

9TH AMERICAN INDIAN/INDIGENOUS
TEACHER EDUCATION CONFERENCE

HONORING OUR COMMUNITIES



NORTHERN ARIZONA UNIVERSITY
COLLEGE OF EDUCATION
FLAGSTAFF, ARIZONA
JUNE 21-23, 2018

GREETINGS CONFERENCE PARTICIPANTS,

On behalf of the 9th Annual Conference Committee members and the Northern Arizona University family, welcome to Honoring Place, Community and Culture. We are pleased that you are joining us for another exciting conference. Our goal of the conference is to help you grow as educators, become inspired, and rediscover a passion for learning, teaching, and leading. We know that professional learning is most effective when it is personalized, grounded in effective practices, and focused on meeting the needs of each educator, which is why our conference is focused with input from educators and for educators. We hope this year's conference will serve to enhance your professional learning experience beyond the traditional elements to which you have become accustomed. Expect to hear from inspirational thought leaders and practitioners in the field of Indigenous education. Engage with peers from near and abroad. Tailor your conference experience and leave with the tools to develop a practical and actionable plan to empower your students, schools, and parents. Every day, in every school, for every student, we know that excellent teaching is the foundation of student learning. Our expectation is that by attending this conference you will learn about proven solutions, game-changing ideas, and the tools you need to transform Indian student learning. Your role in supporting and educating Native American children is a vital one. We are pleased to offer this conference to provide you with resources and information to support your work with Native educators and educators of Native students in your education communities. Please enjoy Flagstaff and the next couple of days of learning, networking, and everything in between. It's been an honor to serve as your co-chairs for the conference. Together, we are dedicated to a future where every Indian student is healthy, safe, engaged, supported, and challenged.

Joseph Martin & Willard Sakiestewa Gilbert, Conference Co-Chairs Northern Arizona University

Kumja Moran, Christine Lemley, Jennie de Groat, Judith Ulrich, Louise Lockard, Eiko Garcia, Kathleen Peretti Conference Planning Committee

We thank the following Northern Arizona University offices and centers for their support of this conference:

Office of the President, Office of the Provost, Global Learning Initiative, Native American Cultural Center, and Office of the Dean, College of Education as well as the U.S. Department of Education Office of English Language Acquisition and the Office of Indian Education.

THURSDAY JUNE 21, 2018

6:00-7:30 PM Reception Native American Cultural Center

FRIDAY JUNE 22, 2018

7:00-9:00 Registration Cline Library Assembly Hall

9:00- 5:00 Displays, Registration and Refreshments: Room 200, Eastburn Education Building

8:00 -9:15 Opening Session Cline Library Assembly Hall

Opening Prayer/ Blessing Song: Nathan Brady

Welcome: Dr. Dan Kain Provost, Northern Arizona University

Introduction of Keynote Speakers: Dr. Joseph Martin Director American Indian School Leadership Program

Keynote Address:

Educating American Indian Students: Communicating, Caring, Connecting

Sharon Nelson-Barber, Senior Program Director West Ed and Nadine Groenig Director of Indian Education Arizona Department of Education

Sharon Nelson-Barber, Senior Program Director WestEd is active in major organizations and meetings in anthropology and education, and serves on a number of national advisory boards. She holds a doctorate in human development from Harvard University. Her work explores ways in which teachers can more effectively teach the full spectrum of students in today's classrooms. In particular, she focuses on the teaching knowledge and abilities of educators in nondominant contexts, spanning indigenous settings in the lower 48 states, Alaska, the northern Pacific region of Micronesia, and many areas of Polynesia. She is cofounder of Pacific/Polar Opportunities to Learn, Advance, and Research Indigenous Systems (POLARIS), a research and development network that encourages social and educational transformation.

An enrolled member of the Pueblo of Laguna in New Mexico, Nadine Groenig joined the Arizona Department of Education in 2002. In her 13 years with ADE, she has worked directly with Johnson-O'Malley Indian Education grants in addition to several other federal initiatives. In 2007, Groenig founded the Southwestern Institute for the Education of Native Americans (SIENA), a non-profit dedicated to developing the next generation of Native American leaders at home, at school and in the community through culturally rich programs. She has served on the Committee for the National Forum on Dropout Prevention for Native and Tribal Communities, the American Indian Advisory Committee for the Heard Museum and various other committees and organizations related to Native American issues. She is also a member of the National Indian Education Association.

