



Tribal History and Culture Extended Core Instructional Materials Adoption Board Action Report Update

Academics Department, Research & Evaluation Department

Spring 2024

Tribal History and Culture Extended Core Instructional Materials Adoption: Board Action Report Update



Accessibility. Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

Citation. Morris, Gail, Brown, Shana, & LeClair, Zachary. (2024). *Tribal History and Culture Extended Core Instructional Materials Adoption: Board Action Report Update*. Seattle Public Schools, Seattle, WA.

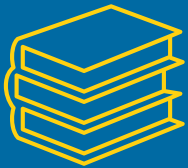
Key reference links.

- [RCW 2015](#) (Since Time Immemorial curriculum requirement)
- [RCW 2018](#) (Since Time Immemorial course for all Washington State teaching candidates)
- [Board Action Report](#)
- [OSPI](#) (Since Time Immemorial statewide curriculum)

Executive Summary



Adoption background: The goal of this report is to summarize the process and progress of the expanded Tribal Sovereignty and History curriculum, including the *Since Time Immemorial* adoption, in Seattle Public Schools. In 2019, the Native American Education Program of Seattle Public Schools identified the 2015 state-mandated tribal sovereignty curriculum (*Since Time Immemorial: Tribal Sovereignty in Washington* or STI) as a significant part of its “Tribal History and Culture Extended Core Instructional Materials Adoption.” The Native Education Program Manager proposed this adoption to build a bridge between district and building leadership for implementing the state’s unfunded 2015 legislation ([RCW 28A.320.170](#)). The unanimously approved Board Action Report provided a three-year adoption timeline and a \$300,000 budget for a professional development infrastructure. The Board Action Report provided a shared vision for the legal and ethical commitments to implementing tribal history in Seattle Public Schools.



Report takeaways:

- The Native American Education Program continues the process of re-indigenizing social studies via the tribal history adopted curriculum.
- Training records and an annual educator survey indicate that approximately 30% of eligible SPS K-12 educators have been trained on this curriculum within the last three years, and approximately 20% of educators and principals are unaware of the curriculum or their role in it.
- In response to the findings in this report, the Native American Education Program is studying the causes of the implementation gap and continuing to support schools as they build their capacity for implementation of the tribal history adopted curriculum, including *Since Time Immemorial*.



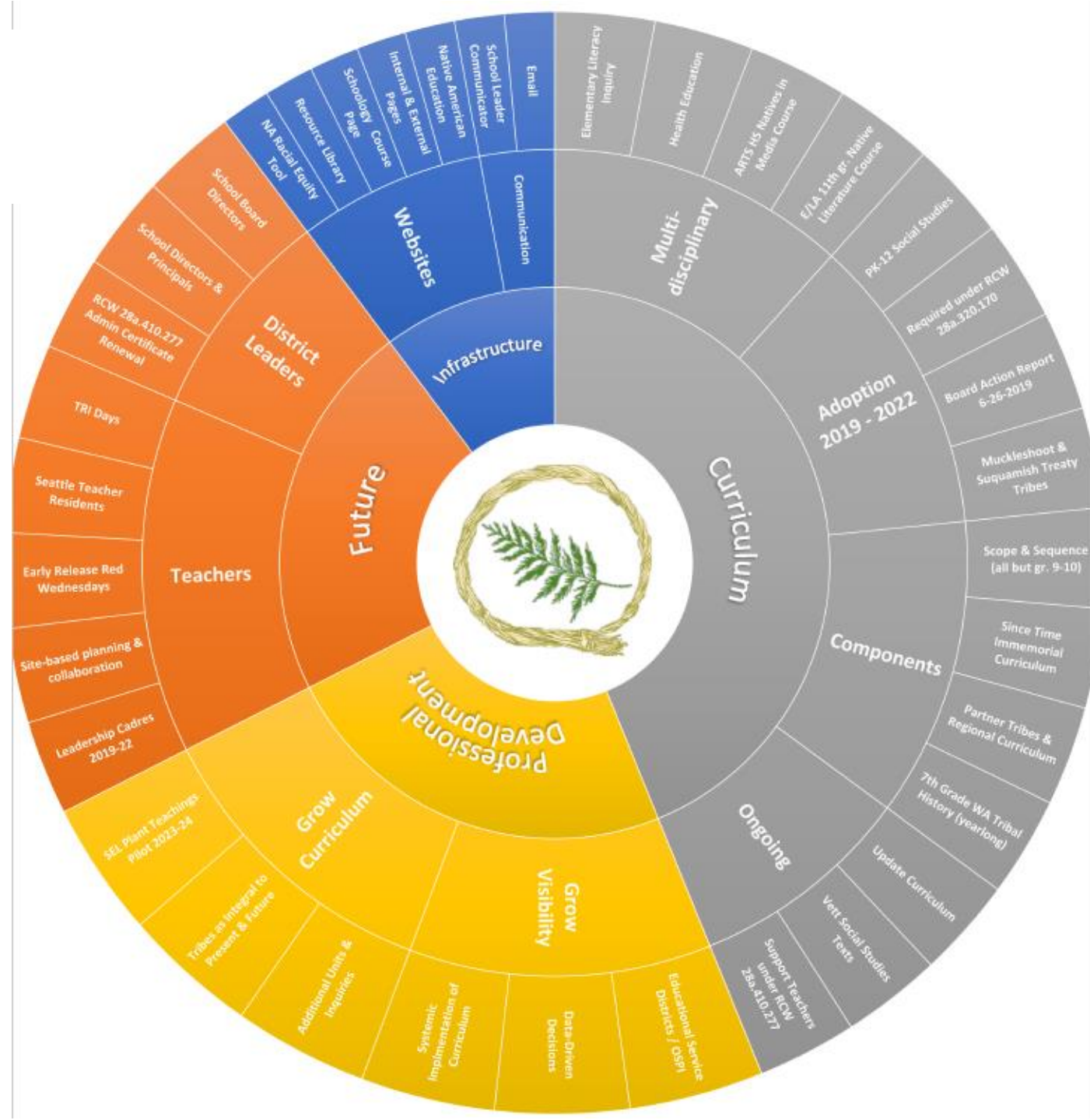
Tribal History and Culture Extended Core Instructional Materials Adoption: Implementation Snapshot

The graphic to the right represents a snapshot of the adoption created for the associate superintendent's office in 2022. It represents the four "spokes" of the project's "wheel": its curriculum, professional development, infrastructure, and, most importantly, its future.

