



Time	Presenter(s)	Section Title <i>*Click on the course name to get the course description*</i>	Room	Grade Level/Subject
Sign in at the front of the Theatre with Makayla Yates				
Session 1 8:00-9:15	Flag Song: Josiah Hugs		Theatre	
	Keynote: Violet Duncan Residential Schools and Day Schools			
9:15 - 9:25	Housekeeping Section Evaluations PIR Assessment & Step-Up			
Time	Presenter(s)	Section Title <i>*Click on the course name to get the course description*</i>	Room	Grade Level/Subject
Session 2 9:30 - 10:25	Julie Jeffers	Developing IEFA Integration Curriculum Maps	Library	K-12 ELA
	Jacie Jeffers	How Do Leaders Adapt to Change?	201	6-12 ELA
	Jessica Gaudreau	Not an Afterthought: Building an English Curriculum with IEFA as the Foundation	202	6-12 ELA

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Sign in at the front of the Theatre with Makayla Yates				
	Jessica Felchle & Kim Busch	Indigenous Ingenuity (2-hour Session)	220	K-12 Science
	Matt Bell	Language and Cultural Activities for All	203	K-12
Time	Presenter(s)	Section Title	Room	Grade Level/Subject
Session 3 10:30 - 11:25	Jessica Louk	Movers and Shakers	203	K-5
	Jacie Jeffers	How Do Leaders Adapt to Change?	201	6-8 Social Studies
	Cheyenne Aldrich	The Black Hills Are Not For Sale	202	9-12 Social Studies
	Jessica Felchle & Kim Busch	Indigenous Ingenuity (2-hour Session)	220	K-12 Science
	Julie Jeffers	Engaging Students through Indigenous Storytelling	Library	K-12
Lunch 11:30 -12:25	Mariah Gladstone		Cafeteria & Commons	
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Session 4 12:30 - 1:25	Violet Duncan	Storytelling as a Tool for Social Change	Theatre	K-12 ELA
	Jacie Jeffers	How Do Leaders Adapt to Change?	201	6-12 ELA
	Jessica Gaudreau	Not an Afterthought: Building an English Curriculum with IEFA as the Foundation	202	6-12 ELA
	Julie Jeffers	Strength, Spirit, and Strategy: Teaching Native Games	MAIN GYM	K-12 Games
	Matt Bell	Language and Culture Activities For All	203	K-12
Time	Presenter(s)	Section Title	Room	Grade Level/Subject
Session 5 1:30 - 2:25	Shreane Reay, Carolyn Rusche & Johanna Trout	Aligning IEFA with ELA Wonders: Accessible and Impactful Literacy Instruction	Library	K-3 ELA
	Jacie Jeffers	How do Leaders Adapt to Change?	201	6-8 Social Studies
	Cheyenne Aldrich	The Black Hills Are Not For Sale	202	9-12 Social Studies
	Julie Jeffers	Strength, Spirit, and Strategy: Teaching Native Games	MAIN GYM	K-12 Art/Games

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	Mariah Gladstone	Roots of Knowledge: Teaching Ethnobotany Through Indigenous Ways of Knowing	Theatre	K-12
Time	Presenter(s)	Section Title	Room	Grade Level/Subject
Session 6 2:25 - 3:30	Student Panel	High school students will reflect on their experiences sharing powwow teachings with elementary students.	Theatre	K-12
*Please complete the survey at the end of each session. A copy of your responses will be sent to your email. 2025 IEFA Symposium Step Up form will be sent to participants after attendance has been completed on June 7th.				

Course Descriptions

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Session 1 8:00 - 9:25	Violet Duncan	Residential and Day Schools	-Family History: Discuss the generational impact of the Indian residential school system on family members, including parents, aunts, uncles, and grandparents, and how their experiences shape perspectives and healing processes. - Personal Story as a Day School Survivor: Sharing personal experiences of the impact of day schools on Native children and families. - Uncovering Unmarked Children's Graves: Discuss the recent discoveries of unmarked graves and the collective trauma experienced by Native communities. - Speaking Up About Harrowing Experiences: Addressing the importance of amplifying the voices and stories of survivors of the Indian residential school system.
Session	Presenter	Title	Description
Session 2 9:30 - 10:25	Julie Jeffers	Developing IEFA Integration Curriculum Maps	Ready to bring Indian Education for All (IEFA) to life in your classroom? This hands-on professional development course provides educators with the practical skills needed to develop IEFA-integrated curriculum maps. Participants will learn a systematic approach to curriculum mapping, focusing on identifying opportunities to authentically embed Indigenous histories, cultures, contributions, and contemporary issues within their existing content. Through this interactive workshop, educators will gain experience in analyzing curriculum frameworks and aligning learning objectives with IEFA principles that reflect Indigenous perspectives. This course emphasizes practical application and provides participants with templates, resources, and strategies they can immediately implement to create curriculum maps that foster a deeper

