Universal Design for Learning and the Woope Sakowin (Seven Laws): Integrating Lakota Values into the Classroom





Tamera Miyasato & Matthew Rama

Facilitated by: Jami Stone

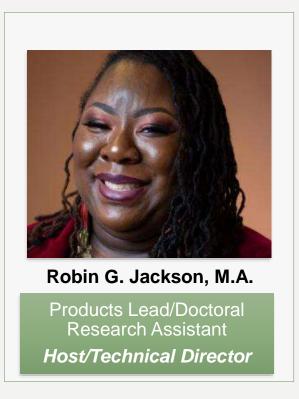
Equilearn Virtual Roundtable



Thursday April 8, 2021



MAP CENTER HOSTS





WELCOME



This is an interactive work session - join the discussion live and with audio.

To reduce noise distraction, mute your microphone when not speaking.





We will be using various Zoom tools to engage in this work session.





Make yourself comfortable.



Move about as you need.



Take breaks as needed.





Alt text is used on slide images.



DISCLAIMER

We aim to make this unique learning experience available to others across Region III by providing recordings and transcriptions of the Series on our website, as well as posting pictures on our social media platforms. Please consider in light of your sharing. This will not pertain to any concurrent virtual activities with youth.



COMMITMENTS FOR ENGAGING IN COURAGEOUS CONVERSATIONS

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

(Singleton & Linton, 2006)



TODAY'S FACILITATORS



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Mdewakantowan Dakota
Technology Innovation in
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Lakota Immersion
Classroom Instructor and
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ANTICIPATED OUTCOMES

To recognize and appreciate the universal virtues of the Woope Sakowin and how their use results in productive, respectful, learning, communities.

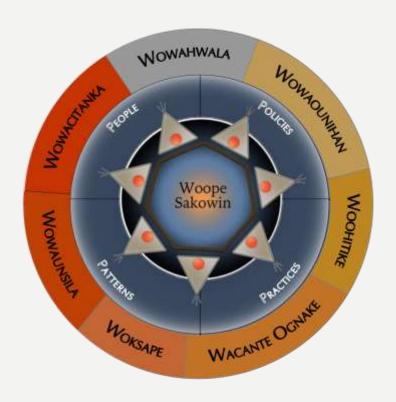
To recognize and appreciate how the Woope Sakowin aligns with the Universal Design for Learning (UDL) framework.

To reflect and reinforce an antiracist classroom through the virtues and UDL.



REIMAGINING EDUCATION: DECOLONIZATION

- Humanizing policies
- Transforming patterns
- Radicalizing practices
- Voicing peoples' truths





The Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of **Representation**

Recognition Networks
The "WHAT" of Learning

CAST | Until learning has no limits

Provide multiple means of Action & Expression

Strategic Networks The "HOW" of Learning

Provide options for Recruiting Interest @

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- · Minimize threats and distractions (7.3)

Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- · Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for

Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for

Language & Symbols @

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- · Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (s)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for

Goal

Self Regulation 🔊

- Promote expectations and beliefs that optimize motivation (9.1)
- · Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for

Comprehension (8)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for

Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Expert learners who are...

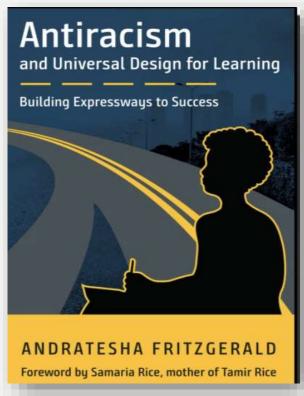
Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author,

ANTIRACISM AND UNIVERSAL DESIGN FOR LEARNING: BUILDING EXPRESSWAYS TO SUCCESS





Andratesha Fritzgerald

Director of Teaching, Learning, and Innovation East Cleveland City School District



UDL AND CULTURALLY RESPONSIVE TEACHING

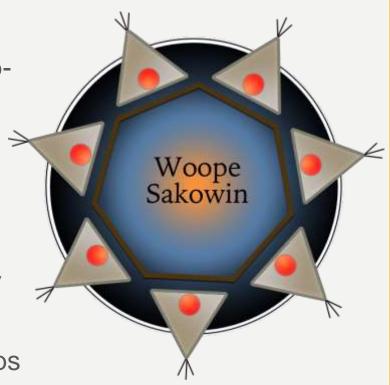
There is no such thing as a learning environment that is truly universally designed and not culturally responsive. There is no way to be truly culturally responsive without universally designing the learning experiences (Fritzgerald, 2020, p. 55)



WOOPE SAKOWIN: A CULTURALLY RESPONSIVE CLASSROOM

 Set the tone for trust and relationshipbuilding

- Transform the brain and thinking
- Promote high expectations
- Offer flexibility and choice
- Require ownership and responsibility for behavior
- Foster and repair trusting relationships
- Teach valuable life skills





MY CLASSROOM CLIMATE

- Negative student behaviors
- Feelings of no support
- Limited consistent practices
- Inequitable and punitive practices
- Strained relationships
- EXHAUSTED STUDENTS AND TEACHERS
- Thoughts—giving up on my students







Sometimes, the answer is right in front of us...
My shift to a Culturally Pre-Competent response to trauma began with deep reflection.

