20TH STABILIZING INDIGENOUS LANGUAGES SYMPOSIUM
&
4TH AMERICAN INDIAN TEACHER EDUCATION CONFERENCE

HIGH COUNTRY CONFERENCE CENTER
FLAGSTAFF, ARIZONA
JUNE 3-4, 2013

FOR MORE INFORMATION PLEASE VISIT
WWW.NAU.EDU/AIE
Brief History of the Stabilizing Indigenous Languages Symposia: 1994-2013

Gina Cantoni and Dick Heiser were the driving forces behind the 1st and 2nd Stabilizing Indigenous Languages Symposia held at Northern Arizona University (NAU) in 1994 and 1995, which were funded by the U.S. Department of Education and focused on creating an agenda for reversing language shift and featured some of the leading figures in the field of minority language preservation. Richard Littlebear chaired the 1996 symposium in Anchorage, Alaska. The 1997 symposium, “Sharing Effective Language Renewal Practices,” was held again at NAU and cochaired by Evangeline Parsons Yazzie and Jon Reyhner.

The 1998 symposium on “Strategies for Language Renewal and Revitalization” was cochaired by Robert St. Clair and Evangeline Parsons Yazzie and held in Louisville, Kentucky. The 1999 symposium held at the University of Arizona was sponsored by the American Indian Language Development Institute (AILDI) and cochaired by Teresa McCarty and Ofelia Zepeda. The 2000 symposium on “Language Across the Community” was chaired by Barbara Burnaby in Toronto, Canada. The 2001 symposium on “Merging Tradition & Technology to Revitalize Indigenous Languages” was cochaired by Gary Owens and Jon Reyhner and held at NAU. The 2002 Symposium was held at Montana State University, Bozeman.

The 2003 symposium was hosted by the Ho Chunk Nation in Wisconsin Dells, Wisconsin. The 2004 symposium was chaired by Leanne Hinton and co-sponsored by the Advocates for Indigenous California Language Survival at the University of California at Berkeley. The 2005 symposium was held at the University of Victoria in Canada. The 2006 symposium was chaired by Lori Quigley at Buffalo State College in New York and was co-hosted by Buffalo State College’s School of Education and the Seneca Nation of Indians. The 2007 symposium was held in Mount Pleasant, Michigan, and was hosted by Eastern Michigan University and the Saginaw Chippewa Tribal Nation and chaired by Margaret Noori.

The 2008 symposium was held at NAU and co-chaired by Evangeline Parsons Yazzie and Louise Lockard. The 2009 symposium was held at Arizona State University and was co-chaired by Teresa McCarty and Mary Eunice Romero-Little. The 2010 symposium was held at the University of Oregon and co-chaired by Janne Underriner and Marnie Atkins. The 2011 symposium at the University of New Mexico was organized by Melissa Axelrod, Brenda G. McKenna, and Inéé Yang Slaughter, and the 2012 symposium was held at Thompson Rivers University, Kamloops, British Columbia, and chaired by Jack Miller.

Goals of the SILS

- To bring together Indigenous language educators and activists to share ideas and experiences on how to teach effectively Indigenous languages in homes, classrooms, and communities.
- To provide a forum for exchange of scholarly research on teaching Indigenous languages.
- To disseminate through the Internet and monographs recent research and thinking on best practices to promote, preserve, and protect Indigenous languages.

Anyone interested in submitting a paper for publication in this year’s conference proceedings should contact Jon Reyhner at Jon.Reyhner@nau.edu or phone 928 523 0580. Papers should be submitted by July 31, 2013 and should conform to the APA style manual. Papers from eleven previous SILS conferences are available on-line on the Teaching Indigenous Languages web site at http://nau.edu/TIL.
Greetings:

We’d like to personally welcome each of you to the 20th annual Stabilizing Indigenous Languages Symposium and the 4th American Indian Teacher Education Conference. This combined conference is for community, preschool, K-12, college, university, and tribal educators and language activists through panels, workshops, and papers to share ideas for improving the lives and education of American Indian children. It’s an exciting time for Indian education as we continue to grow and progress, remaining always adaptable, motivated and responsive to tribal education needs.

