

STI Tribal Sovereignty in Washington State



Office of Native Education

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*Final Report to the
Bill and Melinda Gates
Foundation
2012*

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I. Executive Summary

The Since Time Immemorial Curriculum (hereafter: STI Curriculum) was developed through a collaborative effort between the Office of the Superintendent of Public Instruction (OSPI) and the tribes within Washington State to meet the legislative intent of House Bill 1495, which recommended inclusion of tribal history into the curriculum across Washington’s common schools. This grant report will describe a significant combined effort, between OSPI staff, Washington State school districts, local tribes, and individual teachers who together have worked to further the expressed goals of HB 1495. The Since Time Immemorial – Tribal Sovereignty in Washington State project established three related objectives: (1) Establishing clear web-based guidance related to implementation of the STI Curriculum; (2) developing and implementing a STI “Train the Trainer” training model including support materials in order to support and disseminate the STI Curriculum; (3) aligning the STI Curriculum with the Common Core State Standards (CCSS) and developing a report on the alignment to accompany STI curricular materials.

Component #1 – STI Pilot Schools: The first outcome of the STI project identified support of the implementation of the highly regarded curriculum project of the same name. The project achieved its Component 1 goal of supporting the integration and implementation of the STI Curriculum in each pilot school on a district and local level. Four pilot project teams successfully participated in the STI pilot projects, beginning with accepting grant funds and thereby confirming participation in the project, and continuing through the successful recruitment of interested teachers, and culminating with the building of collaborative relationships with local tribes.

STI Pilot Project Participants 2011-2012	
District Administrators	4
Tribal Members	13
Teachers	17
OSPI support	5
Total STI Pilot Project Participants	34

The STI Grant evaluation team met with each STI pilot project team to gather information about their successes and frustrations using the curriculum, and through this process learned a great deal about possible implementation and integration improvements.

We heard two clear messages throughout this process: (1) The STI Curriculum site should be improved for increased teacher usability, and (2) Opportunities to share STI curriculum teaching practice between STI Pilot Project teams would benefit both the pilot schools and future teachers using the STI materials in terms of lesson development and innovation. Finally, even in the absence of additional funding to continue development and evaluation of the STI curriculum, all of the pilot schools have indicated that this material will remain an important part of the curriculum utilized in their classrooms. To this end, OSPI is committed to maintaining communication between pilot schools, and has developed a pilot school project website through which teachers can share materials, lesson ideas, and curriculum corrections as they encounter them. This all underscores the commitment STI pilot school teachers and administrators have to seeing this curriculum reach the students in Washington State.

Pilot School Districts	# of Native Students	Percent of school population
Yelm School District	84	1.5%
North Kitsap School District	287	4.3%
Fife School District	36	1%
Muckleshoot Tribal School	360	100%

Component 2 – STI Training of Trainers Model: This component was completed during the summer of 2011. Due to the fact that our trainer, Shana Brown, had few days available to conduct the trainings, we decided to hold two trainings rather than four and have a larger number of participants.

The Tulalip Tribes donated the training space for the western Washington training on July 27, and Heritage University (on the Yakama Nation Reservation in Toppenish) donated the training space for the eastern Washington training on August 8. Training participants were provided in-depth instruction on the STI website, units of instruction, lesson suggestions, and persons who have been utilizing the curriculum discussed ways it is being used in their classroom, library, etc. An agenda can be found in Appendix C in this report, and list of participants is available from OSPI's Office of Native Education.

The training conducted at Tulalip was videotaped. The original footage has been edited and being separated into seven short vignettes: (1) Introduction (2) Overview of training, (3) STI Powerpoint, (4) Resources, (5) How the curriculum works, (6) Participant comments, and (7) Trainer expectations. We chose to divide up the video because the original footage is about 3.5 hours long and we know teachers have limited time available for professional development. The vignettes will be 3-5 minutes long and will be posted on our website so teachers who are unable to attend an in-service training will have these available to them on the STI website.