9:40-10:40 Concurrent Sessions I

1. POLLEN: Creating an indigenous pathway for teachers to become educational leaders in Native Serving Schools

Shawn Secatero, Frank Perrone and Miranda Begay University of New Mexico Eastburn 211

Recognizing the importance of pathways to community and educational leadership, the University of New Mexico is pleased to announce the successful outcomes of the POLLEN program. The POLLEN Program is funded by the Kellogg Foundation and is designed to increase the number of licensed school administrators serving Native American students throughout the state of New Mexico. In addition, our program is a result of collaborative efforts with the Transformational Action Group (TAG) here at the UNM college of education which has been active in promoting a teacher to school principal pathway by working with underserved communities and Native Nations since 2016.

2. An exploration of community well-being in three Navajo (Diné) communities: Towards a Diné-centered transformative approach to rebuilding community

Vincent Werito, University of New Mexico Eastburn 212

This session describes a research study exploring community well-being from a Dine-centered perspective with Dine communities engaged in community revitalization efforts. The session will share information from the ongoing study about using innovative ways for engaging Dine communities in research and community revitalization using a community strengths-based approach.

3. The Results are in: 2015 National Indian Education Study

Angeline Bouley & Barb Smutek, Tribal Tech LLC

Eastburn 205

Data collection efforts, data reporting, and analysis are important topics in building strong educational foundations in Native communities. Engaging in these topics can be overwhelming and confusing. This workshop will engage participants to discuss the importance of Native populations participating in the largest educational study of American Indian and Alaska Native students and the overall benefits to Native communities and tribal education. Participants will have the opportunity to speak and share about these important topics in their communities to learn from one another as we move forward together in tribal data efforts. Important data will be shared in an interactive, fun, and approachable way. The 2015 National Indian Education Study data set includes information on mathematics and reading achievement for grades 4 and 8, as well as cultural knowledge and language, on a national and multi-state level. Data can also be disaggregated for Native students by various subgroups (e.g., gender). The magnitude of this national level data makes this workshop unique and informative. The data shared will contribute to the continued discussion on the critical need for accurate, meaningful, and timely data collection in Native communities.

4. Understanding Assessments Tools for Parents

Beth Allison, Chandler USD:

Eastburn 204

Arizona schools implement a number of paper and/or online tests while using data to inform a number of school, community and state stakeholders. How can parents further understand student testing, and how can teachers help?

5. Learning Language and Culture Through Oral Traditions

AnCita Benally, Navajo Nation Department of Diné Education

Eastburn 201

Embedded in stories of origins or songs, prayers, or even jokes, are values and concepts that create them. This workshop will discuss ways in which stories can be used to teach language and cultural values.

10:50-12:00 Concurrent Sessions II

1. Indigenous Studies: Curriculum and Empowerment

Glenabah Martinez, University of New Mexico Eastburn 212

Indigenous Studies can empower incarcerated Native youth to think critically about their roles as members of a diverse global society. Through the liberating potential of Indigenous Studies, students can develop a strong foundation of knowledge to exercise agency that sustains a healthy outlook on life. This paper will provide an overview of the curriculum.

2. Innovative Pikunii Teacher Education: An Immersion Model

Vikki Howard, Blackfeet Community College, University of Montana Western Eastburn 205

Blackfeet Community College, Browning Public Schools and the University of Montana Western are partnered to deliver an immersion teacher preparation model on the Blackfeet Reservation for 40 Indigenous K8 educators. The coursework is co-constructed between partners to embed Pikunii pedagogy and content. Indigenous faculty from BPS are delivering the K8 coursework aligned with school curriculum and practices, while coaches from BPS monitor implementation of applied teaching lessons.

