
OCETI SAKOWIN ESSENTIAL UNDERSTANDINGS & STANDARDS NEEDS ASSESSMENT

INTERPRETATION DISCUSSION



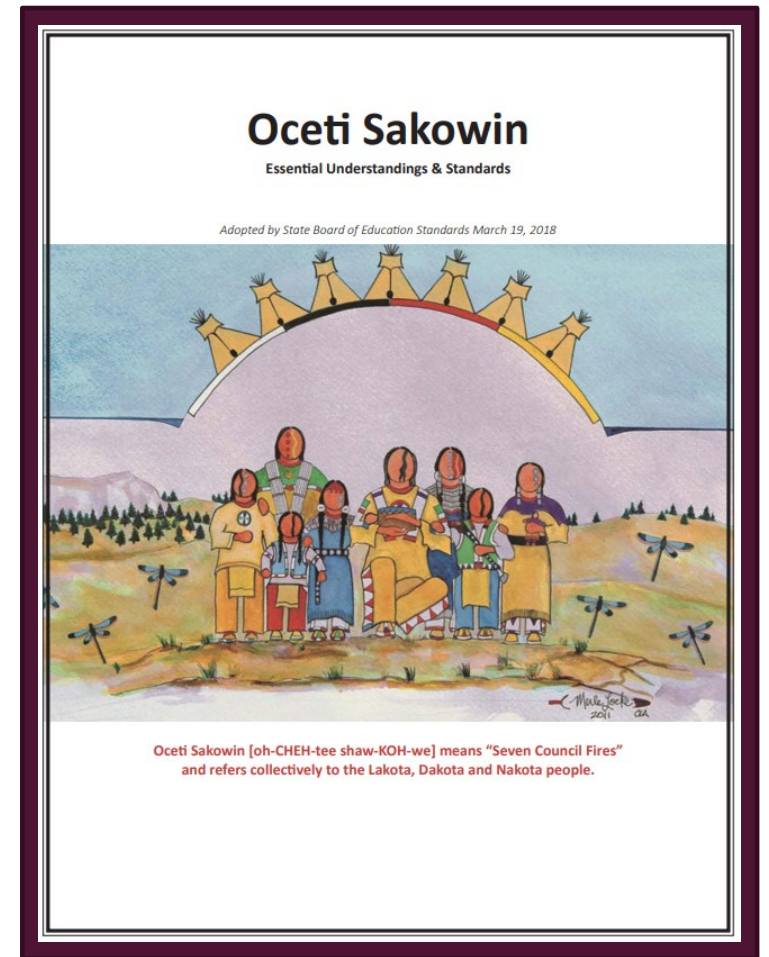
south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

BACKGROUND

HB 1290 signed March 3rd, 2007

- Established the:
 - Office of Indian Education
 - Indian Education Advisory Council
 - Educator preparation program SD Indian Studies requirement
- Tasked SD DOE and the Indian Education Advisory Council with developing course content for curriculum and coursework in SD American Indian history and culture
 - Provided Board of Education Standards rule promulgation authority



BACKGROUND

2008 – 2010: Core Concept Work Group

- Phase I: Identified the core concepts relative to teaching Oceti Sakowin history and culture

2010 – 2012: Essential Understandings Work Group

- Phase II: Established standards based on the framework of the core concepts
 - Initially designed for compatibility with SD social studies standards and prioritized cultural relevance
- Standards approved by BOES on July 25, 2011

2011 – 2016: WoLakota Project

- Developed the WoLakota webpage to document and provide access to Elder interviews

2015 – 2018: Content Connectors and Standard Revision Process

- Content connectors and exemplar lessons were developed several content areas
- Standard revisions adopted by BOES on March 19, 2018

OSEU AT A GLANCE

OSEU 1: LANDS & ENVIRONMENT

The original land base and natural resources of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] were under communal stewardship prior to immigrant settlement. *Oceti Sakowin* have a distinct and unique interrelationship with the environment that is essential to South Dakota.

