

# Implementation of the Tribal History/Shared History Curriculum

## LESSONS LEARNED

**Scott Christian & Rhonda Larson**  
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## REGION 16 COMPREHENSIVE CENTER

Region 16 Comprehensive Center is one of 19 Regional Comprehensive Centers funded by the U.S. Department of Education. Our center was created in 2019 to help state education agencies in Alaska, Oregon, and Washington implement their plans for the Every Student Succeeds Act. As a consortium of 29 educational service districts, we engage state, regional, Tribal, school, and community partners to create the conditions for students, educators, and communities to learn and thrive.

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# INTRODUCTION AND CONTEXT

## Brief History

In 2017, the Oregon Legislature enacted Senate Bill 13, now referred to as Tribal History/Shared History (TH/SH). This bill was the culmination of decades of curriculum development and organizing by the nine federally recognized Tribes in Oregon. This law directs the Oregon Department of Education (ODE) to create K–12 Native American curriculum in partnership with the nine federally recognized Tribes in Oregon. The law also directs ODE to provide professional development for educators and provide funds to each of the nine federally recognized Tribes in Oregon to create place-based curriculum. The legislation is seen as a “critical opportunity to fully leverage the strengths, assets, and contributions our Native American students bring to their communities” (Oregon Department of Education, 2019).

Since 2017 more than 50 lesson plans, developed by the nine federally recognized Tribes have been posted on the ODE website, with more lessons in development. ODE has also supported synchronous and asynchronous professional development opportunities for educators. A status report conducted in April 2022, by Marzano Research, supported by the Region 16 Comprehensive Center included these key findings, among others:

### Implementation

- Participants report they believe implementation is important; however, data suggests implementation is not yet widespread in classrooms.
- Implementation is highest among educators in mandated grades (four, eight, ten) but not widespread across other grade levels.

### Resources and Supports

- Online ODE/OIE sessions are a primary source of professional development for those who report implementing Tribal History/Shared History.
- Tribal engagement is not widespread but is reportedly invaluable where it exists.

### Factors That Support or Hinder

- Educators and curriculum directors report time and competing priorities as impeding factors.

- Educators report a lack of resources for their content area or grade level as an impeding factor (Tedeschi & Scott, 2022, p. 2).

## Context for Implementation

The purpose of this research was to conduct an assessment of the implementation of TH/SH to identify and understand exemplary practice to support implementation. The research began in the spring of 2023. In conversations with educators and Tribal representatives, the public school system in Oregon was in a state of transition as families, communities and schools recovered from the pandemic. This context contributed to the challenges related to the implementation of the Tribal History/Shared History curriculum. School staff and students were recovering from more than two years of exceptional disruptions that affected academic learning, as well as mental health and well-being. The “elevated pandemic-related instructional losses” particularly underserved students across education systems. (Educator Advancement Council, 2022).

Through interviews, teacher retention was also cited by administrators as a contributing challenge to implementation of TH/SH. The capacity of school districts to implement the curriculum, including professional development and instructional programming, was impacted by high levels of teacher turnover, particularly in certain areas like math, science, and special education. Although data related to “vacancies” is reported through various accountability measures, it’s difficult to connect the number of vacancies to particular events or variables, such as the pandemic, teacher salaries, or work-related stress.

Oregon reports annual teacher retention data by district; however, it’s difficult to track trends and potential causes. Recently, the state was cited as one of seven states with many underqualified teachers (Nguyen et al., 2022). The number of restricted teaching licenses increased from 2019-2020 (455) to 2020-21 (532), reflecting an increase in the number of educators who were teaching while completing educator preparation programs (Educator Advancement Council, 2022). Like many states, Oregon also sees a large percentage of first year teachers not returning, with 60.70% leaving the classroom after the first year. Educator Equity Report also cites, the specific teaching placement (grade level, content area etc.), their preparation to teach and the types of support that they receive as determining factors for leaving the classroom. The three-year attrition rate, disaggregating teachers by demographic groups, ranges from 11% for Asian males to 29% for ethnically diverse, non-binary (Educator Advancement Council, 2022). In addition to anecdotal reporting, the teacher shortage has been covered by the news media. In the fall of 2022, Portland

Public Schools reported more than 200 open instructional positions, with 80 open positions in core subject areas. At the same time, Beaverton School District reported 81 openings and the Reynolds school district reported 50 openings. According to district administrators, these numbers are significantly higher than average, (Thompson, 2022).

A report by the Oregon Education Association cataloged some of the impacts of the pandemic on teachers. In four large districts, “more than 80% of teachers said they couldn't get all their work done during regular hours,” (Oregon Education Association, 2021). In one district, more than 40% of teachers surveyed reported “unsustainable stress levels,” In our conversations with educators, the emotional toll of supporting students, families, and their own wellbeing continues to weigh on the educators who remain in public education, a contributing factor for teacher retention. Also, educators cited other reasons that influenced retention including salaries. In Oregon, educators earned an average of 29.4% less than their college-educated counterparts (Arden, 2022).

In talking to leaders and administrators who were responsible for implementing the TH/SH curriculum, it became evident that the pandemic as well as the ensuing teacher shortage and turnover were serious challenges that impacted the implementation of the Tribal History/Shared History Curriculum. For this research, it is important that we acknowledge this unique and complex context. However, the pandemic and the challenges it presented is only one part of the story, a chapter in the “living text” of the curriculum. Throughout the state, we also heard stories of resilience in the face of these challenges. We talked to educators and Tribal representatives who were deeply committed to the implementation of the curriculum and passionate about creating school environments and opportunities that are welcoming and rigorous for all students.

## RESEARCH METHODOLOGY

### Visioning/Listening Sessions

For all three of these sessions, most participants identified as Indigenous. It was grounding to begin the research project with the perspectives of Native educators.

DESCRIPTION	DATE	FOCUS/QUESTIONS	PARTICIPANTS
Oregon Indian Education Association (OIEA) Conference, session one, title: The Tribal History/Shared History Curriculum: A Visioning Session for Indigenizing Education in Oregon	April 28, 2023	The topics/questions shifted from exemplary practice/professional development to: Western versus Indigenous Knowledge and Values, Systemic Issues in Public Education, Impact of Generational Trauma	14 participants  Note: Some participants offered their contact info. for follow up, but we did not ask for names.
OIEA Conference, session two, Title: same as above  Total participation for both sessions: 31	April 29, 2023		17 participants  (see above)
Engagement with Tribal Representatives  Note: We are in the process of reaching out to additional tribal representatives through interviews.	April 25, 2023	<ol style="list-style-type: none"> <li>1. tribal engagement</li> <li>2. storytelling, indigenizing education</li> <li>3. visualizing success</li> <li>4. visualizing community</li> <li>5. accessing resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Cheyanne Fasana-Height, CTGR</li> <li>2. Enna Helms, CTCLUSI</li> <li>3. Angela Fasana, CTGR</li> <li>4. Jesse Beers, CTCLUSI</li> </ol> <p>Observers: April Campbell, Brent Spencer (ODE)</p>

1. Curriculum Specialist, Confederated Tribes of Grand Ronde (CTGR)

2. Linguist Associate, Tribal Council Member, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians (CTCLUSI)
3. Education Department Manager, Confederated Tribes of Grand Ronde (CTGR)
4. Cultural Stewardship Manager, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians (CTCLUSI)

## Interview Summary

During the spring, summer and fall of 2023, we conducted more than 30 hours of interviews. The participants in the interviews included nine administrators, four tribal representatives, 13 teachers and one high school graduate (26 total). Most interviews were held via videoconferencing tools and lasted between 45 and 90 minutes. One interview and one focus group took place onsite. Electronic transcripts were provided by an online transcription service. Thematic coding was used to analyze the transcripts.

## Surveys

Two survey protocols were developed by R16CC in collaboration with leaders at OIE, one for educators and one for administrators (Appendix A). The surveys were field tested, and questions were revised accordingly. The surveys were available from April 17 to July 1, 2023. The research team, including representatives from the R16CC team and OIE, distributed the surveys electronically throughout the state. The participation rate was low, with 44 responses to the Educator Survey and 15 responses to the Administrator survey, for a total of 59 responses. The surveys contained questions designed to gather data about general information, exemplary practice, challenges to implementation and professional development.

## TRIBAL HISTORY/SHARED HISTORY CURRICULUM 2023 EDUCATOR SURVEY RESULTS

With limited participation rates, we have selected a few questions for discussion where the results are also supported in the interviews.

## Tentative Findings

- Participation rate: 44 educators, 15 administrators (59 total)



- More than half of the respondents (55.82%) reported “little to no awareness” or a “growing awareness” of the curriculum.
- 70% of respondents agree or strongly agree that “Teachers are learning about the curriculum and considering options for implementation.”

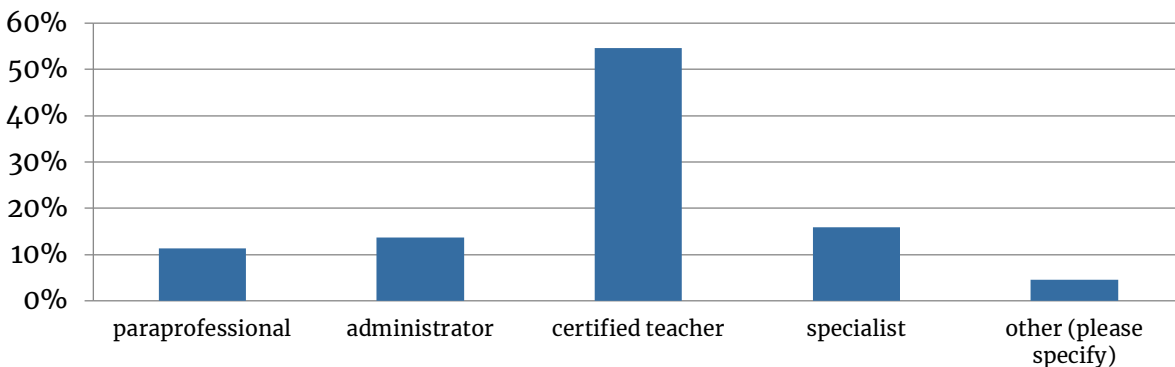
The survey data suggests that there are challenges towards collaboration with Tribes and Indigenous organizations.

