



North Dakota Indian Education Advisory Council (NDIEAC)

Thursday, July 21, 2016

9:00 am to 12:00 pm

Ft. Totten Room, Capitol

Meeting Minutes

Attendees: Marc Bluestone-New Town, Donovan Lambert-Spirit Lake, Kirsten Baesler-NDDPI, Lodee Arnold-NDDPI, Lucy Fredericks-NDDPI, Jill Frohlich-NDDPI, Scott Davis-NDIAC, Kay Mayer-NDDPI, Brad Hawk-NDIAC, Sharon Two Bears-Standing Rock, Chadwick Kramer-BPS

Meet and Greet

Prayer

Welcome and Introductions

- Kirsten Baesler, ND State Superintendent
 - Attend a 4-day seminar in CO on Equity in Education (Aspen Institute)
 - Kirsten's Commitment's
 - Teacher state equity plan to be included in state ESSA plan
 - More honest conversation within NDDPI-more diverse stakeholders
 - School Board members' commitments and support
 - Celebrate gains
 - Bring speaker to 2017 Indian Education Summit-Veronica Palmer, RISE Colorado
 - ESSA Planning Committee Meeting - Update
 - Met once in June
 - Will be meeting Monday, July 25, 2016
 - Working with AdvancEd
 - Want to fold the accountability system into continuous improvement
 - Want to have conversation on what we value as important and what it is that we want to measure
 - Meeting for a completing day of January 2017-7 Buckets-Accountability, Assessment, ELL, Funding, Innovation, School Improvement, Teacher Leader Quality- now we have continuous improvement & Innovation, Teacher Leader Effectiveness, Standards & Assessment, School Improvement, Resources/Funding & Alignment
 - Summative Aggregate score is required by ESSA-Accountability Plan for all schools
 - How many schools on reservations teach AP classes and Dual Credit?

NDDPI- Teacher School Effectiveness

- Key Initiatives –Gail Schauer
 - Competency-Based Education
 - TSE Webpage on Competency-Based Education Webinar recorded June 27, 2016.
 - [Registration](#) for August 15, 2016 workshop
 - ND Educator Recruitment and Retention
 - [Press release](#): More than 200 teacher positions unfilled, January 4, 2016
 - [Policy Analysis](#): State Teacher Salary Schedules Education Commission of the States
 - [Listen to Us](#): Teacher Views and Voices (May 2016)
Center on Education Policy (CEP)
 - [Achieve Student Assessment Inventory](#)

- TSE Webpage on Achieve Student Assessment Inventory
- [Press release](#): Streamlining Tests, July 8, 2016
- Webinar recorded from July 19, 2016
- [Application](#) for schools interested in implemented pilot program
- [Achieve Student Assessment Inventory for School Districts](#)
- [NDDPI Assessment Survey Data Report](#)

BND-College Application Month and FAFSA Completion Project

- Tom Ternes and Amanda Woidyla-328-5655
 - College Application Month
 - First generation or low income students-target demographic-reach out to HS
 - Four Winds only school registered to host an event
 - Looking for more schools to register and host the event-currently have 66

ND Native American Essential Understandings- Phase II project-Update

- Lucy Fredericks, Director of Indian/Multicultural Education
 - Roll out Calendar
 - Gathering One: Monday, July 11, 2016
 - Gathering Two: September, 21-22, 2016
 - Gathering Three: November 2016
 - Final (depending on NDDPI Approval) January 2017
 - Modeling Use of Resources for Educators-January-March,2017
 - Development of PD materials- January-September 2017
 - Final version of All documents/Website complete-September 2017
 - Inquiry Design Model-Sample of lesson plans will look like when completed
 - ND Content Standards on how they will align to the 7 NDNEAU

3rd Annual ND Indian Education Summit (after Summit report)

- Lucy Fredericks, Director of Indian/Multicultural Education
 - July 12-13, 2016
 - Participants have increased-had 103 registered/10 took it for credit
 - Evaluations were very positive
 - Some of the breakout sessions most attended:
 - A Framework for Understanding Poverty
 - Keeping Native Youth Safe and Healthy
 - School Board Training Modules
 - Culture and Language- Culturally Relevant Instruction
 - How Trauma Affects Learning
 - Equity in Education
 - Things to include for next year- taken from the Evaluations;
 - Early childhood and Language topics
 - Keynote speakers
 - Student panel discussions
 - Culture and language
 - Special education
 - College and career readiness
 - Culturally relevant curriculum
 - July 11-12, 2017-Save the date

Questions- Next meeting in October, 2016

First Year Principal Mentoring Program 2016-2017

Support for new principals to the profession is being provided by the ND LEAD Center, with assistance from the Department of Public Instruction, NDAESP, and others.

