

Professional Development Plan

Outcomes:

1. Wóokiye Orientation/Overview of OSEU
2. Exploration of the WoLakota Project web resources
3. Lesson Design/School-wide planning approaches
4. Offer an Overview of optional trainings for School needs:
 - a) Wóopĥe Sakowin Classroom Management Training & Development
 - b) Leading Together training for School Leadership teams to address Relational Trust and Climate/Culture issues
 - c) Deeper review of OSEU, resources, and/or Lesson Design and Culturally Responsive Education
 - d) Classroom modeling (OSEU and/or Wóopĥe Sakowin)
 - e) Other needs as determined

Oceti Sakowin Essential Understandings (OSEU) Overview Trainings			
Wóopĥe Sakowin	Leading Together	Culturally Responsive Teaching (CRT)	Building a Wóokiye Network through classroom modeling
In the culturally responsive classroom, students can see representations of their culture and identity through the content they are learning. The OSEU makes the cultures of the tribes of South Dakota accessible to all students. Similarly, the Wóopĥe Sakowin is a set of universal laws that aids student understanding but goes a step further by producing active engagement and interaction among each other in a culturally responsive way. It offers teachers alternative classroom	The success of implementing the OSEU within any school setting is directly related to the health of the adult community within the school. Recent research has shown that the level of adult relational trust within schools is directly correlated to student learning. The Leading Together (LT) program is an offering of the Center for Courage & Renewal (CCR) designed to build adult community in schools. The program is grounded in research and closely aligned with <i>Social Emotional</i>	A student’s way of knowing and living in the world should be reflected in their education. When a child’s culture is included in the classroom, they feel a sense of belonging, see purpose in learning, and are motivated to do well Researchers have found that disparities between the cultural values and patterns of communication of the home and of the school may undermine children’s	The classroom modeling will offer teachers time with learning specialists in their classrooms modeling lessons in their subject areas that incorporate the OSEU either by content or by way of being together as learners, or both. Following modeling in classrooms, the learning specialists will meet with the teachers to reflect on the lessons, talk about modifications and possible connections for future units of instruction. The modeling is not about presenting the “perfect”

<p>management strategies that encourage students to take ownership for their actions and interactions with others. Specifically, this training provides an opportunity for members of any tribal community to adapt the framework to their own belief systems, translations and terminology. Although it is based on Lakota thought, the Wóopǵhe Sakowin are universal virtues and are adaptable to any classroom. Implementation of Wóopǵhe Sakowin has resulted in:</p> <ul style="list-style-type: none"> • Decreased behavior write-ups • Decreased emotional outbursts • Decreased truancy • Improved student/teacher relationships • Improved student motivation 	<p><i>Learning and Relational Trust</i> constructs. LT is designed to strengthen the relationships between principals and teacher leaders to facilitate positive, trusting relationships between adults in the school community. Leading Together prepares school leadership teams to build relational trust in their own adult community by:</p> <ul style="list-style-type: none"> • cultivating self-awareness • building relationships • fostering teamwork and shared leadership • strengthening capacity to listen and be fully present in teaching, leading, and relationships • sharpening ability to focus and maintain attention • addressing conflict constructively • reconnecting with what originally inspired us to become educators 	<p>enthusiasm for learning and their belief in their own capacity to learn. “CRT is one of our most powerful tools for helping students find their way out of the gap. A systematic approach...is the perfect catalyst to stimulate the brains neuroplasticity so that it grows new brain cells that help students think in more sophisticated ways” (Hammond, 2015). CRT considers:</p> <ul style="list-style-type: none"> • Culture, community, and diversity are assets. • Individuals should be prepared to cross multiple cultural boundaries. • Prejudice reduction understanding, compassion • Inclusion and participation • Systemic structures and conditions that create differences in equity for students, families, and communities need to be intentionally challenged 	<p>lesson but rather an opportunity for the teacher to watch a live lesson with his/her own students using the OSEU. As a result of classroom modeling, teachers have noted:</p> <ul style="list-style-type: none"> • Increased awareness of ways to engage students • Increased awareness of HOW to incorporate the OSEU appropriately • Increased confidence (particularly for non-native educators) to engage with local cultural content in the classroom setting • Increased capacity for developing culturally responsive approaches to teaching and learning
<p>School/District trainings may also include an extended overview of the OSEU, additional training in lesson development, or other identified needs.</p>			