The information below documents activities addressing Indian Education For All.

1. Describe in a brief statement (beyond a course number and title) how the methods course addresses Indian Education for All, including the Essential Understandings Regarding Montana Indians.

   In this methods course, we use the Montana Common Core State Standards—English Language Arts and the IEFA Essential Understandings Regarding Montana Indians to inform our discussion of texts (fiction and non-fiction, oral and written), author’s perspectives, writing style and genre, and historical/cultural context. We read texts (short texts, long texts, poetry and prose) by and about Native Americans, including Sherman Alexie, Joseph Bruchac, Marlene Carvell, Velma Wallis, etc. We also use Birthright: Born to Poetry—A collection of Montana Indian Poetry compiled by Dorothea Susag (MT OPI, 2012). As we read, discuss, and write about these authors and texts, we address the Essential Understandings and MT CCSS in Reading, Writing, Language, and Speaking/Listening.

2. List and provide artifacts (student work, course readings/resources, content taught, guest speakers) that constitute evidence of instruction regarding Indian Education for All (in electronic or paper format).

   This course uses teaching materials from MT OPI website, IEFA Essential Understandings, and MT CCSS—English Language Arts. We use primary sources to inform our historical/cultural understanding of these texts and topics. Students read/write a response to Reading Native American Literature by Bruce Goebel (NCTE, 2004). Students view/write a response to the video, Teaching Multicultural Literature: A Workshop for the Middle Grades (Annenberg/PBS), which features Joseph Bruchac, Shirley Sterling, and Laura Tohe. Students view/write a response to the video, The Expanding Canon: Teaching Multicultural Literature in High School (Annenberg/PBS, 2003), which features James Welch, Mourning Dove, and N. Scott Momaday. We invite Native American teachers or teachers of Native American students to our class.

3. Describe how student performance is assessed regarding Indian Education for All.

   Student assessments in ENT 441 Teaching Reading and Literature that address IEFA and the MT CCSS include 1) thoughtful, respectful class participation; 2) written response and analysis of the literary texts by and about Native Americans, the Annenberg/PBS video programs, and Reading Native American Literature; and 3) lesson plans and curriculum units that integrate works by and about Native Americans. These lesson plans and curriculum units must provide a rationale, an articulation of IEFA and MT CCSS for English Language Arts, and culturally-responsive strategies. The goal is to prepare beginning English language arts teachers with the knowledge, skills, and professional behaviors/dispositions to teach IEFA and the MT CCSS to middle and high school students.