eddy.usask.ca/cgi-bin/web.cgi?m=otc&id=1042-20090520162224-16627565230p=36d-otc\_student\_survey.darlast=OTC\_Student\_Survey

File Edit View Favorites Tools Help

College of Education Univers... Prince Albert Grand Council Mayfair | Saskatoon Public Sc... OTC Student Survey

Section 3: Multiple Choice (14 items)

1. Who were the parties that signed the Treaties for the area now known as Saskatchewan?

- ☐ a. the First Nations and the Metis
- ☐ b. the French, First Nations and the Metis
- ☐ c. the Crown and the First Nations
- ☐ d. the Crown, First Nations and Metis

2. What was an important part of the agreements for the First Nations when they signed Treaty 4 (1874), Treaty 5 (1875) and Treaty 6 (1876)?

- ☐ a. to sell their land to the government
- ☐ b. to leave Saskatchewan and move further west
- ☐ c. to limit their buffalo hunting and fur trading
- ☐ d. to share their lands in return for the Crown's support and protection

3. Thinking of the Treaties, what does the following phrase mean? "As long as the sun shines, the grass grows and the rivers flow"

- ☐ a. treaties are in effect during spring, summer and fall
- ☐ b. treaties are forever
- ☐ c. the treaties can be terminated by either party
- ☐ d. the treaties can be changed as the seasons change

4. What was the purpose of signing Treaties?

- ☐ a. to benefit First Nations people and the newcomers
- ☐ b. to benefit the newcomers by having First Nations agree to give up their traditions and customs.
- ☐ c. to benefit First Nations by having the newcomers give up their traditions and customs
- ☐ d. to make sure the settlers on the prairies were all European newcomers

Complete all 26 multiple-choice questions, clicking **next** at end of each webpage until the last webpage.

26. Which Act broke promises that were agreed upon in the treaties?

- ☐ a. British North America Act 1867
- ☐ b. Indian Act 1876
- ☐ c. Natural Resources Transfer Act 1930
- ☐ d. Constitution Act 1982

The end.  
Thank you for your participation!  
Click on FINISH.

< Back Finish

Powered by eListen

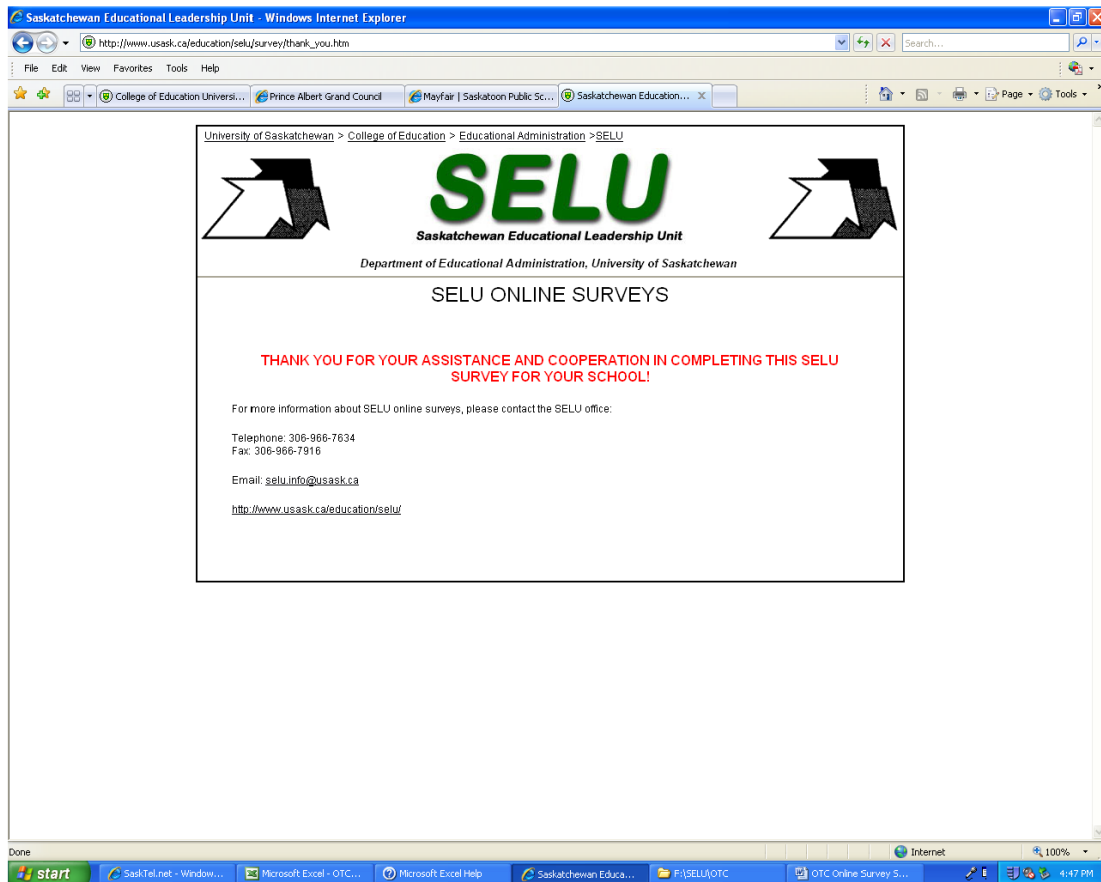
Click **Finish** - to submit responses.

## 2009 Treaty Surveys Administration Guide

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

You will be directed to the following SELU “Thank you” webpage.





