

Cultivating Relationships Teacher Participant Handbook 2024-2025



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University of Idaho

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Welcome

Welcome to Cultivating Relationships. We are excited you are joining our community! This handbook will provide an overview of program philosophies, procedures, participant expectations, and certificate requirements for teachers who have enrolled in the Cultivating Relationships Indigenous Land-Based Education professional development certification program.

Cultivating Relationship (CR) is driven by tribal rights to self-determination, the restoration of tribal community, self-government, cultural renewal, and educational control. equal or controlling input into federal government decisions concerning policies and programs. Public school teachers are rarely prepared to enter K-12 classrooms with an understanding of Tribal self-determination, Indigenous peoples, or a sense of how important Indigenous relationship to the land is.

CR grounds learning in land, cultural perspectives, our lived experiences, and evidence from Indigenous Knowledge Systems which tell us that knowledge is much more diverse than what is presented in most STEM classrooms. Past research has shown STEM lessons ignore Indigenous principles that shaped thousands of years of sustainable land and water relationships and management practices. CR's approach to STEM professional development for K-12 teachers in schools serving Indigenous and rural youth explores Indigenous Knowledge and Western Knowledge to support positive relationships with land, and the people of the land.

To support teachers to develop their knowledge and capacity to support Tribal self-determination and engage Indigenous knowledge from the land, CR centers relationships between Teachers-Tribes-Universities to facilitate a new kind of information sharing with teachers to apply in the classroom. CR teachers are critical thinkers and active learners. CR pushes teachers into new experiences with local partnerships and university support throughout a comprehensive cohort-based certificate process. In CR, we approach learning as place-based *and* as multi-sited; for those reasons the CR certificate process prioritizes learning with specific Tribal Nations, local lands and waters *and* learning with a network of teacher colleagues from different landscapes in Idaho and Arizona. CR teachers are



University of Idaho teachers participating in harvesting first foods with the Coeur d'Alene Tribe's Department of Natural Resources.

immersed in experiential and on-line learning of Indigenous approaches to scientific fields and land and water stewardship. Throughout the CR certificate, teachers are expected to use their knowledge to create STEM teaching lessons and to study their own, and their students learning. CR collaborators believe teachers are important intellectuals and advocates for future generations. Upon completion of the CR certificate, CR teachers join a research process that aims to determine promising practices for braiding Indigenous knowledge and STEM content into contemporary teaching methods and contexts.

Thank you for joining the CR team.

Who We Are

There are four partner sites participating in this project along with the University of Idaho. Please refer to the CR website for team members' complete biographies:

<https://www.uidaho.edu/ed/resources/pdo/cr>



Dr. Vanessa Anthony-Stevens



Dr. Karla Eitel



Dr. Philip Stevens



Dr. Brant Miller



Shanny Spang Gion



Angela Jacobson



Jessica Matsaw



Nolan Brown



Caj Matheson



LoVina Louie



Alicia Wheeler



Joyce McFarland



Dr. Lisa Eutsey



Nikki Lewis



Natalie Mullen



Tia Early



Bailey Dann



Dr. David Smith



Kim Matheson

Fast Facts

- Cultivating Relationships is a multi-year collaborative project, led by the University of Idaho, along with four **Tribal partners**:
 - Coeur d'Alene Tribe (LoVina Louie, Natalie Mullen, Caj Matheson)
 - Nez Perce Tribe (Alicia Wheeler, Joyce McFarland,)
 - Shoshone-Bannock Tribes (Jessica Matsaw, Nolan Brown, Bailey Dann)
 - San Carlos Apache Tribe (Nikki Lewis, Tia Early, Lisa Eutsey)
- **Tribal partners will host cohorts of up to 8 teachers** per team for the 2024-25 academic year (32 teachers total will participate across all Tribal partner sites)
- **Tribal partners will lead local immersive Indigenous STEM-based workshops**:
 - Immersion in summer 2024 (may be multi-week)
 - Two workshops in fall 2024 and two in spring 2025
- **Teachers will earn a professional certificate** entitled *Cultivating Relationships: Indigenous Land-Based Education Certificate* (15 credits)
 - Professional development credits are required by the State for Teacher Certificate renewal (6 credits are required every five years for ID teacher certification renewal / 6 credits are required every six years for AZ teacher certification renewal)
- **Teachers will complete online modules** on Indigenous Pedagogies, Tribal sovereignty, Indigenous STEM, and Curriculum design and applications.
- **Teachers will present a curriculum portfolio** in spring 2025 at an all-sites gathering at the University of Idaho's McCall Field Campus (McCall Outdoor Science School, referred to as MOSS)
- **Teachers will participate in research** on teacher application of certificate learning in their K-12 classrooms upon completion of the 15-credit certificate.