STI Trainers Trained 2011	
District Administrators	9
Teachers	18
School Staff	2
College Faculty and Staff	2
Total STI Training Participants	32

Component 3 – Common Core Standards: The STI Curriculum is the first in Washington State to be aligned with the English/Language Arts Common Core Standards. We enlisted several OSPI staff, the STI lead curriculum writers, pilot school staff, and other individuals to conduct this work during four scheduled meetings (a list of the CCS alignment team is attached in the appendix). This collaboration was very helpful because several OSPI staff had previous experience with the CCS and were able to guide us through the process. Aligning the STI curriculum to the CCS proved to be a very tedious and time consuming process; however, now this work is complete, it enables other states to use our curriculum within their schools.

II. Progress on Outcomes:

Outcome and Milestones of the STI Project	Current Status	Anticipated Progress or Completion – Year 1
GRANT OUTCOME 1 A detailed guidance on implementation of the Since Time Immemorial Curriculum will be finalized and web-based	Completed	Completed
Milestone 1-a Four pilot schools will confirm continuing participation through application agreements and receive a sub-grant of \$10,000.	Completed.	Completed: Four pilot schools participated, received and spent sub-grant funds.
Milestone 1-b At least two and up to three technical assistance and monitoring visits will occur at each of the 4 schools.	Completed.	Completed
Milestone 1-c Additional technical assistance, professional development and project meeting will be delivered to site participants.	Final pilot school curriculum sharing meeting May 19, 2012.	Completed
Milestone 1-d Information and feedback from students, teachers, principals and community members as well as Tribal members and other stakeholders will be analyzed.	Completed.	Completed

Milestone 1-e Processes, materials and website will be edited and revised for final product production.	Completed	Completed (and ongoing).
(Anticipated) External Factors or Challenges		
<ul style="list-style-type: none"> • Visit and technical assistance must be efficiently scheduled • New teacher participants must be effectively brought into process. • Stakeholders must continue to be meaningfully involved in revision process. 		
GRANT OUTCOME 2 A Trainer of Trainer Model and support materials will be produced to accompany the STI curriculum.	Completed	Completed
Milestone 2-a At least 50 persons will be trained in the use of the STI curriculum and feedback will be collected. There will be at least two provided in Eastern WA and three in Western WA	New participants trained.	Completed
Milestone 2-b Training video footage will be produced for use in live-stream training information.	Video footage produced.	Completed
Milestone 2-c Training will be evaluated through participant surveys. Additional performance information will be collected from pilot schools in surveys of teachers, principals and students as appropriate.	Training started.	Completed
Milestone 2-d Persons trained and stakeholders will review revised and new materials prior to finalization and further dissemination.	Completed and Ongoing.	Completed
(Anticipated) External Factors or Challenges		
<ul style="list-style-type: none"> • Sufficient numbers of teachers from associated subject areas and grade levels must be recruited and participate. • Production standards for new materials must remain high despite timeline. 		
GRANT OUTCOME 3 The STI Curriculum will be aligned with the Common Core State Standards (CCSS) and a report on the alignment will be produced to accompany materials.	Completed	Completed
Milestone 3-a OSPI curriculum staff members and administrative leaders from the Teaching and Learning Division familiar with CCSS and state process of review will review STI curriculum for alignment. This will include Assistant Superintendent, Jessica Vavrus.	Initial review and <i>provisional</i> adoption of the CCSS have taken place.	Completed
Milestone 3-b The process used to review alignment with the CCSS and the outcome of that review will be written and become available for other states considering use of the STI curriculum.	Completed	Completed
(Anticipated) External Factors or Challenges <ul style="list-style-type: none"> • Availability of experts involved in larger state review process must be considered in scheduling meetings. 		

III. Implementation successes

GRANT OUTCOME 1: A detailed guidance on implementation of the Since Time Immemorial Curriculum will be finalized and web-based STI Pilot Project.

Along with Joan Banker and Denny Hurtado, our three member STI Gates Grant Evaluation team made three site visits to the four pilot schools. The goals of our STI team included gathering data for the Gates Foundation Grants Final Report, and providing support to the participants and the stakeholders involved. Our initial meetings provided the opportunity to get acquainted and build trust. At the first meetings our STI team members introduced ourselves, shared our individual backgrounds, and clarified how each of us came to be part of the STI team. During our initial meetings with the pilot school teachers and administrators our team outlined the goals and expectations for our reporting team, and the Gates Grant. We emphasized our wish that we all share in an informal and relaxed conversational approach to the meeting process. While our strategic outcome was to gather data on each school's experiences using and implementing the STI Curriculum, we made certain that the teachers, administrators, tribal representatives, and all the stakeholders recognize that our team members were also there to provide any support possible to everyone. We discussed the instruments we proposed to use with regard to data gathering, evaluation, and the assessment process. Even though we provided meeting agendas, participants were invited to contribute their ideas for sharing their experiences with the STI Curriculum. Therefore, our first meetings took more of a focus group or seminar format.

