

Schedule

2022 NAU Stabilizing American Indian Languages/ American Indian Indigenous Teacher Education Conference

Honoring Indigenous Languages and Cultures

Thursday June 16

Ann Marie Chischilly, Esq. Vice President of Native American Initiatives, Office of the President
4:00-6:00 Welcome and Opening Session (American Indian Culture Center Gathering Room)

Friday June 17

8:00-10:50 Welcome and Opening General Session (Cline Library Assembly Hall)

Master of Ceremonies: Dr. Joseph Martin

Welcome: Dr. Jose Luis Cruz Rivera, President Northern Arizona University

Student Presentation STAR School

Keynote Presentation: Dr. Eunice Romero-Little, Arizona State University

Dr. Eunice Romero-Little is an associate professor of Indigenous language education and applied linguistics with American Indian Studies at Arizona State University. Romero-Little's scholarship seeks possibilities for transforming education in ways that are congruent with Indigenous epistemologies, languages, and everyday practices. Her research and scholarship grows out of a solid grounding as an education practitioner and as an Indigenous language activist who has assisted Indigenous communities, including her own home community of Cochiti Pueblo, New Mexico, in language revitalization and advancement.

Breakout Sessions 11:00-12:00

Cline Kathy Hoffman, Terri Beeler-Saucedo, Brooke Curleyhair, Helen Thomas, Nicholas Wilson, Sahmie Wytewa

Arizona Office of Indian Education: Strategic Community Initiatives & Partnerships

Over the past year, the Arizona Office of Indian Education (OIE) has established and developed various Strategic Community Initiatives & Partnerships to carry out its strategic plan. In this panel discussion, OIE staff members will speak about these initiatives and partnership and create space for dialogue with conference attendees.

190 Matthew Ross

The Revitalization of Indigenous Languages in Australia: A High School Program for Teaching the Language and Culture of the Darug People

The Darug tribe were the first Indigenous people to be affected by European colonization of the Australian mainland in 1788. The process of dispossession meant that the language, lore and culture of the Aboriginal people in the Sydney basin was largely lost or confined to limited written sources and the oral traditions of Elders. In recent times the Darug community has worked closely with historians, linguists and Elders to undertake the project of revitalizing this seminal First Nations Language. In partnership with community Elders, Barker College has developed an 8-week High School unit teaching the Darug language and Indigenous cultural competency.

174 Angelina Castagno, Delyssa Begay, Alex Gatewood, Judith Arnold, Jolene Smith, DINE

Lessons from Teachers Who Write Culturally Responsive Curriculum

This session features four teachers who participated in the Dine Institute for Navajo Nation Educators (DINE) professional development program. The teachers will each talk about the culturally responsive curriculum unit they wrote, and how they integrated both state standards and the Department of Dine Education standards.

211 Sig Boloz, Northern Arizona University

Writing in the Native Primary K-3 Classroom

If you want to improve your 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 outlines what still needs to be accomplished in many primary-grade schools serving Native children.

208 Alma Sandigo, Jenne deGroat, Darold Joseph, NaYoung Kong, Hoda Harati, Christine Lemley, Catharyn Shelton, James Ingram Northern Arizona University

Culturally Responsive Strategies: A critical framework to ensure collective empowerment

Culturally relevant engagement strategies must result in collective empowerment. This workshop highlights how to change five traditional engaging strategies used in K-12 classrooms into culturally relevant strategies that purposefully engage student for 1) academic success 2) cultural competence and 3) critical consciousness that challenges the status quo of social order.

12:00-1:00 Lunch

Breakout Sessions 1:00 -2:30

Keynote Presentation: Dr. Megan Bang, Northwestern University (Cline Library Assembly Hall)

Dr. Megan Bang (Ojibwe and Italian) is a Professor of the Learning Sciences and Psychology at Northwestern University and is currently serving as the Senior Vice President at the Spencer Foundation. Dr. Bang studies dynamics of culture, learning, and development broadly with a specific focus on the complexities of navigating multiple meaning systems in creating and implementing more effective and just learning environments in science, technology, engineering, arts, and mathematics education. Dr. Bang currently serves on the Board of Science Education at the National Academy of Sciences.

190 v Terry Huffman, Oklahoma State University

Transcultural Theory: Examining Native American Academic Success

174 Mark Pinho, Kapela Eli,

Nana I ke Kumu: Maui & Magnetism

Nana I ke Kumu affords educators opportunities to access aina-based STEM education, infusing indigenous knowledge, language and values into curriculum, embracing cultural identity of students. A fun diorama of a Native Hawaiian story, Maui, will illustrate the effectiveness of this approach and provide strategies addressing teacher retention challenges.