Indian education is confronting a time of many changes and we’re meeting these changes during a time of larger nation-wide and global change. The world of Native language revitalization is an exciting area in which to study and work, and Northern Arizona University will continue to meet and bring inspired people together in forums like this, to ensure our efforts and plans remain at the cutting edge.

This Conference is intended to encourage conversation and research to identify specific courses and course content needed for inclusion into today’s teacher preparation programs to help transform teacher education programs to better serve Indian serving schools.

For example, a panel presentation is designed to explore the challenges associated with implementing the Common Core Standards in all Indian serving schools. The Bureau of Indian Education Schools and all Indian public school districts in the southwest will be required to implement these Standards and the timing to discuss these implementation options could not be better.

We’re transforming the way we operate to continuously improve our ability to transform teacher training models and helping with Native language revitalization training programs. Indian educators in partnership with tribal education leaders have continued to meet the challenges of our field and to excel despite setbacks. We should all be very proud of where we are today and excited about where we are headed.

A big thank-you to all of you for bringing your expertise to the discussions. You, as tribal and education leaders, have the vision, knowledge, wherewithal and experience to help us pave our way into the future. You are truly our greatest asset today and tomorrow, and we could not accomplish what we do without your support and leadership.

Throughout this conference, we ask you to stay engaged, keep us proactive and help us shape the future of Indian education. Our personal respect and thanks goes out to all of you.

We appreciate the support from Northern Arizona University President John Haeger, Office of Provost, Dean of the College of Education, Department of Educational Specialties, Lannan Foundation, and the Organizing Committee of SILS 19, hosted by Thompson Rivers University, Kamloops, British Columbia, Canada.

Dr. Joseph Martin, Conference Co-Chair                  Dr. Willard Gilbert, Conference Co-Chair
SILS 20/AITEC 4 INDIGENOUS LANGUAGES & EDUCATION CONFERENCE

SUNDAY, JUNE 2nd
Reception
NAU’s Native American Culture Center, 6:00 – 7:30 PM

MONDAY, JUNE 3rd
Registration, 8:00 AM – 4:15 PM
High Country Conference Center Lobby;
Exhibits in HCCC Prefunction Hallway

Opening Prayer by Herman Cody and Introductions
8:30-9:30 Humphreys
Welcome, NAU President John Haeger
9:00 to 9:30 Humphreys

Keynote Speech
9:30 - 10:30 AM Humphreys

Researching Indigenous Language Revitalization
Mary Hermes

Dr. Mary Hermes has been involved with language and culture based curriculum for the past 15 years. An Associate professor of Curriculum and Instruction at the University of Minnesota Twin Cities, she teaches in the Second Languages & Cultures and Culture & Teaching programs. She is Principle Investigator on the “Ojibwe Movies” grant project and the National Science Foundation’s Endangered Language Project, “Documenting Ojibwe Conversation.” In her spare time she directs the non-profit Grassroots Indigenous Multimedia, which provides pedagogy and technology for revitalization. She lives in Hayward, Wisconsin and the Twin Cities with her Naabem and two children. She was one of several co-founders of the Waadokodaading Ojibwe immersion school in Hayward, Wisconsin and is a second language learner and speaker of Ojibwemowin.
Breakout Sessions I: 10:45-11:30

Humphreys Room HCCC
1. P-20 Mauli Ola Education: A Hawaiian-Medium Model for Language Revitalization
   Keiki Kawaiʻaeʻa, University of Hawai‘i, Hilo

   This presentation will discuss the Hawaiian language revitalization movement through its 30 years of growth and development to ensure the survival of the Hawaiian language. Highlights will focus on an educational system that now spans programs serving students from infant-toddler to Ph.D through an approach called Hoʻonaʻauao Mauli Ola Hawaiʻi.

Agassiz Room HCCC
2. Teaching Diné Language 9-12
   Cheryl Singer, Monument Valley High School

   This workshop offers a variety of Diné (Navajo) language materials. The four skills of language learning will be incorporated into a variety of teaching materials. This workshop will demonstrate make and take projects to engage students in learning the Diné language.