Technical assistance meetings with the pilot schools produced rich conversations about possible STI website content and usability improvements.

Survey data collected from pilot schools indicates that the following changes to the website are most important (see Table 1).

Changes to STI Curricular materials:

- **Usability**
- **Continuity of web layout**
- **Functional Web links**
- **Vetting with districts to clear all internet links**

In addition, a common thread ran through discussions with teachers at each pilot school

related to the need for teacher mentoring and curricular resource sharing. To serve this need, a culminating STI technical assistance meeting occurred in May 2012 which served as a culminating event with equal parts appreciation, celebration, and collaborative knowledge and resource sharing for all involved. During this meeting each pilot school shared their experiences during the pilot project, and a fruitful discussion about how grant funds were best used occurred across participating schools. There was also some less structured brain-storming time for teachers to ask burning questions and share their knowledge and contribute to future visioning for spreading the use of the STI curriculum across the state.

IV. Implementation Challenges and Risks

In general terms, there are recurring challenges and risks associated with implementation of any new curriculum, let alone the STI. Educators across Washington State acknowledge that schools face difficulties in implementing a new curriculum or other important school improvement initiatives. Schools try to provide the best education they can to students in a time of shrinking resources, demands to focus attention on standardized testing, and increased graduation requirements. In the

years immediately following passage of the bill, these circumstances continued to impact schools, making it difficult to meet the goals of HB 1495.

During our site visits and given the feedback from our survey data I have identified the following areas of concern from the stakeholders. The indications we gathered is that these fall more into, a work in progress, rather than unmet outcomes.

- 1) Teacher's perceptions and attitudes toward implementation of the STI Curriculum.** Even among teachers that favor the curriculum, what we have discovered is that the heightened expectations for teachers, the broader demands on their time, high stakes testing and the implementation of multiple reforms all intensify teachers sense of overload. Combine these factors with the current economy, and teachers feel they are being pressed to do more with fewer resources.
- 2) With regard to the curriculum implementation we have also observed the issues of fidelity.** In this case fidelity refers to the degree that the STI Curriculum is delivered as intended by the developers. This is critical to achieve the positive outcomes. Two common measures of implementation fidelity are dosage (e.g., number of lessons delivered) and quality (e.g., adherence to STI Curriculum's objectives). Some teachers ask, "If I add new lessons to my already crowded schedule, what am I going to take out."
- 3) Curriculum Supports** Implementation of the STI Curriculum has been most successful when administrators at the building level provide strong support and leadership for the implementation process. What we discovered is that there has been good administrative support that has included verbal commitment, accountability, monitoring, and dedication of resources from the district or building level administrators. The one caveat to this was a perception of some "disconnect" between the teachers ultimately responsible for delivery of the STI Curriculum, and the district's administrative team that was at the forefront of the planning stages. Some teachers felt they would have benefited from being included in the planning stages design and implementation processes.
- 4) Training and Coaching** Throughout our data collection, focus group discussions, seminars, and conversations and interviews, one constant theme was a desire for more training. Despite the effectiveness of OSPI's Train the Trainers – Since Time Immemorial: Tribal Sovereignty in Washington State Curriculum, and professional development opportunities, the variation in implementation suggests that additional support may be warranted.

V. Strategic Lessons Learned

In assessing what has worked well toward meeting the goals of the grant and implementation of HB 1495, we first acknowledge the significance contributions of Washington State's tribal members, the STI Curriculum authors, and the sustained leadership of Mr. Denny Hurtado, OSPI Supervisor of the Office of Native Education (ONE). From the data gathered we make these additional observations regarding what has worked well, what needed greater attention:

Pilot Schools

- The creation of the web based STI Curriculum by grade level and subject area was a success, and has improved considerably based on feedback from the Pilot Project teachers. The new website will be launched in fall of 2012.

