

BNAS board report April 2024

BNAS Student Mentorship Program Report

The Board of Native American Studies (BNAS) successfully implemented a student mentorship initiative aimed at alleviating the burden of assessment implementation while fostering intergenerational connections within our school community.

Initiative Overview:

BNAS addressed the challenge of administering assessments by enlisting high school students to assist BNAS teachers at Bullshoe Elementary. Sophia and Lateasha Gober-Guerrero, under the supervision of Principal Jennifer Lefromboise-Wagner, provided invaluable support to younger students during the assessment process.

Key Achievements:

- **Student Assistance:** High school students guided elementary students through the assessment, easing their navigation of questions and procedures.
- **Generational Exchange:** The initiative facilitated meaningful interactions between older and younger students, fostering the exchange of generational knowledge and cultural traditions.
- **Language Appreciation:** High school mentors were impressed by the proficiency of younger students in Blackfoot Language, showcasing the success of language preservation efforts within our district.

Future Directions:

BNAS aims to sustain and expand this mentorship opportunity, recognizing its dual benefits of academic support and cultural enrichment. By continuing to pair older students with younger counterparts, we aim to cultivate a sense of leadership and responsibility among our student body while strengthening our commitment to heritage preservation.

Benefits:

- **Language Revitalization:** The program reinforces the importance of Blackfoot Language and culture, instilling a sense of pride and ownership among students.
- **Mentorship Opportunities:** Older students gain valuable mentoring experience, fostering personal growth and leadership skills.
- **Teacher Support:** The initiative relieves BNAS teachers of assessment implementation duties, allowing them to focus on delivering quality instruction and support to students.

In conclusion, the BNAS Student Mentorship Program exemplifies our dedication to academic excellence, cultural preservation, and community engagement. We look forward to furthering this initiative and nurturing the next generation of leaders within our school district.

Feedback for the Giving the Gift of Language Workshop in Bozeman

****Workshop Impact on ASLA Implementation****

During the recent workshop on Accelerated Second Language Acquisition (ASLA), teachers provided overwhelmingly positive feedback, indicating a significant enhancement in their comprehension and proficiency in utilizing ASLA methodology within their classrooms.

****Methodology Overview:****

The ASLA approach strategically employs a diverse array of images, meticulously chosen to construct a rich language landscape. Through immersive techniques, teachers are empowered to facilitate language acquisition by guiding students through real-life scenarios and interactions.

****Key Findings:****

- ****Enhanced Understanding:**** Teachers reported a notable expansion in their comprehension of ASLA principles, recognizing the efficacy of visual aids in language instruction.
- ****Increased Confidence:**** The workshop bolstered teachers' confidence in implementing ASLA techniques, equipping them with the necessary tools to create immersive language environments.
- ****Inspiration and Innovation:**** Participants expressed newfound inspiration and creativity in their instructional approaches, with the workshop serving as a catalyst for innovative oral language instruction strategies.

****Implications for Classroom Practice:****

The workshop has provided teachers with a repertoire of innovative strategies for oral language instruction, fostering a dynamic and engaging learning environment for students. By incorporating ASLA techniques, educators can promote active participation and language fluency among learners.

****Future Directions:****

Moving forward, it is imperative to continue supporting teachers in their implementation of ASLA methodology through ongoing professional development opportunities and collaborative learning communities. By nurturing a culture of continuous improvement and innovation, we can ensure sustained progress in language acquisition and proficiency across our classrooms.

****Conclusion:****

The ASLA workshop has proven instrumental in empowering teachers to harness the power of visual immersion and experiential learning in language instruction. As educators embrace these innovative techniques, we anticipate a transformative impact on student engagement, comprehension, and fluency in the target language.

****Innovative Language Instruction Methods in Action****

A testament to the creativity and dedication of our teaching staff, recent observations have revealed the mastery with which our educators are infusing language instruction with excitement and effectiveness through interactive games and activities.

****Example of Engaging Instruction:****

I had the privilege of witnessing the ingenuity of Anna Armstrong, who ingeniously devised a 'Mr. Potato Head' game to reinforce language learning. In this captivating activity, students are encouraged to participate actively as they listen attentively to Anna's prompts in the Blackfoot Language. With each instruction, students eagerly add the corresponding body part to their potato character, fostering a dynamic and immersive learning experience.

