

Oceti Sakowin Essential Understandings and Standards Innovation Configuration Map: Integration Guide for Teachers: Version 1.0

Teachers shared their support for the OSEUS and the Innovation Configuration Map:

“We live in South Dakota and we need to have at least a basic understanding of the people who came before us. We must teach our children about all the people in our state’s history.”

“The potential the OSEUS hold cannot be stressed enough: Everything from ArcGIS mapping of sacred sites in South Dakota, treaties, boarding schools, voting rights, poverty, food deserts, education, race and ethnicity, to helping my colleagues build their own confidence in the incorporation of the OSEUS in their content area.”

The Oceti Sakowin Essential Understandings and Standards (OSEUS), a vision of many individuals, tribes, and organizations for several decades, were realized through legislation in 2007. The OSEUS, as well as information about the development process, are documented in the [Oceti Sakowin Essential Understandings & Standards booklet](#).

The South Dakota Department of Education (SDDOE) identified a need to support K–12 teachers with easily accessible, high-quality, OSEUS-aligned lessons and culturally appropriate resources. In 2021, the SDDOE; the South Dakota Department of Tribal Relations, Office of Indian Education; and the Region 11 Comprehensive Center invited SD educators to participate in a work group to develop an IC Map to support teacher use of the OSEUS. Twenty-five educators representing elementary and secondary grades, various content areas, and from public, private and Bureau of Indian Education schools joined in this effort.

The OSEUS IC Map: Integration Guide for Teachers (Integration Guide) provides shared descriptions of different ways that teachers may implement the OSEUS. Descriptions are organized according to key components that work group members identified as necessary to implement the OSEUS. Each component includes possible variations from “a” as the ideal, to “e” as a possible beginning point, as well as resources that can be used to support implementation of each component. The IC Map can be used in several ways.

- 1. Teacher Reflection:** The Integration Guide presents descriptions of different ways that teachers can implement the OSEUS. Teachers can independently review their teaching practices compared with those presented in the Integration Guide and self-reflect on ways to improve implementation.
- 2. Teacher Observations and Coaching:** Educators can use the Integration Guide as the structure for planning, observing, and follow-up conversations during observations.
- 3. Professional Learning:** The Integration Guide can be used to identify teacher learning needs and corresponding priorities for teacher professional development. Rather than as a tool to evaluate individual teachers, data should be analyzed across groups to determine the content for training.

As a next step, the SDDOE; the Department of Tribal Relations, Office of Indian Education; and the Region 11 Comprehensive Center will pilot the Integration Guide with interested schools. The pilot will help us learn how we can improve the Integration Guide and better support OSEUS implementation.

Please contact Dr. Dorothy Aguilera-Black Bear (dabbear10@gmail.com, 818.404.1183) at the Region 11 Comprehensive Center with any questions.

Oceti Sakowin Essential Understandings & Standards Innovation Configuration Map: Integration Guide for Teachers

Component A: The teacher uses culturally appropriate Oceti Sakowin resources (e.g., in lesson plans, for instructional design, and in the construction of classroom environments).

Resources

a	b	c	d	e
The teacher advocates for, incorporates, and develops authentic and culturally appropriate OSEUS-aligned classroom resources, and seeks to involve culture bearers (in-person or virtual).	The teacher critically examines resources, develops, and implements OSEUS classroom lessons.	The teacher intentionally incorporates OSEUS, resources and lessons into their curriculum.	The teacher utilizes available OSEUS aligned lessons. (e.g., <i>Wolakota Elder Videos & Lesson Plans, Shared Lesson plans etc.</i>)	The teacher is building awareness of the OSEUS and the connections to their subject area.

Lesson Planning/Curriculum Development

a	b	c	d	e
The teacher contributes ideas and resources which are curated, accessible, and used by teachers at the school or district.	The teacher develops OSEUS aligned lesson plans and resources.	The teacher accesses and customizes available OSEUS lesson plans and resources.	The teacher utilizes available OSEUS lesson plans and resources.	The teacher becomes aware of available OSEUS resources.