211 Dr. Harold Begay, Superintendent of Department of Dine Education

Diné Two Great Knowledge System as an exegesis of traditional Diné philosophical constructs

This presentation provides an exegesis of the "T'aa Dine' Be'iina' Bindii'a' ", or the Dine' Traditional Way of Life, as authentic epistemological and ontological philosophical constructs. The epistemology is explained as one reflecting the higher abstraction, ideals, values, wisdom and philosophy of life within the six sacred mountains and the cosmos. The ontology reflects the traditional homeland within the Four Sacred Mountains, the natural order geographic foundation and the cosmos that make up the Diné epistemological philosophy and these are inherent in many traditional healing and protection way thought.

Breakout Sessions 2:45- 4:00

Cline Dr. Joseph Martin, Dr. Harold Begay, Dr. Shannon Goodsell, Dr. Christopher Bonn, Dr. Karina Roessel, Melissa Martin

Navigating Evolving Post Pandemic Leadership Paradigms

When the COVID-19 pandemic began, school leaders found themselves in the unenviable position of crises managers. Unfortunately, experts believe this role isn't likely to disappear once the pandemic does. Crisis and change management are now essential skills required of a school leader. This panel will explore challenges they experienced and how they dealt with the issues.

190 v Ken Hall ***North Dakota SB 2304 Working Group***

This panel presentation will cover a flagship education act, North Dakota Senate Bill 2304, was signed into law on April 23, 2021. The law sets a new precedent in the state of North Dakota and serves as an example of tribal-state partnerships in advancing Native education for all. Curriculum will have an emphasis on all federally recognized tribes in North Dakota focused on tribal history, sovereignty, culture, current events, and treaty rights.

174v Eomailani Kukahiko, Kamaleikuhali'a Krug, KawaiokapualeihuaKaneakua-Rauschenberg, Kaniaia Forsythe, Kawaimaka Enos

No ka lahui Olelo Hawai'i for the Hawaiian Nation

This panel will discuss their experiences and kuelana of Hawaiian language immersion teaching programs including university programs, curriculum development and the role they play in Hawaiian language revitalization.

211 Sig Boloz

What I've Learned about Native School Improvement in the last 50 Years

This presentation will discuss the current research regarding school restructuring, renewal and reform and those implications for actual school practice. This session will be practical for the parent, teacher and administrator. Mixing lecture and poetry Dr. Boloz will discuss the importance of developing a team of educators who are all working towards a limited set of goals, the role of leadership, school-wide planning techniques, managing the curriculum, and staff development ideas.

208 Nicholas Wilson, Darrell Marks, Christine Lemley

Connecting Kinship in Arizona Education

We welcome and invite audience members to identify relationships between local and state-level models committed to fostering kinship in Arizona education. We invite viewers to identify how the models encourage educators to intentionally infuse relationship with a deeper sense of kinship, an infusion that begins to value and validate the lived experiences of Indigenous Peoples and their respective Knowledge Systems. Additionally, we invite attendees to share other models they have created/observed in their own and other communities.

4:00-5:00 Breakout Sessions

Cline Jon Reyhner, Northern Arizona University

Improving American Indian Education Through Culturally Responsive Education

This presentation describes how culture-based education has been used successfully to motivate and engage American Indian and other Indigenous students to increase their academic success.

190 v Kari B. Chew, Courtney Tennell, Melvin Calls Him

Centering Relationality in Online Indigenous Language Courses

This virtual workshop centers Indigenous understandings of relationality and shares examples of this concept in online Indigenous language courses. Attendees are invited to reflect on and share experiences of learning and teaching Indigenous languages in online settings through interactive discussions.

174 Glenabah Martinez, University of New Mexico

Racial Micro-/Macro aggressions and Microaffirmations in Urban Public High Schools

This presentation will provide a historical and contemporary overview of systemic racial micro- and macro- aggressions experienced by indigenous youth who attend public schools in New Mexico. Microaffirmations vis a vis activism and curricular responses will be provided.

211 (v) Al Pooley

Fatherhood is Sacred Motherhood is Sacred

This session outlines the approach to a highly successful parent curriculum developed by a Native American father for Native American parents. The overview for training parents to be leaders in their own home identifies five core principles of the curriculum that work with Native American parents on and off reservations.