General Timeline

The timeline below illustrates the basic flow of the Cultivating Relationships program for all tribal partner sites. Your partner site will present you with a detailed version of this timeline specific to your cohort's planned activities. Many partners have also posted their detailed timelines on the CR website pages.

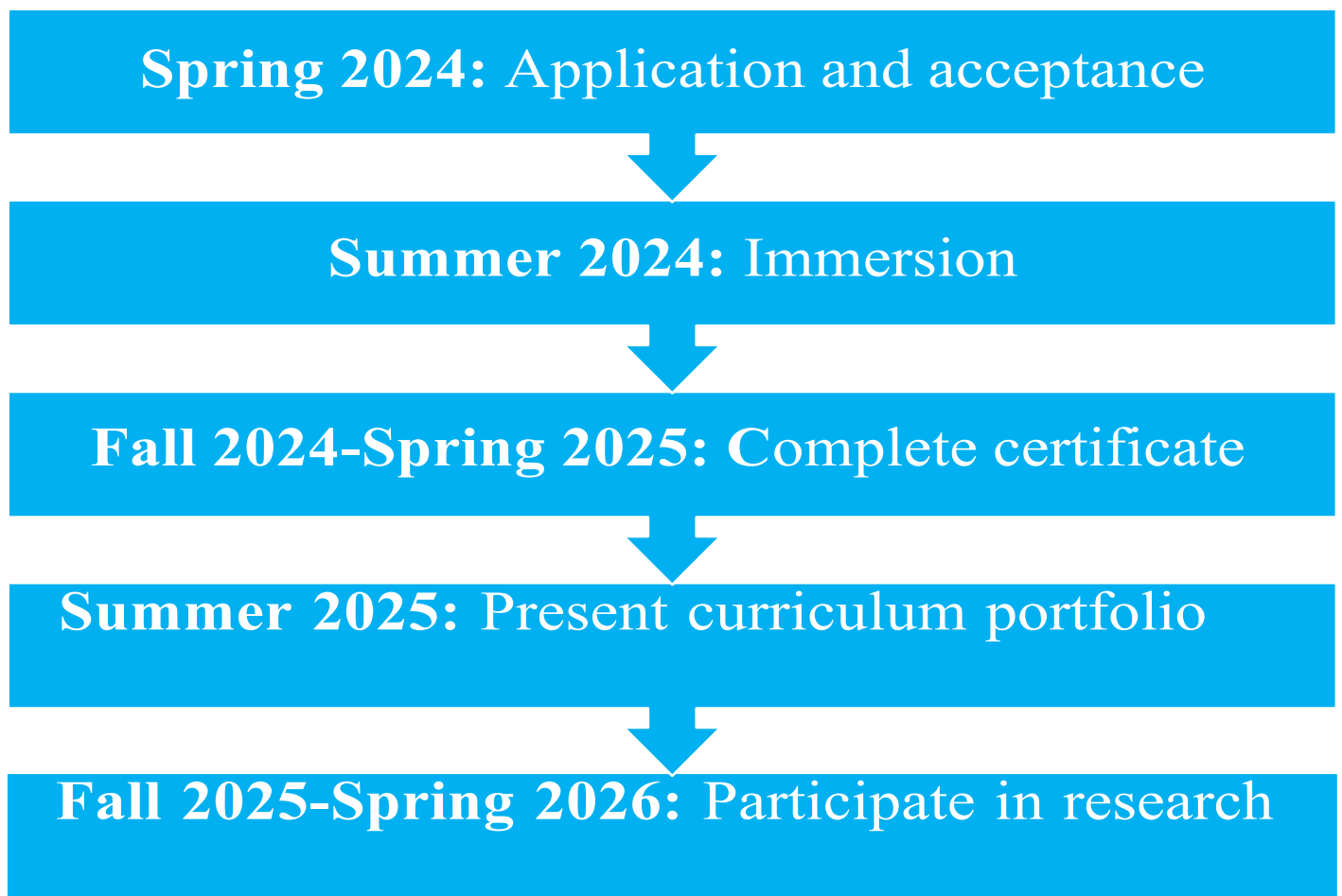


Figure 1: Cultivating Relationships (CR) Certificate Program General Timeline

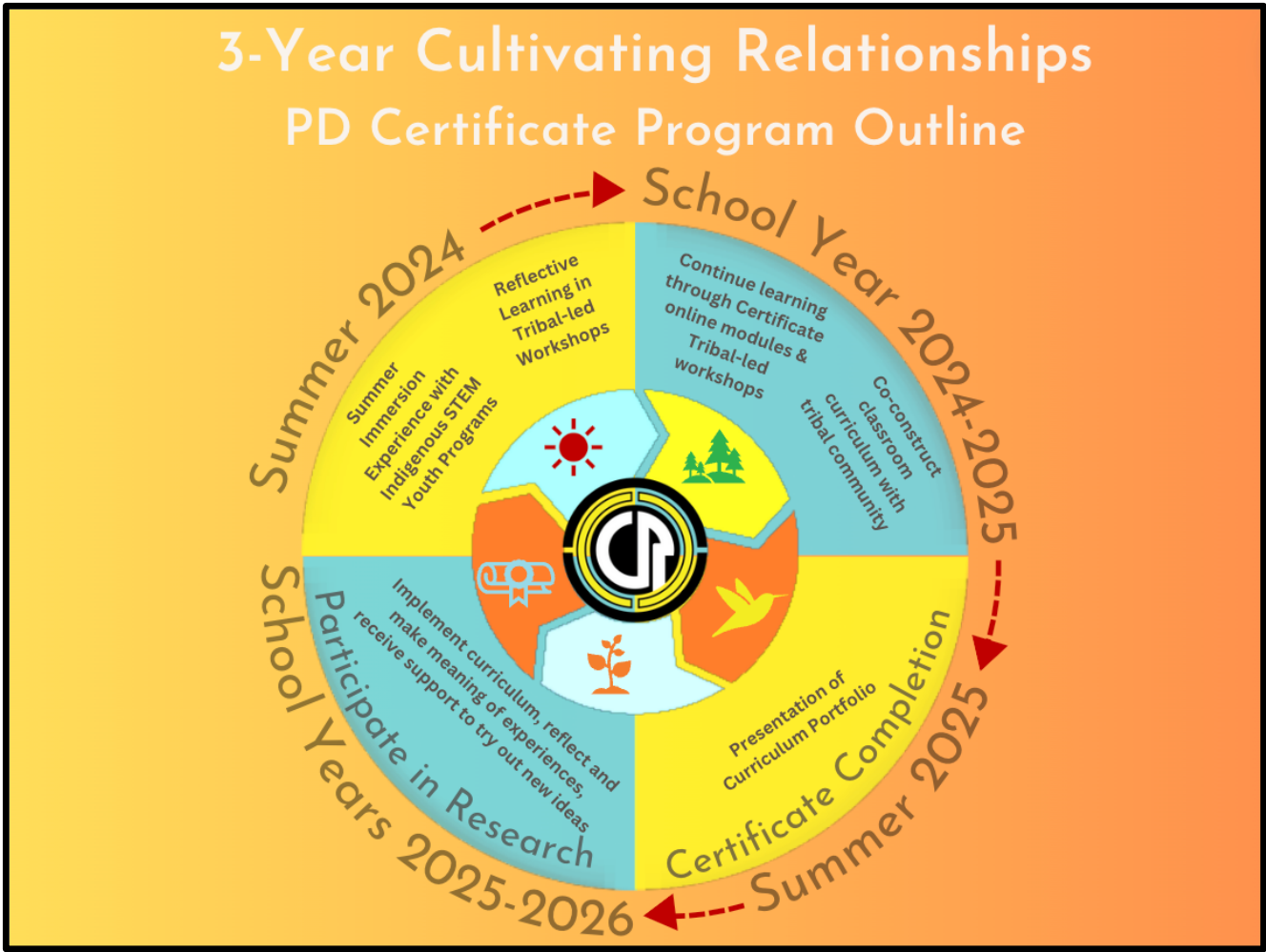


Figure 2: Cultivating Relationships (CR) Certificate Program Overview

Certificate Breakdown

Credits	Activity	Date/location	Semester/Year
6	Summer Immersion	Local with your site team, dates and location specified by site team	Summer 2024
1	Tribal Sovereignty Module	Online via Canvas (8 weeks)	Fall 2024
1	Indigenous Pedagogies Module	Online via Canvas (8 weeks)	Fall 2024
1	Fall workshop 1	Local with your site team, dates and location specified by site team	Fall 2024
1	Fall workshop 2	Local with your site team, dates and location specified by site team	Fall 2024
1	Indigenous STEM module	Online via Canvas (8 weeks)	Spring 2025
1	Curricular Applications module	Online via Canvas (8 weeks)	Spring 2025
1	Spring workshop 1	Local with your site team, dates and location specified by site team	Spring 2025
1	Spring workshop 2	Local with your site team, dates and location specified by site team	Spring 2025
1	Curriculum Portfolio Presentation	McCall, ID (late May/early June)	Summer 2025

Table 1: Cultivating Relationships (CR) Professional Development Certificate Breakdown

Cultivating Relationships

Conceptual Learning - Overview of Modules

Summer 2024

Summer Immersion Experience

1

Indigenous Pedagogies

2

Tribal Sovereignty

3

Indigenous Science

4

