



SINCE TIME IMMEMORIAL

Tribal Sovereignty in Washington

EDUCATOR PREPARATION PROGRAM NEWSLETTER
FALL 2023

First steps in building relationships with Tribal Nations

by Leiani Sherwin, PESB

Like many of your organizations, the Professional Educator Standards Board (PESB) does not currently have a Tribal Liaison or anyone on our staff or Board connected to local Tribes. Yet, as we strive to ensure equity for all students, we know that learning about and building relationships with Tribal Nations is vital. In addition, we are tasked with ensuring and supporting educator preparation programs in integrating the Since Time Immemorial (STI) curriculum. As a white woman with no ties to local tribes, yet understanding the importance of this work, I knew something had to be done, so I volunteered to help PESB begin on the path. But where to begin? I quickly found out we must begin by learning.

We are responsible for our own learning, and researching where, and how, and what to learn is the best way to take on that responsibility. If your organization is in the same position, my hope is that the following steps we took at PESB could be helpful to you as you begin this journey as well.

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Important first steps in building relationships with Tribal Nations, continued

Learn from others doing this work. PESB and the Office of Native Education co-host a *Since Time Immemorial* Educator Preparation Program (EPP) planning team, which EPPs are welcome to join. I have learned so much from this group, whose purpose is to provide guidance and support to EPPs in implementing the *Since Time Immemorial* (STI) curriculum. You can find some of their work on PESB's STI webpage [here](#). If you are interested in joining us, please contact me at leiani.sherwin@k12.wa.us.

Attend one of the [Since Time Immemorial \(STI\) curriculum trainings](#) offered by OSPI's Office of Native Education.

Learn about the Tribe whose land you occupy, and whose land your partner districts occupy, through their Tribal website. Study it and learn from it. PESB is on the land of the [Squaxin Island Tribe](#). Their website has comprehensive information about their history, their government, and their current life and culture.

Take a field trip with colleagues to the Tribe's museum, if available. Before doing so, give them a call and let them know you'll be coming and ask if there is anything you should do in preparation for your visit. Before PESB's staff visit, I was able to speak to the museum curator, who connected me with the education department. They arranged for us to meet with them as part of our visit. This began a wonderful conversation about how the Tribe and PESB could collaborate together to best serve Tribal youth.

Attend a local Tribal event to continue your learning and bring your family, friends or colleagues with you! (See local events section of this newsletter, or just google "pow-wows near me"). I was honored to attend a pow-wow at Surprise Lake Middle school, sponsored by the Puyallup Tribe of Indians in collaboration with the Fife, Federal Way, and Puyallup school districts' Native/Indian education programs, on Saturday, March 4, 2023. The pow-wow was a lively event, and I was able to view the grand entry, watch the dancing, taste the food, and admire (and buy!) the Native art on display by vendors. The purpose of the event, as described by the MC, was for Native Americans to celebrate their cultural traditions and way of life, and for non-natives to learn about and experience this important aspect of Native culture. I felt very welcome at the pow-wow. The MC specifically thanked non-native attendees for attending and learning about the Tribe's traditional culture and way of life, and invited us to participate in some of the open dances.

Learn how Indigenous cultures learn: take a walk on the land you occupy. For information, see the "Learning in Places" article in this newsletter by Lisa Hoxie and Kathryn Picanco from Whitworth University.

In Memoriam of John McCoy

by Dr. Dawn Hardison-Stevens, UW Tacoma



We all knew him as Washington State Senator McCoy and some knew him as John, a treasured Tulalip leader. In a 2009 interview, he shared, “My toughest job is serving two sovereigns. And if, at the end of the day, if I did no harm to either, I’ve had a great day.” John left a legacy that honored his community, including policies at the state and national levels. With 17 years in the state legislature, he was our longest-serving Native American lawmaker. His remarkable presence was felt in every setting in which he put his full attention to advocating for Indigenous peoples. In the articles linked below, his myriad impacts and the wide respect he gained are clear to see.