The program is designed for principals new to the profession.

Program Description and Expectations

1. The ND LEAD Center has selected and trained a group of recently retired school leaders as mentors.
2. The expectation is that the mentor will **complete two school visits**. One visit will be to meet the new principal and get a sense of the school and agree on how and when they will meet for the remainder of the year and a second later in the school year.
3. The mentor will **meet almost weekly (other than vacation weeks and will be arranged between the mentor and principal) with the new principal over the phone or computer** for 30-45 minutes. (The length of time may be shorter based on the needs of the new principal.) They will talk about hot topics from the week or goals that the principal is working on. Topics might include such things as:
 - Dealing with difficult staff, students, or parents
 - Teacher evaluation and observation

- Time management issues
- Leading meetings effectively
- Communication skills
- Something came up, and what do I do?
- This didn't go well, how might you have handled it?

4. **Mentors are not meant to replace superintendents**, but rather to provide additional support. Mentors will remind new principals about the importance of communication and collaboration with their superintendents.
5. **Superintendents can contact mentors, but mentors will maintain a confidence** between the principal and mentor, so therefore, won't contact superintendents.
6. There will be **no additional work** for the new principal, other than sharing with the mentor their background, goals, and plans.
7. The program will run from **August to May, 2016-2017**.
8. A **360 Principal Survey** will be provided as a part of the mentoring program at no cost, for feedback to the new principal near the end of the first year.
9. A list of timelines for reports to state-level agencies is being developed to assist new principals.
10. The **program for the most part is not funded by any outside sources, so each school district will need to pay for the mentorship. The cost is \$2,500** for the

remainder of the school year. This will cover the mentor payments for meetings and mentor travel to the site.

11. Payment will go to the ND LEAD Center, and LEAD will pay the mentors.
12. NDAESP has offered to provide support to reduce the cost of the program, and if other sources of funding are secured, they will be used also to reduce the cost of the program to school districts.
13. Schools can sign up for the principal mentoring program by contacting Jim Stenehjem at 701-258-3022 or jim.stenehjem@ndlead.org
14. For questions contact Jim Stenehjem



Stronger Academics for High School Seniors

Superintendent Baesler's "Leveraging the Senior Year" initiative motivates students to continue to flourish academically during their senior years. Students who need additional instruction will get help they need in high school to avoid spending money on college remedial classes that do not earn credits toward a diploma. Other students who have taken all of the available courses at their high school will have more options for doing advanced coursework and earning college credits while they are still in high school.

STEAMing Ahead

Superintendent Baesler has strengthened partnerships among groups interested in promoting STEAM instruction (Science, Technology, Engineering, Arts, Mathematics) to increase the number and quality of STEAM activities and initiatives for students and teachers. The NDDPI has teamed up with the North Dakota Science Teacher Association, the North Dakota Council of Teachers of Mathematics, the North Dakota STEM network, the North Dakota Council on the Arts, and the Dakota Zoo of Bismarck.

Competency Based Education

The NDDPI has been providing support to schools wanting to utilize an approach to education that focuses on whether students have mastered the content being taught. Once that happens, the student can move on to other content as soon as they are ready. For example, a student who becomes proficient in algebra early in a course could move on to more advanced mathematics rather than staying in the algebra class until it ends. The department is researching how other states are using this approach and preparing guidance on how it could be implemented in North Dakota.

School Improvement Coaching Project

This initiative matches North Dakota high schools with the School Improvement Network to offer coaching and support to high school principals and school improvement teams. The department's Division of Student Support & Innovation has started this initiative, which is called "School Improvement Coaching for Underserved High Schools."



