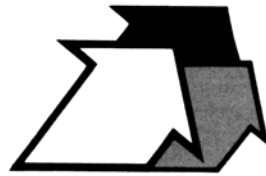


Saskatchewan Grade 7 Survey: Knowledge and Understanding of Treaties 2008

Instrument Development and Survey Results



REPORT BY

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ACKNOWLEDGEMENTS

The Grade Seven Survey: Knowledge and Understanding of Treaties 2008 was undertaken by the Office of Treaty Commissioner, providing constant vision and guidance for this project. We, the authors, acknowledge and appreciate the expertise and efforts of the Office of Treaty Commissioner that included the following members: Elder Alma Kytwayhat, Elder Dr. Danny Musqua, Susan Beaudin, Joanna Landry, Harry Lafond, Angella Pinay, and Kenneth Horsman

We would like to express our gratitude for the assistance and cooperation with the survey administration from public school directors, school division superintendents, First Nations Tribal Council Directors, principals, teachers, and students throughout Saskatchewan. In particular, we are grateful to the students who completed the survey. We are thankful to the Greater Saskatoon Catholic Schools division principals, teachers, and students for their cooperation and participation with the field test.

We acknowledge the contributions from initial work by David Anderson of daverna information services. We would also like to acknowledge the contributions of Dr. Brian Noonan at the University of Saskatchewan and Tony Linner for their assistance with instrument development and with the field testing process. We are thankful for the efforts, comments and insights offered by the teachers that participated in the focus group: Donna Linner, Adam Le Clair, and Daryl Lesyshyn.

Finally, we would like to express our appreciation for the support and Scantron expertise from the SELU administration team, Cecile Laprairie and Connie Kocsis.

EXECUTIVE SUMMARY

In the spring of 2008, the first time assessment of Grade Seven knowledge and understanding of treaties was undertaken by the Office of 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). An evaluation team from Saskatchewan Educational Leadership Unit at the University of Saskatchewan assisted with the project. The aim is to use the results as a benchmark for student knowledge of Treaties in 2008. In the Fall of 2008, the Office of Treaty Commissioner intends to provide sessions related to the results for administrators and teachers in both the First Nations and public schools.

Over 1800 English-speaking Grade Seven students from the Saskatchewan public school division and First Nations schools participated. Methodology included survey development with an expert panel, a teacher focus group, and a field test. The majority of the students completed the survey online, while 49 students completed the paper version.

Students were asked their perception of when they last studied information about Treaties. The majority (64%) did indicate they remembered studying about treaties while the remaining third indicated they had not studied information on treaties at all.

On average, Grade Seven students had a knowledge and understanding of Treaties at about 55% on items based upon a framework of six Treaty Essential Learnings established by the Office of Treaty Commissioner. The individual TEL scores were calculated for further investigation, with areas of symbolism, worldview, and treaty relationship as strong points while knowing specifics about treaties or contemporary issues were areas of weak points.

A major finding and an overwhelming outcome of this study was the trend that more education about treaties contributes to more knowledge and understanding about treaties. This finding underlines the importance of implementing educational programs that contribute to the growing awareness, knowledge and understanding about treaties and the treaty relationship. In turn, the impact of such programs will facilitate positive attitudes to diversity within our society.

CHAPTER ONE - INTRODUCTION

This document forms the report for the first time assessment of Saskatchewan Grade Seven students' knowledge and understanding of Treaties in the spring of 2008. This first time assessment, that provided a benchmark of treaty knowledge, was undertaken by the Office of 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). The evaluation team from the Saskatchewan Educational Leadership Unit at the University of Saskatchewan assisted with the project. The aim of this first survey is to provide a baseline for longitudinal evaluation of Treaty knowledge. The results of the survey serve as a 'snapshot' of student knowledge and understanding of treaties at the Grade Seven level while attending a public school or a First Nations school in Saskatchewan. The six Treaty Essential Learnings (TEL), established by the Office of Treaty Commissioner, provided the framework for the assessment.

BACKGROUND

With the diverse society within Saskatchewan compounded with an increase in the First Nations student population, the importance for an education that builds on the understanding of these relationships is essential. Knowledge of treaties and increased awareness will help prepare students in the lifelong learning process for an appreciation for this diversity. Lack of such knowledge is often the source of negative stereotypes and attitudes that contribute to a continuous and subtle racism.

The mandate of the Office of Treaty Commissioner (OTC) includes public education and awareness of treaty relationship and treaty history. The development of a Treaty Information kit was initiated by the OTC in partnership with the Federation of Saskatchewan Indian Nations, Saskatchewan Ministry of Education, and Indian and Northern Affairs Canada. The Information Treaty Kit was developed for use in Saskatchewan schools to serve as an educational resource. In addition, OTC provides in-service training for teachers to encourage and assist teachers with implementing the topic of treaties in the classroom

The Office of Treaty Commissioner has launched an investigation of Grade Seven students' understandings of First Nations Treaties and the First Nations people within Saskatchewan society. This project is a means of establishing tools to collect information about students' understanding of Treaties and the history surrounding their origins. Such information will be valuable for adjusting and fine-tuning education programs so all people of Saskatchewan can learn about the history of the First Nations, the making of the Treaties, and create the true partnerships as was the intent of the Treaties.

PURPOSE

This project is to develop a baseline survey as a first attempt to assess student knowledge and understanding of Treaties at the Grade Seven level. The aim is to use the results as a benchmark for student knowledge of Treaties in 2008. In the Fall of 2008, the Office of Treaty Commissioner intends to provide sessions related to the results for administrators and teachers in both the First Nations and public schools. Furthermore, findings are meant to support planning and monitoring of Treaty information resources as developed by the Office of Treaty Commissioner in cooperation with Saskatchewan Ministry of Education educational goals and objectives.

STRUCTURE OF REPORT

This report of the Grade Seven Survey: Knowledge and Understanding of Treaties is divided into four principal sections: Chapter One, the introductory section, describes the background and purpose of the survey. Chapter Two provides an overview of the methodology with survey development, a field test, the final instrument, sample selection, data collection, data analysis, and consideration of limitations; Chapter Three presents the findings of the survey in general and at gender, system, regional, and study group levels. Chapter Four consists of a discussion of the results and future implications.

CHAPTER TWO - METHODOLOGY

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 Seven student population. The methodology began with the development of a survey. Procedures were implemented in the construction of the survey to ensure validity of the data gathered in this project. The following is an overview of the procedures, the survey development, sampling procedures, data collection, data analysis, and limitations.

SURVEY DEVELOPMENT

The goal was to design a survey that would gather a broad spectrum of knowledge and understanding of treaties within a period of twenty minutes, suitable for a Grade Seven population. The survey development occurred in four stages within a period of ten weeks: 1) preparatory, 2) item construction, 3) field test, and 4) refinement.

The preparatory stage entailed preliminary meetings with members from the OTC reference committee and the SELU team. Goals were established and a document was presented by OTC from earlier research that included a survey. It was deemed that this earlier form of a survey required additional work and updating. A timeline was established with the aim to conduct the survey before the end of June, 2008.

The item construction phase included decisions on question format, item writing, and item review by an expert panel. A balance of True/False items, Matching, and 4-option Multiple Choice items contribute to an efficient way to assess a broad body of knowledge. At the same time, the combination of question formats allows for a reduction in the guessing factor that is very high with True/False items alone. Only multiple choice items would be too difficult for students at a Grade Seven level and only True/False items would be too easy and more prone to guessing. A matching question provided for a large number of items that are homogeneous in nature. Item writing included contributions from Tony Linner, a teacher consultant

knowledgeable in teaching about treaties. In the past, he had conducted training workshops using the *Teaching Treaties in the Classroom – An Information Resource Kit*. By mid April, a first draft of items was prepared and the OTC expert panel met to review the items with members of the SELU team. Items were challenged for their accuracy, relevance to the subject of treaties, clarity, and correct understanding. A table of specifications was constructed to examine content validity and maintain a representativeness of the items to framework of the Treaty Essential Learnings. Additional items were required to complete the desired balance within the table of specifications. Second and third drafts of items were reviewed by the OTC expert panel. The item construction stage culminated with a focus group interview consisting of teachers familiar with teaching Grade Seven students. All items of the fourth draft were examined for clarity, age appropriateness, and in general, face validity. Suggestions included the number of items that would be manageable for the age level, changes to enhance clarity and simplify vocabulary. Again, changes were made with a fifth draft sent out to the OTC expert panel for review.

