

**13th Annual
Indian Education for All Best Practices Conference
March 2-3, 2019
Helena, Montana**

Welcome and we hope you are inspired and rejuvenated through this year's conference! Please let us know if you have any questions while you are here.

New this year! Based upon several comments from evaluations over the past few years, we wanted to try something different. This year's theme is *Going Deeper* and we are offering opportunities to go deep into topics that interest and motivate you. All sessions will be 3 ½ hours in length. You do not have to pre-register for sessions, you are free to choose the option that works best for you. Saturday's sessions will all be repeated on Sunday morning to increase your opportunities to go to the sessions that most interest you. Session Three on Sunday afternoon are all new sessions for you to choose from!

OPI Indian Education Unit and Indian Student Achievement Unit Staff: Joan Franke, Zach Hawkins, Mike Jetty, Jennifer Stadum, Stephen Morsette, Michelle Mitchell, and Donnie Wetzel

Before you leave us, please fill out your evaluation form! We really do rely upon your feedback to create the best learning and networking experience possible.

A Warm Welcome from Indian Education for All Director, Zach Hawkins



Greetings, and welcome to the 13th annual OPI Indian Education for All Best Practices Conference! Thank you for taking the time to engage with this amazing community of professionals as we learn from each other to become better practitioners for our students. I am excited about the opportunities this year's conference presents and hope that you glean ideas and inspiration over the next couple of days.

This week marks the start of my third month as Director of IEFA at OPI. It is an exciting culmination of my professional journey which began as a middle school social studies teacher in Hays-Lodgepole in the spring of 2000. I moved to Heart Butte in the fall of 2001 and taught high school social studies for three years. After moving to Helena in 2004 and substitute teaching for two years, I worked college access programs for twelve years. Six of those years, I was working directly with low income first generation high school students in the Montana Tech Upward Bound program, helping them and their families better understand and prepare for college. Eventually, I moved into program administration and worked with the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program at the Office of Commissioner of Higher Education. The past five years, I served as the state program director.

I am humbled and honored to build on the amazing work of Mandy Smoker Broaddus, the previous IEFA director. It is exciting to be a part of the amazing IEFA team and I look forward to serving the needs of our

schools and students while elevating awareness of the state IEFA team and all we have to offer. My immediate priorities are to assess IEFA resources and materials for effectiveness and to evaluate and refine our deliverables. Ultimately, my goal is to ensure our schools and teachers have the materials and support they need for robust, impactful IEFA implementation. Together, we can honor past and future generations by highlighting and celebrating the historical and contemporary culture of Montana's first peoples.

Thank you again for attending. I look forward to visiting with many of you during our time together and hearing your thoughts and ideas!

***Announcing the 2019 Teresa Veltkamp
Advocacy Award for
Excellence in Indian Education for All Winners***

**Christine Rogers Stanton, Associate Professor of Education,
Montana State University, Bozeman**



What 3 things would you like other folks to know about you?

1) Several generations of my mother's side of the family call the Valier area home, so I have a long "settler" history with which I continue to wrestle, especially when working w/ Piikani partners, 2) I worked for K-12 schools on and bordering the Wind River Reservation for over 10 years, and 3) I ended up pursuing my PhD because an elder asked me to do research that could improve schools in reservation border towns.

What or who has been your biggest inspiration to advocate for Indian Education for All?

My mentors across MT, WY, and beyond, including Jioanna Carjuzaa, Sweeney Windchief, Brad Hall, Glenda McCarthy, Marty Conrad, Aldora White, Amanda LeClair, Denyse Bergie, Jordan Dresser, Dani Morrison, Terry Bradley, and many other students, colleagues, community members, and friends.

What wise words do you have for someone else to become an Advocacy Award winner?

Commit to being a learner and a listener in your relationships with community partners. I'm grateful to have people in my life who aren't afraid to offer caring critiques and ongoing support, no matter how often I make missteps. Genuine listening is hard work that requires a sustained effort, active attention, humility, and constant reflection.