The department's Division of Student Support & Innovation has started this initiative, which is called "School Improvement Coaching for Underserved High Schools."

School Board Professional Development

The NDDPI partnered with the North Dakota School Boards Association and the North Dakota Regional Educational Association to create a series of recorded, easy-to-access trainings in order to provide school board members and school personnel with information on key educational topics. The completed trainings to date all include a PowerPoint presentation and are posted on the department's website.



Increased Advanced Placement Opportunities

This program focuses on increasing access to English, Mathematics, Science, and Computer Science courses.

- Advanced Placement Summer Institutes to train more instructors
- One-day workshops for current AP teachers to strengthen their skills
- Providing funding to covers students' costs to take AP online courses
- Providing funding to buy-down costs of students' AP exam fees
- Providing subscription services and instructional materials for AP teachers and students
- Providing mentors for students taking NDCDE AP courses
- Continued partnership with National Math + Science Initiative (NMSI)

Well Rounded Education

ESSA supports a well-rounded education to improve instruction and increase student engagement through integration of arts, hands on activities, and project-based learning.

North Dakota has applied for a program to integrate arts into schools. If funded and selected, schools and teachers in this program must be:

- Committed to exploring and implementing an arts integrated curriculum for elementary and middle school students and is willing to provide time for professional development to staff members
- Invest in capital improvement to the school to support a creative environment to the school to support a creative environment such as public arts projects, art studios, and branding the school with an arts or creative focus.



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

MOVING FROM GOOD TO GREAT!

NORTH DAKOTA'S KEY INITIATIVES



Kirsten Baesler

State Superintendent

**600 E. Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440**

(701) 328-4572

dpi@nd.gov

State Superintendent Student Cabinet

Superintendent Baesler formed the State Superintendent's Student Cabinet. The purpose of the Cabinet is to provide a forum for our North Dakota students, giving them a greater role and voice in the education process in North Dakota.



Twenty North Dakota students in grades 4-12, from Class A and Class B schools across North Dakota, represent the diverse backgrounds, cultures, and experiences of students across the state.

Meeting with students and getting their opinion is a top priority for Superintendent Baesler. She is committed to making decisions that are in the best interest of our students, and hearing from them directly is one way to ensure that happens.

Recruiting and Keeping Excellent Teachers

Superintendent Baesler, working with representatives of teachers, education training programs, and North Dakota's teacher licensing board, is exploring new ways to keep our excellent teachers in the profession and bring new educators into the fold. Responding to school concerns about a shortage of teachers, Baesler assembled a task force to explore solutions. The group's efforts will be aimed at young people who may be interested in teaching, and mid-career adults who want to bring their knowledge to the classroom.



Early Childhood Education

The Early Childhood Education Grant program, passed during the 2015 Legislative session, provides funding for the North Dakota Department of Public Instruction (NDDPI) approved Pre-K programs at a rate of \$1,000 for each 4-year-old child served that qualifies for a reduced lunch and \$2,000 for each 4-year-old served that qualifies for a free lunch.

Choice Ready Initiative

The NDDPI will strengthen relationships with the school counseling field through informal site visits and technical assistance to support the development and delivery of comprehensive school counseling services.



- Beginning with elementary schools, encourage project based learning initiatives engaging thought on career choices.
- Students have portfolio of their interests, strengths, etc. broadening the access to advanced coursework opportunities for all students (dual credit, advanced placement).
- NDDPI will be forming a collaborative partnership with Career and Tech Ed (CTE) to work on these projects and align to their RU Ready initiatives.
- NDDPI will develop a website for teachers, counselors, parents, and students providing resources and materials for these topics and who to contact if they have questions.

North Dakota Education...Watch Us Grow

The NDDPI is conducting a statewide review of North Dakota's English and mathematics learning standards. We will examine the usefulness and quality of the standards, how thoroughly they have been implemented in classrooms, and how they might be improved. This will be used to assist school districts and the department in improving the standards and their implementation.