One of John’s notable achievements was the *Since Time Immemorial* Tribal Sovereignty Curriculum which continues to improve our education systems today. Senator McCoy’s work on the STI curriculum began in 2005 with HB1495 and continued through the passage of SB5433 in 2015. Denny Hurtado (Skokomish) and Barbara Leigh Smith chart the path of the Since Time Immemorial curriculum’s history in The Evergreen State College’s Native Case Study, “[Waiting Patiently 500 Years – Washington Legislature Consider Requiring Tribal History in School Curriculum](#)”. They identify Senator McCoy’s determination in voicing the need for authentic Native accounts as a key driver of the legislation, along with OSPI’s Office of Native Education and other advocates.

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“My toughest job is serving two sovereigns. And if, at the end of the day, if I did no harm to either, I’ve had a great day.”

JOHN MCCOY

In Memoriam of John McCoy, continued

Regarding Senator McCoy, Senator Maria Cantwell stated:

“A tireless advocate for K-12 education, health care, environmental issues, and very importantly, a member of our legislature and an important outspoken person on tribal issues. One important piece of legislation John championed and created was the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum ... *Since Time Immemorial*, endorsed by all of Washington's 29 federally recognized Tribes, is curriculum that focuses on their history in the State of Washington. The lessons help students understand the importance of treaties, the history of Tribes in the Pacific Northwest, and the challenges of reservation life.”

“The knowledge of our students and what they're gaining about Tribes because of this has been invaluable, but it's just one example of what Senator McCoy's leadership at the state level helped provide.”

As Senator, husband, father, uncle, neighbor, Tribal citizen, and friend, John McCoy touched many lives. **Rest in Power, John.**

Acknowledgements

- [Maria Cantwell, United States Senator for Washington website](#)
- [Wikipedia](#)
- [Tulalip News syəcəb: “John Richard McCoy”](#)
- [The Seattle Times “Longtime WA state Sen. John McCoy, champion of Indigenous rights, dies”](#)
- [The Olympian “John McCoy, Tulalip tribal leader who served in WA legislature for 17 years, has died”](#)
- [Dignity Memorial](#)
- [Washington State Department of Commerce Statement on the passing of Sen. John McCoy from Commerce Director Mike Fong](#)
- [Everett Herald “State Sen. McCoy, who represented Tulalip and tribal causes, dies”](#)
- [Washington State Standard “Former state Sen. John McCoy dies at 79: The Tulalip tribal member spent 17 years in the Legislature, leaving a mark on statewide policy and in his district”](#)
- [Oregon Public Broadcasting](#)
- [KHQ Local News “Former Washington senator, Tulalip tribesman John McCoy dies at 79”](#)
- [University of Washington Remembering Senator John McCoy](#)
- [Indian Country Today](#)

“He would listen and he would hear the challenges facing Indian country and treaty rights, and bring us forward so he could make others understand it, where usually it was us from the outside trying to go in and explain it to representatives or senators.”

TERI GOBIN, CHAIR
OF THE TULALIP
TRIBES



Learning in Places: Reflections on Transformative Pedagogy

by Lisa Hoxie and Kathryn Picanco, Whitworth University

Introduction

This article is the beginning of a journey for two teacher educators in the Learning in Places (LIP) cohort. Learning in Places is a “collaborative network of educators, families, and community partners working to cultivate equitable, culturally thriving, socio-ecological systems learning and ethical decision-making using field-based science education in outdoor places, including gardens, for children in pre-kindergarten to 5th grade (and beyond) and their families”(LIP, 2021a).

The implementation cohort is led by Dr. Megan Bang, Dr. Carrie Tzou, Dr. Anna Lees, Dr. Shirin Vossoughi, Dr. Christa Haverly, Polo Hernandez, Jennifer LeBret, Dr. Jordan Sherry-Wagner, Mary Starr, and Breigh Rhodes. The work is made possible by a National Science Foundation Grant received by Northwestern University, and in a collaborative partnership with the University of Washington Bothel, Western Washington University, and Braided Education Consulting. Participants are from Washington State, Louisiana, Michigan, and Illinois. Polo Hernandez explains that, “LIP teaches students how to critically think about the world, in both transdisciplinary and interdisciplinary ways” (personal communication, October 24, 2023).

Learning in Places

Imagine a curriculum that asks students to go outside all year long. Students are encouraged to not only leave the confined space of their classroom but to walk, observe, smell, feel, wonder, and question, “should we...?” or “I wonder why...?” or “did you...?” Students learn how to investigate and critically think about the world in transdisciplinary and interdisciplinary ways. These wonderings, noticing, and questions become investigations and opportunities to learn from the world. This strengthens their relationship with **ALL** living things.

