

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180042

Grants.gov Tracking#: GRANT12686046

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180042

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: Original_1246-LEAP NARRATIVE.docx, Original_1249-GRANT GEPA Statement.docx, Original_1248-GRANT Abstract- UND.docx, 1234-GRANT Abstract- UND.docx, 1235-04 UND Budget Justification-CAH.rtf, Original_1235-04 UND Budget Justification-CAH.rtf, 1245-Attachment 06 UND LEAP Timeline[1].docx, Original_1245-Attachment 06 UND LEAP Timeline[1].docx, 1247-Areas Affected by Project.docx, Original_1247-Areas Affected by Project.docx, 1246-LEAP NARRATIVE.docx, 1249-GRANT GEPA Statement.docx, Original_1234-GRANT Abstract- UND.docx, 1248-GRANT Abstract- UND.docx

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text" value="ED-GRANTS-061418-001"/>	
5a. Federal Entity Identifier: <input type="text" value="45-6002491"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Cheryl Hunter"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-6002491"/>	* c. Organizational DUNS: <input type="text" value="1022807810000"/>	
d. Address:		
* Street1: <input type="text" value="264 Centennial Drive Stop 7306"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Grand Forks"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="ND: North Dakota"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="58202-7306"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Teaching, Leadership, and Prof"/>	Division Name: <input type="text" value="Education and Human Developmen"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Prof."/>	* First Name: <input type="text" value="Cheryl"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hunter"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Associate Professor and Chair"/>		
Organizational Affiliation: <input type="text" value="University of North Dakota"/>		
* Telephone Number: <input type="text" value="701-777-3431"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="cheryl.hunter@und.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-061418-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

14. Areas Affected by Project (Cities, Counties, States, etc.):

1247-Areas Affected by Project.docx

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Lakota Education Action Plan (LEAP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,396,315.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,396,315.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Cheryl Hunter

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	105,488.00	101,742.00	101,742.00	56,324.00	56,888.00	422,184.00
2. Fringe Benefits	39,943.00	40,088.00	40,088.00	21,718.00	21,937.00	163,774.00
3. Travel	7,916.00	1,538.00	1,538.00	1,538.00	1,538.00	14,068.00
4. Equipment		0.00	0.00	0.00	0.00	0.00
5. Supplies	5,800.00	0.00	0.00	0.00	0.00	5,800.00
6. Contractual	80,500.00	20,500.00	20,500.00	32,500.00	32,500.00	186,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	19,000.00					19,000.00
9. Total Direct Costs (lines 1-8)	258,647.00	163,868.00	163,868.00	112,080.00	112,863.00	811,326.00
10. Indirect Costs*	16,452.00	11,670.00	11,670.00	6,567.00	6,630.00	52,989.00
11. Training Stipends	84,000.00	224,000.00	224,000.00	0.00	0.00	532,000.00
12. Total Costs (lines 9-11)	359,099.00	399,538.00	399,538.00	118,647.00	119,493.00	1,396,315.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 35.60%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # S299B180042

Name of Institution/Organization Cheryl Hunter	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Michael Sadler</p>	<p>TITLE</p> <p>Export Control & Contract Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Cheryl Hunter</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: University of North Dakota
* Street 1: 264 Centennial Drive Stop 7306 Street 2: _____
* City: Grand Forks State: ND: North Dakota Zip: 58202-7306
Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
--	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Rachel Middle Name _____
* Last Name Emmons Suffix _____
* Street 1: 264 Centennial Drive Stop 7306 Street 2: _____
* City: Grand Forks State: ND: North Dakota Zip: 58202-7306

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Cheryl Middle Name _____
* Last Name Hunter Suffix _____
* Street 1: 231 Centennial Drive Stop 7189 Street 2: _____
* City: Grand Forks State: ND: North Dakota Zip: 58202-7189

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Michael Sadler
* Name: Prefix _____ * First Name Michael Middle Name _____
* Last Name Sadler Suffix _____
Title: Export Control & Contract Officer Telephone No.: 701.777.4152 Date: 07/30/2018

Federal Use Only: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1249-GRANT GEPA Statement.docx

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Cheryl Hunter	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Michael"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Sadler"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Export Control & Contract Officer"/>	
* SIGNATURE: <input type="text" value="Michael Sadler"/>	* DATE: <input type="text" value="07/30/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Cheryl		Hunter	

Address:

Street1:	231 Centennial Drive Stop 7189
Street2:	
City:	Grand Forks
County:	
State:	ND: North Dakota
Zip Code:	58202-7189
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
701-777-3431	

Email Address:

cheryl.hunter@und.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHAIRMAN

Harold C. Frazier

SECRETARY

EvAnn White Feather

TREASURER

Benita Clark

VICE-CHAIRMAN

Robert Chasing Hawk, Sr.



P.O. Box 590
 Eagle Butte, South Dakota 57625
 Phone: (605) 964-4155
 Fax: (605) 964-4151

TRIBAL COUNCIL MEMBERS

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Bryce In The Woods

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Derek Bartlett

DISTRICT 6

Tuffy Thompson
Wade Tater Ward

July 13, 2018

US Department of Education
 400 Maryland Ave., S.W.
 Washington, D.C. 20202

To Whom It May Concern,

**A LETTER IN SUPPORT OF THE APPLICATION TO THE DEPARTMENT OF
 EDUCATION'S PROFESSIONAL DEVELOPMENT GRANT BY THE UNIVERSITY OF
 NORTH DAKOTA TO IMPLEMENT THEIR LAKOTA EDUCATION ACTION PLAN.**

The Cheyenne River Sioux Tribe recognizes the importance of teaching our children the language, culture, and history of the Lakota Sioux people in the most effective method possible, but we are unable to achieve this without a corps of highly-qualified, professionally-trained Lakota language instructors.

Currently, there is a massive shortage of qualified Lakota language instructors on the Cheyenne River Indian Reservation. This Plan will be essential to the ultimate success of our community's ability to teach the Lakota language to the youngest generation and ensure its continued survival.

THEREFORE: The Cheyenne River Sioux Tribe, by and through its Executive, fully supports the grant application for the Lakota Education Action Plan to the Department of Education Professional Development Grant to support the creation of a Lakota Language and Teaching degree program at the University of North Dakota.

Respectfully,
 (b)(6)

Harold C. Frazier, Chairman
 Cheyenne River Sioux Tribe

The blue represents the thunderclouds above the world where live the thunder birds who control the four winds. The rainbow is for the Cheyenne River Sioux people who are keepers of the Most Sacred Calf Pipe, a gift from the White Buffalo Calf Maiden. The eagle feathers at the edges of the rim of the world represent the spotted eagle who is the protector of all Lakota. The two pipes fused together are for unity. One pipe is for the Lakota, the other for all the other Indian Nations. The yellow hoops represent the Sacred Hoop, which shall not be broken. The Sacred Calf Pipe Bundle in red represents Wakan Tanka – The Great Mystery. All the colors of the Lakota are visible. The red, yellow, black and white represent the four major races. The blue is for heaven and the green for Mother Earth.



*Cheyenne-Eagle Butte Schools
High School*

P.O. Box 672
Eagle Butte, South Dakota 57625
(605)964-8744/8755
(605)964-8700 fax

University of North Dakota
Grand Forks, ND 58202

B July 19, 2018

To Whom It May Concern:

R Cheyenne-Eagle Butte Schools fully support this application to the 2018 Indian Education Professional Development Grant through the Department of Education. We pride ourselves as a source of Lakota language education for the Lakota tribal community. The goals and focus of this program align well with the schools' mission to integrate, revitalize, and preserve the Lakota language and culture for all of our students and will help us to fill our need for qualified teachers of Lakota.

A We are extremely confident the Lakota Language Action Plan will provide high quality instructors in the Lakota language.

V Because so few opportunities for Lakota language teaching degrees exist, Cheyenne-Eagle Butte Schools understand the significance of the Lakota Language Action Plan and we are excited to support this initiative. This plan will help fill teaching vacancies and supply schools with teachers trained at effective Lakota language teaching practices. Our students and communities will benefit greatly from this.

E Cheyenne-Eagle Butte Schools are dedicated to the preservation and continued education of Lakota and the culture of the Cheyenne River Sioux. Our students and communities will benefit greatly from this. Therefore, we fully support this application to the Department of Education as it is imperative to advancing our language and educational goals.

(b)(6)

Dr. Kathie Bowker
Cheyenne - Eagle Butte Jr. High Principal
Cheyenne - Eagle Butte Acting BIE School Supervisor

Acting

S

Mission Statement: To prepare students with the academic, spiritual, physical, cultural and social skills needed to be lifelong learners and productive world citizens in a technological world.

July 20, 2018

US Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Grant Review Committee,

The Language Conservancy (TLC) fully supports the Lakota Education Action Plan and the University of North Dakota's proposal to the US Department of Education. Lack of adequate teacher training has been the single greatest obstacle to the success of second language programs across the state. We applaud UND's efforts to rebuild the Lakota language teacher-training system in the state to meet global standards for second language education. In our work, the deficiency in second language teacher-training is always the primary factor in low student performance.

As a Lakota Education Action Project partner, TLC will assist the Lakota Language Education Project Director in the recruitment of students and instructional personnel as well as provide access to TLC's expertise and resources in building the program and courses. TLC will assist in the monitoring and induction of these students to make their transition to the workplace as seamless and productive as possible. TLC will also provide assessment services for the different phases of the project as an active partner on the Lakota Education Action Plan's Advisory Committee. We believe this program will serve as a model for all institutions of higher learning across the state, and indeed serve as a model for the training of Native American language teachers for the entire country.

Yours truly,

(b)(6)

Wilhelm Meya
The Language Conservancy
Executive Director

Bibliography

Achinstein, B., Ogawa, R.T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for "hard-to-staff" schools. *Review of Educational Research*, 80, 71-107.

Bullough, R.V. (2012). Mentoring and new teacher induction in the United States: a review and analysis of current practices. *Mentoring & Tutoring: Partnership in learning*, 20(1) 57-74.

Erickson, J. L., Terhune, M. N., & Ruff, W.G. (2008). Measuring work conditions for teachers of American Indian students. *Researcher*, 21, 1-10.

Kearney, S., & Lee, A. (2014). Understanding beginning teacher induction: A contextualized examination of best practice. *Cogent Education*, 1(1), 967477.

U.S. Department of Education. (2018). Institute of Education Sciences, National Center for Education Statistics.

University of North Dakota
Position: Lakota Education Action Plan- Lakota Language and Teaching Faculty Member
Classification: Full-time

MINIMUM QUALIFICATIONS:

- Master's Degree in Education or related field.
- Knowledge of and prior experience with Indian education programs, preferably at post-secondary levels.
- Knowledge of and experience with state universities in North and South Dakota.
- Knowledge of curriculum development.
- Knowledge of second-language pedagogy and best teaching practices.
- Knowledge of the Lakota Reservations as to their geography, population groups, educational needs, and cultural differences.
- Must possess strong communicative and interpersonal skills.

DESIRED QUALIFICATIONS:

- Doctoral Degree in Education or a related field.
- Prior collegiate level teaching experience.
- Prior experience advising and working with education students who will perform service in disadvantaged schools.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.
- Ability to relate well to people and work with traditional, non-traditional, and minority students.
- Experience administering Department of Education grants.
- Experience developing initiatives, programs, and certificates in education at the collegiate level.
- Experience providing induction services to former students.
- Experience successfully advising students from course work to service, including advising them through PRAXIS and licensure requirements.

DUTIES AND RESPONSIBILITIES:

- Teach and mentor students in the Lakota Language Teaching and Learning Degree Program at University of North Dakota
- Teach courses in second-language pedagogy, second-language acquisition, curriculum development and standards of assessment, and theory of teaching.
- Serve on selected UND committees, including the Lakota Education Action Plan Advisory Committee.
- Will assist the Crow Education Project in completing program objectives, collect and summarize all documentation, records, and reports for U.S. Department of Education and external evaluator.
- Report progress, activities, and potential issues to the Project Director as well as Advisory Committee.
- Responsible for monitoring and documenting the achievements of goals and activities of program participants.

- Will be responsible for maintaining monthly, quarterly, and annual reports on program participant progress.
- Initiate curricular modifications when deemed necessary, and work with the identified outside external evaluator.
- Responsible for monitoring and documenting the achievements of goals and activities for the Lakota Education Action Plan.
- Implements activities to achieve program objectives in cooperation with program staff, University of North Dakota, and stakeholders.
- Establishes and maintains a personal acquaintance with project partners and stakeholders to ensure program responsiveness to the community.
- Prepares and disseminates information about the program throughout the community and North and South Dakota.
- Travel as assigned.
- Other duties as assigned.

University of North Dakota
Position: Lakota Education Action Plan - Project Coordinator
Classification: Full-time

MINIMUM QUALIFICATIONS:

- Bachelor's Degree in Education or related field.
- Knowledge of and prior experience with Indian education programs, preferably at the secondary and post-secondary levels.
- Experience mentoring and providing induction services to new teachers.
- Knowledge of and experience in developing in-service training programs.
- Knowledge of and experience with state universities in North and South Dakota.
- Knowledge and experience working with primary and secondary schools in North and South Dakota.
- Knowledge of the Lakota Reservations as to their geography, population groups, educational needs, and cultural differences.
- Must be computer literate.
- Two-years experience in a management capacity. Experience may substitute for education (or vice-versa) on a year for year basis.
- Must possess strong communication, interpersonal, and organizational skills.

DESIRED QUALIFICATIONS:

- Master's Degree in Education.
- Prior experience working in project management setting.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.
- Ability to relate well to people and work with traditional, non-traditional, and minority students.
- Highly organized, self-motivated individual.
- Evidence from past working experience of ability to relate successfully to educationally disadvantaged American Indian individuals.

DUTIES AND RESPONSIBILITIES:

- Will coordinate the Lakota Education Action Plan in completing program objectives, collect and summarize all documentation, records, and reports for U.S. Department of Education and external evaluator.
- Responsible for monitoring and documenting the achievements of goals and activities for the program in accordance with the approved management plan.
- Will be responsible for maintaining monthly, quarterly, and annual reports for the program. Must review budget reports from the Business Office to document expenditures of project funds.
- Will establish and maintain an accurate filing system as required by the plan of operations.
- Will consult with the U. S. Department of Education on questions of policy of regulations; consult with division heads on policy questions, initiate project modifications procedures when deemed necessary, and work with the identified outside external evaluator.

- Responsible for monitoring and documenting the achievements of goals and activities for the Lakota Education Action Plan.
- Implements activities to achieve program objectives in cooperation with program staff, University of North Dakota, and stakeholders.
- Identifies and uses existing community resources as needed.
- Establishes and maintains a personal acquaintance with partners to ensure program responsiveness to the community.
- Prepares and disseminates information about the program throughout the community and in North and South Dakota.
- Carries out project services and project design as described in the Indian Education Professional Development Program Proposal.
- Implements internal evaluation activities to document program successes and failures.
- Travel as assigned.
- Other duties as assigned.

SUPERVISOR:

- Project Director

Cheryl Hunter, PhD

Associate Professor
Educational Foundations and Research
231 Centennial Drive, Stop 7189
Grand Forks, ND 58202
Phone: (701) 777-3431
Email: cheryl.hunter@und.edu

I. EDUCATIONAL BACKGROUND

Ph.D. Education Leadership and Policy Studies (2007)

School of Education, Indiana University, Bloomington, IN
Concentration: International and Comparative Education
Minor: Sociology
Degree conferred September 30, 2007

M.S. Elementary Education (1999)

Indiana University, Bloomington
License Awarded 1997

B.A. Sociology (with Honors) (1995)

Butler University, Indianapolis, IN.

II. HONORS, AWARDS

Recipient (2016), Thomas J. Clifford Faculty Award for Graduate or Professional Teaching Excellence, UND
This award recognizes individual graduate or professional faculty who meet the highest standards in teaching as recognized by their students and peers.