OSEU 2: IDENTITY & RESILIENCY

There is variety and resiliency among individuals within the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] Oyate [oh-YAH-tay] (people) as identity is developed, defined and redefined by entities, by organization, and by people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian."

OSEU 3: CULTURE & LANGUAGE

The origin, thought and philosophy of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and observed by many Tribal members both on and off the reservations.

OSEU 4: KINSHIP & HARMONY

Oceti Sakowin [oh-CHEH-tee shaw-KOH-we] kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

OSEU 5: ORAL TRADITION & STORY

History told from the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] perspective, through oral tradition and written accounts, frequently conflicts with the stories told by mainstream historians. An analysis of multiple perspectives reveals history in a more inclusive and accurate way.

OSEU 6: SOVEREIGNTY & TREATIES

Federal policies and treaties put into place throughout American history have affected *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationship between each tribe, their state(s), and the federal government is not the same for each tribe.

OSEU 7: WAY OF LIFE & DEVELOPMENT

The essential philosophy of the *Oceti Sakowin* [oh-CHEH-tee shaw-KOH-we] wicoun [wee-CHO] (way of life) is based on the values of the *Oceti Sakowin* which have created resiliency of the Oyate [oh-YAH-tay] (people). Tribal communities have put considerable effort into education and economic development, Tribal universities and colleges, wellness centers, cultural traditions, and language revitalization.

SURVEY PURPOSE

Primary focus: Measure the implementation and critical needs of the OSEUS

Field Test – School year 2021-22

Components

1. Implementation of the OSEUS
 - Awareness
 - Understanding
 - Instruction
 - Assessment
 - Frequency of usage of each standard
 - Support for implementation of the OSEUS
2. Pedagogy
 - Engaging in activities related to the OSEUS
 - Activities celebrating Native history and culture
3. Successes and challenges to implementing the OSEUS
4. Technical quality of the survey

The Ocelt Sakowin Essential Understandings

"That's the way I try to live my life—in wolakota—in peace, in balance, in harmony. It's a philosophy, it's a way of life...every day, when you walk on earth, you try to live in balance with whatever task you have at hand."

—Ocelt Sakowin Elder, Jace DeCory

The WoLakota Project is a collaborative effort of the South Dakota Department of Education (SD DOE) and Technology & Innovation in Education (TIE)

Home OSEU Introduction Storytelling with Duane Hollow Horn Bear WoLakota Project Professional Development for Educators

All Interviews OSEU Exemplar Lessons WoLakota Project Related Films TIE Culture, Climate & Courage Programs

Cultural Reconnection Through Story

WoLakota Project

© May 26, 2021 Uncategorized

Welcome!

Visit our North Dakota sister site, www.TeachingsOfOurElders.org

Teachings of Our Elders

North Dakota Native American Essential Understandings Project

What is Your Chapter Going to Say? wit...

Watch on YouTube

Links to Additional Resources

- [WoLakota Staff Calendar](#)
- [Create Ya Ojowan-Songs of the People](#)
- [Native Knowledge 360](#)
- [Traditional Native Games Site](#)
- [Lakota Circles of Hope](#)
- [SD Dept of Tribal Relations](#)
- [NativeAmericanScience.org](#)
- [Elder Interview Audio Archive](#)
- [Native Land Loss GI](#)
- [WoLakota YouTube](#)
- [WoLakota Facebook](#)
- [REL NAERA](#)
- [Center for Research of Education Diversity & Excellence](#)
- [Empowering Teachers to Empower Students Curriculum Compilation](#)
- [Indian Education for All Curriculum](#)
- [OSEU on PBS](#)
- [Lakota Stories](#)
- [CAIRNS Lesson Plans](#)
- [Acta Lakota Museum & Cultural Center](#)
- [Flanndreau Schools OSEU Lesson Plans](#)
- [State Library Native American Collection](#)

PARTICIPATION

Approximately 60% of school districts had one or more staff responding.