Our Charge: Comply with RCW 28A.320.170 by designing and implementing the Tribal History and Culture Extended Core Instructional Materials Adoption (tribal history and STI) for all K-12 teachers and specialists who teach or support the social studies

Our Progress:

- Provided ongoing professional development
- Created and curated curricula & resources
- Created yearlong 7th grade WA History scope and sequence and units of study
- Increased collaboration with ELA/Social Studies
- Fully integrated with K-5 Social Studies overview documents
- Reduced instances of stereotype threat to Native students
- Expanded the American Indian Resource Library
- Provided an STI course (EDTEP 555B) for the Seattle Teacher Residency



Tribal History and Culture Extended Core Instructional Materials Adoption Board Action Report (BAR)

Serves as "Extended Core Curriculum" to provide instruction in "established learning standards or statutory requirements that are not fully addressed by, or absent from, the core instructional materials"

(School Board Policy 2015)

Facilitates Compliance of:
RCW 28A.320.170 (2015), mandating Since Time Immemorial curriculum in all of Washington's public schools

SPS Board Policies 0030 (Educational & Racial Equity) and 0040 (Anti-Racism)

BAR Provisions

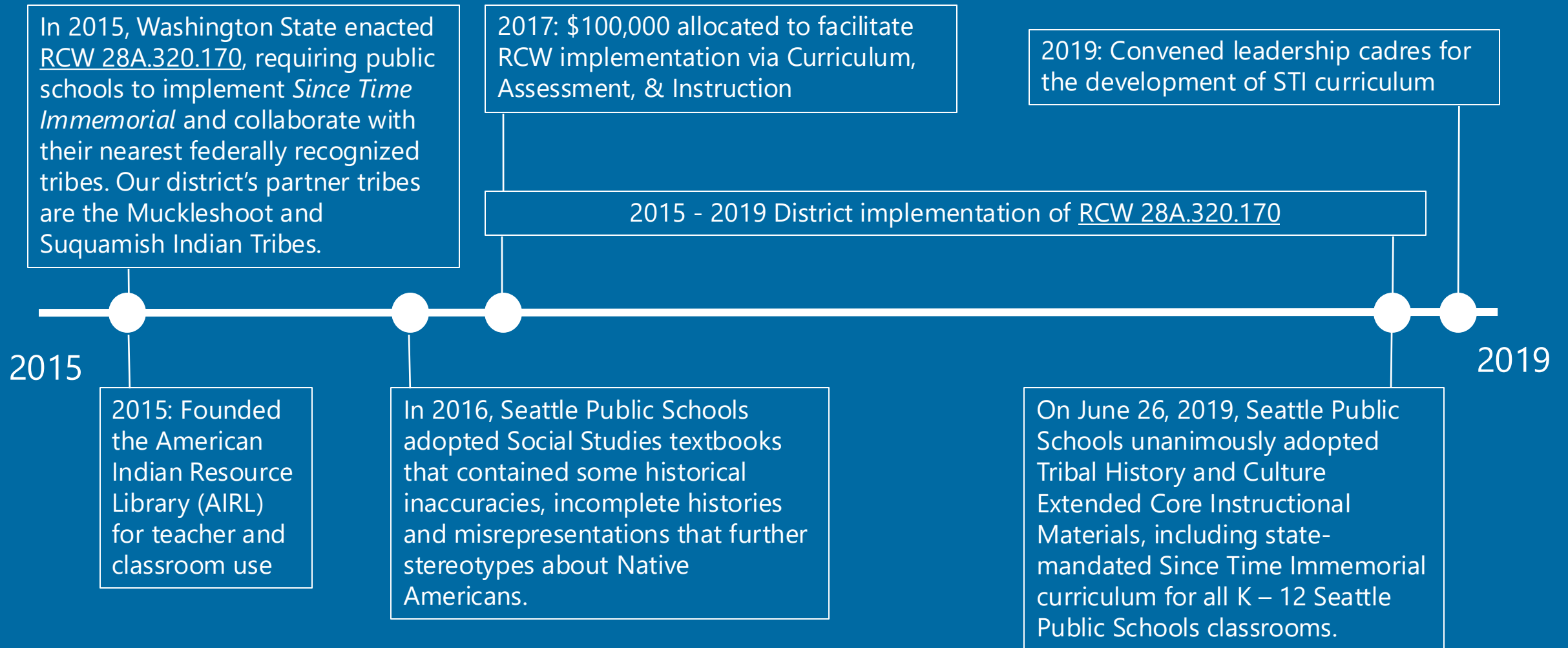
(approved June 26, 2019)

BAR-adopted curriculum integrated into social studies curriculum at each grade throughout the year

Initial \$300,00 for 3-year adoption

Ongoing, perennial curriculum and professional development to be funded by the Curriculum, Assessment, & Instruction budget

Board Action Report Adopted Curriculum Planning Timeline (2015-2019)



Board Action Report Adopted Curriculum Implementation Highlights (2019-2022)

Training

Middle school educator trainings (2019-20)

Elementary school educator trainings (2020-21)

High school educator trainings (2021-22)

Extended funding due to COVID changes, purchased library and classroom materials (2022-23)

Curriculum

2020: Developed the Native American Racial Equity Tool (NARET) for evaluating educational materials for anti-Indian bias and stereotype threat

2021: Yearlong Washington state history course, scope and sequence, inquiries and resources

2022: Articulated "Natives in Media" American Indian Studies high school course

2019

2022

Curriculum

2020: Developed Since Time Immemorial asynchronous video lessons

2021: Removed *Survival and Loss: Native American Boarding Schools* from adopted elementary literacy curriculum due to stereotype threat

2022: Co-developed 4th grade English language arts / social studies inquiry on residential and Indian boarding schools

2022: Co-developed 6th grade world history inquiry on indigenous innovation

Collaboration

Created a Schoology American Indian Studies (AIS) Course Page with 994 currently enrolled (mostly through required training).

