

# 2024 NORTH DAKOTA INDIAN EDUCATION SUMMIT

## Thursday, July 18, 2024 - Keynote Address Overview

Session Topic: ***Mental Health is the Key - Unstoppaboles Mindset Required***

Presenter: **Derrick “UnstoppaBoles” Boles**

Room: Brynhild Haugland Room

Time: Thursday, 9:00am

Session Description: Get ready for a crash course at the Unstoppaboles University of Adversity, where you’ll learn to access energy, relationships, and your ability to continue growth to overcome traumatic events in your life.

Derrick Boles has a unique “Hearts and Minds” approach that has earned him international recognition as one of today’s real-time solution finders. Derrick’s life work and mission is to challenge, inspire, educate, and mobilize communities and leaders to “Stand Up” and overcome adversity.

In July 2017, he suffered two near fatal strokes. Since then, Derrick has been on a miraculous journey of recovery, while delivering a message of resiliency, toughness, courage, and sheer determination. He’s written two books, *Courage to Lead* and *Courage to Follow*, and is now writing a third book, *The Rebound*, based on his experiences of life and death - physically, emotionally, and spiritually.



## Friday, July 19, 2024 - Keynote Address Overview



Session Topic: ***Pioneering the Path to Self-Determined Pedagogy***

Presenter: **RunningHorse Livingston**

Room: Brynhild Haugland Room

Time: Friday, 12:45pm

Session Description: In an era marked by rapid technological advancement and shifting educational paradigms, the essence of Indigenous self-determination is evolving. This presentation will explore the foundational principles of cultural pedagogy, emphasizing the critical role of deep culture over surface culture and impacts on 21<sup>st</sup> century classrooms. Insights based on the latest research in Indigenous Education will be shared and examined and we will navigate the complexities of teaching culture vs. teaching culture as well as the challenges and opportunities that lie ahead.

RunningHorse Livingston is a managing consultant in culturally responsive education at Education Northwest. RunningHorse is committed to improving pedagogical practices and developing teaching standards that reflect the values and needs of rural and tribal communities. Committed to national educational reform, RunningHorse has played a key role in fostering inclusive environments for students from diverse backgrounds. A prominent figure in 21st-century instruction, RunningHorse's expertise extends nationally, reflecting his commitment to providing comprehensive professional development. Hailing from the Bad River Band of Lake Superior Chippewa, he integrates his heritage into his work. RunningHorse extends his outreach to school administrators, school boards, and tribal communities across the nation, exemplifying his passion for creating enriching educational opportunities on a broad scale.



# 2024 NORTH DAKOTA INDIAN EDUCATION SUMMIT

## General Session Overviews with Presenter Bios

Session Topic: ***The NDNAEU, Learning Pathways and EdHub Opportunities***

Presenters: Dr. Scott Simpson and Sharla Steever

Room: Brynhild Haugland Room

Time: Thursday, 10:15am

Session Description: This session will offer participants an opportunity to learn about some of the exciting things happening in Indian/Multicultural Education in North Dakota. We will be sharing about the Responsive Practices Learning Pathways happening across the state, as well as virtual opportunities for educators to explore the NDNAEU through new ND Education Hub courses available now. You will also hear from administrators from participating districts as they share about how this work has impacted their districts. Join us to see what opportunities you and your school might want to participate in this coming school year.

Since joining Technology & Innovation in Education (TIE) in 2008, Dr. Scott Simpson has worked with schools and districts on initiatives associated with literacy, intrinsic motivation, character education, and cultural responsiveness. Since 2014, he has co-facilitated the development of the North Dakota Native American Essential Understandings (NDNAEU) by Elders of various tribes in ND and developed the accompanying website ([www.teachingsofourelders.org](http://www.teachingsofourelders.org)). Dr. Simpson, a Courage & Renewal facilitator, is part of a growing international approach to supporting educators and other professionals as they develop healthy, whole and reflective engagement with their vocation, the people they serve, and their own sense of identity. He's also a published poet, songwriter and musician and often incorporates creative approaches to writing, songwriting and music into his presentations.

Sharla Steever is a Learning Specialist at TIE. Since 2015, she has partnered with Lucy Fredericks and the NDDPI Office of Indian/Multicultural Education on various projects. Previously, she worked as an elementary teacher for 11 years after being the director of Placerville Camp and Retreat Center. Sharla is a 2011 Classroom Teaching Ambassador Fellow with the US Department of Education and a recipient of the Presidential Award for Excellence in Math and Science Teaching. She's a nationally board certified middle childhood generalist, hold a BS in Elementary Education from Northern State University and a Master's in Curriculum and Instruction Technology Integration from Black Hills State University. She's also a licensed minister with the United Church of Christ and is a facilitator of Courage to Teach.

Session Topic: ***Positionality and Relationality: Creating a Culturally Safe Environment in a Classroom Setting***

Presenter: Adriann Ricker

Room: Brynhild Haugland Room

Time: Friday, 9:00am

Session Description: Utilizing the Two-Eyed Seeing Paradigm and grounded in traditional values of relationality, respect, and being a good relative, Adriann Ricker will discuss elements of cultural safety and how educators can create a safe and inclusive environment for students from diverse cultural backgrounds. Positioning ourselves in relationship to our students, environment, and the context we are presenting can help us create a supportive, culturally safe environment.