- Pilot project funding to schools and resource sharing (through culminating meeting) created additional resources available to schools that are aligned with the STI Curriculum
- The commitments by district's leadership provided essential release time and additional training to support development of skills and knowledge for STI teachers.
- Participants desire to learn how other schools and teachers use the curriculum through networking options and technical assistance on how to integrate the lessons by grade level and subject area
- Teachers want to be more involved in the decision making and implementation process and expressed interest in additional opportunities to build relationships with the other stakeholders (e.g., teachers at other schools using the STI Curriculum, local tribal members and leaders, and community members)
- As a result, OSPI is considering developing 2 capacities: (1) A STI Mentor network of teachers who have experience and training using the curriculum, and (2) A Level II Training for teachers interested in increasing the depth of their knowledge of how to use the STI Curriculum successfully in the classroom.

Common Core Standards:

- The next time we are presented with the opportunity to address Common Core Standards in this way, we need to allow more time to accomplish this task. One thing we didn't consider as we were aligning the STI lessons to the CCS was that that some of the lessons were in need of "refreshing," minimizing, and reorganizing. This needed to happen before the CCS could be completed. Therefore, besides the original four working sessions, some of our CCS team members worked on completing individual lessons on their own. The second thing we did not realize was the magnitude of this task. Fortunately, our CCS alignment team included the state CCS supervisor and others within OSPI who had vast knowledge of the CCS process.

Training Trainers:

- Development and support for OSPI's Training The Trainers for using the STI Curriculum and the Trainers' Toolbox: Organizational and Planning Materials
- It would be more helpful if people training to be STI trainers have previous experience navigating within the site and actually utilizing the site in teaching situations. This would free up the "introductory" portion of the training workshops and we could jump right into in-depth training and sample lessons.
- Follow up with STI TOT graduates periodically by email with a brief survey asking if they have been utilizing the STI, if they have conducted any additional training sessions and where, and ideas for site improvement.

VI. Evaluation

STI Pilot Schools: A three member "survey/evaluation" team were utilized to meet with the schools, evaluate their needs, collect data on progress/unmet needs, prepare pre-post surveys, and help compile this report. The suggestions/recommendations of pilot school team members relative to improving the STI website is extremely valuable and is being shared with the lead curriculum writers and website manager for implementation. We believe that one positive outcome is an increased awareness of the STI curriculum by school administrators and their support toward infusing the curriculum within their schools.

STI Training of Trainers: We were impressed with the caliber of individuals who volunteered to take part in our trainings and their commitment to training others in the use of the STI curriculum. Several individuals who took part in the trainings are currently training others within and outside their district/Tribe. Denny Hurtado and Joan Banker in the OSPI Office of Native Education (ONE) evaluated this component using the following criteria: (1) Provide up to 50 individuals the training necessary using the STI Curriculum so they, in turn, could train others and serve as STI resources; (2) prepare roster of the persons in this STI training cadre to contact when requests for training on the STI Curriculum is received; and (3) have the STI trainers report any additional trainings they conduct to the OSPI Office of Native Education. Finally, as a result of gathering evaluations from participants and discussion next steps with key stakeholders, OSPI will be considering adding a second tier to its STI training workshops. This will allow more advanced teachers an opportunity to learn from their fellow trainers and teachers and deepen their knowledge of the curriculum.

Common Core Standards: All STI units were aligned with the current English/Language Arts common core standards and will be added to the STI website. The two lessons we learned from this process were to allow sufficiently more time when we are asked to align the STI curriculum with the Social Studies common core standards in a few years and, to utilize fewer people.

VII. Intellectual Property

Cultural resources are the property - Tribes own cultural resources that this has been communicated between schools and tribes.

VIII. Organizational Capacity

Rather than describing needed changes to implement this grant in our original proposal, we outlined how OSPI was already structured to support all three components of the grant. Perhaps one positive outcome is an increased working relationship between the Office of Native Education and other departments within OSPI as well as an increased awareness of issues faced by Native people with regard to the education of their children.

IX. Financial Report (Please see Appendix A)

X. Project Budget Narrative

Not applicable.