2022: STI added to the required elementary instructional schedule

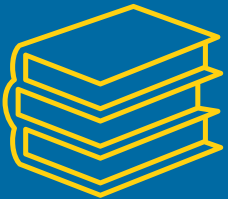
Continue to consult with the Muckleshoot Indian Tribe and the Suquamish Indian Tribe as mandated in [RCW 28A.320.1](#).

Communication of Implementation



Current communications methods for curriculum adoptions:

- Post an alert of information or action request through the School Leader Communicator (SLC), a weekly bulletin sent to all SPS building administration and district leaders
- Post announcements, curriculum, and materials on Schoology content group and course pages



Current communications methods of the Native American Education Program:

- Post updates to relevant Schoology courses and grade-level and subject-matter groups
- Create a calendar of events within Schoology courses and groups
- Promote and provide access to all resources and events on the American Indian Studies MySPS website

There are challenges in communicating to all educators in a district serving 50,000 students. We will continue to explore other ways to connect with teachers.



Tribal Sovereignty & History Curriculum Training

Training coverage: From 2019-20 to 2021-22, approximately **31%** of eligible K-12 teachers have been trained on the Tribal Sovereignty & History Curriculum. Seattle Public Schools is thus not yet in compliance with RCW 28A.320.170.

Training experiences:

4.6/5

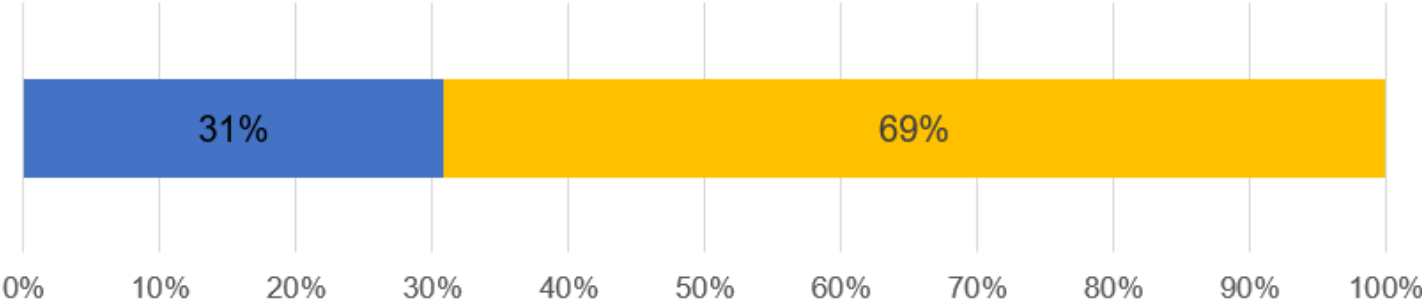
Average rating score (out of 1-5) from attending teachers as part of the end of trainings

Written feedback such as:

I intend to use this learning by:
"Increasing my awareness about what I teach and helping my students to be discerning and thorough historians"

The most valuable learning was:
"A broader/deeper/richer and reframed perspective on both historical and contemporary realities for native peoples in the Pacific Northwest. So helpful to understand more of what I don't yet understand – and inspire me to keep learning and challenging what I think I know."

■ Trained educators ■ Untrained educators



516

K-12 teachers who have been trained and their attendance electronically recorded on the Tribal Sovereignty & History Curriculum

