

**41st Annual Oregon Indian Education Association Conference
May 1st-2nd, 201 Oregon State University**

***Pathways to Sovereignty: Spiritual Strength, Cultural
Knowledge, and School Success***



Monday, April 30th

1:00 PM – 4:00 PM

OIEA Full Board Meeting

Memorial Union Room 221 (Board Room)

Vendor Fair all day May 1st and 2nd Multipurpose Room (Memorial Union)

Tuesday, May 1st

8:00 AM – 12:00 PM Registration Desk open at Memorial Union Concourse

8:30 – 8:50 AM Welcome and Invocation (MU Ballroom)

Jan Michael Looking Wolf (Confederated Tribes of the Grand Ronde) and
Dr. Delphine Jackson (Klamath Tribes)

8:50 – 10:00 AM General Session Speaker (MU Ballroom)

Robin Butterfield (President OIEA, President-Elect NIEA):

Opening Remarks: Pathways to Sovereignty:

Spiritual Strength, Cultural Knowledge, and School Success

OIEA General Business Meeting: Election of Officers and 2018-2019 Board

10:00 AM – 10:15 AM Break

10:15 AM – 11:30 AM Session 1

Decolonizing Curriculum

Darryl Coppedge (Associate Principal, Reynolds Middle School)

Pacific Northwest Tribal Literacy Explorers: A common core aligned (3rd-8th grade) literacy framework.

MU 211 American Indian Room—Presentation

Audience: ALL

Learn how a former third grade teacher, 2015 OnPoint Teacher of the Year Finalist, 2017 Aspiring Leader for Equity in Education at Portland State University, and current Associate Principal: 1) created and taught Literacy Explorers to foster high levels of student engagement and academic achievement in his culturally diverse and high-poverty classroom and 2) adapted a version of Literacy Explorers to be culturally reflective of American Indian tribes in Oregon and is designed to support traditional culture and language revitalization programs in K-8 schools.

Family and Student Outreach

Christine Bruno, Clifton Bruno (Disability Advocate, Alliance for Inclusion in the Arts)

Being Inclusive: Culture and Learning for All Abilities

MU 222 Council Room—Round Table Discussion

Audience: ALL

Families with children who have special needs, learning challenges and disabilities often find it difficult to participate in classes, programs, and events. The three programs of Autism in Indian Country, Quest into Nature, and Art and Culture for All Abilities, in the Portland area who have offered an inclusive model. We will share our experiences and learn from each other.

Integrating Traditional Knowledge

Dr. Angie Morrill (Director Title VI Indian Education, Portland Public Schools), **Katherine Damon** (PPS Indian Education Program)

Taking Flight: Serving Native Students and the Celebrate Urban Birds Grant

MU 208 La Raza Room—Presentation

Audience: ALL

Presentation will share experiences, curriculum and lessons learned from Title VI program working with science museum (OMSI) to provide citizen science experiences for Indian Education students and families. PPS Indian Education shares a 4-year grant (Celebrate Urban Birds) to provide opportunities to Native families, and there are benefits as well as problems that may be helpful for participants to learn from their grant relationships.

Pathways to Higher Education

Blake Whitson (Research Analyst, Office of Accountability, Research and Information Services Oregon Department of Education)

American Indian/Alaska Native Students in Oregon: A Review of Key Indicators

MU Ball Room

Audience: Administrators, Teachers/Faculty, Tribal Education/Title VI, Parents/ Students

This presentation will cover key indicators for Oregon's American Indian/Alaska Native Students and how those indicators potentially impact outcomes for these students. This data is intended to further a conversation about improving outcomes for Oregon's Native student population.

Duane Reeder (Haskell Indian Nations University)

A place to realize your DREAMS @ Haskell Indian Nations University

MU 207 Allworth Room—Presentation

**Audience: Youth, Parents/Students, Teachers/Faculty, Tribal Education/Title VI, Administrators*

HINU's mission is to provide Native American students an educational opportunity that is affordable, relevant and meets the needs of indigenous communities. In this presentation, we will highlight the benefits of attending HINU, such as the cost-of-attendance, 100% Native American student population and low student-teacher ratio. We will also provide students, parents and school staff information about the application process.