XI. Sustainability

STI Pilot Schools: The STI Curriculum has been a work in progress for the past five years and is built into the OSPI Office of Native Education's work plan. Funding this effort will continue through state, federal and grant contributions. We will monitor the pilot schools regarding their ongoing use of the curriculum and, hopefully, expansion into additional classrooms/grade levels.

Training of Trainers: We will continue to follow up with our cadre of trainers and provide them with support and resources as needed. As additional individuals become sufficiently proficient in the use of the STI Curriculum, they will also be added to our list. We will also be kept abreast of where trainings are taking place.

Common Core Standards: The CCS alignment instruments are being posted on the STI website for immediate use.

XII. Reports (see attached report on STI Pilot School activities)

XIII. Foundation Relationship

From the initial “letter of intent” to grant requirement questions coming up during the grant operation, individuals at the Gates Foundation have been extremely helpful and expressed their desire for our project to be successful. A mid-year meeting with Edie Harding to touch base on the progress of grant components and discuss expectations for the final report was a valuable use of time and useful in preparing this report.

XIV. Success Story: Kingston Middle School Since Time Immemorial Pilot Project Field Trip to Port Gamble S'Klallam and Suquamish Tribes

The Kingston Middle School 7th Grade classes participated in what we think was a great example of the central goal of the Since Time Immemorial Pilot Project. The STI pilot project teachers and Native Education Liaisons collaborated with Port Gamble S'Klallam and Suquamish tribal members to set-up a fantastic field trip day that helped to teach students about local tribal history from the perspective of the tribes closest to their school district.



The students split their day, each group spending half the day at either the S'Klallam or the Suquamish Cultural center. Over the course of the day, the Kingston students heard traditional stories, music and learned about Suquamish and S'Klallam art. They were also treated to walking tours and lunch provided by the tribes.



Appendix A: Financial Report (Budget Template)

Pacific Northwest Program / Community Grants
Budget Proposal Template for Project Grants



Org: Indian Education Office/OSPI
Proj: STI: Tribal Sovereignty in Washington State
Prep: Denny S. Hurtado
Con: 360/725-6160 or 360/701-4169
Con: denny.hurtado@k12.wa.us
Inflation Rate (non-salary) 0.0%

Submission Date: 01/11/11

I. PROJECT BUDGET

Revenue Summary	Year 1	Year 2	Year 3	TOTAL
PUBLIC SOURCES:				-
PRIVATE CONTRIBUTIONS:				-
Other Foundations & Corporations				-
Requested of Gates Foundation	\$75,000.00			75,000
Board of Directors				-
Individual Donors				-
Special Events				-
FEES & EARNED INCOME				-
Other (Please describe)				-
Other (Please describe)				-
Other (Please describe)				-
Other (Please describe)				-
Other (Please describe)				-
Total Project Revenue Budget	\$ 75,000	\$ -	\$ -	\$ 75,000

Direct Personnel Detail for the Proposed Project					% of 1.0 FTE by Budget Period		
#	Position Title	Starting Salary	Benefit Percent	Salary Inflation Rate	Year 1	Year 2	Year 3
1							
2							
3							
4							
5							

Direct Cost Summary for the Proposed Project	Year 1	Year 2	Year 3	TOTAL
Personnel Salary (complete detail section above)	-	-	-	-
Benefits & Taxes (calculated based on detail section above)	-	-	-	-
Computers & Equipment (directly attributable to grant project, no indirect costs included)				-
Training & Education	45,936			45,936
Professional Fees	24,982			24,982
Licenses & Permits				-
Marketing				-
Office Supplies				-
Postage				-
Telephone				-
Direct Program Facilities Costs				-
Other (please describe)				-
Other (please describe)				-
Other (please describe)				-
Other (please describe)				-
Inflation on above expenses	-	-	-	-
Subtotal Direct Costs	70,918	-	-	70,918
Indirect Costs - not to exceed 15% of Direct Cost minus Computers & Equipment	3,734			3,734
11% of \$35,000 = \$3,734				5%
Total Project Expenditure Budget	\$ 74,652	\$ -	\$ -	\$ 74,652
Project Surplus / Deficit	\$ 348	\$ -	\$ -	\$ 348
BMGF Grant Funds % of Total Expenditures	100.5%			100.5%