Survey Target Audience

Educational Roles

- School Administrators
- Teachers

Educational Structures

- Public school districts (149)
- Private school systems (47)
- Tribal/BIE school systems (19)

125
Districts
Participated
in the survey

Survey Respondents

Paraprofessional

51, 7%

Teacher

503, 70%

Curriculum coordinator/director

11, 2%

Instructional coach

13, 2%

Administrator (principal, etc.)

140, 19%

718 total respondents

77% of the respondents were Educators (n=554)

13% of the respondents were Administrators (n=164)

PARTICIPATION ~ REPRESENTATIVE SAMPLE

Do the survey responses accurately represent the population?

Overrepresentation

- American Indian/Alaskan Native teachers (6.33%)
- Female teachers (6.12%)
- High school administrators (6.60%)

Underrepresentation

- White teachers (-11.97%)
- Middle school/junior high school administrators (-7.94%)
- Female administrators (-6.33%)
- White administrators (-5.23%)

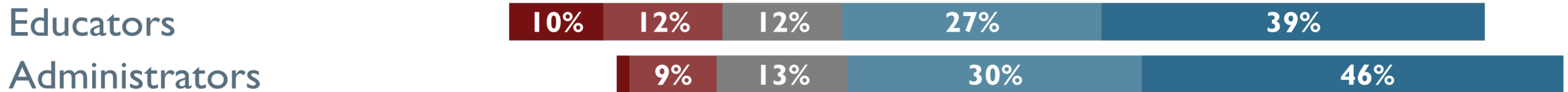
Interpretations

- Results should be interpreted cautiously relative to generalizing outcomes for the above subgroups.

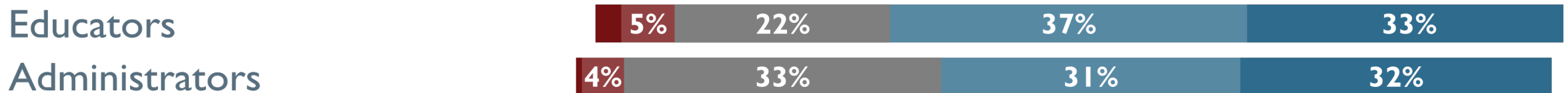
AWARENESS

Over 70% of educators and 60% of administrators agree that it is important to implement the OSEUS in every classroom.

I am aware of the OSEU.



It is important for my school to implement OSEU in every classroom.



My school has an initiative for implementing OSEU.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Response categories of < 3 are not labeled

UNDERSTANDING

37% of teachers agreed that they know the OSEU concepts well enough to teach them.

I have checked my understanding of OSEU concepts with an Elder/Culture Bearer.



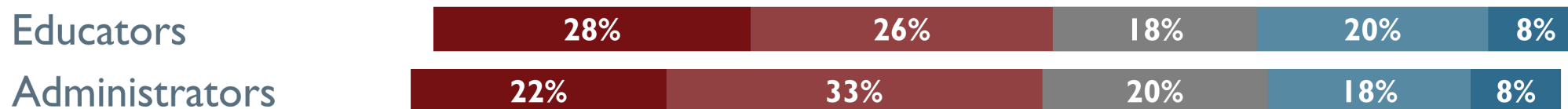
I understand the OSEU concepts well enough to teach them.



I understand the OSEU concepts well enough to provide instructional coaching.



I have explained the OSEU concepts to a colleague.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

TEACHING

45% of teachers agree that they have taught OSEU lessons in their classroom.

I have created lesson plans using the OSEU standards.

Educators



I work with teachers to develop OSEU lesson plans.

Administrators



I have taught OSEU lesson plans in my classroom.

Educators



I am confident in teaching OSEU lesson plans in my classroom.

Educators



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

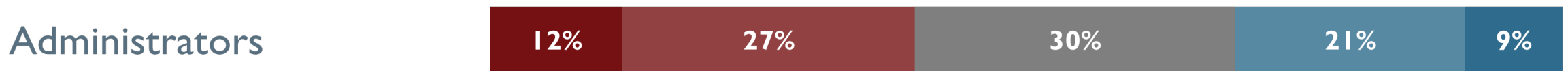
ASSESSMENT

27% of teachers agree that they assess student understanding of the OSEUS.