**Cynthia Lynn-Ward Duffy, English Language Arts Teacher and
Instructional Coach for IEFA,
Great Falls High School**



What 3 things would you like other folks to know about you?

I am a "kid-centered" teacher who likes to integrate the arts, history, and culture into everything I teach, so it became an experience for my students. IEFA helped to connect me to my Native family, my Native students, and other Native/Traditional & non-Traditional mentors/teachers for 25+ years.

What or who has been your biggest inspiration to advocate for Indian Education for All?

The STARS Students of my first 9 years as a teacher, Dr. Sandra Boham (Salish-Kootenai College) and her husband, Russell, and my mentor Montana Artists/Storytellers/Writers over the years.

What wise words do you have for someone else to become an Advocacy Award winner?

IEFA set a precedent, started by Montana, when I was in high school (1972) that validated students, their cultures, their histories, and their traditions. Years later it provided this teacher with an instructional method that honor differences in my classroom. Culture became a part of every lesson and my students needed to see such approaches in their school, in the classes, and in their activities within the public school. It made me the teacher I am today, in so many ways. Culture matters and I am proud to have been a part of it for so long.

**Brooke Taylor, Math Teacher,
Billings Senior High School**



What 3 things would you like other folks to know about you?

I'm am blessed with a great support system of 3 amazing kiddos, my husband, and puppies (plus extended family and friends). I teach in a great high school that cares about all its students - and it's where I graduated from AND I get to teach math with my dad there! Finally, I get energy from learning new things and bringing fresh ideas back to my classroom - so a big thank you to all my colleagues for always helping to make me better!

What or who has been your biggest inspiration to advocate for Indian Education for All?

I've been blessed to be influenced/inspired by many Montana women in IEFA: Glenda McCarthy, Jacie Jeffers, Sarah Pierce & Jennifer Stadum - they each have encouraged me in various capacities to continue to work on math lessons incorporating thoughtful IEFA topics. I'm grateful to each of them for their expertise & influence. Also, Jake Warner, Marisa Franklin, my dad and my school colleagues have always helped to support me in making any ideas I have better, so I am grateful for all their feedback.

What wise words do you have for someone else to become an Advocacy Award winner?

Keep putting in the good work and approach problems with a good heart. That will win over any other message you give.

**Patti Bartlett, Junior High Math and Science Teacher,
Seeley Lake Elementary**



What 3 things would you like other folks to know about you?

Less is more.

What or who has been your biggest inspiration to advocate for Indian Education for All?

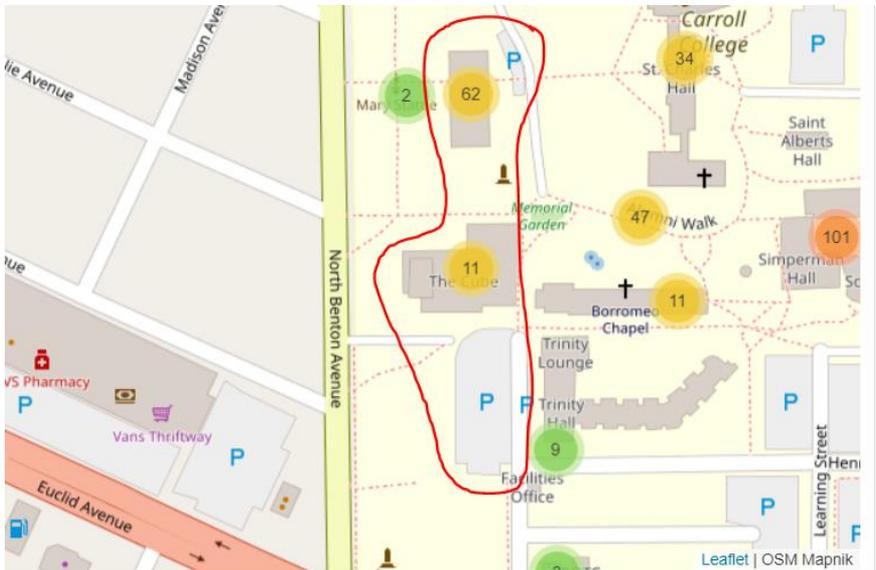
My past, present, and future students.