Adriann Ricker is an enrolled member of the Fort Peck Assiniboine and Sioux tribes, a mother of five boys, and a member of the Poplar community on her reservation. She is a PhD candidate within the Indigenous Health PhD Program at University of North Dakota and currently serves as the director of Dental Operations with the Fort Peck Tribal Health Department as well as a research associate working with Dr. Teresa Brockie (Fort Belknap Aaniiih) to study and address youth suicide.

Session Topic: ***The Importance of Educational Opportunities From a Student Perspective***

Presenter: Shayla Davis

Room: Memorial Hall

Time: Friday, 11:15am

Session Description: I will be talking about my experience in education from a tribal and public school platform, as well as how good educators and good education have transformed my life, and how I was able to use the not-so-good things to fuel my determination to cultivate change. I will be sharing information and resources from the ND State Superintendent's Student Cabinet.

Hau, mitakuyapi; hello, my relatives! I am Arikara, Dakota, and Anishinaabe. I am currently a student at United Tribes Technical College and plan to receive my AS in Paralegal Studies in the spring of 2025. I have been to many schools, both tribal and public, experienced many bumps and adversity, however, I have used it to break cycles and build my platform in efforts to help cultivate change. I am excited to share some of those changes with you, from a student perspective.

# Breakout Session Overviews with Presenter Bios

Session Topic: ***Alphabet Soup! Evidence-Based School Improvement Practices That Work!***

Presenter: Casey Sovo

Room: Fort Totten

Time: Thursday, 12:50pm

Session Description: Data-driven schools focus on the immediate learning needs of their students and staff. They employ multiple forms of student assessment, engage in professional learning communities (PLC), provide in-depth and ongoing professional development (PD) to staff, implement evidence-based models of school improvement, routinely communicate with stakeholders, self-evaluate results, and measure progress across grade levels, within the district, and against the state. In this session, we will discuss the use of Response to Intervention (RtI), Multi-Tiered Systems of Support (MTSS), Direct Instruction (DI and di), and student assessments (NWEA, MAPs, SAEBRS, NDSA, NDA+), and frameworks (BOY, MOY, and EOY) to meet K-8 instructional needs of students and staff at two Bureau of Indian Education schools in Belcourt ND. We will also review and celebrate their results from three years of implementation work at each site.

Mr. Sovo specializes in differentiating K-12 instruction, using progress monitoring and short-cycle assessments to make data-based instructional decisions, evaluating effective teaching strategies, building professional learning communities, and supporting principals and teachers with their implementation of MTSS. Mr. Sovo understands that culture, language, heritage, and other protective factors like resilience and determination are key to the success of his students and staff. In today's post-pandemic world, he focuses on thriving rather than surviving and works diligently to help schools create data-driven learning environments focused on student and staff needs that are actively closing learning and achievement gaps across grade levels.

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Session Topic: ***Relationship Building Through Bidirectional Collaboration for Student Knowledge Generation***

Presenters: Dr. Hollie Mackey, Dr. Cailen O'Shea, Sashay Schettler

Room: Thursday, Fort Union and Friday, Brynhild Haugland

Time: Thursday, 12:50pm with repeat Friday, 10:15am

Session Description: This session highlights the importance of Culturally Responsive School Leadership (CRSL) for educational leaders within and amongst communities. Educational leaders working within a colonized system have to reflect on their own beliefs and axioms of what it means to be culturally responsive. This requires a high degree of reflection and introspection before they can enact practices to mediate the external pressures of the embedded colonized structures to contest their reproduction intentionally (Khalifa et al., 2019). For many Indigenous school leaders, this work is even more demanding as previously held beliefs of Native students and communities are continually colored by historically inaccurate representations and a lack of contemporary knowledge about their strengths and needs. The presenters outline the impetus of the work and ways in which pedagogical practices can uplift cultures and offer students intriguing learning situations.

Dr. Hollie Mackey (Northern Cheyenne) is an associate professor of education at North Dakota State University. She recently served as the executive director of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities. Her scholarship empirically examines the effects of structural inequity in Indigenous and other marginalized populations in educational leadership and public policy using multiple critical frameworks and methodologies.

Dr. Cailen O'Shea is an assistant professor of educational and organizational leadership at North Dakota State University. His research interests focus on school transformation and equitable instructional leadership. Specifically, he looks at ways educational leaders can enhance instruction for all students. He utilizes both quantitative and qualitative research methodologies. Previously, Dr. O'Shea served as a behavior interventionist, 5th-grade teacher, and instructional technology coach in Title I schools in Lincoln, NE.

Sashay Schettler is the new Assistant Director of Indian/Multicultural Education with the NDDPI focusing on the statewide English learner program and assisting with the school improvement program. She was previously the director of Indian education for Bismarck Public Schools. She is a citizen of the MHA Nation and previously served as a cultural responsive coordinator for the Bismarck school district. Through her work with her team in Bismarck, Sashay made great strides to change the narrative of Indigenous education within public school systems. Her work helped to begin closing the opportunity gap for Indigenous students and empower them to be leaders within their communities and beyond.