Fremont Room HCCC
3. Science Technology Engineering and Math (STEM) for Native American Students
   Mansel A. Nelson, Institute for Tribal Environmental Professionals, Northern Arizona University

   The Tribal Environmental Education Outreach Program (TEEOP) has created a pathway for Native American students to prepare for Science Technology Engineering and Math (STEM) careers. The presentation will describe a variety of activities and experiences the TEEOP staff provide for K-12 and college students to encourage them to consider STEM careers.

Doyle Room HCCC
4. Awakening the Inner Linguist: Cultivating Language Awareness to Promote and Protect Aboriginal Languages
   Lori Morris, Département de linguistique, Université du Québec à Montréal

   This session is designed to offer participants, whatever their mother tongue, hands-on experience in using language awareness activities within a classroom setting. The Innu language (Algonquian family) will be used for the purposes of the workshop but the approach adopted is readily transferable to languages of other families. No prior knowledge of Innu is required; a pleasurable learning experience is guaranteed.

Rees Room HCCC
5. Technology Tools for Language Teachers.
   Robert Elliott, University of Oregon Northwest Indian Language Institute

   The presenter will demonstrate ten technology tools that are intended to help language teachers. Three categories of freely available Internet tools include tools for writing, speaking, and preparing classes. Samples of types of activities teachers can use will be shown, and references to cultural and pedagogical appropriateness will be included.
Ponderosa Room HCCC (Upstairs)

6. Wouldn’t that be just the greatest thing to include all these cultural teachings?“ Preparing teachers for the Diné Dual Language Classroom
Louise Lockard, Northern Arizona University; Velma Hale, Diné College Window Rock

Presenters will discuss the preparation of teachers with a proficiency in Diné language and high academic achievement to teach in dual language programs. The research questions addressed are 1) How do Navajo language educators effectively resist monolingual language ideologies? 2) How do Navajo language educators promote programs and policies which support bilingualism?

O’Leary Room Drury Inn

7. A. Designing and Administering a Language Survey with the Chickasaw Nation
Ivan Ozbolt, University of Oklahoma

This paper describes my experience developing a language survey with the Chickasaw Nation that investigates tribal citizens’ attitudes towards their ancestral language, as well as their motivation to learn it. I discuss strategies for designing questions, advertising and administering the survey. I will also present some preliminary results.

Charleen Fisher, University of Alaska Fairbanks.

The paper describes a plan developed by village stakeholders to identify the needs for Western Gwich’in language revitalization efforts in Alaska that was funded by a grant from the Alaska Community Foundation.

Kendrick Room Drury Inn

Lynne–Harata Te Aika, Aotahi: School of Māori and Indigenous Studies, University of Canterbury, New Zealand

This presentation examines issues regarding the impacts of the 2011 earthquakes on schooling in the Christchurch area and in particular on Māori language provision. What was the Māori medium schooling environment pre-earthquakes? Christchurch has over 160 schools. What have been some of the education imperatives post disaster with a number of schools up for merger or closure due to unstable land or buildings or declining school rolls? Several of these schools have bilingual or immersion programmes. How has the local Māori tribal group Ngāi Tahu participated in the post earthquake education strategy to help them and other urban Māori in the education renewal for the city? How can schooling be enhanced to better meet the needs of Māori language learners in Māori medium education over the next 10-25 years?
Buffet Lunch: Humphreys – 11:45 AM - 12:30 PM
(Meal Ticket Required: See Registration Packet)
Opening Remarks: Michael Sampson
Dean, College of Education
Humphreys 12:00 – 12:15 PM

Luncheon Speaker – Humphreys – 12:15 – 1:00 PM
What Are the Challenges and Rewards of Starting a Tribal School?
Rick St. Germaine

Business entrepreneurs frequently create innovative things of public value in response to a perceived opportunity. Those who create tribal schools do so along parallel lines with calculated risk, confidence, determination, strong people skills, and passion. Charter school legislation and casino wealthy tribes are opening greater opportunities to experiment with research-based methods of educating American Indian students. The rewards of successful school ventures are sharing the joy of students who now have greater options/directions in their lives.