What wise words do you have for someone else to become an Advocacy Award winner?

Those who plant trees believe in the future!

*Make sure to join us Saturday afternoon, March 2, at 3:45 for the Cultural Continuum in the Student Center. This year we are honoring our 2019 Advocacy Award Winners with a special celebration.
Cookies will be served.*

MAP



All conference activities will take place within the red outline. “The Cube” (the Number 11 to the left on map) is also called the Student Center and downstairs in the Student Center is All Saints Hall where some sessions will take place. All other sessions will take place in O’Connell Hall (building Number 62 on map above) which is next door to the Student Center.

PARKING: There is a lot to the south of the Student Center – YOU DO NOT HAVE TO PAY HERE – Carroll is allowing us to park for free in any Pay, A, or B LOT. The closest lot to the conference is accessible off of Euclid/Lyndale Avenue.

Reserved Parking

Parking in faculty and administrator reserved parking spaces is limited to those vehicles assigned to those parking spaces. PLEASE DO NOT PARK IN ANY RESERVED SPACE.

Session Summaries

Session One, Saturday, March 2

12:00 PM – 3:30 PM

AND (Saturday's sessions repeated Sunday morning)

Session Two, Sunday, March 3

8:30 AM – 12:00 PM

Sessions happening downstairs in the Student Center

(All Saints Hall)

Siena/Ross Room (at the end of the hallway past the DeSmet Room)

NGSS and IEFA in Action!

Grades: Elementary K-5

Billings Science-IEFA Elementary Leadership Team and Teachers:
Carolyn Rusche, Calli Nicholson-Rusche, Megan Stricker, Kim Busch,
Miriam Verzatt

Join the Billings Science-IEFA Elementary Leadership Team as they share science lessons that are IEFA infused. The Leadership Team worked to build lessons ranging from quick ideas to stand-alone lessons that are both IEFA infused and NGSS aligned. Each grade level will include two lessons that are IEFA infused. Kindergarten teachers will build tips in alignment to structure and function. First and fifth grade teachers will be able to explore the celestial lessons that align to both grades. Fourth grade teachers can explore how "Fire on The Land" can be utilized in the classroom. What a great way to acquire lessons that have already been aligned to both NGSS and IEFA Essential Understandings.

DeSmet/Rice Room (first room straight ahead as you come down the stairs in the Student Center)

Time to Play: Games of Montana Tribes

Grades: K-12

International Traditional Games Society: Charleena Penama (Salish), Executive Director of ITGS; Duran Caferro (Northern Cheyenne), Helena School District; Quincy Bjornberg (Chippewa Cree), Montana Tobacco Prevention Program; and DeeAnna Brady-Leader, former Director of Great Falls Indian Education Program

Play is such an integral part of human development that most tribal people throughout the world had games for all ages. Social/Emotional development is dependent on early childhood play, and physical development play through life is highly beneficial to wellness and longevity. K-12 teachers will find excitement in the lessons developed from the recovered games of Montana tribes. The presentation will include playing games from OPI/IEFA Traditional Games Units and from the cultural knowledge of our traditional games presenters. These games can be adapted for grades pre-k through high school and to goals of most subject areas.

Sessions happening in O'Connell Hall (building directly to north of Student Center)

Room 107 (first room on right from south entrance)

How to Create a Resilience-Enabled Classroom

Grades: K-12 teachers, administrators, and counselors

Tammy Elser, BRAIDS Grant

Often teachers leave trainings on the impact of trauma on their students feeling like there is nothing they can DO but refer at-risk students to a qualified mental health provider. Providers are in short supply in our communities, if they exist at all. This session will introduce ideas and daily practices teachers can employ to "fill the well" and support well-being and mental health while also exercising college and

career ready literacy and communication skills. A joyful and supportive community of learners can be the result.

