

# CULTIVATING RELATIONSHIPS

Community Update



## Cultivating Relationships Overview

We welcome our communities interest in joining this innovative approach to STEM professional development for K-12 teachers in schools serving Indigenous and rural youth. Cultivating Relationship (CR) calls attention to 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. The CR Teacher development program aims to shift what is taught in the classroom, centering community and learning through land.



## CR Summer Immersion

CR teachers earned 6 (PD) credits of training and immersive learning experiences that:

- Collaborated with tribal youth programs focusing on land pedagogy, cultural lessons, Indigenous STEAM, health & well-being;

- Attended cultural events held by Sho-Ban LCPD;

- Engaged in a 7 day whitewater rafting trip down the Middle Fork of the Salmon River, focusing on culturally relevant STEAM and Shoshone-Bannock land pedagogy;

- Supported ceremonies and traditional knowledge as places of learning; And

- Cultivated relationships for community engagement, volunteering, and supported efforts of Shoshone-Bannock Tribes education and youth outreach.

UNIVERSITY OF IDAHO. COHORT 1  
2023-2024

# ONLINE MODULES

University of Idaho PD:  
Cultivating Relationships



## Overview

### UNIVERSITY OF IDAHO ONLINE PD MODULES

CR teachers completed online modules being asked to deeply think about:

- Communal, familial, and cultural vitality of Indigenous children and their families.
- How to use that knowledge to transform classroom instruction.
- Review relevant research and applied examples of building Indigenous ways of knowing into K-12 school settings.
- Describe connections between course content, workshops, and field experiences in respective CR partner sites.

Teachers also attend weekly support meetings (totaling 12 hours per semester). At these meetings educators are able to meet with University of Idaho CR staff and engage in direct study with the site coordinator.



## Online Fall Modules

Tribal Sovereignty  
1 PD CREDIT: 8 WEEK  
COURSE

Indigenous Pedagogy  
1 PD CREDIT: 8 WEEK  
COURSE



## Online Spring Modules

Indigenous Science  
1 PD CREDIT: 8 WEEK  
COURSE

Integrated Curriculum  
Design  
1 PD CREDIT: 8 WEEK  
COURSE



# Accomplishments

## SHO-BAN SITE SPECIFIC WORKSHOPS

Teachers engaged in a local immersive Indigenous STEM-based workshops

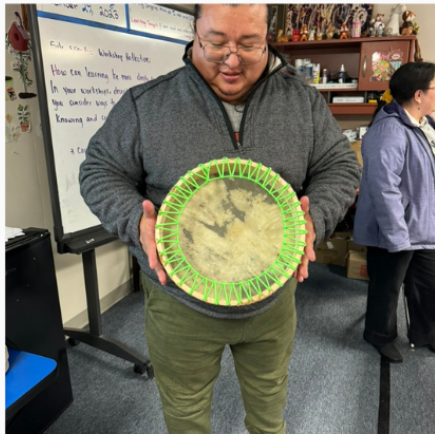
- Completing 36 hours of professional development (per semester).
- Center Shoshone-Bannock knowledge systems.
- Celebrated seasonal rounds, and honored our more-than-human relatives as teachers and learners.
- Braid connections between Indigenous land pedagogy and STEAM.

## FALL WORKSHOPS

- Constructed traditional tulip bags.
- Cultivated partnerships with experts sharing intro to flint knapping.
- Hide processing & hand drum making. Hand drum was donated to CTEA in support of culture & language revitalization.

"I feel like everything we are learning has a place in the classroom setting. The deeper learning would be seeing the lessons I have been taught and paying it forward."

CR TEACHER, COHORT 1  
FALL 1 WORKSHOP





## SPRING WORKSHOP

Teachers engaged in local immersive Indigenous STEAM-based workshops focusing on traditional homelands of the Shoshone-Bannock Tribes and seasonal rounds of hunting and gathering.

### Workshop

- Steal Head fishing
- Spear-making
- Cultural Community Experts Leading Learning
- Sho-Ban Traditional Sciences and Fisheries
- Integrative Curriculum and Lesson Development
- Collaboration with tribal schools to bring students out on land, engaging in Shoshone-Bannock STEAM.



NOLAN BROWN,  
SHO-BAN CR PI,

## Welcome New CR Team Member!

Shoshone-Bannock Tribal citizen and Anishinaabe descendant, is the Original Territories and Historical Research Manager for the Shoshone-Bannock Tribes. Mr. Brown is dedicated to sharing and understanding the Tribes' languages, culture, history, and contemporary issues affecting the Shoshone-Bannock Tribes.