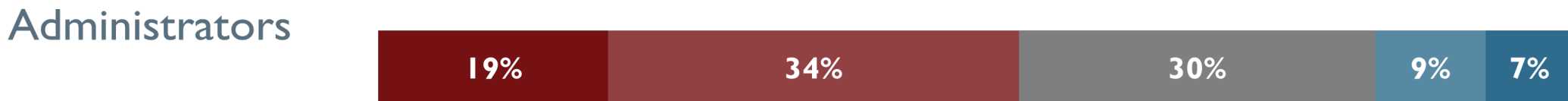
I assess student understanding of OSEU concepts.



Teachers in my school/district assess students' understanding of OSEU concepts.



I assess teachers' understanding of OSEU concepts.



Strongly Disagree Disagree Neutral Agree Strongly Agree

INSTRUCTIONAL SUPPORT

Administrators and educators indicate that implementation is primarily occurring in small isolated efforts that lack systematic supports and dedicated time.

I provide instructional coaching for teachers specific to OSEU implementation.



I provide instructional support to teachers for classroom implementation of the OSEU.



I have coached my colleagues to support OSEU instruction. 100%



I coach other administrators to support OSEU implementation.



My school uses a PLC approach to support OSEU implementation.



My school/district uses a PLC approach to support OSEU implementation.



■ Strongly Agree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

INSTRUCTIONAL SUPPORT

47% of administrators provide resources to teachers; however, 27% agreed that resources in their content area are of high quality.

Current OSEU resources in my content area are of quality.



I have shared OSEU resources with colleagues.



I provide OSEU resources for teachers.



I have used high quality lessons from the WoLakota Project website.



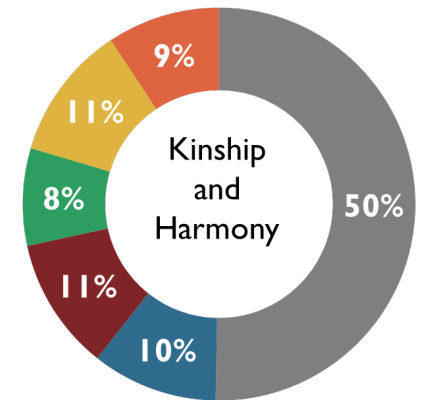
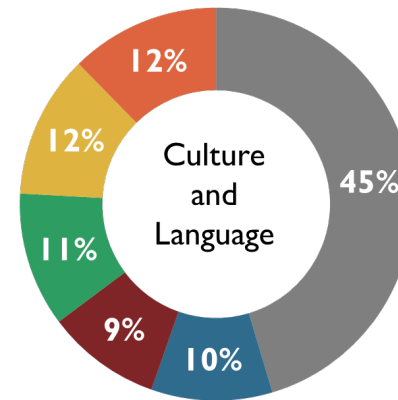
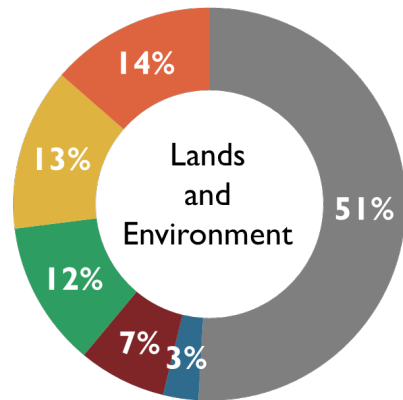
I recommend the high quality lessons from the WoLakota Project website to my teachers.