The item construction stage reached completion once comments were returned and minimal changes were required. Soon after, the field test was launched. The refinement stage followed with an item analysis of field test results, leading to a final decision on items to be included in the survey. Only minor changes were requested along with approval from the OTC expert panel.

FIELD TEST

Two preliminary forms of the assessment were prepared in order to provide an item bank to draw upon for the final version. Items were close-ended questions with multiple choice, matching 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. Form A consisted of 14 True/False items, 12 Multiple Choice items, and 6 Matching questions; Form B consisted of 13 True/False items, 11 Multiple Choice items, and 9 Matching questions.

During the first week of May 2008, the Field Test was administered to Grade Seven classes within the Greater Saskatoon Catholic School District. Five schools participated and were drawn from areas dispersed throughout Saskatoon – St Marguerite School in Parkridge, Father Vachon School in Centennial, St. Bernard at Lakeview, John Paul II School in College Park, and Mother Teresa School in Forest Grove.

Three Grade Seven classes completed Form A Survey that consisted of 32 items, $N_A = 79$ students, 56% male, *Average Mean Score* = 15.7 *SD* = 4.1. Three Grade Seven classes completed Form B Survey that consisted of 33 items, $N_B = 78$, 50% male [of 75 as three students did not indicate gender], *Average Mean Score* = 14.9 *SD* = 4.4. Form A was completed on the average of 10 to 15 minutes whereas Form B was completed on the average of 15 to 20 minutes. Internal consistency was investigated to estimate the reliability of the instruments and was determined to be moderate for both forms; Cronbach's alpha coefficients of 0.64 and 0.68 for Form A and Form B, respectively. Overall, there was evidence that the two forms were similar and would provide a good basis for the final survey instrument.

The general goal for an item analysis is to help develop a survey that is not too easy or too difficult, yet able to discriminate between the group that has the characteristics that is being measured from the group that does not have the characteristics. 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 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 4 option Multiple choice exams are considered easy while a difficulty index below 0.50 is considered difficult. Form A Item Difficulty indices ranged from difficult to easy, 0.14 to 0.88; and was similar to the Form B, 0.15 to 0.88.

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 0.64; Form B Item Discrimination indices ranged from 0.05 to 0.54.

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

SURVEY INSTRUMENT

The development of the Grade Seven assessment of Treaty knowledge and understanding survey took place over the period of ten weeks, involving a reference committee from the Office of Treaty Commissioner, consultants knowledgeable in teaching about Treaties, a test development expert, and a panel of teachers familiar with teaching Treaties and/or Grade Seven students. Two preliminary forms of the instrument were field tested in a Saskatchewan school division with approximately 200 students participating. The items were analyzed to determine the best items to be used in the bench marking assessment.

The survey was framed on six Treaty Essential Learnings detailed in the March 2007 document titled *Treaty Essential Learnings: We are All Treaty People*. As well, survey items were considered in light of the goals and objectives of the Grade Seven unit, *Teaching Treaties in the Classroom*. All six Treaty Essential Learnings were represented in the survey. In addition, the six themes were weighted by consideration of the amount of emphasis in the resource

material. See Table 1 for the Table of specifications based on the six Treaty Essential Learnings. Also see Appendix A for the Grade Seven Survey of Treaty Knowledge and Understanding.

The instrument was designed to collect a broad spectrum of treaty knowledge and understanding in a time period of 20 minutes. Close-ended questions using three formats: multiple choice (14 items), true/false (15 items), and matching (6 items). A map of Treaties in Canada was attached for reference. The survey could be submitted in either scannable paper form or online.

The survey was administered by the classroom teacher or by a teacher identified by the school division. The school had a choice in completing the survey on-line or by scannable paper forms. A script and instructions were provided to all as a way to maintain a standard test protocol. See Appendix D.

The assessment provides a total score with the summation of all correct items. Internal consistency reliability was examined for this sample and determined to be good, Cronbach's alpha coefficient = 0.74 ($N=1802$, 35 items). Subscores, representing the six Treaty Essential Learnings (TEL) were calculated with the following computations: TEL1 Treaties was the summation of eight items: Multiple Choice (MC) 1, MC2, True/False (TF) 9, TF 12, Matching (M) 1, M3, M5, and M6; TEL 2 Treaty Relationship was the summation of five items: MC3, MC4, TF13, TF14, and TF15. TEL3 History was the summation of eight items: MC 5, MC 6, TF1, TF2, TF4, TF5, M2, and M4. TEL 4 Worldview was the summation of ten items: MC7, MC8, MC9, MC10, MC11, MC12, TF3, TF7, TF8, and TF10. TEL5 Symbolism was the summation of two items: TF 6 and TF7. TEL6 Contemporary was the summation of two items: MC13 and MC14. TEL5 and TEL6 were combined to form TEL5/6, consisting of a score of 4 items.

TABLE 1 TABLE OF SPECIFICATIONS: GRADE SEVEN SURVEY OF TREATY KNOWLEDGE AND UNDERSTANDING

Table of Specifications – Grade Seven Survey of Treaty Knowledge and Understanding				
	Question Type			Total
	# of items, Percentage			
Treaty Essential Learning (TEL)	Multiple Choice	True/False	Matching	
1. Treaties	2 (5.7%)	2(5.7%)	4 (11.5%)	8 (22.9%)
2. Treaty Relationship	2(5.7%)	3 (8.6%)		5 (14.3%)
3. Historical Context	2 (5.7%)	4 (11.4%)	2 (5.7%)	8 (22.8%)
4. First Nations & Worldview	6 (17.2%)	4 (11.4%)	0 (0%)	10 (28.6%)
5. Symbolism		2 (5.7%)		2 (5.7%)
6. Vision & Contemporary Issues	2 (5.7%)	0 (0%)	0 (0%)	2 (5.7%)
Total	14 (40.0%)	15(42.8%)	6(17.2%)	35 (100%)

SAMPLING

The target population was Grade Seven students in the Saskatchewan public school system and First Nations schools. A convenience sample was acquired with the attempts to obtain schools representative of all of Saskatchewan. In the spring of 2008, school division and Tribal Council directors were contacted for schools that would be available to participate in the study. The Director of Education, or the Tribal Council Director, or their designate provided Saskatchewan Educational Leadership Unit with schools from their jurisdiction that were willing to participate. Students were informed of the pending assessment as well as parents/caregiver via a parent letter. See Appendix E.

DATA COLLECTION

Data collection occurred over a period of three weeks, from May 28 to June 17, 2008. A total of 1802 students participated from 95 schools (193 students of 17 First Nation schools and eight Tribal Councils, 1609 students of 78 schools and 11 school divisions).Participation from the

public school system, as classified into the three regions, is as follows: North had one school division and six schools, Central had four school divisions and 24 schools, and South had six school divisions and 48 schools. See Appendix C for a list of the schools that participated.

Initially data were collected from 1814 participants; however, 12 participants (0.7%) were omitted. They had a total score that was lower than 8 out of the possible 35 as well as evidence of a pattern in their responses, such as ‘1 2 3 4 1 2 3 4’ or ‘all 1’s’.

DATA ANALYSIS

In order to reduce bias of oversampling in some areas of the province, the sample was weighted according to regions and enrollment. The weighting used for First Nations was to reflect the proportion of First Nations school enrollment compared to the public school enrollment as reported in Government of Saskatchewan *2004 Saskatchewan Education Indicators Report*; [First Nations enrollment = 16,134. Public school enrollment = 174,263, Totaling 190,397, Proportion of First Nations = $16,134/190,397 = 8.5\%$]. Weighting of the regions was based on student enrollment as reported in the Saskatchewan Ministry of Education *2007 Provincial K-12 Student Enrollment summary* of the school divisions. Table 2 presents a comparison of the frequency of participants by region and the weighted frequency used for data analysis.

TABLE 2 COMPARISON OF FREQUENCY AND WEIGHTED FREQUENCY OF SAMPLE BY REGION

	Weighted Frequency	Percent	Frequency	Percent
First Nations	153	8.5	193	10.7
North	63	3.5	106	5.9
Central	883	49.0	553	30.7
South	703	39.0	950	52.7
Total	1802	100.0	1802	100.0


Data analyses were performed using SPSS version 15. Both descriptive and inferential procedures were completed. Descriptive statistics included means and standard deviations of Total Score and Treaty Essential Learnings 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 (public and First Nations), region (First Nations, north, central, south), and Study Group. 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 Seven knowledge and understanding of Treaties. The results are not definitive and there are some perspectives lacking. Nonetheless, insights from such an assessment do contribute to meaningful discussions and program planning.

