

*8th Annual  
Indian Education for All  
Best Practices Conference*

*Pathways to Success:*

*Integration of  
Indian Education for All in  
Montana Content Standards*



*February 24-25, 2014  
Hilton Garden Inn  
Missoula, Montana*



**Indian Education**

Montana Office of Public Instruction  
Denise Juneau, Superintendent



[opi.mt.gov](http://opi.mt.gov)

*8th Annual Indian Education for All  
Best Practices Conference  
Pathways to Success: Integration of Indian Education  
for All in Montana Content Standards*

Implementation Strategies for Indian Education for All  
with Montana Content and Common Core Standards

February 24-25, 2014  
Hilton Garden Inn  
Missoula, Montana



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In the folders provided at registration you will find conference evaluation forms, personal reflection guides and credit renewal forms. Thank you for completing the conference evaluation forms, as well as the personal reflection forms, for your thoughts on IEFA practice. This information helps shape future conferences in addition to the overall direction of IEFA work statewide.

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're here.

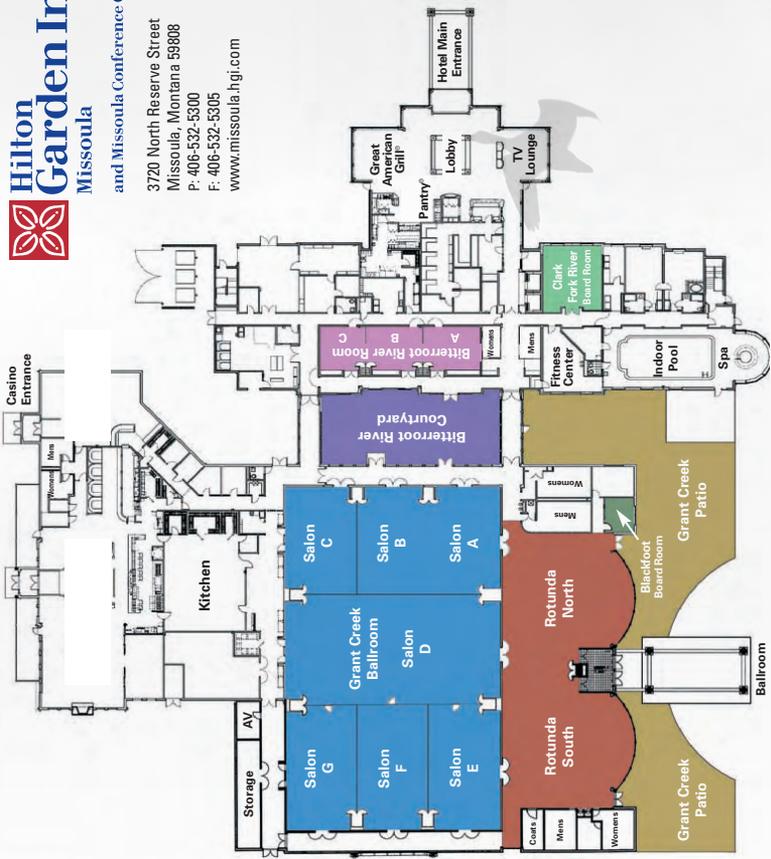
OPI Indian Education Division Staff: Mandy Smoker-Broadus, Joan Franke, Mike Jetty, Justine Jam, Jennifer Stadum, Sarah Pierce and Julie Mitchell



**Hilton  
Garden Inn®  
Missoula**

and Missoula Conference Center

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AGENDA AT A GLANCE  
**MONDAY, February 24, 2014**

8:00 a.m. – 3:45 p.m. with Movie Matinee Monday in the Ballroom from 4:00-6:15 p.m.

Opening and Welcome – Ballroom

8:00-9:00 a.m.: Registration and Continental Breakfast

9:00-9:30 a.m.: Drum and Welcome

9:30-10:30 a.m.: 3<sup>rd</sup> Annual Advocacy Award for Excellence in Indian Education and

Opening Address with Vernon Finley: IEFA – It Is All Related

SESSION AND TIME	Grant Creek Ballroom Parlor A	Grant Creek Ballroom Parlor E	Grant Creek Ballroom Parlor F	Grant Creek Ballroom Parlor G	Bitterroot River Room B/C
SESSION 1 10:45-12:00	Tammy Elser Words Count! Integrated Literacy, Math & IEFA (K-2)	Glenda McCarthy Medicine Wheel: Cross Curricular Project (9-12)	Ruth Ferris There's History in Your Backyard (4-12)	Chris Seifert <i>A Cheyenne Odyssey</i> and More! PBS and IEFA Resources (K-12)	Michaun Archer The Bitterroot, Flathead and MCCS (3-5)

12:00-1:00 p.m. Networking Buffet Luncheon in Ballroom

1:00-3:45 p.m. INTENSIVE SESSION

	Grant Creek Ballroom Parlor A	Grant Creek Ballroom Parlor E	Grant Creek Ballroom Parlor F	Grant Creek Ballroom Parlor G	Bitterroot River Room B/C
Intensive Session 1:00-3:45	S. Pierce/J. Howard Incorporating IEFA and Common Core Math (K-12)	J. Nielson/E. Zombro Close Reading As a Tool with IEFA Resources (K-12)	Deb Mitchell Analyzing Historic Images to Meet MCCS (7-12)	Dottie Susag The Healing Power of Indian Poetry and Film – Themes and Strategies for MCCS (4-12)	C. DeWald/A. Mastandrea How Do You Know? Ways of Knowing in K-12 Science Classrooms (K-12)

PLEASE JOIN US FOR A DOUBLE SHORT FILM MATINEE!