208 Christopher Bonn

The Employment Efficiency Quadrant

Employee and staff efficiency quadrant helps leaders develop insight on the best way to motivate employees and staff to gain organization effectiveness and efficiency. It is also a time management strategy for the leader. How to relate to your best employees, to your most difficult employees and all those in between.

Saturday June 18

8:00-9:45 Welcome and Opening General Session (Cline Library Assembly Hall)

Master of Ceremonies: Dr. Darold Joseph

Welcome: Dr. Ramona Mellott, Dean of the College of Education

Keynote Presentation: Dr. Sheilah Nicholas, University of Arizona

Sheilah E. Nicholas (Hopisino) is of the Sunforehead Clan from the Village of Songoopavi Second Mesa. She is a Professor in the College of Education and for the American Indian Language Development Institute (AILDI) at the University of Arizona. Professor Nicholas' scholarly work focuses on Indigenous/Hopi language maintenance and revitalization. Her consultant roles with the Hopi Tribe, local schools, and the Indigenous Language Institute, Santa Fe, NM have provided professional relationships resulting in the establishment of an on-site Hopi Language Summer Institute for teacher-training offering university course and transfer to LRC degree programs as well as on-going professional development in language-teaching. She is currently co-principal investigator for the Spencer funded study, "Indigenous-Language Immersion and Native American Student Achievement."

10:00-11:00 Breakout Sessions

Cline Kamil Ozerk

Indigenous Sami Teacher Education and Sami Language Revitalization from 1992 to 2022

Indigenous affairs are sensitive issues. The existing legal framework for language teaching, teacher involvement in curriculum construction and the degree of urbanization matters a lot for language revitalization. Small changes can have big consequences.

190 (v) Cheyanne Heidt, Justine Flynn

Infusing culture and language into the classroom and curriculum

As our schools become increasingly diverse, the need for culturally accurate and appropriate information is gaining popularity quickly. Learn from the voices of two Native women who grew up in public schools and are working to change the narrative within them using culturally responsive teaching strategies and native language.

174 Mark Alapaki Luke

Hawai'i Papa o Ke Ao: Hawai'i Foundation of Enlightenment/Knowledge

Hawai'i Papa o Ke Ao: Hawai'i Foundation of Enlightenment/Knowledge Is a University of Hawai'i presidential appointed work committee and the name of the report/plan that is tasked with developing, implementing and assessing strategic actions to make the University of Hawai'i a leader in indigenous education. Since its inception in 2021, what has been the progress of Honolulu Community College, the University of Haai'I and beyond (community, State of Hawai'i)

211 (v) Anne Hamlin, Christine Lemley, Mostafa Hassanalian

Adventures in funding and adapting culturally responsive STEM ed

Have you ever looked for grants for funding Indigenous culturally responsive and STEM collaborations? Hear a collection of one team's stories along their journey towards making STEM education culturally responsive, inclusive and accessible to Indigenous learners. Spark some ideas for funding and building your own STEM teaching practice.

11:10-12:00 Breakout Session

Cline Ma. De los Angeles

Intercultural Universities and their impact on Language and Culture Revitalization in Indigenous Communities in Mexico

After nearly 20 years of the Intercultural Universities, statistics regarding communities interests show that one of the major axes Language and Culture revitalization is not having the expected response. Enrollments indicate that students favor other programs. I present a description and analysis based on

quantitative data and personal experience.

190 (v) Melodie Hao

Sustaining our Identity Through Native Hawaiian Values

For this oral history project, I looked to my kupuna (elders) and other Native Hawaiian parents to explore the question, "What values and teachings do Native Hawaiians believe should be passed down to the next generation through education?" In exploring this question we found what empowers us and helps us to sustain our culture and identity.

174 Louise Benally, Anna Redsand, Kasei Storer

Mentor Apprentice Program The Dine Language Experience

With a small grant received from the WKK Foundation, DLTA embarked on a Dine language revitalization pilot project using the Mentor-Apprentice Program (MAP) approach for adult and young adult Dine people. The project utilizes a natural but structured approach to learning or increasing fluency in the heritage language in the home and community through one-on-one, in-person or distance sessions. We will introduce MAP using a power point presentation, including video clips of actual sessions, sharing our adventures and pitfalls during two pilot stages.

