



Artwork by Roger Fernandes illustrating a nurse log and life of story. This acknowledges the wisdom of our ancestors living amongst the trees, plants, animals, & elements of water, fire, land, & air...

"What stood out to me was the contrast between being educated about Native Americans in Ohio, where sites contained remains and artifacts depicting Natives as historical, and being educated in Washington, where there are Native American populations who conduct the education and operate many of the landmarks today." -Student

INVITATION Please accept this invitation to attend the joint showcase of over 80 culminating projects from the UW College of Education's K-12 Teacher Education Program teacher candidate's from the course *EDTEP 555 Understanding Tribal Perspectives: Implications for Teaching and Learning*, esteemed guests as well as visitors from the Native Education Certificate Program!

SAVE THE DATE! Please join us 5:00-8:00pm Tuesday, June 4th
wəłəbʔaltx^w - Intellectual House 4249 Whitman Court, UW Seattle campus
 Contact Dawn Hardison-Stevens at dawnes@uw.edu for questions or comments.

EDTEP 555 Understanding Tribal Perspectives In 2017, the UW College of Education piloted an inaugural one-credit course during summer quarter in recognition of the *Since Time Immemorial Tribal Sovereignty* and tribal specific curriculum and resources. This course has been a first of its kind to be offered for K-12 teacher candidates developed and taught by Native faculty. Teacher candidates explore tribal resources and ways to assist in their own lesson development for teaching youth. As part of the learning, students visited local tribal museums and communities where cultural pedagogy, traditions, history, and other teaching tools are demonstrated across content areas.

SHOWCASE AGENDA

5:00 Welcome & Event Details
 5:15 Keynote Speakers
 5:30 Gallery Walk Group 1
 6:10 Gallery Walk Group 2
 6:50 Gallery Walk Group 3
 7:30 Panel: *Futures in Indigenous Education*
 8:00 **THANK YOU!**
(Times are approximate)

Candidates are asked to do the following: 1) utilize *Since Time Immemorial* and/or tribal specific materials made relevant to their grade/subject matter, 2) locate information about a specific tribal nation, 3) connect learning to contemporary issues, 4) engage land-based teaching and learning techniques, and 5) develop a community engagement plan to support them in engaging Native families and tribal communities in culturally respectful and supportive ways. Project details include lesson and/or unit sketches implementing cultural curriculum, mapping of tribal locations, a candidate's wondering about tribal sovereignty and history with learned responses, and other adaptations from tribal resource lessons.

NECP Native Education Certificate Program With honor, some of our veteran educators and professionals from the Native Education Certificate Program will be present to share expertise in lesson building engaging tribal communities. The

NECP program offers educators and professionals an opportunity to create meaningful, effective relationships and partnerships with Native American students, families and communities through community-based pedagogies. Participants developed and implemented a sustaining experiential projects, which engages tribal mentors and community.

OSPI Office of Native Education (ONE) Welcome ONE Director **Latifah Phillips** (*Tohono O'odham*)! Latifah will be part of a panel discussing and answering questions about the futures in Native Education initiatives in WA State and U.S. perspectives.

KEYNOTE SPEAKERS *It is with pride to have one of our own incredible family of educators speak to the class! Please welcome the wonderful Craig Family! Dr. Anthony Craig, Yakama Tribal citizen, is director of the Leadership for Learning (Ed.D.) program in the College of Education. Before joining the University of Washington he was a teacher and administrator serving the Tulalip Tribal community. His wife, Chelsea Craig, citizen of the Tulalip Tribes, is the Cultural Specialist at Marysville School District, spending over 20 years serving her community as a teacher and teacher leader. They have four children (Celum, Shelbi, Kamiakin and Kamaya) and a grandson (CaryMichael)--all citizens of The Tulalip Tribes. Celum and Shelbi Hatch are Lushootseed Teachers for the Tulalip Tribes. They are students of the language and spend the majority of their efforts teaching in the Tribes' early learning academy. Kamiakin Craig is finishing his junior year at Marysville Pilchuck High School; his career plans include becoming a high school social studies teacher serving the Tulalip community. Kamaya Craig is a 7th Grade student at 10th Street Middle School in Tulalip. Kamaya works hard in school but spends much time as possible learning about her family and tribal history from her grandmother. CaryMichael Kamekona Williams is the first grandchild of Chelsea and Anthony. His parents, CaryMichael and Shelbi, work every day to ensure that he is raised in an environment that centers traditional teachings and lifeways of the Coast Salish people.*



EDTEP 555 INSTRUCTORS and ADVISORS
 Dawn Hardison-Stevens, Ph.D. (Cree, Ojibway, Cowlitz, Steilacoom)
 Kristen French, Ed.D. (Blackfeet, Gros Ventre)
 Anna Lees, Ed.D. (Odawa)
 Megan Bang, Ph.D. (Ojibwe)

COLLEGE OF EDUCATION INDIGENOUS TEAM
 Filiberto Barajas-López, Ph.D. (P'urhépecha)
 Dawn Hardison-Stevens, Ph.D. (Cree, Ojibway, Cowlitz, Steilacoom)
 Anthony Craig, Ed.D. (Yakama)
 Dana Arviso (Diné)
 Megan Bang, Ph.D. (Ojibwe)
 Elizabeth West, Ph.D. (Yurok)
 Emma Elliott Ph.D. (Cowichan)