Greetings Conference Participants,

On behalf of the 10th 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.


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

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 20, 2019

6:00-7:30 PM Reception Native American Cultural Center
Pollen Trail Singers Brent Chase, Little Singer Community School
Friday June 21, 2018

7:15 -8:45 Registration Cline Library Assembly Hall

9:00- 5:00 Displays, Registration and Refreshments, Second Floor Eastburn Education Building

**8:00 Opening Session Cline Library Assembly Hall**
Opening Prayer/ Blessing Song: Nathan Brady

Welcome: Provost, Northern Arizona University

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

**Keynote Address:**

**Critical Pathways in Indigenous Education: Reimagining Teacher Education for Indigenous Communities**

Valerie Shirley and Jeremy Garcia, University of Arizona

Dr. Valarie Shirley (Dine) is Director of the Indigenous Teacher Education Project (ITEP) at the University of Arizona. Dr. Jeremy Garcia (Hop/Tewa) is co-Director of the ITEP. Drs. Shirley and Garcia are assistant professors in the Department of Teaching, Learning, and Sociocultural Studies in the College of Education. Their research centralizes on Critical Indigenous Pedagogies, curriculum studies, decolonization, and Indigenous Teacher Education. Dr. Shirley’s publication centralizes on Indigenous Social Justice Pedagogies (2017) and her recent publication includes *Enacting Indigenous Research Methods: Centering Dine Epistemology to Guide the Process* (2019). Dr. Garcia’s recent publications include *Critical and Culturally Sustaining Indigenous Family and Community Engagement in Education* (2019) and *Indigenous Teachers at the Cross-roads of Applying Indigenous Research Methodologies* (2019). They are co-authors of *Red Praxis: Grounding Teacher Education in Critical Indigenous Theory* (forthcoming).

**Plenary Session:**

**Upcoming Funding Opportunities with the Office of Indian Education**
Angeline Boulley, Director of Office of Indian Education (OIE) Office of Elementary and Secondary Education (OESE) U.S. Department of Education

This year, the Office of Indian Education will award over $175 million in Formula (Title VI) and Discretionary grants to Tribes, BIE schools, Local Education Agencies, Indian organizations, and other eligible entities. Learn about current and upcoming funding opportunities, along with tips for submitting a competitive grant application.

Director Boulley is an enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians (Bahweting Anishinaabe). A graduate of Central Michigan University, she has dedicated a majority of her professional career to serving American Indian and Alaska Native (AI/AN) students. Her leadership experience includes past assignments as Tribal Education Director for three different Tribes, including her own tribe in Michigan’s Upper Peninsula,
where she worked with twenty Title VI grantees and a Tribally controlled Bureau of Indian Education (BIE) funded school.

**10:20-11:20 Concurrent Sessions I**

**“I have a responsibility to my community”: Grounding Curriculum in Critical Indigenous Theory. Continuing the conversation with Jeremy Garcia and Valerie Shirley. COE Room 204**

**The Corn Pollen Path: A Holistic Pathway to Well-Being**  
*Shawn Secatero, University of New Mexico*  
*COE Room 200*

The Corn Pollen Model is an indigenous based framework using holistic leadership based on wellness and balance. Conference attendees will learn spiritual, mental, physical, and social well-being pillars along with 12 sub-pillars. The hands-on workshop will include integrating these basis concepts into courses, programs, and professional development sessions.

**The Results are in: 2015 National Indian Education Study**  
*James Deaton, U.S. Department of Education National Center for Education Statistics*  
*COE Room 212*

The National Indian Education Study (NIES) is the largest nationally representative study of American Indian and Alaska Native students. This presentation will detail a follow up report from the National Indian Education Study 2015: A Closer Look scheduled to be released on Tuesday May 7, 2019

**Indigenous NM: A Statewide Indigenous Curriculum**  
*Glenabah Martinez, Stephanie Owens University of New Mexico*  
*COE Room 203*

Presenters will introduce teachers the new Native-centered K-12 social studies curriculum being developed by New Mexico Indian Education Division. Participants will work with one of the units and lessons in this session and analyze them in terms of relevant content and culturally responsive instructional strategies.