Professional Development

Shadiin Garcia, Shoreline Consulting PLC Members: **Juliana Marez, Louise Wilmes, Melissa Schachner, Tamara Henderson**

Indigenizing Professional Learning Communities

MU 213 Pan-African Sankofa Room—Panel Presentation

Audience: Teachers/Faculty, Administrators, Tribal education specialists, Title VI administrators

Professional Learning Communities (PLC) in K12 systems rarely incorporate indigenous knowledge and ways of being. We have fostered a PLC that centers blessing, story, learning, sharing, and more. We believe this is a best practice for Indigenous professionals.

11:30 AM – 12:30 PM

Lunch (MU Ballroom)

Invocation:

Lorna Avery Scott (Confederated Tribes of Siletz)

Guest Speakers:

Dr. Charlene Alexander (Vice President/Chief Diversity Officer, Oregon State University)

Kathleen George (Confederated Tribes of Grand Ronde, Tribal Council)

Direlle Calica (Director, Institute for Tribal Government, Portland State University)

12:30 PM – 12:45 PM

Break

12:45 PM – 2:00 PM

Session 2

Decolonizing Curriculum

How to Navigate Predominantly White Institutions as Indigenous Students and Staff

NAL (Native American Longhouse)

**Audience: Youth, Teachers/Parents, Faculty, Administrators*

This session will explore the challenges and strategies that Native American students and staff have identified to navigate within higher education. Focus will be on experiences and lessons learned about being Native on college campuses.

Chance White Eyes (Ph.D. candidate ABD, University of Oregon School of Education)

Challenging Paradigms: Indigenous Masculinities and the Education System

MU 208 La Raza room—Presentation/Discussion

Audience: Teachers/Faculty, Parents, Administrators, Tribal Educators/Title VI

There is currently an over-representation of Native men in the incarceration system in this country. Simultaneously, there is an under-representation of Native men in postsecondary education. There has been literature and research on a phenomenon called “Toxic Masculinity” that refers to the need to aggressively compete and dominate others while at the same time promoting some of the most problematic proclivities in cis-gendered males. This session will explore what “Toxic Masculinity” means within a Native context, how this came to be in practice, its implications for the incarceration system in this country, as well as how it influences policy and practice in today’s educational systems from K-12 and into postsecondary education. What follows will be discussions concerning the recruitment and retention of Native men in education, focusing on postsecondary education as an ultimate goal.

Integrating Traditional Knowledge

Marissa Spang (Independent Indigenous Learning Scientist and Evaluator, Cheyenne & Apsalooke)

Resurging Sovereignty and Our Cosmic Relations: Apprenticing Native Youth to be Good Relatives through Indigenous Science

MU 211 American Indian Room—Presentation

Audience: ALL

This session emphasizes promising practices to engage Indigenous youth in land-based science learning that strategically synthesizes Indigenous and Western sciences. It will highlight Indigenous knowledge, protocols of coming to know, and pedagogies that are promising strategies for engaging Indigenous youth in STEM learning, and apprenticing them as good relatives/practicing scientists according to their ontologies. Such an approach is not only first based in, but also supports, Native Youth’s responsibilities to Indigenous sovereignty, cosmic relations (i.e. the natural world) and collective continuances.

Pathways to Higher Education

Gary Campbell (Aspire Administrator, OSAC)

Finding Funds for Oregon Students - An Overview of OSAC Grants and Scholarship Opportunities

MU 207 Allworth Room—Presentation

**Audience: Youth, Parents/Students, Teachers/faculty, Administrators, Tribal Education/Title VI admin*

Every year, the Office of Student Access and Completion has many grant and scholarship opportunities available for students throughout the state. We will share information about those opportunities, as well as how students can access the opportunities.