The sample is not a random sample and as such, lacking in representing the province as a whole. Generalization should be done with caution. The researchers were limited by time constraints and availability of participants. Over representation of some school divisions was compensated for by weighting cases by regions based on past enrollment records.



CHAPTER THREE – RESULTS

SAMPLE DESCRIPTIVES

FREQUENCY

The sample consisted of 1802 participants. Weighting based on enrollments per region was applied for data analysis of means and differences between groups. In the total sample, males and females were equally represented, (males = 50.2%). In general, a majority of students perceived Grade 1 to Grade 6 as the last time they remembered studying about treaties. See Table 3 for details.

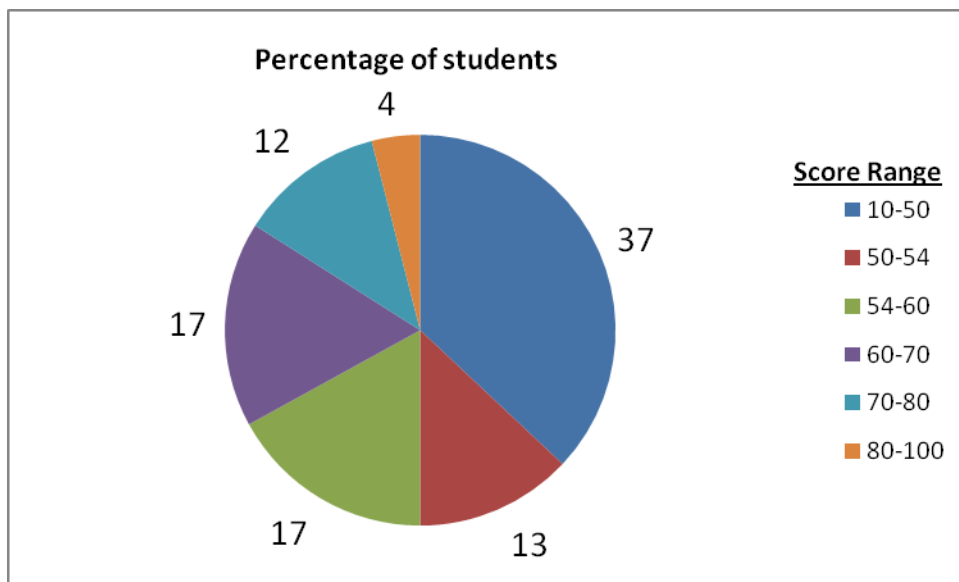
TABLE 3 SAMPLE WEIGHTED FREQUENCY BY REGION, GENDER, AND STUDY GROUP

Region			When was the last time you studied information on Treaties?			Total
			Grade 7	Grade 1-Grade 6	Not at all	
	What gender are you?					
First Nation	Male		25	24	20	69 (44.8%)
	Female		32	22	31	85 (55.2%)
	Total		57 (37%)	46 (30%)	51 (33%)	154
North	Male		17	9	9	35 (56.5%)
	Female		14	5	8	27 (43.5%)
	Total		31 (50%)	14 (23%)	17 (27%)	62
Central	Male		70	195	171	436 (49.4%)
	Female		45	231	171	447 (50.6%)
	Total		115 (13%)	426 (48%)	342 (39%)	883
South	Male		108	138	119	365 (51.9%)
	Female		100	123	115	338 (48.1%)
	Total		208 (30%)	261 (37%)	234 (33%)	703
Total	Male		220	366	319	905 (50.2%)
	Female		191	381	325	897 (49.8%)
	Study Group		411 (23%)	748 (41%)	643 (36%)	1802

DISTRIBUTION OF SCORES

The median percentage indicating the cutoff for half of the students was a survey score of 54%. Of the total group, 16.5% of the sample obtained a score above 70% while only 4% of the total group obtained a score above 80%. See Figure 1. In addition, the distribution of the Survey scores reveals a somewhat normal distribution with predominately symmetrical sides. A histogram of the score distribution for the sample is shown in Appendix B.

Figure 1 Percentage of students in Score Range



MEAN SCORES

The average survey score for the total sample was 55% or 19.3 of 35 items. A standard error of measurement (*SE*) equal to 0.12 gives 95% confidence (*95CI*) that the average is between 19.1 and 19.5. The Treaty Essential Learnings where the group on average had strengths and scored higher were TEL5 Symbolism at 74% [1.5 of 2 items, *SE*=0.015, *95CI*(1.47-1.53)], TEL4 Worldview at 65% [6.5 of 10 items, *SE*=0.04, *95CI*(6.4-6.6)], and Treaty Relationship at 63% [3.1 of 5 items, *SE*=0.03, *95CI*(3.04-3.16)]. On the other hand, the areas where the group on average had weaknesses were TEL1 Treaties at 37% [2.9 of 8 items, *SE*=0.03, *95CI*(2.84-2.96)] and TEL6 Contemporary issues at 25% [0.5 of 2 items, *SE*=0.015, *95CI*(.47-.53)]. See Table 4 for an overview of the mean scores for the total group

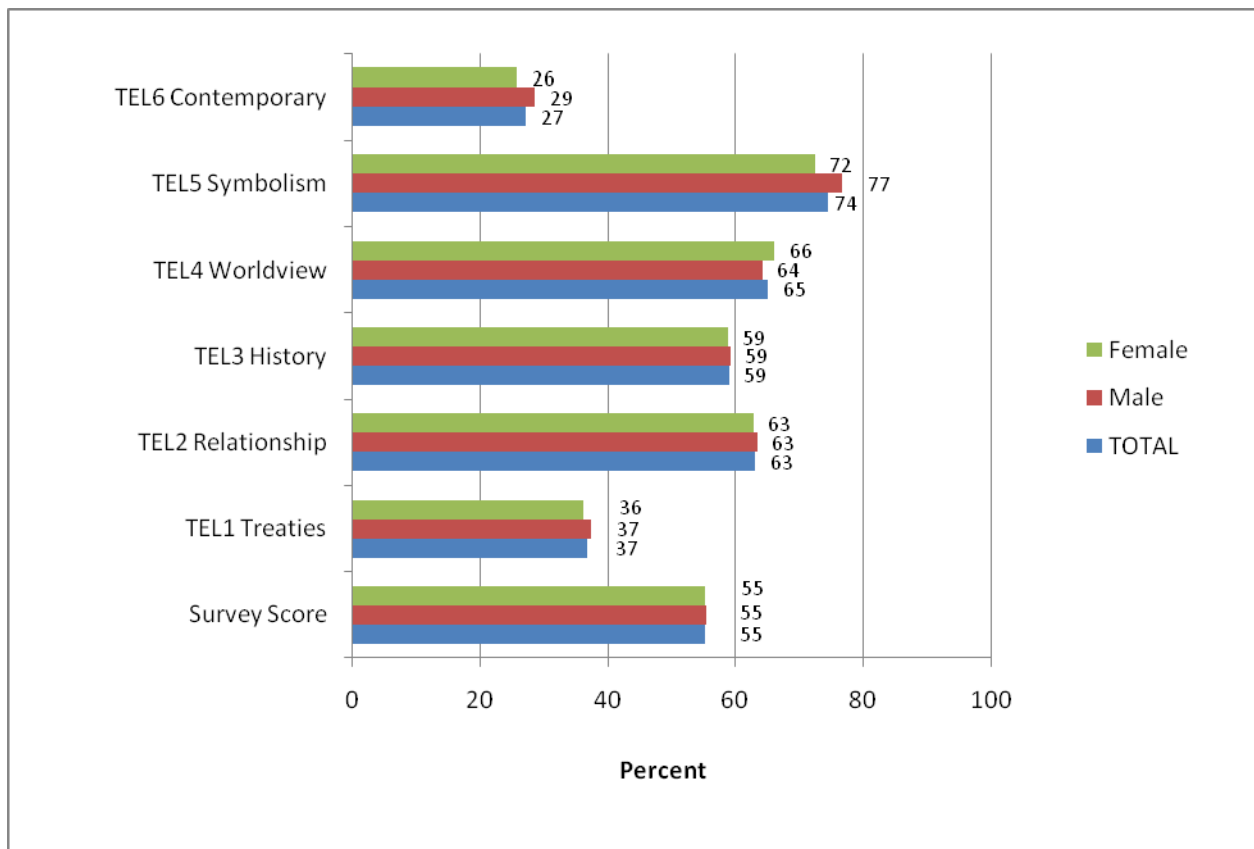
TABLE 4 MEAN SCORES FOR TOTAL SAMPLE

N= 1802	Minimum	Maximum	Mean %	Mean	SE	SD
Survey Score	8	34	55%	19.3	.12	4.99
TEL1 Treaties	0	8	37%	2.9	.03	1.49
TEL2 Treaty Relationship	0	5	63%	3.1	.03	1.28
TEL3 History	0	8	59%	4.7	.04	1.67
TEL4 FN Worldview	0	10	65%	6.5	.04	1.93
TEL5 Symbolism	0	2	74%	1.5	.015	.64
TEL6 Contemporary	0	2	25%	.5	.015	.64
TEL 5 + TEL 6	0	4	51%			

.GENDER DIFFERENCES

Within gender, the mean survey scores were similar. There were some slight differences found within the TEL scores. Females on average had slightly higher TEL4 Worldview scores at 66% versus 64% for the Males [$F(1,1800) = 4.3, p = .04$] while Males had slightly higher TEL5 Symbolism at 77% versus 72% and TEL6 Contemporary scores 29% versus 26%. The combined TEL5/6 scores were 53% versus 49%, [$F(1,1800) = 10.22, p = .001$]. See Figure 2.