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Session Topic: ***ND Native American Needs Assessment Survey: 2023-2024 Results and Looking Ahead***

Presenter: Dr. Ellie Shockley

Room: Peace Garden

Time: Thursday, 12:50pm with repeat Friday, 1:55pm

Session Description: Every fall, NDDPI conducts the Native American Needs Assessment in the schools that serve a substantial proportion of Native American students. This needs assessment helps the state identify areas of strength, areas of need, common themes across communities, and priorities for school support. Across many responses, the vantage points of teachers and administrators differ. This session will provide an overview of recent results, plans for future iterations, and an opportunity for audience feedback and discussion.

Before serving the ND University System and supporting NDDPI as an institutional researcher, Dr. Shockley completed a doctorate at the University of Chicago and a post-doctoral fellowship at the University of Nebraska Public Policy Center to develop her competencies as a researcher. Upon completion of her fellowship, she did institutional research at Bismarck State College for three years before starting her current position with the NDUS in 2018.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Choice Ready in Our Rural Schools***

Presenters: Charles Anderson, Dawn Moberg

Room: Sakakawea

Time: Thursday, 12:50pm

Session Description: A discussion on what Choice Ready looks like in rural ND.

Charles has spent the last 18 years as a high school principal in Indian Country. He also has experience in transportation, coaching, was an elementary & middle school teacher, and served as a Title director.

Dawn has worked in the educational community for 27 years, and the last 16 have been in her current role as an alternative education teacher.

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Session Topic: ***What Ways Do Animals Predict the Weather***

Presenter: Dr. Viola LaFontaine-Slater

Room: Lewis & Clark

Time: Thursday, 12:50pm with repeat Friday, 2:55pm

Session Description: Native American people have used animals and other elements in nature to help them predict weather. Their observation, studying, and documentation of their findings have helped them to survive over the years. Various animals have been historically believed to predict the weather, such as groundhogs predicting winter duration, cows lying down before rain, and frogs croaking loudly to indicate coming rain. While some behaviors may have a basis in how animals react to environmental changes (like air pressure or humidity), many of these beliefs are myths without scientific support. Despite the lack of hard evidence for most animal-based weather predictions, observations of animal behavior can still offer fascinating insights into their sensitivity to nature's changes.

Dr. Viola LaFontaine-Slater is an enrolled member of the Turtle Mountain Band of Chippewa. She has 4 children, 6 step-children, 35 grandchildren, one great-grandchild, and a very extensive and close extended family. She's been in education for 45 years and has taught in elementary, middle school, and head-start programs. She's been an administrator for 36 years including serving as an assistant principal, principal, and superintendent in Turtle Mountain, Williston, and Mott-Regent schools. She retired and has been working as an educational specialist and comprehensive school improvement liaison for the past 5 years. She currently works independently, in her area of passion, to provide quality school improvement guidance and interventions to Native American schools and Native American students in public schools.

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Session Topic: ***INSTEM (Indians into STEM)***

Presenter: Dr. Jamie Wirth

Room: Red River

Time: Thursday, 12:50pm

Session Description: INSTEM is a week-long summer STEM academy at Valley City State University for ND Native American students in grades 7-12. INSTEM's mission is to increase awareness and interest in STEM careers among ND Native American students, while also providing them with the opportunity to live and study on a college campus to increase self-efficacy in STEM academic content and future higher education enrollment. This session will provide an overview of INSTEM, including highlights from previous years and information on how future students can apply to attend.

Jamie Wirth, Ph.D., is the director of Great Plains STEM Education Center (GPSEC) at Valley City State University. He is also the director of GPSEC's primary project, INSTEM (Indians into STEM). Wirth also serves as a professor and department chair for VCSU's Math Department.

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Session Topic: ***Margins2Center: Becoming a National Board Certified Teacher***

Presenters: Dr. Scott Simpson, Sharla Steever, Joann Stephens

Room: Fort Totten

Time: Thursday, 1:50pm

Session Description: *Margins2Center* is a project working to increase the number of ND National Board certified teachers, especially rural or remote teachers and teachers of color. National Board certification is the most respected professional certification available in PK-12 education.

This session will explain the benefits of NBCT recognition, the process for certification, and the benefits and support available to candidates through this partnership between the NDDPI, the National Board for Professional Teaching Standards (NBPTS) and Technology & Innovation in Education. Participants will find out how to become a NBPTS candidate and how to access NDDPI's National Board candidate funding and *Margins2Center* support.

Dr. Scott Simpson has decades of teaching experience at the secondary and higher education levels and years of experience as a NBPTS candidate support provider. He has been working with NDDPI's North Dakota Native American Essential Understandings project since 2015.

Sharla Steever is a National Board certified teacher with decades of teaching experience at the elementary level and years of experience as a NBPTS candidate support provider. She has been working with NDDPI's North Dakota Native American Essential Understandings project since 2015.

Joann Stephens is a National Board certified teacher with decades of teaching experience at the secondary level and years of experience as a NBPTS candidate support provider.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Beyond the Buzzwords: Actionable Strategies for Meeting Students' Needs***

Presenter: Caitlyn Schwarz

Room: Fort Union

Time: Thursday, 1:50pm

Session Description: For too long, we have ignored the signals that we have been equipping educators with ineffective and unsustainable teaching models that don't allow them to address the diverse and widespread needs of students effectively. In this presentation we will explore creative ways to replace one-size-fits-all models of instruction with new methods of teaching that are student-centered. The Modern Classrooms Project model is a solutions-based approach to instruction that leverages technology to personalize learning, while also creating conditions that make the teaching profession more rewarding and sustainable.