Participants will Have-A-Go! with three simple routines they can employ in their own classroom TOMORROW and sustain every day. Each routine is designed to support some aspect of well-being, while also practicing critical skills in writing, listening, speaking, and critical thinking.

Participants will also unpack several projects that, if done annually with grade level modifications, could transform the lives of your students (and even yourself).

Why should you attend?

- Attend if you are interested in creating a more supportive learning community in your classroom.
- Attend if you want students to experience school as a positive and loving place.
- Attend if you have an interest in how 20 years of research in positive psychology and resilience can be put to practical and immediate application for the benefit of students you love.
- Attend if you think students are getting short changed in terms of writing practice, and if you have no viable speaking and listening curriculum in your school.

What will you gain?

Beyond a set of simple routines that promote optimism, create positive emotions, support robust relationships and provide for engagement, meaning, purpose, and a sense of accomplishment or achievement –you will gain data. Yup! Data on the things you do in class every day that support the well-being, thriving, or flourishing of students. With this data, you can make the magic happen again and again.

Room 106 (second room on right from south entrance)

Honoring Tribal Legacies and other National Park Service IEFA-based Offerings

Grades: K-12

Tom Smith, Lewis and Clark National Historic Trail; Shane Doyle, Honoring Tribal Legacies Contributor; Jennifer Stadum or Kelly Lynch (Glacier National Park); Yellowstone National Park

Honoring Tribal Legacies is a digital collection of teaching resources for use in classrooms everywhere. In this workshop you will discover an array of Teachings at different grade bands that honor a diverse and inclusive approach to social studies, STEM, language, and other subjects. These are original materials created by indigenous curriculum designers and some allies, made by and for this project. You will learn that our lessons can be downloaded and used just as they are, or they can be customized by teachers for their particular learners.

Glacier National Park will present on the Work House curriculum and provide a resource DVD for each participant. Teachers will learn about the five units in Work House: 1) People and Glacier; 2) Mountains and Mountain Building; 3) Glaciers and Glaciation; 4) Native Plants; 5) Animals and Habitat. These are tied together by the themes of ecological succession and park resource protection. Each unit includes background information, student readings with traditional stories, a hands-on lesson, and extension activities. The classroom and park visits are aligned to state standards and address the *Montana Indian Education for All (IEFA) Essential Understandings*. Teachers should familiarize themselves with MT OPI's: *American Indians 101: FAQ* and *Montana Indians: Their History and Location* for the four primary tribes that are associated with Glacier - Blackfeet, Kootenai, Salish and Pend d'Oreille.

Yellowstone National Park will present on curriculum that connects Yellowstone with Indian Education for All. Teachers will be introduced to current modules: Tracing the Past, Clues to the Past, and more.

Room 102 (second to last room on right from south entrance)

Plains Pictographic Art: Integrating Art and History

Grades 2-6

Montana Historical Society: Deb Mitchell, Ron Buck, and Whitney TopSky

For countless years before the arrival of the first Europeans in North America, Plains Indians chronicled their histories in magnificent pictorial styles. Early explorers and fur traders introduced new artistic tools and techniques into the region in the early 1800s, and native artists incorporated these new mediums into their traditional styles. After learning more about Plains pictographic art—including winter counts, tepee liners, robe paintings, and ledger art— teachers will engage with successful social studies lessons that use the art form and have the opportunity to create their own symbolic representation. They will also leave the session with their own copy of “The Art of Storytelling: Plains Indian Pictographic Art” curriculum, which includes eight fine art prints and a flash drive that contains printable templates, graded art and social studies lessons, and plug-and-play interactive PowerPoint presentations.