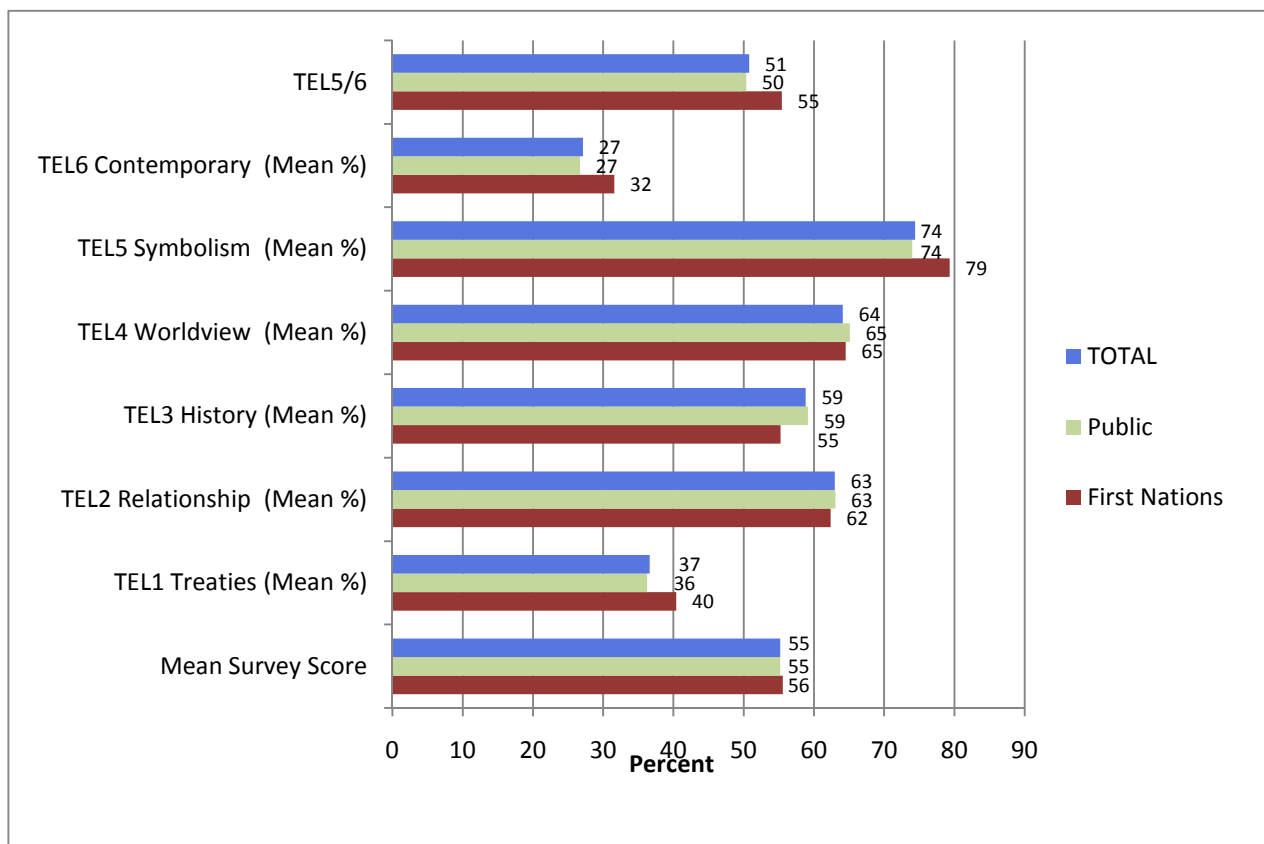
Figure 2 Gender Differences



SYSTEM DIFFERENCES

Upon comparing the public school and First Nations systems, their average survey scores were similar. There were some slight differences found in the TEL scores. First Nations scores were higher for TEL1 Treaties at 40% versus 36%, [$F(1,1800) = 6.9, p = .01$], TEL5 Symbolism and TEL 6 Contemporary with combined scores at 55% versus 50%, [$F(1,1800) = 6.5, p = .01$]. The public system average scores for TEL3 History were slightly higher at 59% versus 55%, [$F(1,1800) = 4.9, p = .03$]. See Figure 3.

Figure 3 System Differences



REGION DIFFERENCES

Upon comparing regions within the public system along with First Nations, on average all subgroups had average survey scores between 50% and 56%. See Figure 4. Overall, the scores for the North region were lower. There was significant difference found between the North and all other three subgroups in mean survey score [$F(3,1798) = 2.95, p = .03$]. TEL2 Treaty Relationship, $F(3,1798) = 8.87, p = .035$.and TEL4 World view [$F(3,1798) = 4.0, p = .002$]. while only significantly lower than the First Nations subgroup for TEL1 Treaties $F(3,1798) = 3.04, p = .03$, and TEL5/6 combined, $F(3,1798) = 2.7, p = .045$]. See Figure 5.