Caitlyn Schwarz is a former middle school English teacher and spent 12 years in the classroom. She has a passion for teacher and student success and empowerment. Having seen first-hand the power of implementing the Modern Classrooms model, she is thrilled to be able to play a role in bringing MCP to teachers across the country.

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Session Topic: ***Positive Supports for Behavior and Discipline***

Presenter: Michelle Woodcock

Room: Peace Garden

Time: Thursday, 1:50pm

Session Description: The US Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and the Office of Special Education Programs (OSEP) have prioritized reducing exclusionary discipline and supporting the implementation of evidence-based practices that focus on prevention, intervention, and behavioral strategies. During this session, participants will learn about the latest federal guidance documents (released in 2022) as well as how to apply these considerations during the evaluation and Section 504/IEP process. Resources to support positive behavioral intervention will be shared.

Michelle Woodcock has worked as a special education coordinator in the Office of Specially Designed Services at the NDDPI for six years. She holds the portfolios of emotional disturbance, behavioral health, school discipline, graduation/dropout, and related services. Prior to NDDPI, she worked as a special education teacher primarily working with students with social-emotional-behavioral disabilities.

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Session Topic: ***Practical Education Solutions: Assisting Leaders in Indian Country***

Presenters: Charles Anderson, Dr. Keith LaVallie

Room: Sakakawea

Time: Thursday, 1:50pm

Session Description: In this session, the presenters will elaborate on their experiences in Indian education. With 50 years of combined experience in administration, teaching, and coaching, we attempt to relate to the daily challenges of being an administrator in underserved communities. Some areas of discussion will be school improvement strategies, day-to-day operations, educational interventions, etc.

As a new start-up, it is our passion to continue to assist schools in Indian Country. Throughout our careers, we've felt there were limited resources identifying with our situations and experiences. We intend to provide guidance and will elaborate on our successes in the areas we feel can assist leaders in various leadership roles.

Dr. Keith LaVallie has 11 years experience as a classroom teacher and coach, and 17 years of administrative experience.

Charles Anderson has 5 years experience as a classroom teacher and coach, and 17 years of administrative experience. He was the principal of 2022 National ESSA Award for Distinguished High School in the area of student progress and improvement.

Both have worked their entire professional career in Native American/Indian schools and have experience in both large and small schools.

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Session Topic: ***Creating Trauma-Informed Classrooms in Low SES Areas***

Presenters: Sarah Johnson, Megan Wawryk

Room: Lewis & Clark

Time: Thursday, 1:50pm

Session Description: K-12 administrators, teachers, and staff must be fluent in understanding and responding to the issues of disadvantaged students living in high poverty districts. This workshop examines various strategies which include trauma-informed classroom practices which can be incorporated immediately into the classrooms across Indian Country. This workshop will begin with offering the current research in these areas and include opportunities for educators to self-reflect upon the challenges they experience in their buildings and ways to mitigate those challenges through intentional faculty and staff professional development-based support.

Sarah Johnson is a dedicated educator with three years experience. She has a bachelor's from Turtle Mountain Community College and a master's with a principal credential from University of Mary. Sarah is now a junior high principal committed to creating a positive learning environment for all students.

Megan has a bachelor's from Turtle Mountain Community College and K-8 teaching endorsement, and a master's with principal credential from University of Mary. Most of her career has been spent in a Bureau of Indian Education school. Megan is passionate about creating an inclusive environment that is beneficial to all learners from all different backgrounds.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Experience Project-Based Math for Standing Rock Elementary Students***

Presenters: Dr. Chris Fried, Phillip Herman, Jeanne Vetter

Room: Red River

Time: Thursday, 1:50pm

Session Description: For anyone interested in observing and experiencing a project-based elementary math lesson designed with Standing Rock/Lakota learners in mind, this session will offer a demonstration of a project-based math activity designed by a team of teachers and instructional coaches in Standing Rock. After the demonstration, the presenting team will facilitate a group discussion to support participants in thinking about how to incorporate engaging, relevant, project-based math learning in their classrooms.

Dr. Chris Fried is the director of the Division of Education at Sitting Bull College and a consultant for the Strengthening Culture-Based Education in Standing Rock Partnership.

Phillip Herman is a senior fellow at Mathematica and co-lead of the REL Central Strengthening Culture-Based Education in Standing Rock Partnership.

Jeanne Vetter is the math instructional coach at Standing Rock Community School and a Partnership member.

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Session Topic: ***ND Tribal Curriculum Guide Textbook Update***

Presenters: Nick Asbury, Morgan Campagnon, Zeineb Yousif

Room: Fort Totten

Time: Thursday, 2:50pm

Session Description: The NDDPI is partnering with the Indigenous Education Coalition, which includes the authors of the original edition, to update and freely distribute these books in paper and electronic form. Updating and distributing the ND Studies Tribal Curriculum book series for ND Studies has been a statewide effort. Join us for this panel to learn about how the Indigenous Education Coalition has approached this task with support from the NDDPI and colleges around the state.

Nick Asbury works in the Outreach & Engagement office of the NDDPI and has a background in education and publishing.

Morgan Campagnon worked as a digital publishing assistant at the Chester Fritz Library for the ND Tribal Curriculum Textbook project, graduating with a bachelor's degree in environmental studies.