**2009 Treaty Surveys Administration Guide**

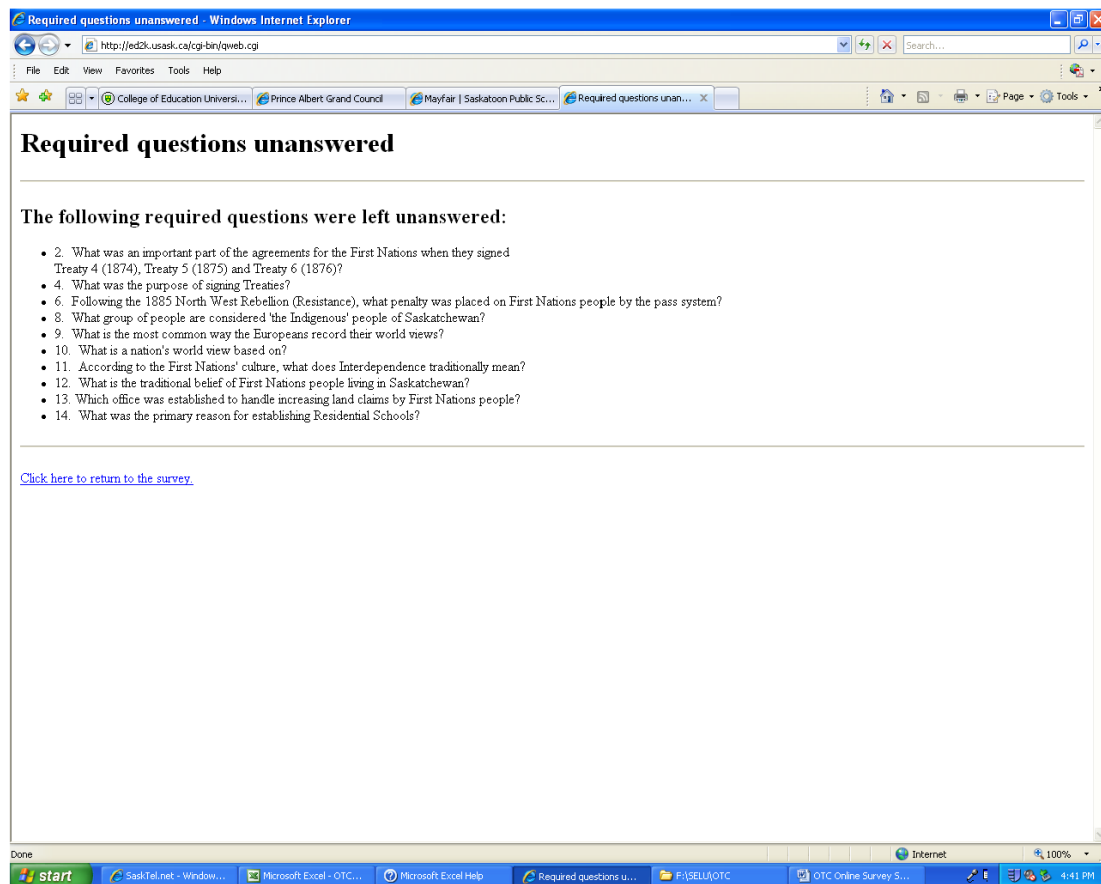
From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

**Unanswered Questions Webpage Sample:**

If any of the questions were not answered, a message appears to indicate the questions that still need responses. Click *“Click here to return to survey.”* and complete any unanswered questions.

An example is shown in the screen print below:



### ***Grade 4 and 7 Teacher Surveys:***

The Grade 4 and 7 teachers in your school will complete a survey related to their use of treaty education resources. The teacher surveys collect information on teacher satisfaction with the treaty resources and their use and usefulness for instructional purposes.

The data will be aggregated at the provincial and school division/First Nations schools levels. Teacher responses will **not be** reported at the school level to maintain confidentiality.

The teacher survey will be completed online by all Grade 4 and Grade 7 teachers in the school. Teachers may choose to complete the survey at school or at home, but within the defined timeline set out for their school division/First Nations schools. (See School division/First Nations schools Timeline on page 23.)

#### **Length of Time:**

The teacher survey should take about 10 minutes to complete.

#### **Materials:**

Teachers will need the computer link for the online surveys.

#### **Teacher Online Survey Contents:**

The teacher survey consists of 4 sections: demographics (3 items); implementation (4 items), satisfaction (7 items), and training (2 items).

In the demographic section, teachers will be asked to select their school division/First Nations schools, type in the name of their school in the space provided, and answer “**Yes**” or “**No**” to the question *‘I am a First Nation, Métis, or Inuit person?’*

Grade 7 teachers have an additional section that pertains to class participation.

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

**Grade 7 Teachers Only:**

Grade 7 teachers are asked to type in the total number of Grade 7 students in their class, the number of Grade 7 students that completed the survey, the number of non-participants due to absence, and the number of exempt students (those students in a greatly modified learning program). In addition, the teachers will be asked a question to indicate their Grade 7 teaching assignment.

**Steps for Completing the Teacher Survey:**

- Step 1.** Once you have opened the survey link, click “Go to the Grade 4/7 Teacher Survey”.
- Step 2.** Enter school ID number (school telephone number including the areas code.)
- Step 3.** Complete the demographics by selecting your school division/First Nations schools, typing in the name of your school, and answering either “Yes” or “No” to the question: *‘I am a First Nation, Métis, or Inuit person?’*.
  - Grade 7 teachers: Complete the class participation section and indicate the subjects that are part of their Grade 7 teaching assignment
- Step 4.** Click “Next” to access the next page.
- Step 5.** Complete the 4 items related to implementation of OTC resource materials.
- Step 6.** Complete the 7 items related to OTC Teaching Treaties resource materials.
- Step 7.** Complete the 2 items related to training in teaching about treaties.
- Step 8.** Click “Finish” to submit responses and be directed to the SELU “Thank you” webpage.

**Grade 4 Teacher Online Survey Screen Prints:**

**The 2009 Treaty Education Grade 4 Teacher Survey**

The screenshot shows a web browser window titled "OTC 2009 Grade 4 Teacher - Mozilla Firefox". The address bar shows the URL "http://selu.usask.ca/cgi-bin/web.cgi?SDSP217". The page content includes the SELU logo, the title "2009 Treaty Education Grade 4 Teacher Survey", and a form for user identification. The form asks for a user I.D. code, followed by a section titled "A. Demographics". This section includes a dropdown menu for "Indicate your School Division/ First Nation School?", a text input field for "Please type in the name of your school", and a radio button selection for "I am a First Nation, Métis, or Inuit person?" with options "Yes" and "No". A "Next >" button is at the bottom left, and an "eListen" logo is at the bottom right. The Windows taskbar at the bottom shows several open applications, including "Sent in betty.rohr@u...", "Responses to RSVP F...", "2009 OTC surveys co...", "otc screen prints.doc...", "OTC 2009 Grade 4 Te...", and "otc\_2009\_grade\_4\_t...". The system clock shows 7:04 PM.

OTC 2009 Grade 4 Teacher - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://selu.usask.ca/cgi-bin/web.cgi?SDSP217

Most Visited Getting Started Latest Headlines Customize Links Free Hotmail Windows Marketplace Windows Media Windows

Saskatchewan Educational Leadership OTC 2009 Grade 4 Teacher

**2009 Treaty Education  
Grade 4 Teacher Survey**

Please enter your user I.D. code (available from your principal)

**A. Demographics**

Indicate your School Division/ First Nation School?