Figure 4 Region Differences and Mean Score

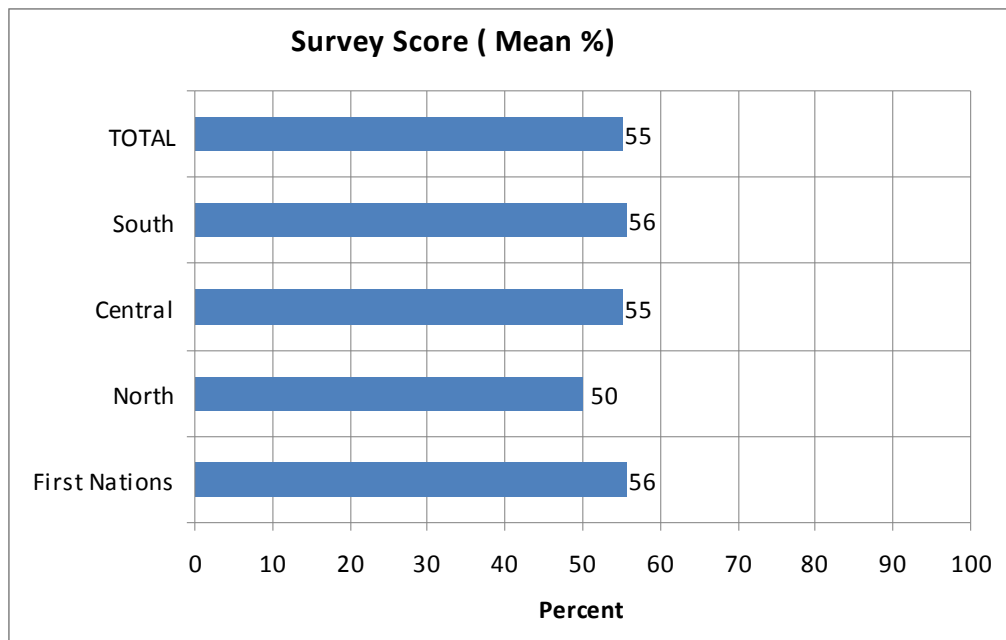
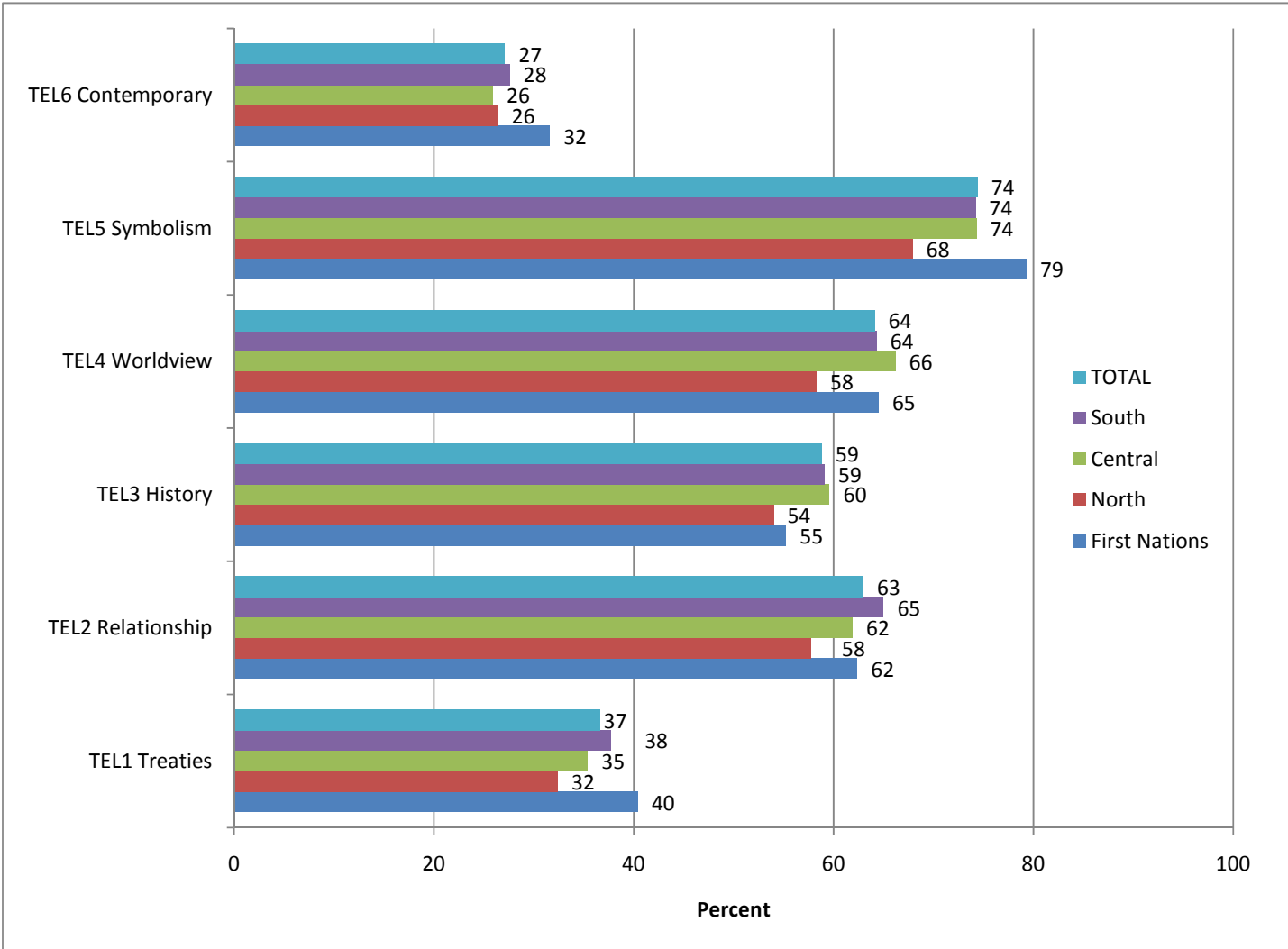


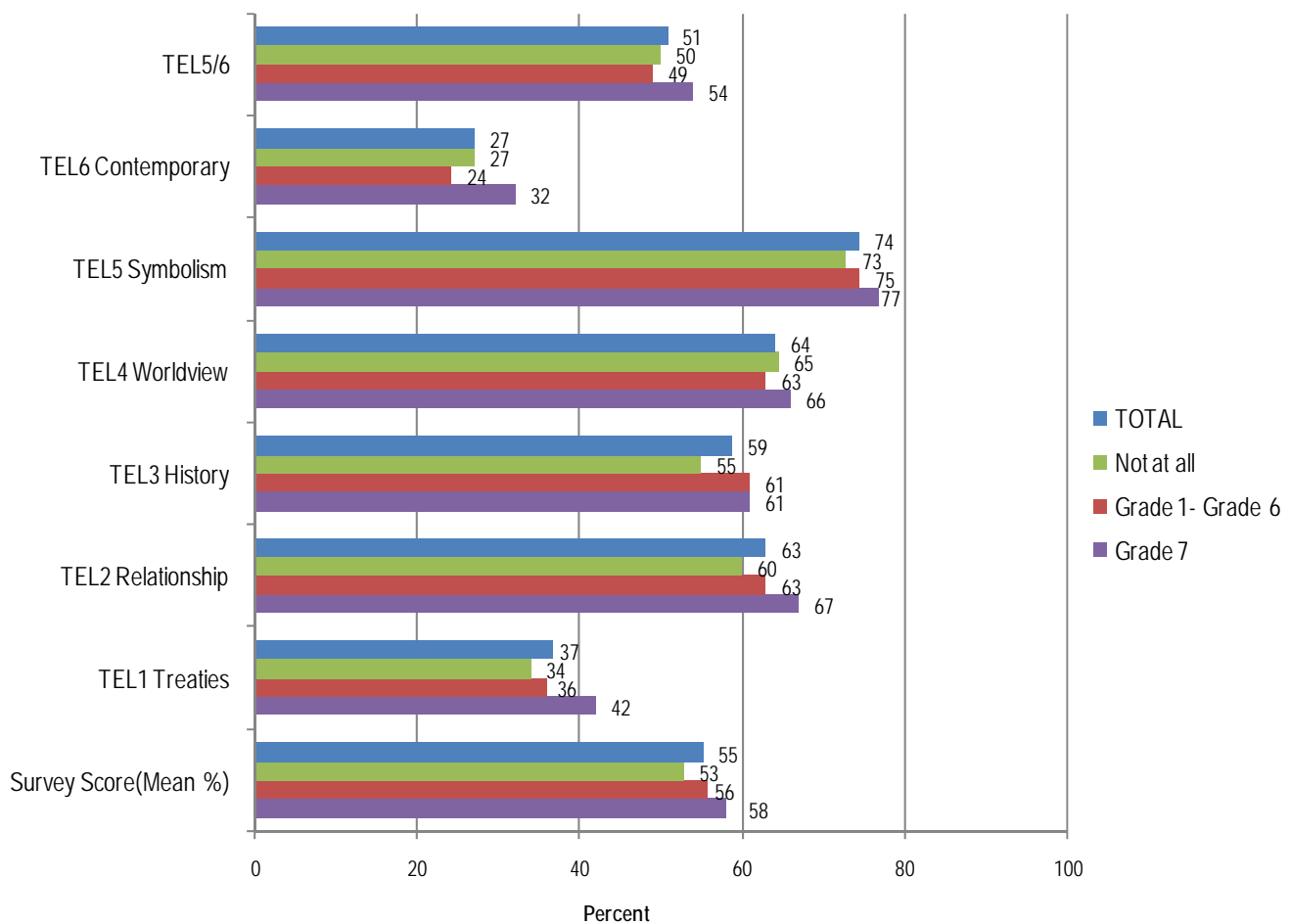
Figure 5 Regional Differences and TEL Mean Scores



STUDY GROUP DIFFERENCES

Students were asked for their perception of when they last studied information on treaties and were grouped accordingly. 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 58%, 56%, 53%, respectively $F(2,1799) = 18.35, p < .001]$. The ‘Grade 7’ subgroup TEL scores were the highest with the following statistical significance: TEL1 Treaties $F(2,1799) = 27.3, p < .001]$., TEL2 Treaty Relationship $F(2,1799) = 9.52, p < .001]$., TEL3 History $F(2,1799) = 13.26, p < .001]$., TEL4 Worldview $F(2,1799) = 3.91, p = .02]$., and TEL5/6 $F(12,1799) = 6.6, p = .001]$. See Figure 6 for more details.

Figure 6 Study Group Differences



CHAPTER FOUR – DISCUSSION

SUMMARY OF FINDINGS

In the spring of 2008, 1802 students participated in the Grade Seven Survey: Knowledge and Understanding of Treaties, over 1600 students from the public school system and about 200 students from First Nations schools. The participants were from all over Saskatchewan, from 78 schools of 11 school divisions and 17 schools in eight Tribal Councils.