4:00-6:15 p.m. Grant Creek Ballroom Parlor D - popcorn and theatre-style refreshments will be served

*Indian Relay* (56 minutes) and *Redefined: Art and Identity* (27 minutes)

Montana PBS Director of Educational Services Chris Seifert and Executive Producer Julie Cajune

will be present for Q and A Session following each of films

AGENDA AT A GLANCE TUESDAY, February 25, 2014 7:15 a.m. – 3:00 p.m.					
7:15-8:15: BREAKFAST BUFFET – BALLROOM					
8:30-9:45 a.m. SESSION THREE					
SESSION 3 8:30-9:45	Grant Creek Ballroom Parlor A C. Gnauk, P. Anello, K. Heinz Boarding Schools: M CCS and IEFA (4-12)	Grant Creek Ballroom Parlor E C. Alegria and M. Fulton Going to the Source: Extreme History! (4-12)	Grant Creek Ballroom Parlor F A. Baldwin and Arlee HS <i>The Roundhouse</i> , Students and a Book Trailer (9-12)	Grant Creek Ballroom Parlor G D. Brady Leader and J. Red Eagle Neuroscience of Play and Joy (K-12)	Bitterroot River Room A/B/C Marina Weatherly Symbol and Identity: Visual Arts Lesson (K-6)
9:45-10:15 a.m.: BREAK PACK YOUR CAR/CHECK OUT					
10:15-11:30 a.m. SESSION FOUR					
SESSION 4 10:15-11:30	Molly Joyce Media Literacy and Reaching Native American Students (9-12)	Nicholas Vrooman <i>The Little Shell/ Tribes' "One Robe"</i> Resources for the Classroom (6-12)	M. Billedeaux/E. Meeks Our Journey Integrating IEFA (K-5)	C. Ladenburg/A. Sempf Writing Your Way into IEFA (K-2)	K. Hurin/J. Hinchman Cultural Proficiency and IEFA (K-12)
SIT DOWN LUNCHEON and KEYNOTE ADDRESS – BALLROOM					
11:45-12:30 Lunch Service					
12:30-1:30 Keynote Address with Anna Baldwin: Montana's Teacher of the Year					
1:45-3:00 p.m. SESSION FIVE					
SESSION 5 1:45-3:00	J. Gladstone/P. Bartlett Charlie Russell's Montana (K-12)	Teresa Heil Crossing Boundaries: Visual Arts Lesson (7-12)	J. Suchar/M. Jetty Tobacco Use – Traditional and Commercial (5-12)	Heather Bruce Writing and IEFA (K-12)	Jennifer Stadium Introduction to Fort Peck PlaceNames Unit (9-12)

*Best Practices 2014 SPOTLIGHT*

*Cultural Continuum: Movie Matinee Monday*

**PLEASE JOIN US FOR A DOUBLE SHORT FILM MATINEE!**

**4:00-6:15 p.m. Grand Creek Ballroom Parlor D**  
**Popcorn and theatre-style refreshments will be served- Come early for a good seat!**

**4:15-5:30 *Indian Relay* (56 minutes)**

**~ followed by a brief question and answer session with Montana PBS Director of Educational Services Chris Seifert**

The hope and determination of modern-day American Indian life is revealed in this film about what it takes to win one of the most exciting and perilous forms of horseracing practiced anywhere in the world today. Featuring remarkable high-speed cinematography, *Indian Relay* follows three teams from different American Indian communities as they prepare for and compete in a grueling Indian Relay season -- all hearts set on the glory and honor of winning an Indian Relay National Championship!

**5:30-6:15 *Redefined: Art and Identity* (27 minutes)**

**~ followed by a brief question and answer session with Executive Producer Julie Cajune**

This film portrays American Indian writers and visual artists talking about art and identity. At times, Native artists and writers are expected to produce something that is characteristically "Indian." What does that mean? Does art by Native people have to look or sound "Indian?" How are Native people in the arts stretching boundaries and crossing borders of identity art? Artist Maxx Stevens tells us that art needs to be honest. In these interviews, people share honest, brave, and insightful ideas about their art and their identity.