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Learning in Places, continued

Social Studies for Educators: Lisa Hoxie

Recently, my Social Studies for Educators class was joined on a walk with Jennifer LeBret, member of the Spokane Nation and Washington State Native American Education Advisory Committee Chairwoman at the Office of Superintendent Public Instruction (OSPI). We walked the Waikiki Springs trail, the site of a recent salmon release by the Spokane and other area Tribes, near the Whitworth campus. To describe the history of this place as well as our other sensory tools, we used seven time scales: geologic time; plant, animal, and soil times; Indigenous peoples' time; nation-state time; and global time. We also explored living ethical responsibilities and possibilities (ethical deliberation).

Students responded to questions posed by Jennifer: "What do you see, hear, smell, or feel outside today?" "How would you feel if you were the squirrel living here?" "I wonder how old the trees are and what they have seen?" She also taught the students that this location on the Little Spokane river is known as a fishing and gathering place. Long ago there were many bands/village sites around Waikiki Springs (at least 13 bands of Tribal families). In September, there was a salmon release near the bridge. Jennifer also shared about the importance and uses of the plants that grow along the Little Spokane river and Waikiki trail. We learned that cedar bark helped restore lung health during the COVID Pandemic.

Students came back to class to share and ask more questions about the walk. "How/why did this land move from sacred fishing grounds for Tribes to a dairy farm?" "Where is the dam, and how has it changed the river?" These wonderings lead students to "should we" questions (ethical deliberation).

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My son, a 9th grade student in a virtual education program, joined our Wondering Walk. Jennifer and I were amazed at how engaged he was throughout our walk. This is a picture he took. Look closely at the photo. What role do you think this plant plays in this place? What is it doing? Why is what it is doing important?





Learning in Places, continued

Introduction to Early Childhood Education: Kathryn Picanco

In my Introduction to Early Childhood Education class, future teachers engaged in a Wondering Walk. This walk was intended to introduce them to experiential learning through observation on their own campus. They noticed impacts that humans have made such as buildings, purposefully built greenspaces, and people using those spaces. As a way to learn more about our campus, they asked “wondering” and “should we” questions. These questions explored the relationships between nature, people, and culture and encouraged them to think differently about places they see each day (LIP, 2021b). Prompts called on them to “draw or write what you notice that is interesting to you” and then followed these observations with the synthesis prompts of “we noticed...” and “we wonder...” to carry the inquiry further. Questions generated included: “Why was the same architectural design used on two of the buildings?” “What was their use initially?” “How many people walk through the courtyard each day?” “What is it used for?” And “what patterns are evident?”

Using this process, students gain a stronger sense of history and place. They imagine the decision making that may have taken place (or should have taken place) in creating the environment. They are called upon to question how a person might respectfully interact with the space and how their choices could impact future generations.

The curriculum is designed to intentionally shift student thinking from a position of dominance and being ‘apart from’ the environment to understanding that everything is connected in ‘a part of’ paradigm. For our pre-service teachers, tools such as Wondering Walks can be used to ground the exploration of multiple concepts from diverse perspectives; this provides them with a foundation for implementation across content areas with their students in the future. They also become more aware of their own observations and decision making, ideally learning to pause and reflect on historical structures, inequities, and how these can be changed for a more just future.

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Learning in Places, continued

Conclusion

Over the course of this year, Learning in Places lessons and storylines will be implemented in our regional schools with P-12 students. They will also continue at the university level with pre-service teachers. Those participating in the Learning in Places project - whether they are teachers, students, families, or community members - are all co-designers. Each will contribute feedback to the LIP leadership to refine what has been previously designed and provide a critical range of perspectives. This will allow the program to integrate additional interdisciplinary connections and responsive tools for diverse community needs. By doing this, we all have a role in guiding the development of our K-12 students, their families, and current and future educators so that they have necessary critical thinking and problem-solving skills to move towards a sustainable community and a more equitable, inclusive theory of practice.

References

Learning In Places Collaborative (2021). Home page. Learning in Places. <http://learninginplaces.org/>.