Lesson Planning/Curriculum Development				
a	b	c	d	e
The teacher begins with the OSEUS to plan curriculum aligning content area standards to the OSEUS.	The teacher uses the OSEUS and content area standards to plan curriculum.	The teacher begins with content area standards to plan curriculum incorporating the OSEUS.	The teacher uses content area standards with supplemental use of the OSEUS.	The teacher exclusively uses content area standards.
The teacher plans course design with integrated OSEUS and content area standards	The teacher uses an integrated course design with OSEUS and content area standards.	The teacher's course design includes content area standards with references to the OSEUS.	The teacher's course design includes content area standards and isolated OSEUS lessons.	The teacher's course design includes only content area standards.
The teacher's integrated OSEUS lesson planning includes regular formative or summative assessments of student learning and plans future instruction based on assessment results.	The teacher's integrated OSEUS lesson planning includes regular formative or summative assessments of student learning.	The teacher uses summative methods to assess student learning of the OSEUS content at the end of a unit.	The teacher maintains anecdotal assessments of student learning of the OSEUS.	The teacher assesses student learning in content areas without considering the OSEUS.

Classroom Environment				
a	b	c	d	e
The teacher dedicates classroom space to foster a culturally relevant environment. The physical environment is inclusive of the OSEUS, students, and community members.	The teacher displays culturally generated student work throughout the campus and embeds culture in daily routines (e.g., Indigenous language used in daily announcements, seasonal celebrations such as winter solstice and equinox, star knowledge, sacred sites & reservation mapping).	The teacher displays culturally generated student work throughout the classroom.	The teacher displays culturally connected posters, flags, maps, art, and charts in the classroom to build awareness.	The teacher displays academic-focused student work only in the classroom.
Component A Resources				
<p>Resources Aligned to OSEUS</p> <ul style="list-style-type: none"> » Oceti Sakowin Essential Understandings & Standards – OSEUS » DTR-OIE- OSEUS Teaching Resources » DOE OSEU- Aligned South Dakota 4th Grade Lessons » DOE OSEU- Aligned South Dakota Social Studies Lessons » WoLakota Project » Todd County Middle School OSEU Lessons » Rapid City OSEU Lesson Plans <p>Other Resources (not explicitly aligned to OSEUS)</p> <ul style="list-style-type: none"> » SDPB- TV Dakota Pathways » Center for American Indian Research and Native Studies Classroom Resources 				

- » [Smithsonian Native Knowledge 360 Educational Resources](#)
- » [National Geographic Lesson Plans](#)
- » [Mona Wakeman Miyasato's Fine Arts Lessons](#)
- » [SD Historical Society Educational Toolkits](#)
- » [National Endowment for the Humanities](#)
- » [7 Generation Games for Learning Math and Language for Google Play](#)
- » [7 Generation Games for Mathematics, Social Studies, English Language Arts & English as a Second Language](#)
- » [Dakota & Lakota Traditional Game Resource](#)
- » [Traditional Lakota Games and Toys](#)
- » [Center for American Indian Research and Native Studies](#)

Component B: The teacher engages with the community to make connections with the students and families that strengthen and protect the whole student.

Develops Relationships

a	b	c	d	e
The teacher endorses, promotes, attends and actively participates in immersive cultural events/experiences outside of the school setting (e.g., powwow/wacipi, hand games, community events, etc.)	The teacher endorses, promotes, and attends immersive cultural events/experiences outside of the school setting (e.g., powwow/wacipi, hand games, community events, etc.)	The teacher promotes and attends immersive cultural events/experiences outside of the school setting (e.g., powwow/wacipi, hand games, community events, etc.)	The teacher promotes immersive cultural events/experiences outside of the school setting (e.g., powwow/wacipi, hand games, community events, etc.)	The teacher is aware of immersive cultural events/experiences outside of the school setting (e.g., powwow/wacipi, hand games, community events, etc.)

Supports Whole-Child Wellness (Intellectual, physical, social-emotional, and community/relational wellness)

a	b	c	d	e
The teacher incorporates instruction and has impromptu discussions that promote and foster connections that support the whole child as well as model wellness.	The teacher incorporates instruction and has impromptu discussions that promote and foster connections that support the whole child	The teacher incorporates instruction related to the whole child	The teacher develops instruction related to the whole child	The teacher supports only the intellectual wellness of their students.