Integrated Curriculum Design

Welcome to the Summer Immersion Experience!

In this module, you will explore learning opportunities led by your partner tribe in one of the following sites: San Carlos Apache, Shoshone-Bannock, Nez Perce, or Coeur d'Alene.

By the end of the summer, you will have participated in diverse immersive learning settings and be connecting or reconnecting to land, community, and youth toward equitable engagement with Indigenous Knowledge Systems.

Please complete this module by August 20, 2024.

Background theoretical basis for Cultivating Relationships

- **Indigenous science**
 - The historical origins of Indigenous science are unique to each Indigenous peoples (Whyte et al., 2016) and Indigenous perspectives are different from Western perspectives in that language, cultural mosaics, and mental models of nature are contextually dependent on cultural norms, values, and principles (Bang & Medin, 2007). Methods of Indigenous science are apparent in ecology, climate science, and biology, among other Western fields. Indigenous technologies are persistent and growing within Indigenous communities and reflect foundational principles of sustainability, dynamic relationality, and detailed observation.
- **Land pedagogy/land education**
 - The concept of Land Education centers Indigenous STEM perspectives and local knowledge as ways of solving problems that have been excluded in modern Western contexts (McCoy et al., 2017). Broadly, “Land encompasses all water, earth, and air and is seen simultaneously to be an animate and spiritual being constantly in flux” (Styres et al., 2013, p. 37). Pedagogies of Land draw upon the interconnectedness and interdependence of relationships between people, place, and environment. Pedagogies of Land approach learning as dynamic, situated within understanding of the cultural positioning and subjectivities of Land relationships in environments and communities.