Finalist (2013), Thomas J. Clifford Faculty Award for Graduate or Professional Teaching Excellence, UND

Recipient (2011), President's Award for Outstanding Paper, The Society of Gynecologic Surgeons
Diwadkar, G. and Hunter, C. (2011) Using cognitive task analysis to understand the critical components of performing vaginal hysterectomy. 37th Annual Meeting of the Society of Gynecologic Surgeon's, San Antonio, TX. April 11, 2011

Cleveland Clinic Scholarship in Teaching Award (2010). *This award was based upon collaborative research on the implications of using virtual technology for teaching communication skills to medical students.*

Distinguished Educator Certificate (2009), Cleveland Clinic Academy. *This award represents completion of a year-long faculty development training series and successful faculty teaching observations.*

FELLOWSHIPS

Post Doctoral Research Fellow, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University (2008-2009). *The medical education fellowship provided the opportunity to hone my skills as a qualitative methodologist by consulting on multiple research projects with faculty. I completed an independent research project on the assessment of portfolios in medical education, participated in faculty development projects, evaluation projects and completed the Distinguished Educator Series.*

John H. Edwards, Graduate Fellowship, Indiana University (2006-2007). *The John H. Edwards Fellowship is one of the University's most prestigious academic awards at Indiana University; a university-wide committee selects fellows of superior scholastic ability, intellectual capacity, good citizenship and character as demonstrated by a strong record of voluntary public service.*

Spencer Foundation, Graduate Fellowship Discipline Based Scholarship in Education (2002-2003; 2003-2004).
The Spencer Fellowship offered a unique opportunity to gain direct research experience with Sociology faculty and interdisciplinary research/study opportunities in collaborations between departments.

III. PROFESSIONAL EXPERIENCE

Faculty Special Appointment (2017), Indiana University, Office of Graduate Education. Supervisor: Dr. David Daleke, Associate Dean of Graduate Education and Vice Provost for Health Sciences.

Instructional Fellow (2017- 2018), U.S. Army Cadre and Faculty Development Course in the Educational Leadership, Evaluation, and Organizational Development Department (ELEOD) at the College of Education and Human Development (CEHD), University of Louisville.

Associate Professor (2016- current), Assistant Professor (2011-2016), University of North Dakota, Educational Foundations and Research

Assistant Professor (2009-2010), Hiram College, Education Department

Post Doctoral Research Fellow (2008-2009), Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. *The medical education fellowship provided the opportunity to hone my skills as a qualitative methodologist by consulting on multiple research projects with faculty. I completed an independent research project on the assessment of portfolios in medical education, participated in faculty development projects, evaluation projects and completed the Distinguished Educator Series.*

Visiting Assistant Professor (2007-2008), Indiana University, Education Leadership and Policy Studies Department

IV. COURSES TAUGHT

REGULAR ASSIGNMENTS *Courses taught as distance, online, or hybrid are starred

University of North Dakota: Teach 12 credits per year in Foundations of Education and Research Methods.

Graduate courses taught: *EFR 500 Foundations of Educational Thought; EFR 505 Sociological Foundations of Education; *EFR 506 Multicultural Education; *EFR 510 Qualitative Research Methods; EFR 520 Advanced Qualitative Research Methods; EFR 525 Comparative and International Education; EFR 590 Special Topics: Translational Research

Hiram College

Undergraduate courses taught: Educ 203 Multiculturalism/Diversity in Education; Educ 232/233 Developmentally Appropriate Practice; Educ 364 Literacy Methods for Early Childhood; Phed 360: Health, Fitness, and Movement in Early Childhood.

Indiana University

Graduate courses taught: H520 Social Issues in Education; *Y520 Introduction to Research Methodology.

Undergraduate courses taught: H340 Education and American Culture; M300 Multicultural/Diversity course for Secondary Educators; E348 Foundations of Early Care: infants and toddlers.

GRADUATE STUDENT ADVISING (graduated 2 masters and 28 doctoral students)

MASTERS- graduates (chaired in bold)

Kam Yee (2015) M.S. Space Studies. Title: STEM Education for Girls of Color: Organizational Practices and Cultural Responsiveness

Souvannasacd, Eric (2012) M.S. General Studies. Title: Lao Student Experiences

DOCTORAL- 30 graduates (chaired in bold)

Alghanmi, Hind (2018)

Lauren, Chappel (2018)

- Felege, Chris (2018) The long term significance of working as an undergraduate teaching assistant
- Molapo, Tsooane (2017) Dual-detachment: The plight of young black males alienated from work and school
- Sorenson, Karmen (2017)** The long-term impacts of study abroad on Oxford Eurospring alumni: A phenomenological study
- Sage, Frank (2017)** Indigenous knowledge system and decolonizing methodology interwoven into higher education experiences: Autoethnography
- Laurie Jo Johansen (2017) Commuting away: The experiences of RNs who live in rural communities and commute away for employment in non-rural communities
- Myers, Chanel (2017) The problem-solving approach of health and education professionals who have experience in the arts as an artist and personal experience in trauma
- Walker, Eddie (2016) Examining multiple methods of analysis to guide the development of a postsecondary institution rating system
- Trainer, Jason (2016) A Dual-Level Approach to Enrollment Management
- Josefson, Sachel (2016) Tradeshow Exhibits as Places of Learning: A Case Study of an Exhibit House in the Midwest
- Gillen, Michael (Aero) A study evaluating if targeted training for startle effect can improve pilot reactions in handling unexpected situations in a flight simulator
- Berger, Lisa (2016) Lived experiences of freshman students in their first semester of college
- Vogt, Rosemary (2016) Academia meeting the needs of industry: A case study of the developing a new degree program for petroleum engineering
- Grigg, Cindy (2016) Teachers walking the talk: Four teachers' perceptions and instruction of reading milestones
- Shane, Nancy (2016) The relationship of a pilot's educational background, aeronautical experience and recency of experience to performance in initial training at a regional airline
- Thordarson, Jori (2016) Not your business: Pedagogical lessons of activist resistance to neoliberalism in Canadian higher education
- Martin-Parisien, Terri (2016)** Exploring the impact of self-determination on the political practices of the Turtle Mountain Band of Chippewa Indians: A critical content analysis
- Kartoshkina, Yuliya (2016)** Examining the pedagogical decision making process behind faculty-led study abroad
- Jakobs, Lynn (2015) Voices from the frontier: Stories of nurse practitioners working in remote settings
- Atta, George (2015) Professional learning communities: The American experience and its implications for Ghana and other international school systems
- Mensah, Emmanuel (2015) Listservs, learning communities, and baby steps: North Dakotan rural educators and the implementation of the Common Core
- Odden, Kelli (2015) Secondary social studies teachers perceptions of special education
- Martin, Robert (2015) Turn that frown upside down: The experience of higher education faculty moving from disillusionment to vitality
- Williams, Cathy (2015) Examining openness to pedagogical change among secondary mathematics teachers: testing a structural model
- Villebrun, Rae (2015) How shared experiences impact teachers who remain at American Indian elementary schools more than five years
- Witt, Amy (2015) The impact of cultural encounters on the cultural competence of baccalaureate nursing students
- Boateng, Adji (2014) Experiences of beginning teachers in a resident teacher program: A phenomenological study
- Guy, Laurie (2014) Differentiated instruction for responsive teaching in elementary education student teachers' classrooms
- Sandemeyer, Jodi (2014) Educational experiences of rural Minnesota high-ability mathematics learners
- Obade, Masela (2012) A test of the motivational model of nontraditional college students' success

Independent Studies / Scholarly Projects

EFR 591 – Readings in Education

- 2013: Terri Martin-Parisien; Tsooane Molapo; Rebecca Matinda; Frank Sage; Cathy Williams
- 2014: Nik Butz; Missy Majerus; Erin Kunz
- 2015: Christine Job; Yuliya Kartoshkina; Laura Parson
- 2016: Matt Myrold; Rebecca Gleditsch, Bridget Brooks

EFR 592 – Independent Research

- 2014: Eric Souvannasacd; Matthew Strinden; Muneka Townes
- 2015: Charles Nowlin; Yuliya Kartoshkina
- 2017: Rebecca Gleditsch; Renuka DeSilva

EFR 997 – Independent Study

- 2013: Eric Souvannasacd

V. SERVICE

DEPARTMENTAL SERVICE

Graduate Director (2016-2017; 2014-2015), Educational Foundations and Research Department (EFR)
Search Committee Chair (2015-2016), EFR Faculty Search Committee: Program Evaluation position
Faculty Advisor (2012-2015), EFR Graduate Student Organization
Assessment Chair (2012- 2013), EFR Department Research Assessment Retreat
Website Coordinator (2011-2013), EFR

COLLEGE SERVICE

Chair, College Research Council (2016-2017)
College Research Council Member (2015- 2016)
Appeals Committee Member (2012-2015)

Presentations

- Teaching and Learning Panel 539 College Teaching. April 1, 2015
- Course Assessments and Student Evaluations using Qualtrics Survey Software. CILT. February 24, 2015.
- Interculturalization and Teacher Education. College of Education Research Fair, April 11, 2014
- Teacher Preparation and Transition, Professional Capital Symposium: Leadership for the Transformation of Teaching in Every School. University of North Dakota Department of Educational Leadership. May 27, 2014
- Teaching and Learning 544: Scholarly Writing Faculty Panel. October 8, 2014
- Teaching and Learning Graduate Student Panel. Nov, 19, 2014
- Strategies for Faculty to Manage Work and Family. Red River Women's Studies Conference. University of North Dakota. Oct 4, 2013
- Chair, Graduate Student Panel Presentation, *Diversity and Multicultural Education in North Dakota PK12 public schools*, UND School of Graduate Studies, Scholarly Forum. March 5, 2013
- *Conducting Qualitative Research for Dissertations*. T&L Doctoral Seminar II. June 28, 2013.
- Moderator, UND Graduate School Scholarly Forum, Session 6: College of Education & Human Development , Kinesiology Program, and Teaching & Learning. March 5, 2013
- Teaching and Learning 566 Brain in Memory and Learning, *Implications of social care on babies brain development*. January 24, 2013.
- Limitations to Multicultural Education. Faculty presentation of research at University of North Dakota, College EHD Research Fair, April 19, 2013
- Qualitative Interviewing Workshop, requested by Tracy A. Evanson, Associate Professor and Director of Advanced Public Health Nurse Track, School of Nursing PhD Program, March 5, 2013.

- Multicultural Education and Teacher Training: An International and Comparative Perspective. Beyond Boundaries: International Symposium. University of North Dakota Department of Educational Leadership. October 5&6, 2012
- Teaching and Learning 548: The Professoriate. *Reflections on Entering the Professorate*. September 10, 2012
- Teaching and Learning Doctoral Cohort. *Introducing Qualitative Research Methodologies*. June 9, 2012.

UNIVERSITY SERVICE

Outstanding Faculty Awards Committee (2017), Office of Instructional Development, University of North Dakota

Graduate Advocate (2016-2017), Dean of School of Graduate School, University of North Dakota

Senate Executive Committee (2015-2017), University of North Dakota

Co-Chair (2015-2016), Study of Practices for the Evaluation of Administration (SPEA), Ad Hoc Senate Committee, University of North Dakota

University Search Committee (2015-2016), Dean Search, School of Graduate Studies, University of North Dakota

Mentor (2015-2016), Alice T. Clark Faculty Mentoring Program

Senator (2014-2016), University Senate, University of North Dakota

Higher Learning Commission Committee (2011-2013), 2-C, University of North Dakota

PROFESSIONAL ASSOCIATION SERVICE

Reviewer

- *Research Methods and Education*, Routledge: Taylor & Francis Group (September 2017)
- *Social Science and Medicine* (September 2017)
- *Sociological Spectrum* (October 2015)
- *Medical Anthropology Quarterly* (March 2015)
- *Teaching and Learning: Journal of Natural Inquiry and Reflective Practice* (November 2013)
- *The Qualitative Report* (July 2013)
- Comparative and International Education Society, SIG: Teacher Education and the Teaching Profession (2013- 2014)
- American Education Research Association Division G - Social Context of Education: Education in Multicultural Contexts Within and Across Subject Areas (2013)

Committees

Executive Committee (2018-2020), American Education Research Association-Qualitative Research SIG Chair, (2018-2020), Outstanding Dissertation Committee, American Education Research Association-Qualitative Research SIG

Excellence in Teaching Award Committee (2017-2018), Midwestern Association of Graduate Schools Member, (2013-2017) Outstanding Dissertation Committee, American Education Research Association-Qualitative Research SIG

COMMUNITY SERVICE

Grand Forks Public Schools Summer Book Study (2014, 2015), *Developed and facilitated a five-week book study for teachers in the Grand Forks Public Schools. I met with teachers for .52 hours each session over four weeks during the summer.*

Safe Kids Water Safety Committee (2012-2013), Altru Health and YMCA

VI. PUBLICATIONS

PEER-REFEREED JOURNALS

- Felege, C., **Hunter, C.**, Hunter, J., & Felege, S. (2018) Pedagogy and practice in STEM field experiences: intersections of student and mentor identity and impacts upon student outcomes). *Journal of Education for Teaching* 44 (4) DOI: 10.1080/02607476.1450818
- Jesme, S., Tamukong, D., deSilva, R., Gleditsch, R. Job, C., & **Hunter, C.** (2017). Narrating the life of a multiculturalist: Marybeth Gasman's refrain of resilience. *Multicultural Education* 25 (1), pp. 16-20
- Morrisette, V., Jesme, S., & **Hunter, C.A.** (2017). Teacher and Administrator Perceptions of Gender in the Classroom. *Educational Studies* p.1-18 DOI: 10.1080/03055698.2017.1373631
- Felege, C., Hahn, E., **Hunter, C.**, & Gleditsch, R. (2016). Bench, bedside, curbside, and home: Translational research to include transformative change using education research. *Journal of Research Practice* 12(2), pp.1-11
- Gleditsch, R., Hahn, E., Molapo, T. & **Hunter, C.A.** (2016). Intercultural Competency in Social Studies Education Methods. *Journal of Natural Inquiry and Reflective Practice* 29:2, pp.105-120
- Parson, L., **Hunter, C. A.**, & Kallio, B. (2016) Exploring educational leadership in rural schools. *Planning and Changing: An Educational Leadership and Policy Journal* 47:1/2, pp.63-81
- Molapo, T., Parson, L., **Hunter, C.**, & Butz, J. (2016). Changes in principal evaluation standards: A case study of North Dakota. *School Leadership Review* 11:1, pp. 18-25
- Hunter, C.A.**, Winkle-Wagner, R., & Ortloff, D. (2014). Out of our Comfort Zones: Teaching Qualitative Research at a Distance. *The Qualitative Report* 19:45, pp. 1-24
- Kartoshkina, Y. & **Hunter, C.A.** (2014). Applying cognitive task analysis methodology in educational research. *Journal of Research & Method in Education* 4:5, pp. 51-57
- Hunter, C.A.** & Gutierrez, A.R. (2013). Learning language is 'hard work': Pre-service teacher reflections upon second language acquisition through cultural immersion. *Journal of Pedagogy, Pluralism, and Practice* 5:1, pp.1-23
- Diwadkar, G.B., **Hunter, C.A.**, & Jelovsek, J.E. (2012). Critical decision method: Eliciting principles of teaching and learning vaginal hysterectomy. *Journal of Reproductive Medicine* 57:6, pp. 463-469
- Gutierrez, A.R. & **Hunter, C.A.** (2012). Learning about literacy outside the classroom: Pre-service teachers reflect on learning a second language through cultural immersion. *Journal of Education for Teaching* 38:5, pp. 629-632
- Hunter, C.A.** (2012). Intimate space within institutionalized birth: women's experiences birthing with doulas. *Anthropology and Medicine* 19:3, pp. 315-326
- Hunter, C.** & Eder, D. (2010). The Role of Storytelling in Understanding Children's Moral/Ethic Decision-Making, *Multicultural Perspectives*, 12: 4, pp. 223 — 228
- Hunter, C. A.** (2007) On the Outskirts of Education: The Liminal Space of Rural Teen Pregnancy. *Ethnography and Education*, 2(1), pp.75-92

EDITED JOURNALS

- Hunter, C.A., & Pearson, D. (Eds) (2016). Interculturalization and Current Applications in Teacher Education. *Journal of Natural Inquiry and Reflective Practice* 29:2 pp. 45-132

BOOKS

- Hunter, C.**, & Kallio, A. (2016). Understanding Doulas and Childbirth: Women, Love, and Advocacy. New York: Palgrave Macmillan.
- Hunter, C.**, Pearson, D., & Gutierrez, A.R. (2014). Interculturalization and Teacher Education: From Theory to Practice. New York: Routledge / Taylor & Francis Group.