Trauma-Informed Practices				
a	b	c	d	e
The teacher implements preventative measures and is aware of the unique personal experiences of their students and responds to student needs by utilizing trauma-informed strategies.	The teacher is aware of the unique personal experiences of their students and responds to student needs by utilizing trauma-informed strategies.	The teacher learns about trauma-informed practices yet continues to respond to student needs by a standardized classroom or in-school referral intervention to address student need(s).	The teacher responds to student needs by a standardized classroom or in-school referral intervention to address student need(s).	The teacher responds to student needs by a standardized in-school referral intervention.
Cultivates Our Oyate/Community				
a	b	c	d	e
The teacher uses Oceti Sakowin kinship terms to address students, families, and colleagues in school and community settings.	The teacher uses Oceti Sakowin kinship terms to address students, families, and colleagues in school settings.	The teacher uses Oceti Sakowin kinship terms to address students and colleagues in classroom settings.	The teacher uses Oceti Sakowin kinship terms and conventional terms to address students in classroom settings.	The teacher only uses conventional terms (e.g., Mr., Ms., Dr., mom) to address students, parents, community members.
Component B Resources				
<p>Trauma, Healing, Social Emotional Learning (SEL) and Wellness</p> <ul style="list-style-type: none"> » Restorative Practices & SEL » SDPB Oceti Sakowin films & videos » Weaving Culture into Suicide Prevention Strategies » Four Recommendations for Tribal Suicide Prevention » A Prevention Paradigm for Native Americans » Local Wisdom & Personal Relationships for Prevention 				

- » [Stress Lessons: Toolkit](#)
- » [Symbols of the Heart - For School Counselors](#)
- » [Walk Forward in Bravery \(Lakota Youth Guide Books\)](#)
- » [Working with Two-Spirit and Native LGBTQ2 Youth](#)
- » [Sex Trafficking in Indian Country: Advocacy Curriculum](#)
- » [Oceti Wakan Wellness/Life Skills Prevention Program Resources](#)
- » [Lakota Circles of Hope Curriculum Resources](#)

Connecting with Community- (Check with your local communities and local Tribal colleges and universities events calendars and social media options)

- » [Travel SD Powwows and Celebrations](#)
- » [SD Missouri River Tourism Native American Roots](#)
- » [Pow Wows in South Dakota](#)
- » [Dimensions of Community](#)

Language Learning

- » [LLC Software – Lakota Language Learning Apps for Google Play](#)
- » [LLC Consortium Lakota Language Apps for Apple](#)
- » [7 Generation Games – Language Learning for Google Play](#)
- » [File Hills Qu'Appelle Tribal Council Education Department's Language Apps for Apple](#)
- » [Lakota Language Consortium](#)

Books and Tribal Colleges and Universities Bookstores (please first try to source your books from a local tribal college)

- » [Sinte Gleska University Bookstore](#)
- » [Oglala Lakota College Bookstore](#)
- » [Sitting Bull College Bookstore](#)
- » [Sisseton Wahpeton College Bookstore](#)
- » [Lakota: A language Course for Beginners](#)

- » [Lakota Language Workbook](#)
- » [Lakhotiya Woglaka Po! Speak Lakota Books](#)
- » [New Lakota Dictionary](#)
- » [Reading and Writing the Lakota Language](#)
- » [Dakhota la Wohdaka Po!](#)
- » [Beginning Dakota](#)
- » [550 Dakota Verbs](#)
- » [An English- Dakota Dictionary](#)
- » [Nakon-i'a wo! Beginning Nakoda](#)

Component C: Teacher instruction is Oceti Sakowin sustaining.

Personal Readiness

a	b	c	d	e
Teacher shares reflections on their own personal experiences to promote cultural awareness and inclusion in their classroom. Teacher leads discussions with others about and advocates for use of the OSEUS.	Teacher shares reflections on their own personal experiences and biases to promote understanding related to the OSEUS. Teacher participates in discussions with others about and advocates for use of the OSEUS.	Teacher shares reflections on their own biases and personal experiences (including misunderstanding of or lack thereof) related to the OSEUS. Teacher shares information about their personal use of the OSEUS.	Teacher individually reflects on their own biases and personal experiences (including misunderstanding of or lack thereof) related to the OSEUS.	Teacher uses biases or preconceived notions (including misunderstanding of or lack thereof) or does not have personal experiences related to the OSEUS.