3. Building on Indigenous Knowledge

Jennie de Groat, Northern Arizona University Eastburn 204

Indigenous knowledge (IK) can act as a powerful tool in building an environment for Indigenous language teaching and learning. Language learning environments built on the learners' and communities' knowledge enhances and recognizes these value systems. This session will share building on IK to structure pedagogical practices for Indigenous language learning.

4. Diné nishłj, éí baa shił hózhó - I am a Navajo and proud of it

Nathan Brady

Eastburn 201

Bi lá 'ashdlaii, the five fingered people are a rich, viable, beautiful, physical, emotional, mental and spiritual being, who have been blessed with the four forces of life – Mother Earth, Father Sky, Fire, and Water. The four phases of life – Birth, puberty, marriage, and old age. The mental concepts giving to the Diné, thinking, planning, life and hope embodied with white shell, turquoise, abalone, jet black, and provided four sacred plants to survive- corn, squash, beans, and tobacco. This is what defines a Navajo individual. Understanding these traditional teachings will help sustain the language and provide basic guidance into K'é, kinship.

5. Commitment to Continuous Improvement and the AdvancED Accreditation Process

William P. Nelson

Eastburn 211

The AdvancED Accreditation Process is based on a commitment by schools and districts to continuous improvement. By employing AdvancED tools and research-based techniques, educational institutions are able to maximize their continuous improvement initiatives. Planning, documenting evidence, and monitoring the Improvement Plan are all integral elements of the Accreditation Engagement Review.

**Lunch 12:00-1:00 Provided to all Conference Registrants.
Student Union Cafeteria (Ticket Required)**

1:00-2:15 Panel Discussion: Cline Library Assembly Hall

Indigenous Counter-Narratives and Multi-Media Resources for High School Instruction in History

Tiffany Lee, Lloyd Lee, Glenabah Martinez, University of New Mexico

Myla Vicenti Caprio, Arizona State University

Presentation of the IndigiNM website of multi-media resources which aligns with a framework to provide counter-narratives in NM History for high school social studies educators everywhere. We aim for this site to be a resource for the public that speaks to the criticality of knowing the history of New Mexico from indigenous perspectives.

2:30-4:00 Concurrent Session III

1. Music Makes the Difference Engaging Tribal Youth in Creating and Delivering Health Promotions Curriculum

**Todd Denny, Western New Mexico University
Eastburn 212**

Our Music Academy model supports tribal youth health promotion and addiction prevention through dynamic performances and social media created by tribal youth for their peers, schools and communities. This interactive program supports social change by engaging youth in writing, recording and performing their original musical messages.

2. The Navajo Nation Teacher Education Consortium

**Henry Fowler, Navajo Technical University
Eastburn 205**

Education is one of the main components for the Navajo Nation to be successful in building a brighter future for the Navajo children. NNTEC has been doing this work for more than 25 years; today's research and data will impact the next 100 years towards our goal of educational sovereignty. Therefore, it is critical for Navajo language and culture to be embedded into our systems across our Nation. Navajo teacher/educators are the turn key for our future generations to continue to be a sovereign Nation.

3. Enhancing School-Community Professional Growth through Culturally Responsive Pedagogy of Relations

**Christine Lemley, Gerald Wood Northern Arizona University Elaine Kasch, Darrell Marks, Tony Cullen, Robin Pete, Susan Merkli, Emily Musta FUSD, Theresa Boone-Schuler, Kinlani Bordertown Dormitory, Hine Waitere, Te Awheonui: The Center for Professional Learning and Development.
Eastburn 204**