12:00-1:00 Lunch

1:00-2:30 Breakout Sessions

Cline Dorothea Hoffman, Wilhelm Meya, Abbie Hantgan-Sonko, Elliott Thornton

Developing Dictionaries efficiently: In-person and virtual Rapid Word Collection for American Indian and First Nations Languages

The purpose of this presentation is to showcase the Language Conservancy's advances in dictionary development for American Indian and First Nations Languages. TLC has adopted the RWC method to today's North American endangered language situation by streamlining in-person and virtual field collection in close collaboration with community members.

190 (v) Joslin Smith Lisa Crowshoe, Joanne Yellow Horn

Ten Year Blackfoot Language Revitalization Plan Revisited

PBOE is a First Nation organization encompassing pre-school, elementary and junior/senior high school, postsecondary funding services and transportation for our on reserve students. Our organization committed to a 10-year Blackfoot Language Revitalization Plan in 2016. The panel will provide updates to our plan which was presented at SILS in 2016

174 Christine Lemley, Jennie deGroat, Darold Joseph, Alma Sandigo, Na Young Kong, Hoda Harati, Catharyn Shelton, James Ingram, Northern Arizona University

(Re)imagining Infrastructure Supports for Cluster Hire Retention of Faculty Committed to Centering Indigenous and Latinx Communities

Presenters talk about cluster hire goals to recruit faculty committed to centering Indigenous and Latinx communities, the university strategies committed to recruit and retaining diversity cohorts of scholars, recommendations we made to (re)imagine infrastructure supports and open discussions to attendees to learn of other techniques and strategies they are engaging/have engaged.

2:45-4:00 Breakout Sessions

Cline Stephanie Witowski, Kayleigh Jeannette

7000 Languages: Towards Creating Free Online Language-Learning Materials for All

7000 languages, a non-profit empowers communities to teach, learn, and sustain their endangered languages. We create free online language learning materials in close partnerships with communities. In this workshop we will be guiding community members through our software platform. Attendees will create an online language lesson they can share.

190 Crystal Redgrave, Kenneth Ryan

Teaching Indigenous Languages with Indian Hand Talk, Images and Technology Tools

It is said that what we believe, how we come to know, what we value, and what we enact, say, and think are rooted in language. For Native people, it is time to eschew the oppressor's language and return to our own heritage languages. This workshop introduces a method for teaching indigenous languages utilizing Indian hand talk, images, and technology tools.

174 (v) Daniel Piper

Enrichment as Emergence: Rethinking the role of Heritage Language programs in Native American language revitalization

This presentation examines the important role of Native American heritage language enrichment programs for school-based Indigenous language learning in the United States. This presentation will review relevant research from the field as well as research-based vignettes from an Dine language enrichment program. Through a collaborative conversation format, we can think through potential pathways to create heritage language programs that promote additive bilingualism and create a strong sense of cultural identity to empower families and students.

211 Verna Tallalt

STEM Curriculum for Dine Language and Culture

4:00-5:00 Breakout Sessions

Cline Cynthia Orona, Nicole Colston, Tilanka Chandrasekera, Tataleni Asino, Anna Bazhaw-Hyscher
VR AR and 3D Printing in tribal afterschool programs

Our project introduces students and educators from tribal nations after-schools to digital technologies, including virtual reality (VR) augmented reality (AR), and 3D printing. Three hands-on activities introduce these immersive technologies, followed by guided discussions about how to blend your tribe's cultural learning goals with fun spatial design challenges.

190 (v) Aofie Finn

The Creation and expansion of a te reo Maori appropriate Part-of-Speech tagger

This paper discusses the development of a Part-of-speech tagger for Maori. It includes a brief overview of the creation of a te reo Maori appropriate tagset. However, it will mostly focus on the expansion of the Maori Part-of-speech layer into a features layer and a named entity recognizer tagger.

174 (v) Crystal Luce

Indigenous Critical Discourse Analysis Framework(s)

Critical Discourse Analysis (CDA) is missing Indigenous perspectives and its Eurocentric values and ideologies are problematic. New approaches and frameworks centered on Indigenous voices and theories better portray non-Western voices. I wish to facilitate a discussion concerning CDA with a brief background, examples, missing components and possible Indigenous Framework(s).

211 (v) Karen Heikkila

Orang Asli Education: Issues related to the Formal Schooling of Peninsular Malaysia's Indigenous Peoples

This paper reviews the current state of education for the Orang Asli, Peninsular Malaysia's indigenous peoples. To be discussed are the issues of formal and informal learning, systemic racism, schooling outcomes, building self-esteem through targeted literacy and numeracy training, and promoting careers that lead to safeguarding indigenous lands and cultural heritage.