

Indian Education Advisory Council Meeting

Sunday, Sept. 24, 2017 at 1:00-4:30 pm CST, Galleries D-E at Pierre Ramkota Conference Center

Participants: Dave Archambault Sr, Amy Boutchee, Cherie Farlee, Molly Hall-Martin, Sherry Johnson, Mary McCorkle, Cheryl Medearis, Marta Neuman, Sarah Pierce (for Jr. Bettelyoun), Mato Standing High, Cindy Young. **Visitors:** Dorothy Aguilera-Black Bear, AnnMaria DeMars, Abby Javurek, Urla Marcus.

Abbreviations:

CAIRNS—Center for American Indian Research & Native Studies
CCSSO—Council of Chief State School Officers
DOE—Department of Education
ESSA—Every Student Succeeds Act
GED—General Educational Development
IEAC—Indian Education Advisory Council
IES—Indian Education Summit
LEA—Local Education Agency
NACA—Native American Community Academy
NASAAC—Native American Student Achievement Advisory Council
OSEU—Oceti Sakowin Essential Understandings

Prayer and Welcome: Sherry Johnson provided a prayer. Mato Standing High welcomed everyone; each participant introduced themselves.

Approval of lasting meeting's minutes: For April 28, 2017 meeting minutes: Mary McCorkle made motion to approve; Cheryl Medearis seconded; all in favor. Minutes approved.

Updates on major projects from Mato Standing High:

- **Native American Achievement Schools progress:** in 2016 there were 47 eligible schools from which three applied (one dropped.) The two schools now are Todd County Middle School (with fellow Sage Fast Dog), and He Dog Elementary (with fellow Lindsey Compton). Discussion on how to use or reallocate unused funding—possibly adding to the two existing programs, or re-appropriating for an additional school. However, to comply with the legislation which set up this program, there is insufficient time to go through the process of adding schools. Options will be explored, possibly involving NACA and/or fellows within the existing programs.
- **Paraprofessional Scholarships:** of the 12 original participants eight remain and are doing very well, working towards their teaching degrees (some are close to graduating.) With remaining funds in the program, it was reopened in 2017 and an additional cohort of six was added. All 14 now in the program are invited to attend IES free of charge.
- **Tribal Consultation Meetings:** The last meeting was held in March per ESSA requirements—needing tribal input for the state's ESSA plan. Next meeting October 18, 2017 in Pierre, and will create protocols for such meetings and discuss additional topics. DOE developed an LEA guide for consultations (on the website).
- **Indian Education Summit:** large, important event. Theme: 'Unity for Youth'. Format changed in 2016 & 2017 to include some one-hour informational sessions, and some two-hour sessions in which participants use the second hour to create action plans based on information from the first hour. New this year: Youth Day on Monday—invited up to 200 high school students and

their supervisors (from tribal/BIE schools, private, and public schools with high Native populations.) Youth Day includes a higher education panel, student panel, keynote luncheon, Native American games.

- NASAAC recommended an annual report of IEAC, in October of each year. A draft will be sent to IEAC members, to include a summary of the year's efforts. Within the next year we will have a full year to recommend specific changes, possibly choosing two-three focus areas (such as teacher diversity, CCSO, or other areas.)

IEAC Strategic Plan/Purposes per By-Laws:

Presentation on Teacher Diversity by Abby Javurek—Director, SD DOE Division of Accountability

Systems: Two things for consideration on a teacher pipeline: NASAAC recommendations, and the Governor's Blue Ribbon Task Force. More teachers will be needed to replace retiring teachers. Programs can address the statewide teacher shortage: mentoring, salary boosts, 'teacher tables'/Dr. Schopp, CCSO (but may or may not fit SD needs). Data indicates diversity issues across the board; children learn better if they can relate to their teacher(s). We need more high quality Native American teachers here in SD. With a 14% Native American student population but only 2% Native American teachers, a better support pipeline and structure is needed to bring those numbers closer. More students need to consider teaching as a career. The paraprofessional program (see above) has potential for 14 new teachers; more programs of this type could help.

Discussion about some schools which tend not to hire Native American teachers, the Praxis tests as a barrier for some, the demands on teachers themselves and how they are treated, how language and culture prevents some Native students from performing well at school.

Abby noted that programs such as teacher mentoring, national board support, Wolakota resources, language educators (each tribe can now designate a group or individuals to sign off and certify as language instructors; tribes have agreed to this.) USD works with culturally responsive pedagogy, and with college teachers. Understanding cultural responsiveness is important internally, at the state level. IEAC could help guide a long-term plan for what we can do to encourage more Native American teachers. Discussion on decolonizing classwork, teacher education programs, culturally appropriate programs, communication, making teachers feel welcome, valued and respected. Teach for America has improved cultural awareness and community orientation for its teachers.

Abby recommends: continuing discussions with groups such as IEAC; continuing data reporting; encouraging students to pursue teaching careers; qualitative research; coherent understanding; re-prioritizing cultural responsiveness learning; evaluating Praxis; language and culture—Lakota, Dakota, Nakota; future updates on all these activities.

Presentation on BHSU Indian Studies Course by Dr. Urla Marcus—Director, BHSU Center for American

Indian Studies: Indian Studies is a required course for all SD teachers for certification. Urla noted the need for these Indian Studies programs to be consistent and accurate, and how important Indian education and awareness is for all of us. Urla will send a syllabus of BHSU's newly reorganized program. All BHSU instructors now cover the same material; all modules are attached to OSEU's. Wolakota, CAIRNS, etc. are embedded. Included are: Indian law, reservation projects, current issues, work that can continue later by classroom teachers, discussion posts, lesson plans, relevant information to share. We hope to build upon this continually. Focus is on content, methods, pedagogy.

Discussion on the need for better consistency of Indian Studies programs at all SD universities. Mato noted that OSEU is gathering more lesson plans, weaved into the Social Studies content.

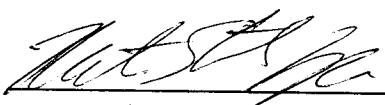
Other:

- Tribal Education Directors' group now meets regularly. They discuss various topics, such as para educators becoming certified. Abby reported that in 2019 a workgroup will convene to discuss requirements for para certification (ethics checks, high school diplomas or GED's, age 18, passing exams) to obtain a five-year certificate; Title 1 paras have additional requirements. These are in place to ensure laws are met and ensure quality and safety for children. Abby will send the link to Teacher 411, for paras to check with a local school.
- Discussion on how SD has taken big steps recently to encourage K-12 schools to try new delivery methods (such as the Achievement Schools).
Other models could be investigated to create awareness of various options (IEAC could help), possibly as an entire paradigm shift. Examples: project-based learning, customized learning, immersion schools, Montessori, teacher roles as facilitators who nurture students' talents and interests.
- IEAC could identify three-four main focus areas and create solid recommendations:
 1. Teacher diversity pipeline
 2. Higher education Indian Studies consistency
 3. Non-traditional schools/alternative delivery efforts awarenessCheryl Medearis made motion to support these efforts; Molly Hall-Martin seconded; all in favor (9-0 vote).
- Marta handed out schedules for session monitors to assist IES presenters.


Next meeting(s)—one meeting, or annual schedule: Wednesday, December 13, 1:00-4:30 MST in Rapid City

Prayer and Closing: Dave provided a closing prayer.

Respectfully submitted by
Marta Neuman



Mato Standing High
SD Indian Education Director



Date