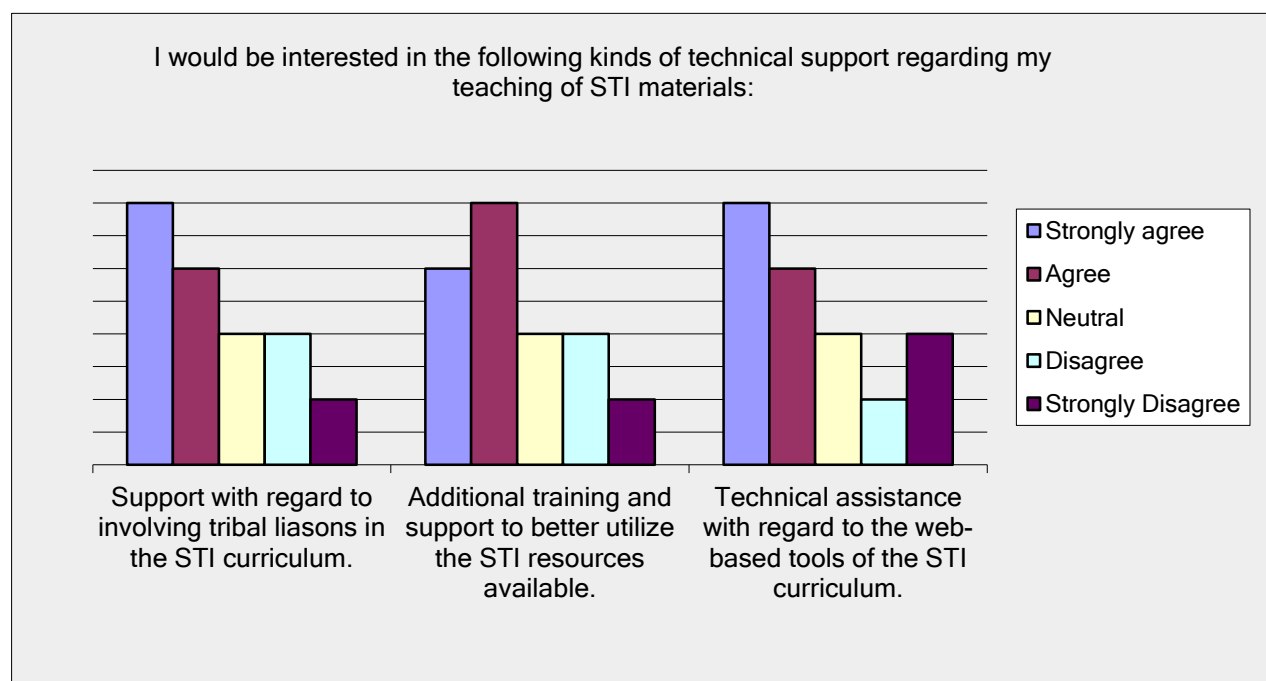
II. PROJECT FUNDING PLAN

Other Foundation & Public Source Revenue Detail	FUNDING SOURCE	FUNDS STATUS	Year 1	Year 2	Year 3	TOTAL
1						-
2						-
3						-
4						-
5						-
6						-
7						-
8						-
9						-
10						-
11						-
12						-
13						-
14						-
15						-
16						-
17						-
18						-
19						-
20						-
21	Aggregated Small Grants - Prospect					-
22	Aggregated Small Grants - Pending					-
23	Aggregated Small Grants - Secured					-