****Key Features of the Game:****

- ****Interactive Engagement:**** The game encourages active participation, fostering a sense of involvement and ownership among students as they construct their potato characters.
- ****Safe Competitive Environment:**** Through friendly competition, students are motivated to engage with the language, creating a supportive and encouraging atmosphere conducive to learning.
- ****Excitement and Learning:**** The game harnesses the natural excitement and enthusiasm of students, channeling it into meaningful language acquisition experiences.

****Impact on Language Acquisition:****

Anna's 'Mr. Potato Head' game exemplifies the power of gamification in language instruction, transforming the classroom into a vibrant and dynamic learning environment. By integrating playfulness and interaction into the curriculum, teachers like Anna are not only making language learning enjoyable but also enhancing its effectiveness and retention.

****Implications for Instructional Practice:****

The success of this innovative approach underscores the importance of incorporating interactive and experiential learning activities into language instruction. By leveraging students' innate curiosity and enthusiasm, educators can create immersive language experiences that deepen comprehension and fluency.

****Continued Support and Recognition:****

As a department, it is essential that we continue to recognize and support the innovative efforts of our teachers in enriching language instruction. By providing resources, professional development opportunities, and collaborative platforms, we can empower educators to continue exploring and implementing creative teaching methods that inspire and engage students.

****Conclusion:****

Anna Armstrong's 'Mr. Potato Head' game serves as a shining example of the transformative potential of interactive and engaging language instruction methods. Through ongoing collaboration and support, we can ensure that such innovative practices continue to flourish, enriching the language learning journey for all students. Anna is not the only teacher to create these types of wonderful games and other teachers have done this wonderful work. It will be shared with the board on next meeting.

****Enhancing Language Resources: Procurement of Blackfoot Children's Songs****

In our ongoing efforts to enrich language instruction and cultural immersion experiences for our students, I have taken proactive steps to expand our repertoire of Blackfoot language resources by reaching out to Fluent Blackfoot Speaker, Rossella Many Bears.

Rossella Many Bears:

Through dialogue with Rossella Many Bears, we have identified that she had independently translated several traditional children's songs in the Blackfoot Language that hold educational and cultural significance. These include beloved classics such as 'Itsy Bitsy Spider,' 'Twinkle Twinkle Little Star,' 'A Beautiful Day in the Neighborhood,' and 'Old MacDonald Had a Farm.'

****Vendor Partnership and Song Acquisition:****

In recognition of the value these songs offer to our language program, we have successfully established Rossella Many Bears as a vendor, enabling us to procure the rights to utilize these culturally enriching resources within our curriculum.

****Creative Endeavors:****

In addition to acquiring traditional children's songs, we are also exploring innovative ways to engage students through multimedia platforms. To this end, we are planning to produce music videos featuring these songs, along with a Blackfoot rendition of the popular tune 'Baby Shark,' aptly titled 'Issitsiimään.'

****Collaborative Partnership with Drew Landry:****

To bring these creative endeavors to fruition, we are hopeful to secure the expertise of Drew Landry through a Consulting Services Agreement (CSA). Drew's proficiency in filming, editing, and music composition will be invaluable in producing high-quality music videos that captivate and educate our students.