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			understanding and appreciation of Montana's American Indian heritage for all students.
	Jacie Jeffers	How Do Leaders Adapt to Change?	Since Time Immemorial, tribal nations have lived successfully on these lands, with worldviews and leadership deeply rooted in place, land, and community. Reservations were reserved by or for tribes through treaties, statutes, or executive orders, recognizing their sovereignty and title to the land. In the face of cultural, political, and environmental change, many community leaders have drawn on this same traditional knowledge, collective wisdom, and resilience, adapting through cultural strength rather than assimilation. Participants will explore how leaders adapt to change and make difficult decisions by analyzing themes such as environmental change, resistance, sovereignty, decolonization, cultural resilience, and social justice within the context of historical continuity and change.
	Jessica Gaudreau	Not an Afterthought: Building an English Curriculum with IEFA as the Foundation	Although English teachers work to meet minimum requirements for implementing IEFA, it can often feel disconnected from the rest of the curriculum, especially when textbooks, curriculum resources, and other required novels aren't structured with Montana State Standards or IEFA in mind. This presentation strives to share practical ways for high school teachers to build an "IEFA Foundation" that will complement the existing curriculum while creating a more integrated and cohesive plan for the year. With an emphasis on universal virtues and versatile themes found in Indigenous stories, the presenter will share specific resources, texts, and lesson plans, as well as the more general structure that can be adapted for different grade levels and curricula. Ideal for English teachers, 6-12.
	Jessica Felchle & Kim Busch	Indigenous Ingenuity (2-hour Session)	In this hands-on workshop, middle school science teachers will explore the innovative design of the Plains Indians tipi and learn how to integrate students' background knowledge and cultural insights into STEM education. Understanding the traditional design of the Plains Indian tipi and how it optimizes thermal energy management and aerodynamic efficiency. Using traditional tipi teachers will explore the conical shape of the tipi, the positioning of the entrance, and the materials used, connected to NGSS standards on energy transfer and heat conduction. Exploring the significance of buffalo hides in regulating temperature within the tipi and how the use of natural materials reflects an understanding of local ecosystems and environmental sustainability. Teachers will examine the role of fire in indigenous ceremonies and rituals and its contribution to thermal energy, energy transformation and the transfer of heat energy. This two-hour workshop will focus on incorporating engineering and design standards as well as energy transfer and the transfer of heat energy standards from the Next Generation Science Standards (NGSS) while honoring the rich cultural heritage of Indigenous peoples.
	Matt Bell	Language and Cultural Activities for All	Rooted in the Montana Office of Public Instruction's vision for equitable education, this professional development course equips educators with practical strategies to support English Learners (ELs) while honoring the cultural identities of all students. Drawing on the expertise of OPI's Title III initiatives and Indian Education for All (IEFA) frameworks, participants will explore activities that blend language development with authentic Indigenous content. Educators will align instructional practices with WIDA standards and culturally responsive pedagogy to create inclusive, engaging, and academically rigorous classrooms for every learner.
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Session 3	Jessica Louk	Movers and Shakers	Amp up your IEFA lessons with these engaging, creative, and packaged lessons/projects focused on Connecting Montana - "Women's History" and

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10:30 - 11:25			"Traditional Indigenous Games". Increase your knowledge of two Montana women, Eloise Cobell - Blackfoot woman responsible for shedding light on the injustices of the allotment act, AND Susie Walking Bear - Crow woman responsible for improving health care, through two project-based lessons, READY to grab 'n go teach! Lastly, elevate your knowledge of some traditional, Montana Indigenous games through this collaborative lesson/project aimed at reinforcing the "Components of Fitness", while connecting each component to a traditional game through using Writereader! MOVE it to this class and leave with three, complete lessons to teach your students!
	Jacie Jeffers	How Do Leaders Adapt to Change?	Since Time Immemorial, tribal nations have lived successfully on these lands, with worldviews and leadership deeply rooted in place, land, and community. Reservations were reserved by or for tribes through treaties, statutes, or executive orders, recognizing their sovereignty and title to the land. In the face of cultural, political, and environmental change, many community leaders have drawn on this same traditional knowledge, collective wisdom, and resilience, adapting through cultural strength rather than assimilation. Participants will explore how leaders adapt to change and make difficult decisions by analyzing themes such as environmental change, resistance, sovereignty, decolonization, cultural resilience, and social justice within the context of historical continuity and change.
	Cheyenne Aldrich	The Black Hills Are Not For Sale	This course delves into the complex and contentious history surrounding the Black Hills, with a focus of the pivotal events and treaties that shaped the conflict. Students will explore the significance of the Treaty of Fort Laramie and its promises to the Lakota people, as well as the subsequent breaches by the United States government. Through critical analysis, participants will gain a deep understanding of the social, political and legal contexts that led to the seizure of the Black Hills, and the lasting impact this has had on Indigenous sovereignty and U.S. history. By the end of this course, participants will be able to accurately interpret the key events leading to this historic injustice.
	Jessica Felchle & Kim Busch	Indigenous Ingenuity (2-hour Session)	Continued
	Julie Jeffers	Engaging Students Through Indigenous Storytelling	Indigenous storytelling is a cornerstone of cultural expression that transcends generations, fostering wisdom, community, and identity. This workshop will provide educators with the necessary tools to engage students through the rich narratives of Indigenous cultures. Participants will first engage in an exploration of the fundamental elements of Indigenous oral traditions and the ways these narratives convey cultural values, historical knowledge, and community bonds. We will then transition into the realm of written storytelling, discussing how these narratives can be incorporated into modern educational settings to enrich curricula and enhance student engagement.
11:30 - 12:25	Lunch - RSVP		
Session	Presenter	Title	Description
Session 4 12:30 - 1:25	Violet Duncan	Storytelling as a Tool for Social Change	Storytelling is a powerful tool for social change as it allows individuals to share their experiences, perspectives, and struggles in a compelling and relatable way. Through storytelling, important social issues can be brought to light, creating awareness, inspiring action, and fostering dialogue and understanding.
	Jacie Jeffers	How do Leaders adapt to change?	Since Time Immemorial, tribal nations have lived successfully on these lands, with worldviews and leadership deeply rooted in place, land, and community.