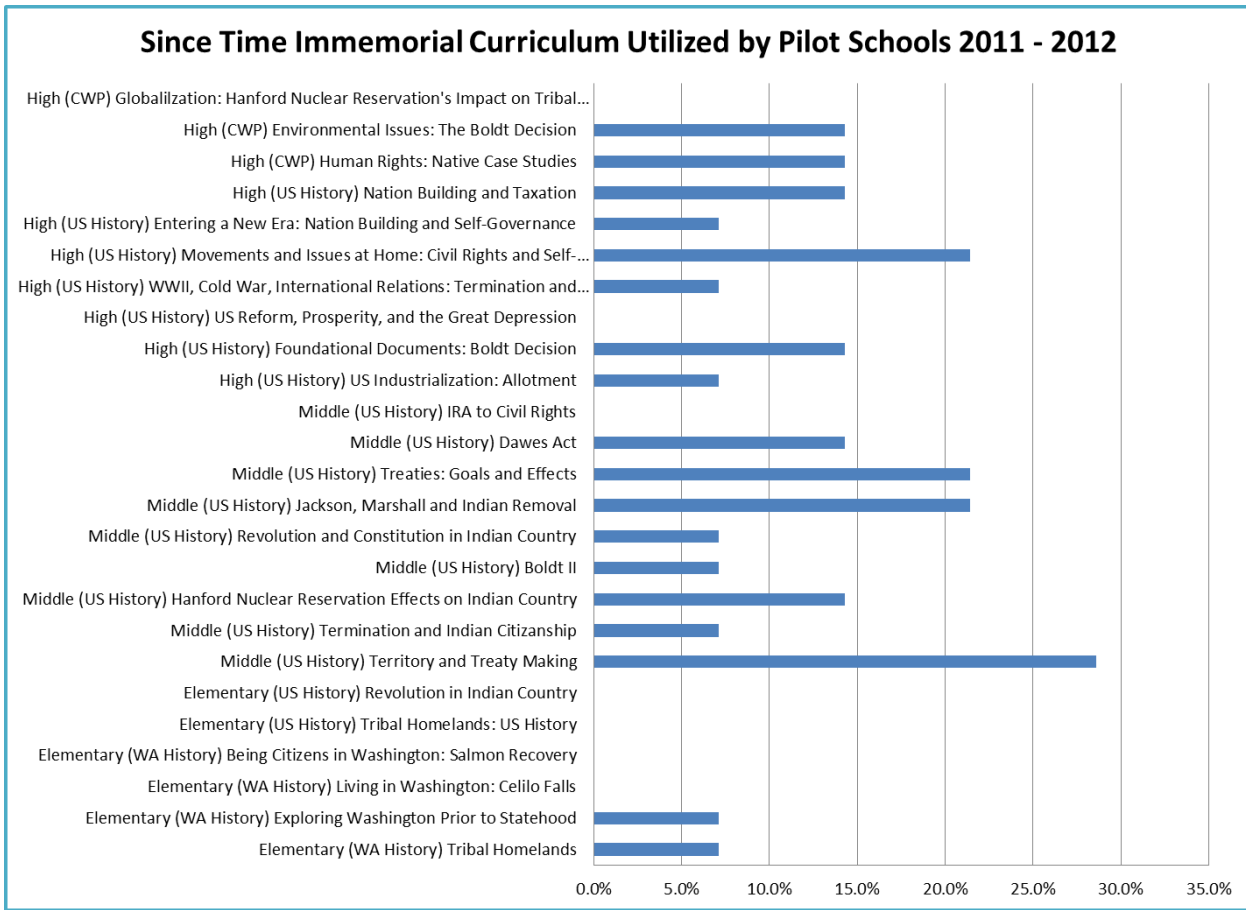
Funding Plan Summary	Status	Year 1	Year 2	Year 3	TOTAL
Public Sources:	Prospect	-	-	-	-
	Pending	-	-	-	-
	Secured	-	-	-	-
Subtotal Public Sources		-	-	-	-
Private Sources:	Prospect	-	-	-	-
	Pending	-	-	-	-
	Secured	-	-	-	-
Subtotal Private Sources		-	-	-	-
Earned Income:	Prospect	-	-	-	-
	Pending	-	-	-	-
	Secured	-	-	-	-
Subtotal Earned Income		-	-	-	-
Aggregated Small Grants:	Prospect	-	-	-	-
	Pending	-	-	-	-
	Secured	-	-	-	-
Subtotal Small Grants		-	-	-	-
Total Funding Plan		-	-	-	-
Project Budget Funding (linked from above)		75,000	-	-	75,000
Surplus / Deficit		(75,000)	-	-	(75,000)

Appendix B: Data from Since Time Immemorial Pilot Project 2011– 2012

A snapshot of teacher responses to the question: Why is using the STI curriculum important for you to use in your classroom?
To develop, in native students, a sense of who they are, and to demonstrate that a teacher cares enough to take the time to teach them about their "real" history.
Give students quality lesson plans that will benefit them in understanding Native American issues.
Familiarity of surrounding tribes and ending some of the "myths" about Native Americans
Students will have a better understanding of Native American history
Better understanding of complete local history.
Exposure, understanding, recognition
Give my students an understanding of the tribe in their area and be able to appreciate their contributions
The most important outcome to me is that the students have a more balanced understanding of the role of the American Indian in the Northwest.
Providing students with a more complete/faceted look at history instead of merely teaching one perspective.
That students in my classroom understand that Indian people are still here - not artifacts. Also to recognize the rich history and cultural contributions of local and non-local tribes to our community, state, and nation.
I want my students to be open-minded to absorbing information about native issues and understanding the concepts we're teaching.