After an intensive ten week period of survey development, the survey was launched. It consisted of 35 items, in either multiple choice, true/false, or matching format with the aim of being completed within twenty minutes. Data were collected for 3 weeks, just before the school year ended. The majority of the surveys were completed online while 49 participants completed the paper version. Gender was equally represented in the sample. Students were asked their perception of when they last studied information about Treaties. The majority (64%) did indicate they remembered studying about treaties while the remaining third indicated they had not studied information on treaties at all.

Of the total group of students, half of them received a score of 54% or less. One out of three students received a score above 60%. On average, Grade Seven students had a knowledge and understanding of Treaties at about 55% on items based upon a framework of six Treaty Essential Learnings established by the Office of Treaty Commissioner. The individual TEL scores were calculated for further investigation of areas of strength and weakness. The areas of symbolism, worldview, and treaty relationship were strong points whereas knowing specifics about treaties or contemporary issues were areas that were weak points.

Overall, the various groups were remarkably similar with the exception for differences within Study Groups. There did appear to be some gender preferences or weak points. Specifically, females were slightly stronger in the area of worldview whereas males were

stronger in areas of symbolism and contemporary issues. Students in the First Nations system were slightly stronger than students in the public system in knowledge about specific treaties, symbolism, and contemporary issues. Regional differences revealed lower scores overall for the north region. It is possible that there are other factors impacting the results in the north region that could be investigated in future research.

The highly significant differences between Study Groups were an overwhelming outcome in this study. In all scores, the 'Grade 7' subgroup maintained the highest scores with a trend in favor for those with more education.

SURVEY ADMINISTRATION OBSERVATIONS

Overall, the survey administration proceeded efficiently and smoothly. The general response from all principals, teachers, and students was supportive, eager, and a willingness to cooperate. The survey assessment did appear to raise an awareness of needs and gaps in treaty knowledge and instruction. Some queries were concerns about whether instruction was needed prior to the survey or the amount of reading needed to complete the survey, as illustrated by the following comment that was sent to the researchers:

“in discussion with the Grade 7 teacher - she was absolutely astounded by the lack of our students' knowledge in this area. Although they have been attending Treaty 4 celebrations every year since they were in Grade 2...and most teachers do a fair bit of pre-teaching prior to going to Treaty 4 - as well as other instructional moments/discussions throughout the school year - the students appeared to know nothing. It became very clear to her that she will certainly have to do some more very specific/formal instruction. Following the completion of the survey - she went home and did a fair bit of gathering of resources...and basically over the next day did at least 2 hours of "instruction/discussion.She was very concerned with the amount of reading that was required to complete the survey.”

FOLLOW-UP

In the Fall of 2008, the Office of Treaty Commissioner intends to provide sessions related to the results for administrators and teachers in both the First Nations and public 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 Grade Seven Survey: Knowledge and Understanding of Treaties has provided some information and insights towards benchmarking, programming and program evaluation within Saskatchewan. The results indicate that the Grade Seven level of understanding of treaties is at 55% and there is definitely room for growth. One out of three students received a score above 60%. Additionally, only two out of three students recall ever studying about treaties in school.

Additional programming information is provided from the survey TEL scores for the six Treaty Essential Learnings. Program developers may consider the weak and strong points of the TEL outcomes in this survey in order to determine how much and in what ways they want to focus these areas into developing resources. The program developers can use this information in determining goals for Grade Seven and the other Grade levels. In light of the development of a treaty curriculum for Grade 1 to Grade 6, there is increased interest for future Grade seven assessments in order to monitor and evaluate such programming.

The success of this survey assessment has certainly provided evidence for the role in a one-time 'snapshot' of treaty knowledge and understanding at the Grade seven level. However, the added benefits for a long-term plan and a longitudinal design can provide additional insights into changes over time and the enhanced ability to monitor changes. Revisiting this survey in the future is an important consideration; however, this instrument would best be viewed as the parent instrument to future assessments. It is suggested to build upon the present instrument and to develop an item bank for future assessments with items that are aligned to the curriculum in use. It is also suggested to add an attitude assessment component to the survey instrument in order to also investigate and monitor attitudes associated with treaty knowledge and understanding.

An unexpected and major finding of this study was the overwhelming evidence in favor of education connected to more successful knowledge and understandings about treaties. This evidence supports continued efforts for implementing educational programs that contribute to the growing awareness knowledge and understanding about treaties and the treaty relationship. In turn, the impact of such programs will continue to facilitate positive attitudes to diversity within our society.



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APPENDICES

APPENDIX A

GRADE SEVEN SURVEY:KNOWLEDGE AND UNDERSTANDING OF TREATIES

Section 1: True and False (15 items)

Please bubble/circle in 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. (answer *)

- | | | |
|--|----|----|
| 1. European explorers were the first people to live in what is now Saskatchewan. [TEL# 3] | T | *F |
| 2. Before contact with Europeans, First Nations tribes had little contact with one another. [TEL# 3] | T | *F |
| 3. First Nations believe that all creation is connected together in some way. [TEL# 4] | *T | F |
| 4. When Europeans newcomers arrived, no one was living in the land now called Saskatchewan. [TEL# 3] | T | *F |
| 5. Before contact with Europeans, First Nations occupied the land that is now Saskatchewan. [TEL# 3] | *T | F |
| 6. First Nations thought that the Treaties would have them share the land with newcomers. [TEL# 5] | *T | F |
| 7. First Nations use oral history and traditions to pass on their world view from one generation to the next. [TEL# 4] | *T | F |
| 8. First Nations people living on the prairies believed the buffalo was created for their survival. [TEL# 4] | *T | F |

9. The treaties were signed by the Crown and the First Nations people. *T F
[TEL# 1]
10. First Nations people believed that Mother Earth provided them with *T F
everything they needed to survive.[TEL# 4]
- 11.. A handshake followed the signing of a treaty. *T F
[TEL# 5]
12. Providing health care for First Nation people was the only responsibility T *F
taken by the Federal Government in signing treaties. [TEL# 1]
13. The treaty-making process was a way to build lasting relationships. *T F
[TEL# 2]
14. First Nation people did NOT consider the treaty-making process a sacred event.T *F
[TEL# 2]
15. When the leaders were signing the treaties, they were thinking about a *T F
peaceful future for the generations to follow. [TEL# 2]

Section 2: Matching Treaties: (6 items

Match the statement in column A with the Treaty listed in column B by selecting the matching letter in the space provided. A choice from column B may be used only once and there are a couple of choices that will not be used at all. The map may be used for a reference.

Column A	Column B
1. ___ Signed at Fond du Lac in 1899	a. Treaty 2
2. ___ Signed in 1874 and takes in the most Southern portion of Saskatchewan	b. Treaty 3
3. ___ This Treaty area was mainly in southern Alberta	c. Treaty 4
4. ___ This Treaty area was mainly in southern Manitoba	d. Treaty 5
5. ___ The Lake Winnipeg Treaty (1875)	e. Treaty 6
6. ___ Signed at Ile-a-la Crosse in 1906	f. Treaty 7
	g. Treaty 8
	h. Treaty 10

Answers:

1. g. [TEL# 1], 2. c [TEL# 3], 3. f [TEL# 1], 4. a [TEL# 3], 5. d [TEL# 1], 6. h [TEL# 1]

Section 3: Multiple Choice (14 items)

Please bubble in the statement that best answers each of the questions below. Please answer all the questions, if you are uncertain then provide your best guess.

1. Who were the parties that signed the Treaties for the area known as Saskatchewan? (answer c) [TEL# 1]
 - 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)? (answer d) [TEL# 1]
 - 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"? (answer b) [TEL# 2]
 - a. treaties are in effect during spring, summer and fall
 - b. the 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? (answer a) [TEL# 2]
 - a. to benefit First Nations people and European 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 newcomers give up their traditions and customs.
 - d. to make sure the settlers on the prairies were all European.