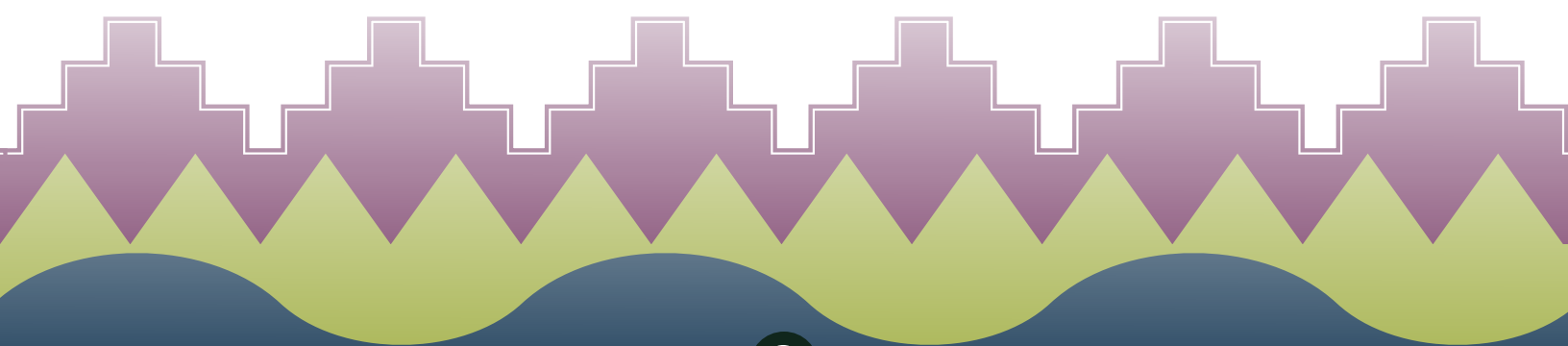
In this presentation we will discuss ongoing professional work of high school staff engaging culturally responsive pedagogy of relations (CRPR) to increase indigenous and non-indigenous student achievement. We will present three sets of data (perception surveys, school data and in-class observations) that we have used this past school year to promote data literacy and inform action plan items.

4. Writing in the Native Primary (K-3) Classroom

Sig Boloz, Northern Arizona University

Eastburn 201

If you want to improve reading scores, then you must improve your writing program. Reading and writing instruction are reciprocal processes and must not be taught in isolation. But, what about our youngest grade classrooms? In this presentation Dr. Boloz will provide videotaped classroom examples and outline what still needs to be accomplished in many Primary-grade classrooms serving native children.



SATURDAY JUNE 23, 2018

7:00-9:00 Registration Cline Library Assembly Hall

9:00- 5:00 Displays, Registration and Refreshments: Room 200, Eastburn Education Building

8:00 -9:30 Opening Session Cline Library Assembly Hall

Opening Prayer: Radford Quamahongnewa

Welcome: Ramona Mellott, Dean of the College of Education Northern Arizona University

Introduction of Keynote Speakers: Dr. Willard Sakiestewa Gilbert and Dr. Alma Sandigo Northern Arizona University

Keynote Address: Language Revitalization Catalyst for Community Renewal and Educational Change

Dr. Lily Wong Fillmore, University of California Berkeley

Lily Wong Fillmore is the Jerome A. Hutto Professor Emeritus of Education at the University of California. Much of her research has focused on issues related to the education of language minority students in American schools. Her professional specializations are second language learning and teaching, the education of language minority students, and the socialization of children for learning across cultures. Over the past thirty years, she has conducted studies of second language learners in school settings. Her most recent study is of the language resources of Alaskan Native children in several Yup'ik villages along the Yukon River. Another area of work that has engaged Fillmore in the past decade is the revitalization of indigenous languages in the Southwest. She has been working with leaders in several pueblos in New Mexico in support of language programs for the teaching of heritage languages to the children in those communities.

Elaine Kasch, Flagstaff Unified School District

Originally from Kayenta, Arizona, Elaine is of the Water Reed people, born for the Salt clan. Her maternal grandfather's clan is Manygoats and her paternal grandfather's clan is Edgewater. She attended Brigham Young University and completed her education degrees at Northern Arizona University. Elaine's

passion for influencing the lives of young people and adults led her to teaching and serving in various leadership roles on the Navajo reservation and in Flagstaff schools. Her interest in education, language, and the cultures of indigenous people has also enabled her to serve in numerous community, tribal, and state organizations.