Winkle-Wagner, R., **Hunter, C.A.**, & Ortloff, J.D. (Eds) (paperback 2013, 2009). *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan

BOOK CHAPTERS

- Hunter, C.A.** & Molapo, T. (2014). Current Challenges and Future Trends for Teacher Training in Sub-Saharan Africa: A Focused Look at Botswana and Lesotho. In *Annual Review of Comparative and International Education 2014*, Volume 25 in the *International Perspectives on Education and Society Series*. London UK: Emerald Publishing, pp. 295-328
- Hunter, C.A.** (2009). Breaking the Hymen and Re-Claiming the Cherry: Adolescent Language Use in the Sexual Education Classroom. In Winkle-Wagner, R., Hunter, C.A., and Ortloff, J.D. *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan, pp. 185-197.
- Winkle-Wagner, R., Ortloff, J.D., & **Hunter, C.A.** (2009). The Not-Center: The Margins and Educational Research. In Winkle-Wagner, R., Hunter, C.A., and Ortloff, J.D. *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan, pp.1-11.
- Ortloff, J.D., **Hunter, C.A.**, & Winkle-Wagner, R. (2009). Methods and the Margins: Realigning the Center, A Postscript. In Winkle-Wagner, R., Hunter, C.A., and Ortloff, J.D. *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan, pp. 227-231.

TECHNICAL RESEARCH REPORTS

- Hunter, C. A.**, Hahn, E., & Gleditsch, R. (2016) *Adult alcohol use at youth sporting events*. Grand Forks, ND: Campus Community Committee to Reduce High-Risk Alcohol Use.
- Hunter, C. A.**, Parson, L., Kallio, B. R., Stupnisky, R., & Davis, B. (2015). *The North Dakota rural principalship: A mixed-methods study exploring differences according to rurality*. North Dakota Department of Public Instruction.
- Hunter, C.A.**, Parson, L., Pearson, D., Kallio, B., Hung, S., & Houdek, S. (2015). *The North Dakota Rural Principalship: Qualitative differences according to school enrollment*. North Dakota Department of Public Instruction.

VII. PROFESSIONAL PRESENTATIONS

PEER-REFEREED NATIONAL / INTERNATIONAL CONFERENCE PRESENTATIONS

- Radi, D., Worley, D., & **Hunter, C.** Women in Higher Education: Academic Pursuit or MRS degree? History of Education Society Annual Meeting, Little Rock, AK November 2-5, 2017.
- deSilva, R., Gleditsch, R., Job, C., Jesme, S., & **Hunter, C.** Dr. Gloria Ladson-Billings: Igniting student learning through teacher engagement in culturally relevant pedagogy. International Consortium for Social Development, Zagreb, Croatia. July 7-11, 2017.
- Parson, L., Stupnisky, R., & **Hunter, C.A.** Exploring differences in principal experiences according to rurality: A mixed-method study. American Educational Research Association Annual Conference, Washington D.C. April 8-12, 2016.
- Pearson, D. & **Hunter, C.A.** Structures in interculturalization and teacher education. American Educational Research Association Annual Conference, Chicago, IL April 16-20, 2015.
- Gutierrez, R., & **Hunter, C.A.** Internalized rhetoric or real change in study abroad. American Educational Research Association Annual Conference, Chicago, IL April 16-20, 2015.
- Hunter, C. A.** & Pearson, D. Programmatic models and applications for internationalization in teacher education. American Educational Research Association Annual Conference, Philadelphia, PA April 3-7, 2014.

- Hunter, C. A.** & Martin-Parisian, T. Border schools: A critical look at multicultural education serving Native Americans. American Educational Research Association Annual Conference, Philadelphia, PA April 3-7, 2014.
- Pearson, D. & **Hunter, C.A.** Examining the implementation of interculturalization in teacher education. Comparative and International Education Society International Conference, Toronto, Canada March 10-15, 2014.
SIG: Teacher Education and the Teaching Profession: Highlighted Session: Interculturalization in teacher education
- Molapo, T. & **Hunter, C.A.** Current challenges and future trends for teacher training in Southern Africa: a focused look at Botswana and Lesotho. Comparative and International Education Society International Conference, Toronto, Canada March 10-15, 2014.
- Hunter, C.,** Ortloff, D., & Winkle-Wagner, R. Out of our comfort zones: Teaching qualitative research at a distance. American Educational Research Association Annual Conference, San Francisco, CA. April 27-May 1, 2013.
- Hunter, C.,** Pearson, D., & Stonehouse, P. Interculturalization in teacher education: Experience across borders and across departments. Comparative and International Education Society, New Orleans, LA March 10-15, 2013.
- Hunter, C. A.** Checking off the “race” box: Reifying the margin/center divide. American Educational Research Association Annual Conference, Vancouver, Canada. April 13-17, 2012.
Division H: Invited Panel Presentation, Affirmative Action Committee
- Diwadkar, G. & **Hunter, C.** Using cognitive task analysis to understand the critical components of performing vaginal hysterectomy. Meeting of the Society of Gynecologic Surgeon's. San Antonio, TX. April 11-13, 2011.
Outstanding Paper Award
- Hunter, C.A.** Across disciplines and into the world: Professional international interdisciplinary engagements. Comparative and Internationalization Education Society Conference, Ypsilanti, MI. October 29-30, 2010.
- Hunter, C.A.** Cultural context of language education. Comparative and Internationalization Education Society Conference, Ypsilanti, MI. October 29-30, 2010.
- Hunter, C.A.** Women’s perceptions of doula care in childbirth. Association of American Medical Colleges Central Group on Educational Affairs, Spring Conference. Rochester MN. March 26-28, 2009
- Hunter, C. A.** & Taylor, C. Developing criteria to identify and assess essay question quality. Association of American Medical Colleges Central Group on Educational Affairs, Spring Conference. Rochester MN. March 26-28, 2009.
- Hunter C.A.** Women’s rights as “patients:” The role of education and advocacy in doula supported childbirth care. Chicago Health Connection, Chicago, 2008

INVITED PRESENTATIONS

Grand Forks Parks District (2016) *Adult alcohol use at youth sporting events*. SPF-SIG Funded Project Professional Development Workshop Presenter (May, 2009), “Evaluating Programs’ Effectiveness.” Cleveland Clinic, Education Institute

VIII. GRANTS SUBMITTED (FUNDED)

RESEARCH FUNDING

North Dakota Department of Public Instruction (2014), Grant submitted to fund research projects focusing on the rural principalship. Principal investigator. (\$20,526)

Research Council Summer Research Professorship (2013), College of Education and Human Development (award amount \$1,750)

Senate Scholarly Activities Committee (2011), Research and Creative Activity Grant, UND. Grant funding for beginning new research line (award amount \$2025)

CONFERENCE / PROFESSIONAL DEVELOPMENT FUNDING

College of Education and Human Development Mini-Grant (2016), UND. Grant submitted to fund conference travel (award amount \$ 700)

College of Education and Human Development Mini-Grant (2014), UND. Grant submitted to fund conference travel (award amount \$ 500)

Building Excellence in Student Qualitative Research (2013), College of Education and Human Development Annual Flexible Technology Grant (\$10,600)

Senate Scholarly Activity Committee (2013), Travel Award. Grant submitted to fund conference travel to American Education Research Association Conference (award amount \$372)

College of Education and Human Development Mini-Grant (2013), UND. Grant submitted to fund conference travel (award amount \$ 600)

College of Education and Human Development Mini-Grant (2013), UND. Travel award (award amount \$ 600) Research and Development, Transcription Costs Award, (2012) (award amount \$1000)

Senate Scholarly Activity Committee (2012), Travel Award. Grant submitted to fund conference travel to American Education Research Association Conference (award amount \$510)

College of Education and Human Development Mini-Grant (2011), UND. Grant submitted to fund research technology (award amount \$ 600)

CONTRACT FUNDING

Grand Forks County SPF-SIG Project (2016), CCC Youth Sports Subcommittee, Research consultant. (\$3500)

University of North Dakota Student Affairs. Focus Group Training, March 4, 2016. (\$900)

North Dakota Department of Health. Focus Group Training, Co-PI with Marcus Weaver-Hightower. November 13, 2015 and April 29, 2016 (\$5790)

IX. PROFESSIONAL DEVELOPMENT

Effective Teaching in the Synchronous Online Environment Workshop, Center for the Integration of Research on Teaching and Learning, University of Wisconsin-Madison, Tuesday, January 16 & 22, 2018

Threshold Concepts Training, Office of Instructional Development, UND, Feb 9 & 10, 2017

Mixed-Methods Workshop. University of North Carolina- Chapel Hill and Odem Institute. July 30-31, 2015

Online Teaching Workshop, Center for Instructional Learning Technologies. April 24, 2015

Teaching with Technology Workshop, Center for Instructional Learning Technologies. June 9-19, 2014. *Two-week workshop aimed at integrating new technologies into the classroom.*

On Teaching Seminar. Guiding student learning on social-cultural diversity. Office of Instructional Development, February 13, 2013

Alice T. Clark Faculty Mentoring Program: Second Year Faculty (2012-2013). *This year long program required a commitment to half-day faculty seminars bimonthly that focused on further developing teaching, mentoring, grant writing, and faculty involvement in the University of North Dakota*

Needs Assessment Workshop. Educational Foundations and Research, October 22, 2012

Alice T. Clark Faculty Mentoring Program: First Year Faculty (2011-2012). *This year long program required a commitment to half-day workshops each month that focused on reflective teaching, mentoring, grant writing, and faculty involvement in the University of North Dakota*

Lee Mun Wah, Diversity Training, November 15, 2011

Spanish Language Immersion Program, OTIAC Language School, Orosi Costa Rica, May-July 2010

Integrating Liberal Arts and Entrepreneurship, Arthur M. Blank Center for Entrepreneurship at Babson College. May 19-22, 2009 Hiram College, OH.

Distinguished Educator Certificate Program: Essentials of Clinical and Classroom Teaching and Assessment (2008-2009). Cleveland Clinic, Education Institute, Cleveland, OH. *This was a 13session workshop series. Examples of topics included: observing student performance, giving useful feedback, small group teaching, needs assessment, and developing competency based approaches to education.*

Leadership Development for Women in Health Care Professions, Cleveland Clinic Office of Professional Staff Affairs, and Office of Diversity, September 24-25, 2008, Cleveland, OH.

Anne B. Walker
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Grand Forks, ND 58201

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H (701) 746-9930
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Education

UNIVERSITY OF WISCONSIN-MADISON Madison, WI
Ph.D. in Curriculum and Instruction. August, 2000.

BOSTON UNIVERSITY Boston, MA
Master of Education in Teaching English to Speakers of Other Languages.
September, 1991.

CARLETON COLLEGE Northfield, MN
Bachelor of Arts in English, June, 1987.

Teaching and Research Interests

Teacher Education
TESOL & Multilingual Education
Sociocultural Aspects of Language and Literacy Education

Higher Education Experience

UNIVERSITY OF NORTH DAKOTA Grand Forks, ND
Associate Dean of Student Services and Assessment
College of Education and Human Development
Oversight of teacher education including accreditation. Manage college activities related to enrollment, retention and marketing. Serve on college's Executive Committee. Supervise and coordinate responsibilities of staff including Director of Field Placement and Student Teaching, Educational Advisors, Data Manager and administrative assistants. Serve on state and national committees related to teacher education. 2015 –present.

Professor of TESOL/Literacy Education

Responsibilities include teaching undergraduate and graduate courses, advising undergraduate, master and doctoral students, departmental, college and university committee work; local, state and national service, maintaining a scholarly agenda of research, presentations, and publishing. 2001-2015

- Isabelle Fischer Endowed Chair, 2012-2015
- Coordinator, Elementary Education Program, 2009-2012
- Director of ELL Teacher Education, 2001 to 2009
- Visiting Professor at American College of Norway, 2007
- Promoted to Full Professor, 2013
- Granted Promotion and Tenure, 2006

UNIVERSITY OF WISCONSIN-MADISON

Madison, WI

Instructor, Department of Curriculum & Instruction

Taught undergraduate and graduate courses in methods of literacy instruction, content area reading, and multicultural education. 1996 – 2000.

Researcher, The LEAD Center

Conducted evaluations of math and science education reform projects at the University of Wisconsin-Madison. Responsible for research design and implementation data collection and analysis. Utilized qualitative, quantitative and ethnographic research methods. Wrote and presented evaluation reports to clients. 1994 – 1996.

NAVAJO COMMUNITY COLLEGE

Crownpoint, NM

Adjunct English Instructor

Taught college classes including basic grammar, basic writing, freshman composition I and II. English was the second language for the majority of students. Utilized a Native American 1992 – 1994

K-12 Teaching Experience

TORREON DAY SCHOOL

Cuba, NM

ESL Teacher/Curriculum Developer

Taught ESL and reading to Navajo students, grades 6-8 as part of the school's English/Navajo Bilingual Program. Participated in bilingual program activities including Parent Advisory Board and Oral History of Tribal Elders project. 1991 – 1994.

MINISTRIES OF EDUCATION AND HEALTH

Republic of the Marshall Islands

ESL Teacher/Health Educator

Peace Corps Volunteer. Taught ESL to Marshallese students, grades 1-8. Developed own curriculum and teaching materials. Established prenatal and well-baby clinics for an island dispensary. Conducted workshops on nutrition, hygiene, family planning and care of the sick child. 1987 - 1989

Recent and Key Publications

Walker, A. (2015) Giving Literacy, Learning Literacy: Service-Learning and School Book Drives. *The Reading Teacher* (refereed).

Walker, A. (2012). Collaborating with the Community: Lessons from a Rural School District. *TESOL Journal*. 3 (3), 469-487. (refereed)

Bell, A. & Walker, A. (2012). Mainstream and ELL Teacher Partnerships: A Model of Collaboration. Chapter in Honigsfeld, A. & Dove, M. (Eds.) *Co-teaching and Other Collaborative Practices in the EFL/ESL Classroom*, Charlotte, NC: Information Age Publishing.

Walker, A., Shafer, J. & Iiams, M. (2004). "Not in my classroom": Teacher Attitudes Towards English Language Learners in the Mainstream Classroom. National Association of Bilingual Education (NABE) Journal of Research and Practice. 2:1, Winter, 130-160. (refereed)

Recent Conference Presentations: International/National

- Walker, A. (May, 2017). Keynote: Reflecting Back and Thinking Forward. Keynote presentation at 10th Annual KSAALT TESOL Conference. Al Khobar, Saudi Arabia
- Walker, A. (April, 2017). Keynote: Preparation of TESOL Teachers in the United States. Keynote presented at the Saudi Arabian Ministry of Education ELT Symposium Riyadh, Saudi Arabia
- Walker, A., Yazan, B., Hereth, S. & Pashby, P. (March, 2013). Issues, Identity and Innovation in NNES Teacher Education. Presented at TESOL International Conference. Dallas, TX
- Walker, A. (November, 2012). Differentiated Instruction in the EFL Classroom. A workshop presented at the joint IATEFL Young Learners and Teenagers Conference and the Asian Literacy Conference. Taipei, Taiwan
- Walker, A. (June, 2012). Professional Development Needs of English Teachers in the Expanding Circle. Presented at the The 5th International Conference of English as a Lingua Franca. Istanbul, Turkey

External Grants

- Pearson, D. (Principal Investigator), Walker, A. (Co-Investigator), & Smart, K. (Technology Coordinator) (2012). Teaching Excellence and Achievement Program (TEA). Grant Award: \$179,997. Under the auspices of the International Research and Exchanges Board (IREX) and funded by the United States Department of State, the grant provided for 19 English as a Foreign Language (EFL) educators from Turkey to spend six weeks at the University of North Dakota learning about English teaching methodology, instructional technology and the United States educational system. (FUNDED).
- Pearson, D. (Principal Investigator), Walker, A. (Co-Principal Investigator). (2009). Teaching Excellence and Achievement Program A \$168,559 International Research and Exchange Board (IREX) grant, funded by the US. Department of State. Under the grant, 25 English as a Foreign Language (EFL) teachers from 12 developing countries studied U.S. practices in TESOL education for six weeks at the University of North Dakota. (FUNDED)
- Pearson, D. & Walker, A. (2007). American Councils for International Education. A \$38,000 grant to host and train eight Russian teachers for five weeks in Spring 2006. The purpose of the grant was to prepare the Russian teachers to become teacher-trainers in either English a Foreign Language, Social Studies, or History back in their native countries. (FUNDED)
- Walker, A. (May, 2001). Bilingual Teachers and Personnel Grant, Office of Bilingual Education and Language Acquisition, United States Department of Education. A \$450,000 three year to train 25 North Dakota teachers as ESL teachers and educate schools and school districts throughout the state about developing ESL programs and the needs of language minority students. (FUNDED)

Recent Professional Education/Consultant Activities

- English Language Specialist. U.S. Department of State & Saudi Arabia Ministry of Education. Conducted workshops for English teachers in rural cities; consulted with Saudi Arabian Ministry of Education on improving professional development for English teachers in the kingdom. April-May 2017.
- Teacher trainer. International Schools Services. Teach in-service course on English linguistics and second language acquisitions for teachers working in international schools.
 - Branksome Hall, Jeju, Korea. November 2016 & June 2017.
 - International School of Dongguan, Dongguan, China. June 2015 & 2016.
 - International School Nido de Aguilas, Santiago, Chile. February, 2015.
 - Nansha Preparatory Academy, Nansha, China. June, 2015.
- Workshop leader. Williston Public Schools, ND. Conducted teacher trainings on working with ELLs in rural schools. June 2013, June 2015.
- Teacher Trainer. Midway Public School, ND. Conducted continuing education course on ELLs in the mainstream classroom. 2014-2015.
- Trainer and Consultant. Ethiopia Reads. Assisted in development and implementation of program assessment project; trained staff in assessment methods; conducted teacher and librarian trainings in 6 Ethiopian schools. Addis Ababa and various locations in Ethiopia, January 2014.
- Trainer. English Education Resource Center, Ministry of Education. Conducted workshop on Differentiated Instruction in the English Classroom for 18 English teacher trainers. Kaousiung, Taiwan. November, 2012.
- Workshop leader. Grand Forks Head Start. Conducted teacher-inservice on educating young English language learners. September, 2011. (pro bono).