****Expected Outcomes:****

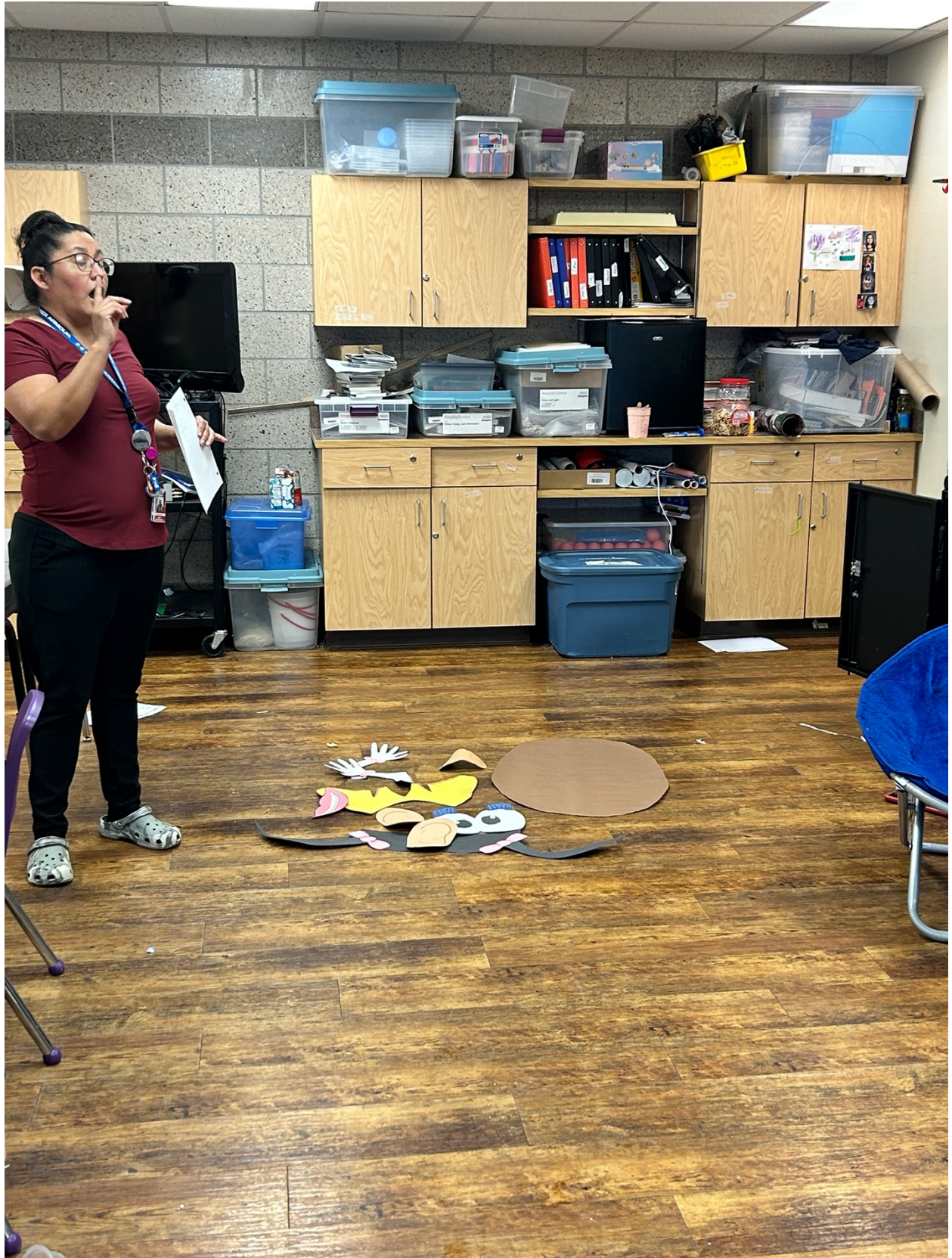
- Enriched Language Curriculum: The inclusion of traditional Blackfoot children's songs will enhance our language instruction, providing students with authentic cultural experiences.
- Multimedia Engagement: Music videos offer a dynamic and engaging platform for language learning, catering to diverse learning styles and preferences.

- Community Collaboration: Collaborative partnerships with cultural experts like Rossella Many Bears and creative professionals like Drew Landry foster a sense of community and collective ownership over our language revitalization efforts.

****Conclusion:****

The acquisition of Blackfoot children's songs and the planned production of music videos represent significant strides in our commitment to promoting language preservation and cultural revitalization. By leveraging the expertise of community members and creative professionals, we are poised to create immersive and impactful learning experiences for our students.













Työ isstsiipäättüpiiyö'p' Blackfeet Introduction
Oh Source of Life
isspoommookinään
Help us
näakuyisstsiisinääm
may listen
immoôtsiisinääm
may be kind to each other
• kimääsinään
may try hard
nätoössinään
may be honest
itüksin
Sä
• nittanikkoo
name is
tsin' kääsim
is
am
pii
im ätsoo köö iito'nnyo'p'
• tükii —
works at
ükii