- 18.75% of respondents selected “demonstrates an effort to ‘cultivate and sustain partnerships with Indigenous peoples, organizations, and nations’” as evidence toward exemplary practice.
- Challenges toward collaboration are also indicated in question 18 (40% strongly agree or agree) and question 24 (50% moderate challenge, 50% difficult challenge)

## Selected Questions and Responses

### How would you describe your current position?

#### Question 1

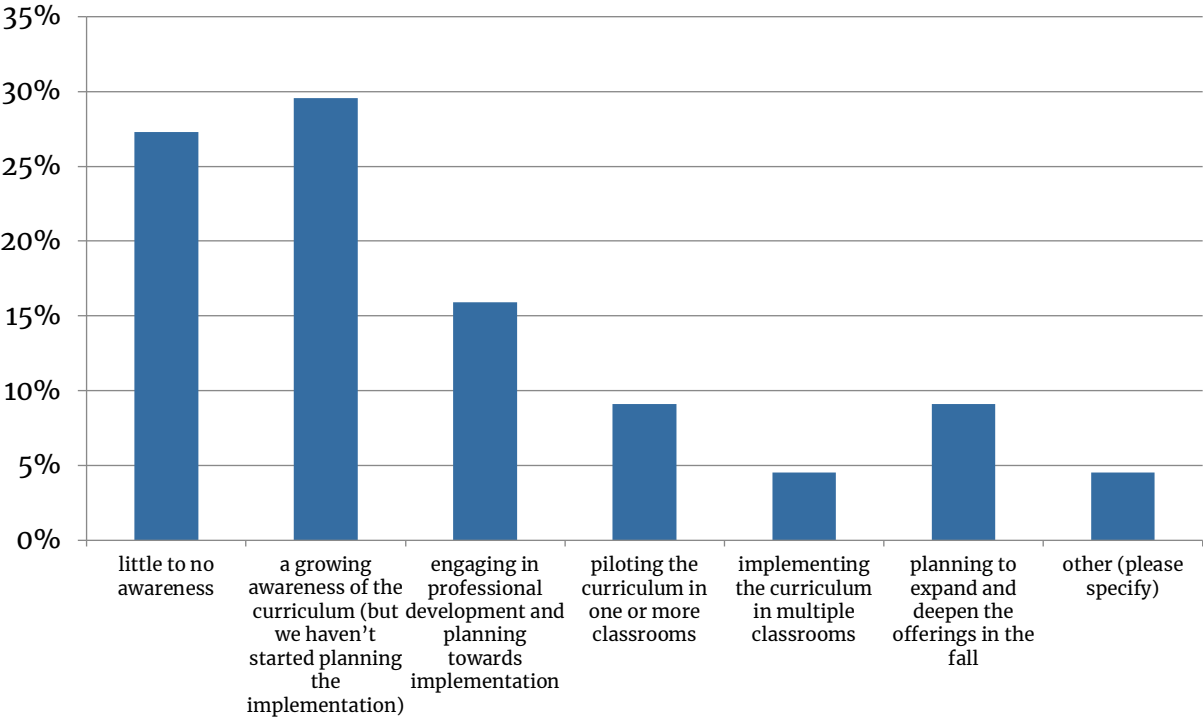


ROLE	PERCENTAGE	NUMBER OF RESPONSES
Paraprofessional	11.63%	5
Administrator	11.63%	5
Certified teacher	55.81%	24

Specialist	16.28%	7
Other (please specify)	4.65%	2
<b>TOTAL</b>	<b>100%</b>	<b>43</b>

**I would describe implementation of TH/SH at my school as...**

*Question 2*

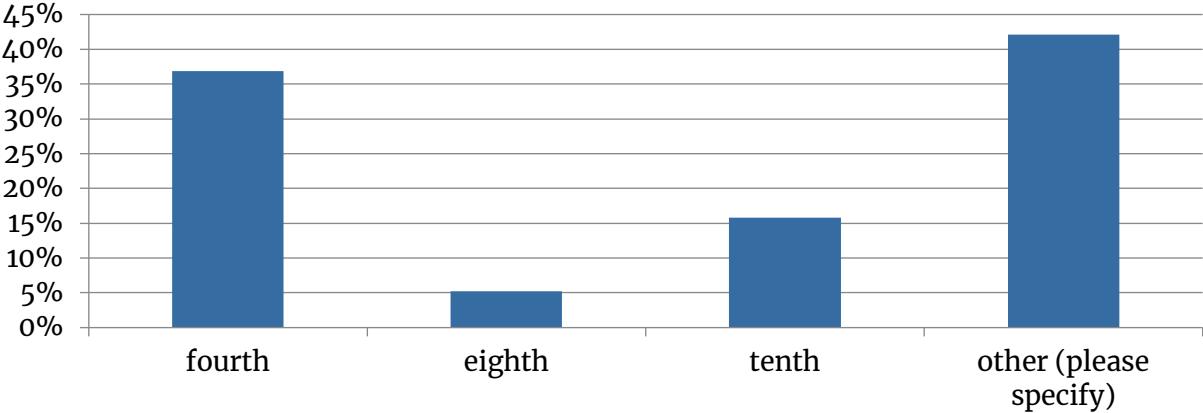


ANSWER CHOICES	PERCENTAGE	NUMBER OF RESPONSES
little to no awareness	27.91%	12
a growing awareness of the curriculum (but we haven't started planning the implementation)	27.91%	12

engaging in professional development and planning toward implementation	16.28%	7
piloting the curriculum in one or more classrooms	9.30%	4
implementing the curriculum in multiple classrooms	4.65%	2
planning to expand and deepen the offerings in the fall	9.30%	4
other (please specify)	4.65%	2
<b>TOTAL</b>	<b>100%</b>	<b>43</b>

**What is the grade level?**

*Question 3*

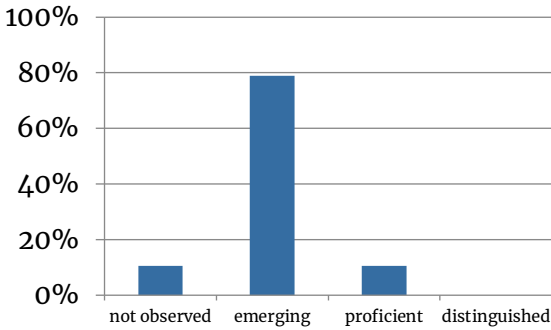


ANSWER CHOICES	PERCENTAGE	NUMBER OF RESPONSES
Fourth	33.33%	6
Eighth	5.56%	1
Tenth	16.67%	3
Other (K–5, 3 <sup>rd</sup> , 5 <sup>th</sup> , ELL, K–12, 11 <sup>th</sup> , 11–12, 9–12)	44.44%	8
<b>TOTAL</b>	<b>100%</b>	<b>18</b>

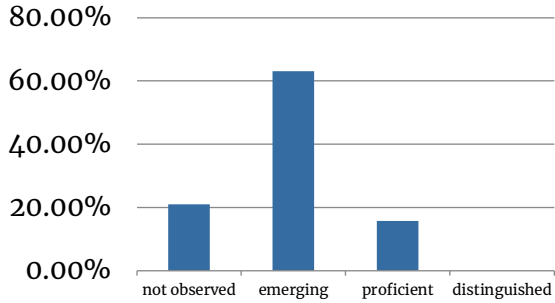
### Essential understandings and teaching practices

Questions 6 & 10

#### Essential understandings



#### Teaching practices



### Exemplary practices

Questions 13

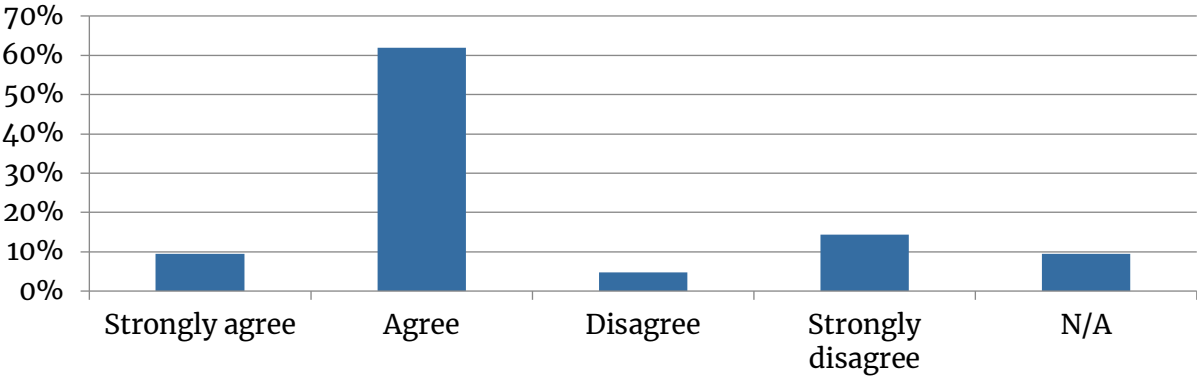
The implementation demonstrates evidence of the alignment (fidelity) above and at least two of the following. Please select the practices that are evident in the classroom(s). Note: The list below is not hierarchical.

ANSWER CHOICES	PERCENTAGE	NUMBER OF RESPONSES
Teaches “from the heart, shows kindness, honesty, openness, and creates a positive learning environment” (ODE Educator Toolkit)	75.00%	12
Acknowledges that “Indigenous peoples are still here. Focus on the perspectives of contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today.”	81.25%	13
Allows “students to share and express their culture in as many ways as possible, including speaking in their home language(s)” (ODE Educator Toolkit).	50.00%	8
Demonstrates an effort to “cultivate and sustain partnerships with Indigenous peoples, organizations, and nations” and to collaborate on plans for teaching. (ODE Educator Toolkit)	18.75%	3

Encourages students to make connections to multiple subject areas prior learning	50.00%	8
Shifts from “teaching about Indigenous peoples to learning from Indigenous analyses” (ODE Educator Toolkit)	37.50%	6
<b>TOTAL</b>	<b>100%</b>	<b>16</b>

**Teachers are learning about the curriculum and considering options for implementation**

*Question 14*

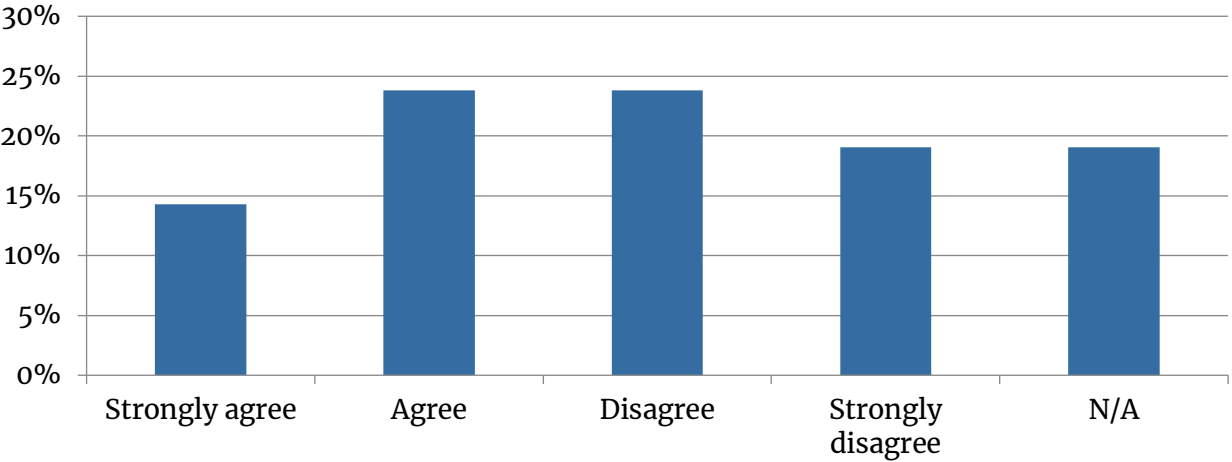


ANSWER CHOICES	PERCENTAGE	NUMBER OF RESPONSES
Strongly agree	10.00%	2
Agree	60.00%	12
Disagree	5.00%	1

Strongly disagree	15.00%	3
N/A	10.00%	2
<b>TOTAL</b>	<b>100%</b>	<b>20</b>

**Teachers have facilitated lessons from the curriculum and are collaborating with Indigenous peoples, Tribal organizations, or Nations to improve practice and deepen the context for instruction**