5. What country represented the "Crown" in the Treaties? (answer a) [TEL# 3]
 - a. Britain
 - b. France
 - c. Spain
 - d. United States

6. Following the 1885 North West Rebellion (Resistance), what penalty was placed on First Nations people by the pass system? (answer c) [TEL# 3]
 - a. jail time for the sale of ammunition
 - b. restriction on access to food and housing
 - c. consent required before First Nations people could leave the reserve

- d. consent before First Nations people could sell their livestock
7. In what way has First Nations knowledge traditionally been passed on? (answer d)
[TEL# 4]
- by written books
 - by written Treaties
 - by animal carvings
 - by oral or spoken traditions
8. What group of people are considered ‘the Indigenous’ people of Saskatchewan? (answer c) [TEL# 4]
- the European settlers
 - the Metis
 - the First Nations
 - the Inuit
9. What is the most common way that Europeans record their world views? (answer d)
[TEL# 4]
- through oral tradition or word of mouth
 - through story telling
 - through oral tradition and the writing
 - through writings
10. What is a nation’s world view based on? (answer c) [TEL# 4]
- politics and government
 - oral language and writings
 - values, language, customs and beliefs
 - a strong understanding of the past
11. According to the First Nations’ culture, what does Interdependence traditionally mean? (answer b) [TEL# 4]
- everyone can independently survive
 - all life forms are connected
 - governments provide everything people need to live
 - social systems are not linked
12. What is the traditional belief of First Nations people living in Saskatchewan? (answer a)
[TEL# 4]
- They were put on the land by the Creator
 - They arrived in America by crossing the Bering Strait
 - They lived in South America and moved north
 - They came west from the Ontario region

13. Which office was established to handle increasing land claims by First Nations people?
(answer d) [TEL# 6]
- a. Office of the Treaty Commissioner
 - b. Office for Internal Review
 - c. Office of Land Titles
 - d. Office of the Indian Claims Commission
14. What was the primary reason for establishing Residential Schools? (answer d) [TEL# 6]
- a. to protect First Nations children
 - b. to provide First Nations with education in a different setting
 - c. to reduce the costs of educating First Nations children on reserves
 - d. to educate, assimilate and Christianize First Nations children

Reference Map

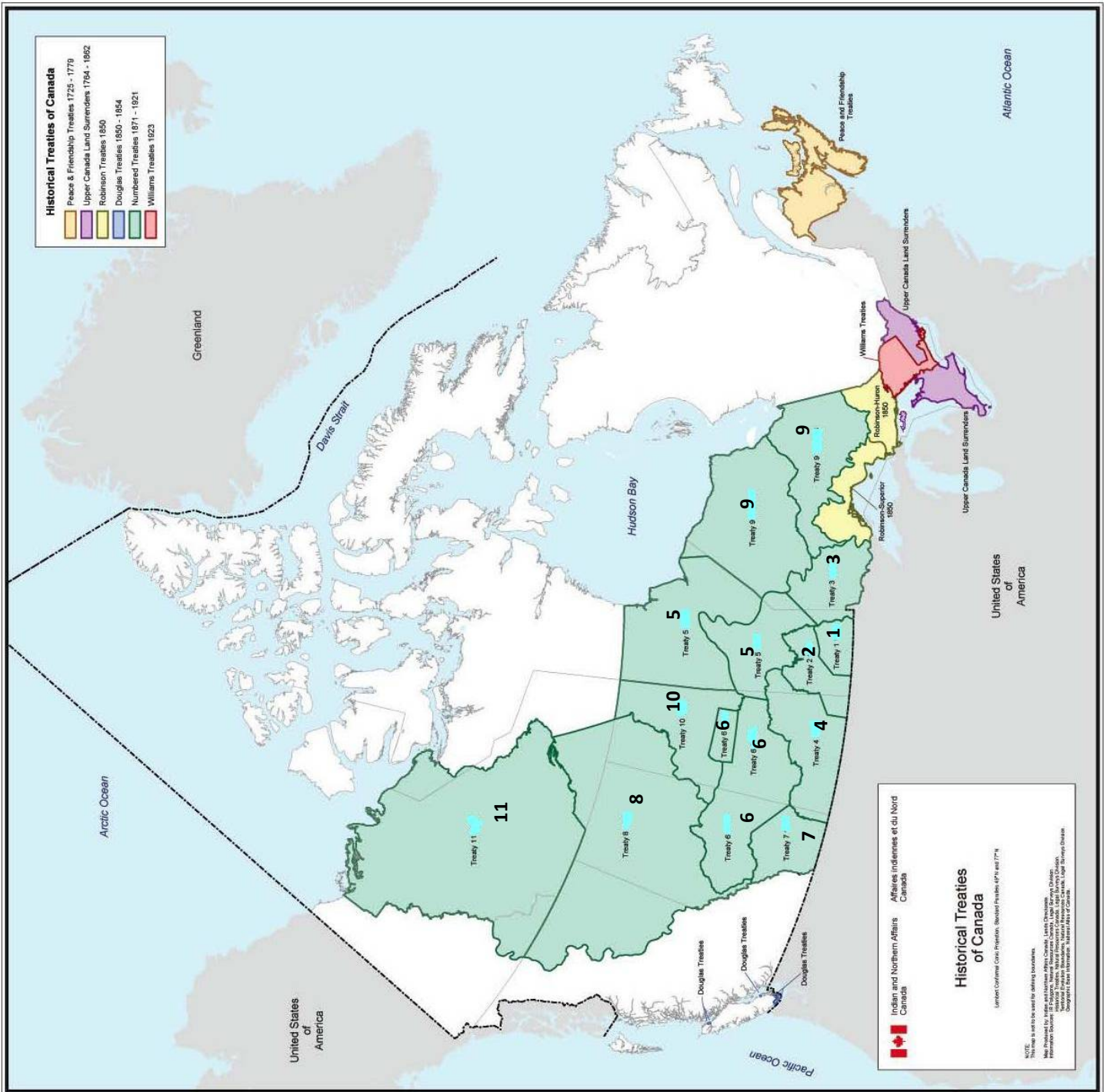
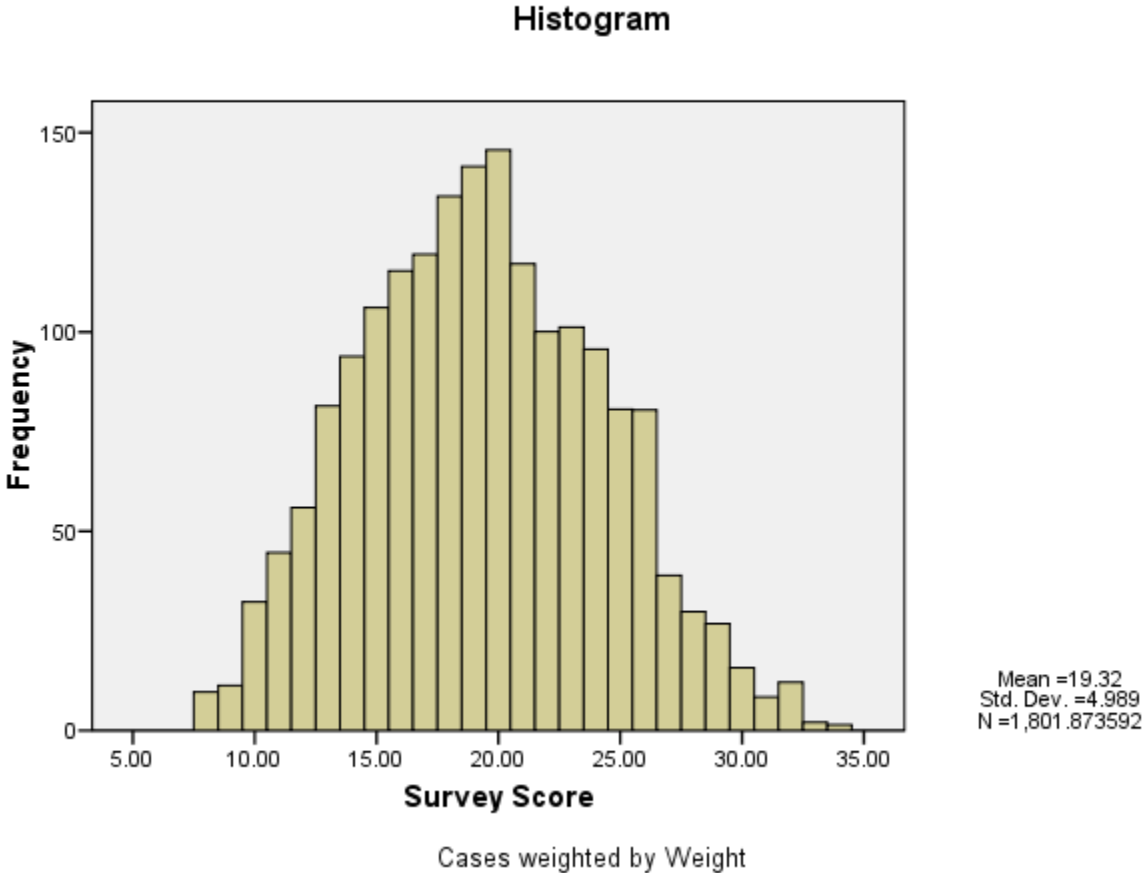