10:00-11:00 Concurrent Sessions I

1. Decolonizing the Institution in a Time of Reconciliation: Exploring the Role of Education for First Nations in Québec

Catherine Belair, Kiuna Institution, Jill Goldberg, Ministère de l'éducation et de l'enseignement supérieur

Eastburn 212

In view of Canada's Truth and Reconciliation Commission and of its summative report, our paper addresses the role of education for First Nations in the province of Quebec (Canada) and examines some of the undergoing transformations. We will present the innovative teaching methods fostered at the Kiuna Institution. Respecting the holistic, reflective and experiential nature of learning for First Nations, Kiuna educators invite their students to partake in their college experience as agents of change.

2. "Think in Navajo": Reflections on effective practices for teaching Navajo in the home, school, and community contexts

Vincent Werito, University of New Mexico

Eastburn 205

This session describes community-based efforts to revitalize Navajo in home and community settings...In the presentation I present and share my professional insights about ways to advocate for language revitalization in the home, school, and community contexts that highlights effective language practices using critical Indigenous theory and Dine pedagogy.

3. Native American College Retention: Ideas, Suggestions and Assistance

Mark Remillard Gallup McKinley County Schools, and Lewis Gambill, University of New Mexico, Gallup

Eastburn 203

This session will be a collaborative discussion of methods, ideas, and suggestions from participants regarding the issues facing Native American students in higher education in order to improve retention and college success.

4. L.A.N.A. for Literacy Learning in the 21st Century

Marie Rose Black Mesa Community School

Eastburn 201

The Literacy Association of Northern Arizona (LANA) is a nonprofit professional service and advocacy organization for individuals who are dedicated to improving the quality and level of literacy in Arizona. Members include educators, parents, and future teachers who are interested in promoting language and content literacy, and encouraging a lifelong love of effective communication.

Concurrent Session II 11:00-12:00

1. Intercultural Bilingual Education Program at Alto Biobío Community in Chile: Efforts, language vitality, and challenges

Elizabeth Quintrileo, Universidad del Bio Bio Chile and Eva Tranamil

Department of Education Alto Bio Bio Chile

Eastburn 204

Alto Biobio is a community located in a sector of the Andean Mountains which is one of Chile's first-order administrative divisions. This zone is inhabited by Pewenche people whose name is derived from their habit of harvesting pinones (pewen), the seeds of the Araucaria, the sacred tree. The native language spoken by Pewenche people is Chedungun. This work describes the Intercultural Bilingual Education Program in Alto Biobio community considering efforts and challenges in the context of Chedungun language vitality and revitalization. Some of the revitalization efforts include training of Pewenche teachers who are chosen by the community to teach Pewenche culture and language.

2. From Sovereign Selves to Relational Selves: Recognizing Indigenous Knowledge in Professional Development Work

Gerald Wood, Kevin Alvarez, Kyra Bennett, Christine Lemley, Grace Okoli,

Whitney Tapia Northern Arizona University

Eastburn 212

This presentation explores ongoing professional development work at a local elementary school. Building on the work of excavating autobiography, we highlight the role of indigenous ways of knowing and being (Brayboy & Maughn, 2009) as central to the enacting of relational knowers (Brigg, 2016) and a land-based philosophy (Styres, 2017).

3. The Importance of Family Literacy in Promoting Student Success

Jon Reyhner, Northern Arizona University

Eastburn 201

This presentation looks at research and other information documenting how important it is for student success that their adult family members are literacy role models who read to their young children and who have books, magazines, newspapers and other reading material in their homes that they read.

4. Examining Native American Taboos in Education

Lewis Gambill, University of New Mexico Gallup and Mark Remillard Gallup

McKinley County Schools

Eastburn 203

This session will focus on ways to approach and discuss Native American cultural taboos in educational settings in Early Childhood through college levels. The focus will be on collaborative sharing of ideas and experiences between participants.

5. Additional Venues for Presenting Native Languages

Evangeline Parsons-Yazzie, Northern Arizona University (Emerita)

Eastburn 211

This presentation will explore the teaching of native languages through literature, oral history interviews and shared reflection on family histories.

**Lunch 12:00-1:00 Provided to all Conference Registrants.
Student Union Cafeteria (Ticket Required)**

1:00-2:15 Concurrent Session III

1. Dine-Derived Curriculum: A Design Model

Lynn Hunemann, Chinle USD (Retired)

Eastburn 212

American school curriculum reflects categories and forms of Western culture and thought. Navajo/Dine culture and thought provide other categories and elements that can provide bases for designing and developing curriculum. This session presents a curriculum model derived from Navajo cultural themes.