Professional Associations

Memberships

American Association for Colleges of Teacher Education (AACTE)
Teaching English to Speakers of Other Languages (TESOL)
International Reading Association (IRA)

Offices in Professional Associations

- North Dakota Colleges of Teacher Education (NDACTE)
 - Secretary 2017-present
 -
- TESOL
 - Chair, Teacher Education Interest Section 2012 - 2013
 - Chair-Elect, Teacher Education Interest Section 2011 - 2012
- Dakota TESL Association
 - President. 2003 – 2004

- Board Member & Higher Education Representative. 2002 – 2003
- Lake Agassiz Reading Council.
 - Treasurer. 2002 – 2004

National Association Service

- CAEP, International Committee Member 2014 -2016
- NCATE/CAEP Board of Reviewers 2012-present
- NCATE/TESOL Program Reviewer 2011 -2012
- Editorial Review Board Member. The Reading Teacher. 2005-present
- Conference Proposal Reviewer, TESOL 2009- 2014
- Article Reviewer. The Reading Teacher. (review ESL-related articles). 2002 – 2005
- Proposal Reviewer. American Educational Research Association. 1999 – 2002
- Session Chair. American Educational Research Association Conference. 2001

Regional Association Service:

- President & Conference Chair, Dakota TESL 2003-2004
- Board Member, Dakota TESL 2002-2003

State/Local Association Service:

- North Dakota Association of Colleges of Teacher Education, UND rep 2015 present
- North Dakota General Education Council, UND rep 2012 - 2016
- North Dakota State Advisory Committee on ELLs 2005 - 2009
- North Dakota State Advisory Committee on English Language Proficiency Assessment 2004 -2005
- North Dakota Task Force for English Language Learners 2001 – 2004
- North Dakota English Language Proficiency Assessment Development Team 2003 – 2004
- North Dakota Bilingual Education Directors Committee 2001 – 2009

Certification and Licensures

Massachusetts Teaching Certificate, Grades 5-9. Endorsement: ESL

CURRICULUM VITAE: BILL JOHNSTON

Full name: Bill Johnston

Home address: 2113 Georgetown Road
Bloomington, IN 47401

Work address: Indiana University
Department of Second Language Studies
Memorial Hall 313
Bloomington, IN 47405

Telephone: (812)-855-4968 (o)
(812)-323-2936 (h)

Fax: (812)-855-5605

E-mail: billj@indiana.edu

EDUCATION

- 1991-95 Department of English as a Second Language,
University of Hawai'i at Mānoa
Ph.D. in Second Language Acquisition
Dissertation: "Do E.F.L. teachers in Poland have careers?"
- 1986-87 School of English, University of Durham, U.K.
M.A. in Applied Linguistics with special reference to Teaching English as a
Foreign Language
Thesis: "Clause relations in French discourse"
- 1978-82 University College, Oxford University, U.K.
B.A. (Honours) in French and Russian

PROFESSIONAL EXPERIENCE

- 2003 - : Associate Professor, Indiana University
- 2001 - : Director, Polish Studies Center, Indiana University
- 1999 - 2003: Assistant Professor, Indiana University
- 1997-99 : Assistant Professor, University of Minnesota
- 1995-97: Visiting Assistant Professor, Indiana University
- 1994-95: Adjunct faculty, Hawaii Pacific University.

- 1992-95: Instructor, Department of English as a Second Language, University of Hawai'i at Mānoa.
- 1991-92: Research Assistant, Center for Second Language Classroom Research, University of Hawai'i at Mānoa.
- 1987-91: British Council-appointed Director of Studies, English Language Centre, University of Wrocław, Poland.
- 1983-86: Instructor/Senior Instructor, English Language Centre, Jagiellonian University, Kraków, Poland.
- 1982-83: Actor-writer, Oxford Revue Company, Oxford.
- 1980-81: Lecteur, Lycée Grandmont, Tours, France.

SCHOLARSHIP

REFEREED SCHOLARLY PUBLICATIONS

Books

- Johnston, B. & Buzzelli, C. A. (in progress). *Caring for the many: The moral complexities of schooling*. Albany, NY: State University of New York Press.
- Johnston, B. (2003). *Values in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Buzzelli, C. A. & Johnston, B. (2002). *The moral dimensions of teaching: Language, power, and culture in classroom interaction*. New York: RoutledgeFalmer.

Chapters in books

- Johnston, B. (in progress). Collaborative teacher development. In A. Burns & J. C. Richards (eds.), *The Cambridge guide to language teacher education*. Cambridge: Cambridge University Press.
- Johnston, B. (in press). Is dialogue possible? Challenges to evangelicals and non-evangelicals. In M. Wong and S. Canagarajah (eds.), *Christianity and English Language Teaching: Cultural, Political, Pedagogical, and Professional Tensions*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnston, B. (2007). Theory and research: Audience, language use, and language learning. In J. Egbert & E. Hanson-Smith (Eds.), *CALL Environments: Research, Practice, and Critical Issues* (2nd ed.) (pp. 61-69). Alexandria, VA: TESOL Publications.

- Johnston, B. (2007). Theory and research: Classroom atmosphere. In J. Egbert & E. Hanson-Smith (Eds.), *CALL Environments: Research, Practice, and Critical Issues* (2nd ed.) (pp. 333-347). Alexandria, VA: TESOL Publications.
- Johnston, B. & Buzzelli, C. A. (2007). The moral dimensions of language education. In S. May & N. Hornberger (eds.), *Encyclopedia of Language and Education. Vol. 1: Language policy and political issues in education.*(pp. 95-104). Berlin: Kluwer.
- Johnston, B. & Varghese, M. M. (2006). Neo-imperialism, evangelism, and ELT: Modernist missions and a postmodern profession. In J. Edge (ed.), *(Re-)locating TESOL in an age of empire* (pp. 195-207). London: Palgrave.
- Johnston, B. (2004). Heteroglossia and linguistic neo-colonialism: English teaching in post-1989 Poland. In S. Forrester, M. Zaborowska, & E. Gapova (Eds.), *Over the wall/after the fall: Post-totalitarian cultures East and West* (pp. 126-145). Bloomington, IN: Indiana University Press.
- Johnston, B., Pawan, F., & Mahan-Taylor, R. (2004). The professional development of working ESL/EFL teachers: A pilot study. In D. J. Tedick (Ed.), *Language teacher education: International perspectives on research and practice* (pp. 53-72). Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnston, B. (2000). Investigating dialogue in language teacher education: The teacher educator as learner. In K. Johnson (Ed.), *Teacher Education. Case studies in TESOL practice* (pp. 157-173). Alexandria, VA: TESOL Publications.
- Johnston, B. (1999). The importance of audience. In J. Egbert and E. Hanson-Smith (Eds.), *CALL Environments: Research, Practice, and Critical Issues* (pp. 55-64). Alexandria, VA: TESOL Publications.
- Johnston, B. (1999). Classroom atmosphere. In J. Egbert and E. Hanson-Smith (Eds.), *CALL Environments: Research, Practice, and Critical Issues* (pp. 331-345). Alexandria, VA: TESOL Publications.
- Johnston, B. (1994). Teacher education and the M.A. in E.S.L.: The students= perspective. In D. C. S. Li, D. Mahoney and J. C. Richards (Eds.), *Exploring second language teacher development* (pp. 131-150). Hong Kong: City Polytechnic of Hong Kong.

Journal articles

- Varghese, M. & Johnston, B. (2007). Evangelical Christians and English language teaching. *TESOL Quarterly*, 41, 5-31.

- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4, 21-44.
- Johnston, B. & Johnson, K. A. (2002). Pre-school immersion education for indigenous languages: A survey of resources. *Canadian Journal of Native Education*, 26, 107-123.
- Johnston, B. (2002). The rise and fall of a Dakota immersion pre-school. *Journal of Multilingual and Multicultural Development*, 23, 195-213.
- Johnston, B. & Buzzelli, C. A. (2002). Expressive morality in a collaborative learning activity: A case study in the creation of moral meaning. *Language and Education*, 16, 37-47.
- Buzzelli, C. A. & Johnston, B. (2001). Authority, power, and morality in classroom discourse. *Teaching and Teacher Education*, 17, 873-884.
- Johnston, B. & Goettsch, K. (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language Review*, 56, 437-468.
- Johnston, B. (1999). The expatriate teacher as postmodern paladin. *Research in the Teaching of English*, 34, 255-280.
- Johnston, B. (1999). Putting critical pedagogy in its place: A personal account. *TESOL Quarterly*, 33, 557-565.
- Johnston, B., Kasper, G., & Ross, S. (1998). Effect of rejoinders in production questionnaires. *Applied Linguistics*, 19, 157-182.
- Johnston, B., Juhász, A., Marken, J., & Ruiz, B.R. (1998). The ESL teacher as moral agent. *Research in the Teaching of English*, 32, 161-181.
- Johnston, B. (1997). Do EFL teachers have careers? *TESOL Quarterly*, 31, 681-712.
- Johnston, B. & Peterson, S. (1994). The program matrix. *System*, 22, 63-80.

Book reviews

- Johnston, B. (2004). Review of Amy B. M. Tsui, *Understanding expertise in teaching. Case studies of ESL teachers*. *Language Teaching Research*, 8, 347-350.
- Johnston, B. (1998). Essay review of C. N. Candlin & H. G. Widdowson (Eds.), *Language teaching: A scheme for teacher education* (series). *TESOL Quarterly*, 32, 605-609.
- Johnston, B. (1993). Review of Earl Stevick, *Humanism in language teaching*. *TESOL Quarterly*, 27, 338-340.

Johnston, B. (1993). Essay review of Robert Welker, *The teacher as expert*. *Journal of Teacher Education*, 44, 149-153.

NON-REFEREED MISCELLANEOUS PUBLICATIONS

Books

Johnston, B. & Walls, K. (Eds.) (2007). *Voice and vision in language teacher education. Selected papers from the Fourth International Conference on Language Teacher Education*. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Johnston, B., with Janus, L. (2007). *Materials development for the less commonly taught languages: A guide and resource book*. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Johnston, B. & Rydel-Johnston, K. (2001). *Język angielski i amerykański dla początkujących* [British and American English for beginners]. Kraków, Poland: Wydawnictwo Literackie.

Johnston, B & Irujo, S. (Eds.). (2001). *Research and practice in language teacher education: Voices from the field. Selected papers from the First International Conference on Language Teacher Education*. CARLA Working Paper Series #19. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Chapters and Articles

Johnston, B. & Walls, K. (2007). Introduction: voice and vision in language teacher education. In B. Johnston. & K. Walls, (Eds.), *Voice and vision in language teacher education. Selected papers from the Fourth International Conference on Language Teacher Education* (pp. 1-16). Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Wilson, W. A. & Johnston, B. (2006). Community-based immersion programming: Establishing a Dakota language preschool at Pezihutazizi. In T. L. McCarty & O. Zepeda (Eds.), *One voice, many voices: Recreating indigenous language communities* (pp. 87-112).

Johnston, B. & Janus, L. (2003). *Teacher professional development for the less commonly taught languages*. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Johnston, B. & Irujo, S. (2001). Introduction: voices from the field. In B. Johnston and S. Irujo (Eds.), *Research and practice in language teacher education: Voices from the field. Selected papers from the First International Conference on Language Teacher Education*

(pp. 1-15). CARLA Working Paper Series #19. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.

Johnston, B. (1997). *The professional lives of EFL teachers in post-1989 Poland*. Warsaw: British Council.

Johnston, B., Kasper, G., and Ross, S. (1994). Effect of rejoinders in production questionnaires. *University of Hawai'i Working Papers in English as a Second Language*, 13, 121-143.

Johnston, B. (1991). In-service observation: reasons and roles. *The Teacher Trainer*, 5/2, 18-20.

Johnston, B. and Madejski, B. (1990). A fresh look at Team Teaching. *The Teacher Trainer*, 4/1, 13-15.

PRESENTATIONS

(* indicates invited talks)

*Johnston, B. (2007). *Decisions, Decisions: The Moral Complexities of ESL Teaching*. Keynote address given at the MinneTESOL Annual Convention, Minneapolis, MN, November.

Johnston, B. & Buzzelli, C. A. (2007). *Caring for the many: The moral complexities of language teacher education*. Paper presented at the Fifth International Conference on Language Teacher Education, Minneapolis, Minnesota, May.

*Johnston, B. (2006). *The moral complexities of the English language classroom*. Plenary address given at the Tennessee TESOL Annual Convention, Gaitlinburg, TN, April 2006.

Buzzelli, C. A. & Johnston, B. (2006). *Caring for the many: Beyond the moral party of two in teaching and teacher education*. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA, April.

Johnston, B. & Varghese, M. (2006). *Evangelical Christians and English language teaching*. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA, April.

Varghese, M. & Johnston, B. (2005). *The pedagogy of teaching about difference in English language teaching*. Paper presented at AILA (International Association for Applied Linguistics), Madison, WI, July.

Varghese, M. & Johnston, B. (2004). *"Planting seeds": Dilemmas in religious beliefs and language teaching*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Portland, OR, April.

- Johnston, B., Varghese, M., & Kobashigawa, S. (2003). *Religious beliefs and TESOL*. Paper presented at the Third International Conference on Language Teacher Education, Minneapolis, Minnesota, May.
- *Johnston, B. (2003). *Values and language teachers*. Plenary address presented at the Third Annual Teacher to Teacher Conference, Abu Dhabi, United Arab Emirates, May.
- Johnston, B. (2003). *Mentoring non-native speaker teachers*. Paper presented at the colloquium of the Non-native Speaker Teacher Caucus TESOL, Convention, Baltimore, MD, March.
- Johnston, B., Ruiz, B. R., & Juhász, A. (2002). *The moral dimension of ESL classroom interaction: Multiple perspectives on critical incidents*. Paper presented at AILA (International Association for Applied Linguistics), Singapore, December.
- Johnston, B. (2002). *Objectivity and commitment in applied linguistics research*. Paper presented at the TESOL Convention, Salt Lake City, UT, April.
- Johnston, B. (2001). *Teacher identity in TESOL*. Paper presented at the Second International Conference on Language Teacher Education, Minneapolis, Minnesota, May.
- Johnston, B., Mahan-Taylor, R., & Pawan, F. (2001). *The professional development of working ESL/EFL teachers*. Paper presented at the Second International Conference on Language Teacher Education, Minneapolis, Minnesota, May.
- Johnston, B. (2001). *Teacher identity in TESOL*. Paper presented at the TESOL Convention, St. Louis, MO, March.
- Johnston, B. (2001). *Critical pedagogy for EFL?* Paper presented at the TESOL Convention, St. Louis, MO, March.
- *Johnston, B. (2000). *What we know and who we are: Teacher knowledge and teacher identity in English language teaching*. Paper presented at the University of Cincinnati, May.
- Johnston, B. (2000). *What we know and who we are: Teacher knowledge and teacher identity in English language teaching*. Paper presented at the TESOL Convention, Vancouver, Canada, March.
- * Johnston, B. (1999). *What we know and who we are: Teacher knowledge and teacher identity in English language teaching*. Plenary address given at the Annual Conference of TESOL Turkey, Ankara, Turkey, October.
- Johnston, B., & Wilson, A. C. (1999). *Community-based immersion programming: Dakota language pre-school at Pezihutazizi*. Paper presented at the Sixth Annual Stabilizing Indigenous Languages Conference, Tucson, AZ, June.