## *Keynote Speaker Biographies*

Opening Address with Dr. Vernon Finley, Kootenai, Confederated Salish and Kootenai Tribes

Monday, February 24, 2014 -

### **Indian Education for All – It Is All Related**

Dr. Vernon Finley, is a member of the Confederated Salish and Kootenai Tribes and was born and raised on the reservation. His early years consisted of spending much of the time with his grandparents who had a very significant impact on his life. They were fluent speakers of the native languages and practitioners of traditional culture. Much of his worldview and perspective comes from being brought up in their home. Dr. Finley's western education consists of graduating from Polson High School, the University of Montana, Oklahoma City University, and The University of Georgia with a high school diploma, Bachelor of Arts in Elementary Education, Master of Education, and Doctor of Education degrees, respectively.

Luncheon Keynote with Dr. Anna Baldwin, 2014 Montana Teacher of the Year, Arlee High School, Tuesday, February 25, 2014 -

### **Rainmaker: The Confluence of IEFA and the Common Core**

Dr. Anna Baldwin is a high school English teacher and literacy coach at Arlee High School and has been teaching on the Flathead Indian Reservation for the past 15 years. She designed and teaches Native American Studies for the Montana Digital Academy and teaches English methods courses at the University of Montana as an adjunct instructor. She is the recipient of several awards, including the Confederated Salish and Kootenai Tribes' Arlee Educator Award, Montana Association of Teachers of English Language Arts Distinguished Educator Award, and the Award for Excellence in Culturally Responsive Teaching from Teaching Tolerance. Dr. Baldwin is the 2014 Montana Teacher of the Year. She lives in Arlee with her husband Jerry and children, Abby and Austin.

## *SESSION SUMMARIES*

*Monday, February 24, 2014 Session 1: 10:45-12:00*

Grant Creek Ballroom Parlor A

**Tammy Elser**, Educational Consultant, Insight Educational Services, Inc.

### **Words Count! Integrated Literacy, Math & IEFA for K-2 Teachers**

Grades K-2

English Language Arts, Math, Social Studies/History, IEFA Integration Mining the Implicit Learning Opportunity: IEFA Picture Book Lessons, MCCS ELA and Math Workshop for the Primary Teacher. Participants will leave with a new strategy for the classroom! This hands-on workshop will model integration of Indian Education for All content and the Essential Understandings regarding Montana Indians, while developing the primary student's skills in both literacy and math. Participants will learn how to capitalize on the implicit learning opportunities presented in the IEFA Language Arts units and how to craft explicit and implicit learning experiences that support BOTH math and literacy.

Grant Creek Ballroom Parlor E

**Glenda McCarthy**, 9-12 Indian Education Instructional Coach, Billings Public Schools

### **Medicine Wheel: Cross Curricular Project**

Grades 9-12

Cross Curricular/IEFA Integration, Art, Cultural Infusion, Protocols, Health

Participants will learn about a culturally responsive, cross curricular process integrating Indian Education for All and receive copies of curriculum support materials. The medicine wheel project is a cross curricular IEFA infusion project initiated by high school art teachers and counselors in Billings, Montana. The project included a medicine wheel installation created by high school art classes and installed in a school courtyard. Simultaneously, students in health and social studies classes connected with Crow and Assiniboine presenters and learned about Native perspectives of caring for ourselves physically, emotionally and spiritually.

Grant Creek Ballroom Parlor F

**Ruth Ferris**, Washington Elementary K-6 Librarian, Billings Public Schools

**There's History in YOUR Backyard!**

Grades 4-12

Cultural Infusion, Cultural Protocols, Social Studies/History, ELA, Cross Curricular/IEFA Integration

Primary sources are essential in meeting the CCST. The standards are about understanding information and applying discipline and specific skills. Participants will engage in scaffolded lessons designed to help students analyze photographs and documents, compare sources, generate questions, research and cite sources, and support historical thinking with evidence from authentic documents. This presentation will emphasize advanced literacy skills, critical thinking and inquiry. The "Question Formulation Technique" will be modeled in a classroom setting. Participants will be encouraged to grapple with the raw materials of history. Participants will examine photographic images in search of meaning and evidence, use the "Question Formulation Technique" to interrogate a photograph, and analyze a primary source as an historian.

Grant Creek Ballroom Parlor G

**Chris Seifert**, Montana PBS Director of Education

**A Cheyenne Odyssey and More! PBS and IEFA Resources**

Grades K-12

Cross Curricular/IEFA Integration, Health Enhancement, Social Studies/History

*A Cheyenne Odyssey* is an online learning simulation for 5-9th graders that takes students from the late 1850s to the late 1880s - the period when westward expansion forever changed Montana and the Native way of life. Historians and game makers came to Montana, collaborated with the Northern Cheyenne, and built a highly effective and fun gaming experience for today's learners. Come see how effective a simulation can be for your students. Participants will experience *A Cheyenne Odyssey* firsthand. Participants will also look at several new resources for teachers at [Montana.pbslearningmedia.org](http://Montana.pbslearningmedia.org).

