

Keynotes & Featured Presentation Descriptions

Pre-Conference Session for School Librarians:

Community, Culture and Collaboration Among Our Schools

(For school librarians, school administrators, Tribal college librarians or anyone interested)

(11:30-4:30 on Sunday, Sept. 23 in Breakwater Room; includes lunch \$10.00 pre-paid at registration)

Daria Bossman or Kathleen Slocum—SD State Library

New SD school library standards and guidelines, common core integration with library/research skills, overview of our 38 statewide electronic databases, new ILL policies and procedures, new and award-winning multi-cultural children's and teen literature including a "book-talk" demonstration on a new Native American children's book, and an overview of the Grants Foundation Directory. Hear what the State Library Reference staff can do for you and your students, and about the new documents digitization project and how your students can access resources previously unavailable to them for SD research projects.

In this venue, school librarians can receive training, and also network, get to know, and share with their fellow SD school librarians. We also hope they will also attend with colleagues and fellow educators, the SD Indian Education Summit.

There will be door prizes, give-a-ways and opportunities to share and ask questions—a one-day workshop packed full of valuable and useful information to make your work easier and to give your teachers and student's access to more and better resources.

SDCACG Partners: Lessons Learned, Challenges Faced, and Emergent Best Practices

Sunday Night Opening Banquet: 5:30-8:00

Dr. Scott Fleming—Director, SDSU American Indian Education and Cultural Center

Panel of SDCACG Board of Regents partners

A panel of SDCACG Board of Regents partners will discuss lessons learned, challenges faced, and emergent best practices.

The South Dakota College Access Challenge is a program designed to inform and inspire underrepresented and underserved students in South Dakota to prepare for and access postsecondary educational opportunities. Its main goals are to: 1) increase students' and parents' knowledge of postsecondary education options, preparation and financing; and 2) increase the number of students who enroll in postsecondary education within one year of high school graduation.



American Indian/Native Alaska Culture: Differing Perspectives on Its Definition and Infusion Into Education

Monday Morning Keynote Address 8:30-9:30

Dr. Raphael Guillory--Associate Professor, Counseling, Educational & Developmental Psychology at Eastern Washington University in Cheney, WA

Focus group interviews were conducted with educators/stakeholders of American Indian/Alaska Native (AI/AN) students including teachers, elementary and high school principals, tribal community leaders, and parents to determine a global definition of culture and ways of infusing culture into curriculum to better educate AI/AN students. Focus group participants were selected from the surrounding areas of Portland, OR; Albuquerque, NM; Minneapolis, MN; Oklahoma, City OK; Yakama, WA; Anchorage, AK and Pembroke, NC. A total of 53 participants were interviewed across the seven locations.

Best Strategies for Effective Education of Native Youth

Monday Lunch Keynote Address: 12:30-1:45

Dr. Anton Treuer—Professor of Ojibwe at Bemidji State University in Bemidji, MN

Dr. Anton Treuer will share some of the success stories in Indian Education. If someone is being truly effective in generating academic achievement and eliminating truancy, we should all pay attention to that. From those successes emerge important insights that suggest future direction and best strategies for everyone to consider in charting the path forward in Indian Education.

Integrating Standards of Mathematical Practice (Common Core)

Tuesday 8:30-9:30 & 9:45-10:45 in Howe (Featured Breakout Session)

RunningHorse Livingston—Culturally Responsive Mathematics

For teachers in states that have adopted Common Core Standards, there is much confusion about how these learning objectives differ from previous versions. School districts across the country are faced with the problem of implementing Standards of Mathematical Practice into classroom instruction. This session examines the integration of practice standards through video footage of high achieving classrooms, and student work. Participants analyze student misconceptions and how these influence instructional decisions, and discuss the effects of essential questions, small and whole group instruction, and high order reasoning on mathematics achievement. Strategies for integrating practice standards in K-12 classrooms are presented with information about further professional learning opportunities for teachers.



Culturally Responsive Strategies for Mathematics Instruction

Monday 9:45-10:45 & 11:00-12:00 River Run (Featured Breakout Session)

RunningHorse Livingston—Culturally Responsive Mathematics

This presentation highlights the connection between recent instructional reform efforts and Native American pedagogy. How do community-based teaching principles compare to research-based instructional strategies? For example, most tribes in the U.S. have rich oral traditions that still affect how children learn—many Native American children are auditory learners who understand math concepts better when presented indirectly, in interesting and engaging contexts. Direct, textbook-based instruction that emphasizes procedure and practice is often ineffective with Native American children as a result. Reform-based efforts to improve teaching like Cognitively Guided instruction, NCTM's Process Standards, and Common Core's Standards of Mathematical Practice are consistent with Native American pedagogy and are therefore culturally responsive.