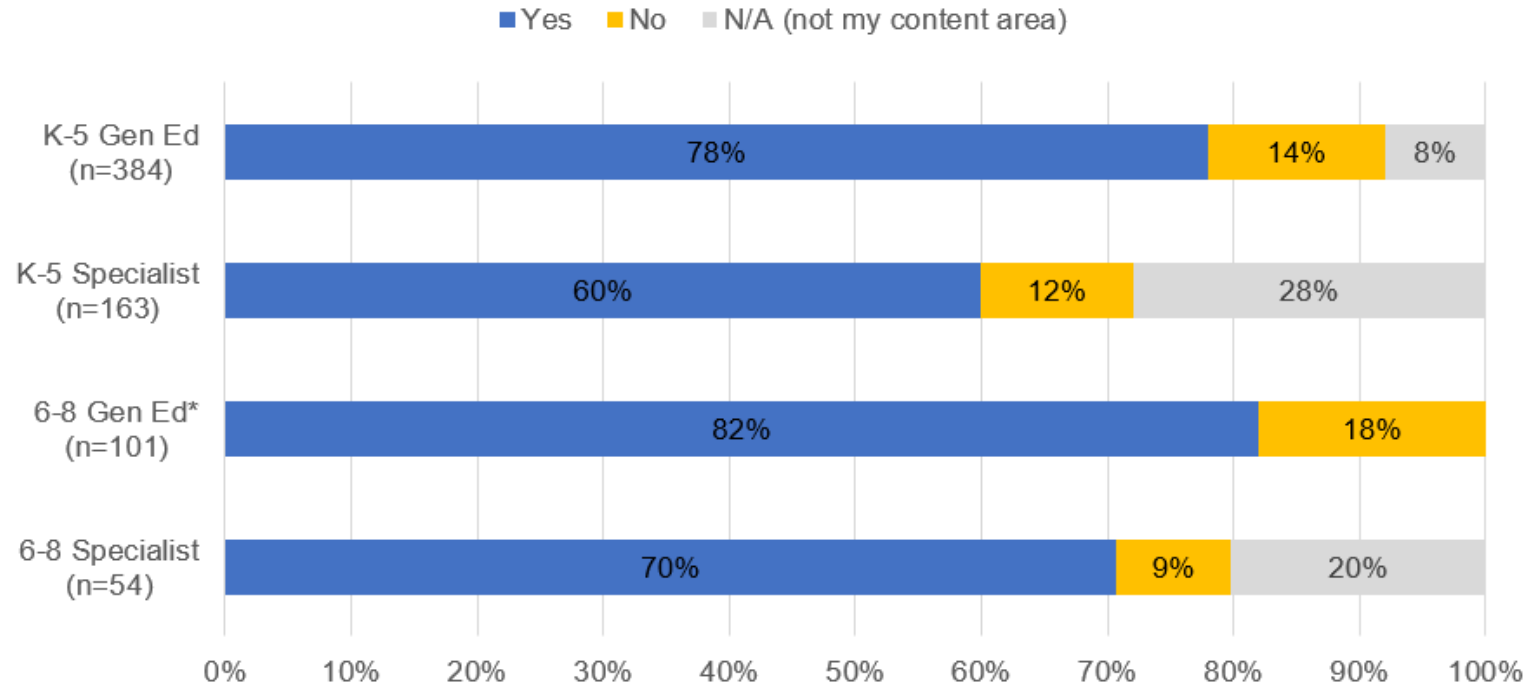
1,674

Approximate eligible K-12 teachers: grades K-5 elementary classroom teachers, grades 6-12 social studies teachers, grades K-12 specialists who support social studies teachers (special education, multilingual), and librarians



Staff Surveys: K-8 Teachers

"I am aware that in 2019, SPS adopted Tribal History and Culture Extended Core Instructional Materials, including state-mandated Since Time Immemorial curriculum (RCW 28A.320.170) for all PK-12 SPS classrooms."



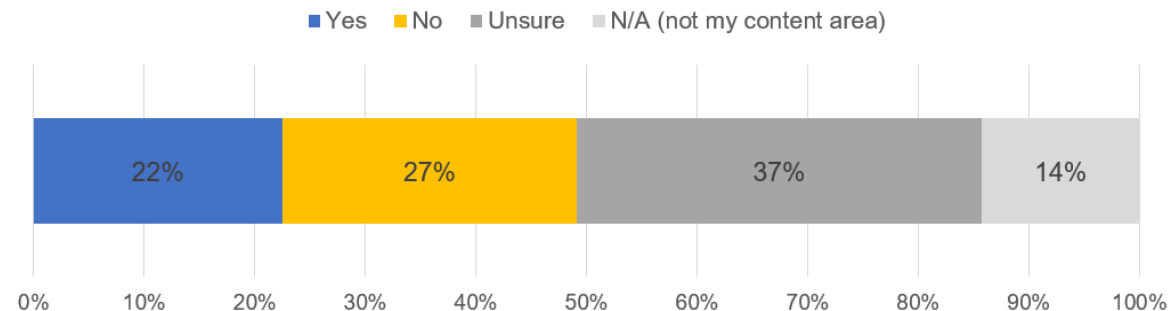
Awareness of implementation: A majority of K-8 eligible general education and specialist certificated teacher respondents indicated awareness of Tribal History and Culture Extended Core Instructional Materials, with fewer than 15% of all respondents indicating no awareness. While staff are generally aware of the requirement, they for some reason do not prioritize compliance.

* In grades 6-8 only social studies teachers are eligible for required training, so "N/A" survey responses are withheld for this group



Staff Surveys: K-8 Teachers

Eligible educator responses to "Have you taken the district's required American Indian Studies / Since Time Immemorial training in the last three years?" (n=574)



Educators trained: In spring 2023 (one year after training had been completed for teachers), eligible educators who indicated whether they'd been trained on the relevant curriculum in the last three years responded with lower levels of agreement than records of professional development show. 1 in 2 eligible educators respondents selected "Unsure" or "N/A (not my content area)." There is either a lack of clarity among educators about what constitutes district STI training or little sense of urgency to comply with the curriculum adoption.

To what degree have you implemented Since Time Immemorial: Tribal Sovereignty in Washington State curriculum, including materials developed by Seattle Public Schools?

	Taught SPS and OSPI curriculum regularly throughout the year, including at least one entire unit	Taught at least one entire SPS inquiry or OSPI unit (levels 1 & 3)	Taught a few lessons, either from OSPI, SPS, or both	Not at all	N/A (this is not my content area)	n
K-5 Gen Ed	13%	16%	31%	28%	12%	383
K-5 Specialist	2%	1%	8%	20%	69%	162
6-8 Gen Ed*	20%	2%	27%	51%	--	65
6-8 Specialist	9%	6%	13%	17%	56%	54

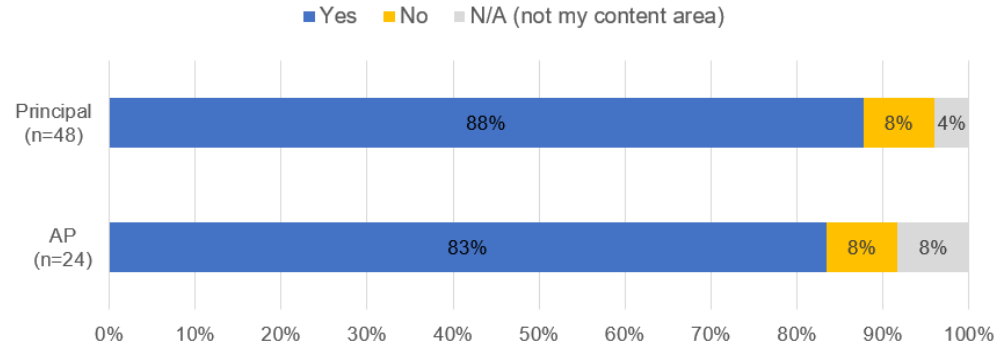
* In grades 6-8 only social studies teachers are eligible for required training, so "N/A" survey responses are withheld for this group

Degree of implementation: K-5 general education teacher survey respondents indicated the most consistent implementation of STI curriculum, with 60% indicating teaching at least a few lessons. Specialist respondents were more likely to identify teaching STI as not their content area, no matter their specialization. Elementary teachers seem to be either more aware of the adoption or more attuned to the need for decolonizing curriculum.