State-Funded Summer School Program

The NDDPI invites all public schools to apply for state-funded summer school programs. The programs eligible to receive state aid payments include:

- Remedial Summer School – Grades K-8
- Regular Summer School – Grades 5-8
- High School Summer School
- Drivers Education

Rural Education Research Alliance

The NDDPI has joined in a partnership with Rural Education Laboratory Central for the creation of a Rural Education Research Alliance. Currently, 23 rural districts and 2 educational organizations have signed up for the initiative. Additional districts are invited to join at any time.

The alliance works to identify policies and practices associated with improving student achievement and narrowing/closing the achievement gap. Participating schools will receive the latest information on policies and practices related to teaching and learning, leadership, and operations. School districts would use that information along with their data to make changes focused on increasing academic achievement within their districts.

The National Math + Science Initiative (NMSI)

NMSI is a nonprofit organization, supported by some of America's leading companies, that is committed to improving math, science, and English education.



Superintendent Baesler has been successful in persuading NMSI to commit at least \$13 million to North Dakota. The organization has a track record of improving math and science instruction and test scores in more than two dozen states. NMSI held well-received teacher training sessions last summer in Bismarck and Fargo, and is planning statewide professional development in Minot, July 2016.

NMSI is also beginning its College Readiness Program at high schools in Bismarck, Minot, Mandan, Fargo, and West Fargo in the next two school years; the program provides intensive teacher training and advanced coursework for students.

Leadership Academy

The Leadership Academy is designed to ensure that principals have the training and support they need to increase their effectiveness as school leaders. Phase I focuses on professional support, including mentoring of new principals. Phase II focuses on providing training to all principals, emphasizing the most important leadership skills they need to do their jobs well. Phase III offers certificates that a principal might use to help obtain a specialist degree, which would open up career opportunities for participants.

2016-2017 NDNAEU Phase 2 Roll-Out Calendar

Elder Interviewing & Creation of Website/Website Resources (April – December 2016)

- Review and align existing Elder Interviews, begin build of new *Teachings Of Our Elders* website (April- June, 2016) **MILESTONE: WEBSITE DRAFT JUNE 1, 2016**
- Begin NEW video interviews with 5-6 Elders representing all of the tribal groups in ND at ND Indian Education Summit in July 2016
- Expand online interview clips and Learning Questions, aligned with the Essential Understandings for use in classrooms and with the training of ND educators on the implementation of the NDNAEU
- **MILESTONE: *Teachings Of Our Elders* WEBSITE LAUNCH SEPTEMBER 1, 2016**

Roll-out Event to Share Essential Understanding Work (3 gatherings)

Virtual Gathering (May 19, 2016) – Gather committee members via ZOOM Meeting to share overview of the project.

Gathering One (July 2016 – Indian Ed Summit):

- Gather 20 teacher leaders representative of the schools on the reservations as well as schools serving high populations of Native American students not on the reservations throughout the state.
 - These teachers will become the teacher leaders to help implement the EUs in the schools.
- Plan a one-day experience to share an overview of the EUs, begin looking at examples of intersections of the EUs with other ND standards, and experience some sample lessons
- Develop a plan for gathering lessons at all levels and subject areas before September to be expanded and aligned to NDNAEU at September gathering
- Plans made for original 20 educators to recruit additional educators to contribute to Learning Materials build in September
- Arrangements made for distance (online) communication BETWEEN gatherings to stay informed about newly recruited educators, to collect lesson plan drafts, to field questions from workgroup

Gathering Two (September 2016):

- Gather the same 20 teachers (plus any additional recruited educators) for a second face to face meeting to develop Learning Materials.
- Share **EXPANDED *Teachings Of Our Elders* website** clips and questions for use in lesson development
- Beginning with lessons compiled between gatherings, start creating lessons for grade levels and subject areas to be compiled on the website
- Arrangements made for distance (online) communication BETWEEN gatherings as lessons are developed, to collect lesson drafts and to field questions from workgroup
- **MILESTONE: Draft of Learning Materials submitted to ND DPI October 15, 2016**
- **MILESTONE: Draft 2 of Learning Materials submitted to ND DPI November 1, 2016**

Gathering Three (November 2016):

- Gather the same workgroup teachers for a third face to face meeting for two days.