*Question 18*



ANSWER CHOICES	PERCENTAGE	NUMBER OF RESPONSES
Strongly agree	15.00%	3
Agree	25.00%	5
Disagree	20.00%	4
Strongly disagree	20.00%	4

N/A	20.00%	4
<b>TOTAL</b>	<b>100%</b>	<b>20</b>

**Challenges affecting implementation**

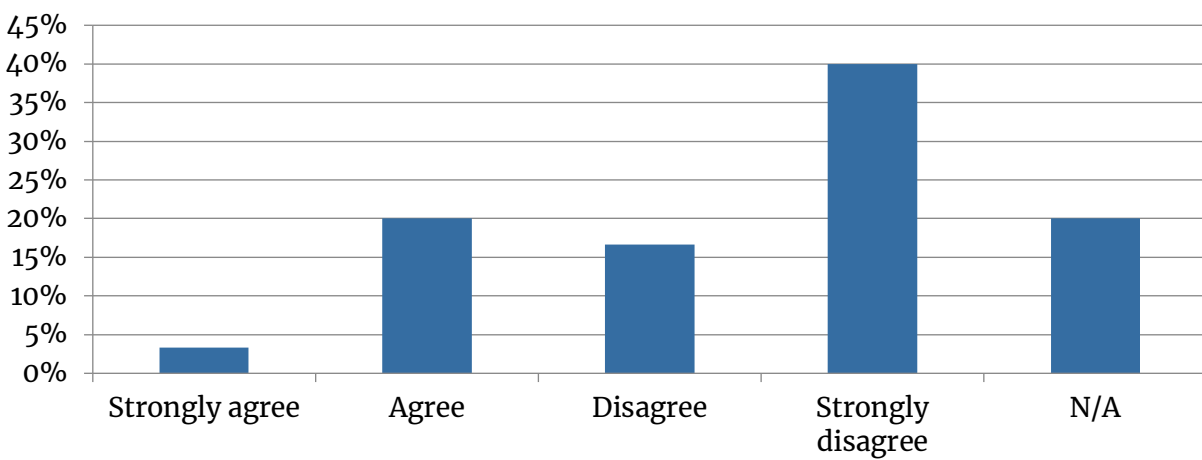
QUESTION	NOT RELEVANT	MODERATE CHALLENGE	DIFFICULT CHALLENGE	TOTAL CHALLENGE
Time to collaborate with Indigenous peoples, organizations or nations	0%	50%	50%	100%
Time to learn about the curriculum	3.12%	59.38%	37.5%	96.88%
Time to plan for instruction	3.12%	62.5%	34.38%	96.88%
Scheduling, time to deliver the lessons with fidelity to the lesson plans	12.5%	56.25%	31.25%	87.5%
How the curriculum "fits" (competing priorities)	15.62%	59.38%	25%	84.38%
Lack of comfort and anxiety, concern about making mistakes	18.75%	53.12%	28.12%	81.24%
Lack of support at the school and/or district level	28.12%	46.88%	25.00%	71.88%



Difficulty accessing and/or using online resources	40.62%	53.12%	6.25%	57.37%
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**I feel that my preservice preparation program was helpful in this area**

*Question 31*



ANSWER CHOICES	RESPONSES	NUMBER OF RESPONSES
Strongly agree	3.33%	1
Agree	20.00%	6
Disagree	16.67%	5
Strongly disagree	40.00%	12
N/A	20.00%	6
<b>TOTAL</b>	<b>100%</b>	<b>30</b>

## TH/SH EXEMPLARY PRACTICE

### Exemplary Practice by Teachers and Groups of Teachers

If we consider praxis as a deep exploration of pedagogy and theory to critique practice, we could look at the implementation of the Tribal History/Shared History curriculum on a continuum of learning (Arnold et al., 2012). To participate in the Indigenization of schooling, teachers and school leaders will enter and grow on this continuum from different places and move in different ways towards exemplary practice. This curriculum is a living text that will grow and evolve over time, and so will the teaching practice and school environments that support it. Our purpose for conducting research to identify exemplary practice is to invite teachers and groups of teachers to share their practice and insights into the curriculum and challenges they encounter. As Indigenous scholar Cornel Pewewardy points out, sharing practice and lessons learned about TH/SH is critical for meaningful change. “What we acknowledge is that we must work collectively as Indigenous scholars and co-conspirators to vision a future that moves in waves for holistic transformation” (Pewewardy et al., 2022, p. 10).

Viewed in this light, "exemplary practice" will look differently in different contexts. There isn't one checklist or rubric that will adequately describe the varied approaches and strategies that could be considered exemplary. However, since we are looking for effective models of the implementation, we asked for recommendations for teachers, or groups of teachers who are using the curriculum framework with two or more of these characteristics or intentions.

Exemplary implementation:

- **aligns** significantly with the published lesson plan in terms of 1) essential understandings, 2) learning outcomes, 3) essential questions, 4) standards, 5) practices, 6) assessment, 7) reflection and closure.
- **teaches** “from the heart; shows kindness, honesty, openness, and creates a positive learning environment” (ODE Educator Toolkit)
- **acknowledges** that " Indigenous peoples are still here. Focus on perspectives of contemporary Indigenous leaders, changemakers and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today".

- **allows** "students to share and express their culture in as many ways as possible, including speaking in their home language(s)" (ODE Educator Toolkit).
- **demonstrates** an effort to “cultivate and sustain partnerships with Indigenous peoples, organizations and nations” and to collaborate on plans for teaching. (ODE Educator Toolkit).
- **encourages** students to make connections to multiple subject areas and prior learning.
- **shifts** from "teaching about Indigenous peoples to learning from Indigenous analyses" (ODE Educator Toolkit).

Note: This list is not hierarchical. All of these intentions carry equal weight.

It is important to note that administrators and specialists recommended more than two dozen teachers and groups of teachers as enacting exemplary practice. However, there was a fair amount of discomfort by teachers towards being identified as exemplary. The exemplary practice narratives in the report are included with permission by the teachers who are represented.

## Exemplary Practice by School Districts and Education Service Districts

One of the goals of this research is exemplary practice from school districts across the state and from both large and small districts who are implementing the Tribal History/Shared History curriculum with fidelity.

To identify “exemplar districts” we had informal conversations with educators and Tribal representatives working with schools and districts. Representatives from the Oregon Department of Education also made suggestions for representatives from Education Service Districts and school districts to inquire about exemplary practice. We then scheduled interviews with administrators with knowledge of the district implementation efforts. These interviews sometimes led to follow-up interviews with district- and school-level educators. In the interviews we asked about the following criteria for establishing exemplary practice at the district level, recognizing that districts, like schools and classrooms, are on a continuum of learning towards implementation with fidelity. The exemplar districts named in this report are not the only districts implementing exemplary practices. This report includes districts that enact most or all of the following criteria:

Criteria for exemplary practice for school districts include:

- Administrative support: clear direction that implementation of the TH/SH curriculum is a priority. This included education and communication with local school boards.
- Administrative support and coordination for planning for curriculum integration across grade levels.
- Development of a professional development plan that addresses issues of equity and personal development towards actualization for administrators, staff and teachers.
- Active and sustained support for collaboration with Tribal organizations.
- Clear communication to all stakeholders about TH/SH including the rationale behind the initiative, planning for integration, professional development and collaborative efforts with tribes and district and state curriculum mandates.

The following districts and ESDs have been recommended for exemplary practice toward TH/SH.

DISTRICT	REPRESENTATIVE	TITLE	IMPLEMENTATION NOTES
Beaverton	Kainoa Sandberg	American Indian/Alaska Native Education TOSA	See exemplary practice narrative.
Willamina	Carrie Zimbrick, Rebecca	Superintendent, TAPP Attendance Family Advocate	Multi-year MOU with CTGR. Language courses, implementation at certain grade levels, PD from CTGR and ODE online modules.
Three Rivers	Jessica Durrant	Director K - 8 Curr. and Instruction, Federal Programs	See exemplary practice narrative.

Corvallis	Amy Lesan	Elem. Teaching and Learning Coordinator, Corvallis S.D.	Support for implementation and curriculum integration.
Bethel	Tina Gutierrez-Schmich	Director of Teaching and Learning for Equity, Access & Inclusion, Bethel S.D.	See exemplary practice narrative.
Willamette Education Service District	Sean Aker	Student Success Coordinator	A multi-tiered approach to supporting TH/SH with nine school districts
Southern Oregon Education Service District	Teresa Cisneros	Indian Education Facilitator	Development and implementation of a TH/SH professional development course for admin. and teachers.
Lane Education Service District	Roshelle Weiser-Nieto	Native Student Wellness Specialist	Collaboration and leadership for TH/SH with the Bethel School District (and others).
High Plains Service District	Rochelle Williams	Regional Director of School Improvement	Professional development.
High Plains Service District	Laurie Danzuka	Native American Success Coordinator District	Integration of curriculum, professional development, Collaboration with tribes

## Exemplary Practice Narratives

The following exemplary practice narratives are based on interviews with administrators and teachers. We selected one small, rural district, a medium-sized district and large district to present how the implementation could look in different contexts. We also selected one ESD to feature in this section, after hearing from districts that the support from ESD's was critical to their success. Although these three districts' efforts represent the spirit and criteria for exemplary practice, there were other districts who met the criteria as well. This is not intended to be all inclusive, but rather representative of exemplary practice by districts.

### Three Rivers School District

It's important to note that the Three Rivers School District is a large rural district (geographically) with three distinct attendance areas: the Applegate River area, the North Valley area and Illinois River area. It can take more than an hour to drive from one location to another with approximately 4,300 students across this large geographic area, attending 16 schools, including two charter schools. The district has been effective in the planning and implementation of the TH/SH curriculum, because of four factors. First, there has been consistent administrative support for the planning and implementation. The “why” for the implementation was supported by the Southern Oregon Education Service District (SOESD), who were critical in the development of the program. Jessica Durrant, (Director K -8 Curriculum and Instruction, Federal Programs) said, “If I don't have the why it's difficult to share with the teachers and the principals, the importance of the background behind Tribal history, shared history and what it means.” The district made a rollout plan for all schools. A key factor was accountability. “It just wasn't an option for me to have teachers select to talk about Tribal History/Shared History. It was an expectation and we approached it that way.”

Secondly, the district engaged local Tribal members and organizations in different ways including the Tribal engagement/collaboration Native American Student Union at Illinois Valley High School. This union serves as a hub for families and the various Tribes in the area. Tribal members also present in classrooms, connected to the curriculum. Third, is the structured curriculum integration across grade levels and subjects. The district began with virtual meetings for fourth grade and eighth grade teachers. They discussed integration for the five required subject areas: English /Language Arts, Health, Math, Science and Social Sciences. The fourth-grade teachers began with the inclusion of the online math lessons, because there were logical places for integration. Fourth grade teachers were required to teach one of the lessons in

each of the five areas (at a minimum). There was a similar process for 8<sup>th</sup> grade teachers, however most of the middle school teachers focused on a single subject. Lastly, the district administrators participated in a three-part professional development series taught by Teresa Cisneros (SOESD). This course was also adapted for teachers. The Three Rivers School District has launched an exemplary effort to implement the curriculum. This story is a reminder that change in public education is a process, and not an event.