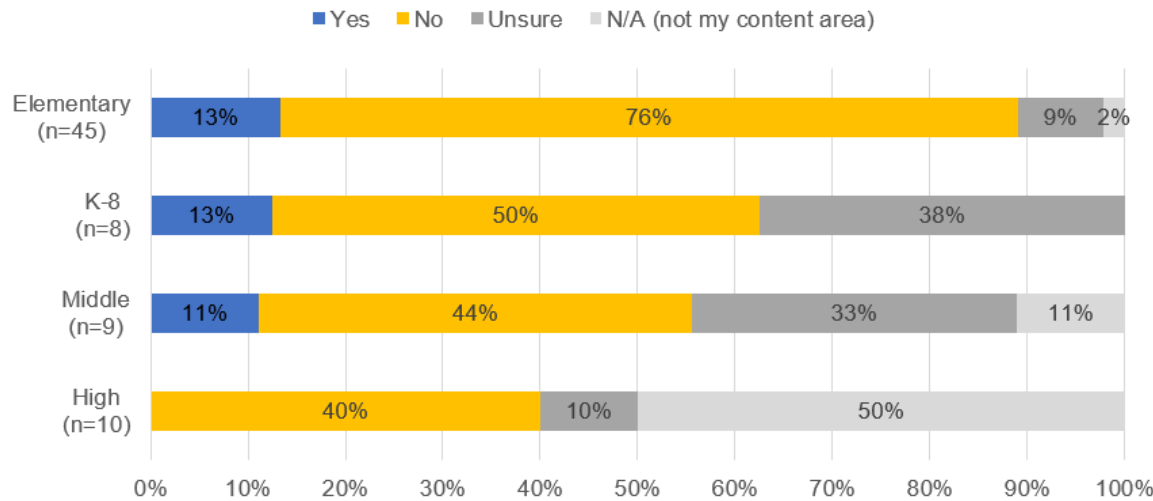
Staff Surveys: K-12 Principals

"I am aware that in 2019, SPS adopted Tribal History and Culture Extended Core Instructional Materials, including state-mandated Since Time Immemorial curriculum (RCW 28A.320 .170) for all PK-12 classrooms."



Degree of Awareness: Most school leader respondents indicated they were aware of SPS's adoption of Tribal History and Culture Extended Core Instructional Materials. Given higher awareness and lower compliance, school leaders are possibly not prioritizing the adoption or are regarding the adoption as somehow optional.

"Have you taken the district's required American Indian Studies/ Since Time Immemorial training in the last three years?"



Training Coverage: Few school leader respondents indicated taking the district's required training over the last three years. Multiple high school principals indicated N/A, or they did not understand AIS/STI training as their content areas. One possible explanation for the lack of implementation (despite knowledge of the adoption itself) is a lack of district promotion of the adoption and state legislation surrounding *Since Time Immemorial*.



Staff Surveys: K-12 Principals

To what degree have you or your staff implemented Since Time Immemorial: Tribal Sovereignty in Washington State curriculum, including materials developed by SPS?

School level	I hosted an entire STI training at my school or trained my staff on STI	I ensured that all relevant classroom teachers implemented at least one unit of STI	I observed teachers implementing STI	I signed my teachers up for the STI training	I informed my teachers of the STI training	Not at all	I'm unsure	n
Elem	7%	11%	38%	2%	40%	22%	16%	45
K-8	25%	13%	50%	0%	13%	0%	25%	8
Middle	0%	33%	11%	0%	0%	0%	78%	9
High	0%	0%	10%	0%	0%	10%	80%	10
AP	4%	8%	16%	0%	24%	0%	48%	25
Principal	8%	15%	40%	2%	27%	4%	25%	48

* Respondents could select all that applied

Degree of Implementation: Elementary and K-8 school leader respondents indicated the highest rates of STI implementation, with about 3 in 4 middle and high school leader respondents indicating they were unsure of their degree of implementation. Principals were most likely to have observed teachers implementing STI and informing teachers of STI. Assistant principal respondents were more likely to indicate they were unsure (~50%) compared to principals (~25%). It is unclear whether principals are referring to a pre-implementation period when it comes to such uncertainties, but either way responses indicate a communication gap in implementation. The Native Education department has been requesting time with principals since 2019 to more clearly outline these responsibilities and hopes to have more opportunities to meet with them in the upcoming school years.

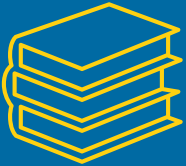


Challenges and Responses to Implementation



State & District Prioritization of Decolonizing Education: STI is one of two curricula that is specifically required by law in Washington State, though SPS and other school districts across the state have faced similar challenges to full implementation during this time. Some of those challenges locally have included:

- Limited time with principals
- Frequent changes in academic leadership
- Prioritization of other curriculum adoptions
- COVID and COVID-related challenges to effective implementation
- Communication challenges between district and tribal organizations
- Challenges in centering indigenized curriculum in a non-indigenized educational setting
- Educator and principal awareness
- Educator and principal accountability



District Prioritization of Full Implementation: The Native American Education Program has already enlisted a University of Washington researcher-partner to identify obstacles and take courses of action, including:

- Participating in a convening of tribal and non-tribal educators, leaders, elders, and families to facilitate respectful implementation of STI, rooted in the histories and pedagogies of their partner tribes
- Conducting breakout sessions at the School Leader Institute, beginning August 2024
- Leading school leader professional development that prioritizes meaningful implementation in all schools
- Communicating training attendance to Regional Executive Directors and school leaders
- Build a more robust partnership with the University of Washington's Seattle Teacher Residency Program in the teaching of Indigenous pedagogies, including *Since Time Immemorial* implementation.