Professional Development

Tiffany Stuart, Hobie Blackhorn (Ph.D. candidates, Special Education Research, University of Oregon)

Advocating at Special Education and Behavior Meetings

MU 222 Council Room—Workshop with Outcome Product

Audience: ALL

This session is designed to help adults working in schools to advocate on behalf of special needs Native students. Through this session You will be able to (1) list ideas of how to Indigenize an Individualized Education Plan for a student's Special Education Services (2) learn keys to successful behavior meetings, and (3) practice designing interventions for at risk students. Both Native American presenters have worked in the field of special education and behavior for many years and are graduates from the University of Oregon. Participants will leave with handouts and possible solutions to their students' keys to success.

2:00 PM – 2:15 PM Break

2:15 PM – 3:30 PM Session 3

Decolonizing Curriculum

Mark Harris (Director, Recovery Center Lane Community College)

Towards A 21st Century Maroon Education

MU 221 Board Room—Presentation

Audience: ALL

A proposed intentional home or institution-based Pre-K – 20 Maroon Curriculum. I suggest a seven direction, multi-disciplinary curriculum, designed to produce, guide, and train, culturally proficient professionals. A problems-solving pedagogical blend, incorporate instructional wisdom, traditions of Alkebulan and The Long Reaching Land: Turtle Island / North, Central, and South America. Pyramid builders existed on both continents, which supported multiracial complex urban civilizations. We can create ties between ghettos, barrios, and reservations; HBCU's and Tribal Colleges, create integral individual and national sovereignty, based on the needs of communities of color, rather than a sovereignty

that serves white supremacist colonialism. Participants will learn about various summer bridge programs that help students navigate these issues.

Professional Development

Robin Butterfield (President of the Oregon Indian Education Association, and President-elect of the National Indian Education Association)

Guiding Principle for Effective Teaching of American Indian/Alaska Native (AI/AN) History and Culture

MU Ball Room—Interactive Workshop

Audience: Teachers/Faculty/Tribal Educators/Title VI/ Administrators

As teachers begin to implement SB13 for Oregon, it is important that teachers understand *how* to teach AI/AN history and culture, as well as *what* to teach. This interactive workshop will provide some guidelines that will help teachers avoid using strategies and concepts that tend to reinforce stereotypes and misinformation. These guidelines have been created in conversation with Native educators and focus on outcomes for good instructional practice.

Family Outreach

Michelle Singer (Project Manager, Native STAND OHSU)

Stories from the Field: Culturally Relevant Sexual Health Curricula & Resources for AI/AN Teens

MU 207 Allworth Room—Presentation

Audience: Youth, Teachers/Faculty, Administrators, Tribal/Title VI, Parents/Students

Sexual health messaging can be challenging in Indian Country, where sexual and reproductive decisions are shaped by both traditional and contemporary social norms. To address this need, culturally relevant adolescent health education curricula are needed to deliver effective, age-appropriate health promotion programs. The Native STAND curriculum – Students Together Against Negative Decisions – incorporates tradition and culture to address STDs, HIV, healthy relationships, and teen pregnancy, while teaching healthy decision-making skills and positive youth development. Learn about the implementation of Native STAND across Indian Country, best practices from the field, and adolescent sexual health resources for Native health educators, teachers, and parents.

Integrating Traditional Knowledge

Joe Scott (TTEK Curriculum Director CTSI), **Katie MacKendrick** (Long Tom Watershed Council), **Val Goodness** (Ph.D. candidate ABD and National Science Foundation Fellow University of Buffalo),

TeamTEK Cohort and Mentors (TBD)

A Community of Teachers, Mentors, Leaders, and Learners Sharing Traditional Ways of Knowing in a Living Context