- Goettsch, K. & Johnston, B. (1999). *Grammar explanations and the knowledge base of language teaching*. Paper presented at: Research and Practice in Language Teacher Education: Voices from the Field (First International Conference on Language Teacher education), Minneapolis, MN, May.
- Buzzelli, C. & Johnston, B. (1999). *Power, authority and morality in classroom discourse*. Paper presented at the Annual Meeting of the American Education Research Association, Montreal, Canada, April.
- Johnston, B. & Goettsch, K. (1999). *In search of the knowledge base of language teaching: Explanations by experienced teachers*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Stamford, CT, March.
- Johnston, B. (1999). *The expatriate teacher as postmodern paladin*. Paper presented at the TESOL Convention, New York, NY, March.
- * Johnston, B. (1998). *The role of dialogue in language teacher education*. In K. Téllez (Chair), *Paulo Freire: A legacy for education*. Academic Session of the Teacher Education Interest Section, TESOL Convention, Seattle, WA, March.
- Johnston, B. (1998). *Modes of self-study in language teacher education*. In B. Johnston (Chair), *Self-study and teacher educator professional growth* (Colloquium). Paper presented at the TESOL Convention, Seattle, WA, March.
- Johnston, B. (1997). *Morality, culture, power: Developing a language of morality for teaching across cultures*. Paper presented at the Annual Conference of the Association for Moral Education, Atlanta, GA, November.
- Buzzelli, C. & Johnston, B. (1997). *Expressive morality in a collaborative learning activity: The creation of moral meaning*. In G. Wells & C. Buzzelli (Chairs), *Multiple perspectives on doing and reporting a science experiment*. Colloquium conducted at the annual meeting of the American Educational Research Association, Chicago, IL, March.
- Johnston, B. & Smail, L. (1997). *Competing values and teacher development*. Paper presented at the TESOL Convention, Orlando, FL, March.
- Johnston, B. (1996). *Do EFL teachers in Poland have careers?* Paper presented at the Fifth Annual Conference of IATEFL Poland, Poznań, November.
- Johnston, B., Juhász, A., Marken, J., & Ruiz, B. R. (1996). *The ESL teacher as moral agent*. Paper presented at the IN TESOL Annual Conference, Indianapolis, IN, November.
- Johnston, B. (1996). *Teacher as carer: Towards a moral professionalism*. Paper presented at the TESOL Convention, Chicago, IL, March.

- Johnston, B. (1996). *Towards a Bakhtinian discourse analysis*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Chicago, IL, March.
- Johnston, B. (1995). *Do EFL teachers have careers?* Paper presented at the INTESOL Annual Conference, Indianapolis, IN, November.
- Johnston, B. (1995). *Career as discourse: Life history interviews with EFL teachers*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Long Beach, CA, March.
- Johnston, B. (1995). *Do EFL teachers have careers?* Paper presented at the TESOL Convention, Long Beach, CA, March.
- * Johnston, B. (1994). *Teacher Development: Professional in-service development of language teachers in Europe and the United States*. Lecture given at Hawaii Pacific University, Honolulu, HI, November.
- Johnston, B., Kasper, G., & Ross, S. (1993). *Questionnaires as data collection instruments in interlanguage pragmatics*. Paper presented at the Conference of the International Association for Applied Linguistics (AILA), Amsterdam, the Netherlands, July.
- * Johnston, B. (1993). *Towards a research agenda for second language teacher education*. Paper presented at the Department of ESL, University of Hawai'i at Mānoa, Honolulu, HI, April.
- Johnston, B. (1993). *The MA in ESL as teacher education: The students' viewpoint*. Paper presented at the TESOL Convention, Atlanta, GA, April.
- Johnston, B. (1993). *The MA in ESL as teacher education: The students' perspective*. Paper presented at the Second International Conference on Second Language Teacher Education, City Polytechnic, Hong Kong, March.
- Johnston, B. & Kasper, G. (1992). *Questionnaires as data collection instruments in interlanguage pragmatics*. Paper presented at the Pacific Second Language Research Forum, University of Sydney, Australia, July.
- Johnston, B. (1992). *Realist philosophy of science and second language acquisition*. Paper presented at the Fourth Annual LSH/HATESL Joint Student Conference, University of Hawai'i at Mānoa, Honolulu, HI, February.
- * Johnston, B. (1991). *Teacher Development*. Lecture given in the Department of ESL, University of Hawai'i at Mānoa, Honolulu, HI, November.

Johnston, B. & Madejski, B. (1991). *The cart before the horse? Pre-service teacher development in Poland*. Paper presented at the IATEFL Conference, Exeter, England, April.

Johnston, B. & Zamorska, M. (1990). *Team teaching for teacher development*. Paper presented at the IATEFL conference, Dublin, Ireland, March.

TEACHING

INSTRUCTION

(* indicates newly designed course)

Courses taught at Indiana University: TESOL and Applied Linguistics/Second Language Studies

LING T534 Methods in teaching ESL/EFL to adults: Fall 1999 (8 students); Spring 2000 (11); Fall 2000 (11); Fall 2001 (15); Spring 2002 (8); Fall 2002 (9); Spring 2003 (8); Fall 2003 (9); Spring 2004 (10); Fall 2005 (14); Fall 2006 (19); Fall 2007 (15).

LING T514 Phonology and second language learning and teaching: Fall 1999 (7); Fall 2000 (21); Fall 2001 (19); Fall 2002 (9); Fall 2003 (13)

*LING T600 Special topics in TESOL and applied linguistics: Preparing second and foreign language teachers: Spring 2000 (11); Spring 2003 (8)

*LING T600 Special topics in TESOL and applied linguistics: Classroom discourse Spring 2002 (15); Spring 2004 (11); Spring 2006 (9)

SLS S536 Research in second language pedagogical contexts: Spring 2007 (12)

Courses taught at Indiana University: Comparative Literature

CMLT C581 Workshop in Literary Translation: Fall 2005 (12); Fall 2006 (11); Fall 2007 (11).

C200 Honors Seminar: Spring 2006 (11).

C680 Topics in Translation Studies: Advanced Workshop in Literary Translation: Spring 2007 (8).

Courses taught at the University of Minnesota

TESL5721 Methods in teaching English as a second language: Fall 1997 (16); Fall 1998 (13)

*CLA1001-10 Freshman seminar: How Others See Us (with Susan Gillette) (18)

TESL5722 Practicum in teaching English as a second language: Spring 1998 (5); Spring 1999 (8)

TESL5723 Materials for teaching English as a second language: Winter 1998 (5 students); Winter 1999 (13)

*TESL5910 Seminar in language teacher education: Winter 1998 (1)

*TESL5910 Seminar in classroom discourse: Winter 1999 (7)

Course taught elsewhere

Jagiellonian University, Kraków, Poland:

Translating Literary Prose (graduate workshop): Spring 2005 (13).

Indiana University 1995-97:

LING534 Linguistic resources for TESOL: Fall 1995 (9), Spring 1996 (15), Fall 1996 (15), Spring 1997 (17)

*LING700 Seminar: Language teaching and power: Spring 1996 (5)

*LING514 Phonology and second language learning and teaching: Fall 1996 (19)

LING690 Directed reading: Fall 1996 (4), Spring 1997 (1)

LING532 Second language acquisition: Spring 1997 (13)

University of Hawai'i at Mānoa:

ESL441 Language Concepts for ESL: Summer 1992 (15), Summer 1994 (28), Spring 1995 (17), Summer 1995 (12)

ESL312 Second Language Reading and Writing: Fall 1993 (15)

ESL302 Second Language Learning: Spring 1994 (18)

ESL303 Second Language Teaching: Spring 1994 (15)

*EL495 Polish Literature in Translation: Summer 1993 (2)

Hawaii Pacific University:

AL462 Psycholinguistics: Spring 1994 (17), Summer 1995 (33)

AL350 Semantics: Summer 1994 (19), Spring 1995 (14)

AL200 General Linguistics: Fall 1994 (22)

Workshops and short courses

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, July 31-August 4, 2006.

Moral dilemmas in English language teaching. Workshop presented at the Tennessee TESOL Annual Convention, Gatlinburg, TN, April 28, 2006.

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, July 11-15, 2005.

Process as content: Combining the what and the how of teacher education (with Kristen Walls). Pre-conference workshop at the Fourth International Conference on Language Teacher Education, Minneapolis, MN, June 2, 2005.

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, August 2-6, 2004.

New approaches to grammar teaching/Ways to use authentic materials/Writing for language learning/How to encourage speaking fluency/Ideas for professional development. Teacher training workshops given in Ashgabat and Turkmenabad, Turkmenistan, May-June 2004. Part of United States Department of State English Language Specialist Program Grant.

Ethical and moral dilemmas in language teacher education and teacher development (with Kimberly A. Johnson). Workshop presented at the Third International Conference on Language Teacher Education, University of Minnesota, Minneapolis, MN, May 2003.

New approaches to grammar teaching. Workshop presented at the Samarkand Institute of Foreign Languages, Samarkand, Uzbekistan, May 2003.

Ethical and moral dilemmas in language teaching. Workshop presented at the Third Annual Teacher to Teacher conference, Abu Dhabi, United Arab Emirates, May 2003.

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, July 29-August 2, 2002.

Teacher training workshop for the Summer Workshop for Slavic and East European Languages, Indiana University, July 2002.

Morality, culture, and everyday classroom decisions (with Julian Edge). Workshop given at the TESOL Convention, Salt Lake City, UT, April 2002.

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, June 25-29, 2001.

Preparing reflective teachers. Workshop presented at the Second International Conference on Language Teacher Education, University of Minnesota, Minneapolis, MN, May 2001.

Materials development for the Less Commonly Taught Languages (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, July 17-21, 2000.

Activities for grammar learning. Workshop given for Cincinnati public school ESL teachers, May 11, 2000.

Preparing reflective teachers: A workshop for teacher educators. Workshop given at the TESOL Turkey conference, Ankara, Turkey, October 1999.

Using literature in language teaching: Toward active reading/Current practices in writing: Process writing and beyond/Options for grammar teaching/Toward reflective practice in language teaching. Two-day teacher training workshop given at Ege University, Izmir,

Turkey, and Baskent University, Ankara, Turkey, September 1999. Part of United States Information Agency English Language Specialist Program Grant.

Preparing to teach in a pre-school immersion program. One-week workshop with Dakota tribal elders, Upper Sioux Community, Granite Falls, MN, August 9-13, 1999.

Materials development for the Less Commonly Taught Languages: A professional development workshop (lead instructor). Five-day Summer Institute for the Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, June 19-23, 1999.

Language teaching methods and classroom activities. Two day workshop for teachers of Arikara and Pawnee, American Indian Studies Research Institute, Indiana University, June 28-29, 1999.

Options for language teaching (with Tatiana Akishina). Two-day workshop for teachers in the Summer Workshop for Slavic and East European Languages, Indiana University, June 16-17, 1999.

How cultural differences affect teaching and learning/An overview of teaching students in their second language. Sequence of two workshops for faculty, Concordia University, St. Paul, MN, April 1999.

Exploring interaction in teacher development (with Julian Edge). Workshop given at the TESOL Convention, New York City, March 1999.

Professional development for teachers of the Less Commonly Taught Languages. Workshop given at the ACTFL Convention, Chicago, IL, November 1998.

New ways in teaching the Slavic languages (with Nyusya Milman). Two-day teacher development workshop for teachers in the Summer Workshop for Slavic and East European Languages, Indiana University, Bloomington, IN, June 1998.

Materials development for Spanish and Portuguese. Workshop for the Department of Spanish and Portuguese, University of Minnesota, February 1998.

Proficiency-oriented approaches in teaching Slavic languages (with Nyusya Milman). Two-day teacher development workshop for teachers in the Summer Workshop for Slavic and East European Languages, Department of Slavic Languages, Indiana University, Bloomington, IN, June 1997.

Portfolios for teacher professional development and teacher evaluation. Consultancy for Georgia State University, Atlanta, GA, April 1997.

- Preparing reflective teachers (with Suzanne Irujo). Pre-Convention Institute, TESOL Convention, Orlando, FL, March 1997.
- Portfolio assessment for language teacher education (with Kip Téllez and Karen Johnson). Pre-Convention Institute, TESOL Convention, Orlando, FL, March 1997.
- Beyond communicative methods: New ideas in language teaching (with Richard Robin). Two-day teacher training workshop for teachers in the Summer Workshop for Slavic and East European Languages, Department of Slavic Languages, Indiana University, Bloomington, IN, June 1996.
- What is teacher development? Brownbag for teachers in the Intensive English Program, Indiana University, Bloomington, IN, May 1996.
- ESL Reading as an active process. Brownbag for teachers in the Intensive English Program, Indiana University, Bloomington, IN, February 1996.
- Seminar: Grammar instruction for second language students. Anchorage Literacy Project, Anchorage, AK, August 1994.
- Seminar: Second language acquisition. Anchorage Literacy Project, Anchorage, AK, August 1994.
- National Foreign Language Resource Center Intensive Summer Institute: Teacher training, supervision of materials production for Polish as a Second Language. Honolulu, HI, June-July 1993.

SERVICE

PRINCIPAL SERVICE CONTRIBUTIONS

National and international

- 2006-2008: Chair, 2008 Annual Meeting of the American Literary Translators Association, to be held in Minneapolis, MN, October 2008.
- 2003-2007: Board member, American Literary Translators Association.
- 2003-2005: Chair, Fourth International Conference on Language Teacher Education, Center for Advanced Research on Language Education, University of Minnesota.
- 2001-2004: Member, Publications Committee, TESOL.

- 2001- : Reviewer, National Book Award of the American Literary Translators Association (ALTA).
- 2000-2003: Member, Planning Committee, Second and Third International Conferences on Language Teacher Education, Center for Advanced Research on Language Education, University of Minnesota.
- 1999-2002: Chair, Ad Hoc Committee on Translation Ethics, American Association for Applied Linguistics (AAAL).
- 1999-2000: Consultant, Pezihutazizi Dakota Language Pre-School Immersion Program, Upper Sioux Community, Granite Falls, MN.
- 1999, May: Chair, First International Conference on Language Teacher Education, Center for Advanced Research on Language Education, University of Minnesota.
- 1998 - : Manuscript reviews for *Language Learning*, *TESOL Quarterly*, *Research in the Teaching of English*, *Issues in Applied Linguistics*, *Modern Language Journal*, Cambridge University Press, Yale University Press, Lawrence Erlbaum.
- 1996-1997: Chair, Teacher Education Interest Section, TESOL.
- 1995-1998: Member, Steering Committee, Teacher Education Interest Section, TESOL.