**Using Games for Alternative Teaching Methods**  
*Rebecca Goff, Native Teaching Aids*  
*COE Room 205*

Attendees will learn how to develop their own card and board games by participating in a sample game development workshop for students of all ages (K-college). This workshop outlines basic steps and materials needed to create games and sample games that have been developed by Native Teaching Aids.
11:30-12:30 Concurrent Sessions II

Using Dialogues to Practice Indigenous Languages

*Jennie de Groat, Terry Curley Northern Arizona University*

**COE Room 204**

Learning Indigenous languages can be enhanced through structuring dialogue based on what learners are familiar with. The use of dialogue will guide learners to use their knowledge of language with their peers and family members. This session will present examples of designing dialogue for language learning and communication.

Diné nishlı, éí baa shił hózhó - I am a Navajo and proud of it

*Nathan Brady*

**COE Room 200**

Bi lá ’ashdlai, 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 Ké, kinship.

Culturally revitalizing mentoring for college and career readiness;
Wiiwyeteq’is “growing into an elder”

*Joyce Mc Farland, Zoe Higeagle, Russell George*

*Nez Perce Education Department*

**COE Room 212**

The Nez Perce Youth Mentoring Program will share their model to develop a culturally sustaining/revitalizing mentoring intervention to promote college/career readiness for tribal male youth. We targeted male students since they attend college at half the rate of their tribal female peers and have a lower graduation rate.

Awaken the Spirit

*Holly Linski, University College of the North, Manitoba*

**COE Room 203**

An empowering workshop designed for Indigenous young adults, which focuses on strengthening personal identity, understanding cultural proficiency, mastering goal-setting, and fostering and maintaining positive self-image. Since 2014, Awaken the Spirit and has been widely successful in motivating and inspiring countless young people to break free from the cycle and stigma of dependency and venture off into the workforce or further their education.
Lunch 12:30-1:30 Provided to all Conference Registrants
Student Union Cafeteria

1:30-2:30 Concurrent Session III

Navajo Math Circles a Vision Maker Film by George Paul Csicsery
Discussants: Berlinda Yazza, Yolanda Yazza Navajo Math Circles and Window Rock USD
Cline Library Assembly Hall

Hundreds of Navajo children in recent years have found themselves at the center of a lively collaboration with mathematicians from around the world. The children stay late after school and assemble over the summer to study mathematics, using a model called math circles which originated in Eastern Europe and which has proliferated across the United States. This notion of student-centered learning puts children in charge of exploring mathematics to their own joy and satisfaction with potentially long-lasting results.

Graduate Student Posters
STREAM Maker Spaces
Little Singer Community School
COE 190

The Key’ah Advanced Rural Manufacturing Alliance (KARMA) comprised of Navajo Technical University, New Mexico State University, and Emerging Technology Ventures, LLC, employs the sister term “MakerPlace” to situate the idea/space within classrooms and ground it in the Navajo referential conception of place-based orientations. Maker Places are place-based learning community spaces for intergenerational knowledge transfer, where participants can also learn entrepreneurship practices using the 4Ps of business: place, product, price, and promotion.

Trauma-Informed Schools: A Key to Academic Achievement and a Life of Harmony
Kate Hawk, Hozhó Iíná Center
COE 204

The beginning of the Trauma-Informed Schools wave has arrived, bringing challenges and hope. From common-sense recognition that students need to have their brains ‘on line’ during tests, to deep intergenerational wounds that are calling for healing in our communities, we have compelling reasons to become Trauma Informed.

Community Based Science for Native American Students
Mansel A. Nelson, Northern Arizona University
COE 200

The ITEP staff creates connections between science and local community issues for Native American
students that will motivate them to prepare for Science Technology Engineering and Math (STEM) careers. The presentation will focus on water in tribal communities.