## MEET OUR CR TEAM



### **JESSICA MATSAW**

#### **CULTIVATING RELATIONSHIPS SHO-BAN SITE COORDINATOR**

SECOND YEAR PHD STUDENT (EDUCATION CURRICULUM & INSTRUCTION)

M.ED., CURRICULUM & INSTRUCTION + CERTIFIED TEACHER (IDAHO)

IKEEP (INDIGENOUS KNOWLEDGE FOR EFFECTIVE EDUCATION) ALUMNI

Shoshone-Bannock Tribal citizen, Fort Hall, Idaho. I am the co-founder of River Newe, graduate student and CR research assistant at the University of Idaho (UI). My B.S., M.Ed., and doctoral program are through UI. I am certified in secondary education and currently volunteer at Sho-Ban Jr./Sr. High School teaching IKEEP for Young People (IKEEP4YP), a dual-credit college course focused on HS students interested in becoming teachers. I sit on the Idaho Indian Education Committee “Member-At-Large” as I am passionate about culturally responsive and relevant practices within classroom and school institutions, teacher development and overall improvement of schools serving Native American students.



### **BRANT G. MILLER**

#### **CULTIVATING RELATIONSHIPS CO-PI**

PH.D., SCIENCE EDUCATION + CERTIFIED TEACHER (SOUTH DAKOTA)

I’m currently a Professor of Science Education at the University of Idaho. I earned a Ph.D. in Science Education from the University of Minnesota in 2010. My B.S and M.S degrees are from Black Hills State University in the field of Elementary Education and Curriculum and Instruction respectively. Previously, I was a middle school science teacher for six years in western South Dakota. I’ve had the privilege of leading education and outreach initiatives in the Galapagos, Arctic, Chile, and throughout the Pacific Northwestern United States. My research interests include culturally responsive approaches to STEM education, technology integration within educational contexts (e.g. Adventure Learning), and authentic, sustainable approaches to teacher education that support inquiry-based instruction.



“Our children are sacred, the future of the Shoshone-Bannock Tribes, and a blessing from Creator.”



**ALEX ALVAREZ**  
**5TH GRADE TEACHER, CHIEF TAHGEE ELEMENTARY ACADEMY**  
BA & BS + CERTIFIED TEACHER (NORTH DAKOTA/IDAHO)

Shoshone-Bannock Tribal citizen, Fort Hall, Idaho. Tsaan Da'vai, ne naniha Alexandria Alvarez, ne newe naniha' Yehntsisi. Good day everyone. I am a proud alumni from two Tribal Colleges; Haskell Indian Nations University, and United Tribes Technical College; and it was at UTTC where I gained my teaching training and certification through the state of North Dakota. I am in my 4th year teaching on the beautiful Fort Hall Indian Reservation.



**ANDREW "ANDY" BALDWIN**  
**6-12TH GRADE TEACHER, ATHLETIC DIRECTOR, COACH**  
BA IN HISTORY + CERTIFIED TEACHER, US & WORLD HISTORY (IDAHO)

My name is Andrew Baldwin and I have lived in Southeast Idaho, off and on, for 40 years. I am an educator, athletic director, and coach at Shoshone-Bannock Jr/Sr High School on the Fort Hall Reservation in Idaho. I have been teaching for 7 years. Fishing is an important aspect of Shoshone and Bannock history that I want to incorporate into my classroom, and have plans to do that. I am currently working to put a steelhead fishing trip together for the students at Shoshone-Bannock Jr/Sr High School and CR program.





## **BAILEY DANN**

### **RESEARCHER, LANGUAGE & CULTURE PRES. DEPT.(LCPD)**

B.A. ANTH/ART/EDUCATION+TEACHING CERT, GRINNELL COLLEGE  
M.A. ANTHROPOLOGY, ISU

Shoshone-Bannock Tribal citizen, Fort Hall, ID. Ne naniha Bailey J. Dann. I devoted four years to teaching the Shoshoni language and fifth grade at Chief Tahgee Elementary Academy. Recognizing the urgent need for Indigenous language revitalization and its integration into curriculum development, I pursued a MA in Linguistic Anthropology. Currently, I am a researcher at our Tribes' LCPD Office of Original Territories and Historic Research, which encompasses diverse research projects, documenting cultural and historic sites within the Tribes' original lands, and coordinating educational initiatives for tribal members and the broader public.