Zeineb Yousif is the digital initiatives librarian for the University of North Dakota's Chester Fritz Library, specializing in digitization, open scholarship, and data management.

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Session Topic: ***Educational Stability for At-Risk Students***

Presenters: Michelle Siegfried, Jen Withers

Room: Fort Union

Time: Thursday, 2:50pm with repeat Friday, 1:55pm

Session Description: NDDPI staff will provide an overview of at-risk programs, requirements, record-keeping, and funding opportunities. These areas include Homeless and Foster Care education programs.

Michelle Siegfried is the foster care and schoolwide Title I program administrator in the Office of Educational Improvement and Support with the NDDPI. She works to ensure educational stability for youth in foster care and implementation of state and federal regulations regarding Schoolwide Title I and ESSA. Michelle has 25+ years experience in teaching and leadership roles in the public school system.

Jen Withers, assistant director of Educational Improvement and Support with the NDDPI, coordinates the education of homeless children and youth, and of neglected, delinquent, and at-risk youth. She works to ensure federal regulations and state policies are implemented effectively and consistently in ND school districts. Jen spent 20+ years in higher education and has a master's from Mississippi State University.

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Session Topic: ***Project CuRRENT - Using a Place-Based Approach to Indigenize STEM Education***

Presenter: Julie Robinson

Room: Peace Garden

Time: Thursday, 2:50pm

Session Description: Learn about this year-long professional development experience designed for elementary teachers that explores local watersheds through an interdisciplinary, place-based approach that embeds the ND Native American Essential Understandings (NDNAEUs). Participants will engage as both learners and teachers, experiencing place-based outdoor activities, exploring the program materials and resources, and hearing more about program participation. Participants will be able to delve into our series of seven online modules, each centered around one of the NDNAEUs and its application to nature-based and watershed education. We will describe how our approach to science education and teacher professional learning, with its core components of connection to place, relationship-building, integration of content, and direct inclusion of the NDNAEUs embeds Indigeneity into teaching and learning for the benefit and enrichment of all students.

Julie Robinson is an assistant research professor at University of North Dakota (UND) specializing in culturally relevant science and engineering education and teacher professional learning. She is a former elementary teacher, instructional coach, and curriculum director. She is also currently director of UND's new Center for Engineering Education, which aims to create more culturally and regionally relevant pathways for students into engineering at all educational levels.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Teaching Youth How to Tell Their Stories***

Presenters: Ann Alquist, Nick Lero

Room: Sakakawea

Time: Thursday, 2:50pm

Session Description: With the proliferation of mobile platforms and now AI, youth are deluged with options, including sharing their own pictures and words. In this session, Prairie Public will demonstrate a free Story Maker tool available to educators to help empower youth to tell their stories and teach them valuable concepts. This will be a springboard for educators to become familiar with free tools & tips from public media.

Ann Alquist has over 20 years innovating local public media, especially in rural areas. She recently completed an initiative to create back up renewable energy sources for KCAW's translator service in southeastern Alaska, a region very much connected by linear broadcast.

Nick Lero is an education services associate, a position he's held since February 2023. Nick was born in Colombia and was raised in the Twin Cities. He holds a bachelor's of music in instrumental music education with a minor in vocal music education from North Dakota State University (NDSU). At Prairie Public, Nick handles uploading and creating material for PBS LearningMedia, professional development for teachers, and outreach visits to conferences, schools, and everything in between.

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Session Topic: ***Improvement Science in Action: Using PDSA Cycles for School Improvement***

Presenters: Rachel Tabler, Kate Waechter

Room: Lewis & Clark

Time: Thursday, 2:50pm

Session Description: This session will introduce educators to Plan-Do-Study-Act (PDSA) cycles, a key component of improvement science efforts. Improvement science is a problem-solving approach centered on continuous inquiry and learning-by-doing. Throughout the session, we will build an understanding of how to incorporate PDSA cycles into continuous improvement processes, as well as highlight how schools can use the school renewal handbook to identify both bright spots and breakdowns. The session will assist in identifying actions that can be taken to improve educational outcomes and share resources that have been piloted in ND schools.

Rachel Tabler is an assistant director of Educational Improvement and Support for NDDPI. Rachel has dual undergraduate degrees from NDSU as well as a master's degree in curriculum and instruction. She was an elementary teacher in WY for 10 years before returning to ND to join NDDPI where she works closely with the Specially Designed Services team, co-leads the TSI/CSI efforts for ND's low-performing schools, and is the 504 coordinator for the state of ND.

Kate Waechter is a program administrator in the NDDPI Office of Academic Support. She has a teaching degree from UND and a master's in curriculum and instruction from St. Catherine University. Before joining NDDPI, Kate spent 11 years teaching Title I, elementary, and middle school math at various ND schools. She currently co-leads the ND Educational Hub and is the program lead for the Greater Math in ND grant program. She also works closely with ND REAs on Effective Math Instruction work and is the REAP state coordinator.