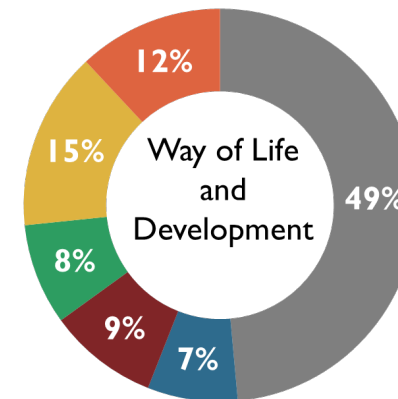
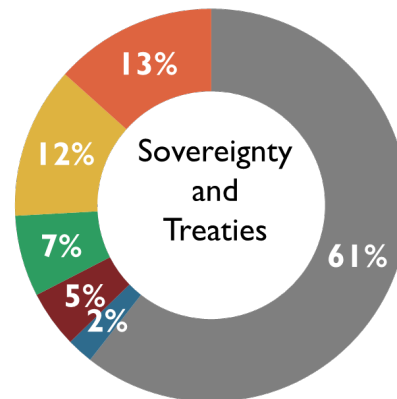
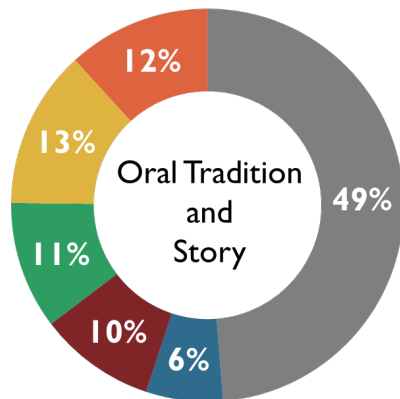
■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

STANDARD USAGE FREQUENCY

When asked about the frequency of use of the OSEUS, approximately half of all educators responded that OSEUS were used with some frequency during the school year.



N/A Daily Weekly Monthly Quarterly Annually



PEDAGOGY

32% of educators agreed that they participate in local Tribal community activities and events.

I participate in local Tribal community activities and events to better connect with my students.



I collaborate with local Elders/Culture Bearers to improve content relevancy for students.



I work with local Elders/Culture Bearers to develop instructional materials.



I co-teach OSEU lessons with local Elders/Culture Bearers.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

PEDAGOGY

42% of educators agreed that their district/school partners with tribal offices and agencies.

My school offers Native American language courses.



My school engages the local Tribal nation(s) community to connect students to Native American culture.



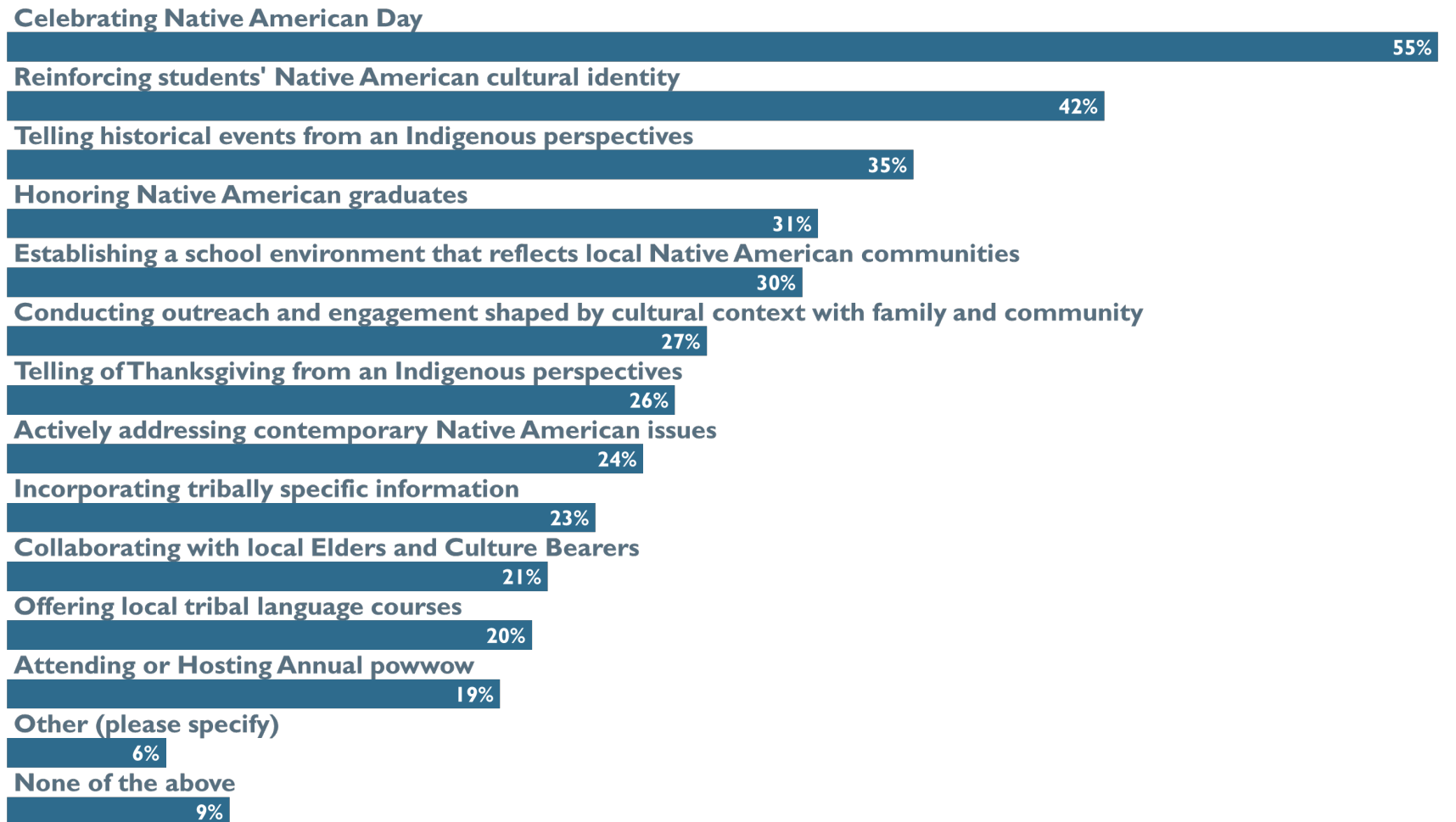
My school/district has partnerships with local Tribal nation(s)' offices and agencies.