Learning In Places Collaborative (2021). Storyline frameworks for educators. Learning in Places. <http://learninginplaces.org/storyline-frameworks/>.





Teacher Preparation Corner

UW Bothel's Tribal Sovereignty Curriculum

by Dr. Sarah Shear, University of Washington Bothel

The University of Washington Bothell requires all students in their teacher certification programs to complete five credits in teaching and learning in support of Tribal sovereignty. Students engage in a number of learning modules focused on such topics as:

- Settler colonialism
- Treaties between Native nations and the United States (historical and contemporary issues around treaties, recognition, etc.)
- Experiences of Indigenous children in U.S. schools (historically and contemporarily)
- Indigenous social justice movements to address Indigenous inclusion in K-12 curriculum

They watch and discuss a variety of documentary films and TedTalks featuring Native communities, educators, scholars, and activists.

In addition to scholarly and teacher-focused articles, students in the class also read and discuss Dr. Leilani Sabzalian's (Alutiiq) award-winning book, [Indigenous Children's Survivance in Public Schools](#). **Students spend time reviewing the *Since Time Immemorial* curricular materials**, along with other teaching materials offered by organizations such as [Illuminatives](#) and the National Museum of the American Indian's [Native Knowledge 360](#). Building critical content and context knowledge for a life-long commitment to anticolonial praxis is a goal of the course.

While the course is required for all UWB teacher certification students, there are seats available for students outside of the School of Educational Studies. In previous years, students from such majors as computer science, biology, pre-law, marketing, and engineering have taken the class. In cases where students outside of education take the course, assignments are adjusted to challenge students to consider the ways recognizing and upholding Tribal sovereignty are important for their lives and future professions.

Administrators' Circle

Building Connections in Educational Administration Preparation Programs

Program Updates

Each month this newsletter will highlight different administrator preparation programs and the work they are doing to incorporate the STI curriculum and develop promising practices. **If you would like to share your program's updates**, please enter information in the [WCEAP STI spreadsheet](#). If you would like to learn more about what highlighted programs are doing, please contact them directly.

Western Washington University has embedded STI into the Community Engagement class, with the purpose of assisting future admins to build relationships with local Tribes. Tribal representatives come in and help to instruct on proper engagement protocols. STI has also been integrated in the following ways:

- Law - history of boarding schools
- Policy - discuss when the STI curriculum come into being in the state and what it means; history of the STI act
- Curriculum - students dig deep into what it looks like to enact this in all areas of schools and develop a plan as to how to enact it in their own areas
- Swinomish Tribe smokehouse event - exploring what the practical measures of being in the culture means by engaging with the Tribe during this yearly event
- Working to ensure that accurate history is told

City University has worked on how the STI curriculum is being taught and how indigenous peoples are being included in that discussion. This includes an understanding of what *Since Time Immemorial* means, and how to work with their candidates. They have also created a checklist of items that their interns need to seek out and discover, such as:

- activities or programs that are currently going on in their community and school
- local communication with Native leaders and how interns can better connect with and incorporate best practices models in their own leadership

City University is also supporting current Native students within the program with one or two leaders from the program who can identify with their needs.



EVENTS

November Native Art Market

November 24-26, 2023,
Duwamish Longhouse and Cultural Center, Seattle
<https://www.duwamishtribe.org/events/2023/11/24/november-native-art-market-2023>

Puyallup Tribal Wellness Pow Wow

December 2, 2023, Chief Leschi Schools, Puyallup
<https://calendar.powwows.com/events/puyallup-tribal-wellness-pow-wow/>

Evergreen House of Welcome Native Arts Market

Dec 8-9, 2023, The Evergreen State College, Olympia
<https://allevents.in/olympia/200025782196908>

Colville Tribal Museum’s Artisan's Market

December 9, 2023, Nespalem
<https://www.colvilletribes.com/community/2023/12/9/artisans-market>

Cowlitz Tribe Winter Bazaar

December 9, 2023, DuPont
<https://cowlitz.org/events>

Next Year

All My Relations Pow Wow

May 17-19, 2024, Mt. Vernon
<https://calendar.powwows.com/events/all-my-relations-pow-wow/>

In Honor of Our Children Annual Pow Wow

May 18, 2024, Kelso
<https://calendar.powwows.com/events/in-honor-of-our-children-annual-pow-wow/>



OSPI Office of Native Education Fall 2023 STI Trainings

Registration required.
Free clock hours are provided.
[For more information](#)

Webinar Schedule

Thursday, Nov. 30, 4-6:00 p.m.
Thursday, Dec. 7, 4-6:00 p.m.