- **Coupled human-natural systems**
 - The concept of “Coupled Human-Natural Systems” (CHANS) recognizes the complexity that emerges when studies of social systems and ecological systems are coupled (Liu et al., 2007). We draw on research from the CHANS literature on how people with different epistemologies (theories of knowledge) come to “know” environmental patterns and changes. As Indigenous science recognizes that knowledges are situated and anchored in the cultural milieus and ecosystems in which they are derived (Agrawal, 1995), CHANS is science shorthand for “it’s all related”. In CR, we use CHANS to elevate the broader idea that researchers in contemporary Western science are (finally) coming into step with Indigenous worldviews which already and always have conceptualized the world’s various beings and systems as interrelated.



Preparing to engage in river pedagogy, Middle Fork of the Salmon River, Idaho



Women teaching young girls how to build a traditional Apache family camp in San Carlos, Arizona



Teachers learning purpose and protocols in building traditional homes with the Nez Perce Cultural Preservation Program, Winchester, Idaho

Research Focus

Upon completion of the certificate, you will be invited to participate in research for the following two academic years with the University of Idaho research team.

The research is guided by the following questions:

Question 1:

How do teachers' attitudes towards multiple epistemologies in STEM change, and what sense and meaning do teachers make of multiple epistemologies in STEM after an Indigenous, land education certificate program?