Please type in the name of your school

I am a First Nation, Métis, or Inuit person?

☐ Yes ☐ No

Next >

Powered by eListen

Done

start Sent in betty.rohr@u... Responses to RSVP F... 2009 OTC surveys co... otc screen prints.doc... OTC 2009 Grade 4 Te... otc\_2009\_grade\_4\_t... 7:04 PM

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

OTC 2009 Grade 4 Teacher - Mozilla Firefox

http://selu.usask.ca/cgi-bin/qweb.cgi

Saskatchewan Educational Leadership ... OTC 2009 Grade 4 Teacher

You will be asked to provide your rating on resources for teaching about treaties.

The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

**B. Implementation of OTC resource materials (4 items)**

1. I have received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' resource guide for Grade 4.

☐ Yes ☐ No ☐ Do not know

2. I have access to other OTC Teaching Treaty resource materials.

☐ Yes, always ☐ No, not accessible  
☐ Yes, sometimes ☐ No, no materials

Please rate the level of use of the following:

|  | Regularly or more than once a month | Once a month          | 2-3 times in a year   | Once                  | Never                 |
|--|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. I use the OTC 'Teaching Treaties in the Classroom' Grade 4 resource guide in my teaching. | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I use other resource materials in my teaching about treaties.                             | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[< Back](#) [Next >](#)

Powered by eListen

Adobe Updater  
Updates are ready to be installed.

Done

start | Search in betty.rohr@... | Responses to RSVP F... | 2009 OTC surveys co... | otc screen prints.doc... | OTC 2009 Grade 4 Te... | otc\_2009\_grade\_4\_t... | 7:05 PM

**C. Satisfaction ( 7 Items)**

Please rate the level of your agreement with the following statements.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        | Did Not Use           |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. The (OTC) Teaching Treaties resource materials provide quality information about teaching treaties.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The (OTC) Teaching Treaties resource materials are useful for my teaching about treaties.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The (OTC) Teaching Treaties resource materials are presented in a user friendly format.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Overall, I am satisfied with the OTC Treaty Resource Guide for Grade 4 (OTC) Teaching Treaties materials as a resource for teaching treaties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The (OTC) Teaching Treaties resource materials support the curriculum goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The (OTC) Teaching Treaties resource materials provide support for implementing mandatory treaty education.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I require more resources/support to help me with my teaching about treaties.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**D. Training (2 Items)**

12. I have received training to help me with my teaching about treaties.

☐ No ☐ Yes

Please rate the level of your agreement with the following statement.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. I require training to help me with my teaching about treaties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*The End.*  
 Thank you for your participation!  
 Please click on Finish to submit your responses.

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eListen

Click **“Finish”**. Your responses will be submitted to SELU and you will be redirected to a SELU ‘Thank you’ webpage (similar to the student one shown on page 9).

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

**Grade 7 Teacher Online Survey Screen Prints:**

**The 2009 Treaty Education Grade 7 Teacher Survey**

The screenshot shows a web browser window titled "OTC 2009 Grade 7 Teacher - Mozilla Firefox". The address bar shows the URL "http://selu.usask.ca/cgi-bin/web.cgi?SDSPUDG". The browser's toolbar includes buttons for Back, Forward, Home, Stop, Reload, and a search bar with the Google logo. Below the toolbar, there are several bookmarked sites: Most Visited, Getting Started, Latest Headlines, Customise Links, Free Hotmail, Windows Marketplace, Windows Media, and Windows. The main content area of the browser displays the "2009 Treaty Education Grade 7 Teacher Survey" form. The form has a header with the SELU logo and the title "2009 Treaty Education Grade 7 Teacher Survey". Below the header, there is a text input field for the user's ID code, followed by a section titled "A. Demographics". This section includes a dropdown menu for "Indicate your School Division/First Nation School:", a text input field for "Please type in the name of your school", a radio button selection for "I am a First Nation, Metis, or Inuit person?" (Yes/No), and several text input fields for student counts: "The total number of Grade 7 students in my class", "The number of Grade 7 students from my class that participated in the 2009 Grade 7 treaty survey is:", "The number of Grade 7 students in my class that did not participate (due to absence from school or other)", and "The number of Grade 7 students in my class that were exempt (as in a greatly modified learning program):". At the bottom of the form, there is a section titled "My Grade 7 teaching assignment includes teaching: Check all that apply." with a list of subjects: Arts Education, French, Health, Language Arts, Mathematics, Physical Education, Practical and Applied Arts, Science, Social Studies, and Other. Each subject has a checkbox next to it. At the bottom left of the form is a "Next >" button, and at the bottom right is the "eListen" logo.

OTC 2009 Grade 7 Teacher - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://selu.usask.ca/cgi-bin/web.cgi?SDSPUDG

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Seelatchewen Educational Leadership ... OTC 2009 Grade 7 Teacher

**2009 Treaty Education Grade 7 Teacher Survey**

Please enter your user I.D. code (available from your principal)

**A. Demographics**

Indicate your School Division/First Nation School:

Please type in the name of your school

I am a First Nation, Metis, or Inuit person?

☐ Yes ☐ No

The total number of Grade 7 students in my class

The number of Grade 7 students from my class that participated in the 2009 Grade 7 treaty survey is:

The number of Grade 7 students in my class that did not participate (due to absence from school or other)

The number of Grade 7 students in my class that were exempt (as in a greatly modified learning program):

My Grade 7 teaching assignment includes teaching:  
Check all that apply.

☐ Arts Education  
☐ French  
☐ Health  
☐ Language Arts  
☐ Mathematics  
☐ Physical Education  
☐ Practical and Applied Arts  
☐ Science  
☐ Social Studies  
☐ Other

Next >

Powered by eListen

OTC 2009 Grade 7 Teacher - Mozilla Firefox

File Edit View History Bookmarks Tools Help

File:///C:/DOCUME~1/c1579/LOCALS~1/Temp/otc\_2009\_grade\_7\_teacher2.html?surveykey=BNQ-20090401164233-1800499266&deploymentkey=BNQ-189

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You will be asked to provide your rating on treaty resources.

The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

**C. Implementation of OTC resource materials (4 items)**

1. The school received Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' kit of resource materials with audio-visual materials, books, and resource guides.