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Session Topic: ***Cultivating an Empowering and Encouraging Environment through Reflective Practices***

Presenter: Dr. Sheeresa Begay

Room: Red River

Time: Thursday, 2:50pm

Session Description: Join us as we delve into the complexities of working with diverse groups of students, particularly Indigenous and multicultural students. Educators will have the opportunity to reflect on their own assumptions and biases, while learning about theoretical and research-based practices to better meet the needs of these students in the classroom. Through exploring mindfulness and brain-based science practices, participants will gain valuable insights and strategies for creating empowering and encouraging environments for all students. This session aims to expand educators' influence and capabilities in supporting and nurturing the academic and emotional growth of their diverse student populations.

Dr. Sheeresa S. Begay has the expertise to empower both teachers and students to thrive in a supportive and encouraging environment. Her dissertation titled, *Dyslexia and the Need for General Education Teacher Training*, underscores her dedication to building an educator's professional learning capacity.

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Session Topic: ***Why Attendance Matters***

Presenter: Michelle Woodcock

Room: Fort Totten

Time: Friday, 10:15am

Session Description: Not only does attending school predict how a child may perform in school, it also predicts if a student will even graduate from school. This prediction can be made in elementary school. The NDDPI has partnered with the American Institute for Research to implement Early Warning Intervention & Monitoring Systems. What does this mean? Come learn about how data in the areas of attendance, behavior, and course completion can help school teams intervene before a student becomes at-risk.

Michelle Woodcock has worked as a special education coordinator in NDDPI's Office of Specially Designed Services for six years. She holds the portfolios of emotional disturbance, behavioral health, school discipline, graduation/dropout, and related services. Prior to NDDPI, Michelle worked as a special education teacher working primarily with students with social-emotional-behavioral disabilities.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Tradition Meets Innovation: Bridging Cultural Heritage and Modern Business***

Presenters: Brigit Blote, Marie Buchli, Kadie Hansen, Joy Sparks

Room: Fort Union

Time: Friday, 10:15am

Session Description: This session will introduce the Junior Achievement (JA) Company Program and a strategy to partner with tribe members and leaders to teach students about culturally significant activities and will aim to highlight the fusion of cultural education and entrepreneurial skills. We will be emphasizing the value of integrating traditional knowledge with modern business practices.

Brigit Blote, Marie Buchli, Kadie Hansen, and Joy Sparks make up the ND Junior Achievement North team. They share a passion for innovative education strategies and equitable learner experiences. Brigit, a former student entrepreneur, earned acclaim as the winner of the prestigious Global Hult Prize. Marie, a 35 Under 35 Women's Leadership alumni, was recently named a finalist for the Top 50 Women Leaders in ND. Kadie, who holds a master of early childhood education degree, has dedicated her career to creating dynamic and innovative learning environments. Joy, a longtime Tioga ND financial professional and former substitute teacher, has long championed the integration of financial literacy into classroom education. Together, they bring a wealth of experience and a shared commitment to overcoming barriers in education, ensuring all learners have the opportunity to succeed.

Session Topic: ***Responsive Practices Learning Pathway***

Presenters: Dr. Scott Simpson, Sharla Steever

Room: Peace Garden

Time: Friday, 10:15am

Session Description: Join us to learn about the ongoing "Responsive Practices for All Learners Learning Pathway" seminar series, led by Dr. Scott Simpson and Sharla Steever from TIE. The series offers an informal and interactive atmosphere for open learning where educators are guided through the Circle of Trust and the Touchstones. These approaches are well-researched and have been shown to foster growth. The Intercultural Development Inventory (IDI), a research-backed survey tool designed to help individuals and teams navigate differences effectively will also be introduced. The Learning Pathway includes an engaging book study selected based upon the specific needs of the cohort. Small groups are formed to view and discuss the video mini-course, "Being Culturally Responsive." Near the end of the pathway, educators have the opportunity to implement what they've learned in their own classrooms, with the valuable option of receiving observation and coaching from Scott and Sharla. Upon completion of this journey, each participant has the option to earn six graduate credit hours from UND to further support their professional development. This year, three concurrent cohorts are engaged in this experience in Bismarck, Standing Rock, and Williston with Bismarck and Turtle Mountain participating in past years.

Dr. Scott Simpson has decades of teaching experience at the secondary and higher education levels and years of experience as a NBPTS candidate support provider. He has been working with NDDPI's NDNAEUs project since 2015.

Sharla Steever is a National Board certified teacher with decades of teaching experience at the elementary level and years of experience as a NBPTS candidate support provider. She has been working with NDDPI's NDNAEUs project since 2015.

Session Topic: ***Peer Learning Discussion: Improving Math for Native American Elementary Students***

Presenters: Dr. Chris Fried, Phillip Herman, Jeanne Vetter

Room: Red River

Time: Friday, 10:15am

Session Description: The Strengthening Culture-Based Education in Standing Rock Partnership, made up of educators, cultural experts, higher education personnel, technical assistance providers, and researchers, is working to improve math outcomes in Standing Rock by focusing on student interest in math, cultural connections, and family engagement. The goal of the partnership is to improve students' connections to math and their culture through project-based learning, which is intended to make learning more relevant to students and to increase student engagement through collaboration within and outside of school. This session invites participants who are passionate about making math more relevant and engaging for Native American students to come learn from their peers in a structured discussion format focusing on three aspects of the Standing Rock project: math instructional practices that foster deeper learning, making school time more relevant to the lives of learners, and engaging family/tribal assets in learning. Participants will share their own and hear about others' instructional practices that are working well and what challenges remain around supporting Native American learners to see themselves reflected in math classrooms. The presenters will also share information about the project-based modules being developed by teachers and instructional coaches and share lessons learned through the development and piloting done to date.