MU 213 Pan-Afrikan Sankofa Room—Facilitated Discussion

Audience: Youth, ALL

Our traditions, shared history, and worldview as Tribal people lie just outside the walls and windows. With these concepts in mind, our presentation will share details of our “Team TEK” Traditional Ecological Knowledge program, which is being designed and implemented under the guidance of Tribes and Tribal educators, Tribal elders and authorities, TEK experts, land stewards, language and culture keepers, and a variety of other relevant Tribal and environmental entities in order to promote and assert the restoration of our Indigenous presence on the landscape. Representatives from our cohort of college-bound Tribal youth, University mentors, families, and educators will offer a description of our steep climb to understanding Tribal issues attached to the land. These issues include Tribal sovereignty and our unimpeded access to the things that define and sustain us; access to and use of traditional plants crucial to our cultures; land ownership and climate, and how these have shaped the inherited landscape; ecological wisdom and its role in community health and well-being; and the strengthening of Indigenous ways of knowing of the First Peoples of Western Oregon. Our “Team TEK” representatives wish to share with attendees, not only some bits of wisdom they have acquired through the program, but they would also like to offer an opportunity to see plant use demonstrations, and to sample a few of the native foods their learning experience has provided.

Pathways to Higher Education

Dr. Randall Rosenberger (Associate Dean for Student Success, Oregon State University),

Dr. Guillermo Giannico (Associate Professor, Fisheries and Wildlife),

Dr. Allison Davis-White Eyes (Director, Community Diversity Relations, Oregon State University)

Pathways for Native Americans to College Education and Careers

MU 211 American Indian Room—Presentation

Audience: ALL

A vision and structure for an integrated educational pathways program at OSU designed to foster Native students’ successes in higher education and career attainment will be presented. We will lead an open discussion about the key components of this proposal, including college readiness and preparation, on-campus student resources and engagement, and career preparation and placement.

Professional Development

Dr. Michelle Jacob (Professor of Indigenous studies and Director of Sapsik'wáłá Program),

Dr. Leilani Sabzalian (Assistant Professor of Indigenous Studies in Education, University of Oregon)

Sapsik'wáłá Program Alumni Network and Talking Circle

MU 208 La Raza Room—Round Table Discussion

Audience: Teachers/Faculty

The University of Oregon Sapsik'wáłá (Teacher) Education Program has trained 81 American Indian/Alaska Native educators in graduate education over nearly two decades. This session serves as a gathering space for these remarkable alumni, and the session serves as the launching of the Sapsik'wáłá Program Alumni Network. We invite all Sapsik'wáłá Program Alumni to join us as we engage in a culturally-based form of educational practice: a talking circle, in which we will discuss education policies and practices from diverse

Indigenous educator perspectives. As Indigenous educators, we need more opportunities to connect and engage in peer-mentoring and support. This session will help us do this.

Christine Bruno, Clifton Bruno (Disability Advocate, Alliance for Inclusion in the Arts)

Autism in Indian Country: Helping Inform Communities and Empower Families

MU 222 Council Room—Presentation

Audience: ALL

The purpose of this workshop is to give professionals, family and community member's basic information on Autism, and discuss the challenges faced by individuals and families. To increase culturally appropriate programming for individuals with ASD and their families. People with Autism are part of our communities. By empowering them we can all share in their accomplishments and contributions.

3:30 PM – 4:00 PM Snack Break

4:00 PM – 6:45 PM Film and Panel Discussion (MU Ballroom)

Film: Promised Land

This event is free and open to the public.

Panel Discussion: **Sarah Salcedo, Vasant Salcedo** (filmmakers), **Tony Johnson** (Tribal Chairman, Chinook Nation), **Rachel Cushman-White Eyes** (Secretary, Chinook Nation)

Promised Land is a social justice documentary that follows two tribes in the Pacific Northwest, the Duwamish and the Chinook, as they fight for the restoration of treaty rights they've long been denied. In following their story, both in our regions shared heritage and in their modern struggles for federal recognition, the film examines a larger problem in the way that the government and society still regards sovereignty.

