



# About the R11CC

The Region 11 Comprehensive Center (R11CC) serves the states of Nebraska, North Dakota, South Dakota, and Wyoming, collaborating with state and regional education agencies to provide high-quality, intensive capacity-building services using strategies rooted in research.



## *Using Bright Spots in South Dakota Indian Country to Increase Native American Student Achievement*

**Need:** Educators who serve Native American students are often at the intersection of different requirements, regulations, funding opportunities, and constraints. These factors can inhibit the capacity of educators to pursue evidence-based educational practices and approaches. However, they also present an opportunity to examine the “bright spots” happening in schools where educators are embracing the intelligence and culture of Native American children and are using educational practices that draw from and build on Indigenous knowledge to foster environments in which all students can achieve their potential.

**How we’re helping:** The R11CC is collaborating with the South Dakota Department of Education (SD DOE), the Office of Indian Education (OIE) within the South Dakota Department of Tribal Relations, tribal education departments, districts, and schools to identify existing practices associated with positive Native American student outcomes and share them statewide. To do this, we’ve worked to build an understanding of how to increase the implementation of the Oceti Sakowin Essential Understandings and Standards (OSEUS) in schools across the state, including supporting educators at pilot schools, creating resources for teachers, and implementing leadership and competency system drivers.

This year, we’ll work to:

- Provide ongoing network support with teachers implementing the OSEUS.
- Implement the OSEUS needs assessment survey statewide with teachers.
- Complete an Indigenous student wellness landscape analysis and determine aligned supports.

**What we plan to accomplish:** The long-term outcomes associated with this project are to increase kinship, harmony, and cultural empathy between Native American and non-Native American South Dakotans. We intend to support more opportunities for tribal education departments to guide decision-making, increase reciprocity, and increase collaboration among agencies providing systemic supports for the OSEUS implementation and other project priorities. In addition, we will offer ongoing support and networking for pilot study teachers implementing the OSEUS and collaborate with partners to identify system drivers to support mental health and wellness priorities for Indigenous students. This work toward scaled implementation of the OSEUS and other evidence-based practices for teaching content standards using Indigenous knowledge is intended to increase Native American students’ academic achievement scores.

**How we’re building sustainability:** Using a collaborative, capacity building approach, we’re working with staff from SD DOE and OIE to prioritize system drivers for statewide implementation of the OSEUS in schools; use data to inform OSEU standards revision; and share and promote resources, including the OSEUS lesson plan template, for long-term statewide use.

11/30/2023

To learn more, please contact R11CC co directors:

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*The contents of this document were developed by the Region 11 Comprehensive Center under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.*