☐ Yes ☐ No ☐ Do not know

2. I have access to OTC Teaching Treaty resource materials.

☐ Yes, always ☐ No, not accessible  
☐ Yes, sometimes ☐ No, no materials

Please rate the level of use of the following:

|   | Regularly or more than once a month | Once a month          | 2-3 times in a year   | Once                  | Never                 |
|---|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. I use the OTC 'Teaching Treaties in the Classroom' kit in my teaching. | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I use other resource materials in my teaching about treaties.          | <input type="radio"/>               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Next >

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Done

start eListen Survey Builder OTC 2009 Grade 7 Te... 2009 OTC Grade 7 Te... 6:36 PM



## 2009 Treaty Surveys Administration Guide

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

OTC 2009 Grade 7 Teacher - Mozilla Firefox

http://selu.usask.ca/cg-bin/qweb.cgi

Saskatchewan Educational Leadership ... OTC 2009 Grade 7 Teacher

|   | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        | Did Not Use           |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. The (OTC) Teaching Treaties resource materials provide quality information about teaching treaties.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The (OTC) Teaching Treaties resource materials are useful for my teaching about treaties.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The (OTC) Teaching Treaties resource materials are presented in a user friendly format.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Overall, I am satisfied with the (OTC) Teaching Treaties resource materials for teaching about treaties.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The (OTC) Teaching Treaties resource materials support the curriculum goals.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The (OTC) Teaching Treaties resource materials provide support for implementing mandatory treaty education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I require more resources/support to help me with my teaching about treaties.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**D. Training (2 Items)**

12. I have received training to help me with my teaching about treaties.

☐ No ☐ Yes

Please rate the level of your agreement with the following statement.

|  | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. I require training to help me with my teaching about treaties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*The End. Thank you for your participation!*

*Please click on Finish to submit your responses.*

Done

start Sent in betty.rohr@... 2009 OTC surveys co... otc screen prints.doc... OTC 2009 Grade 7 Te... otc\_2009\_grade\_7\_t...

Click **“Finish”**. Your responses will be submitted to SELU and you will be redirected to a SELU ‘Thank you’ webpage (similar to the one for students shown on page 9).

### ***Administrator Survey:***

The administrator survey is called the 2009 Treaty Education School Administrator Survey. The principal would complete this survey.

#### **Length of Time:**

Similar to the teacher survey, this survey would take about 10 minutes to complete online.

The school principal will be provided with a separate survey link similar to that of their Grade 4 and 7 teachers.

#### **Administrator Online Survey Contents:**

The administrator survey consists of 5 sections: demographics (3 items); treaty education (2 items); implementation (5 items), satisfaction (3 items), and training (4 items).

#### **Steps for Completing the Administrator Survey:**

- Step 1.** Once you have opened the survey link, click “Go to the Treaty Administrator Survey”.
- Step 2.** Enter the school ID which is your school telephone number including the area code.
- Step 3.** Complete the demographics by selecting your school division/First Nations schools, typing in the name of your school, and answering either “Yes” or “No” to the question: *‘I am a First Nation, Métis, or Inuit person?’*.
- Step 4.** Complete the first 2 items on Treaty Education. Click “Next” to access the next page.
- Step 5.** Complete the 5 items of Resource materials in your school.
- Step 6.** Complete the section with 3 items dealing with administrator satisfaction with materials.
- Step 7.** Complete the 4 item section related to training.
- Step 8.** Click “Finish” to submit your survey and be directed to SELU “Thank you” webpage.

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

**Administrator Survey Online Screen Prints**

**2009 Treaty Education School Administrator Survey**

The screenshot shows a web browser window titled "OTC 2009 Administrator - Mozilla Firefox". The address bar shows the URL "http://selu.usask.ca/cgi-bin/qweb.cgi?SDSPVX". The page content includes the SELU logo, the title "2009 Treaty Education School Administrator Survey", and the Saskatchewan Educational Leadership Unit logo. The form asks for a user ID code and includes sections A (Demographics) and B (Treaty Education) with various radio button options.

**2009 Treaty Education School Administrator Survey**

Saskatchewan Educational Leadership Unit

Please enter your user I.D. code (available from your principal)

**A. Demographics**

Indicate your School Division/First Nation School:

Please type in the name of your school

I am a First Nation, Metis, or Inuit person?

☐ Yes ☐ No

**B. Treaty Education (2 items)**

1. Mandatory Treaty education is part of the school's learning improvement plan.

☐ Yes ☐ No

2. The percentage of teachers in the school that show evidence of teaching treaties.

☐ Less than 10%  
☐ About 11% to 25%  
☐ About 26% to 50%  
☐ About 51% to 74%  
☐ 75% or more

OTC 2009 Administrator - Mozilla Firefox

File Edit View History Bookmarks Tools Help

File:///C:/DOCUME~1/c1879/LOCALS~1/Temp/otc\_2009\_administrator2.html?surveykey=INQ-20090404094624-1454115429&deploymentkey=INQ-18991

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OTC 2009 Grade 4 Teacher OTC 2009 Administrator

You will be asked to provide your rating on treaty resources.

The OTC Teaching Treaties resource materials refers specifically to the the Office of Treaty Commissioner K-12 or Grade 7-12 resource kit/box including binder with resource guides, books, and audio-visual materials.

**C. Resource materials (5 items)**

3. The school received the Office of Treaty Commissioner (OTC) 'Teaching Treaties in the Classroom' Kindergarten to Grade 6 resource materials with resource guides.

☐ Yes ☐ Do not know  
☐ No ☐ Does Not Apply (Grade 7+ school)

4. The school received the Office of Treaty Commissioner (OTC) Grade 7 to Grade 12 'Teaching Treaties in the Classroom' kit of resource materials with audio/visual materials, books, and resource guides.

☐ Yes ☐ Do not know  
☐ No ☐ Does not apply. School to Grade 6 only.

5. The OTC 'Teaching Treaties' resource materials are accessible to all teachers in the school.

☐ Yes, always ☐ No, not accessible  
☐ Yes, sometimes ☐ No, no materials

6. The teachers in the school use the OTC 'Teaching Treaties' resource materials.

☐ Monthly ☐ 2-3 times a year ☐ Never

7. The teachers in the school use other resource materials to teach treaties.

☐ Yes ☐ No ☐ Don't Know

Next >

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Done

start eListen Survey Builder Apple Software Updates OTC 2009 Administra... Document1 - Microsoft...