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	Julie Jeffers	Strength, Spirit, and Strategy: Teaching Native Games K-12	This session introduces educators to traditional Native games that promote physical strength, mental focus, endurance, and community connection. Rooted in the lifeways of various Indigenous nations, these games reflect deep cultural teachings and emphasize values such as respect, perseverance, and teamwork. Participants will learn how to implement Native games across grade levels, explore their historical and cultural significance through story, adapt them for diverse learners, and connect them to Montana's PE and Health standards as well as Indian Education for All. This course cultivates culturally responsive teaching practices while promoting historically accurate understanding, student wellness, social-emotional growth, and intercultural understanding. Educators will foster student agency, teamwork, and identity development—preparing learners to be healthy, respectful, and globally aware citizens.
	Matt Bell	Language and Cultural Activities for All	Rooted in the Montana Office of Public Instruction's vision for equitable education, this professional development course equips educators with practical strategies to support English Learners (ELs) while honoring the cultural identities of all students. Drawing on the expertise of OPI's Title III initiatives and Indian Education for All (IEFA) frameworks, participants will explore activities that blend language development with authentic Indigenous content. Educators will align instructional practices with WIDA standards and culturally responsive pedagogy to create inclusive, engaging, and academically rigorous classrooms for every learner.
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	Shreane Reay, Carolyn Rusche & Johanna Trout	Aligning IEFA with ELA Wonders: Accessible and Impactful Literacy Instruction	This course highlights the collaborative work of the Wonders team, who spent the spring aligning the Wonders English Language Arts curriculum with Montana's Indian Education for All (IEFA) Scope and Sequence. The result is a thoughtfully integrated framework that ensures each unit meaningfully incorporates Indigenous perspectives, aligns with Montana Content Standards, and reflects the Essential Understandings Regarding Montana Indians. Participants will explore how the adapted curriculum offers bite-sized, manageable lessons that maintain instructional rigor while honoring teacher time and pacing needs. The course offers tools and exemplars that support culturally responsive literacy practices, deepen student engagement, and promote equity and understanding. By combining high-quality ELA instruction with Indigenous

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Session 5 1:30 - 2:25			content, this curriculum supports the development of students who are thoughtful, respectful, and well-prepared to meet graduate profile competencies such as critical thinking, communication, and global citizenship.
	Jacie Jeffers	How do leaders adapt to change?	Since Time Immemorial, tribal nations have lived successfully on these lands, with worldviews and leadership deeply rooted in place, land, and community. Reservations were reserved by or for tribes through treaties, statutes, or executive orders, recognizing their sovereignty and title to the land. In the face of cultural, political, and environmental change, many community leaders have drawn on this same traditional knowledge, collective wisdom, and resilience, adapting through cultural strength rather than assimilation. Participants will explore how leaders adapt to change and make difficult decisions by analyzing themes such as environmental change, resistance, sovereignty, decolonization, cultural resilience, and social justice within the context of historical continuity and change.
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	Mariah Gladstone	Roots of Knowledge: Teaching Ethnobotany Through Indigenous Ways of Knowing	This course explores ethnobotany—the relationship between Indigenous peoples and plants—as a rich, interdisciplinary foundation for implementing Indian Education for All and honoring Indigenous ways of knowing. Participants will engage with traditional ecological knowledge, learning how Native communities have sustainably used, cared for, and passed down knowledge about native plants for food, medicine, tools, ceremony, and teaching. Grounded in the Essential Understandings Regarding Montana Indians, this course empowers educators to integrate ethnobotany into science and health curricula in culturally respectful and standards-aligned ways. Educators will uncover how Indigenous knowledge systems reflect deep scientific observation, sustainability practices, and intergenerational wisdom through storytelling, seasonal cycles, place-based learning, and hands-on applications. This course cultivates inquiry, observation, wellness, and cultural awareness. It supports graduate profile competencies by fostering critical thinking, responsible citizenship, environmental stewardship, and meaningful cross-cultural relationships—preparing students to understand their place in the natural world and their role in sustaining it.
Session 6	Student Panel		

	Presenter	Section Title	Description
30			