In-person training

Wednesday, Nov. 27,
8:00 a.m. - 4:00 p.m.

Jamestown S’Klallam Tribe
Red Cedar Hall
Sequim, WA.

Resources

STI Terminology and timelines

- [STI Timeline](#)
- [American Indian Tribal Sovereignty Primer](#)
- [Glossary of Terms](#)
- [Since Time Immemorial Sovereignty Poster](#)

Principle/Program Administrators

- Washington State School Director's Association (WSSDA) [STI Terminology and timelines](#)

Curriculum Resources

- [Office of Native Education Curriculum Materials and STI Materials](#)
- [Clearing Magazine Summer 2022 Special Issue on Indigenous Perspectives & Environmental Education](#)
- [Native Case Studies](#)
- [Native Knowledge 360° Education Initiative](#)
- [Recruiting, Retaining, and Supporting Indigenous Educators Resources](#)

Regional Curriculum

- [MASD Since Time Immemorial Curriculum Resources](#)
- [Spokane Tribal LifeWays Curriculum: Contact Jennifer Lebret, \[jen.lebret@spokanetribe.com\]\(mailto:jen.lebret@spokanetribe.com\)](#)
- [Suquamish Since Time Immemorial Curriculum: Contact Barbara Lawrence, \[blawrence@suquamish.nsn.us\]\(mailto:blawrence@suquamish.nsn.us\)](#)
- [Pacific Northwest Finder for Indigenous Resources in Education](#)

Articles

Bill, D., Minthorn, R.Z. and Montgomery, M. (2022). **Visioning Indigenous Futures: Centering Sovereignty and Relationality in Belonging.** Education Sciences.

Faircloth, S. C., & Tippeconnic, J. W., III. (2015). **Leadership development for schools serving American Indian students: implications for research, policy, and practice.** Journal of American Indian Education, 54(1), 127.

Faircloth, S. & Minthorn, R. (2018). **The evolution of Native education leadership programs: learning from the past, leading for the future.** In S. Waterman, S. Lowe & H. Shotton (Eds.), Beyond Access: Indigenizing Programs for Native American Student Success. Sterling, VA: Stylus Publishing.

Jacob, Michelle M., and Stephany RunningHawk Johnson. (2020) **On Indian Ground. The Northwest.** Edited by Michelle M. Jacob and Stephany RunningHawk Johnson, Information Age Publishing Inc..

Minthorn, R.Z. (2020). **Indigenizing the doctoral experience to build Indigenous community leaders in educational leadership.** Journal of Cases in Educational Leadership 23 (1), 61-66.

Minthorn, R.Z. (2022). **Indigenizing Doctoral Programs: Embodying Indigenous Community Ways of Being.** In C. Pewewardy, A. Lees, & R. Minthorn (Eds.), Transformational Indigenous Praxis Model. New York, NY: Teachers College Press.

Minthorn, R.Z., Bill, D. & Montgomery, M. (2021). **Reclaiming Emotions: Re-unlearning and re-learning discourses of healing in a Tribally placed doctoral cohort.** Genealogy 5(1), 24.



Join us to learn and share!

STI
Educator Preparation
Program Planning Team
monthly meetings
2nd Tuesday of every month
from 9-10:30 a.m.

Contact
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Contacts

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Kayla Guyett: Tribal Language Liaison, kayla.guyett@k12.wa.us

Rebecca Purser: Native Educator Cultivation Program Supervisor, rebecca.purser@k12.wa.us

CTE and WACTE Representatives on STI EPP team

Career and Technical Education (CTE)

- **Dr. Kim Bartel** from Central Washington University (Kim.Bartel@cwu.edu)

Washington Association of Colleges for Teacher Education (WACTE):

- **Lisa Hoxie**, Whitworth University, ehoxie@whitworth.edu
- **Dr. Dawn Hardison-Stevens**, University of Washington - Tacoma, dawnes@uw.edu