Bitterroot River Room A

**Jioanna Carjuzaa**, Associate Professor Department of Education,  
Montana State University-Bozeman

**Cross-Cultural Experiments in Indigenous Education**

Grades 6-12

Cross Curricular/IEFA Integration, English Language Arts, Social Studies/History

This presentation addresses Montana Common Core 11th-12th grade English/Language Arts and Literacy in History/Social Studies standards, but can be modified for grades 6-10. Participants will: evaluate the advantages and disadvantages of using different mediums to compare Indian boarding schools and residential schools in Canada and Australia; integrate information from diverse sources, both primary and secondary, into a coherent understanding of what happened during those experiments of forced assimilation; and cite strong and thorough textual evidence to support analysis of what the texts/materials say explicitly within cultural contexts, as well as inferences drawn from the texts/materials. Participants will interact with primary and secondary documents and multimedia materials/resources that develop critical media literacy skills.

**Michaun Archer**, 3/4 Teacher Olney-Bissell School, Whitefish  
**The Bitterroot, Flathead and MCCS**

Grades 3-5

English Language Arts, Social Studies/History, Cross Curricular/IEFA Integration

This session will introduce the importance and uses of the bitterroot plant and flower to the Salish and Pend d'Oreille tribes of the Flathead Reservation. Rich with deep connections to the Common Core, this curriculum is meaningfully aligned with the MCCS English Language Arts and Mathematics Standards. The Listening and Speaking, Reading, and Mathematical Practice Standards covered include understanding themes of a story, drama, or poem, and the four operations used to solve word problems. Participants will be interacting through writing, reading, storytelling, and art and come away with many great ideas and strategies. Participants will receive a copy of the unit.

*Monday, February 24, 2014*

*Intensive Session 2: 1:00-3:45 (2 hours and 45 minutes)*

Grant Creek Ballroom Parlor A

**Sarah Pierce**, OPI-Indian Education, SIG Coordinator and Indian Education Specialist

**Jean Howard**, OPI-Curriculum Standards and Instruction, Mathematics Coordinator

**Incorporating Indian Education and Common Core Mathematical Practices**

Grades K-12

Math/ IEFA Integration

This intensive workshop will focus on the classroom application of the eight mathematical practices: 1. Make sense of complex problems and persevere in solving them, 2. Reason abstractly and quantitatively, 3. Construct viable arguments and critique the reasoning of others, 4. Model with mathematics, 5. Use appropriate tools strategically, 6. Attend to precision, 7. Look for and make use of structure, and 8. Look for and express regularity in repeated reasoning. We will incorporate strategies to align math lessons to the Montana Common Core Standards. Participants will learn how to enhance previously published lessons to both the Essential Understandings and Common Core expectations, as well as adapt a lesson plan to use immediately in the classroom.

Grant Creek Ballroom Parlor E

**John Nielson** and **Eileen Zombro**, Instructional Coaches, Bozeman Public Schools

**Close Reading as a Tool for IEFA and MT Standards**

Grades K-12

English Language Arts, Cultural Infusion

Close Analytic Reading is a comprehensive, skills-integrated, and standards-desired practice. This presentation makes it IEFA related and viable to all content areas and all grade levels. Participants will experience the power of the close read for their teaching tool bag,

discover the close read formula to be critically useful for tapping the rich and copious IEFA resources available, and leave with an understanding and an example of how to apply this practice in their classrooms using Louise Erdrich's *Birchbark House*.

Grant Creek Ballroom Parlor F

**Deb Mitchell**, Program Specialist Outreach and Education, Montana Historical Society

### **Analyzing Historic Images to Meet Common Core**

Grades 7-12

Social Studies/History

This intensive workshop will inform participants on how to teach students to analyze cultural images using "Visual Thinking Strategies" as a tool, along with exploring the MHS online activity *Picturing the Past: Understanding Cultural Change and Continuity among Montana's Indians through Historic Photographs* and how it meets MCCS. Participants will practice and become familiar with using "Visual Thinking Strategies" and how those skills align with MCCS. Participants will interact with curriculum used to teach analysis of historical images as primary documents that align with the standards and integrate historical images into IEFA curriculum.

Grant Creek Ballroom Parlor G

**Dottie Susag**, OPI-Indian Education, Indian Education Specialist  
**The Healing Power of Indian Poetry and Film: Themes and Strategies for MCCS**

Grades 9-12, a challenge in 8<sup>th</sup>, but can be done

English Language Arts, Social Studies/History

Using poetry and video, participants will read closely to determine what the text says explicitly, determine central ideas, and interpret words and phrases as they are used in the text and on video. Both the poem and the video are authored by American Indians (Jennifer Greene Finley, Salish/Chippewa Cree and Chris Eyre, Cheyenne/Arapaho, in *Smoke Signals*). Teachers will read and respond to the poem "For Those Who Hate" by Jennifer Greene Finley. Participants will consider causes of violence and solutions to suffering and grief, as well as what it means to be a grown up.