7:27 PM

**2009 Treaty Surveys Administration Guide**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone Numbers: 306-966-7019 or 966-7634

OTC 2009 Administrator - Mozilla Firefox

File Edit View History Bookmarks Tools Help

File:///C:/DOCUME~1/cib79/LOCALS~1/Temp/otc\_2009\_administrator3.html?surveykey=INQ-20090404094624-1454115429&deploymentkey=INQ-18991

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OTC 2009 Grade 4 Teacher OTC 2009 Administrator

**D. Satisfaction ( 3 items)**

Please rate the level of your agreement with the following statements.

|   | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        | Did Not Use           |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8. The OTC Teaching Treaties resource materials support the curriculum goals.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The OTC Teaching Treaties resource materials support implementation of mandatory treaty education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Teachers in my school require more resources/support to help with their teaching about treaties.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**E. Training (4 items)**

11. I have received training to help me with my teaching about treaties.

☐ No ☐ Yes

12. The percentage of teachers in the school that received training on teaching about treaties.

☐ 35% or less (a third or less) ☐ 50% (about half) ☐ 75% or more (most)

Please rate the level of your agreement with the following statements.

|   | Strongly Disagree     | Disagree              | Neutral               | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. I require training to help me with my teaching about treaties.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Teachers in the school require training to help with their teaching about treaties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*The End.*  
Thank you for your participation!

Finish

Done

start eListen Survey Builder Apple Software Updates OTC 2009 Administra... Document1 - Microsoft...

Powered by eListen

Click **“Finish”**. Your responses will be submitted to SELU and you will be redirected to a SELU ‘Thank you’ webpage (similar to the one for students shown on page 9).

### ***School division/First Nations schools Timelines***

During the month of May 2009, School Divisions will be provided a three week window for students, teachers, and administrators to complete these surveys. First Nations schools will be provided a four week window to complete their surveys.

The schedule is as follows:

| <b><u>April 27 – May 1<br/>2009</u></b> | <b><u>May 4 – May 22<br/>2009</u></b>  | <b><u>May 4 – May 29<br/>2009</u></b>                                    | <b><u>May 18 – June 5<br/>2009</u></b>   |
|---|--|--|--|
| North East S. D. # 200                  | Chinook S.D. # 211<br>Creighton S.D. # 111<br>Good Spirit S.D. # 204<br>Greater Saskatoon Catholic S.D.# 20<br>Holy Trinity S.D. # 22<br>Ile A La Crosse S.D. # 112<br>Light of Christ # 16<br>Lloydminster RCSSD # 89<br>Lloydminster S.D. # 99<br>Northern Light S.D. # 113<br>Prince Albert RCSSD # 6<br>Prairie Valley S.D. # 208<br>Saskatoon Public # 13<br>Saskatchewan Rivers S.D. # 119<br>South East Cornerstone S.D. # 209<br>Sun West S.D. # 207 | Participating First Nations Schools<br>Participating Independent Schools | Christ the Teacher R.C.S.S.D # 212<br>Counseil des École Fransaskoises # 310<br>Englefeld P.S.S.D. # 132<br>Holy Family R.C.S.S.D. # 140<br>Horizon S. D. # 205<br>Living Sky S. D. #202<br>North West S. D. # 203<br>Prairie South S. D. #210<br>Prairie Spirit S. D. #206<br>Regina R.C.S.S.D. # 81<br>Regina S.D. # 4<br>St. Augustine R.C.S.S.D. # 220 |

## APPENDIX C: STUDENT SURVEY TEACHER SCRIPT

**2009 Treaty Surveys**

**Grade 7 Student Survey**  
**TEACHER SCRIPT**



Saskatchewan Educational Leadership Unit  
Department of Educational Administration  
University of Saskatchewan  
Saskatoon SK



## **2009 Grade 7 Student Treaty Survey Teacher Script**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### ***Introduction***

Thank you for your cooperation with the administration of the 2009 Grade 7 Student Treaty Survey. The Saskatchewan Educational Leadership Unit (SELU) has been commissioned by the Ministry of Education and the Office of the Treaty Commission (OTC) to expand on the work that was completed in 2008 in this area. This year the Saskatchewan Ministry of Education has requested all provincial schools to participate and invited all First Nations schools to become involved in the project.

The surveys will be administered during the month of May 2009.  
See School Division Timelines on page 10.

### ***Note to Grade 7 Teachers:***

Class participation details are part of the Grade 7 teacher survey.

Record the number of students participating, number of students absent, and number of students exempt as they are in a greatly modified learning program as these details are requested in the Grade 7 teacher survey:

Title: 2009 Saskatchewan Treaty Education Surveys

#### **Grade 7 Teacher Survey website address:**

<http://www.usask.ca/education/selu/survey/otc-09-gr7t.htm>

Note: Title: 2009 Saskatchewan Grade 7 Student Treaty Survey

#### **First Nation Schools Grade 7 Students website address**

<http://www.usask.ca/education/selu/survey/otc-09-first-nations-one.htm>

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### ***Overview of Contents***

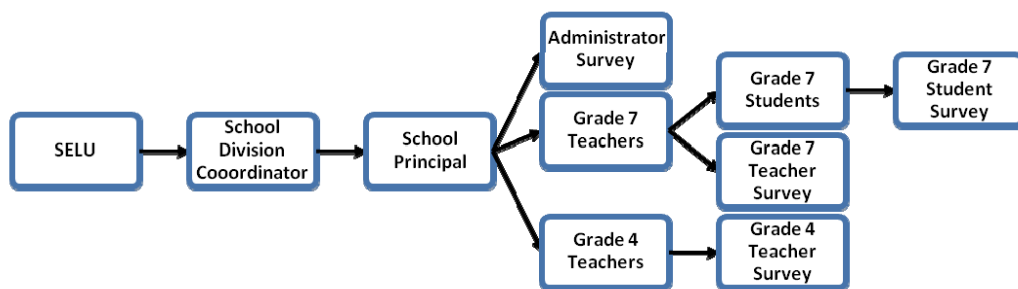
|   |     |
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| Introduction .....                                    | i   |
| Note to Grade 7 Teachers: .....                       | i   |
| Figure: Treaty Surveys Flowchart .....                | iii |
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| Steps for Completing the Student Survey .....         | 2   |
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### 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

Figure: Treaty Surveys Flowchart



## **2009 Grade 7 Student Treaty Survey Teacher Script**

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### ***Grade 7 Student Treaty Survey***

#### **Background Information**

This survey is called the 2009 Grade 7 Student Treaty Survey. It has been commissioned by The Office of Treaty Commissioner along with the Saskatchewan Ministry of Education to try to get an idea of what Grade 7 students in Saskatchewan understand about Treaties. Our class is participating along with all the other Grade 7 students in Saskatchewan (about 12,000 in total).