Despite implementation challenges, the Native American Education Program continues to work toward full implementation of tribal history and STI.



January 2023 - December 2023: 322 teachers and staff trained in *Since Time Immemorial*



December 2023 - April 2024: **441** teachers, administrators, and staff trained in *Since Time Immemorial*



February 2024: A study of principals from all five geographic regions was conducted to identify and address challenges to full implementation (ongoing).

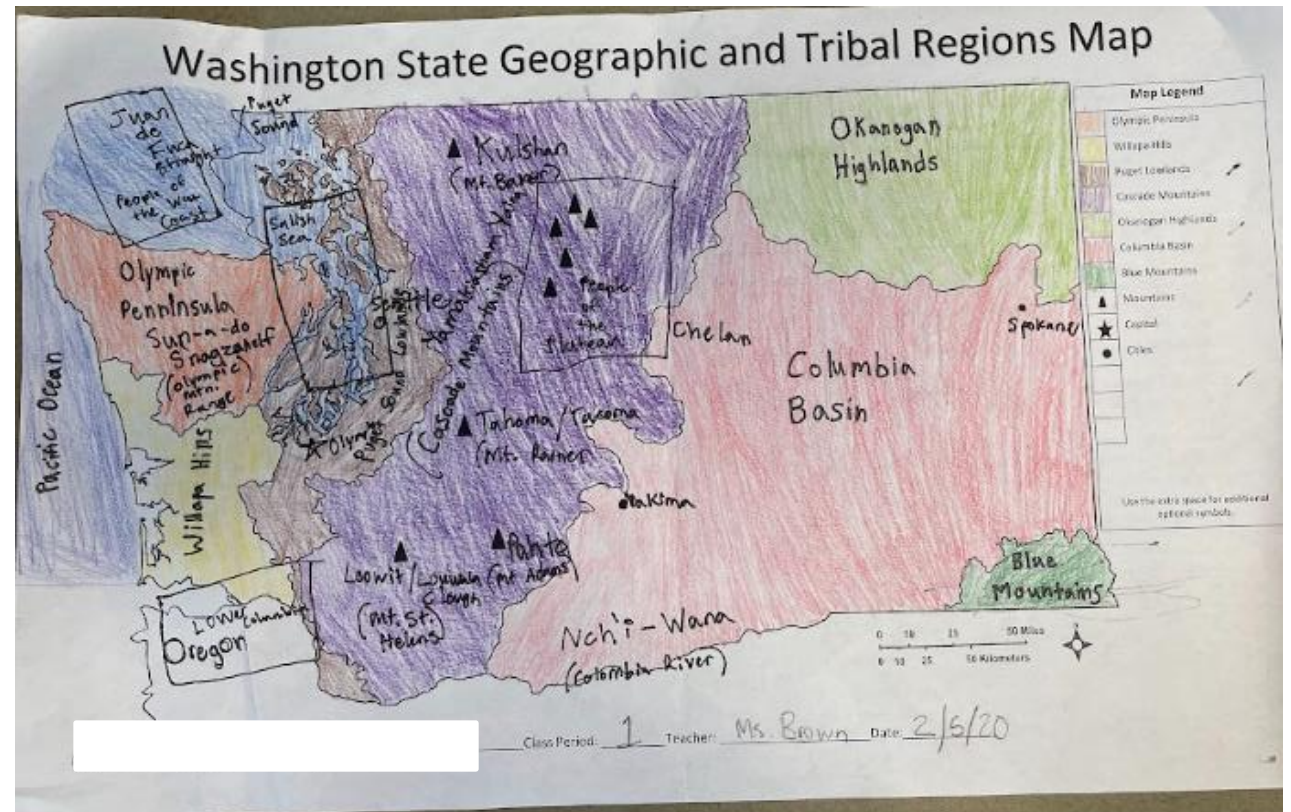


May 2024: The American Indian Resource Library (AIRL) has grown its collection and circulation of **over 7,000** Native American-authored books for teachers and students

When trained teachers implement STI as intended, OSPI's STI Student Outcomes are reached: Examples of student learning

The following examples of student work are evidence of the ways that educators and students are re-indigenizing the curriculum. Indigenizing curriculum means infusing traditional learning with a worldview of place-based values, Native ways of knowing, and addressing incongruities with Eurocentric views.

Since 2016, Native Education efforts on this work have been recognized by the US Secretary of Education Miguel Cardona, the National Council of Social Studies, the National Indian Education Association, President Obama, and education researchers, and their expertise has been tapped by PBS for future projects. We intend to further share and value this groundbreaking work not only in Seattle Public Schools but across the state.



This student applies place-based knowledge by emphasizing enduring tribal place names over the colonial names imposed upon them.



When trained teachers implement STI as intended, OSPI's STI Student Outcomes are reached

Prompt: What does it mean to be a land-based people?

To be a land based people you must have been there since time immemorial. You must have a solid relationship with ^{the land + people surrounding my area} and know everything there is to know about the land. You must give back to land to respect it for giving back to you. One principle of land based people is knowledge. They must know ^{about the land/area}. One example of this is, "the seasons rounds" year is December 20th. That's when we recognize a new year is beginning and for us that's the time the world turns itself around and everything comes back. That's when the roots start readying themselves to come and the berries start readying themselves to come and we know the fish are coming back, its the time for the new year." (Lee Bourgeois Nez Perce). This is an example of knowledge because they know to recognize the new year based on what signs nature gives them, not what is on a calendar. Another principle of land based people is relationship. An example of this is, "... plains area to trade our kind of food with their kind of food. There where all kinds of sauced food that our people lived on for years and years back before any other kinds of foods came to our land." (Horace Axtell Nez Perce) This is an example of relationship because they trade their food with other tribes and they have been doing this for thousands and thousands of years before any other people can to their land and tried to take it away.