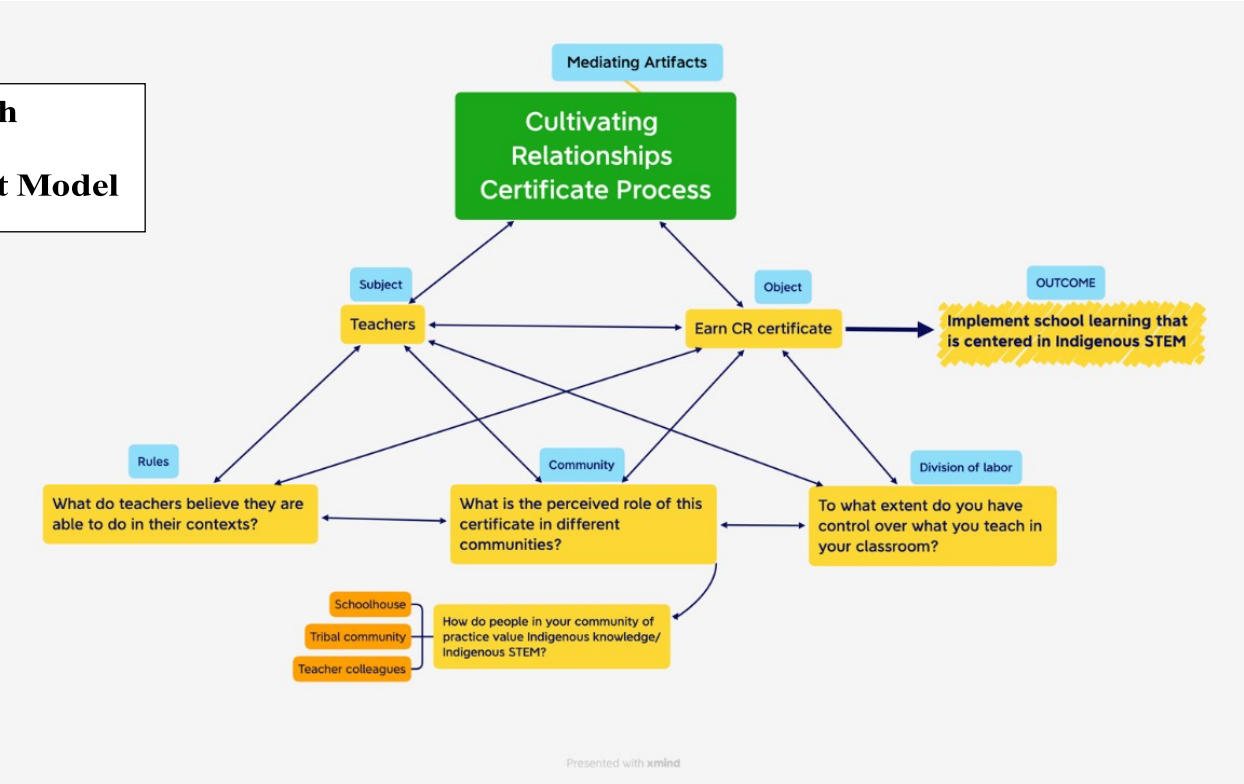
Question 2:

What types of teacher professional development activities support the inclusion of Indigenous epistemologies in STEM school-based practices?

Question 3:

In what ways do teachers apply learning from Indigenous STEM into their curricular and pedagogical choices?

Research Design Thought Model





Frequently Asked Questions

What do I need to do to enroll in this Professional Development course at the University of Idaho?

Once your site coordinator has confirmed your acceptance into Cultivating Relationships, please follow these steps:

Course Registration

1. Register for the summer PD course (6 credits) via the University of Idaho’s Modern Campus/Keep Learning platform.
 - a. Follow this link:
<https://keeplearning.uidaho.edu/search/publicCourseSearchDetails.do?method=load&courseId=1094410&courseTitle=cultivating-relationships-summer-immersion>
 - b. You will be prompted to create an account in Modern Campus/Keep Learning. Please refer to these instructions if needed.
<https://keeplearning.uidaho.edu/contentManagement.do?method=load&code=CM000001>
 - c. Click “Add to Cart” for Cultivating Relationships Summer Immersion and check “Apply Discount Code.” Please type in CRSU24. This will cover the \$360 fee.

Item	Options	Quantity	Subtotal
 Course Cultivating Relationships Summer Immersion EDCIX504.CR.SUM - 001 Fee: \$360.00 College Of Education, Health and Human Sciences Remove	Fee: Educator PD 6 units \$360.00 <input checked="" type="checkbox"/> Apply a discount  <input type="text" value="Coupon Code"/>	1	\$360.00

- d. Click “check out.”
- e. Within six hours, you should receive an email with a link to access the Canvas course via the University of Idaho’s Modern Campus/Keep Learning platform.
- f. The summer 2024 module will open on June 3, 2024. Enrollment instructions for the fall and spring modules will be provided prior to the release of the respective modules.

