
Supporting our Most Vulnerable Populations

— Equity, Diversity, and Inclusion —
Since Time Immemorial

Introductions

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Agenda

- I. How we're coming into this space?
 - A. Past and Present!
- II. Research questions asked as a 1st year doc student at the UW
- III. What our survey found
- IV. Questions for consideration
 - A. How do we address diversity, equity, and inclusion with Since Time Immemorial and tribal relationships?
 - B. How to move STI and/or local curriculum forward?

Since Time Immemorial & Teacher Education

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UW - Decolonizing Education

Initial Research Inquiry

In 2015, the Washington State Legislature passed Senate Bill 5433 requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes (OSPI).

The legislature claimed, “the need to affirm the state’s commitment to educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington” (Substitute Senate Bill 5433, Sec.1).

Our research questions are intended to speak to tribal sovereignty and self-determination as relational to the curriculum. We also seek to understand the degree to which the state is fulfilling its obligations of, (1) providing culturally relevant and responsive opportunities, (2) teaching students the history and culture of their nearest neighbor, and (3) ensuring that the *Since Time Immemorial* curriculum is taught in all schools.

Initial Question(s) asked:

1. How is sovereignty and self-determination actualized within the mission and practice of the Office of Native Education (OSPI) and the Since Time Immemorial curriculum?
2. How is the Since Time Immemorial Curriculum being implemented in your system? If so, are you providing training? What would help with the implementation?
3. What are different programs at UW doing in their coursework to prepare its students/student interns to have a firm grounding in and be able to respectfully and effectively teach STI in and beyond their current teaching placements?

Research Question(s) asked:

- Research Question(s): Survey to relevant **OSPI** personnel
 - How is equity work defined within the organization's mission or equity statement?
 - How does the implementation of STI align with OSPI's definition of equity?
 - What are the goals or expected outcomes from STI implementation?
 - What is the intention for how critical consciousness/equity/justice is taught in STI?
 - How is STI being picked up by students?
 - How are students empowered to put this learning into practice during or after STI?
 - What are the barriers between what's being said and what's being done?

Research Question(s) asked:

- Research Question(s): Survey of district **superintendents** and school **principals** through OSPI
 - How is your school/district implementing STI?
 - Have you/teachers in your district completed the OSPI-provided training?
 - How is STI being picked up by students?
 - How are students empowered to put this learning into practice during or after STI?
 - What would help you implement STI?

Our Question(s) asked ended up being:

1. What are the University of Washington's Elementary Teacher Education Program (ELTEP), Secondary Teacher Education Program (STEP), Special Education Teacher Education Program (SPEDTEP), and Seattle Teacher Residency (STR) doing in their coursework to prepare students to have a firm grounding in STI and/or be able to respectfully and effectively incorporate STI beyond their experiences at UW, as educators and administrators?

Research Question(s) asked:

- Research Question(s): Surveys with Program Directors
 - In what ways do you see STI being incorporated into your program(s)?
 - Could you tell us what work is being done in your program(s) to ensure candidates are able to respectfully and effectively teach STI?
 - If you could offer a student perspective, what do you think they would say their key learnings from STI would be?
 - How do you think students would assess the value of this course after graduation?
 - To what degree do you think graduates leave the program equipped with knowledge, skills, and conviction to fulfill the state mandate to teach STI in all schools?

Key Findings

- UW teacher candidates appear to be better prepared; however, once students graduate, there is little evidence how they teach STI or incorporate indigenous epistemologies or pedagogies into their teaching.
- Classes where candidates take up STI are popular and going well, with much credit to the instructors
- Students in one or more program generally come away with key learning around the following topics: Windows & Mirrors (Identity work used as a theme in the summer), Food Sovereignty, Outdoor education, Importance of communities, Incorporating elders , Engaging families
- Candidates sometimes struggle to reconcile indigenous perspectives and historical perspectives, especially in areas where historical approaches are explicitly at odds with indigenous epistemologies, resulting in positive but insufficient takeaways

Key Recommendations

- Observe recent graduates teaching STI and determine their support needs that are consistent with tribal learning models
- Continue to develop meaningful partnerships with tribal communities and OSPI to ensure learning and teaching around STI is undertaken responsibly and with fidelity
- Provide opportunities instructors to collaborate and share practices, across and within programs, to incorporate STI and indigenous epistemologies into their course structures and content. If possible, include opportunities for all candidates to see STI and indigenous epistemologies being taught in schools in various content areas.
- Incorporate elements of STI and indigenous epistemologies into all program courses early and often. This could be especially powerful in courses that focus on classroom management.

Extensions - Co-collaborative Spaces

- I. PESB/WACTE: Design culturally responsive and relevant pedagogical practices/standards across systems.
- II. OSPI: Evaluates and determines best practices being used based on PESB/WACTE suggestions of culturally responsive and relevant pedagogies.
- III. Systems P-20: Provide feedback

Other Question(s) for Consideration:

- I. How to move STI and/or local curriculums forward?
 - A. “Things to Consider for Partnering with local Tribes”

- II. How do we address diversity, equity, and inclusion around Since Time Immemorial and Tribal relationships?
 - A. “Indigenizing the Curriculum” - Cynthia Benally

 - B. “Regenerating Teacher Education Programs with Indigenous Knowledge in Idaho” - Anthony-Stevens et. al.

Things to Consider:

- A. An understanding of the inherent distrust
 - 1. Schools then and now
 - 2. Knowledge systems
 - 3. Histories
- B. Get the ball rolling
 - 1. District Indian Ed/Title Directors
 - 2. Identify Tribes Ed Department Directors/Liaisons
 - 3. Be prepared

Indigenizing the Curriculum:

- A. States that Mandate placed based instruction: Arizona, Oregon, Maine, Wisconsin
1. *Oregon; “organizing and advocacy for Indigenous education are powerful opportunities that bring people together, and clarify values, goals, and commitment processes, that have value in and of themselves.*
 2. *Arizona; “Native and non-Native policymakers could enter into reciprocal and respectful relationships”*
 3. *Montana; “... promising practices such as reciprocal relationships that can develop between state universities and tribal colleges”*

“Native American K-12 content instruction mandates, policies, and laws are ways Natives can and have claimed space in settler societies curricula”

“These laws have the potential to establish zones of sovereignty and serve as resolutions for acknowledging a collective national memory”

Regenerating Teacher Education Program:

- A. Basic Frameworks for social justice and diversity in education
 - 1. Policy changes to teacher accreditation professional standards and deepend attention to culturally responsive pedagogy
 - a) Core Standards for Professional Certification
 - (1) Table 1
 - b) Culturally responsive Frameworks
 - (1) Opportunities for SBOE's/TEPS

“While the foundations of American public education are grounded in homogenous and exclusionary notions of knowledge, including overt racism, sexism, and xenophobia, the evolving nature of U.S. civic life, such as civil rights and self-determination legislation, challenges these origins and presents opportunities to create more inclusive school environment”

Thank you!

Sources

<https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state/partnering-tribes>

<https://www.pesb.wa.gov/preparation-programs/standards/instructional-topic-requirements/since-time-immemorial/>

Cynthia Benally, "Indigenizing the Curriculum: Putting the "Native" into Native American Content Instruction Mandates," *Journal of American Indian Education*, Vol.58, No.3, Fall 2019, pp. 5.10

Vanessa Anthony-Stevens, Johanna Jones, Victor Begay, "Regenerating Teacher Education Programs with Indigenous Knowledge in Idaho," *Northwest Journal of Teacher Education*, Vol.15, issue 3, December 15, 2020.