Table of Specifications

Table of Specifications				
Grade 7 Survey Knowledge and Understanding				
	Question Type, Item Number # Items, Percentage			
Treaty Essential Learning (TEL)	Multiple Choice	True/False	Matching	Total
1. Treaties	1,2	9,12	1,3,5,6	
	2 (5.7%)	2 (5.7%)	4 (11.5%)	8 (22.9%)
2. Treaty Relationship	3,4	13,14,15		
	2 (5.7%)	3 (8.6%)		5 (14.3%)
3. Historical Context	5,6	1,2,4,5	2,4	
	2 (5.7%)	4 (11.4%)	2 (5.7%)	8 (22.8%)
4. First Nations & Worldview	7,8,9,10,11,12	3,7,8,10		
	6 (17.2%)	4 (11.4%)	0 (0%)	10 (28.6%)
5. Symbolism		6,11		
		2 (5.7%)		2 (5.7%)
6. Vision & Contemporary Issues	13,14			
	2 (5.7%)	0 (0%)	0 (0%)	2 (5.7%)
Total	14 (40.0%)	15 (42.8%)	6 (17.2%)	35 (100%)

APPENDIX B – FREQUENCY CHART OF SURVEY SCORE



APPENDIX C – PARTICIPANT SCHOOLS

TRIBAL COUNCIL

File Hills Tribal Council

Independent

Independent

Meadow Lake Tribal Council

North West Nations Education Centre,
Battlefords Tribal Council

North West Nations Education Centre,
Battlefords Tribal Council

North West Nations Education Centre,
Battlefords Tribal Council

Prince Albert Grand Council

Prince Albert Grand Council

Prince Albert Grand Council

Prince Albert Grand Council

Saskatoon Tribal Council

Touchwood Agency Tribal Council

Touchwood Agency Tribal Council

Yorkton Tribal Council

Yorkton Tribal Council

PUBLIC SCHOOL DIVISION

North Region

FIRST NATIONS SCHOOLS

Nakoda Oyade Education Centre, Carry the Kettle
First Nation

Chief Taylor Elementary School, Onion Lake First
Nation

Cowessess Community Education Centre,
Cowessess First Nation

Waweyikisik Education Centre, Waterhen Lake
First Nation

Chief Little Pine School, Little Pine First Nation

Chief Poundmaker School, Poundmaker First
Nation

Mosquito School, Mosquito First Nation

Father Gamache Memorial School, Fond du Lac
First Nation

Father Megret Elementary School, Hatchet Lake
First Nation

Senator Myles Venne School, Lac La Ronge Indian
Band

Sturgeon Lake School, Sturgeon Lake First Nation

Almightyvoice Education Centre, One Arrow First
Nation

Muskowekwan School, Muskowekwan First Nation

Asinew-Kisik Education Campus Kawacatoose First
Nation

Kahkewistahaw Education Centre, Kahkewistahaw
First Nation

Keeseekoose Chiefs Education Centre, Keeseekoose
First Nation

SCHOOLS

SD 113 Northern Lights

Charlebois
Churchill
La Loche
Minahik Waskahigan
Twin Lakes
Valley View

Centre Region

SD 13 Saskatoon

SD 200 North East

Mayfair
Arborfield
Bjorkdale
Carrot River
Gronlid
Hudson Bay
LP Miller
Melfort
Naicam
Porcupine Plain
Star City
Tisdale
White Fox
William Mason
Zenon Park
Punnichy
St. Brieux
Watrous
Beechy
Biggar Central
Davidson
Elizabeth
Harris-Tessier
Landis
Outlook

SD 205 Horizon

SD 207 SunWest

South Region

SD 204 Good Spirit

Columbia

Dr. Brass

Kamsack

Langenburg

Yorkdale

SD 208 Prairie Valley

Arm River Colony

Balcarres

Balgonie

Broadview

Clive Draycott

Cupar

Fort Qu'Appelle

Grenfell

Indian Head

James Hamblin

Kelliher

Kennedy

Kipling

Lajord

Lipton

Lumsden

McLean

Milestone

Montmartre

North Valley

Pense

Pilot Butte

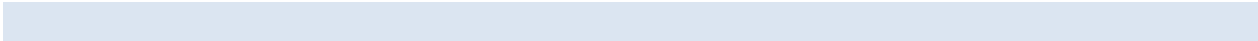
Robert Southey

Sedley

South Shore

Stewart Nicks

	Vibank
	White City
	Whitewood
	Wolseley
SD 209 South East Cornerstone	Gladmar
	Lyndale
	Pangman
	Spruce Ridge
	Weyburn
SD 211 Chinook	Stewart Valley
	Success
	Val Marie
SD 22 Holy Trinity RC	Christ the King
	Sacred Heart Community
	St. Joseph
SD 81 Regina RC	Sacred Heart Regina
	St. Andrew
	St. Bernadette
	St. Timothy
Field Test	
RCSSD 20 St. Paul's	Father Vachon
	Mother Teresa
	Pope John Paul
	St. Bernard
	St. Marguerite



APPENDIX D – SCRIPT AND INSTRUCTIONS FOR SURVEY ADMINISTRATION

This survey is called Treaty Essential Learnings: A Survey of Knowledge and Understanding at Grade 7. It has been commissioned by The Office of Treaty Commissioner along with the Saskatchewan Department of Learning to try to get an idea of what Grade 7 students in Saskatchewan understand about Treaties. Our class is willing to participate in this study.

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 finish the survey ahead of time.

Students that require accommodations such as extra time or a teacher assistant are encouraged.)

Materials:

You will need the computer link for the on-line survey and your best answers to the questions. I have provided a Treaties of Canada Map that you can refer to when answering questions.

On-Line Survey:

I will briefly describe the contents.

There are 4 opening questions. You will notice that we do not need your name and this ensures that your answers stay anonymous.

There are 3 sections to assess understanding of Treaties: True/False, Matching, and Multiple Choice.

ON-LINE Survey Link:

http://www.usask.ca/education/selu/survey/gr_7_treaty.htm

Once you have opened the survey link, Click on [go to Grade 7 Treaty Survey](#)

How to fill it out:

Let us complete the first 4 questions now and practice filling in the bubbles.

Question 1: requires a text – **please type in our school name as "OUR School Name is--"**.
NOTE: If your school division number is missing in block then add school division # to your school name "YOUR School Name and # ##school division #". You will still have to complete a number in Question 2 so choose closest number.

Question 2: Click "##" bubble that indicates our school division.

Question 3: Click Male bubble if you are a boy and Female bubble if you are a girl.

Question 4: Click Grade 7 bubble if you remember studying about treaties this year; If you don't remember studying this year but you do think you studied treaties sometime between Grade 1 and Grade 6, then Click Grade 1 to Grade 6 bubble; and if you do not remember studying about treaties then click bubble Not at all.

Now, I will quickly read over the instructions for each section before you begin.

Section 1 has 15 True/False statements: You will 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.

Section 2 is Matching with 6 statements: You will match the statement in column A with the Treaty listed in column B by selecting the matching letter in the space provided. A choice from column B may be used only and there are a couple of choices that will not be used at all.

Section 3 has 14 Multiple choice questions: There are four choices for each question. Please fill in the bubble by the statement that best answers each question. Please answer all questions, if you are uncertain then provide your best guess.

During the assessment:

I welcome any questions during the assessment so do feel free to put up your hand if you are unclear about anything, if a question does not make sense to you, or uncertain about any instructions. (Teachers you may clarify instructions. If students have a question about the vocabulary used in item, a synonym may be provided.)

APPENDIX E - SUGGESTED PARENT LETTER

Dear Parent:

The Grade 7 classes at our school have been asked by the Office of the Treaty Commissioner to take part in a survey to find out how much they know and understand about Treaties in Saskatchewan.

All schools in the province have received a kit that contains teaching materials about Treaties in Saskatchewan and Canada to be used as a supplement to our Social Studies curriculum. The objective of this survey is to collect information province-wide both in provincial and First Nations schools on how much students know about Treaties.

The survey will not be intrusive of student time and should take only about 20 minutes. We are hoping to administer the survey by the last week of May or early June. The survey responses are kept anonymous and results will be reported in aggregate form by school division and province-wide.

If you have questions about the survey, don't hesitate to call me at the school. Thank you for your anticipated support of this worthwhile project.

Principal

AUTHORS:

Betty A. Rohr with support from Brian Keegan, Dr. Brian Noonan, and Tony Linner. 2008.
Saskatchewan Educational Leadership Unit, College of Education, University of Saskatchewan.
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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Website: <http://www.usask.ca/education/selu/index.htm>