### **Bethel School District**

The Bethel School District has launched a sustained, K-12 effort to implement TH/SH curriculum. The district brought together a group of teachers to support and plan for the implementation of TH/SH. Then, Roshelle Weiser-Nieto from the Lane Education Service District (LESD) joined the team. With technical assistance from LESD, the instructional team implemented a community agreement (see figure one below), and delivered the curriculum at the elementary, middle school and secondary levels. The agreements below guide the partnership between the Lane School District and the Community of Practice.

The team has implemented introductory videos, a newsletter, professional development sessions and a three-year plan for gradual implementation of the curriculum at different grade levels. The focus of the professional development is on the “essential understandings” and the rationale behind the TH/SH legislation. The interdisciplinary team meets monthly with Roshelle Weiser-Neito from Lane Education Service District (LESD) to collaboratively enact their vision. One of the key priorities is the integration of the curriculum with the district curriculum requirements, so that the curriculum is not viewed as “add on” or a supplement to instruction. It’s important to note that most of the members of the instructional planning team are graduates of the Sapsik'wałá Teacher Education Program at University of Oregon. The planning team includes:

- Amanda Davis: Teacher, Willamette High School
- Roshelle Weiser-Nieto, Modoc and Yahooskin Paiute: Native Student Wellness Specialist, Lane Education Service District
- Nicole Butler-Hooten, Siletz & San Carlos Apache: (2021 Oregon Teacher of the Year) Coach/Mentor
- Leontine Oliver-Meadow View Elementary 4<sup>th</sup> grade Teacher

- Logan Grassetto Siletz -Assistant Special Education Director
- Tyla LaGoy, Confederated Tribes of Grand Ronde, 6<sup>th</sup> Grade Teacher, Shasta Middle School
- Tina Gutierrez-Schmich: (Bethel School District Administrative Support) Director of Teaching and Learning for Equity, Access & Inclusion

### **Agreements: Art of Community**

*Educators were encouraged to read the agreements and respond to two questions: (1) Which resonates with you and why? and (2) Which would you ask of others to consider as we share and listen today?*

- We acknowledge that we bring our lived experiences into our conversations
- We strive to be in community with one another with care
- We try to stay curious about each other
- We recognize that we need each other’s help to become better listeners
- We slow down, so we have time to think and reflect
- We remember that conversation is a natural way we think together
- We expect it to get messy at times
- We will listen with intention to learn something new

### **Beaverton School District**

A few years prior to the SB13 legislation, a district employee launched a Tribal history work group to lay the foundation for the eventual professional development and implementation plan to support TH/SH. The members of the work group were Teachers on Special Assignment (TOSAs). This work group with TOSAs was comprised of representation from different grade levels and content areas and resulted in some initial buy-in for TH/SH. This group took a deep dive into understanding Indigenous culture and education.

The work group also connected with groups within the region and the state, and through conversations within the district, with the superintendent and school board, they established the “buy-in that was needed to be able to build a district-wide implementation.” When SB13 passed, there was a belief and support in the district for TH/SH that extended well beyond the mandate. The work group and administrative leadership had established the “why” for the implementation.

Key factors in the initial implementation include:



- Currently there are 52 schools with 104 staff representatives who support and facilitate the implementation of TH/SH. The administration believes that it is essential that every school has two people to lead and support teachers and staff with the implementation. Key roles for the TH/SH representatives include: 1) communication within the district regarding the legislation and implementation 2) curriculum/program integration and 3) professional development. When possible, Indigenous teachers were asked to be representatives.
- The ODE professional development modules were first used to prepare the representatives to work with teachers and staff. The focus was on modules one and two the first year, three and four the second year. “The modules are beautifully set up to share from the Tribe's perspective, kind of the educational purpose and strategy.” A challenge for this approach is the turnover of administrators and teachers. Moving forward, the professional development will focus on one module per year (depth over breadth) and the cycle will be repeated. The district recognized that, “It's going to take years before the education that we're teaching our kids right now actually blossoms into a collective understanding.”.
- A key component to the professional development was that teachers participated in groups so that there could be grade level conversations about curriculum integration.
- Early planning and implementation resulted in a three-year professional development implementation plan which has now become a 5-year implementation plan.
- Leadership and coordination from the American Indian/Alaska Native Education TOSA
- The initial focus for professional development is on “foundation level understanding,” including the Essential Understandings and the 6 P's: Critical Orientations for Indigenous Studies Curriculum (Sabzalian, 2019).
- Implementation began with grade levels: four, eight and ten.
- Opportunities for professional development and communication include staff meetings and professional development opportunities centered around other programs and initiatives (integration).

- Schools and teachers were directed to use the ODE and OIE lesson plans and materials instead of developing their own. The district has benefitted from the work of the ODE Office of Indian Education for the core of the professional development and the implementation of the lesson plans. Although the district has made significant progress with this organic process that emerged through district leadership, there is a critical need to connect with other educators and leaders throughout the state to continue making progress in a challenging context.

The district has benefitted from the work of the Office of Indian Education at ODE for the core of the professional development and the implementation of the lesson plans. Although the district has made significant progress with this organic process that emerged through district leadership, there is a critical need to connect with other educators and leaders throughout the state to continue making progress in a challenging context.

### **Willamette Education Service District**

Although this section pertains to school districts, it's important to recognize the work of The Willamette Education Service District (WESD). WESD has a multi-tiered approach to supporting TH/SH. We originally spoke with Sean Aker, the Student Success Coordinator last spring. There has been significant progress since that time, due in part to the availability of resources and sustainable budgeting. Aker observes that "I think it (the TH/SH initiatives) would be a great way to improve, because we are now doing work that we should have been doing. I don't think we knew that we should have been doing it, but now we know and we're seeing the results."

There are four key elements to the WESD approach. First, they hired a Native American Education Liaison, a Tribal member and certified teacher with 19 years' experience in the classroom. The liaison's primary responsibility is to address needs stated by the Tribes. The liaison works with a 15-member cross functional team in the School Improvement Services department. Secondly, WESD has established a Native American Education Liaison Oversight Committee with representatives from Tribes, school districts, ODE/OIE and the WESD Director of Equity from WESD. This committee supports the liaison with connections to various entities and communication throughout the service district. The third component of the initiative is professional development. In spring of 2023, the Student Improvement Services department facilitated a three-day training in partnership with Tribes and ODE for 39 teachers representing 9 school districts. The focus was on developing and integrating lesson plans for TH/SH. WESD offered stipends and covered payroll expenses for the

workshops. For accountability, the team worked with principals, business departments, and teachers so that everyone was clear about expectations. The team is in the process of following up with participants to gauge the impact of the workshop and to determine needs and interests for follow-up sessions. Lastly, the stated goal for WESD is “100% participation by teachers” in the districts they serve. This is an ambitious goal, but it sets the expectation that TH/SH is for all teachers in all schools, to benefit all students.

## TH/SH School Narratives

### Lincoln Elementary, Corvallis

#### *History, Geography and Native American Identity*

Amelia Ingersoll is teaching English in the fourth grade at Lincoln Elementary in Corvallis. This is her second year in this position after teaching English Language Learners for several years. Marilyn Polo is teaching Math, Social Studies, Science and Literacy in Spanish to the same fourth grade cohort. Amelia and Marilyn work closely together to integrate subject matter across the content areas.

Both teachers are very proud of their heritage and committed to social justice. Amelia is a third-generation Mexican American. Her mother grew up in Texas and experienced “horrendous racism.” Amelia commented that “to have the opportunity to work at a school where students are encouraged to speak (Spanish) is so meaningful, so wonderful.” Marilyn, whose parents immigrated from Colombia, grew up in the United States, but also understands the “importance of bilingual education, because I saw how honoring someone's culture and identity is integral to their success as a human.”

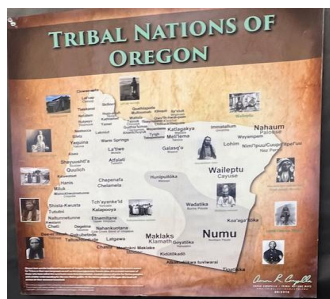
Based on their personal and professional experience and beliefs, Tribal History/Shared History is a natural component of their teaching. Incorporating local culture and multiple perspectives on the history of Oregon, through a bilingual lens, fits into what Marilyn Cochran-Smith and Susan Lytle (1999) refer to as a teacher's stance. In this case, “stance” refers to the lenses that teachers see teaching and learning, occurring through “webs of social, historical, cultural and political significance.” (Cochran-Smith & Lytle, 1999).

A complete narrative of the teaching practice that surrounds Tribal History/Shared History in these classrooms would require a separate report with a rich discussion of the context, professional collaboration and instructional sequence that took place in this evolving practice. For this discussion we will highlight a few moments from

teaching to represent the strategies and integration related to TH/SH. Both teachers participated in professional development provided by the school district as well as the online opportunities from the Oregon Department of Education. The online lesson plans and resources, including the Educator Toolkit, were also used in the development of the unit.

The instructional sequence in both classrooms integrated: geography, science, social studies, history, and literacy (reading, writing, speaking, and listening). To begin the sequence, Marilyn shared maps produced by the Center for Geography Education in Oregon. The maps include information about the average winter, and summer temperatures, precipitation, natural food sources, animals as well as rivers, forests, and features of the landscape. (These maps are available on the ODE website as resources for the Fourth Grade Lesson: Geography and Mapping Traditional Lands) After studying and discussing the maps, the students selected an area where they would like to live, based on the information on the map. Also, students were introduced to the history of Oregon, prior to colonization. Then, students wrote about the area that they selected to live, an opinion piece with their reasons for selecting this particular area. Next, she shows them the map of “Tribal Nations of Oregon,” on the wall of the classroom (Figure One). She asks students to find the area they selected and determine who lives there. Then, they discuss immigration, colonization, land rights and the affinity that people feel towards their homeland.

**Figure One: Tribal Nations of Oregon Map (Indigenous Peoples Media LLC)**

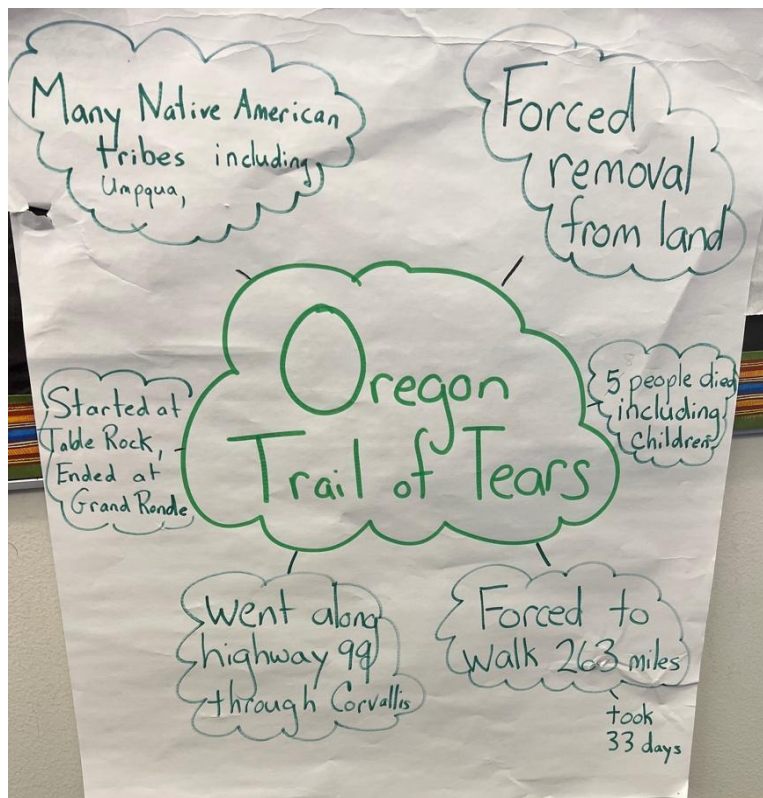


This discussion leads into understanding of terms like “manifest destiny.” And the class studies the history of the Oregon Trail by entering the subject from an indigenous perspective of colonization. This past year they visited a local Tribal member to discuss the history of the Trail of Tears. In discussing the different perspectives on Oregon history, the Tribal member told the students that “It’s complicated. I’m from both.” During this time, students read and discussed various texts and historical maps of the time period, focused on Oregon, and the Pacific Northwest. Amelia integrated a discussion of treaties at this time also, and the history

of the Confederated Tribes of Grand Ronde Tribe as it relates to the federal government and termination.