Bitterroot River Room A

**Dot Wood**, Director of Curriculum and Instruction, Columbia Falls Schools

**Teacher Professional Learning Communities**, Columbia Falls Schools  
**IEFA Grants – A Success Story!: How-to Process and Implementation**

K-12: Administrators, Instructional Coaches/Leaders, Teacher Leaders, Interested Teachers

IEFA Integration

Last year Columbia Falls piloted full integration of IEFA into the implementation of MCCS ELA in K-5, and is currently extending that to grades 6-12. We will address district professional development, uses of funding, and structural elements that have supported the implementation. District teachers will demonstrate their successful integrations of IEFA and MCCS. Administrators will learn about capacity building that supports integrated implementation of IEFA/MCCS K-12. Participants will interact with our first grade and fourth grade Professional Learning Community (PLC) members to gain insight into processes and programs, and will have the opportunity to begin action planning for integrated implementation in their schools.

Bitterroot River Room B/C

**Chris DeWald**, OPI-Content Standards and Instruction, Science  
Coordinator

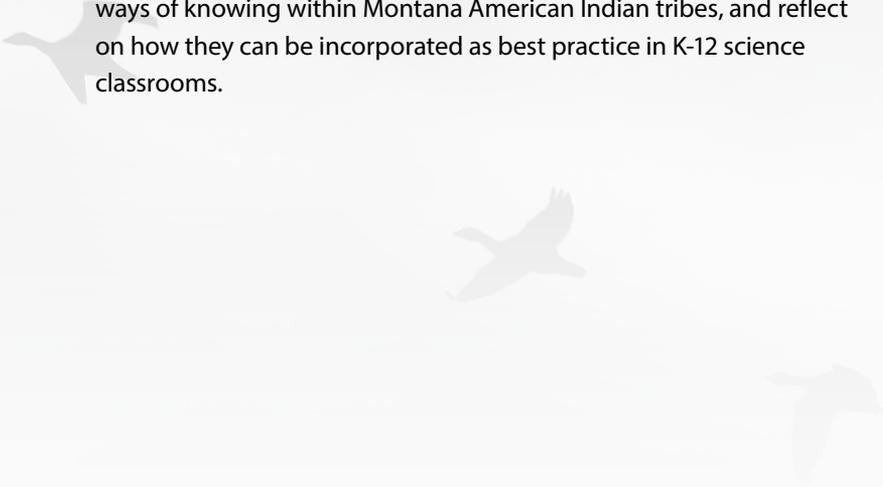
**Adam Mastandrea**, OPI-Content Standards and Instruction, English  
Language Arts Coordinator

### **How Do You Know? Ways of Knowing in K-12 Science Classrooms**

Grades K-12

Science, ELA, IEFA Integration

From the great philosophers, to constructivist methods like inquiry, to step-by-step methods like the scientific method, there are many perspectives on how we can learn about the world around us. This workshop style presentation will provide participants the opportunity to look at the wide variety of ways of knowing, including traditional ways of knowing within Montana American Indian tribes, and reflect on how they can be incorporated as best practice in K-12 science classrooms.



*Tuesday, February 25, 2014*

*Session 3: 8:30-9:45*

Grant Creek Ballroom Parlor A

**Carrie Gnauck, Penni Anello** and **Kami Heinz**, 4<sup>th</sup> Grade Teaching Team, Glacier Gateway, Columbia Falls

**Boarding Schools: MCCS & IEFA**

Grade 4-12

English Language Arts, Social Studies/History, Cultural Infusion

This session focuses on the successful journey our Professional Learning Community (PLC) team took during MCCS-ELA implementation incorporating Essential Understandings with social studies, writing, and reading. We will share our process including how we gathered OPI recommended IEFA materials to create background knowledge about American Indian tribes and the Boarding School Period. Participants will understand the process of integrating ELA, social studies, and IEFA, be introduced to a model that is adaptable to any content or grade level and have the opportunity to experience the application of the process with a fourth grade American Indian boarding school persuasive writing performance task.

Grant Creek Ballroom Parlor E

**Crystal Alegria** and **Marsha Fulton**, Extreme History Project, Bozeman

**Going to the Source: Extreme History!**

Grades 4-12

Cross Curricular/IEFA Integration, Cultural Infusion, English Language Arts, Social Studies/History

The Extreme History project has recorded and filmed eleven oral history interviews that focus on the earlier part of the reservation period of the Crow tribe. These oral histories cover topics from memories of Fort Parker, the first Crow Indian Agency, to living on the Crow reservation today. Join us to learn more about this project and how you can use these DVDs in your classroom.

Grant Creek Ballroom Parlor F

**Anna Baldwin**, 11th/12th Grades English Teacher and Arlee High School Students, Arlee High School

***The Round House, Students, and a Book Trailer***

Grades 9-12

English Language Arts, Technology

In this panel-style presentation, students from Arlee High School's Multicultural Literature class will present their approach to and take-away from the novel *The Round House* by Louise Erdrich. The story tells of the intersection of family, culture, and tribal sovereignty. The students' collaborative project, a digital book trailer, will showcase their critical thinking about the plot and characters, and demonstrate how digital literacy can simultaneously address the Common Core standards and Indian Education for All. Participants will learn how to implement a book trailer lesson in their classrooms, and learn how the CCSS and IEFA can intersect to create great student products.