Dr. Chris Fried is the director of the Division of Education at Sitting Bull College and a consultant for the Strengthening Culture-Based Education in Standing Rock Partnership. Funded by the Institute of Education Services at the US Department of Education, REL Central supports regional partners to make substantive changes to policy and practice through evidence-based technical assistance projects, rigorous applied research studies, and dissemination.

Phillip Herman is a senior fellow at Mathematica and co-lead of the REL Central Strengthening Culture-Based Education in Standing Rock Partnership.

Jeanne Vetter is the math instructional coach at Standing Rock Community School and a partnership member.



# Breakout Session Overviews with Presenter Bios

Session Topic: ***Combining Artificial Intelligence and Human Ingenuity***

Presenters: Kelsie Seiler, Steve Snow

Room: Lewis & Clark

Time: Friday, 10:15am

Session Description: Artificial Intelligence (AI) is the latest in a long and continuing list of tools that can be used to transform teaching, streamline business operations, and personalize learning. Implementing AI, as with any new tool, requires thoughtful planning and alignment with existing educational goals, values, and priorities. There still needs to be human input and human review of output, this is the human-AI-human workflow. We'll walk through several scenarios using AI to help automate the processes.

Kelsie Seiler has worked at the NDDPI for seven years. Her educational background is in English language literature and school librarianship. Within the Office of School Approval and Opportunity, she manages the AI in education portfolio, credentialing for administrators and school librarians, school board training, and school time waivers.

Steve Snow holds a bachelor's in computer science and a master's in information management and served 21 years in the US Air Force in the field of mobile communications, ensuring seamless connectivity across diverse environments. After retirement, he spent eight years managing data and software development for NDDPI before managing a vast array of software assets for a national energy and construction company. Steve has returned to NDDPI and is now the assistant director of School Approval and Opportunity. He manages STARS enrollment, facilitates the student contract system, and works to advance computer science, cybersecurity, and AI education in the K-12 arena.

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Session Topic: ***Reading, Math, and Science Intervention Supports for Pre-K - 2nd Grade with Waterford.org***

Presenter: Becky Eberhardt

Room: Fort Totten

Time: Friday, 1:55pm

Session Description: Learn how Waterford.org combines the science of learning, the power of mentoring, and the promise of technology to support PK - 2 grade learners and their families. Anchored in the science of learning, students progress through an adaptive learning path in reading, math, and science. We will explore ways in which Waterford.org and your district can leverage the power of relationships, assessments, and data to make decisions that impact your young learners and their families.

Becky Eberhardt holds a bachelor's of science degree in children and family studies from NDSU and has over 18 years of experience working in early education in ND. Through her work, she is dedicated to ensuring all children and families have equal access to early high quality education opportunities. She is a mother to a 9-year-old daughter and a 7-year-old son who keep her and her husband busy and on their toes.

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Session Topic: ***Leveraging AI in the Classroom***

Presenter: Dr. Sheeresa Begay

Room: Red River

Time: Friday, 1:55pm

Session Description: This session will delve into the potential of AI in the classroom. From exploring various AI platforms to utilizing generative AI capabilities, participants will gain valuable insights on how to leverage this technology to enhance teaching practices. Throughout the session, attendees will have the opportunity to practice prompts with generative AI and develop a plan for incorporating AI into their classrooms. By reducing cognitive load and fostering innovation, AI has the power to transform the educational landscape. Bring your own device and don't miss this opportunity to expand your knowledge and skills in AI integration for educational excellence.

Dr. Sheeresa S. Begay has the expertise to empower both teachers and students to thrive in a supportive and encouraging environment. Her dissertation titled, *Dyslexia and the Need for General Education Teacher Training*, underscores her dedication to building an educator's professional learning capacity.

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Session Topic: ***IEP and 504, 101***

Presenters: Lea Kugel, Rachel Tabler

Room: Lewis & Clark

Time: Friday, 1:55pm

Session Description: We will discuss the law regarding Section 504 and IEPs, primarily focusing on what is a disability and understanding the similarities and differences between IEPs and 504s. We'll talk about evaluating and accommodating students who qualify for IEP and 504 plans, as well as what districts and schools are required to do.

Lea Kugel is the assistant director of the NDDPI Office of Specially Designed Services and holds the specific learning disabilities, gifted and talented, and dispute resolution portfolios. She serves on the Governor's State Rehabilitation Council, the Cognia State Team for School Improvement, ND Choice Ready Team, ND Council for State Chief School Offices Career Readiness Collaborative State Team, and the National Governor's Association on Disability Inclusive Workforce Policy (ND team). Ms. Kugel spent 25 years as a middle and high school special education teacher/consultant before joining NDDPI.

Rachel Tabler is an assistant director of Educational Improvement and Support for NDDPI. Rachel has dual undergraduate degrees from NDSU as well as a master's degree in curriculum and instruction. She was an elementary teacher in WY for 10 years before returning to ND to join NDDPI where she works closely with the Specially Designed Services team, co-leads the TSI/CSI efforts for ND's low-performing schools, and is the 504 coordinator for the state of ND.