Students became aware of the intense pressure on the Tribes to sign treaties, and the brutal conflict that occurred over the loss of ancestral lands and termination. Figure Two shows the mind map that represented a discussion about the Trail of Tears in Oregon.

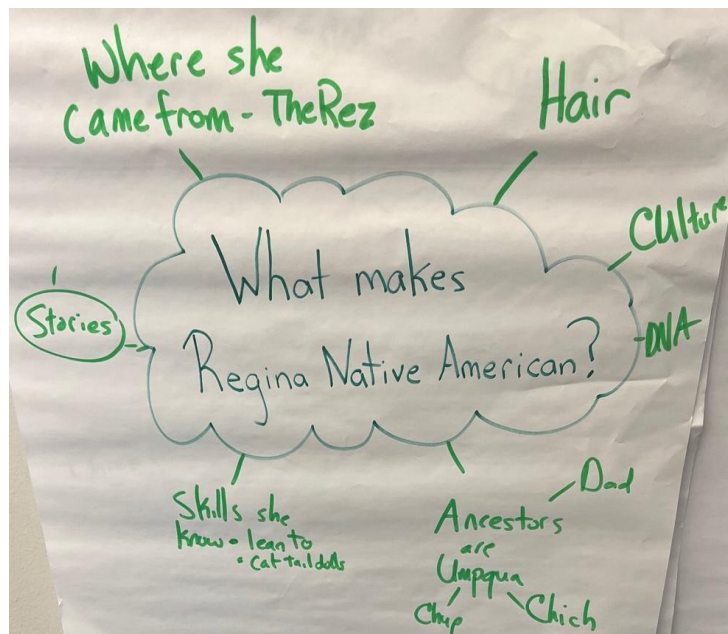
**Figure Two: Oregon Trail of Tears Mind Map**



It was during this research and discussion that students realized that the Trail of Tears passed very close to Lincoln Elementary. They discovered that the Grand Ronde tribe camped at Marys River. There is a memorial close by at the Applegate Trail. Some of the students were aware of this, but many were only aware of the colonist perspective on this history. The emphasis of the memorial is to celebrate Applegate Trail, with “a little section about Native Americans.” As a class, they decided to ask the city council to build a kiosk or memorial to recognize the full history of this area, including the Indigenous history.

In order for students to understand Native American identity in the context of Oregon history, they read the novel: *Indian No More*, by Charlene Willing McManis and Traci Sorell. This book won the 2020 American Indian Youth Literature Award for Best Middle Grade Book and was a 2020 Global Read Aloud Choice. Amelia said that the students loved the book and were very engaged in animated discussions about the main character Regina Petit, whose family and Tribe experience termination at the hands of the federal government. The novel tells a compelling story about how Regina becomes “Indian no more” overnight because of this designation, despite the fact that she actively practices her culture and customs, and her ancestors were Indian for many generations. Figure Three presents a mind map on Native American Identity.

**Figure Three: Mind map regarding Native American identity**



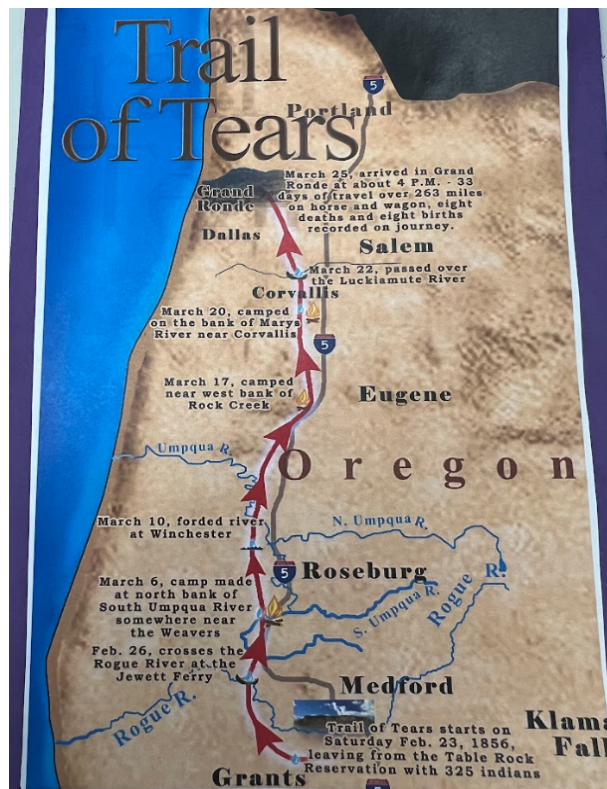
Amelia reflects on reading the novel with her fourth-grade students.

It's so good! Their tribal status was terminated and then they were relocated to Los Angeles. And the protagonist in the story is almost a peer, she's about their age. They can identify with how she would feel and things like that. Right? She's dealing with her Native American identity. And as we go along, (we ask) what makes her Native American, because she's now in Los Angeles? The whole purpose of relocation was assimilation, to get Native Americans off of the

reservation and to assimilate into American society. So, she's asked all the time, while struggling is she still Native American?

In the culminating activity for the instructional sequence, the students presented their letters about the Trail of Tears (Mary's River) memorial to the mayor, who visited their classroom to receive them. Figure 4 shows the Trail of Tears passing through Corvallis. At the time of this writing, the City Council is considering options to respond to these letters.

*Figure Four: Map of the Trail of Tears (Confederated Tribes of the Grand Ronde)*



In listening to Marilyn and Amelia tell the story of their collaborative teaching, their enthusiasm and passion for TH/SH comes through. We see several of the criteria that we established for exemplary practice, including:

- teaches “from the heart; shows kindness, honesty, openness, and creates a positive learning environment” (ODE Educator Toolkit)
- acknowledges that “Indigenous peoples are still here. Focus on perspectives of contemporary Indigenous leaders, changemakers and issues to affirm

Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today.”

- demonstrates an effort to “cultivate and sustain partnerships with Indigenous peoples, organizations and nations” and to collaborate on plans for teaching (ODE Educator Toolkit)
- encourages students to make connections to multiple subject areas and prior learning
- shifts from “teaching about Indigenous peoples to learning from Indigenous analyses” (ODE Educator Toolkit)

Although this sequence didn’t follow one of the lesson plans on the ODE website, the sequence does capture the intent of the legislation, and it was developed and implemented with guidance from the Grand Ronde Tribe. The teachers reported that students were engaged and excited about learning the truth about their local history.

## **Oregon Episcopal School (OES)**

### *The Time Immemorial Story Map Project*

One of our goals with this research is to identify exemplary practice by teachers, groups of teachers and school districts. During a recent interview, we were referred to Kristen Zimmer, a third grade teacher at the Oregon Episcopal School. The school was founded in 1869 as a boarding school for girls. In 2023, the total enrollment was 880 preschools through 12th grade, with approximately 60 boarding school students. As a private school, OES is not representative of public schools in Oregon in terms of the resources available to teachers, nor the kinds of curriculum and policy constraints that public school teachers adhere to. Many of the challenges that we’ve discussed in terms of implementation of the TH/SH curriculum were not factors in the development of the Time Immemorial Story Map project. From the outset, more than a decade ago, the grade level team for third grade had consistent administrative support that “school leadership has been clear about our commitment to more equitable instruction and experiences for all students.” This support resulted in adequate resources for materials, visiting teachers and specialists, professional development, and time for planning. Before we discuss the instructional sequence of this interdisciplinary project, here are a few of the considerations and intentions that led to this implementation (begun before SB 13 was enacted).



The move to decolonize the curriculum began with a partnership with the Confederated Tribes of the Grand Ronde tribe more than ten years ago. It began with an effort to “rebalance the curriculum by including different voices and perspectives.”

The appropriate stance from us (teachers) was to say that we're not going to take over this story, but we're trying to amplify Indigenous voices that are already telling the story themselves. I feel like the Tribal community has been so generous with their resources, their time and their teaching allowing us to learn from them. So that was a big shift. And that's been such a big part of this project, our partnership with... Indigenous educators like Cheyanne Height and Stephanie Craig, who have really been with us for years, working with the students throughout the year.

Note: Cheyanne Height serves as a Curriculum Specialist for the Confederated Tribes of Grand Ronde (CTGR). Stephanie Craig, an artist and ethnobotanist, is an enrolled member of the CTGR.

The “big shift” that occurred was not something that happened overnight, nor was it always comfortable for the third-grade teachers.

I think I was definitely a student too. I grew up in Oregon and I didn't learn Oregon's full history, I learned it through Lewis and Clark and the Oregon Trail. And so it was a lot of adding to that story and finding deeper meaning alongside the kids and not always having the answers. So, it was uncomfortable at times. And I think that was great because I learned a ton and it kept bringing it back to... how can we, ask Stephanie, how can we look at the stories that you've heard? It was a really big learning curve for me.

The teachers did not participate often in organized professional development opportunities. Much of the professional development happened through planning, researching (self-study), university coursework and collaborative teaching with cultural specialists, including people from Confluence, a nonprofit organization: “devoted to the notion that elevating Indigenous voices in our understanding of our region will make the world a better place.”

At this time the Oregon Department of Education has posted lesson plans for the fourth grade, but additional grade level lessons are in progress. The lesson plans for

fourth grade, and the resources posted on the ODE website, particularly regarding the Essential Understandings, and the Educator Toolkit were used as resources for the development of the instructional sequence. The teachers at OES call this project From Time Immemorial. The nature walk features QR codes that bring up Indigenous knowledge, language and culture related to the plants, animals, and landscape of the area. Here is an introduction to the project for students:

### **What is the Story of This Place We Call Oregon?**

*3rd January 2023- Leslie Weinheimer, Kristen Zimmer, Nicole Robinson*

Now that we have practiced applying our explorer's, or critical thinking, toolkit to explore our identity, our classroom community and classmates, the characters in our stories, and the places/markers on our campus, we turn our gaze to studying *What is the story of this place we call Oregon*. With the passing of Senate Bill 13, Tribal History, Shared History, we have been given the gifts of Indigenous voices and resources to learn the story of the first people to live on, learn from, and care for this land. We look to a variety of primary and secondary sources, coming from Confederated Tribes of Grand Ronde, Five Oaks Museum, the Cathlapotle & Clatsop trunks (from the National Park Service) ... We learn that histories can be held and passed on in different ways, from oral history and craft, to written word, monuments and landmarks, journals, artifacts, photographs. We know that Indigenous people have been here since Time Immemorial, and continue to live on, create in, this land.