## **EVELYN GALLOWAY**

### **MATH AND PHYS ED--CONDITIONING TEACHER**

SHOSHONE-BANNOCK JR./SR. HIGH SCHOOL  
BS BIOLOGY & OUTDOOR EDUCATION  
M.ED + IN TEACHER CERTIFICATION PROGRAM (FT. LEWIS, DURANGO, CO.)

My Name is Pi'con' (Rivers) Evelyn Galloway, I am grateful to belong to two tribes, the Walla-Walla Tribe (Oregon) and Shoshone Bannock Tribe (Idaho). My early life was growing up in Oregon along the Umatilla and Columbia River, later moving to Idaho to finish high school and continue my education at ISU. I worked for the fisheries department for 23 years, then decided to work on my master's degree in education. As part of the program, I began observing teachers at the Sho-Ban Jr/High School in the Fall 2022, substitute teaching and tutoring with the 21st Century after-school program. In May 2023 I began teaching full time.





**RICHARD "RJ" KUTCH**  
**2ND-4TH GRADE SHOSHONE LANGUAGE TEACHER**  
CHIEF TAHGEE ELEMENTARY ACADEMY

Shoshone-Bannock Tribal citizen, Fort Hall, Idaho. I have been on this teaching and learning journey for 5 years and hope to continue. During this time I have been a part of the Cultivating Relationships (CR) program which has opened my eyes to more of how to bring everyday aspects to the classroom in a more productive manner. Just being able to come together with the other teachers for a common goal of how to enlighten the students' curiosity in culture and language and community makes this program something unique that brings a positive aspect into the students lives.



**LE'DEIN KUTCH**  
**KINDERGARTEN & 1ST GRADE SHOSHONE LANGUAGE TEACHER**  
CHIEF TAHGEE ELEMENTARY ACADEMY

Shoshone-Bannock Tribal citizen, Fort Hall, Idaho. I have just started my teaching journey at CTEA. I have been teaching almost a year as a Shoshone language teacher. I teach Kindergarten and First grade. In my teaching and learning journey, I have had the opportunity to be included in the Cultivating Relationships (CR) program. I did not think that this program has such a wonderful aspect of learning historical aspects and connecting some cultural aspects behind all of the learning. The sense of community between teachers helps to see where teaching aspects differ but also where we all want to progress students to.







**JOSE MENDEZ**  
**7TH-8TH GRADE TEACHER, MOUNTAIN VIEW MIDDLE SCHOOL**  
B.A. POLITICAL SCI + CERTIFIED TEACHER (IDAHO)  
MPA STUDENT, ISU

My name is Jose Alfonso Mendez, I am married to Bailey Dann. I want all my students to feel empowered through their knowledge, encouraging tribal youth to apply their cultural knowledge to their educational environment through activities, stories, and artistic and cultural expression. To me, CR represents an opportunity for educators to collaborate in crafting and providing holistic, advanced education centered around Indigenous knowledge and inclusivity.



**BRITTNEY REED**  
**HEALTH AND P.E. TEACHER, 6TH – 12TH GRADE**  
**SHOSHONE-BANNOCK JR/SR HIGH SCHOOL**  
M.P.E & ATHLETIC ADMIN + CERTIFIED TEACHER (IDAHO)

I have lived in Idaho my entire life. I grew up in Malad and then moved to Pocatello after high school to attend Idaho State University. I have been living in Pocatello ever since. I have also been able to teach some elective courses which include, Nutrition and Diabetes Prevention, Aerobics, and Weight Training. I have been currently training in Pilates and I am so excited to be able to offer a class this next semester! I have been teaching for seven years now. I started my first job at Shoshone-Bannock Jr/Sr High School and have been there ever since and love it!



# THIS IS WHAT OUR TEACHERS HAVE TO SAY

1.



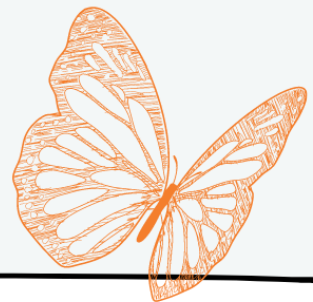
DESCRIBE A MOMENT WHERE YOU FELT A DEEP SENSE OF CULTIVATING RELATIONSHIPS WITHIN THE PROGRAM.