Grant Creek Ballroom Parlor G

**DeeAnna Brady-Leader** and **Jeremy Red Eagle**, International Traditional Games Society

**The Neuroscience of Play and Joy: The Effects of Unstructured Play on Social Development**

Grades K-12

Cross Curricular/IEFA Integration, Health Enhancement

Current brain research reveals the value of traditional games in developing skillful social beings. This session will cover the importance of and rich research supporting unstructured play and traditional games. Participants will engage in group discussions about social competency and the new technological world and share ways their own classrooms develop social interaction and social skills.

The session emphasizes Montana Health Enhancement Standard 6, Benchmark 4.2: be able to tell ways to show care, consideration, and respect of self and others.

Bitterroot River Room A/B/C

**Marina Weatherly**, Artist/K-6 Educator, Stevensville

**Symbol and Identity: The Intricacies and Meanings behind the Indian Reservation Seals of Montana**

Grades K-6

Cross Curricular/IEFA Integration, Art, ELA

Tribal Reservation Seals are artistic expressions of tribal diversity and identity, and are visual representations of the continuity of traditions and beliefs in modern day life. In this session, the IEFA Art Matters Guiding Principles will be introduced and participants will experience K-6 MCCS ELA connections of speaking, listening and writing by viewing and responding to a power point presentation of tribal symbols and Reservation Seals using "Visual Thinking Strategies." Working in cooperative groups, participants will create a group seal representing the identities of the group as a whole.

*Tuesday, February 25, 2014*

*Session 4: 10:15-11:30*

Grant Creek Ballroom Parlor A

**Molly Joyce**, 9-12 Instructional Coach, Hardin High School

**Media Literacy and Reaching Native American Students**

Grades 9-12

IEFA Integration, English Language Arts, Media Literacy, Social Studies/History, Math, Health Enhancement

How can we provide students with authentic literary voices that resonate with their own lives? What are the challenges? In this workshop, we will share ways to overcome censorship issues, particularly with American Indian texts, and we will share online resources and strategies for engaging students that address the MCCS. We will uncover how the integration of IEFA can lead to deep understandings of the Informational & Narrative Writing standards. Participants will interact with cross-curricular lessons that align with MCCS and experience how authentic contemporary Indian publications reach students.

Grant Creek Ballroom Parlor E

**Nicholas Vrooman**, Little Shell Chippewa, Northern Plains Folklife Resources

**The Little Shell Tribe's "One Robe": Resources for the Classroom**

Grades 6-12

Cross Curricular/IEFA Integration, Cultural Infusion/Protocols, Native Language, Social Studies/History

This presentation uses the Little Shell Tribe's Montana Tribal Histories Project contribution, *"The Whole Country was ... 'One Robe'": The Little Shell Tribe's America*. Using primary and secondary sources, and analysis and interpretation, participants will look at how, in the 21st century, a whole people (recognized as Indians and relatives by all their neighbors) can be misunderstood and denied official acknowledgement by the federal government. This session will help teach students critical thinking skills to assess primary sources in light of their own experience, as well as the historian's craft, which is critical to an equitable and justice-driven democratic society.

Grant Creek Ballroom Parlor F

**Molly Billedeaux**, Kindergarten Teacher and **Elaine Meeks**,  
Principal, Cherry Valley Elementary, Polson

### **Our Journey Integrating IEFA**

Grades K-5

Cross Curricular/IEFA Integration

This presentation will explore the legal, ethical, and instructional responsibilities of teachers in implementing Indian Education for All. Based on current research, best practices, and personal experiences of engaging families and the community through IEFA, we'll move beyond the "what" and "how" to teach and address the deeper question of "why" IEFA is so important. Participants will have the opportunity to interact with a K-5 cross curricular pathway based on the Seven Essential Understandings and aligned with MCCS. Teachers will work together to create a vision for IEFA and gain strategies to partner with families and the community.

Grant Creek Ballroom Parlor G

**Cassie Ladenburg** and **Amy Sempf**, 1<sup>st</sup> Grade Teaching Team, Ruder  
Elementary, Columbia Falls

### **Writing Your Way into IEFA - Primary Style**

Grades K-2

Technology, Cross Curricular/IEFA Integration

This presentation will showcase how primary writers integrate Essential Understandings, MCCS, and technology. Participants will interact with technology, IEFA literature, and various writing techniques. Strategies for providing students with an authentic learning experience through the use of technology, improving student motivation, and providing opportunities for higher level thinking will be modeled. Participants will discover ways of using technology to differentiate within the classroom and help students at all points on the spectrum to become successful.