Wednesday, May 2nd

8:00 AM – 12:00 PM **Registration Desk open at Memorial Union Concourse**

8:00 AM – 8:30 AM **Welcome and Invocation (MU Ballroom)**

8:30 – 9:00 AM AM **General Session Speaker (MU Ballroom)**

Dr. Erik Brodt (Chippewa-Anishnaabe)

Dr. Erik Brodt is a Clinical Assistant Professor in the Department of Family Medicine and the founding director of the Northwest Native American Center of Excellence at Oregon Health Sciences University. Dr. Brodt has been working in American Indian and Alaskan Native health professional development for over a decade. He served as the inaugural Director of the UW-Madison Native American Center for Health Professions (UW-NACHP) and an Associate Director in the UW-Madison Collaborative Center for Health Equity (CCH) in Madison, Wisconsin before moving to Portland, Oregon. Dr. Erik works to improve Native American health outcomes and Indigenous Health Professions programming nationally and internationally.

9:00 AM – 9:15 AM **Break**

9:15 AM – 10:30 AM **Session 4**

Decolonizing Curriculum

Luhui Whitebear, (Ph.D. student, Oregon State University),

Dr. Qwo-Li Driskill (Professor, Women Gender Sexuality Studies, Oregon State University)

Strength in Remembering: Supporting Indigenous Queer & Two-Spirit Students

MU 208 La Raza Room—Presentation

Audience: ALL

Navigating the higher education experience can be challenging for many Indigenous students, particularly in a predominately white institution. Join us to learn more about the work being done in both the Native American Longhouse Eena Haws and Women, Gender, & Sexuality program that helps support Indigenous queer and Two-Spirit students. Topics covered will include mentoring, maintaining inclusive spaces, and decolonizing classroom spaces.

Integrating Traditional Knowledge

Ciarra Greene (Ph.D. student, Portland State University)

Integrating traditional ecological knowledge in science curriculum and the impact on middle school students' understanding of the Nature of Science

MU 211 American Indian Room—Presentation

Audience: ALL

Traditional ecological knowledge (TEK) and Western science are distinct bodies of knowledge, while also sharing distinct characteristics, known as the "Common Ground". Recognizing the parallels between the "Common Ground" and the NGSS Nature of Science statements, this graduate research thesis investigated the integration of TEK in science curriculum and the impact on middle school students' understanding of the Nature of Science concepts outlined in NGSS. The researcher partnered with two summer camps that had varying degrees of TEK integration to analyze the impact through pre/post surveys and student portfolios (a culturally responsive assessment method). The results indicate the integration of TEK improves students' understanding of the Nature of Science, while also promoting the idea of place-based education, intergenerational learning, and decolonization of academic constructs embedded in formalized education (to name a few).

Gail Woodside (ABD, Ph.D. TEK candidate, College of Forestry, Oregon State University)

Val Goodness (Ph.D. candidate ABD and National Science Foundation Fellow University of Buffalo),

We Have Always Been Scientists: Elders, Youth, Women, Sovereignty, and Diverse Ecosystems

MU Ball Room

Audience: ALL

Our presentation looks at Indigenous interconnected relationships of diverse ecosystem management, traditional methods associated with teaching and learning, and tribal economies.

For millennia Indigenous Peoples have adapted to continuous change within the forest and rangelands of this continent. These subsistence adaptations were reciprocal for the mutual benefit of all ecosystem services and preservation of natural resources for future generations of all living beings. During colonization Indigenous Peoples have continued to adapt as anthropogenic changes were forced on traditional landscapes. It is through colonization that Tribal People have identified ways to adjust to fragmentation, government agencies, corporate ownership, privatization, and First foods injustice within usual and accustomed regions.

Dr. Debbie LaCroix (Indigenous writer and former Chemawa faculty)

NAL (Native American Longhouse)

**Audience: Youth, Tribal Educators, Faculty*

Rez Car Storytelling: Using Humor to Create Classroom Community and Increase Writing Proficiency