Room 101 (last room on right from south entrance)

Transformative Math: IEFA in the Classroom

Grades: K-12

Brooke Taylor, Billings Public Schools

What does equity look like in the math classroom for all our students in Montana? How can we use Tammy Elser’s Framework to make our classes more equitable to all students, especially our Montana American Indian students? Come participate in the enhancing of a task you can use for your classroom with hands-on data, adaptable for a statistics unit in your math classes, and bring it to the transformative level. We will also work through a ready-made task that can be used in your classroom framed around having students think more deeply about inequities they see in their world. Leave with ideas of how to implement this in your classroom at any grade level.

Room 119 (first room on left from south entrance)

Indigenous Montana Behavioral Institute and Native Youth Leadership Focus Sessions 1 and 2 of 3

Session and presenter information to be added soon.

Room 125 (second room on left from south entrance)

Native Knowledge 360: New Northern Plains Educational Resources Grades: 6-12

Colleen Smith, Smithsonian National Museum of the American Indian

The purpose of this session is to provide teachers with access to interactive and inquiry-based classroom ready and adaptable tools and resources surrounding Northern Plains Native histories, cultures, and contemporary lives. Attendees will be introduced to interactive web-based modules that address treaties between Native Nations and the United States, as well as Native histories and cultures. Attendees will work in small groups and engage in a focused exploration of two interactive, online inquiries:

- Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?
- Northern Plains Treaties: Is a Treaty Intended to Be Forever?

Attendees will workshop how these inquiries can be implemented into a variety of topics within Social Studies and discuss opportunities for connections to specific curricula requirements. Attention will also be given to how these inquiries align with the C3 Framework, current Montana Standards for Social Studies, and *Montana's Essential Understandings Regarding American Indians*.

These inquiry modules reflect carefully selected and culturally appropriate materials developed in collaboration with teachers, cultural experts, and scholars. The materials feature online interactives that will help prepare students for the digital world. While students use these online interactive tools and resources they simultaneously dive into the world of inquiry, practice critical thinking, and hone 21st century skills.

SESSION THREE, SUNDAY, MARCH 3

1:00 PM – 4:30 PM

Sessions happening downstairs in the Student Center
(All Saints Hall)

DeSmet/Rice Room (first room straight ahead as you come down the stairs in the Student Center)

AND MORE Time to Play: Games of Montana Tribes

Grades: K-12

International Traditional Games Society

Play is such an integral part of human development that most tribal people throughout the world had games for all ages. Social/Emotional development is dependent on early childhood play, and physical development play through life is highly beneficial to wellness and longevity. K-12 teachers will find excitement in the lessons developed from the recovered games of Montana tribes. The presentation will include playing games from OPI/IEFA Traditional Games Units and from the cultural knowledge of our traditional games presenters. These games can be adapted for grades pre-K through high school and to goals of most subject areas.

Siena/Ross Room (at the end of the hallway past the DeSmet Room)

IEFA and NGSS: Making Science Relevant, Intertwined, Current, and Student Driven

Grades: 9-12, can be modified K-8

Bill Stockton, Arlee High School

Teachers will be shown two lesson plans that integrate Indian Education for All and the Next Generation Science Standards. These lessons are designed to make science relevant, intertwined, current, and student driven. The first lesson focuses on wildlife management and the construction of animal passages on the Flathead Reservation. The second lesson focuses on climate change and using the Confederated

Salish and Kootenai Tribes Climate Change Strategic Plan to explain different forms of data. Teachers will have an opportunity to go through different parts of the lessons including, analyzing data, comparing the goals and objectives of tribal scientists versus state scientists, and participating in a pinwheel discussion. Teachers will also see how using local resources can increase student engagement and make the lesson more relevant. These lessons were designed for high school students but can easily be modified for all grade levels.