Direct Deposit Registration

2. Angela Jacobson will send you an invitation to sign up as a supplier for U of I in Payment Works so that you can receive program stipends.
 - a. Please accept this email invitation and complete the requested information.
 - b. If you have previously been paid by the U of I in any capacity, please contact Angela acomojacobson@uidaho.edu to determine what, if anything, needs to be done to update your account information.

When and to whom should I direct questions about my participation in the program?

1. If you have questions or need assistance regarding the local immersion activities and workshops or other cohort-specific items, please first reach out to your cohort site coordinator.
2. If you have logistical questions about the professional development online modules or need any assistance with registration, please contact the University Team member Angela Jacobson (acomojacobson@uidaho.edu).

When and how often will the stipend be disbursed?

The stipend for your participation in the program will be disbursed over the course of your participation in the program (three years) and will be based on a schedule finalized by your respective partner teams. The following table is an example disbursement schedule of payments you will receive from U of I.

*Upon your acceptance into the program, UI Coordinator Angela Jacobson will work with you on setting up your direct deposit with the University.

Additionally, partner teams will fund stipends for travel and per diem for all site-specific workshops. Please work with your team coordinator regarding these payments.

Teacher Stipends	Total Dollar Amount	Details
<i>Year 1</i>	\$3,000	Participation in CR certificate *Stipend to be disbursed at the end of each semester. If a teacher doesn't complete the semester, she/he/they are not eligible for the stipend.
		September 2024: \$1000
		January 2025: \$1000
		June 2025: \$1000
<i>Year 2</i>	\$1,000	Stipend to for participation in research on implementation of CR certificate ideas in the classroom
		May 2026: \$1000
<i>Year 3</i>	\$1,000	Stipend to for participation in research on implementation of CR certificate ideas in the classroom
		May 2027: \$1000

Table 2: Cultivating Relationships (CR) participant stipend disbursements

When and how often will I interact with cohorts from the other Tribal partner sites?

Teachers from across sites will interact through on-line modules during semester 1 and 2. Teachers from across sites will meet each other in-person during the Curriculum Portfolio sharing, the culminating CR certificate event at the end of the certificate program (May).

How can I ensure my administrators' support of my participation?

Administrator support is important. We encourage all CR teacher applicants share the goals of CR with their school administrator. Site and/or UI team members are available to support communication of CR requirements and goals as requested.

What will the immersion experiences and workshops entail? Will I have to travel for those?

Immersion experiences are specific to each partner site. Details of immersion expectations will be shared by each site coordinating team. Travel will be arranged in each site.

Does this count towards a bachelor's or master's degree program?

No. The CR certificate is a professional development program primarily for certified K-12 teachers and administrators with current K-12 teaching credentials. The credits earned from the University of Idaho count toward PD credits used by Professional Standards offices to re-certify a teacher.

Will Cultivating Relationships be reflected on my transcript?

Yes, you will receive a University of Idaho transcript that reflects your participation in Cultivating Relationships professional development modules as P/F. The 15-credit professional development certificate will be issued in summer 2025 upon your completion of all PD credit hours.

Canvas Tips canvas

To ensure consistent access, please make sure you are using your preferred browser's most recent version.

To access the professional development online modules, use this link: <https://keeplearninguidaho.instructure.com/> (this link is emailed to you upon self-registering for the course).

Once you are logged in, you will be in your “Dashboard.” The “Dashboard” is the landing page that helps that you navigate in Canvas. First, on the left is a gray column that lists your “Account,” “Dashboard,” “Courses,” and “Calendar.” Additionally, in the center of the page you will see a clickable icon to access your course, “EDCI 504X504.CR.SUM.” Then, on the right-hand side of the Dashboard, you will see a column that includes your “Calendar,” and “To Do” list, “Upcoming” events, and “Feedback” (feedback is by instructors for submitted assignments).

Canvas will house all 4 online modules and will include all needed readings, media, and resources. Additionally, Canvas is where you will submit any written assignments, such as reflections on readings or collaborating within your partner site cohort.

For more detailed information about using Canvas, please visit <https://community.canvaslms.com/t5/Canvas-Basics-Guide/tkb-p/basics>

References

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4. Whyte, K. P., Brewer, J. P., & Johnson, J. T. (2016). Weaving indigenous science, protocols and sustainability science. *Sustainability Science*, 11(1), 25–32.
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