“During our most recent activity of scrapping a hide and making a drum is where I felt this deep sense of cultivating relationships as we talked about life and death, a topic that is not open often in Western education. In this moment, I felt such a deep happiness for choosing to become a teacher, and the things that I could offer students in the future. Armed with traditional and Western education, I thought about how merging these two things could help our students feel more in touch with our traditional teachings, while simultaneously achieving Western standards in English Language Arts, Math, and Science while doing this one activity.”

“A moment where I felt a deep sense of cultivating relationships within the program was during one of our weekly meetings. We were discussing ideas to implement into the classroom, and I mentioned something I needed help with. Everyone was so willing to share their ideas and offer a solution to my problem. It was so helpful to hear the points of view and ideas of others that I hadn’t even considered. I really felt a sense of collaboration and cultivating relationships during that meeting.”

FOR FUTURE TEACHERS INTERESTED IN JOINING CR (TRIBAL AND NON-TRIBAL), WHAT ADVICE WOULD YOU GIVE THEM?

2.



“Traditional Eurocentric classrooms and structures cannot be strictly applied to students without taking into consideration and adapting to student lived experiences and cultural knowledge. It is our responsibility as educators to create safe and inviting spaces of learning for all students. This program is an amazing opportunity to assist in this mission.”

“Some advice I would give future teachers interested in joining CR is to highly consider it because it has been such an incredible learning experience. Through this program, I have learned so much about the Shoshone-Bannock culture and how to implement it into my classroom to make topics more relevant to my students. I have really enjoyed getting to know the other CR members and being able to learn from each of them. This is such a great opportunity and if you have the chance, please take advantage of it because you will learn so much.”



## WHAT DOES CULTIVATING RELATIONSHIPS MEAN TO YOU?

“The Cultivating Relationship (CR) course has introduced diverse pedagogy strategies and the importance of communication skills and discovering the different learning styles for each student. As the course continued, I discovered that I would like to implement more hands on and teaching outside as much as possible. I noticed that the students enjoyed being outside and fully engaged while being taught while being active and moving, compared to sitting in the classroom; I enjoyed the outside classroom, over the regular classroom, I felt more confident and was more in my element.”

“Cultivating Relationships has been a wonderful and exciting opportunity to network with other teachers, and form a cohort of local teachers who we can collaborate with, and share our experiences with. One of the things I enjoy most is getting together with our cohort. I think one of my favorite activities was attending the Return to the Boise Valley peoples event in Boise, Idaho. There we participated in an array of activities from listening to presentation about the historical importance of the event, to learning how to make duck tuelles (decoys), and eating traditional dishes like salmon and rock chuck.”

## WHAT IS SOMETHING YOU WOULD LIKE OUR COMMUNITY TO KNOW ABOUT THE CR PROGRAM?

4.



“My message to future teachers is that we have this incredible opportunity to have a positive impact on not just our tribal students, but for any student who comes into our classroom. You’re not just a 5th grade teacher- you are their 5th grade teacher! And for the rest of their life, they will remember the good or bad of their experience in your classroom. Let’s do all we can to be kind, compassionate and caring teachers that will impact the leaders of the future. And let’s build a teacher network that supports our work, and helps us to feel connected in our teaching profession.”

“Ultimately, CR serves as a beacon, inspiring and supporting educators who, in turn, inspire and guide our youth—future language caretakers, leaders, and guardians of our treaty. This program is an invaluable platform fostering a legacy of cultural preservation and educational transformation.”



“MAKE THAT DIVE TO LEARN MORE OF WHAT WE CAN DO TO CONNECT ANY STUDENT TO SOMETHING BIGGER THAN JUST BOOKS IN THE CLASSROOM. LET US BE THE BUILDING BLOCK THAT THE STUDENTS FIND THEIR UNDERLYING VOICE TO BE LEADERS WE HOPE THEY ONE DAY WILL BE. GIVE THEM THE OPPORTUNITY TO MAKE THEIR OWN OPINIONS AND GROW AS AN INDIVIDUAL IN A POSITIVE MANNER.”

CR TEACHER, COHORT 1



University  
of Idaho



An NSF-sponsored collaboration between the University of Idaho, the Coeur d'Alene Tribe, the Neze Perce Tribe, the Shoshone-Bannock Tribes, and the San Carlos Apache Tribe.



River Neve is a sponsoring match contributor of the CR Shoshone-Bannock Site