Panel Presentation – Humphreys – 1:15-3:00

Progress and Challenges Implementing Common Core Standards
Debora Norris, Deputy Associate of Native American Education, Arizona Department of Education; Dr. Harold Begay, Superintendent, Tuba City Unified School District, AZ; Dr. Harry Martin, Superintendent, Kayenta Unified School District, AZ; Gloria Hale-Showalter, Navajo Educator; Joan Gilmore, Principal, Los Alamitos Middle School, Grants-Cibola School District, Grants; Dr. Pamela Powell, Chair, NAU Department of Teaching & Learning.

The major work of implementing the common core standards takes place after their adoption, as schools tackle complementary changes in curriculum, assessment, professional development, and other areas. This panel will discuss changes in policies and practices for elementary and secondary education as part of their approach to implementing the common core standards including related changes in assessment, curriculum materials, instructional practices, and providing professional development to teachers and principals working with American Indian students.
Humphreys Room HCCC
9. What I’ve Learned about the Improvement of Native Schools in the Last 40 years
Sig Boloz, Northern Arizona University

This presentation will discuss current research regarding school restructuring, renewal and reform and its 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. (Double Session to 5:00)

Agassiz Room HCCC
10. T’áá Ádoonííł Lá It Can Happen
Florian Tom Johnson, Director of Navajo Studies; Christina Jones, Immersion Teacher; Marvin Yellowhair, Navajo Language Teacher; Rough Rock Community School

Rough Rock Community School focuses on Navajo knowledge and planning to create harmony and hope for the Navajo people. Using a culture based education rubric and outcomes, this school revamped its heritage language and culture programs to aggressively combat the loss of a heritage language. Two programs will be reviewed. (Double Session to 5:00)

Fremont Room HCCC
11. Training Teachers to Acquire and Apply Funds of Knowledge to Enhance Student Learning in Wind River Indian Reservation Schools
R. Timothy Rush & Steven Bialostok, University of Wyoming, Burnett L. Whiteplume, Arapaho Immersion School, Veronica Miller, Teacher

This panel discusses a program that trains teachers in culturally respectful interview processes to help them in making connections with parents and families, gain insight about students’ non-school knowledge, and employ that knowledge to make classroom instruction more meaningful. The “Funds Project” puts families at the center of schooling. (Double Session to 5:00 PM)

Doyle Room HCCC
12. From Simple to Complex: A Formula for Teaching Mohawk & Other Polysynthetic Languages
Brian Maracle, Program Coordinator, Onkwawenna Kentohkwa, Six Nations Grand River Territory, Ontario

Proficiency in Mohawk, like other polysynthetic Native American languages, can best be achieved by beginning with the grammatically simplest elements of the language dealing with everyday matters and gradually adding grammatical complexity. When coupled with a morpheme-based curriculum, students quickly attain fluency.
Rees Room HCCC
13. Indigenous Rhetoric at Arizona State University: Training Staff in Native Based Content to Provide Accessibility and Increase Student Success Rates
Kyle Grant Wilson, Indigenous Rhetoric Coordinator, Department of English, Arizona State University

At Arizona State University the Indigenous Rhetoric program provides culturally competent curriculum towards Native American values. The speaker will review methods for training teachers, and implementing new technologies to increase Native student success. Audiences will identify opportunities for culturally sensitive curricula and attain faculty training techniques for teaching American Indian students.

Ponderosa Room HCCC (Upstairs)
14 - A. Respecting Dialectal Variations in a Blackfoot Language Class
Mizuki Miyashita, University of Montana; Annabelle Chatsis, University of Montana, Kainai Tribe of the Blackfoot Confederacy

This paper describes various types of variations incorporated in our collaborative development of a Blackfoot language course. We believe that there should not be one variation viewed as better than the rest. We provide information of variations to guide learners to understand that dialects are reality.

