

# Project Topic: WoLakota

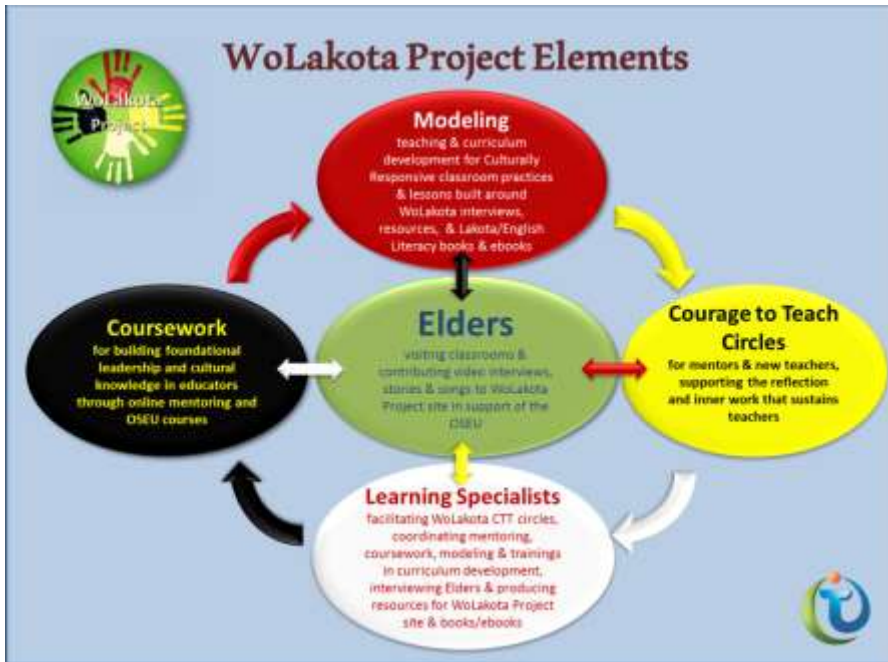
**Problem Statement:** Up to 100% of early stage teachers serving in certain communities in our American Indian Reservation schools leave within 12 months costing districts approximately \$12,000 per teacher causing in part American Indian learners to score 50% below the state average.

**Goal:** From Fall of 2015 through the spring of 2020 build on the TAF and SDDOE sponsored pilot program, WoLakota, to develop a career pathway for a critical mass of confident, connected and proud community-based emerging teacher leaders dedicated to improving the quality of learning outcomes for over 40,000 American Indian Reservation students in South Dakota.