#### **Length of Time**

It should take about 20 minutes, give or take a few minutes.

(Please instruct students on what tasks they can work on if finishing the survey ahead of time. Students that require accommodations such as extra time or a teacher assistant are encouraged. If teachers have a multi-graded classroom, please arrange alternate activities for the non-Grade 7 students.)

#### **Materials**

You will need a **website link** for the on-line survey, a **computer** to submit your survey responses online, and your best answers to each question.

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### On-Line Survey Contents

I will briefly describe the contents. There are 5 opening questions. You will notice that there is no request for student name and this is to ensure that your answers stay anonymous. There are 2 sections to assess understanding of Treaties: 14 True/False items and 26 Multiple Choice items.

### Steps for Completing the Student Survey

**Step 1.** Once you have opened the survey link at

<http://www.usask.ca/education/selu/survey/otc-09-first-nations-one.htm>

Click on **go to Treaty Survey.**

**Step 2.** Enter school ID number 306#####. (*Note to teacher: This is the **school telephone number** including the area code. Please indicate to the students the number that they need to enter.*)

**Step 3.** Let us complete the first 5 questions together. You will click on the appropriate bubble.

- Question 1: Click the drop down arrow to select our school division category. (First Nation Schools)
- Question 2: Click the drop down arrow to select our school.
- Question 3: Click “Male” bubble if you are a boy or click “Female” bubble if you are a girl.
- Question 4: Click “Yes” bubble if you are a First Nation, Métis or Inuit. Click the “No” bubble if you are not.
- Question 5: Click the “Grade 7” bubble if you remember studying about treaties this year; if you don’t remember studying treaties this year but you do think you studied them sometime between Grade 1 and Grade 6, then click the “Grade 1 to Grade 6” bubble; and if you do not remember studying about treaties then click the “Not at all” bubble. (*Note to teacher: This question is from the student perspective so do not prompt the response. It is their personal response that we are asking for.*)

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

**Step 4.** After the five questions have been completed, click on the 'Next' button.

### Unanswered Questions Message:

- **If a question was not answered, you will receive a warning message indicating which questions require a response. You will have to return to those questions. All questions must be answered before continuing with the survey.**

**Step 5.** Section 1 has 14 True/False statements.

- Instructions: Click the bubble in the "True" column if the statement is true or in the "False" column if the statement is false. All questions must be answered, if you are uncertain then provide your best guess.
- Click "Next" button to proceed to Section 2.

**Step 6.** Section 2 has 26 Multiple choice questions:

- Instructions: There are four choices for each question. Please fill in the bubble by the statement that best answers each question. All questions must be answered, if you are uncertain then provide your best guess.
- Click "**Next**" to access the next page. Continue for the next few web pages until all multiple choice questions have been answered and the survey is complete.

**Step 7.** At the **end of the survey**, you **must click** the '**Finish**' button to submit your responses to SELU.

**During the survey assessment:** I welcome any questions during the survey so do feel free to put up your hand if you are unclear about anything or uncertain about any instructions.

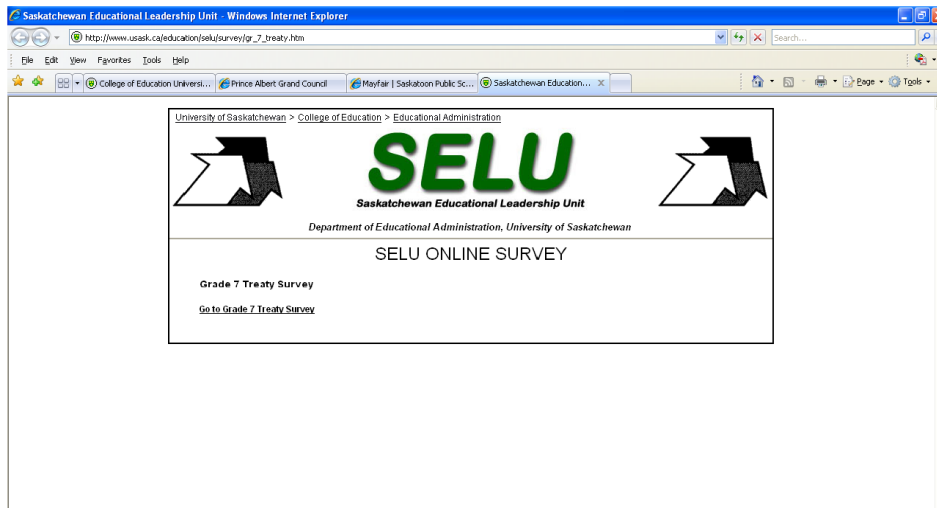
**Note to teacher:** If necessary, teachers may read out any questions. If students have a question about the vocabulary used in an item, a synonym may be provided.

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### Screen Prints of a SAMPLE Online Student Survey



Click “[Go to Grade 7 Treaty Survey](#)”

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

The screenshot shows a web browser window titled "OTC NorthEast SD Student" with the URL "http://selu.usask.ca/cgi-bin/qweb.cgi?SD5QF36". The page features the SELU logo and the title "2009 Grade 7 Student Treaty Survey". The form contains the following fields and options:

- A text input field for "Please enter your user I.D. code (available from your principal)".
- A dropdown menu for "Indicate your School Division?".
- A dropdown menu for "The name of my school is".
- Radio buttons for "I am a" with options "Boy" and "Girl".
- Radio buttons for "I am a First Nation, Metis, or Inuit person?" with options "Yes" and "No".
- Radio buttons for "When was the last time you studied information about Treaties?" with options "Grade 7", "Grade 1- Grade 6", and "Not at all".

The browser's taskbar at the bottom shows several open applications, including "Inbox in betty.rohr@...", "OTC NorthEast SD St...", "OTC 2009", "Responses to RSWP F...", "2009 Treaty surveys ...", and "Document3 - Microsof...". The system clock indicates the time is 4:20 PM.

After completing all questions, scroll down the page and click **Next**



## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

Complete all True/False questions, then click ***Next***.