The Institute for Tribal Environmental Professionals staff provides opportunities for Native American students to develop connections between science and water issues in their communities. The staff uses a variety of curricular resources including teacher guides published by the Project Water Education for Teachers (Project WET) organization. The staff will introduce a couple water education activities and provide an overview of the variety of curricular materials available. The staff will also introduce two videos sharing cultural perspectives on water for both the Navajo and the Hopi tribe.

2:45-4:00 Concurrent Session IV

Stewards Observing and Advocating Responsive Relationships: (In)tensions Engaging Culturally Responsive Pedagogy of Relations

Elaine Kasch, Tony Cullen, Darrell Marks Lawrence Watson, Susan Merkli, Emily Musta Flagstaff Unified School District
Christine Lemley, Ishmael Munene, Gerald Wood, Northern Arizona University

COE 212

This presentation updates an on-going evidence-based inquiry in a southwestern public high school and highlights (a) the context of the initiative and the school site, (b) the theoretical framework of culturally responsive pedagogy of relations (CRPR) and its four principles that inform the study and (c) (in)tensions we had that arose during the process. Four (in)tensions identified in the process include how to: (1) Focus on Indigenous framework and Indigenous students, (2) Engage evidence-based inquiry project to develop school-wide system capacity and build date literacy/curiosity, (3) Co-own the initiative with school staff, and (4) Identify how students engage active learning and responsive relationships.

Exploring the Role of Education in Increasing Tribal Community Activeness
Nichlas Emmons, Indian Land Tenure Foundation

COE 203

This session explores the role of education in activating the community toward action, whether through cultural revitalization, natural resource decision-making, or economic development, or other government issues.
Writing in the Native Primary (K-3) Classroom  
*Sig Boloz, Northern Arizona University*

**COE 205**

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.

Healthy Communities Vis-à-vis Innovative Schools

*Anselm Davis Jr. Area Director Navajo AdvancED Measured Progress  
COE 204*

Continuous school improvement: The key to prepare students for success in an ever-changing world, and to enhance student learning through the use of the language and culturally-related experiences of the Navajo people. Join the school improvement journey vis-à-vis AdvancED’s Continuous Improvement System, designed to assist schools to become innovative schools

5:00-6:00 Refreshments and Networking on the Patio 1899 Bar and Grill
Saturday June 22, 2019

8:00- 5:00 Displays, Registration and Refreshments: Second Floor Hall, Eastburn Education Building

8:00 Opening Session Cline Library Assembly Hall

Opening Prayer/ Blessing Song: Evelyn Bahe

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

Introduction of Keynote Speaker: Dr. Willard Sakiestewa Gilbert

Keynote Address:

Tribal Governance in Education: Who, What and How?

Tribal citizens are in formal education systems from cradle to career. Most formal education providers are governmental - tribal, federal, and state. These same governments control or "govern" formal education. What does that mean? How has governance of Indian education shifted to where it is today, and where might it be going.

Melody McCoy, Staff Attorney, Native American Rights Fund

Melody joined the Native American Rights Fund (NARF) as a staff attorney in 1986. At NARF, Melody has worked primarily in the areas of jurisdiction in Indian country, tribal rights in education, tribal intellectual property rights, and tribal trust funds. She was a member of NARF's Litigation Management Committee from 1992-1995, and also from 2007-2019. Melody received her undergraduate degree from Harvard University (1981) and law degree from the University of Michigan (1986). She is admitted to practice law in Colorado and Massachusetts. She has practiced before all levels of tribal and federal courts, including arguing a case before the U.S. Supreme Court. Melody is an enrolled member of the Cherokee Nation of Oklahoma.
10:30-12:00 Concurrent Sessions I

**Transitioning from Secondary Education into Adult Life**

*James K. Ingram, Northern Arizona University
COE 204*

This session will present experiences of Navajo students with intellectual disabilities as they transition from high school into adulthood, focusing on the incongruences between Western and Navajo cultures surrounding

**Dine Derived Curriculum: A Design Model Part B**

*Lynn Hunemann, Gallup McKinley County Schools
COE 200*

American school curriculum reflects categories of Western culture and thought. It embeds a paradigm that includes a world view and particular values. 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 and compares these to several other possible paradigms. This session extends a presentation made at last year's conference.