Bitterroot River Room, A/B/C

**Katie Hurin** and **JoLena Hinchman**, Indian Education for All  
Instructional Coaches, Great Falls

**Cultural Proficiency and IEFA**

Grades K-12

Cross Curricular/IEFA Integration

Culture permeates all the Essential Understandings and is integrated in every subject at every grade level. Each of the seven Essential Understandings Regarding Montana Indians will be covered with participants in this session. EU1, EU2, EU3, EU4, EU5, EU6, EU7 Stage 3 Context of this lesson (students will be able to do/students will show they know) cites each Essential Understanding specifically in clear, student friendly language. Using culturally relevant pedagogical strategies, participants will focus on self-examination so that we may deepen our understandings, address inequities, and embrace the rich cultural diversity of our unique communities.

*Tuesday, February 25, 2014*

*Session 5: 1:45-3:00*

Grant Creek Ballroom Parlor A

**Jack Gladstone**, Montana's Troubadour

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

**Charlie Russell's Montana**

Grades K-12

Cross Curricular/IEFA Integration, Cultural Infusion, Music, English  
Language Arts, Social Studies/History

This presentation will employ text, visual imagery, lyric poetry, spoken narrative, American Indian sign language, and original music to complement Russell's illustrations of Montana's heritage. Participants will be nurtured in the recognition and appreciation of C. M. Russell's artwork as a provocative portrayal of the ecological, historical, and cultural treasures of the American West.

Grant Creek Ballroom Parlor E

**Teresa Heil**, K-12 Art Teacher, Frazer Public School, Frazer

**Crossing Boundaries: Visual Arts Model Lesson**

Grades 7-12

Art, Cross Curricular/IEFA Integration, English Language Arts

“Crossing Boundaries through Art: Reservation Tribal Seals of Montana” encourages middle and high school students to gain knowledge about Montana Indian tribes through the visual arts.

Components of this cross-curricular lesson involve viewing the reservation seals, and making connections through reading, research and creative writing. This lesson meets Montana Standards for the Arts, in addition to MCCS ELA standards. Participants will preview a model lesson and participate in selected components from the learning plan. Participants will access resources for IEFA and the visual arts, be introduced to tribal seals and how to present them to students, and reflect on essential questions and understandings from the lesson.

Grant Creek Ballroom Parlor F

**Janet Sucha**, DPHHS-MTUPP Health Education Specialist  
and Tribal Liaison

**Mike Jetty**, OPI-Indian Education, Indian Education Specialist

**Tobacco Use – Traditional versus Commercial Usage**

Grades 5-12

Cross Curricular/IEFA Integration, English Language Arts, Social Studies, Health Enhancement

Are you looking for a relevant IEFA lesson plan? Attend this session. Affecting more lives in America annually than AIDS, alcohol, car accidents, murders, illegal drugs and fires combined, tobacco use is the single greatest cause of preventable death! Smoking kills 1,400 Montanans every year, an average of four per day. Use IEFA content to show students how culture, media and technology influence choices. Participants will interact with curriculum used to teach critical media literacy skills that align with the MCCS and students will understand that American Indian tribal nations and Indian people continue to use tobacco for ceremony.

Grant Creek Ballroom Parlor G

**Heather E. Bruce**, Prof. English Language Arts, University of Montana, and Director MT Writing Project

**Writing and Indian Education for All**

Grades K-12

Cross Curricular/IEFA Integration, English Language Arts, Social Studies/History In this workshop, participants will examine ways to teach informational, argumentative and narrative writing strategies that meet MCCS ELA Writing Standards and implement best practices for Indian Education for All. Teachers in all grade levels and all content areas will find something of value in this workshop presentation and learn more about what the Montana Writing Project has to offer. Participants will examine a variety of texts and writing practices that show ways to highlight the intersections between best literacy practices and best practices for integrating Indian Education for All.

Bitterroot River Room A/B/C

**Jennifer Stadum**, OPI-Indian Education, Indian Education Specialist

**What's This? New Curriculum for High School: Fort Peck PlaceNames**

Grades 9-12

Cross Curricular/IEFA Integration, English Language Arts, Social Studies/History, Government, Science

This session introduces a new curriculum which will be sent to all Montana public high school libraries in 2014. Fort Peck PlaceNames is a five module unit delving into the Assiniboine and Sioux tribes of the Fort Peck Indian Reservation. The curriculum focuses on the tribes' worldviews, their history, media literacy and the significance of the return of the bison to tribal lands, the ecological impact of Echinacea harvesting, and a critical analysis of the 2000 Fort Peck Constitution and Bylaws. We will take a quick peek at the highlights of this exciting multi-media curriculum. Most exciting are the tribal voices and stories told on video woven throughout the curriculum!

## **EDU 591: Living Within the Four Base Tipi Poles of the Apsaalooke Homeland**

8-week online course

3 graduate credits

Montana State University - Bozeman

June 15-August 15, 2014

Sarah Pierce (406)444-0708, [spierce2@mt.gov](mailto:spierce2@mt.gov)

Ever wanted to go more in-depth on a specific Montana tribe through first person views and virtual tours of Crow country? Take advantage of an innovative online course that blends readings, discussions, interactive instruction with Dr. Shane Doyle (Crow). He will take you through a course designed to provide educators with factual and practical knowledge about Apsaalooke values, worldviews, political and economic systems and unique cultures and histories. It will also guide participants through personal assessment and reflection on lesson planning, teaching practices, and cultural competency.