**LAKOTA LANGUAGE
TRAINING & LEARNING**

875 CREDIT HOURS EARNED



14 LLTL GRADUATES

14 TEACHERS

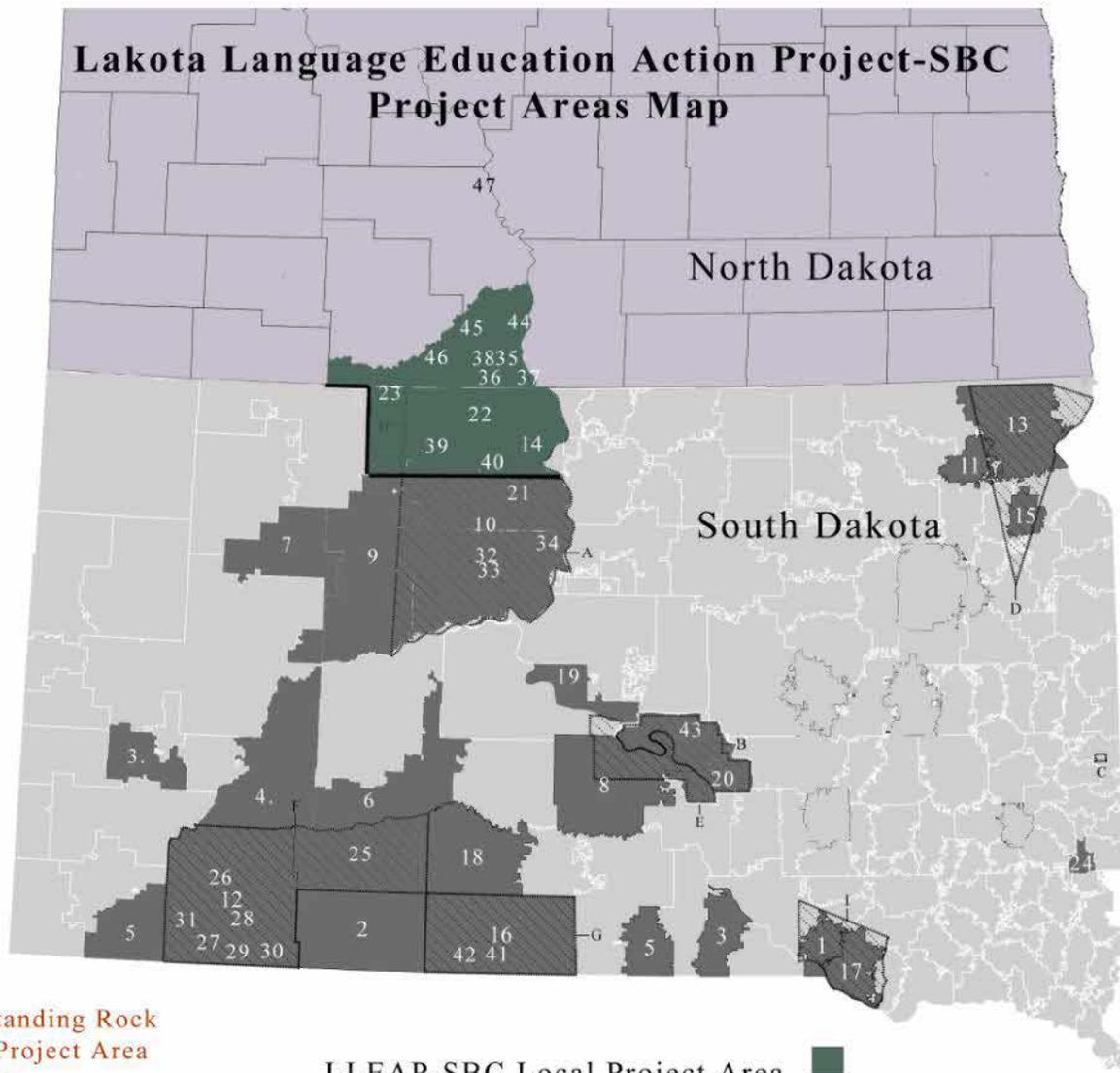


**AT REGIONAL LEA SCHOOLS
SERVING LAKOTA STUDENTS**

**TEACHERS
RECEIVE
INDUCTION
SERVICES:
168 SUMMER
CEU CREDITS
EARNED
AT UND**

**4,000
STUDENTS IMPACTED
IN 10 YEARS**

Lakota Language Education Action Project-SBC Project Areas Map



* 12 Standing Rock
Local Project Area
Schools
(in orange below)

LLEAP-SBC Local Project Area
LLEAP-SBC Regional Impact Area LEA's

Reservations

1. Andes Central School District 11-1
2. Bennett County School District 03-1
3. Rapid City School District 51-4
4. Wall School District 51-5
5. Oelrichs School District 23-3
6. Kadoka Area 35-2
7. Faith 46-2
8. Lyman School District 42-1
9. Dupree 64-2
10. Eagle Butte 20-1
11. Roslyn School District 18-2
12. Shannon County School District 65-1
13. Sisseton School District 54-2
14. Smee School District 15-3
15. Summit School District 54-6
16. Todd County School District 66-1
17. Wagner Community School District 11-4
18. White River School District 47-1

19. Pierre School District 30-2
20. Chamberlain School District 07-01
21. Timber Lake School District
22. McLaughlin School District 15-2
23. McIntosh School District 15-1
24. Sioux Falls School District 49-5
25. Crazy Horse School- Wanblee, SD
26. Wounded Knee District School
27. Red Cloud Indian School- Pine Ridge, SD
28. Our Lady of Lourdes School - Porcupine, SD
29. Pine Ridge Elementary School - Pine Ridge, SD
30. Pine Ridge High School - Pine Ridge, SD
31. Loneman School - Oglala, SD
32. Cheyenne-Eagle Butte Schools - Eagle Butte, SD
33. C-EB Early Elementary School - Eagle Butte, SD
34. Tiospaye Topa School - Ridgeview, SD
35. Standing Rock Community School- Ft. Yates, ND
36. Standing Rock Junior High School
37. Standing Rock Elementary School- Ft. Yates, ND
38. Standing Rock Community High School- Ft. Yates, ND
39. Rock Creek School- Bullhead, SD
40. Little Eagle School - Little Eagle, SD
41. Sicangu Owayawa Oti- Rosebud, SD
42. St. Francis Indian School - St. Francis, SD
43. Crow Creek High School- Stephan, SD
44. CannonBall School
45. Solen School
46. Selfridge School
47. Theodora Johnson School

- A. Cheyenne River Reservation
- B. Crow Creek Reservation
- C. Flandreau Reservation
- D. Lake Traverse Reservation
- E. Lower Brule Reservation
- F. Pine Ridge Reservation
- G. Rosebud Reservation
- H. Standing Rock Reservation
- I. Yankton Reservation

Other 53 LEAs are from the
Regional Impact area - some
consist of multiple schools

**Bachelor of Science in Education
Lakota Language Teaching and Learning (LLTL) program
Elementary Education B.S. ED. with a Major in Elementary
Education**

LLTL will be included as a Minor within the Degree and will include the following courses:

LLTL 201 Intermediate Lakota for Teachers I	4
LLTL 202 Intermediate Lakota for Teachers II	4
LLTL 302 Phonetics & Phonology for Lakota Teachers	3
LLTL 301 Morphology & Syntax for Lakota Teachers	3
LLTL 350 Tech. for 2 nd Language Learning	3
LLTL 401 Theory of 2 nd Language Acq.	3
LLTL 402 Methods of 2 nd Language Acquisition	3
LLTL 403 Curriculum, Standards & Assmt	3

Year 1			
Semester-Fall	Credits	Semester-Spring	Credits
ENGL 110 College Composition I	3	T&L 252 or PSYC 250 Child Development or Developmental Psychology	3
GEOG 151 or 161 Human Geography or World Regional Geography	3	ENGL 130 Composition II: Writing for Public Audiences	3
Science	2-4	COMM 110 Fundamentals of Public Speaking	3
FA 150 or THEA 110 Introduction to the Fine Arts or Introduction to Theatre Arts	3	Humanities	3
HIST 101, 102, 103, 104, 105, 106 or 220 History Requirement	3	MATH 103 College Algebra	3
Total	14-16	Social Science	3
		Total	18
Year 2			
Semester-Fall	Credits	Semester-Spring	Credits
T&L 250 Introduction to Education	3	T&L 328 or 329 Survey of Children's Literature or Young Adult Literature	3
T&L 315 Education of Exceptional Students	3	T&L 335 Understanding Readers and Writers	3
Science	2-4	T&L 339 Technology for Teachers	2
Minor or Specialty Area	8	MATH 277 Math for Elem. School Teachers	3
		MUSC 442 or 443 Music for Elem. School Teachers or Music Methods & Materials for Elem. School Teachers	3
		Minor or Specialty Area	3
Total	16-18	Total	17
Year 3			
Semester-Fall	Credits	Semester-Spring	Credits
T&L 432 Learning Environments	3	T&L 417 Writing & Language Arts Methods	2
Minor or Specialty Area	6	T&L 433 Multicultural Education	3
Science	2-4	Science	3-4
ART 460 Methods, Materials & Philosophy: Art in the Elementary Classroom	3	Minor or Specialty Area	9

KIN 305 Health/Physical Education for Early Childhood and Elementary Education Teachers	3		
Total	17-19	Total	17-18
Year 4			
Semester-Fall	Credits	Semester-Spring	Credits
T&L 410 Teaching Reading in the Elementary School Classroom (TEAM)	3	T&L 487 Student Teaching	13
T&L 430 Social Studies in the Elementary School (Team)	3	T&L 488 Senior Seminar	1
T&L 440 Mathematics in Elementary School (Team)	3	T&L 489 Senior Capstone: Responsive Teaching	3
T&L 470 Science in the Elementary School (TEAM)	3	Total	17
T&L 486 Field Experience	2		
Total	14		

Total Credits 130-137

LAKOTA LANGUAGE

Standards & K-12 Curriculum Framework

Preliminary DRAFT- Fall 2018



www.languageconservancy.org

Standards for the Lakota Language

Purpose and General Description of Lakota Language Standards

Standards are statements that define what students should know and be able to do after certain amounts of time and at various levels of instruction. Standards serve as a gauge for excellence and are typically differentiated across a range of outcomes from minimum competencies to high levels of achievement. In an effort to develop rigorous standards for a quality education, The Language Conservancy (TLC) consulted current research on language acquisition, a number of exemplary state standards and models, and the national framework for language teaching and learning.

The American Council on the Teaching of Foreign Languages (ACTFL) national standards task force developed eleven national standards for language study. These standards are further classified into five goal areas that encompass all of the reasons to study a language, commonly referred to as the five C's of language education. The TLC Lakota language standards model is based on the goals outlined by these 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals:

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the Lakota in a variety of contexts and in culturally appropriate ways (*Standards for Foreign Language Learning in the 21st Century*, 2006, p. 31).

The eleven ACTFL national standards are captured by eight standards in the new LLC model, as shown in the following table. This modification is intended to ease implementation by LLC educators.

	ACTFL National Standards	Lakota Language Standards
Communication	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)
	Standard 1.2: Students understand and interpret written and spoken language on a	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)

	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)
Cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
Connections	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 5: Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
Comparisons	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Communities	Standard 5.1: Students use the language both within and beyond the school setting.	Standard 8: Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.
	Standard 5.2: Students show evidence of becoming life-long learners by using the	

ACTFL Standards taken from *Standards for Foreign Language Learning in the 21st Century*, 2006, p. 9.

While this document is not meant to serve as the curriculum or describe how the content should be taught, it does assist teachers in designing curricula as well as ensure appropriate articulation, consistency, and learning outcomes statewide.

Throughout the standards document, a number of examples have been included to provide additional context and clarity. The examples, however, are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.

The Role of Grammar in Communicative Language Instruction

The primary intent of the *Standards for the Lakota Language* is to facilitate language learning in a context that promotes fluent, authentic and accurate student communication and interaction in Lakota. According to ACTFL, the key to successful communication is “knowing *how*, *when* and *why*, to say *what* to *whom*” (*Standards for Foreign Language Learning in the 21st Century*, 3rd edition, 2006, p. 11). The knowing *how* to communicate accurately (grammar) to the saying of

what (vocabulary) is an important element of communication. However, knowing the grammar and rules of a language is not the same as being able to communicate in that language.

According to Lee and VanPatten (2003), “Communicative language teaching...cannot be equated with first learning some vocabulary, then learning some grammar, and then finding something to talk about to use the grammar and vocabulary” (p.1). Therefore, a communicative approach to language learning must strike a balance between accuracy (grammar and vocabulary) and fluency (authentic communication), allowing neither to solely dominate the instruction.

Lakota Language and English Language Use

In order to provide students with as much exposure to and practice with the Lakota language as possible, Lakota language instructors should use the language to the greatest extent possible when interacting with students both within and beyond the school setting. However, there are some appropriate and strategic uses for English in Lakota language classrooms. For example, at beginning levels instructors may elect to use English judiciously with Standard 4 (Develop Awareness of Other Cultures) and Standard 5 (Make Connections to Other Content Areas) to provide more depth and richness when exploring and comparing cultures and content areas. The role of English should decrease as students’ language skills improve.

Language Sequences and Proficiency Levels

This document is divided into three sequences of study, with typical entry points occurring at kindergarten, sixth grade, and ninth grade. By providing multiple entry points, students will be able to maximize their language learning opportunities and experiences by being placed into the most appropriate entry levels.

Lakota language in the elementary school programs (K through 5) should be sequential in nature and provide language learners with as much instructional time as possible (50 to 100 contact hours per year recommended or 1.5-2.5 hrs/week). From sixth to eighth grade, language learners should have approximately 130 to 150 contact hours of instruction per year (3.25-3.75 hrs/week). During high school, language learners should receive approximately 150 contact hours or more of instruction per year (3.75 + hrs./week.)

Each point of entry for the Lakota languages standards may appear similar in the tasks that students are able to do by grade twelve. However, given the duration of instruction that each student will have received up to that point, their skills and proficiencies will be quite different. The descriptions below outline what the “typical” student should know and be able to do at the end of the given instructional sequence. It is important to note that there are many factors which contribute to an individual student’s success. For this reason, students may achieve at lower or higher levels than those defined as “typical.”

Elementary Entry Point (K-12 Sequence): Students having completed the full 13-year Lakota language program will be capable of communicating in many oral and written contexts with

comfort and ease. Students will have developed strong skills in listening and reading comprehension and will therefore be capable of reading and understanding selections intended for native speakers. Students at this level will be able to utilize reasoning skills and learning strategies from other content areas to enhance their Lakota language experiences. Additionally, students will have deeper cultural understanding and awareness.

At the end of the kindergarten through twelfth grade sequence, students studying Lakota will likely reach between *intermediate-mid* and *intermediate high* in all skills on the ACTFL proficiency scale.

Middle School Entry Point (6-12 Sequence): Students having completed the 7-year Lakota language program will have reasonable communication skills, but may have neither the fluency nor the spoken accent of those students who complete the longer, more comprehensive instructional sequence. Students in this sequence will have adequate listening and reading comprehension skills, but may struggle with some authentic selections intended for native speakers. Students may be able to make connections among other content areas and the Lakota language classroom, but these students may lack some of the extensive cultural knowledge gained through additional years of exposure.

At the end of the sixth through twelfth grade sequence, students Lakota will likely reach between *intermediate-low* and *intermediate-mid* in all skills on the ACTFL proficiency scale.

High School Entry Point (9-12 Sequence): Students beginning their experience in high school will have the benefit of a more in-depth understanding of grammatical structures and functions from earlier in their learning process (learning and studying their first language). Students in the four-year sequence, though, may not achieve the ease of communication or the spoken accent comparable to students from the other two instructional sequences. At the end of this sequence, students will be able to listen to and read various selections in the Lakota language; however, without additional outside experience, students will likely struggle with materials intended for native speakers, thus limiting their ability to communicate in environments other than the classroom. Students will be able to combine other content areas with the Lakota language, but they may lack some of the extensive cultural knowledge gained through long-term exposure to various aspects of the Lakota culture.

At the end of the ninth through twelfth sequence, students studying Lakota will likely reach between *novice-high* to *intermediate-low* in all skills on the ACTFL proficiency scale.

It is highly recommended that schools introduce language learning at the earliest age possible. Although these three sequences show common entry points for language learners, local conditions will determine how schools implement the standards. Additionally, due to a highly mobile population, consideration should be given to providing options that allow all students to enter a program regardless of prior language learning experiences. Lakota Language Departments can consult the TLC to better ascertain which language sequence is the most appropriate fit for their programs.

Grade Level Focus

These standards are informally divided into grade bands (K-2, 3-5, 6-8, and 9-12) with themes. These grade bands and themes take into account the cognitive development and maturation processes that children undergo from kindergarten through twelfth grade, as well as the settings in which the language instruction takes place.

Kindergarten through Second Grade: The focus of this band is *self*, taking into account the limited range of experiences of children at this age. The vocabulary that is introduced tends to focus on the students and the immediate, familiar environment. The communicative focus of the classroom is primarily interpersonal. Introductory print and written materials are present in the classroom setting to enable peripheral learning and to generate student interest, but interpretive skills related to reading are not explicitly taught. Instructional activities slowly transition from being heavily teacher-centered to student-centered, and the students transition from being primarily receptive and passive to being imitative, productive, and active. The principle objectives for these grades are developing listening comprehension skills and fostering confident communication.

Third through Fifth Grade: The focus of this band is *self* and *family*, taking into account the expanding awareness of children at this age. The vocabulary that is introduced emphasizes the familiar environment and family, though the focus is widened from the previous grade band. Interpretive skills involving word recognition and reading are explicitly taught, and there continues to be a heavy emphasis on interpersonal communication. Instructional activities continue to transition from being teacher-centered to student-centered across the grade band when dealing with the introduction of new vocabulary and other cultural materials. Students continue to develop productive language skills as well as receptive skills such as basic reading comprehension.

Sixth through Eighth Grade: The focus of this band is *friends* and all things social, which takes into account adolescents' interest in friendship and social activities. Instructional activities continue to transition from being teacher-centered to student-centered across this grade band when referring to the introduction of new vocabulary and other cultural materials. Students are now improving both productive and receptive language skills, and their educational background and cognitive development allow them to expand their understanding of structural differences between languages as well as gain a more in-depth cultural awareness. Students beginning study within the sixth through eighth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language.

Ninth Grade through Twelfth Grade: The focus of this band is *others*, taking into account the growing maturity of students at this age. Students are capable of understanding and discussing the Lakota around them, both in their local communities and in other countries, and they are able to gain an increased cultural awareness. Students bring extensive background information to the Lakota language classroom, which allows for greater understanding of structural similarities and differences between languages as well as quicker development of interpersonal skills. It should be noted, though, that communication skills and language proficiency (as well as instructional

strategies and techniques) will vary depending upon the entry point and the previous experiences at this level. Students beginning study within the ninth through twelfth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language. Additionally, students beginning at this point of entry may lack the extensive vocabulary needed to discuss in-depth cultural information in the Lakota language.