**Section 1: True and False (15 items)**

Please click the bubble in the True column if the statement is true or in the False column if the statement is false.  
Please answer all questions, if you are uncertain then provide your best guess. The map provided by your teacher may be used as a reference.

|   | True                  | False                 |
|---|-----------------------|-----------------------|
| 1. European explorers were the first people to live in what is now Saskatchewan.                              | <input type="radio"/> | <input type="radio"/> |
| 2. Before contact with newcomers, First Nations tribes had little contact with one another.                   | <input type="radio"/> | <input type="radio"/> |
| 3. First Nations believe that all creation is connected together in some way.                                 | <input type="radio"/> | <input type="radio"/> |
| 4. When newcomers arrived, no one was living in the land now called Saskatchewan.                             | <input type="radio"/> | <input type="radio"/> |
| 5. Before contact with the newcomers, First Nations occupied the land that is now Saskatchewan.               | <input type="radio"/> | <input type="radio"/> |
| 6. First nations thought that the Treaties would have them share the land with newcomers.                     | <input type="radio"/> | <input type="radio"/> |
| 7. First Nations use oral history and traditions to pass on their world view from one generation to the next. | <input type="radio"/> | <input type="radio"/> |
| 8. First Nations people living on the prairies believed the buffalo was created for their survival.           | <input type="radio"/> | <input type="radio"/> |
| 9. The treaties were signed by the Crown and the First Nations people.  | <input type="radio"/> | <input type="radio"/> |
| 10. First Nations people believed that Mother Earth provided them with everything they needed to survive.     | <input type="radio"/> | <input type="radio"/> |
| 11. A handshake followed the signing of a treaty.   | <input type="radio"/> | <input type="radio"/> |

Next > Save

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Click ***Next*** –

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

The multiple-choice questions follow after the True/False questions.

The screenshot shows a web browser window titled "OTC Student Survey". The address bar shows a URL from the University of Saskatchewan. The page content is titled "Section 3: Multiple Choice (14 items)". It contains four questions with radio button options:

1. Who were the parties that signed the Treaties for the area now known as Saskatchewan?  
☐ a. the First Nations and the Metis  
☐ b. the French, First Nations and the Metis  
☐ c. the Crown and the First Nations  
☐ d. the Crown, First Nations and Metis
2. What was an important part of the agreements for the First Nations when they signed Treaty 4 (1874), Treaty 5 (1875) and Treaty 6 (1876)?  
☐ a. to sell their land to the government  
☐ b. to leave Saskatchewan and move further west  
☐ c. to limit their buffalo hunting and fur trading  
☐ d. to share their lands in return for the Crown's support and protection
3. Thinking of the Treaties, what does the following phrase mean?  
"As long as the sun shines, the grass grows and the rivers flow"  
☐ a. treaties are in effect during spring, summer and fall  
☐ b. treaties are forever  
☐ c. the treaties can be terminated by either party  
☐ d. the treaties can be changed as the seasons change
4. What was the purpose of signing Treaties?  
☐ a. to benefit First Nations people and the newcomers  
☐ b. to benefit the newcomers by having First Nations agree to give up their traditions and customs.  
☐ c. to benefit First Nations by having the newcomers give up their traditions and customs  
☐ d. to make sure the settlers on the prairies were all European newcomers

Complete all 26 multiple-choice questions, clicking **next** at end of each webpage until the last webpage.

The screenshot shows the final page of the survey. It contains question 26 and a "The end." message.

26. Which Act broke promises that were agreed upon in the treaties?

- ☐ a. British North America Act 1867
- ☐ b. Indian Act 1876
- ☐ c. Natural Resources Transfer Act 1930
- ☐ d. Constitution Act 1982

The end.  
Thank you for your participation!  
Click on FINISH.

Navigation buttons: < Back, Finish. A "Powered by eListen" logo is in the bottom right corner.

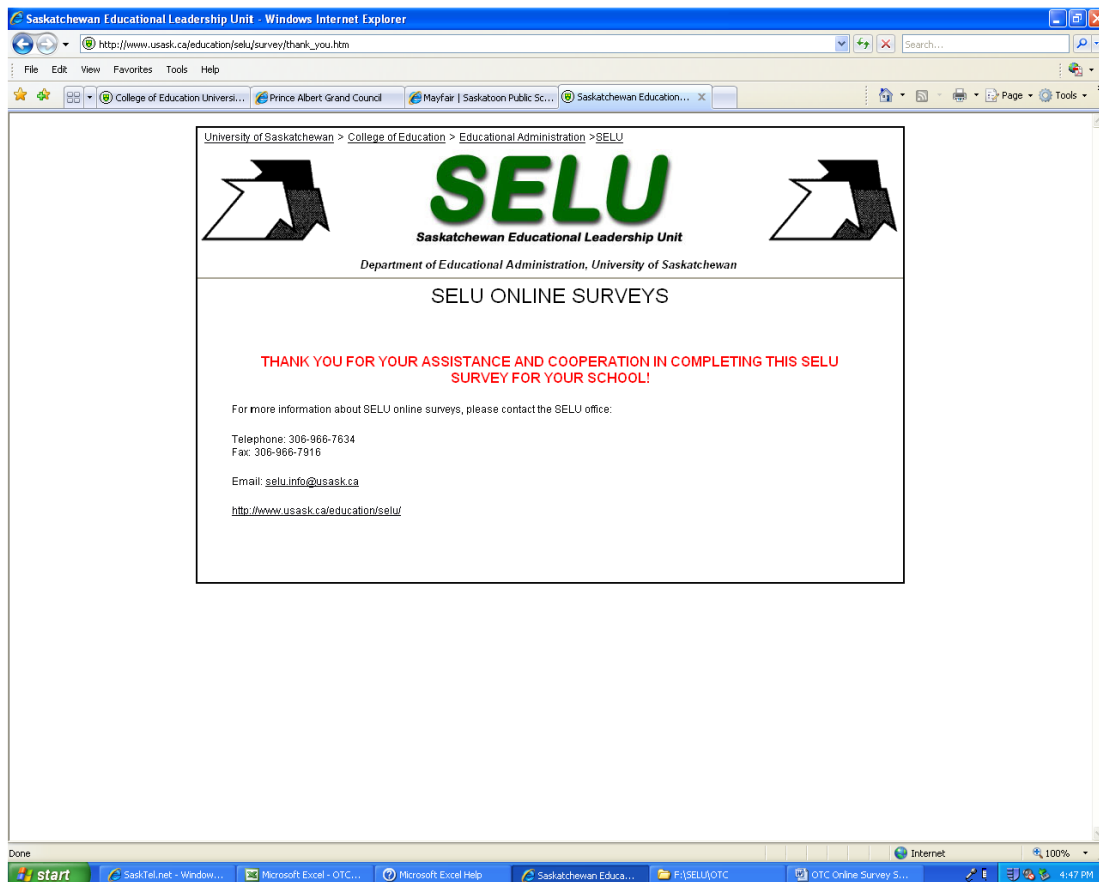
Click **Finish** - to submit responses.