2. Highly Educated Navajo Women Who Pursue their careers off the Navajo Reservation

Sherri Miller

Eastburn 205

The purpose of this study was to gain an understanding of the lives of highly educated Dine women who, with their children, leave the comfort of their homeland to pursue their careers. Using qualitative research methods, five Dine women were asked to reflect on their lives while on the reservation and in their new location off the Dine reservation. Among the topics explored were the principle factors to their leaving the reservation, barriers and supports they faced in their careers, what cultural transitions they experienced, and the effects on their careers, their families and to their personal sense of self.

3. Stewards Observing and Advocating Relational Responsiveness (SOARR) Initiative: Promoting Data Literacy

Makayla Owens, Christine Lemley, Ishmael Munene Northern Arizona University

Eastburn 203

This presentation provides information about an ongoing school-community partnership initiative that strives to facilitate Indigenous student success specifically and all student success generally through academic, social and cultural engagement. The initiative aims to foster a culture shift through the collection and analysis of data. We will share tools used (perception survey, in-class observations and school-wide management data) and discuss findings and action plan.

4. American Indian Youth Literature Awards integrating youth literature into the curriculum

Naomi Bishop, Northern Arizona University

Eastburn 204

The American Indian Library Association selects the best books in American Indian Youth Literature every two years in three categories: Picture Books, Middle Grade Books, and Young Adult Books. The presenter will look back at winners and honorees of the AILA Youth literature awards. This session will highlight authors, illustrators, and publishers from the past 12 years of the awards. Learning objectives will include; help teachers identify authors and publishers that are American Indian and understanding and creating evaluation criteria for children's books with American Indian characters.

5. Coping and Support Training

**Al Scott and Valorie L. Barriga Flagstaff Unified School District
Eastburn 201**

CAST is an evidence-based group prevention program designed to develop and enhance life skills and provide additional support to youth 14-18 years old. CAST addresses goal setting and monitoring, decision-making, anger stress and mood management, drug use, control, and healthy choices. The small-group format is designed to allow for team building and peer support.

2:30-3:30 Concurrent Session IV

1. Through Indigenous Eyes: Building Critical Pedagogy with Teacher Candidates

**Shawn Thomas, Vikki Tomas, Gretchen McAllister Northern Arizona University
Eastburn 212**

This panel offers an example of how to build a partnership that provides differing school contexts and practices that are struggling to address educational inequities of American Indian children. In addition, the panel will be sharing a partnership structure that utilizes distinct school contexts to provide teacher candidates with the opportunity to welcome cognitive dissonance, and reflect on their beliefs, their practices and the various approaches to address inequities.

2. Navajo Music in Schools: Content, Scope and Sequence

**Lynn Hunemann, Chinle USD (Retired)
Eastburn 205**

Exploring Navajo songs and related activities appropriate for use by music teachers, Navajo culture teachers, and classroom teachers sequenced by grade level. Workshop will include learning and participating in songs and dances. Sample materials will be provided.

3. Searching for the missing pilot: What happened to the Utah Navajo Dual Language Immersion Initiative?

**Cynthia Benally and Daniel Piper University of Utah
Eastburn 204**

Our research aimed to understand current Navajo language policies in Utah by asking the following questions: “How did Senate Bill 41 develop as it progressed through the legislative process? What were the eventual outcomes? What is the current status of SB 41, especially as it relates to Navajo dual language programs?”

4. Raising the Standardized Reading Test Scores of Native Children

Sig Boloz, Northern Arizona University
Eastburn 211

While concerns exist regarding the efficacy of the use of standardized test scores as a reliable measure of the reading achievement of native children, in this session, Dr. Boloz focuses on what research and practice say about the practical school-wide and classroom methods that we can control which can be used to raise reading achievement scores for all children.