**June-August** - Summer Institutes on Writing, Indian Education for All, and MCSS available throughout the state. For dates and locations contact

Heather E. Bruce, [heather.bruce@umontana.edu](mailto:heather.bruce@umontana.edu);

Liz Boeheim, [elizabeth.boeheim@mso.umt.edu](mailto:elizabeth.boeheim@mso.umt.edu); or

Casey Olsen, [cougarenglish@gmail.com](mailto:cougarenglish@gmail.com)

**This Summer with Project Archaeology:  
#1 - Project Archaeology Educator Field School  
(EDCI 588-801)**

Date: August 4-8, 2014

Place: Virginia City, MT

Cost: \$594.80 for 2 graduate level credits and lodging included

**#2 - Project Archaeology: Investigating a Plains Tipi  
(EDCI 591)**

Date: June 16-19, 2014

Place: Museum of the Rockies, Bozeman, MT

Cost: \$569.80 for 2 graduate level credits

Register online at <http://eu.montana.edu/credit> after April 1, 2014

For more information, contact Crystal Alegria at (406) 994-6925 or [calegria@montana.edu](mailto:calegria@montana.edu)

**#3 - Project Archaeology: Investigating a Plains Tipi  
(EDCI 591)**

Date: July 21-24, 2014

Place: Museum of the Rockies, Bozeman, MT

Cost: \$569.80 for 2 graduate level credits

Register online at <http://eu.montana.edu/credit> after April 1, 2014

For more information, contact Crystal Alegria at (406) 994-6925 or [calegria@montana.edu](mailto:calegria@montana.edu)

## **Worlds Apart but Not Strangers - National Writing Project Workshop**

3 credit on campus course

University of Montana - Missoula

July 20-26, 2014

Wendy Z. Warren [wendyzwarren@yahoo.com](mailto:wendyzwarren@yahoo.com)

Brenda Johnston [brendaj@bps.k12.mt.us](mailto:brendaj@bps.k12.mt.us)

One of the original five satellite seminars nationwide, sponsored by New York City's Memorial Library in New York City and the Montana Writing Project, Worlds Apart But Not Strangers is relevant to teachers grades 4-12, the purpose of the course is to provide novice and experienced teachers with knowledge about and teaching strategies for Holocaust Education, Indian Education for All and community building, using literacy, and especially writing, as tools to drive inquiry. Due to the generous support of the Memorial Library, this course is offered at no cost to teachers (credits, lodging and travel are not covered).

**For additional upcoming Professional Development offerings, fellowship opportunities and other possibilities keep an eye on these sites:**

Montana Historical Society

<http://teachingmontanahistory.blogspot.com/>

Summer Research Fellowship and More!

**Check out the Montana Regional Education Service Areas (RESA)** for upcoming IEFA professional development opportunities. Call or e-mail Mike Jetty at 406-444-0720, [mjetty@mt.gov](mailto:mjetty@mt.gov), for contact information for your local RESA.

*Much more to come... check on Hot Topics for updates!*



## **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.



***CHECK OUT FUTURE OFFERINGS IN HOT TOPICS  
AND PROFESSIONAL DEVELOPMENT AT:***

<http://opi.mt.gov/Programs/IndianEd/Index.html>

**April 11-12, 39th MSU-Bozeman Powwow**

Contact: [scott.zander@montana.edu](mailto:scott.zander@montana.edu)

**April 18-19, Annual Kyi-Yo Celebration and Powwow UM Missoula**

Contact: <http://www.umt.edu/kyiyo>

**April 17-20, Montana Indian Education Association**

33rd Annual Conference: Education as A Way of Life

Holiday Inn, Missoula,

[http://mtiea.org/downloads/call\\_to\\_conference\\_2014.pdf](http://mtiea.org/downloads/call_to_conference_2014.pdf)

**June 15-August 15, 2014, EDU 591: Living Within the Four Base Tipi  
Poles of the Apsaalooke Homeland**

An Educator's Journey Through Crow Country

Online graduate credit (3), MSU-Bozeman

Contact: Sarah Pierce, [spierce2@mt.gov](mailto:spierce2@mt.gov), 406-444-0708

**July 20-July 26, 2014, Worlds Apart but Not Strangers**

University of Montana-Missoula, on campus UofM credits available

Contact: Wendy Z. Warren [wendyzwarren@yahoo.com](mailto:wendyzwarren@yahoo.com); or

Brenda Johnston [brendaj@bps.k12.mt.us](mailto:brendaj@bps.k12.mt.us)

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Copies of this public document were published at an estimated cost of \$ . per copy, for a total cost of \$ .00, which includes \$ .00 for printing and \$0.00 for distribution