WHAT WAS WORKING MY MY CLASSROOM? WOOPE SAKOWIN

- The Crucible
- Students made connections with the text
- Students could see themselves in their learning (human experience)
- We were learning together (language)
- Lakota culture is healing!

BECOMING A CULTURALLY RESPONSIVE CLASSROOM

How the teacher works...response to triggers, deescalating

How the class works...structure, consistency, community

How teacher and student work together...establishing trust and positive relationships, putting ourselves in their shoes

How teaching and learning happen...tapping into cultural/personal experiences

Adapted from Karen Bosch, 2006

WIČHÓOYAKE

Wóophe Šakówin



WOWAHWALA

To be humble; to seek humility

Reflect, Be Vulnerable Actions to seek humility



WOOHITIKE

To be guided by principles, discipline, bravery & courage

Evaluate Current Practices Actions to courageously critique practices



Learn, Explore, Ask Questions Actions to gain understanding and seek wisdom

Understanding & Wisdom

NOKSAY



Create a Plan Actions that envision compassionate change

Compassion

WOWAUNSILA



NOWACITANKA Patience & **Tolerance Implementation Actions that promote** patience & tolerance



To Respect & Honor

COLLECT DATA
ACTIONS TO HONOR
VOICES & EXPERIENCES



EXPAND AND CONNECT WSES ACTIONS TO SHARE LEARNING AND FACILITATE TRANSFORMATIONAL CHANGE

To help, to share; to be generous

WACANTE OCHAYE



RED CLOUD IMMERSION



UNIVERSAL DESIGN FOR LEARNING AND INDIGENOUS INTEGRATION RESOURCES

Culturally Responsive, Sustaining

Center for Culturally Responsive Teaching and Learning - Sharokky Hollie

Center for Education Equity (Region I)

<u>Culturally Responsive Playbook</u> - NMSI -based on Dr. Hollie's work

Culturally Responsive Teaching and the Brain -Zaretta Hammond

<u>Dr. Sonja Santelises on Why Instructional</u> <u>Materials Matter_</u> - EdReports

Equity Assistance Center South (Region II)

<u>Learning for Justice</u> - Southern Poverty Law Center

Midwest and Plains Equity Assistance Center (MAP EAC) (Region III)

Western Equity Assistance Center (Region IV)

Universal Design for Learning (UDL)

<u>An Intersectional Approach to Building Inclusive Schools</u> (MAP EAC)

Inequities in Online Classrooms: How do We Bridge the Distance Learning? (MAP EAC)

(Re)Imagining School Policy & Practice: Virtual Schooling (MAP EAC)

Shifting from Surveillance and Control in Virtual Learning Environments: Utilizing Principles of Universal Design for Learning & Culturally Sustaining Pedagogy (MAP EAC)

The UDL Project

Universal Design for Learning (MAP EAC)

<u>UDL Guidelines</u> Multiples means of engagement, representation, action, and expression (CAST.org)
<u>UDL Tips for Designing Learning Experiences</u>
(CAST.org)

<u>UDL & The Learning Brain</u> There is no "average brain (CAST.org)

Oceti Sakowin and Indigenous Resources

Woope Sakowin Classroom Posters
https://www.wolakotaproject.org/wpcontent/uploads/2018/01/lettersizeWoopeSakowin.
pdf

The Wolakota Project Videos, Lessons, Resources

Oceti Sakowin Essential Understandings (OSEU): Link to PDF

<u>Teaching of Our Elders</u>: North Dakota Native American Understandings

Montana Essential Understandings

Native Knowledge 360

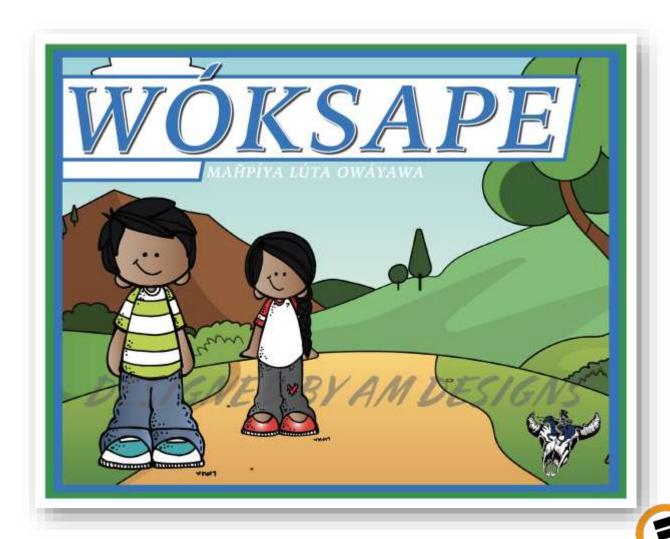
Dakota and Lakota Traditional Games Resource, Jeremy Red Eagle & Mike Marshall - Tasiha unpi (Foot bone game) on p. 7

Indigenous Storytime



INSIDE THE CLASSROOM

What does this look like inside the classroom?





KINSHIP

How are we related?







OUTCOMES



ADDITIONAL RESOURCES



Creating Equitable Learning Spaces for Indigenous Students

Using Service Learning to Support Educators in Accessing the Assets of American Indian Students





Join the Conversation on Social Media

Facebook: Great Lakes Equity Center
Twitter @GreatLakesEAC

How are you going to apply what you learned today? #MAPEquity @GreatLakesEAC



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