Oral tradition and stories like rez cars affirm the strongest learning styles of Native people and creates a sense of belonging, being connected and open to learning. Using "Project Learning" designed by Liz Prather this session helps student writers clarify purpose, remain engaged using student choice and student voice, and addresses managing time limits applicable to all levels of writing in an inclusive approach that ignites and validates all learning styles. Sharing Short samples from NA writers such as Oregon's current Poet Laureate Liz Woody (Warm Springs/Navajo), Sherman Alexie (Spokane/Coeur D'Alene), Jim Northrup (Anishinaabe), and Luci Tapohonso (Dine) participants will enjoy their distinct humor as possible models for students. Outcomes include producing a starter piece that could be useful as a sample- in- progress within our classrooms. The brief experiences in our small group "start-ups" will

invite the most reluctant to jump in and take a "ride" of laughter and confidence in inter-connecting writing and storytelling. And you never thought a 'rez car" could take you so many places on a life long journey without duct tape!

Pathways to Higher Education

Ana Gomez (Open campus Juntos Coordinator, Oregon State University),

Dr. Daniel Lopez-Cevallos (Asst. Professor of Latina/o Studies and Adjunct Professor of International Health, Oregon State University),

Amy Young (Juntos Faculty Research Assistant, Oregon State University)

Juntos Program, a Transformative Journey

MU 104 Journey Room—Panel presentation

Audience: Teachers/faculty, Administrators, Tribal Education/Title VI, Parents/Students

The conditions in which people are born, educated, live and work influence individual and community well-being. The Juntos program amplifies the voices of Latina families and students, exposing the impact of discrimination and inequity directly on educational outcomes. Juntos was started by empowering families, the journey is evolving and the new goal is to drive institutional transformation. Based on our findings that school environment and structural bias significantly influence educational outcomes for Latino youth, we are responding with a social-ecological approach engaging partners at multiple levels. We will present ideas, concepts and data that are drafting the future of the program and will provide participants an opportunity to explore how this model may be adapted to fit Tribal education needs both on and off reservation.

Professional Development

Rose High Bear (Co-founder), **Gerry Raining Bird** (Executive Director, Wisdom of the Elders Inc.)

Teaching "Discovering Yidong Xinag" Environmental Science Educational Toolkit

MU 213 Pan Afrikan Sankofa Room—Presentation

Audience: ALL

The Native American nonprofit, *Wisdom of the Elders*, is providing environmental science curriculum to schools and tribal communities in an educational toolkit that integrates indigenous perspectives on traditional First Foods, especially threatened and endangered species. This workshop will describe the Discovering Yidong Xinag* Educational Toolkit which includes culturally-tailored multimedia lesson plans with Wisdom-produced documentary film clips featuring elders, indigenous scientists and cultural leaders discussing their environment and rich cultural arts. Lesson plans include the film clips, traditional stories and colorful PowerPoint presentations, and are aligned to NGSS science standards. (*means "Discovering the Old Wisdom" in Deg Xinag dialect of Athabascan).

10:30 – 10:45 AM

Break

10:45 – 12:00 PM

Session 5

Decolonizing Curriculum

Dr. Jeremy Garcia (Asst. Professor, Teaching, Learning & Sociocultural Studies/American Indian Studies),
Dr. Valerie Shirley (University of Arizona, Asst. Professor of Teaching, Learning & Sociocultural
Studies/American Indian Studies). **Dr. Leilani Sabzalian, Dr. Michelle Jacob** (University of Oregon)

Sustaining Pathways for Indigenous Teacher Education

MU 104 Journey Room—Panel Session

Audience: Teacher/Faculty, Tribal Education/Title VI, Administrators

This panel session is a cross-dialogue centered on Indigenous Education between the University of Arizona and the University of Oregon. The emphasis of the panel is to examine and contextualize the process of sustaining pathways to Indigenous Teacher Education. Panelists will discuss their current efforts to prepare Indigenous pre-service teachers to indigenize curriculum and pedagogy in ways that acknowledge the social, political, cultural, and historical realities that impact Indigenous education. Specifically, the panel will share their experiences of developing within their students, an Indigenous teacher identity that is critical and culturally sustaining, decolonizing, and privileges Indigenous knowledge systems and languages in Indigenous communities.