**Full STEAM Ahead with your Public Library**

*Mary Villegas, Arizona State Library
COE 212*

Parents, students and educators have access to numerous online electronic resources that support STEAM education. The Arizona State Library in conjunction with all county libraries provide online resources to help support STEAM education.
Lunch 12:00-1:00 Provided to all Conference Registrants
Student Union Cafeteria

1:00-2:15 Concurrent Session II

Making it Real for Native American Students
*Tyler Rush Bangert*  
*St. Anthony School*  
*Showlow, AZ*

COE 204

Literature isn’t always relevant to students. This presentation will show one activity that can make it real for Native American students. Using the book *The Lord of the Flies* students take on roles and participate in a trial based on events in the book. Usable materials will be available.

Punitive Ideology, Assimilation, Deficit Thinking, & Meritocracy:  
Transforming Ideologies and Educational Praxis

*Ricardo Medina, University of San Diego*

COE 212

This paper presentation will share current research about teacher professional development and community-based workshops that have been intentionally created to deconstruct and transform specific settler colonial ideologies consisting of assimilation theory, meritocracy, deficit thinking, and punitive ideology.

Indigenous languages and the new orientations for the quality of the traditional educator in Chile

*Cecelia Quintrileo, Universidad Austral de Chile*

COE 203

In recent years, language planning policies in Chile have focused on the teaching of indigenous languages through the implementation of the Intercultural Bilingual Program. This implies a series of challenges in the current school system, such as the increase in coverage that aims to cover the indigenous language sector in the school context in Chile and the need for teacher training in intercultural education, according to the different contexts and linguistic diversity. As a solution to the lack of teachers, the figure of the pedagogical duo-teacher mentor and traditional educator was developed and implemented in the school system.
2:30-3:30 Concurrent Session III

Family Literacy the FACE of the Future

*Jon Lee and Jon Reyhner, Northern Arizona University*

*COE 204*

The comprehensive approach of family literacy has been a foundation for intergenerational learning since 1989. Family and Child Education (FACE) programs have been serving parents and children birth through age 8 since 1991. This session provides a practical refresher of family literacy programming and practices from the past and present.

Where’s Your Mosi? Literacies & Language Practices with Urban Navajo Students

*Daniel Piper, Clara Bedonie University of Utah*

*COE 200*

This presentation will examine the development of literacy and language practices of students in a Navajo language class in an urban Title VI Indian Education program in the Salt Lake Valley. We will discuss the successes and challenges of teaching the Navajo language in an urban context, as well as the implementation of Title VI Indian Education policy as it relates to the development of Native American language programs.

Chedungun Language Learning online: A proposal for the Revitalization and Teaching of Indigenous Languages in Chile

*Elizabeth Quintrileo Universidad del Bío Bío – Chile*

*COE 212*

*Chedungun* is the language spoken by Pewenche people in Chile, specifically in the sector of the Andean mountains. In order to start a process of linguistic revitalization, a team for language digital documentation with a language teaching approach started to work to design multimedia teaching resources to be used by Pewenche teachers. The result of this digital documentation process is the implementation of an online platform for the teaching of Chedungun called Kewün. This presentation will explain the process for the development of this platform and the impressions of indigenous teachers in relation of the use of new technologies to teach indigenous languages.

Translating Navajo Language

*Rosanna Jumbo-Fitch, Northern Arizona University*

*COE 203*

Dine’ language is a treasured and very sacred part of Navajo culture. The language should be practiced and applied as much as possible in order to keep the language thriving, but can be difficult to comprehend by many. I’ve observed when translating English to Navajo, the literature can become more powerful when translated into Dine’ language.