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

Pros	Cons
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	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.
Recruit students to attend Provide transportation Provide lunch If 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	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.

Advisory	
Expectations	Reality
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.**	Staff were implementing 'Character Strong' curriculum. I chose to implement 'Building a Resilience Toolkit' by 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, 4-9th graders, 8-10th graders, 1-11th grader and 1-12th grader. Of the 15, 6 students did not engage in online learning.
Con - When term 1 ended, I will not be in contact with these students until term 3 which is February.	Pro - Those students who engaged, we really tried to support each other and stay positive during this time.

Native American Studies	
Expectations	Reality
Term 1 (nine weeks) 80 min. block **Google meets 2x/wk Mon/Thurs 11:15 – 12:35** **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.**	I taught two units: 1. "The Fish Wars' by Shana Brown, Native Knowledge 360 2. "Klallam Tribes" by Jamie Valadez How did the Klallam become three separate sovereign nations? 2. 'Teachings of the Tree People' by Bruce Miller, Skokomish Project
Pro – Using the 'Native Knowledge 360 curriculum worked out great for teaching online. I still managed to do a project. Students could plant a cedar tree, weave a cedar basket or work in the school garden.	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.

Klallam Language year 1	
Expectations	Reality
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.**	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.
Pro – Fortunately, the language lessons are on a website that has recordings of the Elders speaking fluently to model each lesson.	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.**	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.
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.	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/Thurs1:15 – 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.**	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
Pro **Broken down into digestible sections followed by discussion questions.**	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	Potlatch Grant
$60,000. 5 tribal members interested in becoming tribally certified to teach Klallam Language and pursue a college degree in Education. Each recieves 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.	$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.