Student-Centered Instruction

a	b	c	d	e
Teacher involves students in instructional planning; educational experiences are student-centered and led, incorporate OSEUS, and promote place-based learning.	Teacher collects student feedback to inform instructional planning. The majority of instruction is student centered; educational experiences are student-centered and led, incorporate OSEUS, and promote place-based learning.	Teacher incorporates project-based lesson(s) or unit(s) aligned to or connected to the OSEUS.	The majority of instruction is teacher-led with content derived from textbooks and the teacher's own personal experiences. Student experiences and perspectives are included in classroom discussions.	Instruction is teacher-led, content is derived from textbooks and the teacher's own personal experiences

Oceti Sakowin Sustaining Pedagogy				
a	b	c	d	e
The teacher uses Oceti Sakowin oral traditions, written accounts, and concepts (e.g., Tribal Sovereignty and Treaties, Culture and Language) in daily instruction.	The teacher uses Oceti Sakowin oral traditions, written accounts, and concepts (e.g., Tribal Sovereignty and Treaties, Culture and Language) in weekly instruction.	The teacher is building their own personal knowledge of Oceti Sakowin oral traditions, written accounts, and concepts (e.g., Tribal Sovereignty and Treaties, Culture and Language).	The teacher introduces culture through food and holidays irrespective of those cultures represented in their classrooms.	The teacher uses a multicultural framework as a model for instruction (does not recognize or incorporate students' unique cultures).
Component C Resources				
<ul style="list-style-type: none"> » Changing the Narrative about Native Americans » Native American Students Respond to American Education » Native Youth Are More Than Statistics » Oceti Sakowin – The People of the Seven Council Fires » WoLakota Culturally Responsive Practices Online Course » The Resilience of the Native American People 				

Component D: The teacher collaborates with colleagues to implement the OSEUS.

Dedicated Collaboration Time

a	b	c	d	e
All teachers have dedicated time to work on improving OSEUS integration during weekly grade level, content area, or instructional team meetings. Teams use processes for vertical and horizontal integration.	All teachers have dedicated time to work on improving OSEUS integration during monthly grade level, content area, or instructional team meetings.	Some teachers have dedicated time to work on improving OSEUS integration during quarterly or annual grade level, content area, and instructional team meetings. Teachers work informally with other teachers on OSEUS integration.	Teachers have dedicated collaboration time for mathematics, ELA, and other assessed subject areas. Each teacher works independently on OSEUS integration.	Teachers work independently on OSEUS integration or not at all.

Networking

a	b	c	d	e
Teachers network (seek and share ideas and resources) to integrate OSEUS in their instruction across grades and content areas inside and outside their district.	Teachers network (seek and share ideas and resources) to integrate OSEUS in their instruction across grades and content areas inside their district.	Teachers network (seek and share ideas and resources) among colleagues to integrate OSEUS in their instruction.	Teachers network (seek and share ideas and resources) about content areas instruction for their grade or content area.	Teachers work independently to identify ideas and resources for instruction.

Trust and Respect				
a	b	c	d	e
During team meetings, all teachers share responsibilities and actively participate in the conversation about improving OSEUS integration (e.g., verbally share ideas, question, nod, make eye contact), and create space for and listen to different perspectives.	All teachers attend and actively participate in team meetings about improving OSEUS integration (e.g., verbally share ideas, question, nod, make eye contact), and invite and listen to different perspectives.	All teachers attend team meetings about improving OSEUS integration; only one point of view is presented and other perspectives are not invited.	Teachers attend meetings about improving OSEUS integration; certain voices dominate the conversation.	Teachers receive information about the OSEUS with limited structured opportunities for dialogue.
Reflection				
a	b	c	d	e
Each teacher verbally shares reflections and next steps at the close of each team meeting to improve OSEUS integration and student learning.	Teachers share beneficial reflections related to their experiences using the OSEUS and student learning during team meetings.	Teachers share reflections related to their experiences using the OSEUS during team meetings.	Teachers share reflections unrelated to improving instruction informally with peers.	Teachers' comments on instruction are focused on student deficits.
Component D Resources				
<ul style="list-style-type: none"> » Wóokiye Project » Wóokiye Teacher Orientation for Groups embracing the OSEUS » WoLakota Project 				