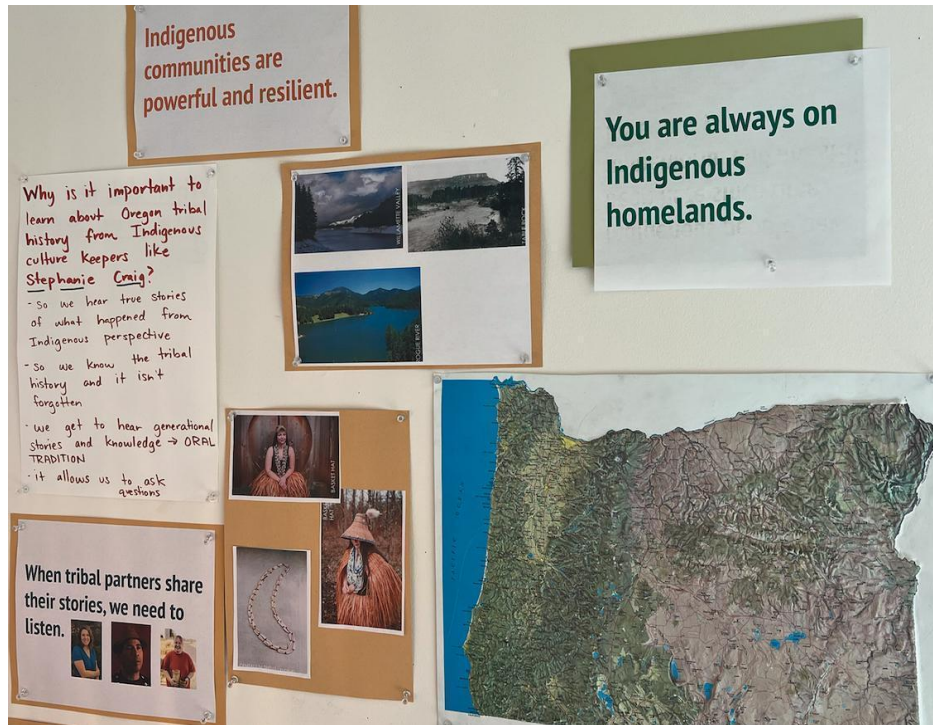
This interdisciplinary project integrates experiential, inquiry-based learning for students in history, science, social studies, language learning, technology, and literacy (reading, writing, speaking, and listening). The essential questions that drive the unit include:

- What is the story of this place we call Oregon?
- Who is telling the story? What might you think if you only read this story?
- How do we uncover hidden stories? From the past and present?
- What does it mean to be seen and heard?
- Are we hearing all the voices?
- What are the habits of mind of a historian?
- How do historians hold onto their thinking and knowledge?
- How is history passed on?

Throughout the unit the essential understandings of the Tribal History/Shared History initiative are discussed and referred to in presentations, lessons, and

publications created by the students. Below is a display on the wall of Kristen Zimmer's third-grade classroom.

**Figure One: Essential Understandings Classroom Display**

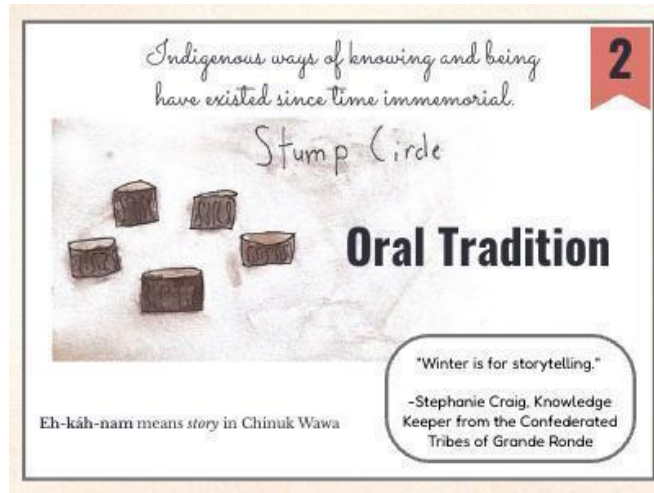


The Time Immemorial Story Map project is a multi-year, interdisciplinary study of the local environment and history. It would be impossible to tell this story well in this report. So, we are providing some context and a few moments from the project. If you'd like to learn more about the project, please contact the teachers at the school. At the beginning of the Story Map are instructions written by a student.

It reads: How to Use the Story Map. 1. The numbers on the map are different learning moments. #1 is the introduction at the bell tower. The rest are in the woods or wetlands. 2. Try to find the signs that have numbers. 3. When you get to a number, find the cards with that number, then read and learn.

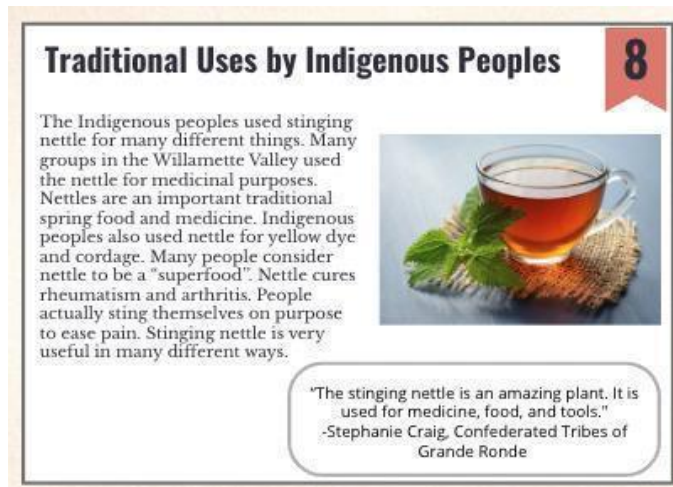
The second card is a learning moment based on Indigenous ways of knowing and being. Note that the card cites the source of the information.

Figure Two: Story Map Card, Oral Tradition



Some of the cards focus on science, through lessons about traditional uses of plants. Nettles can be found on the OES school grounds. It's important to note that the content for this study is produced by students. Teachers and adults assist with editing and the presentation of the material, but for students to communicate their learning publicly, provides an opportunity to connect with the land and the indigenous culture/language in a more personal way.

Figure Three: Story Map Card, Traditional Uses of Nettles



The story map project was impactful for the teachers and the school community. The story map project is a living text that students and community members will be able to learn from for decades into the future. Two comments from teachers reflect on the impact this work has had on students in their classrooms:

With this project, students feel more connected to the land, the physical land, you see kids taking more care of the natural world...the large majority are looking around them at the native plants within our school community. And they're able to identify them and know that those have been here since time immemorial and that is really special. And so, I would say a sense of belonging, it's that they feel connected to this physical world.

The idea of stewardship, I think is definitely the piece that they can really connect to. I also think that before this unit, we asked some questions to gain an understanding of their understanding of indigenous peoples before this? I think for a lot of the kids, (there was a sense that) they were people who lived before and they didn't necessarily think of them as living among us today. I think that this changed that view for a lot of them ...It's not that it was something that happened in the past and all these people are gone. They're part of our communities today.

In listening to the instructional team tell the story of their collaborative teaching, their enthusiasm and passion for their students as well as the local culture and history are evident. We see several of the criteria that we established for exemplary practice, including:

- teaches “from the heart; shows kindness, honesty, openness, and creates a positive learning environment” (ODE Educator Toolkit)
- acknowledges that “Indigenous peoples are still here. Focus on perspectives of contemporary Indigenous leaders, changemakers and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today”
- demonstrates an effort to “cultivate and sustain partnerships with Indigenous peoples, organizations and nations” and to collaborate on plans for teaching. (ODE Educator Toolkit)
- encourages students to make connections to multiple subject areas and prior learning
- shifts from “teaching about Indigenous peoples to learning from Indigenous analyses” (ODE Educator Toolkit)

This narrative was written after a focus group session at OES. We'd like to express our gratitude to Kristen Zimmer for coordinating and hosting the session in her

classroom, and for sending the materials related to the Time Immemorial Story Map project. We'd also like to thank the teachers who participated in the focus group session.

1. Suzanne Lee, Reading Specialist, Student Equity & Inclusion Coordinator
2. Nicole Robinson, 3rd grade teacher,
3. Leslie Weinheimer, 3rd Grade Teacher
4. Tonya Griffin, Ed. Tech. Teacher and coordinator

## **Recommended Practices that Contribute to Implementation**

### **An Example of Exemplary Practice in Professional Development**

Teresa Cisneros, Indian Education Facilitator at Southern Oregon Educational Service District, developed and implemented a professional development opportunity for teachers and administrators. Districts referred to this opportunity as an exemplary, engaging model for TH/SH professional development. The goals of the opportunity included:

- Getting THSH content directly to teachers
- Developing culturally responsive educators
- Practicing reciprocity, ensuring educators feel valued and appreciated.
- Giving voice to local Indigenous Peoples
- Building the TH/SH community
- Ensuring that educators understand more deeply the current situation of local Indigenous populations.
- Trusting the curriculum

Throughout the interviews, educators expressed the importance of “The Why” and grounding professional development in the Critical Orientations for Indigenous Studies Curriculum (Sabzalian, 2019). This virtual learning opportunity consisted of three two-hour sessions with additional “homework” outside of the virtual sessions. Topics and activities included the following:

- Introduction and history of TH/SH

- Community member presentations and discussion
- “Deep dives” into Place and Presence, Perspective and Political Nationhood, and Power and Partnership, Navigating TH/SH resources, including the Toolkit, Tribal websites, ODE online resources, and signing up for ODE Indian Ed. Emails.

Cisneros reflects that, “As an experienced facilitator I was able to read the group and know when a discussion was needed, if it was heavy or just needed time to clarify or strengthen the cultural understanding. Finding the balance between the reality of Indigenous history and students’ experiences with the importance of getting the curriculum into classrooms was a challenge.”

### Recommended Practices for Professional Development

- **Collaborate** with Tribes to localize and personalize the training.
- **Plan** for ongoing, sustained professional development. A “one- and-done” approach to professional development is not sufficient for implementation. Districts with multi-year plans for professional development are having more success in implementation.
- **Provide** delivery options for professional development for teachers and staff, including different dates and times as well as virtual and face-to-face options. Tribal representatives who facilitate professional development recommend that stories are an effective way to make learning relevant and accessible for teachers not familiar with tribal history.
- **Support** collaborative groups of teachers to learn and integrate the curriculum together. For example, a group of fourth grade teachers, or middle school teachers who gather for a full day for professional development, curriculum planning and reflection/feedback about their teaching.
- **Ask teachers** and administrators to reflect on their own heritage, cultural identity, and experience with Oregon history. Acknowledge that there will be discomfort as educators work towards changing long-held perceptions, understanding and teaching practices.
- **Assist** teachers with access to the online materials through live sessions where teachers can ask questions and discuss the materials with support and collaboration.

- **Ground all** professional development in the essential understandings and the 6 P's of Sabzalian's (2019) "Critical Orientations for Indigenous Studies Curriculum."
- **Place** the TH/SH professional development in the context of equity, social-emotional learning, and a sense of belonging for students.