Prompt: What does it mean to be a land-based people?

To be a land based people you must have been there since time immemorial. You must have a solid relationship with ^{the land + people surrounding my area} and know everything there is to know about the land. You must give back to land in order to respect it for giving back to you. One principle of land based people is knowledge. They must know everything

This student demonstrates a clear understanding of internalizing indigenous knowledge systems and land-based values.



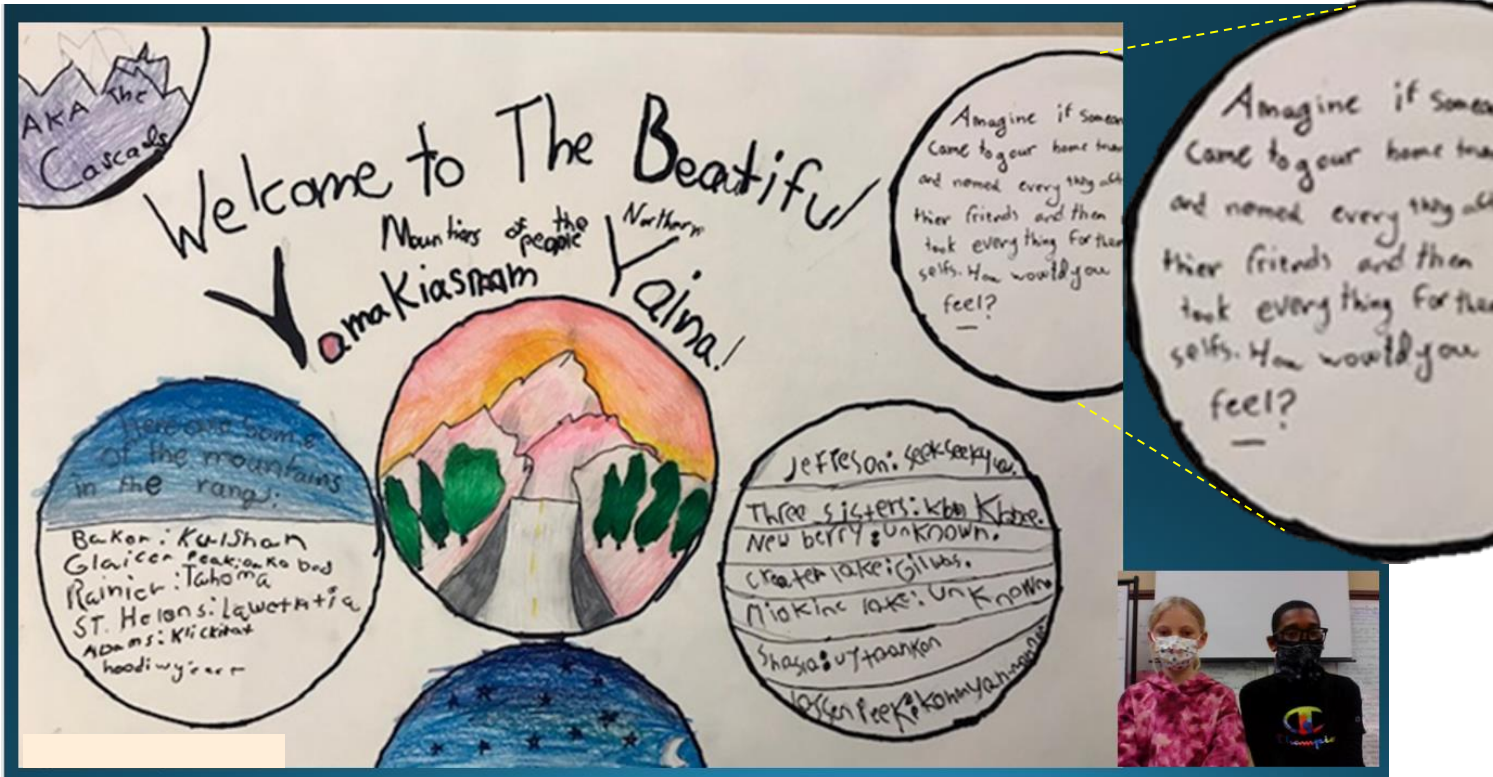
When trained teachers implement STI as intended, OSPI's STI Student Outcomes are reached

3. How has Hanford's pollution impacted the usual and accustomed hunting, gathering and fishing sites of tribal homelands? One major consequence of water pollution was the decrease in the amount of salmon^{available}, which is negligible to those who do not depend on salmon, but utterly devastating to tribes such as the Umatilla and Yakama who depended on salmon as a primary food source. These tribes were now unable to fish and gather salmon as they had done in the past since time immemorial, thereby infringing upon their right to access their "usual and accustomed" gathering grounds. Even the location of the Hanford site directly infringed upon these rights and Russell Jim recounts how the places where they once fished and gathered were built over by the Hanford site. The existence of the Hanford site prevents tribes from observing the cultural practices they had done since time immemorial and it falls on the government to restore that land to its natural state so that tribes may begin to gather and fish as they had done before.

This student demonstrates a literal understanding of treaty rights, identifies a violation of treaty rights that includes understanding of the role of cultural practices in maintaining the rights of land-based people in Washington.



When trained teachers implement STI as intended, OSPI's STI Student Outcomes are reached



Treaties are a big deal.
The US constitution in article VI(6) says treaties are "The supreme law of the land" and states cannot pass laws that violate or go against treaties.