NORTHERN ARIZONA UNIVERSITY NORTH CAMPUS



CONFERENCE AT A GLANCE

Thursday June 21, 2018 6:00-7:30 PM Reception Native American Cultural Center

Friday June 22, 2018

7:00-9:00

Registration Cline Library Assembly Hall

8:00 -9:15

Opening Session Cline Library Assembly Hall

Opening Prayer/ Blessing Song: Nathan Brady Welcome: Dr. Dan Kain Provost, Northern Arizona University Introduction of Keynote Speakers: Dr. Joseph Martin Director American Indian School Leadership Program

Educating American Indian Students: Communicating, Caring, Connecting Sharon Nelson-Barber, Senior Program Director West Ed and Nadine Groenig Director of Indian Education Arizona Department of Education

9:40-10:40

211 Shawn Secatero POLLEN: An Indigenous Pathway for teachers to educational leaders

212 Vincent Werito Community Well-Being

205 Angeline Boulley 2015 National Indian Education Study

204 Beth Allison Understanding Assessment Tools for Parents

201 AnCita Benally Learning Language and Culture Through Oral Tradition

10:50-12:00

212 Glenabah Martinez Indigenous Studies Curriculum and Empowerment

205 Vikki Howard Pikunii Teacher Education

204 Jennie de Groat Building Indigenous Knowledge

201 Nathan Brady Diné nishłj, éí baa shł hózhó

211 William Nelson The AdvancED Accreditation Process

12:00-1:00 Lunch Student Union Cafeteria (Ticket Required)

1:00-2:15

Cline Library Assembly Hall Panel Discussion: Indigenous Counter-Narratives and Multi-Media Resources for High School Instruction in History Tiffany Lee, Lloyd Lee, Glenabah Martinez, University of New Mexico Myla Vicenti Caprio, Arizona State University

2:30-4:00

212 Todd Denny Music Makes the Difference

205 Henry Fowler NNTEC

204 Christine Lemley Culturally Responsive Pedagogy of

201 Sig Boloz Writing in the K-3 Classroom

CONFERENCE AT A GLANCE

Saturday June 23, 2018

7:00-9:00

Registration Cline Library Assembly Hall

8:00 -9:15

Opening Session Cline Library Assembly Hall

Opening Prayer: Radford Quamahongnewa

Welcome: Ramona Mellott, Dean of the College of Education Northern Arizona University

Introduction of Keynote Speakers: Dr. Willard Sakiestewa Gilbert and Dr. Alma Sandigo Northern Arizona University

Language Revitalization Catalyst for Community Renewal and Educational Change

Dr. Lily Wong Fillmore, University of California Berkeley

Elaine Kasch, Flagstaff Unified School District

10:00-11:00 Concurrent Session I

212 Catherine Belair- Decolonizing the Institution for First Nations in Quebec

205 Vincent Werito- Think in Navajo

203 Mark Remillard- Native American College Retention

201 Marie Rose L.A.N.A. for Literacy Learning in the 21st Century

11:00-12:00

204 Elizabeth Quintrileo- Bilingual Education in Alto Biobio Chile

212 Gerald Wood- Recognizing Indigenous Knowledge in Professional Development Work

201 Jon Reyhner- the Importance of Family Literacy in Promoting Student Success

203 Lewis Gambill- Examining Native Taboos in Education

211 Evangeline Parsons-Yazzie Presenting Native Languages

12:00-1:00 Lunch Student Union Cafeteria (Ticket Required)

