

Port Angeles High School  
The challenges of teaching during a pandemic  
By Jamie R. Valadez

Pros	Cons
<p>LEKT and PASD partnered to open a Learning Center on the reservation. 2 days for elementary 2 days for middle/high To provide academic support Academic support at school</p>	<p>Not engaged in online learning. Took on role of caretaker to younger siblings Frustration, alienation, anxiety, depression, runaways, detention Parents struggling to help their children at home.</p>
<p>Recruit students to attend Provide transportation Provide lunch It was such good medicine to be able to meet in person with each other. Even with protocols such as mask, 6 feet, wash hands, sanitize Chromebooks for students</p>	<p>Home visits, call parents, text, facebook, email, Most students didn't want to be visible during google meets, so they had an icon or just their name. Neither students/staff had enough training or experience in navigating online programs.</p>

## Advisory

### Expectations

**Term 1 (nine weeks) 80 min. block**

**Google meets 2x/wk Mon/Thurs 8:15 – 9:35**  
**To review prior knowledge, provide feedback, and provide opportunity for student interaction**

**Office Hours 2x/wk Tue/Fri 11:15 – 12:35**  
**To be available to help students.**

**Wednesdays consisted of zoom meetings for dept. , all staff, Native Program staff, Garden Club**

**Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 segments per week.**

**Con - When term 1 ended, I will not be in contact with these students until term 3 which is February.**

### Reality

Staff were implementing 'Character Strong' curriculum. I chose to implement 'Building a Resilience Toolkit' by [www.CRIResilient.org](http://www.CRIResilient.org)

This was a time to help students navigate online classes, provide tutoring as needed, and support.

I had 15 Native American students, 4-9<sup>th</sup> graders, 8-10<sup>th</sup> graders, 1-11<sup>th</sup> grader and 1-12<sup>th</sup> grader. Of the 15, 6 students did not engage in online learning.

**Pro - Those students who engaged, we really tried to support each other and stay positive during this time.**

Native American Studies	
Expectations	Reality
<p><b>Term 1 (nine weeks) 80 min. block</b></p> <p><b>Google meets 2x/wk Mon/Thurs 11:15 – 12:35</b>  <b>To review prior knowledge, provide feedback, and provide opportunity for student interaction</b></p> <p><b>Office Hours 2x/wk Tue/Fri 11:15 – 12:35</b>  <b>To be available to help students.</b></p> <p><b>Wednesdays consisted of zoom meetings for dept. , all staff, Native Program staff, Garden Club</b></p> <p><b>Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 segments per week.</b></p>	<p>I taught two units:</p> <ol style="list-style-type: none"> <li>1. “The Fish Wars’ by Shana Brown, Native Knowledge 360</li> <li>2. “Klallam Tribes” by Jamie Valadez How did the Klallam become three separate sovereign nations?</li> <li>2. ‘Teachings of the Tree People’ by Bruce Miller, Skokomish Project</li> </ol>
<p>Pro – Using the ‘Native Knowledge 360 curriculum worked out great for teaching online.</p> <p>I still managed to do a project. Students could plant a cedar tree, weave a cedar basket or work in the school garden.</p>	<p>Con – I usually have 18 weeks to teach 6 units/3 weeks each. With only nine weeks, I only was able to teach 3 units/3 weeks each. This is only a semester long class. So during term 3 in February, I will have different students.</p>

## Klallam Language year 1

### Expectations

**Term 1 (nine weeks) 80 min. block**

**Google meets 2x/wk Tues/Fri 1:15 – 2:35**

**To review prior knowledge, provide feedback, and provide opportunity for student interaction**

**Office Hours 2x/wk Mon/Thurs 1:15 – 2:35**

**To be available to help students.**

**Wednesdays consisted of zoom meetings for dept. , all staff, Native Program staff, Garden Club**

**Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 segments per week.**

**Pro – Fortunately, the language lessons are on a website that has recordings of the Elders speaking fluently to model each lesson.**

### Reality

During google meet, we would open link to Klallam Language lessons. We managed to complete 5 lessons in 9 weeks.

If students were absent, then I would help them with missing work during office hours.

Usually, I would be able to teach 15 lessons in 18 weeks.

10 students. 2 students did not engage in online learning.

**Con – The only place to interact with the students is in google meet or in person. So I ended up teaching during that time. If we met in the classroom, I could only have 3 students at a time.**

## Klallam Language year 2

**Term 2 (nine weeks) 80 min. block**

**Google meets 2x/wk Mon/Thurs 8:15 – 9:35**  
**To review prior knowledge, provide feedback, and provide opportunity for student interaction**

**Office Hours 2x/wk Tues/Fri 8:15 – 9:35**  
**To be available to help students.**

**Wednesdays consisted of zoom meetings for dept. , all staff, Native Program staff, Garden Club**

**Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 segments per week.**

**Pro – The one year 3 student is taking Klallam Language online through Peninsula College. Then we work through stories one on one in the classroom.**

I spent the first two weeks reviewing because they hadn't had class since March. This week we will start with lesson 21.

I only have six students, then I have 3 independent students that are on different lessons. (Lesson 25, Lesson 31 and one year 3 student). So I figured out different times to work with them one-on-one. These three students meet with me in person in the classroom.

**Con – The first two weeks I had very few students show up. So I ended up in 'missing work mode'. I changed the time to 1:15 and I am hopeful that I will have more student engagement. The online Klallam lessons only go up to lesson 20.**

## U. S. History from the Native American Perspective

**Term 2 (nine weeks) 80 min. block**

**Google meets 2x/wk Mon/Thurs 1:15 – 2:35**  
**To review prior knowledge, provide feedback, and provide opportunity for student interaction**

**Office Hours 2x/wk Tues/Fri 1:15 – 2:35**  
**To be available to help students.**

**Wednesdays consisted of zoom meetings for dept. , all staff, Native Program staff, Garden Club**

**Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 segments per week.**

**Pro**  
**Broken down into digestible sections followed by discussion questions.**

Each unit is 3 weeks. We start by learning about the 'Cultural History' of the area, then we focus on a political historic event

Unit 1: Southeast Tribes, Trail of Tears  
Native Knowledge 360

Unit 2: Northeast Tribes,  
Unit 3: The Great Lakes and Ohio Valley Tribes

**Con**  
The Native Knowledge website has videos that sometimes are hard to follow because they are stopping every 30 sec.to download. Technology glitch.

## Heritage Language Grant

\$60,000.

5 tribal members interested in becoming tribally certified to teach Klallam Language and pursue a college degree in Education. Each receives a \$10,000.

scholarship towards higher education to cover 3 quarters ( fall,winter, spring).

Gain experience in developing lessons to teach Klallam Language, Culture or History. Be able to implement lessons to students.

## Potlatch Grant

\$7,000.

To have tribal artist teach how to weave, carve or paint traditional designs to students at 3 levels (Elementary,Middle, High). To create a piece of artwork that is on display at each school. For elementary and Middle a welcome sign. For High school, a welcome gate to the school garden.