- Compile, revise and finalize drafts of Learning Materials, responding to any additional feedback from ND DPI concerning drafts submitted November 1, 2016
- Organize and train this network of teacher leaders to roll-out the EUs into as many schools as possible in the coming semester.
- Wrap up and format Learning Materials in preparation for posting the lessons to the website
- **MILESTONE: Draft 3 of Learning Materials submitted to ND DPI NOVEMBER 30, 2016**

MILESTONE: Final version of Learning Materials posted to *Teachings of Our Elders* website by January 15, 2017 (pending ND DPI approval)

Modeling use of Resources for Educators – (January - March 2017)

- Co-facilitators go to a school on each reservation during the 2017 Spring semester to model lessons
- 1 day in classrooms modeling lessons in January, February, and March
 - The number of days could be increased for the number of teachers who would like to participate
- 1 day working with teachers on reflection, planning and implementation following each classroom observation day
 - Again, the number of days could be increased for the number of teachers who would like to participate and the time frame can be adjusted or extended

Development of Professional Development Materials – (January - September 2017)

- **MILESTONE: Professional Development Document submitted to ND DPI April, 2017**
- **MILESTONE: Final version of ALL DOCUMENTS AND WEBSITE UPDATES COMPLETED September, 2017**

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Historically and in the present, how has “Education” helped Native people, and how has it hurt Native people?	
Standards and Practices	GROUP INTERACTION 9–12.6.1 Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy) NDNAEU 7: Native Identity: Individual and communal identity is defined and supported by shared Native languages, kinship systems, Tiospaye, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.	
Staging the Question	How do people learn best? How do YOU learn best? Have you ever been in a situation in which you thought, “I know I could learn or grow if only _____?” What goes in that blank?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Are there ceremonies or practices that my family does that are special to me? Why?	How does the way I am taught affect the way I learn, or my ability to learn?	What is being done in education today to help strengthen Native cultures and languages?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Listen to Mr. Gourd’s interview called “Two Types of Education,” journal briefly on a couple of the “Learn From” questions and engage in a respectful Circle discussion with classmates.	Read Four Rings’ teachings and about the use of English in Indian Schools in the two documents linked below. Compare and contrast approaches you find concerning the Sanish way of teaching and learning and the US Government’s approaches to Indian Schools as tools for assimilation. Create Venn Diagram depicting similarities and differences.	View Joseph Marshall’s video interview below concerning the tool of education. Research educational initiatives at the state and national level that are helping to support Native cultures and languages. What is being done in ND? How well is it working?
Featured Sources	Featured Sources	Featured Sources
Video interview with Dakota Elder Oliver Gourd http://teachingsofourelders.org/two-types-education-oliver-gourd/	Arikara Genesis as told by Four Rings, <u>Three Affiliated Tribes History</u> , pages 96-112 English Language in Indian Schools, <u>Standing Rock History</u> , pages 75-80	Video interview with Lakota author Joseph Marshall III http://www.wolakotaproject.org/oseu-seven-interview-with-joseph-marshall-iii/
Summative Performance Task	Argument	Develop a presentation on Culturally Responsive approaches to Education that take into account the culture and values of the learners.
	Extension	Using some of what you discover in your research, develop your own proposal for addressing a particular educational need (cultural, language or other) of one of the tribes in ND and present it to the class.
Taking Informed Action	As a class, select a proposal or proposals to present to one or more of the Tribal educational offices.	

ND Content Standards & ND NAEU Alignment

	ND NAEU 1	ND NAEU 2	ND NAEU 3	ND NAEU 4	ND NAEU 5	ND NAEU 6	ND NAEU 7
<i>Example Content Standard Category</i>	X		X	X			X
Dance							
Drama							
Music							
Visual Arts							
ELA Reading							
ELA Writing							
ELA Speaking / Listening							
Foreign Languages							
Health							
Math							
Library and Technology							
Physical Education							
Science: Engineering Design							
Science: Physical Science							
Science: Life Science							
Science: Earth and Space Science							
Social Studies: Skills and Resources							
Social Studies: Historical Events							
Social Studies: Economic Systems / Concepts							
Social Studies: Political Institutions and Citizenship							
Social Studies: Geography							
Social Studies: Culture and Identity							

NDNAEU Team Member

Name _____