You will be directed to the following SELU "Thank you" webpage.

## 2009 Grade 7 Student Treaty Survey Teacher Script

From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634



## 2009 Grade 7 Student Treaty Survey Teacher Script

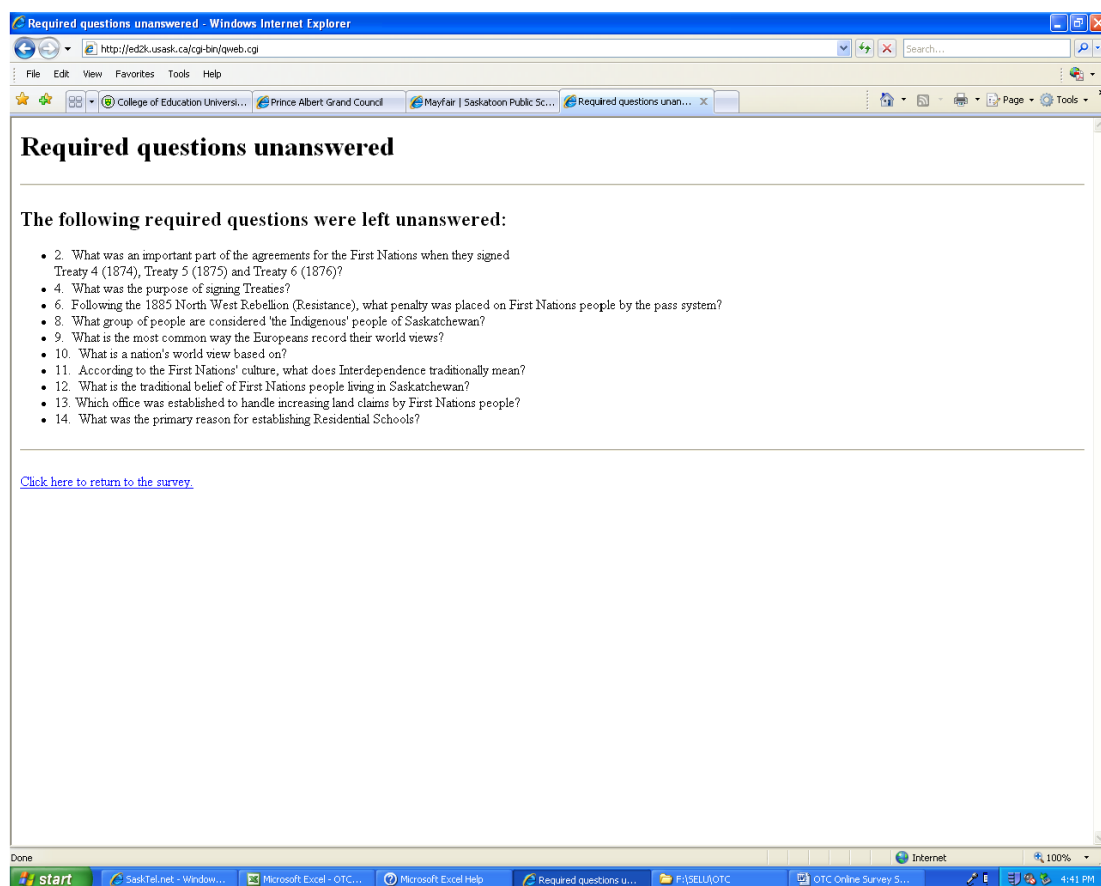
From Betty Rohr and Brian Keegan, SELU Project Consultants

Contact Phone# 306-966-7019 or 966-7634

### Unanswered Questions Webpage Sample:

If any of the questions were not answered, a message appears to indicate the questions that still need responses. Click *“Click here to return to survey.”* and complete any unanswered questions.

An example is shown in the screen print below:



# APPENDIX D: REGION LIST OF SCHOOL DIVISIONS AND PARTICIPATING FIRST NATIONS SCHOOLS

|                              | <b>North</b>   | <b>Central</b>   | <b>South</b>   |
|------------------------------|--|--|--|
| <b>First Nations Schools</b> | Canoe Lake Miksiw School<br>Island Lake First Nation<br>Okimawkamo Memorial School<br>Senator Myles Venne School | Chamakese Education Centre<br>Chief Little Pine School<br>Chief Mistawasis School<br>Chief Napew Memorial School<br>Chief Poundmaker School<br>Chief Taylor Elementary<br>Clifford Wuttunee School<br>Constable Robin Cameron Education Complex<br>Kisikohk School<br>Muskoday School<br>Muskowekwan School<br>Nipwaagwaigamig Kinistin School<br>Saulteaux Heritage School<br>Se-Se-Wa-Hum High School<br>Willow Cree Elementary School | Chief Paskwa Education Centre<br>Cowessess Community Education Center<br>Kahkewistahaw Education Centre<br>Kakisiwew School<br>Nakoda Oyade Education Centre<br>Okanese School<br>Keeseekoose Chiefs Education Centre<br>White Bear Education Centre |
| <b>School Divisions</b>      | Creighton<br>Ile a la Crosse<br>Northern Lights  | Englefeld<br>Greater Saskatoon Catholic<br>Horizon<br>Light of Christ<br>Living Sky<br>Lloydminster Public<br>Lloydminster RC<br>North East<br>North West<br>Prairie Spirit<br>Prince Albert RC<br>Saskatoon Public<br>Saskatchewan Rivers<br>Sun West<br>Conseil des écoles fransaskoises   | Chinook<br>Christ the Teacher<br>Good Spirit<br>Holy Family<br>Holy Trinity<br>Prairie South<br>Prairie Valley<br>Regina<br>Regina RC<br>South East Cornerstone<br>St. Augustine   |

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As undertaken by the Office of the Treaty Commissioner, in cooperation with the Saskatchewan Ministry of Education, Canadian Council on Learning (CCL), Federation of Saskatchewan Indian Nations (FSIN) and Indian and Northern Affairs Canada (INAC).

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