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# Breakout Session Overviews with Presenter Bios

Session Topic: ***Empowering Students in Social Skills and Phonics through RoboKind***

Presenters: Shauna Hedgepeth, Dr. Sherry Tandeski

Room: Brynhild Haugland

Time: Friday, 1:55pm

Session Description: With the mission of “Every student, every day”, learn how Dr. Tandeski created inclusive early education classrooms. With a solid foundation of RoboKind’s social skills to decrease behavioral distractions paired with RoboKind’s phonics curriculum (aligned with The Science of Reading by using I-VAKT multi-sensory inputs and play-based learning), discover how your district can set students up for long-term success.

Shauna Hedgepeth, partnership success manager for RoboKind, was an educator for over 20 years.

Dr. Sherry Tandeski is a passionate educator with over 29 years of experience in the field of education serving as the principal at St. John Elementary. In April 2022, Dr. Tandeski was featured by a number of news outlets for being the first school in ND to use a facially-expressive humanoid robot to teach autistic students social-emotional skills. Currently, she is part of the administrative team that led the St. John Elementary School in being nationally recognized as a Category 1 school in ND for its hard work and dedication to school improvement with academic achievement and growth over the last two years by at least 10% in English language arts.

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Session Topic: ***School Psychology in Native Communities: The What’s, Why’s, and How’s***

Presenters: Zack Anderson, Gina Brandt, Dr. Penny Craven

Room: Fort Totten

Time: Friday, 2:55pm

Session Description: A school psychologist is a wearer of many important hats that contribute to equitable opportunity for appropriate education, but there is a lack of school psychology representation, largely due to a widespread shortage of practitioners. What school psychology is, why it is important, and how aspiring professionals can get involved with the profession will be covered through engaging conversation and visual presentation.

Zack Anderson is a first-year school psychology graduate student and ND School Psychology Service Grant recipient attending Minot State University (MSU).

Gina Brandt is the ND School Psychology Service Grant project coordinator and has been a K-12 educator for over 30 years.

Dr. Penny Craven is a nationally certified school psychologist with 20 years of field experience. She holds a Ph.D. in educational psychology and an Ed.S. in special education. Dr. Craven is also the director of the nationally accredited MSU School Psychology Program.

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Session Topic: ***Pathway to Teaching: A University and High School Partnership***

Presenters: Dr Jeffrey Stotts, Sarah Zacher

Room: Fort Union

Time: Friday, 2:55pm

Session Description: Working through a partnership between the NESC, University of Jamestown, and Minnewaukan Public Schools - Minnewaukan Native Youth Community Project, a federally funded grant, provides funding for five years to serve the ultimate goal of exposing Native American youth to the prospects of a career as professional educators. This session will detail the work done toward this end during the first two years of the grant.

Dr. Jeffrey Stotts is an associate professor of education at the University of Jamestown. He has worked in school culture, continuous improvement, education reform, and Native American education. He has work published in the Journal of American Indian Education, is a James Madison Memorial Fellow, and 2004 ND High School History Teacher of the Year.

Sarah Zacher is a high school social studies teacher in Minnewaukan pursuing a Ph.D. in education from UND. She’s presented at the national level, most recently at the National Council for Social Studies Education National Conference on the topic of culturally relevant teaching.

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Session Topic: ***Just Breathe: Movement, Culture, and Community Connection***

Presenter: Tammy Kinsella-Greff

Room: Peace Garden

Time: Friday, 2:55pm

Session Description: This session will highlight Tammy’s MED project by giving you quick and easy to implement breathing techniques, movement, and culturally connected strategies for students to lessen anxiety, bring in SEL, and make classroom community connections, all through a trauma-informed and social-emotional lens.

Tammy spent many childhood summers on the Standing Rock hanging out with cousins, so it became an obvious choice when she was deciding on a place to begin a career in teaching. Seventeen years and a variety of teaching assignments later, Tammy is still spending her days at Fort Yates Middle School. A philosophy of lifelong learning and her students are the catalyst that keeps her looking for new ways to help her students dream big and find academic success. Her latest passion is using trauma- and SEL-informed practices to help students succeed in the classroom and in life.

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## Breakout Session Overviews with Presenter Bios

Session Topic: **STARS Reporting and Analytics: A Data Resource for School Leaders**

Presenters: Dr. Greg Carlson

Room: Red River

Time: Friday, 2:55pm

Session Description: As part of NDDPI's strategy to provide innovative resources to ND's K-12 public schools, this platform provides STARS users with data tools to better inform and support improvement initiatives aimed at enhancing student learning outcomes. Each section includes Key Performance Indicator (KPI) pages that users can click through for more details. Users can easily view and export reports, see performance trends, access student rosters, and perform their own analysis. Current sections include Accountability Report Card, Special Education, and Financial Transparency.

Dr. Greg Carlson is an Institutional Researcher with the ND University System, primarily working with the NDDPI as an accountability team member working with K-12 public school Every Student Succeeds Act (ESSA) accountability reporting and assisting in providing data system support for ND's PK-12 schools.

# THANK YOU

to each and every one of the gifted presenters  
who have truly made the  
**ND Indian Education Summit**  
a wonderful educational event for 10 years!

But don't think we're done.

We plan to keep coming back, better each year.  
We sincerely hope you will continue to walk with us  
on this journey to meet the educational needs of  
**ALL** ND students!