April Campbell (Indian Education Advisor for Deputy Superintendent, Oregon Department of Education),
Denise Juneau (Superintendent Seattle Public Schools), **Shadiin Garcia** (Shoreline Consulting)

Senate Bill 13 Tribal History Shared History

Room MU 208 La Raza

Audience: ALL

Senate Bill 13 Tribal History/Shared History was passed by the Oregon state legislature and introduced and signed by Governor Brown in 2017. This new law directs the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events. The ODE awarded Education Northwest (EDNW) the contract to facilitate this monumental and historic project. This session will provide an overview of the Tribal History Shared History project.

Integrating Traditional Knowledge

Kristopher Elliott (Asst. Director, Outreach & Engagement, Oregon State University)

Honoring Traditional Knowledge in Outdoor School

MU 207 Allworth Room—Round Table discussion

Audience: ALL

Presenter will share new information regarding the Oregon State University statewide Outdoor School program and seek feedback from participants on how to integrate traditional/indigenous knowledge in a respectful, culturally responsive way.

Valerie Goodness (Ph.D. candidate ABD, National Science Foundation Fellow University of Buffalo)

Bringing TEK Back into Traditional Landscapes and Classrooms

MU 211 American Indian Room—facilitated workgroup with outcome product for all

Audience: ALL

Native people are genetically connected to their ecosystems. Traditional Ecological Knowledge (TEK) is important for these genetic reasons, just as it is important for Environmental health and conservation. My research shows that healthy Indigenous diets must include native species (First Foods) that come from traditional territories. Equally important is that Indigenous people be the ones digging in the soil, harvesting, restoring, protecting and conserving those territories and First Foods. This is what NGSS means by “3D Learning”.

Pathways to Higher Education

Dr. Kirby Brown (Assistant Professor, Native American Studies University of Oregon),

Jennifer O’Neal (University Historian and Archivist Instructor, University of Oregon)

Advancing Indigeneity in the Academy: Native American Indigenous Studies and Campus Learning Communities

MU 215 Thought Lab—Presentation

Audience: Teacher/Faculty, Tribal education/Title VI, Administrators, Students

This presentation focuses on Native American Indigenous Studies and the Native American Studies Academic Residential Community (ARC) at the University of Oregon as a Best Practice with a specific focus on the history, goals and first year experiences of the students. Highlights include exploring the correlation between a collaborative Native Studies Initiative model and Learning Communities that add value to the student experience and voice to faculty research and community engagement.

Professional Development

Christine Bruno, Clifton Bruno (Disability Advocate, Alliance for Inclusion in the Arts)

Understanding Special Education Process and the Individual Education Plan (IEP), for Student Success

MU 212 MLK Room—Presentation Discussion

Audience: Tribal education/Title VI, Parents and Students

Our families and communities are strengthened when our students know their community members are behind them. Effective advocacy drives student support and success, leading to increased achievement in educational and vocational outcomes. Topics covered include:

- IEP process, qualification, and writing goals;
- Tools for assisting students, which draw from their strengths;
- Student and parent rights, responsibilities, and procedural safeguards under the law; and
- Perspectives and case examples from NA families.

This is a safe space for discussing sensitive topics regarding AI/AN students with learning challenges and disabilities.

12:00 PM – 2:00 PM OIEA Closing General Session Keynote (MU Ballroom)

OIEA Awards

Matika Wilbur (Swinomish-Tulalip)

Matika Wilbur is one of the Pacific Northwest's leading photographers and is a Native American woman of the Swinomish and Tulalip Tribes (Washington). She is the creator of Project 562, a documentary project dedicated to photographing contemporary Native America. She gathers original photographic images and oral narratives from all tribal communities throughout the United States, organizing and presenting compelling portraits and stories from elders, culture bearers, linguists, teachers, activists, artists, professionals, and other contemporary Indians. The insight, depth, and passion with which she explores the contemporary Native identity and experience are communicated through the impeccable artistry of each of her silver gelatin photographs. She has exhibited extensively in regional, national, and international venues.

Closing Prayer (David West, Citizen Band Potawatomi)