### Recommended Practices for Administration/Leadership

- **Provide** opportunities for educators involved in TH/SH to connect with each other to share effective practice. There is a critical need for a community of practice to address issues of implementation and professional development.
- **Plan** for curriculum integration across grade levels, including TH/SH planning in the curriculum adoption/revision process. For example, include TH/SH lessons/resources in the adoption of content area curriculum at the district level.
- **Respect** the complexity for Indigenous educators working towards the implementation of TH/SHC. Acknowledge that some people have experienced trauma, negative stereotypes and issues of power and privilege (to different degrees and in different ways) that have emotional and psychological impacts related to this work.
- **Enact** fair and equitable practices and policies in the assignment of roles and responsibilities for teachers and staff implementing TH/SH. (Recognizing that Indigenous educators are not solely responsible for the planning, training, and teaching related to TH/SH.)
- **Hold** a vision for implementation that moves from "mandate to meaningful" and "required to rigorous," acknowledging that there is a continuum for implementation that looks different in different classrooms and schools.
- **Emphasize** the "why" with consistent attention to grounding in the essential understandings.
- **Foster** a supportive nurturing environment for teachers to sit in discomfort and to process their concerns and anxieties about teaching the curriculum.



## Recommendations for Collaboration with Tribal Organizations

One of the purposes of this research was to identify exemplary practice in the implementation of TH/SH in school districts. One of the criteria that was examined was collaboration with Tribal organizations. The definition of exemplary practice includes practice that “demonstrates an effort to ‘cultivate and sustain partnerships with Indigenous peoples, organizations, and nations’ and to collaborate on plans for teaching” (ODE Educator Toolkit). Clearly there is a wide spectrum in the state, ranging from no communication or involvement, or open hostility and conflict, to deep, sustaining, trusting partnerships that have occurred over decades. The TH/SH educator survey completed last spring suggests that collaboration with Tribes is an area for growth: only 19% of respondents selected “demonstrates an effort to ‘cultivate and sustain partnerships with Indigenous peoples, organizations, and nations’” as evidence toward exemplary practice. The participation of Tribes in professional development, planning for curriculum integration and instruction is critical to the successful implementation of TH/SH. In order to integrate the curriculum with fidelity, educators should consult with Tribal members with the depth and breadth of knowledge necessary to accomplish the purpose of the legislation. There is a continuum of practice that happens with TH/SH, and a gradual learning process. Sustained collaboration with Tribes results in consistent support and feedback towards exemplary practice.

For this discussion, we are offering some suggestions for building partnerships and collaboration to benefit all students. For districts seeking to develop partnerships with Tribal organizations, a good place to start is the Tribal Consultation Toolkit 2.0 (Oregon Department of Education, 20230). Under the section on Title I-A: Improving Basic Programs Operated by Local Educational Agencies (LEAs), there are the following best practices:

- Tribal consultation and engagement of families as partners in the education of students is a focus, as well as promoting reform in high-poverty schools and ensuring students’ access to evidence-based instructional strategies and challenging academic content.
- Schools and districts that use Title I funds to support climate and culture development of all students.
- Connecting and engaging families and communities in the whole learning experience. (Oregon Department of Education, 2020)

These practices provide a foundation towards meaningful, sustained partnerships. The Tribal Consultation Toolkit 2.0 should be considered an important first phase towards collaboration. In talking with school district administrators and Tribal representatives, the following considerations surfaced.

- Both entities should approach the work with cultural humility, with an awareness of the history of public education in Oregon, and the recognition that it takes time to develop trusting relationships.
- Developing and maintaining a Memorandum of Agreement (MOA) that is not dependent on individuals can ensure that the collaboration continues despite turnover of key personnel within the organizations.
- A recognition that “Oregon History is Tribal History” and all students and educators benefit from an understanding of Oregon’s past and present.
- The MOU should be a “living text” that is continually discussed and updated, recognizing that there will be both successes and challenges along the way.
- Key players for successful collaboration include Tribes, communities, School Boards, Teachers and Front-Line Workers and school level and district level Administrators.

Important tasks towards meaningful collaboration include listening and learning sessions between Tribe/Board/Community and professional development for all staff and board members. Administrators involved in the development and maintenance of MOAs, described the following elements as areas for collaboration.

- Information sharing and communication (regularly scheduled meetings)
- Title VI planning and implementation
- Curriculum planning and implementation, including TH/SH
- Academic Coaching and Advising
- Professional Development
- Clubs, events, and programs
- Summer school programs
- Student transitions, progress, and assessment

- Sharing and sensemaking of student data (academics, attendance, discipline)
- Access to information systems
- Communication with families and communities
- Ensuring equitable access to clubs, athletics, advanced placement opportunities
- Articulating co-management of education that acknowledges sovereignty.
- A plan for revision and renewal every 3-5 years.

MOAs can and should look differently across communities in Oregon, as they address and evolve to meet the needs of students in very different contexts and cultures. The Confederated Tribes of the Grand Ronde and the Confederated Tribes of the Umatilla Indian Reservation in partnership with the Pendleton School District have demonstrated leadership and exemplary practice in this area.

## LESSONS LEARNED, RECOMMENDATIONS, AND QUESTIONS FOR FUTURE STUDY

### Key Lessons Learned

The research for Tribal History/Shared History began with a close study of the documents, resources, and lesson plans on the ODE website, as well as conversations with the Office of Indian Education and the Region 16 Comprehensive Center. Our culturally responsive research methodology began with the Oregon Indian Education Association Conference last spring (2023). Lessons learned from the conference are in the recommended practices sections for professional development, administration/leadership, and collaboration with Tribes.

Reflecting on the process that led to this report, the conference was a catalyst for the research, as we made connections to educators and Tribal members across the state. Emergent Strategy: Shaping Change, Shaping Worlds, adrienne maree brown talks about fractals and the ripple effects of a single conversation, or a single relationship in the world. “Emergence is the way complex systems and patterns arise out of a multiplicity of relatively simple interactions,” (brown, 2017). The listening sessions and conversations at the OIEA conference resulted in a growing web of contacts and relationships throughout the state. It is important to acknowledge that this report represents a moment in time in the evolution of understanding about TH/SH. As a colleague said to us, “Indigenous Education has always been here, and it will always

be here.” That said, the following lessons learned and questions for further study emerged from the data gathered in this research.

- **There are pockets of innovative and exemplary practice.** . There is an increasing number of educators who have participated in professional development from the ODE website, education service districts, Tribes, and school districts. And there are schools who have been working towards Tribal History/Shared History for many years, well before the SB13 legislation. A few highlights that represent progress include:
  - School districts with plans and activities underway for TH/SH including Beaverton, Willamina, Three Rivers, Corvallis, Bethel, and Jefferson County 509J SD.
  - There are established and enduring collaborative agreements between districts and Tribes that include implementation of TH/SH.
  - There are multi-year, interdisciplinary TH/SH curriculum units and projects happening at schools. Teachers report that students, Tribes, families, and communities are engaged in supporting the work. (Lincoln Elementary in Corvallis and Oregon Episcopal School in Portland are examples.)
  - The Beaverton School District is using the online professional development modules from ODE as the foundation for a long-term professional development/implementation plan, with 104 TH/SH representatives working in 52 schools, with teachers meeting in grade-alike groups to complete the modules and discuss integration.
  - The Willamette Education Service District has a multi-tiered approach to supporting TH/SH, including: 1) facilitating a three-day training in partnership with Tribes and ODE for 39 teachers representing 9 school districts, 2) hiring a Native American Education Liaison (a tribal member and certified teacher with 19 years’ experience in the classroom) and 3) driving towards a stated goal of 100% participation for teachers in the districts that WESD serves.
  - Schools and districts are offering Indigenous language and culture courses in collaboration with Tribes.

- **There is a tension and some confusion regarding the ODE lesson plans and curriculum developed locally by Tribes and districts.** Feedback regarding this issue suggests that there is a critical communication gap that needs to be addressed. Feedback from educators and Tribal representatives include:
  - Confusion related to the requirements of the legislation. There is a sense that locally developed curriculum also meets the requirements of the SB13, and/or a desire for the state to recognize locally developed curriculum in this way.
  - If the intention is for schools to implement both the online curriculum and locally developed curriculum, there needs to be guidance about integration with other curriculum mandates and requirements at the district level. Feedback suggests that instructional classroom time for TH/SH curriculum is a limiting factor. To implement both curriculums doesn't seem possible for some educators and Tribal representatives.
  - Some suggestions for revising and updating the online curriculum include the following:
    - Revise the lessons so that there are more project-based and inquiry-based (active) learning activities for students. This reflected a sense that lessons are too “lecture-based” and passive.
    - Ask groups of grade-level alike teachers to review the lessons in terms of age appropriateness, timing and duration of activities, differentiation for diverse learners and culturally responsive teaching strategies.
    - Consider adapting the lessons for multiple grade levels, i.e., first and second grade, third and fourth grade. This flexibility will help teachers in multi-graded classrooms and allow for teachers to teach the lessons where they are most age appropriate.
    - Provide narratives from teachers who have implemented the lessons. These can be short, focusing on enrichment and interdisciplinary connections. Short videos with narratives or classroom vignettes could be very helpful, especially for teachers new to the implementation of TH/SH curriculum.

- **There is a perception in some places that the primary purpose of TH/SH is to address the needs of Native American students.** Although there is a critical need for Native students to develop a sense of well-being and to see their lived experience, culture and heritage reflected in schools, the purpose for the legislation is that all students, teachers, administrators and staff (including school boards) develop a depth and breadth of the Tribal History/Shared History of Oregon, to correct misunderstandings and misinformation that has dominated instruction in schools for more than a century. Feedback from educators and Tribal representatives include:
  - There is a misconception that schools and districts with limited numbers of Native Students are not required to implement TH/SH widely for all students.
  - Indigenous educators and staff report that there are expectations that they are disproportionately responsible for the implementation of the curriculum.
  - There is a misconception that teachers at certain grade levels or subject area assignments are not required to learn about TH/SH, nor to participate in the implementation.
  - There is resistance and reluctance to implement TH/SH curriculum among educators who rely and depend on long-standing teaching methodologies and curriculum, like Oregon Trail reenactments.
  - The lack of understanding regarding TH/SH by administrators, sometimes results in one-time presentations and events to create the perception that TH/SH is happening in schools when systemic change/integration is not happening in classrooms.

## Tribal History/Shared History Community of Practice

Throughout our conversations about TH/SH, administrators, Tribal representatives, and teachers all described the critical need for a network, or community of practice to support the TH/SH implementation. Administrators who are responsible for leading the implementation effort at the Education Service District, School District, or school site level, all reported that the work was challenging in part because of the isolation that they experienced in this work. There is effective, innovative practice in the state regarding TH/SH, but despite efforts at the state level to distribute lessons learned, educators do not have forums or opportunities to discuss their work. Based on these

comments, we are recommending that ODE brings together a group of educators and leaders from small and large districts and Education Service Districts to develop a plan for implementing a Community of Practice (CoP). For this discussion we refer to educators as all individuals working towards the implementation of TH/SH, including ESD, school district and site level administrators, teachers, Tribal specialists and administrators and professional staff who work in classrooms and support students.