Rationale:	Inputs: →	Activities: →	Outputs:	Understanding the Learning Lab
<p>We are committing to lead a process to increase the number of community-based emerging teacher leaders serving in our Reservation schools in South Dakota.</p> <p>Because up to 100% of our traditionally prepared educators in certain schools leave the profession annually.</p> <p>So we need to lead efforts to help teacher preparation stakeholders better understand the value of developing community-based emerging teacher leaders.</p> <p>Contributing to a solution could save a Reservation in excess of \$3.6 million per year</p>	<p><b>Activists</b></p> <ol style="list-style-type: none"> <li>1. TIE – Team</li> <li>2. Teacher Leaders (mentors &amp; mentees)</li> </ol> <p>Stakeholders from</p> <ol style="list-style-type: none"> <li>3. <b>Sinte Gleska University</b></li> <li>4. <b>Sitting Bull College</b></li> <li>5. <b>Oglala Lakota College</b></li> <li>6. <b>BHSU</b></li> <li>7. <b>SDSU</b></li> <li>8. Cheyenne River Sioux Tribe</li> <li>9. Crow Creek Sioux Tribe</li> <li>10. Flandreau Santee Sioux Tribe</li> <li>11. Lower Brule Sioux Tribe</li> <li>12. Oglala Sioux Tribe</li> <li>13. Rosebud Sioux Tribe</li> <li>14. Sisseton Wahpeton Oyate</li> <li>15. Standing Rock Sioux Tribe</li> <li>16. Yankton Sioux Tribe</li> <li>17. Tribal Elders</li> <li>18. ALF</li> </ol>	<p>Mentoring (1-2) →</p> <p>Retreat Series (1-2) →</p> <p>Coursework (3-7) →</p> <p>Recruitment of Teacher Participants (1-17) →</p> <p>Recruitment of Elder Participants (1-17) →</p> <p>Elder Interviewing/Video &amp; Web production(1 &amp; 17) →</p> <p>Curriculum Development &amp; Modeling (1-2) →</p> <p>INED 411/511 alignment with OSEU (6-7) →</p> <p>Book/eBook Production (1, 17,18) →</p>	<p>Teacher support &amp; retention; curriculum &amp; lessons;</p> <p>Teacher support &amp; retention; Learning Model/Ways of Being development; cultural knowledge</p> <p>Teacher Leadership skill building; Teacher OSEU content knowledge</p> <p>WoLakota Circle cohorts built from teachers in Tribal, BIE, Public and Private schools</p> <p>Elder involvement &amp; consultation; renewal of advisory board</p> <p>Elder video interviews, stories &amp; songs; expanding variety and accessibility of Elder wisdom/knowledge via website</p> <p>Expansion of teaching resources; classroom instruction skill building</p> <p>Broader knowledge &amp; awareness of OSEU among certified teachers; increased continuity of course content across state; increased productive traffic to WoLakota Project website &amp; resources</p> <p>Preservation of Language &amp; Culture; literacy instruction; local resources for curriculum development; strengthened School/Community/Home connections</p>	<p><b>Learning Lab Change Model</b></p> <p><i>To make the change permanent</i></p> <p><i>To become motivated to change</i></p> <p><b>“Refreezing”</b></p> <p><b>“Unfreezing”</b></p> <p><b>Lewin’s Change Model</b></p> <p><b>“Changing”</b></p> <p><i>What needs to be changed</i></p>
	<p><b>Targets:</b></p> <ol style="list-style-type: none"> <li>19. Oceti Sakowin Educational Consortium (OSEC)</li> <li>20. NBPTS</li> <li>21. Department of Ed</li> <li>22. BOR</li> <li>23. Aboriginal Lit Fnd</li> <li>24. SD Indian Advisory Council</li> <li>25. Tribal Elders</li> <li>26. Gen-I</li> <li>27. US ED</li> <li>28. Montana</li> <li>29. North Dakota</li> <li>30. Oklahoma</li> <li>31. New Mexico</li> <li>32. Wyoming</li> </ol>	<p><b>Learning Laboratory Meetings</b></p> <ol style="list-style-type: none"> <li>1. Providing input into the structure of the Advisory Board</li> <li>2. Developing a set of position descriptions for the Advisory Board</li> <li>3. Developing a common and agreed upon project vision</li> <li>4. Developing a set of common and agreed upon project indicators</li> </ol>	<p><b>Structure</b></p> <p>Advisory Board established</p> <p><b>Common Vision</b></p> <p>Common and agreed vision</p> <p><b>Defined Roles</b></p> <p>Position descriptions developed</p> <p><b>Individual / Mutual Accountability</b></p> <p>Accountability assigned for short, medium and long term outcomes</p>	<p><b>Learning Labs &amp; The Courage to Teach Touchstones</b></p> <ol style="list-style-type: none"> <li>1. In the lab, relations are different; demands, roles, expectations etc. are different. The taken-for-granted is challenged. This is an unfreezing situation that opens the individual to learning./ <b>Attend to your own inner teacher</b></li> <li>2. The lab has an important function in terms of creating psychological safety in the temporary social system of learning./ <b>Extend and receive welcome</b></li> <li>3. Lab participants gain an important understanding of their own behavior and the reactions of peers on their behavior and an increased understanding of their project <b>Learn to respond to others with honest, open questions instead of counsel, corrections (Participants) / No fixing, no saving, no advising, and no setting each other straight (Observers)</b></li> </ol>

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	<b>Champions</b> 33. Activists 3-18 34. WoLakota Adv. Board	<b>Recruiting</b> participants	Teacher Leaders Recruited	
	<b>Resources:</b> 35. ICET/NLU 36. Oceti Sakowin Ed. Consortium 37. ALF 38. Center for Courage and Renewal 39. SD DOE (video work) 40. Additional Funders ?	Secure financial, social, cultural and intellectual resources to deliver on project plan	Community navigation guide developed	
	<b>Evaluator</b> 41. Marzano Research Laboratory	Evaluation Plan	Evaluation Report	
<b>Planned Work</b>		<b>Intended Results</b>		
<b>External Environment Considerations</b> <i>(changes in the environment that could impact future of your school. Make sure to identify if +/-)</i>				
<b>Political</b> +Growing awareness of sovereign status & self determination -Lack of trust between tribal and state governments -Historical trauma from boarding school era -Land loss		<b>Economic</b> -Many communities facing 60-90% unemployment rates -60-90% below poverty line -Few local businesses or resources		<b>Social</b> +High value placed on family & relatives +Sense of interconnectedness with Tiospaye and Tribe +Presence of living Elders -Remote locations -high rates suicide, drug / alcohol abuse, violence & gang involvement
<b>Technological</b> -Very limited cell and internet connectivity in some areas -Schools often have access to technology, but not in homes		<b>Legal</b> +Growing awareness in communities of rights & legal opportunities -Lack of awareness (among outsiders) that tribes are sovereign nations		<b>Environmental</b> +Generational connections with Land +Mostly remote prairie lands -Few transportation options -Mostly small paved or dirt roads



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The Teacher Leader Model Standards consist of seven domains describing the many dimensions of teacher leadership:

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning
- Domain V: Promoting the Use of Assessments and Data for School and District Improvement
- Domain VI: Improving Outreach and Collaboration with Families and Community
- Domain VII: Advocating for Student Learning and the Profession