Common Idea	Historical Truth	Evidence/Source
<ul style="list-style-type: none"> Columbus discovered America. 	<ul style="list-style-type: none"> Natives Already inhabited America. 	<ul style="list-style-type: none"> Natives transcript and video. "Natives were created here and have been here since the first day light."
<ul style="list-style-type: none"> Columbus saved the Natives from their savage life. 	<ul style="list-style-type: none"> He enslaved Natives. 	<ul style="list-style-type: none"> Columbus diaries/class slide show. "Everyone over the age of 14 had to give columbus gold or they would lose a body part"
<ul style="list-style-type: none"> He is a praised Hero. 	<ul style="list-style-type: none"> He was a murderer. 	<ul style="list-style-type: none"> Pedro De Cordoba "mass suicides were happening because the natives would rather be dead than touchered columbus is responsible"
<ul style="list-style-type: none"> The 1st European language spoken in the U.S. was English. 	<ul style="list-style-type: none"> The 1st European language spoken in the U.S. was Spanish 	<ul style="list-style-type: none"> Time.com From Frontier Communities in the 1900's to Fighting for Civil Rights Latinos were impactful in the US



Above, fourth graders demonstrate the empathy required to synthesize one of the goals of STI. "The text in the upper right bubble reads, "Amagine if someone came to your home town and named every thing after their friends and then took every thing for their selfs. How would you feel?" On the right, eighth graders demonstrate proficiency in social studies and reading and writing standards through an STI learning activity.

Student work on the right bottom is from a 2018 8th grade US history class
 Student work upper right is from a 2019 7th grade WA history class
 Student work upper left is from a 2019 4th grade classroom



When trained teachers implement STI as intended, OSPI's STI Student Outcomes are reached

In a lesson about the 1962 Seattle World's Fair, "Leo," a seventh grader wrote:

"They used my people as a human display. They stopped putting indigenous people as displays, things were different but not quite better. They started putting Indian art. By the way they never did colonize Philippines, Filipinos never gave up their land."

"Leo" usually exhibited unwanted classroom behavior, did not complete assignments, and was often defiant. Over the course of the year, we made sure he knew we valued him, his culture, and his history. In doing so, we provided what mattered to him most: being seen. He raised his often-disruptive voice in proud defiance of those who would rather gawk and conquer than humanize him and his people. Leo demonstrated Holism, "...a tenet of Indigenous epistemology...the emotional, spiritual, physical, intellectual, and cultural dimensions..." that are foundational to learning (Safir and Dugan, *Street Data*, p. 124).

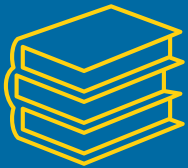
Leo also demonstrated how relationality, a central principle of STI, transforms the teacher-student dynamic: when he was in high school, he sought out his former middle school history teacher to help him with a history assignment.



A Shared Vision



Despite the many steps SPS staff have taken to implement state mandates regarding *Since Time Immemorial* and Native American Education, we have many more to take to be fully in compliance with the law and to ensure all SPS students are regularly learning “about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington” (SSB 5433). The remedy begins with a shared vision between the Native American Education Program and SPS to develop “a shared depth of understanding about the purpose and nature of the work...in the minds and actions, individually and especially collectively.” (Safir & Dugan, *Street Data*, p. 123). Any cohesive understanding, Safir and Dugan maintain, requires a shared vision. So, what *is* our shared vision, and how do we shift priorities toward full implementation? Unfortunately, this type of partial implementation results in an inability to serve students, especially Native students whose identities are chronically erased and relegated to the past. SPS must do better at prioritizing its compliance with state-mandated curriculum.



Remaining questions:

- What is the district’s financial obligation to *Since Time Immemorial*?
- How does the district accommodate the unique nature of *Since Time Immemorial* and prioritize perennial training, development, and visibility? (over 10% of trained staff have left since 2022)
- What are the district’s common and equitable expectations for curriculum adoptions in general?
- What is the district's perception of adequate adoption (e.g., how will we know it's good enough)?

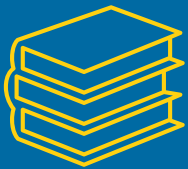


SPS Response & Theory of Action



Seattle Public Schools *will* immediately and visibly prioritize and build momentum for the implementation of the *Since Time Immemorial and Tribal Sovereignty and History Curriculum by instituting the following theory of action:*

- *If district leadership prioritizes funding so that the Native American Education program can provide effective and ongoing professional development to building principals, then educators will be able to teach what is required of them and students will be able to receive the curriculum guaranteed to them by the Office of the Superintendent of Public Instruction*



This is only a first step. Tribal curriculum initiatives in Montana¹ and Canada² have experienced some of the same challenges. As we identify and address the challenges head-on, we can build a shared vision for this district, beginning with a more thorough and thoughtful implementation where the impact can reach far beyond our state.



¹Stanton, C. R., & Morrison, D. (2018). Investigating Curricular Policy as a Tool to Dismantle the Master's House: Indian Education for All and Social Studies Teacher Education. *Policy Futures in Education*, 16(6), 729–748. <https://doi.org/10.1177/1478210318760440>

²Hill, J. (2022). School Leadership for Decolonization and Indigenization. *Canadian Journal of Educational Administration and Policy*, 200, 7–21. <https://doi.org/10.7202/1092704ar>

Ongoing Implementation Framework

2019-2022 Adoption

- 2019-Middle
- 2020-Elementary
- 2021-High
- Native American Racial Equity Tool
- Create regional curriculum

2022-23 Awareness

- Seattle Excellence Survey
- New state requirements for teachers & principals
- Curriculum development

2023-24 Assessment & Investigation

- Site-based professional development
- Seattle Teacher Residency-UW partnership
- Investigate implementation obstacles & tensions

2024-25 Investigation & Assessment

- Involve school communities
- Prioritize principal training & support
- Visibly & Impactfully prioritize implementation
- Develop Theory of Action

2025→ Ongoing Evaluation & Assessment

- Perennial professional development
- Curriculum development
- Continuous evaluation & adjustments



Seattle Public Schools **Native American Education**

**Tribal History and Culture Extended Core Instructional Materials Adoption
Board Action Report Update**

Thank you