As we discuss CoPs, it's important to differentiate Professional Learning Communities (PLCs) which are happening to varying degrees across the state, from structured, intentional Communities of Practice. There are similar qualities and characteristics between the two professional development strategies. However, there are also key differences. The essential characteristics of a Professional Learning Community include shared and supportive leadership, shared vision and values, opportunities for collective learning and application, a supportive environment (collegial relationships) and shared practice—opportunities for reflection and feedback (Hipp & Hoffman 2003). The impacts of PLCs on changing teaching practice are well documented (Vescio et al. 2008). The differentiating characteristics include a purpose that addresses systemic issues beyond professional development, and a multi-layered structure to support the sharing and dissemination of a breadth of resources, and practices (Wenger-Trayner, 2015). It's important to note that a possible strategy for launching the CoP would be to invite and connect the existing PLCs around the state, and other networks/groups focused on teaching practice and curriculum to participate. This could be a logical extension of the current practice.

**Communities of Practice (CoP):** Communities of Practice were originally conceived to provide a framework for examining the learning that happens among practitioners in a social environment. The early research about CoP focused on the interactions between practitioner novices and experts and situated learning (Lave, 1991). However, the concept has evolved to focus on personal growth and an individual's learning trajectory in an organization, as well as CoP as a managerial tool (Li et al., 2009). Essential to the CoP process are three domains. 1) The Domain: the community of practice has a unique shared identity beyond a common interest. For the TH/SH, the shared interest extends to the personal (individual) development of educators, as well as building safe, equitable school environments for all students. These intentions will form the specific identity of the CoP. As the community develops and grows over time, this identity will be defined and refined by the articulation of shared goals and principles. 2) The Community: supports community members in joint activities and the development of relationships. 3) The Practice “They (communities of practice)

develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice (Wenger-Trayner, 2015.)

**Project Concept:** The Oregon CoP planning team enacts a culturally responsive process for engaging stakeholders. The process begins with a visioning session with a diverse group of educators representing the five levels of education support and leadership in Oregon: ODE, Tribes, ESDs, school districts and schools. Through the visioning session, representatives will imagine the future collaboration and learning that will take place in the CoP. Perspectives, stories, and creative thinking will lead to a detailed plan for discovering, documenting, and disseminating innovative, evidence-based practices for TH/SH. We imagine a multistakeholder CoP where: 1) community members participate through surveys, interviews, focus groups, and other methods as needed, 2) organizations participate in facilitated engagements, and then 3) the learning and promising and/or evidence-based practices are distributed throughout the network. The Tribal History/Shared History Implementation Wheel on page 51 displays how practices and learning could be exchanged through the five levels of support and leadership. It's important to note that an effective CoP does not have a hierarchy within the community. Once representatives step forward from the different organizations, they will develop a shared governance system to support the community. The project would also connect existing communities of practice in Oregon and draw from their experience and expertise to develop the larger community.

**Figure 8: CTGR and Scappoose SD Community of Practice Definition**

**Indigenous Community of Practice**

“A community of practice is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals.

This community of practice supported by the Scappoose School District, focuses on sharing best practices and creating new knowledge with our Grand Ronde educational partners.

Used with permission from a presentation at the CTGR Education Summit 2023, Jen Stearns, Director of Student Achievement, Kellia Tolworth, High School Math Teacher



& Tribal Studies J-Term Teacher, Keely Nudo, District Librarian, Melissa Perkins-Loneman, Parent Advocate, a presentation about the partnership between CTGR and the Scappoose School District

**Practical Impacts and Activities:** Some of the suggestions from educators about shared learning towards TH/SH implementation include the following:

- **Facilitated gatherings** where groups of educators could gather to share practice and plan for integration by grade-level alike gatherings.
- **An online community** with opportunities to share resources, innovative practice and to participate in discussions across schools and districts.
- **TH/SH Tuesdays**, where there is an open forum after school for educators to come together to share practice and discuss issues related to implementation. There could be a simple sign-up sheet where educators create the agenda for the meeting prior to the forum each week, or this could happen on a monthly basis. Educators expressed a need for informal sharing and conversation.
- **Shared Governance** arises from the participants in the community. This can be very simple, with an emphasis on shared values/principles and the dissemination of effective practice and resources.

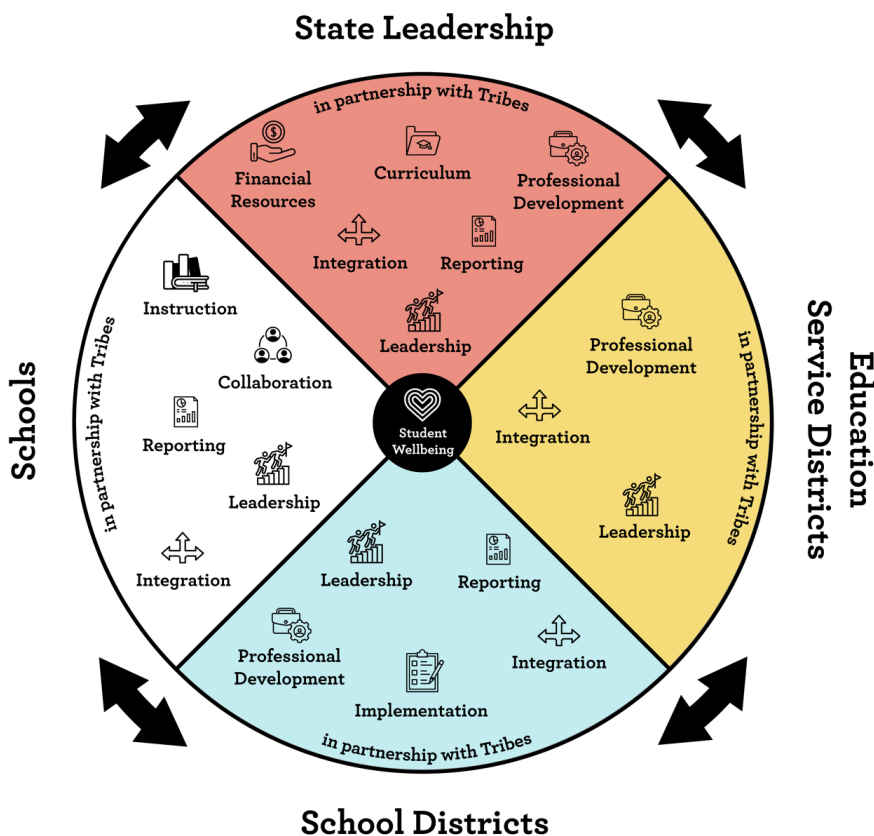
One possible way to organize the CoP would be through regional clusters of ESD's. Figure 9 shows a diagram that imagines one way to organize the ESDs into clusters.

*Figure 9: The Oregon TH/SH Community of Practice*



## Tribal History/Shared History Curriculum Implementation Circle

**Vision:** The implementation of the Tribal History/Shared History Curriculum will require participation from the Oregon Department of Education (ODE), Office of Indian Education, education service districts (ESDs), school districts, schools, communities, and Tribes. The vision represented in this circle illustrates how educational organizations and institutions work together in a dynamic interchange of conversations, practices, and processes, grounded in the essential understandings of TH/SH as the foundation for the work. If the Community of Practice comes into existence, it will facilitate many of the actions and communication towards implementation of TH/SH curriculum. This infographic is designed to delineate between the roles and responsibilities of the organizations/institutions.



**Leadership:** ODE's primary responsibility in partnership with the Tribes will be to articulate the vision or “why”, for TH/SH so leaders throughout the state understand

the importance and urgency of the work. ODE will also establish the conditions necessary for implementation. These include:

- Integration and alignment of programs and initiatives
- Communication about TH/SH
- Access to curriculum
- Financial resources
- Professional development
- Accountability and reporting for implementation

**Stewardship:** ESDs will support districts by:

- Leading professional development for all educators
- Organizing workshops and collaboration focused on planning and curriculum integration.
- “Leading leaders” by promoting the “why” behind the initiative.

**Community:** School districts’ primary responsibility is building the CoP to support TH/SH implementation, including administrators, educators, Tribal representatives, and community organizations. The CoP should help the district ensure the curriculum is implemented with the local historical and cultural contexts in mind. A key component of this support will be local accountability and reporting to make certain schools are meeting the requirements of SB13.

**Learning:** Schools, in partnership with families, Tribal representatives, and community organizations, will establish safe, nurturing learning environments to support learning for all students. TH/SH curriculum requires an equitable learning environment and a culture where teachers are supported by a community of practice, with opportunities for reflection, feedback, and meaningful collaboration.

## Questions for Further Study

- What are the effective practices and strategies for sustained collaboration with Tribes?
- What does engagement look like for students participating in TH/SH? How does TH/SH influence students’:

- sense of well being
- perceptions of Oregon History
- perceptions of their own identity
- What are the emerging exemplary practices for professional development?
- What is the current practice for implementing the ODE online lessons and locally developed lessons? What are the variables and challenges related to implementing both curricula?
- What is the current practice in teacher preparation programs in Oregon related to:
  - Tribal History/Shared History
  - Culturally Responsive/Sustaining Teaching Practices
  - Creating safe, equitable learning environments for all students
  - What does a Community of Practice to support TH/SH look like? What are the key strategies and practices necessary to create a sustainable, productive CoP?
  - What do educators know about TH/SH? To what degree do educators understand the purpose and intention of SB13?

## Proposed Action Plan 2023-2024

TASK	BENCHMARK
Essential Understandings (EU) Advisory Committee (Tribes) meets to establish recommendations for collaboration with Tribes	A Tribal Collaboration Toolkit  (similar to the Tribal Consultation Toolkit 21.0, focused on the development and implementation of Memorandum of Agreement).
Complete lesson plans and resources for additional grades, focusing on K-3	Completion of at least one lesson for the five content areas at each grade level (K-3), with additional lessons as capacity

	allows for intermediate, middle, and high school grades.
Translate lessons to Spanish	Create an ongoing process for translating to Spanish as lessons are approved and posted.
Continue updating the website. Establish a small group of educators to review the site periodically to provide user feedback.	The ODE/OIE website is user friendly, easy to navigate.
Continue posting professional development opportunities (like HDESD) developed by districts and ESDs.	A rich online resource for contextualized professional development.
Deliver guidance for districts to develop professional development.	Guidance is posted on the ODE/OIE website with a request for districts to offer feedback and stories of implementation using the guidance.
Plan a Community of Practice to support TH/SH beginning with a small advisory group.	Educators begin to share practice at the school level as a first level activity towards the TH/SH CoP.
Continue the research on TH/SH, focusing on some of the following topics: collaboration with Tribes, the student experience, exemplary practice for professional development, the implementation of the ODE and locally developed curricula, teacher preparation.	A request for proposals for research to begin in the fall of 2024.
Establish a communication plan for schools, districts, ESDs, Tribes and communities regarding TH/SH. Consider multiple modes of communication, including video, websites, social media, and face to face meetings.	In a phone survey to be conducted in the fall of 2024, there is widespread knowledge and understanding of TH/SH with various constituent groups.

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# APPENDIX A: THSH ADMINISTRATOR AND EDUCATOR SURVEY PROTOCOLS, 2023

Access a copy of the Educator Survey questions through a web-hosted [PDF of the Tribal History/Shared History Educator Survey](#).