Sessions happening in O'Connell Hall (building directly to north of Student Center)

Room 107 (first room on right from south entrance)

Science and Writing: Honoring Traditional Perspectives While Examining Current Data

Grades: 4-12

Chris Pavlovich, Montana Teacher Education Codirector, Northwest Earth and Space Science Pipeline; and Lorrie Henrie-Koski, Elk River Writing Project Director

Writing, both informal and formal, is inherent to critical thinking throughout researching a topic in any content area. Documenting one's own understanding at various points throughout the discovery process helps students interpret data, create and revise claims, support those claims, and consider various perspectives. Steeped in best practices and meeting both science and writing standards, this session uses traditional literature, current data on the wolf population in Yellowstone, and writers' notebooks, to put participants in the learner's seat and shares techniques that can be immediately implemented into their classrooms.

Room 102 (second to last room on right from south entrance)

Montana Memory Project, DPLA, and Montana Newspapers: Digital Treasure Troves for Primary Sources

Grades: 7-12

Montana Historical Society: Jennifer Birnel, Montana Memory Project Coordinator; Jeff Malcomson, Photo Archives Manager; Martha Kohl, Education and Historical Specialist

We all know that a great primary source—a photo, a newspaper article, a letter—can bring history to life. But where do we find them, especially ones that highlight tribal histories and cultures? The Montana Historical Society and Montana State Library have been working with libraries and archives across Montana to make collections accessible, but how do you find what you need amidst the hundreds of thousands of pages of digitized content? In this workshop you will learn techniques for searching the Montana Memory Project, DPLA (Digital Public Library of America) and Montana Newspapers, discover collections particularly rich in tribal content, brainstorm uses for the primary sources you find there, practice finding material, learn about some lesson plans that already incorporate primary sources, and have a chance to work with experts as you search for primary source material relevant to IEFA lessons you are currently teaching in your classroom. Bring a laptop or iPad if you have one.

Room 101 (last room on right from south entrance)

Building Positive Mathematics Identities in Ourselves and Our Students

Grades: K-12

Brooke Taylor, Billings Public Schools; and Marisa Graybill, OPI Mathematics Coordinator

This session is for all K-12 teachers of mathematics. Did you know that mathematical identities are typically formed by second grade? With that in mind, how do we build positive mathematical identities in all our students that are often imposed on our students by others, including teachers, peers, parents, community members, and the media?

Participants will reflect on their own mathematical identity and how it impacts their work as an educator. Next, we will discuss excerpts of text around building identity and mathematical agency for all our students. We will conclude with a discussion of and ideas on how to affirm identity, particularly for our American Indian students, within the math classroom. Leave this session with implementation ideas of how to purposefully build a positive mathematical identity for yourself and in your classroom.

Session outline:

- Creation and sharing of your own Math Autobiography;
- Math Identity and Agency Jigsaw;
- Actionable steps on how we, as teachers, can affirm identity in the math classroom and our communities.

Room 119 (first room on left from south entrance)

Indigenous Montana Behavioral Institute and Native Youth Leadership Focus Session 3 of 3

Session and presenter information to be added soon.

Room 125 (second room on left from south entrance)

Strengthening Capacity for Implementing Indian Education for All Grades: K-12

Heidi Wallace, Empower Montana

This interactive and experiential workshop designed for K-12 educators will provide an opportunity to strengthen the network of support and inspiration among educators and develop skills to successfully implement IEFA in their schools and communities. Participants will: 1) examine their own cultural lenses and deepen understanding of the lenses of others; 2) build a shared language and foundation of awareness about oppression and its impact individually and institutionally; and 3) develop skills and strategy to shift prejudicial attitudes and transform oppressive systems. Participants will also engage in a teach and learn to share successes implementing IEFA and identify challenges and opportunities moving forward.

This training will provide an opportunity to examine multicultural competency as it relates to awareness of self, understanding of others, and the ability to work effectively across cultural lines. These interconnected competencies are critical for Montana educators to successfully implement Indian Education for All.

Constitution of Montana -- Article X – EDUCATION AND PUBLIC LANDS

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

MCA 20-1-501 (Indian Education for All)

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of

Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