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

PEDAGOGY

My school celebrates Native American culture and history in the following ways:



CHALLENGES AND OPPORTUNITIES

50% of educators and 65% of administrators cited unfamiliarity with resources as a challenge for implementation.

Unfamiliarity with resources

50%

65%

Lack of professional development opportunities

28%

33%

Lack of confidence

30%

37%

Concern for appropriateness of content

21%

16%

Lack of funding

11%

15%

Lack of local community support

12%

15%

■ Educator ■ Administrator

TECHNICAL QUALITY: PARTICIPATION ~ DEMOGRAPHICS

Category	Subgroup	Administrator			Teacher		
		Survey	Population	Difference	Survey	Population	Difference
Race/ Ethnicity	Asian	0.00%	0.00%	0.00%	2.36%	0.55%	1.81%
	Black/African American	0.61%	0.25%	0.36%	0.72%	0.24%	0.48%
	Hispanic/Latino	1.84%	1.01%	0.83%	1.27%	1.41%	-0.14%
	Native Hawaiian/Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.06%	-0.06%
	American Indian/Alaskan Native	8.59%	7.43%	1.16%	9.42%	3.09%	6.33%
	White	83.44%	88.66%	-5.23%	81.34%	93.31%	-11.97%
	Two or More	5.52%	2.64%	2.88%	4.89%	1.35%	3.54%
	Total	100.00%	100.00%	-	100.00%	100.00%	-
Sex	Female	47.24%	53.57%	-6.33%	79.39%	73.26%	6.12%
	Male	52.76%	46.43%	6.33%	20.61%	26.74%	-6.12%
	Total	100.00%	100.00%	-	100.00%	100.00%	-
School Level	Elementary School (KG-5)	46.34%	45.00%	1.34%	49.82%	46.64%	3.18%
	Middle School/Junior High (6-8)	14.63%	22.57%	-7.94%	25.45%	24.13%	1.32%
	High School (9-12)	39.02%	32.43%	6.60%	24.73%	29.23%	-4.50%
	Total	100.00%	100.00%	-	100.00%	100.00%	-