Pilot Project Data continued...



Appendix C: Agenda for Training the Trainers Sessions – Since Time Immemorial: Tribal Sovereignty in Washington State Curriculum

- 8:00-8:30 **Registration and Sign-In**
- 8:30-9:00 **Welcome: Tulalip Tribe and Denny Hurtado; Indian Education Program Supervisor/OSPI**
- ◆ Tulalip tribal welcome
 - ◆ HB-1495 and the origins of STI Curriculum
- 9:00-9:15 **Introduction:**
- Shana Brown: Seattle Public Schools, Yakama tribal descendant
Jerry Price: Yelm Community Schools
- You will leave today's training with an understanding of:
- ◆ *Genesis – How did this curriculum come into being?*
 - ◆ *Purpose – Why is it important to teach local tribal history?*
 - ◆ *Resources – What materials are available to help me, and others in my district, teach local tribal history?*
 - ◆ *Application – How do I use the materials and teach others to use them effectively?*
- 9:15-9:30 **Genesis – How did this curriculum come into being?**
- ◆ From humble beginnings...
 - ◆ 5 Essential Questions
 - ◆ “The Big Five” Outcomes for each grade level
 - ◆ Alignment with Washington State standards
- 9:30-10:00 **Purpose – Why is it important to teach local tribal history?**
- ◆ Check In: What is your comfort level with the curriculum, and presenting to others?
 - ◆ *Trainers’ Toolbox: Materials to help you contact and collaborate with your local tribe*
 - *GOIA map and database*
 - *Perseverance pays off...*
- 10:00-10:15 **Break**
- 10:15-12:00 **Resources: What materials are available to help me, and others in my district, teach local tribal history?**
- ◆ Using the website
 - Unit outlines: Hierarchy of rigor
 - Purpose and application of leveled units
 - Time commitment
 - ◆ The non-negotiable: What must be taught vs. optional materials
 - ◆ Video resources
 - Our favorite chapters
 - Chapters that help you teach and learn
 - ◆ Other resources available
 - ◆ Breakout: Unpacking a unit
 - Participants will work with primary (Shana) or secondary (Jerry) group to examine a unit in the STI curriculum to understand the progression from Level 1 through Level 3
 - ◆ *Trainers’ Toolbox: Materials that help you teach the basics of an STI Unit to other teachers*

- 12:00-1:00 **Lunch/Networking**
- 1:00-1:30 **Ready, set... Preparing to present**
- ◆ The Elephant in the Room - Being sensitive to cultural differences, and possible misconceptions or ignorance about your local tribe's history and culture
 - ◆ Acknowledging the experts in your own community
 - ◆ Differentiated Instruction:
 - strategies for reluctant learners;
 - allowing for exploration by enthusiastic learners
 - ◆ Questions to consider:
 - What is the comfort level of your staff with local tribal history?
 - Which STI materials are applicable in your building or department?
 - Scope and sequence
 - Specific history and culture of your local Tribe(s) to be explored in the classroom
 - What measures have been or could be taken to connect with local tribal resources? What about district resources?
 - How will you ensure that your staff are aware of the materials and use them effectively?
 - *Trainers' Toolbox: Materials that help you teach others to address their classroom, school, and district issues*
- 1:30-1:45 **Break**
- 1:45-3:00 **Application – How do I use the materials and teach others to use them effectively?**
- ◆ Group work: Elementary/Middle/High School - Use the STI website to design a training for your building or department.
 - ◆ *Trainers' Toolbox: Organizational and Planning Materials*
- 3:00-4:00 **Share out – Accomplishments and future steps**
- ◆ *Trainers' Toolbox: Getting your participants to plan for the future*
- 4:00-4:30 **Closing**

Contact information:

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