TLC LAKOTA LANGUAGE K-12 Curriculum Framework

Introduction

The content of the TLC K-12 Lakota Language Curriculum framework is designed for the students with no or minimum Lakota language background. The curriculum for those students is similar to curriculum written for students learning any second language. It includes Lakota instruction and Lakota cultural awareness components.

Lakota is a complete language with its own structure, grammatical rules, and semantic expressions. Lakota is a highly complex language, allowing the free and natural expression of any thoughts and concepts that might be produced in a spoken language.

In instructing students, emphasis will be given fluency in communication based on developmental expectation. Standards and benchmarks would have different expectations at different levels of student development. Thus, the primary students' performance skills would be different than the high school students. Considering the length of time needed to meet required proficiency levels much depends on when the student begins the study of the language, however, the school district should consider that it will take 300 - 500 hours of language instruction to attain the standards approved by Standing Rock Sioux Tribe and Cheyenne River Tribe.

Vision

The Lakota Language classrooms are characterized by students actively engaged in learning and by teachers serving as guides and facilitators for frequent interaction in the Lakota language. Students develop language proficiency as they use the language in relevant and meaningful situations through the use of simulations, small group work, technology and authentic materials. Students are encouraged to increase their sensitivity to the Lakota culture, its values, customs, and traditions, and increase their understanding of Lakota and respect the cultural and linguistic differences that they encounter in the classroom and the Lakota Community.

STATEMENT OF MISSION

All students can benefit from Lakota Language study which:

- Fosters a sense of humanity and friendship;
- Provides insights into the human mind and language itself;
- Develops knowledge, lines of communication, cross-cultural understanding between Lakota people in the United States and Canada;
- Provides a foundation for life-long learning;
- Leads students to discover and examine their own cultural values;
- Is an asset to careers and to professional advancement.

Content Standards and Benchmark Stages

The Framework for Lakota Language instruction presented in this document is based on upon the development of student understanding and skills in five strands or the five organizing principles identified by the National Standards in Foreign Language Project. These principles (strands) are considered “the five C’s of language education as follows:

- Communication**
- Culture**
- Connections**
- Comparisons**
- Communities**

Kindergarten

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- K.1.1 Recognize and express basic greetings and farewells.
- K.1.2 Recognize and state basic personal information.
Examples: Name and age
- K.1.3 Recognize and express basic likes, dislikes, and feelings through single-word responses.
- K.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- K.2.1 Demonstrate comprehension of oral or visual cues verbally and/or non-verbally.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- K.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- K.3.2 Present simple prepared material with teacher guidance.
Examples: Dialogues, short skits, etc.
- K.3.3 Sing simple developmentally appropriate songs of the Lakota language and cultures.
- K.3.4 Describe familiar objects in simple terms with teacher guidance.
Examples: Shapes, colors, etc.

Standard 4

CULTURES: Develop awareness of Lakota culture

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- K.4.1 Recognize basic routine practices of the Lakota cultures.
Examples: Greetings, handshakes, etc.
- K.4.2 Identify products and symbols of the Lakota cultures.
Examples: Traditional Clothes, Kinship, Food and Drink, animals, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- K.5.1 Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.
Examples: Recognize and count in numbers, plants' and animals' location.
- K.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Count a number of objects, label basic plants and animals, respond to directions using location terms.

Standard 6**CONNECTIONS: Access and connect information through various media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- K.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Developmentally appropriate language websites, children's programming

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- K.7.1 Recognize Lakota reflecting modern life.
- K.7.2 Recognize and use authentic simple forms of address in everyday situations.
- K.7.3 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- K.7.4 Recognize contributions from Native American cultures.
Examples: Music, art, customs, famous people, etc.

Standard 8**COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings**

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- K.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Use the Lakota language to teach basic vocabulary to friends and family
- K.8.2 Recognize the use of the Lakota language in the learner's community.

Examples: Signs, restaurants

K.8.3 Experience the food, music, activities, folklore, etc. from the Lakota culture.

Grade 1

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 1.1.1 Recognize and express multiple greetings and farewells.
- 1.1.2 Recognize and state basic personal information.
Examples: Name, age, origin, etc.
- 1.1.3 Recognize and express a variety of likes, dislikes, and feelings in single-word responses.
- 1.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 1.2.1 Demonstrate comprehension of oral and visual cues verbally and/or non-verbally.
- 1.2.2 Recognize letters, sounds and special characters of the Lakota language.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 1.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- 1.3.2 Present simple prepared material with teacher guidance.
Examples: Dialogues, short skits, etc.
- 1.3.3 Sing simple developmentally appropriate songs of the Lakota language and cultures.
- 1.3.4 Describe objects and self in simple terms with teacher guidance.
Examples: Shapes, colors, numbers, sizes, etc.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 1.4.1 Recognize basic routine practices of the Lakota cultures.
Examples: Greetings, Asking your Name, Where are you from? etc.
- 1.4.2 Identify products and symbols of the Lakota cultures.
Examples: Food, dress, toys, flags, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 1.5.1 Use simple vocabulary and phrases to identify familiar objects and basic concepts from other content areas.
Examples: Recognize numbers to 100 animals, cardinal directions
- 1.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Count a number of objects, describe what animals eat, identify cardinal directions in the classroom

Standard 6**CONNECTIONS: Access and connect information through various media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 1.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Developmentally appropriate language websites, children’s programming

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 1.7.1 Recognize Lakota reflecting modern life.
- 1.7.2 Recognize similarities and differences in structural patterns of languages.
Example: Singular versus plural forms.
- 1.7.3 Recognize and use authentic simple forms of address in everyday situations.
- 1.7.4 Identify some daily living patterns of other cultures and the learner’s own culture.
Examples: Food and table manners.
- 1.7.5 Recognize celebrations and holidays of other cultures and compare them to those of the learner’s culture.
- 1.7.6 Recognize contributions from other Native American cultures.
Examples: Music, art, customs, famous people, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 1.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Use the Lakota language to teach basic vocabulary to friends and family.
- 1.8.2 Recognize the use of the Lakota language in the learner’s community.
Examples: Signs, restaurants, stores.
- 1.8.3 Experience the food, dances, music, literature, etc. from the Lakota culture.

Grade 2

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 2.1.1 Accurately use multiple greetings and farewells.
- 2.1.2 Accurately state personal information.
Examples: Name, age, origin, phone number, etc.
- 2.1.3 Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
- 2.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 2.2.1 Demonstrate comprehension of familiar words and phrases.
- 2.2.2 Recognize letters, sounds and special characters of Lakota language.
- 2.2.3 Identify familiar words or phrases, including cognates and words shared between languages.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 2.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- 2.3.2 Present simple prepared material with greater independence.
Examples: Dialogues, short skits, plays, etc.
- 2.3.3 Read words and phrases aloud to practice appropriate intonation and pronunciation.
- 2.3.4 Write familiar words and phrases.
- 2.3.5 Sing simple developmentally appropriate songs of the Lakota language and cultures.
- 2.3.6 Describe objects and self in familiar terms with greater independence.
Examples: Shapes, colors, numbers, sizes, etc.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the Lakota culture.

- 2.4.1 Recognize basic routine practices of the Lakota cultures.
Examples: Greetings, handshakes, Where do you live? etc.

- 2.4.2 Identify products and symbols of the Lakota cultures.
Examples: Food, dress, toys, flags, etc.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 2.5.1 Use simple vocabulary and phrases to label objects and concepts from other content areas.
Examples: Terms for mathematical operations, seasons and weather.
- 2.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Add and subtract in the Lakota language, identify and describe seasons and weather patterns, Learn about variety of geological feature within Lakota Country.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 2.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Developmentally appropriate language websites, DVD's, children's programming and children's literature.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 2.7.1 Recognize and use words shared between English and the Lakota language.
- 2.7.2 Recognize similarities and differences in structural patterns of languages.
Example: Word order.
- 2.7.3 Recognize and use authentic forms of address with family and friends.
- 2.7.4 Examine the daily living patterns of other cultures and the learner's own culture.
Example: School schedule.
- 2.7.5 Describe traditions of the Lakota cultures' celebrations and holidays.
- 2.7.6 Recognize contributions from other Native American cultures.
Examples: Music, art, customs, famous people, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 2.8.1 Share experiences from the language classroom within the school and/or community.
Example: Use the Lakota language to teach basic vocabulary to friends and family.
- 2.8.2 Recognize the use of the Lakota language in the learner’s community.
Examples: Signs, restaurants, pow-wows.
- 2.8.3 Experience the cuisine, music, drama, literature, etc. from the Lakota cultures.

Grade 3

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 3.1.1 Participate in brief guided conversations emphasizing previously-learned material.
Examples: Greetings and farewells, likes, dislikes, feelings, etc.
- 3.1.2 Recognize and state information about self and family (and extended family).
Examples: Name, physical attributes, etc.
- 3.1.3 Make basic requests.
- 3.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 3.2.1 Understand and respond to simple requests, commands, and directions.
- 3.2.2 Identify familiar words or phrases.
- 3.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Identify familiar vocabulary from picture books or posters.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 3.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- 3.3.2 Present simple prepared material.
Examples: Dialogues, short skits, descriptions, etc.
- 3.3.3 Read sentences aloud to practice appropriate intonation and pronunciation.
- 3.3.4 Write complete sentences with teacher guidance.
- 3.3.5 Sing simple developmentally appropriate songs of the Lakota language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 3.4.1 Recognize and report on basic family practices of the Lakota cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.

3.4.2 Describe products and symbols of the Lakota cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

3.5.1 Describe objects and concepts from other content areas.

Examples: Shapes, sizes, and colors, computer skills – Typing in Lakota

3.5.2 Integrate content area concepts and skills through relevant activities.

Examples: Label and describe familiar objects, type sentences in the Lakota language.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

3.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.

Examples: Developmentally appropriate language websites, children’s programming and children’s literature.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

3.7.1 Recognize and use words shared between English and the Lakota language.

3.7.2 Recognize and use simple language structures.

Example: Agreement of adjectives and nouns.

3.7.3 Recognize idiomatic expressions in the Lakota language.

3.7.4 Recognize and use authentic forms of address with family and friends.

3.7.5 Examine the daily living patterns of other cultures and the learner’s own culture.

Examples: Personal hygiene, At a pow-wow.

3.7.6 Describe traditions of the Lakota cultures’ celebrations and holidays.

3.7.7 Recognize and share contributions from other cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 3.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations in the Lakota language to family members.
- 3.8.2 Recognize and show the use of the Lakota language in the learner's community.
- 3.8.3 Experience and report on the cuisine, music, drama, literature, etc. From the Lakota cultures.

Grade 4

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 4.1.1 Participate in brief guided conversations emphasizing previously-learned material.
Examples: Greetings and farewells, simple descriptions, etc.
- 4.1.2 Recognize and state information about self and family.
Examples: Physical attributes, likes and dislikes, etc.
- 4.1.3 Make requests and ask basic questions. Example: What are you doing? Who is This?
- 4.1.4 Recognize and use situation-appropriate non-verbal communication.
- 4.1.5 Recognize speaking and listening strategies that facilitate communication.
Example: Ask for clarification, Simple interrogative sentences.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 4.2.1 Understand and respond to simple requests, commands, and directions.
- 4.2.2 Identify familiar words or phrases.
- 4.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: List main characters from a short authentic children's story.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 4.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- 4.3.2 Present prepared material on a variety of topics.
Examples: Dialogues, short skits, plays, etc.
- 4.3.3 Read short passages aloud to practice appropriate intonation and pronunciation.
- 4.3.4 Write complete sentences with teacher guidance.
- 4.3.5 Sing simple developmentally appropriate songs of the Lakota language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 4.4.1 Recognize and report on basic family practices of the Lakota cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.
- 4.4.2 Describe products and symbols of the Lakota cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 4.5.1 Describe objects and concepts from other content areas.
Examples: Classification of living things telling time, Different habitats (Farm, Mountains, Plains, At a Lake).
- 4.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the Lakota language.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 4.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Developmentally appropriate language websites, children’s programming and children’s literature.
- 4.6.2 Use digital media and/or culturally authentic resources to study Lakota cultures.
Examples: Developmentally appropriate language websites.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 4.7.1 Recognize and use words shared between English and the Lakota language.
- 4.7.2 Recognize and use simple language structures.
Example: Agreement of nouns and verbs.
- 4.7.3 Recognize and use idiomatic expressions in the Lakota language.
- 4.7.4 Recognize and use authentic forms of address with family and friends.
- 4.7.5 Examine the daily living patterns of other cultures and the learner’s own culture.
Examples: Clothing, In Town, In the Classroom.
- 4.7.6 Describe traditions of the Lakota cultures’ celebrations and holidays.
- 4.7.7 Recognize and share contributions from other cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 4.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations in the Lakota language to family members.
- 4.8.2 Recognize and show the use of the Lakota language in the learner’s community.
- 4.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the Lakota cultures.

Grade 5

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 5.1.1 Participate in brief conversations emphasizing previously-learned material.
Examples: Greetings and farewells, descriptions, etc.
- 5.1.2 Accurately state information about self and family.
Examples: Personality characteristics, age, etc.
- 5.1.3 Make requests and ask different types of questions.
- 5.1.4 Recognize and use situation-appropriate non-verbal communication.
- 5.1.5 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 5.2.1 Understand and respond accurately to simple requests, commands, and directions.
- 5.2.2 Identify familiar words and phrases.
- 5.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Illustrate the main idea of a selection.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 5.3.1 Recite developmentally appropriate songs and poetry of the Lakota cultures.
- 5.3.2 Present prepared material on a variety of topics.
Examples: Dialogues, short skits, plays, etc.
- 5.3.3 Read short passages aloud to practice appropriate intonation and pronunciation.
- 5.3.4 Write complete sentences independently.
- 5.3.5 Compose simple written information.
Examples: Simple poetry, simple messages, simple descriptions, simple narratives, cartoons, etc.
- 5.3.6 Sing simple developmentally appropriate songs of the Lakota language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 5.4.1 Recognize and report on basic family practices of the Lakota cultures.
Examples: Family structure, giving and receiving, Stages of Life.
- 5.4.2 Describe products and symbols of the Lakota cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use Lakota language to expand their knowledge of and make connections among multiple content areas.

- 5.5.1 Describe objects and concepts from other content areas.
Example: Human and animal body parts.
Integrate content area concepts and skills through relevant activities.
Example: Telling time.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 5.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Developmentally appropriate language websites, children’s programming and children’s literature.
- 5.6.2 Use digital media and/or culturally authentic resources to study Lakota cultures.
Examples: Photographs, developmentally appropriate language websites.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 5.7.1 Recognize cognates.
- 5.7.2 Recognize and use simple language structures.
Example: Question formation, Asking “Yes” and “No” Questions.
- 5.7.3 Recognize and use idiomatic expressions in the Lakota language.
- 5.7.4 Recognize and use authentic forms of address with family and friends.

- 5.7.5 Research independently the daily living patterns of other cultures and the learner’s own culture.
Examples: Family time, entertainment.
- 5.7.6 Identify the history of the Lakota cultures’ celebrations and holidays.
- 5.7.7 Recognize and share contributions from other Native American cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 5.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations in the Lakota language to family members.
- 5.8.2 Recognize and show the use of the Lakota language in the learner’s community.
- 5.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the Lakota culture.