1:00-2:15

212 Lynn Hunemann- Dine Derived Curriculum

205 Sherri Miller- Highly Educated Navajo Women

203 Makayla Owens- SOARR Promoting Data Literacy

204 Naomi Bishop- American Indian Youth Literature Awards

201 Al Scott- Coping and Support Training

2:30-3:30

212 Shawn Thomas -Building Critical Pedagogy with Teacher Candidates

205 Lynn Hunemann- Navajo Music in Schools

204 Cynthia Benally- What Happened to the Utah Navajo Dual Language Initiative?

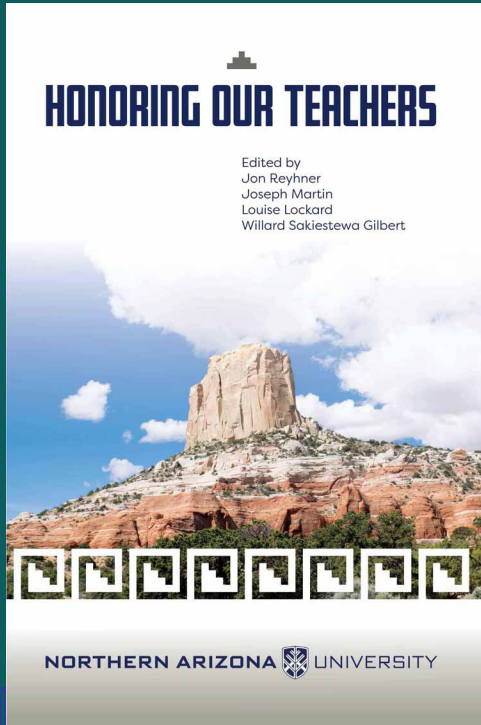
211 Sig Boloz -Raising Standardized Reading Test Scores

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HONORING OUR TEACHERS

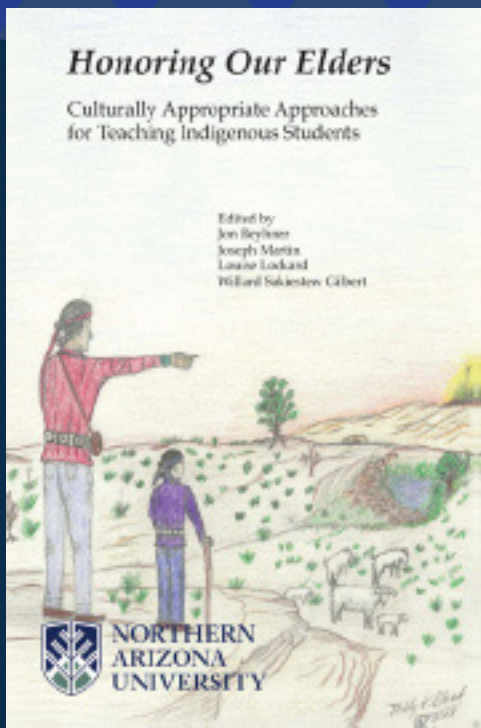
Edited by Jon Reyhner, Joseph Martin, Louise Lockard & Willard Sakiestewa Gilbert



Honoring Our Teachers is the fourth monograph published by Northern Arizona University's College of Education in conjunction with its American Indian/Indigenous Teacher Education Conferences (AIITEC) focusing on better preparing teachers of Indigenous students. Together, the contributors to this 2017 volume make a strong case for the importance of providing Indigenous students with a culturally appropriate education that builds on their cultural and experiential backgrounds. The contributors explore the importance of teachers learning about the homes and communities from which their students come, and return to, as well being subject matter experts and developing their instructional expertise. In addition, teachers need to recognize the importance of their remaining lifelong learners through continued professional development. In return, we all need to honor teachers for their dedicated efforts to educate our children and thus empower them as family members and tribal and global citizens.

HONORING OUR ELDER: CULTURALLY APPROPRIATE APPROACHES FOR TEACHING INDIGENOUS STUDENTS

Edited by Jon Reyhner, Joseph Martin, Louise Lockard & Willard Sakiestewa Gilbert



Honoring Our Elders is dedicated to the memory of Blackfoot educator Darrell R. Kipp. Dr. Sharon S. Nelson-Barber, Senior Program Director for Culture & Language in Education at WestEd writes that it is “essential reading for anyone interested in Indigenous education and endangered language preservation and revitalization. Personal testimonies and rich descriptive examples illuminate topics such as the use of heritage language as an essential bridge to identity development, confidence, and self-efficacy; collaborative, action research as a means to enhance instructional practice; the multidisciplinary nature of authentic indigenous pedagogy; and the challenges of implementing dialect sensitive revitalization. The discussion of how the teaching of endangered language differs from non-endangered languages such as English will stimulate lively discussion. Each chapter is compelling and some are provocative. Collectively they represent a powerful ideology.”