

NDNAEU On-Site, District/School Support Menu

Woope Sakowin	Leading Together	Socio-Economic/Class/Poverty	Classroom Modeling
<p>In the culturally responsive classroom, students can see representations of their culture and identity through the content they are learning. The NDNAEU makes the cultures of the tribes of North Dakota accessible to all students. Similarly, the Woope Sakowin is a set of universal laws that aids student understanding but goes a step further by producing active engagement and interaction among each other in a culturally responsive way. It offers teachers alternative classroom management strategies that encourage students to take ownership for their actions and interactions with others. Specifically, this training provides an opportunity for members of any tribal community to adapt the framework to their own belief systems, translations and terminology. Although it is based on Lakota thought, the Woope Sakowin are universal virtues and are adaptable to any classroom. Implementation of Woope Sakowin has resulted in:</p> <ul style="list-style-type: none"> • Decreased behavior write-ups • Decreased emotional outbursts • Decreased truancy • Improved student/teacher relationships • Improved student motivation 	<p>The success of implementing the NDNAEU within any school setting is directly related to the health of the adult community within the school. Recent research has shown that the level of adult relational trust within schools is directly correlated to student learning. The Leading Together (LT) program is an offering of the Center for Courage & Renewal (CCR) designed to build adult community in schools. The program is grounded in research and closely aligned with <i>Social Emotional Learning</i> and <i>Relational Trust</i> constructs. LT is designed to strengthen the relationships between principals and teacher leaders to facilitate positive, trusting relationships between adults in the school community. Leading Together prepares school leadership teams to build relational trust in their own adult community by:</p> <ul style="list-style-type: none"> • cultivating self-awareness • building relationships • fostering teamwork and shared leadership • strengthening capacity to listen and be fully present in teaching, leading, and relationships • sharpening ability to focus and maintain attention • addressing conflict constructively • reconnecting with what originally inspired us to become educators 	<p>Students dealing daily with poverty have different perspectives on many things that most of us take for granted. When will I be able to eat again? Will my family and I remain safe today? Will my parents be home tonight? Will I need to fend for myself? Teachers in these high poverty communities also face challenges that are unique to those regions. This can result in high teacher attrition rates, poor test scores and a failed sense of purpose for school officials and community members. This training seeks to provide actionable tools for staff that work directly with children of poverty with the hope of improving student outcomes. As a result of this training, participants will:</p> <ul style="list-style-type: none"> • Gain an understanding of the current realities of poverty within their communities, based upon local data • Develop strategies for addressing specific needs of students dealing with the challenges of poverty • Become aware of behaviors related to poverty and appropriate responses to those behaviors • Develop strategies for partnering with family and community members in support of students 	<p>The NDNAEU do not come with a set curriculum as the Understandings are meant to be incorporated into all subject areas and grade levels. The classroom modeling will offer teachers time with learning specialists in their classrooms modeling lessons in their subject areas that incorporate the NDNAEU either by content or way of being together as learners, or both. Following modeling in classrooms, the learning specialists will meet with the teachers to reflect on the lessons, talk about modifications and possible connections for future units of instruction. The modeling is not about presenting the “perfect” lesson but rather an opportunity for the teacher to watch a live lesson with his/her own students using the NDNAEU. As a result of classroom modeling, teachers have noted:</p> <ul style="list-style-type: none"> • Increased awareness of ways to engage students • Increased awareness of HOW to incorporate the NDNAEU appropriately • Increased confidence (particularly for non-native educators) to engage with local cultural content in the classroom setting • Increased capacity for developing culturally responsive approaches to teaching and learning

School/District trainings may also include an extended overview of the NDNAEU, additional training in lesson development, or other identified needs.