Grade 6

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 6.1.1 Recognize and state information about self, family, and friends.
- 6.1.2 Exchange familiar information and opinions orally.
Examples: Express emotions and inquire about others' feelings.
- 6.1.3 Exchange familiar information and opinions in written form.
Examples: Letters, e-mails, etc.
- 6.1.4 Make requests and ask basic questions in social situations.
Example: Polite requests.
- 6.1.5 Recognize and use situation-appropriate non-verbal communication.
- 6.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 6.2.1 Respond to classroom requests, commands, and directions.
- 6.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Demonstrate understanding of an authentic children's story through reenactment.
- 6.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 6.3.1 Recite developmentally appropriate songs, proverbs, and poetry of the Lakota cultures.
- 6.3.2 Present more complex prepared material on a variety of topics with improving accuracy.
Examples: Dialogues, skits, plays, role-play, short speeches, etc.
- 6.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.
- 6.3.4 Compose simple cohesive written information using appropriate formats.
Examples: Poetry, messages, descriptions, cartoons, etc.
- 6.3.5 Sing developmentally appropriate songs of the Lakota language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 6.4.1 Investigate and report on basic social practices of the Lakota cultures.
Example: Celebrations and Historical Events unique to the Lakota cultures.
- 6.4.2 Examine products, perspectives, and symbols of the Lakota cultures.
Examples: Bands/Tribes/Reservations, friendship, family, time, etc.
- 6.4.3 Examine factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.
- 6.4.4 Describe contributions from other Native American cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 6.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Numbers to 1,000,000, Seasons, map skills.
Integrate content area concepts and skills through relevant activities.
Examples: Count and label objects up to 1,000,000; label and describe plants; use a map or locational technology to identify locations.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 6.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 6.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: Short video clips, advertisements, etc.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 6.7.1 Use cognates and word families to guess meaning.
- 6.7.2 Recognize and use a variety of language structures.
Example: Negative constructions.
- 6.7.3 Compare and use idiomatic and colloquial expressions in the Lakota language.
- 6.7.4 Compare and use authentic forms of address in familiar social situations.
- 6.7.5 Compare the social patterns of other cultures and the learner’s own culture.
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 6.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations to peers and school community.
- 6.8.2 Investigate and share with others the influences of the Lakota language and cultures on the community.
Examples: Architecture, special events, stores and shops, etc.
- 6.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, travel to other reservations or museums.

Grade 7

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 7.1.1 Accurately state information about self, family, and friends.
- 7.1.2 Exchange more detailed information and opinions orally.
- 7.1.3 Exchange more detailed information and opinions in written form.
Examples: Letters, e-mails, etc.
- 7.1.4 Make requests and ask basic questions in social situations.
Example: Use of simple imperative
- 7.1.5 Recognize and use situation-appropriate non-verbal communication.
- 7.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 7.2.1 Respond to classroom requests, commands, and directions.
- 7.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Skim for general understanding.
- 7.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 7.3.1 Recite developmentally appropriate songs, proverbs, and poetry of the Lakota cultures.
- 7.3.2 Present prepared material and student-created material on a variety of topics.
Examples: Dialogues, skits, etc.
- 7.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.
- 7.3.4 Compose simple cohesive written information using appropriate formats and more varied vocabulary and structures.
- 7.3.5 Sing developmentally appropriate songs of the Lakota language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 7.4.1 Investigate and report on basic social practices of the Lakota cultures.
Example: Celebrations and holidays unique to the Lakota cultures.
- 7.4.2 Examine products, perspectives, and symbols of the Lakota cultures.
- 7.4.3 Examine factors that influence practices, products, and perspectives.
Examples: Geography, weather, demographics, etc.
- 7.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 7.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability, body parts and exercise, forms of traditional government and society.
- 7.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the Lakota language, identify and describe body parts used for various activities, label forms of government in various countries.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 7.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 7.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: Short video clips, advertisements, etc.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 7.7.1 Use cognates and word families to guess meaning.
- 7.7.2 Recognize and use a variety of language structures.
Example: Parts of speech.
- 7.7.3 Compare and use idiomatic and colloquial expressions in the Lakota language.
- 7.7.4 Compare and use authentic forms of address in familiar social situations.
- 7.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 7.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations to peers and school community
- 7.8.2 Investigate and share with others the influences of the Lakota language and cultures on the community.
Examples: Architecture, special events, stores and shops, etc.
- 7.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad.

Grade 8

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 8.1.1 Accurately and appropriately state information about self, family, and friends.
- 8.1.2 Exchange more detailed information and opinions orally.
- 8.1.3 Exchange more detailed information and opinions in written form.
Examples: Letters, e-mails, etc.
- 8.1.4 Make requests and ask different types of questions in a variety of social situations.
- 8.1.5 Recognize and use situation-appropriate non-verbal communication.
- 8.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Identifying key words, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 8.2.1 Respond accurately to classroom requests, commands, and directions.
- 8.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Identify basic parts of speech
- 8.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 8.3.1 Recite developmentally appropriate songs, proverbs, and poetry of the Lakota cultures.
- 8.3.2 Present prepared material and student-created material on a variety of topics with greater ease.
Examples: Dialogues, skits, plays, etc.
- 8.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy and ease.
- 8.3.4 Compose simple cohesive written information using appropriate formats and more varied vocabulary and structures with increasing accuracy.
- 8.3.5 Sing developmentally appropriate songs of the Lakota language and cultures.

Standard 4**CULTURES: Develop awareness of other cultures**

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 8.4.1 Investigate and report on basic social practices of the Lakota cultures.
Examples: Fashion, cultural trends, health, traditional vs. modern etc.
- 8.4.2 Discuss products, perspectives, and symbols of the Lakota cultures through guided participation.
- 8.4.3 Examine factors that influence practices, products, and perspectives.
Examples: Geography, weather, history, economy, etc.
- 8.4.4 Describe contributions from other cultures.
Examples: Art, literature, famous people, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use the Lakota language to expand their knowledge of and make connections among multiple content areas.

- 8.5.1 Investigate and report on objects and concepts from other content areas.
Examples: Probability, inherited traits (refers to Science 8.4).
- 8.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Report on survey results in the Lakota language, discuss family traits in the Lakota language.

Standard 6**CONNECTIONS: Access and connect information through various media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 8.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 8.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: Short video clips, advertisements, etc.

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 8.7.1 Use cognates and word families to guess meaning.
- 8.7.2 Recognize and use a variety of language structures.
Examples: Demonstratives and possessives.
- 8.7.3 Compare and use idiomatic and colloquial expressions in the Lakota language.
- 8.7.4 Compare and use authentic forms of address in familiar social situations.
- 8.7.5 Compare the social patterns of other cultures and the learner's own culture.
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 8.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations to peers and school community
- 8.8.2 Investigate and share with others the influences of the Lakota language and cultures on the community.
Examples: Architecture, special events, stores and shops, etc.
- 8.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, travel to other reservations, language events.

Grade 9

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 9.1.1 Accurately and appropriately state information about self and others.
- 9.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 9.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 9.1.4 Make requests and ask different types of question in a variety of social situations.
- 9.1.5 Recognize and use situation-appropriate non-verbal communication.
- 9.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 9.2.1 Respond to everyday requests, commands, and directions.
- 9.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Respond to comprehension questions in the Lakota language.
- 9.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 9.3.1 Recite songs, proverbs, and poetry or sing songs of the Lakota language and cultures.
- 9.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, plays, mock travel journal, etc.
- 9.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 9.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures with increasing accuracy.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 9.4.1 Investigate and report on cultural practices of the Lakota cultures.
Examples: Traditions, religion, popular music, etc.
- 9.4.2 Discuss products, perspectives, and symbols of the Lakota cultures through guided participation.
- 9.4.3 Describe factors that influence practices, products, and perspectives.
Examples: History, politics, technology, etc.
- 9.4.4 Recognize the interrelations among the practices, products, and perspectives of the Lakota cultures.
- 9.4.5 Explain significant events unique to the Lakota cultures.
- 9.4.6 Explain contributions from other cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use Lakota language to expand their knowledge of and make connections among multiple content areas.

- 9.5.1 Make connections with other content areas through resources intended for native speakers.
- 9.5.2 Design and share activities and materials that integrate the Lakota language and cultures with other content area concepts and skills.
Examples: Crosswords, puzzles, games, etc.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 9.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 9.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: News broadcasts, online newspapers, etc.
- 9.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 9.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots

- 9.7.2 Recognize and use complex language structures.
Example: Compound and complex sentences.
- 9.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the Lakota language.
- 9.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 9.7.5 Compare systems of other cultures and the learner’s own culture.
Examples: Educational, political, religious practices, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 9.8.1 Share experiences from the world language classroom with others.
- 9.8.2 Investigate and share with others the influences of the Lakota language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the Lakota language, etc.
- 9.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, travel.
- 9.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the Lakota language.

Grade 10

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 10.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 10.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 10.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 10.1.4 Make requests and ask different types of questions in a variety of social situations.
- 10.1.5 Recognize and use situation-appropriate non-verbal communication.
- 10.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 10.2.1 Respond to everyday requests, commands, and directions.
- 10.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Provide a brief summary of the material in the Lakota language.
- 10.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 10.3.1 Recite songs, proverbs, and poetry or sing songs of the Lakota language and cultures.
- 10.3.2 Produce and present creative material on a variety of topics.
Examples: Reports, student-written plays, etc.
- 10.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 10.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures with increasing detail.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 10.4.1 Investigate and report on cultural practices of the Lakota cultures.
- 10.4.2 Analyze and discuss products, perspectives, and symbols of the Lakota cultures through guided participation.
- 10.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: Health, technology, social issues, gender equality, etc.
- 10.4.4 Explain the interrelations among the practices, products, and perspectives of the Lakota cultures.
- 10.4.5 Explain significant events unique to the Lakota cultures.
- 10.4.6 Explain contributions from other cultures.
- 10.4.7 Identify elements that shape cultural identity in the learner’s heritage and in the Lakota cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use Lakota language to expand their knowledge of and make connections among multiple content areas.

- 10.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 10.5.2 Design and share activities and materials that integrate the Lakota language and cultures with other content area concepts and skills.
Examples: Puzzles, games, etc.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 10.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 10.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: News broadcasts, online newspapers, etc.
- 10.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 10.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots.

- 10.7.2 Recognize and use complex language structures.
Example: Mood.
- 10.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the Lakota language.
- 10.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 10.7.5 Compare systems of other cultures and the learner’s own culture.
Examples: Educational, political, religious practices, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 10.8.1 Share experiences from the world language classroom with others.
- 10.8.2 Investigate and share with others the influences of the Lakota language and cultures on the community.
Examples: Architecture, special events, stores and shops, careers using the Lakota language, etc.
- 10.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, travel.
- 10.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the Lakota language.

Grade 11

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 11.1.1 Interact in culturally and socially authentic and/or simulated situations.
- 11.1.2 Exchange detailed information and opinions orally on a variety of topics and in a culturally-appropriate manner.
- 11.1.3 Exchange detailed information and opinions in written form on a variety of topics and in a culturally-appropriate manner.
- 11.1.4 Make requests and ask different types of questions in a culturally-appropriate manner.
- 11.1.5 Recognize and use situation-appropriate non-verbal communication.
- 11.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 11.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Answer complex comprehension questions in the Lakota language.
- 11.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 11.3.1 Recite songs, proverbs, and poetry or sing songs of the Lakota language and cultures.
- 11.3.2 Produce and present elaborate creative material on a variety of topics.
Examples: Reports, plays, etc.
- 11.3.3 Read passages aloud with appropriate intonation and pronunciation.
- 11.3.4 Compose well-developed written information using appropriate formats and varied vocabulary and structures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 11.4.1 Analyze and reflect on cultural practices of the Lakota cultures.
- 11.4.2 Independently analyze and discuss products, perspectives, and symbols of the Lakota cultures.
- 11.4.3 Discuss factors that influence practices, products, and perspectives.
Examples: Technology, immigration, emigration, international markets, etc.
- 11.4.4 Explain the interrelationships among the practices, products, and perspectives of the Lakota cultures.
- 11.4.5 Analyze the origin and impact of significant events unique to the Lakota cultures.
- 11.4.6 Analyze the origin and impact of contributions from other cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use Lakota language to expand their knowledge of and make connections among multiple content areas.

- 11.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 11.5.2 Design and share activities and materials that integrate the Lakota language and cultures with other content area concepts and skills.
Examples: Projects, mini-lessons, cadet teaching, etc.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 11.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 11.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 11.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 11.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots.
- 11.7.2 Recognize and use complex language structures.
Example: Passive and active voice.

- 11.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the Lakota language.
- 11.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 11.7.5 Analyze and compare systems of other cultures and the learner’s own culture.
Examples: Educational, political, religious practices, etc.
- 11.7.6 Compare and contrast elements that shape cultural identity in the learner’s heritage and in the Lakota cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 11.8.1 Share experiences from the world language classroom with others.
- 11.8.2 Explain how the Lakota language and/or cultures have impacted other communities.
- 11.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the Lakota language, travel.

Grade 12

Standard 1

COMMUNICATION: Write and speak in the Lakota language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 12.1.1 Interact in a wide range of culturally and socially authentic and/or simulated situations with increasing ease.
- 12.1.2 Exchange detailed information and opinions orally on a wider range of topics and in a culturally-appropriate manner.
- 12.1.3 Exchange detailed information and opinions in written form on a wider range of topics and in a culturally-appropriate manner.
- 12.1.4 Make requests and ask different types of questions in a culturally-appropriate manner.
- 12.1.5 Recognize and use situation-appropriate non-verbal communication.
- 12.1.6 Use speaking and listening strategies to facilitate communication.
Examples: Circumlocution, synonyms and antonyms.

Standard 2

COMMUNICATION: Interpret information in the Lakota language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 12.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 12.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Discuss the material in-depth with a peer.
- 12.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

Standard 3

COMMUNICATION: Present information in the Lakota language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 12.3.1 Recite songs, proverbs, and poetry or sing songs of the Lakota language and cultures.
- 12.3.2 Produce and present insightful material on a variety of topics with greater ease.
Examples: Reports, plays, etc.
- 12.3.3 Read more complex passages aloud with appropriate intonation and pronunciation.
Example: Unfamiliar and unrehearsed material.
- 12.3.4 Compose well-developed written information using appropriate formats and extensive vocabulary and structures with increasing accuracy.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 12.4.1 Analyze and reflect on cultural practices of the Lakota cultures.
- 12.4.2 Independently analyze and discuss products, perspectives, and symbols of the Lakota cultures.
- 12.4.3 Make predictions about factors that influence practices, products, and perspectives.
Examples: Energy resources and environmental issues.
- 12.4.4 Discuss changes in the interrelationships among the practices, products, and perspectives of the Lakota cultures.
- 12.4.5 Analyze the origin and impact of significant events unique to the Lakota cultures.
- 12.4.6 Analyze the origin and impact of contributions from other cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use Lakota language to expand their knowledge of and make connections among multiple content areas.

- 12.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 12.5.2 Design and share activities and materials that integrate the Lakota language and cultures with concepts and skills of multiple content areas.
Examples: Project-based learning, capstone project, cadet teaching, etc.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency by using current digital media and authentic resources.

- 12.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 12.6.2 Use digital media and culturally authentic resources to study Lakota cultures.
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 12.6.3 Identify and evaluate resources intended for native speakers.

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 12.7.1 Use elements of word formation to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, roots

- 12.7.2 Recognize and use complex language structures.
Example: Multiple verb tenses
- 12.7.3 Research and compare the origins of idiomatic, colloquial, and proverbial expressions in the Lakota language.
- 12.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 12.7.5 Analyze and compare systems of other cultures and the learner’s own culture.
Examples: Educational, political, religious practices, etc.
- 12.7.6 Compare and contrast elements that shape cultural identity in the learner’s heritage and in the Lakota cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Lakota language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 12.8.1 Share experiences from the world language classroom with others.
- 12.8.2 Explain how the Lakota language and/or cultures have impacted other communities.
- 12.8.3 Show evidence of becoming a life-long learner by using the Lakota language and cultural knowledge for personal enrichment.
Examples: Watch movies in the Lakota language, listen to songs in the Lakota language, join a club, establish e-pal or pen pal connections with native speakers, investigate an authentic local and/or global community need associated with the Lakota language and/or cultures, travel.

Lakota Education Action Plan (LEAP) Project Rationale for Human Subjects Exemption.

The policy for the protection of human research subjects allows certain research involving human subjects to be exempted from review when risk to the participants is low. The following Section 46.101 b categories of exemption apply to this study:

Paragraph b (1, ii): Research conducted in established or commonly accepted educational settings involving normal educational practices, such as research on the effectiveness of or comparison among instructional curricula. The focus of this study is a comparison of effectiveness between two leadership preparation curricula contextualized curriculum and traditional curriculum. In both cases, the curriculum will be delivered using normal educational practices in commonly accepted settings, such as classroom training, field experiences, and problem-based learning techniques conducted in professional settings.

Paragraph b (2): Research involving the use of survey procedures, interview procedures or observation of public behavior where information is maintained in a confidential manner and poses no risk of liability or reputation to the participant. Interview materials will be provided with pseudonym to maintain confidentiality. Furthermore, interview questions are designed to reveal professional beliefs and are not likely to illicit controversial responses from the participants.

Paragraph b (4): Research involving the collection or study of existing data, documents or records from sources that are publicly available. Outcome indicators aggregated at the school level of student achievement, teacher retention, student promotion and graduation rates may be obtained from the North Dakota Office of Public Instruction and are available either directly or indirectly to the public as a matter of public record.

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