14 - B. Okel: Awakening the Wappo language of Northern California
Aaron Marks, University of New Mexico; Desirae Harp & Joanne Torres, Mishewal Wappo Tribe of the Alexander Valley

The Wappo language of Northern California has been dormant for 23 years. Now, tribal members are instituting a revitalization program involving weekly language classes and the development of new language materials. The long-term goal is to bring the language back into everyday use among the Wappo tribal community.

O’Leary Room Drury Inn
15. On the Benefits of a Collaborative Tribal/University/Community School Language Reclamation Project—the Hopilavayi (Hopi Language) Summer Institute
Panel: Sheilah E. Nicholas, University of Arizona; Bernita Duwahoyeoma, Community Member; Ada Curtis, Community Member; Marilyn Parra, Community Member; Gladys Onsae, Community Member; Arvis Myron, Tuba City Unified School District

The Hopi Tribe’s language reclamation initiative has emphasized support of existing community and school-based programs and projects. In this panel format, as consultant/instructor, participants and subsequent mentor-instructors, we will discuss the impact of our participation over the course of seven summers, 2004-2010, at the Hopilavayi Summer Institute for Hopi language teachers. (Double Session to 5:00 PM)
16. Kendrick Room Drury Inn  
Learning Language Through Movement: An Introduction to TPR and the Guoin Method  
George Ann Gregory, Luis García, Julie McGahran, Ho Anumpoli

The workshop provides a theoretical basis and demonstration for Total Physical Response (TPR) and the Guoin method. Participants will experience learning a new language via these two methods and have a chance to work in groups to create lessons using each method followed by “teaching” the lesson to the other participants (Double Session to 5:00 limited to 25 participants).

**Breakout Sessions III: 4:15-5:00**

Doyle Room HCCC  
17. The Endangered Languages Project  
Shay Boechler, First Peoples’ Cultural Council

The Endangered Languages Project is an online resource where language communities across the globe can record, access and share samples of, and research on, endangered languages. The site is also a place where those working to document or strengthen at-risk languages can share advices and best practices. Visit the website for more information: www.endangered-languages.com

Rees Room HCCC  
18. Developing Skillful Teachers to Teach in an Immersion Program  
Jeanne Qvarnstrom, Sul Ross State University

This workshop first will present the professional development training model created to meet the needs of primary grade teachers for the Kickapoo Traditional Tribe of Texas’s Tribally-funded, private K-12 School scheduled to open in March 2016. The school is designed to preserve the language, provide opportunities for children to engage in cultural activities and offer excellent academic instruction. This workshop will then address the strategies and teaching methods selected to empower the teachers to create an exciting and engaging learning environment and to equip teachers to promote students’ abilities to draw upon their native culture; develop language comprehension; build their interactions with peers, families, and the community; practice and apply learning; and measure proficiency.

Ponderosa Room HCCC (Upstairs)  
19. American Indian Sign Language Research and Revitalization Project  
Jeffrey Davis, University of Tennessee; James Wooden Legs, Northern Cheyenne Nation

This presentation will feature photos and film vignettes of American Indian Sign Language being used by Blackfeet/Blackfoot, Crow, and Northern Cheyenne signers; it will discuss practical and technical challenges that arise during documentary linguistic fieldwork and research; and highlight the importance of sign language linguists collaborating with both deaf and hearing community members.
TUESDAY, JUNE 4th

Registration: 8:00 AM – 2:00 PM, High Country Conference Center Lobby
Book & Technology Exhibit in HCCC Prefunction Hallway

Opening Prayer by
James Peshlakai and Introductions
8:30-9:00 Humphreys

Opening Remarks
Laura Huenneke, NAU Provost
9:00 – 9:30

Keynote Speech
9:30 - 10:30 AM, Humphreys

Keiki Kawaiʻaeʻa
Preparing Culturally Sensitive and Knowledgeable Teachers for Immersion & Other Schools

Dr. Keiki Kawaiʻaeʻa is the Director of Ka Haka ʻUla o Ke elikolani College of Hawaiian Language at the University of Hawaiʻi Hilo campus. She is one of the pioneering families of the Hawaiian immersion education movement and mauli ola education P-20. Her professional experience includes the K-12 classroom, curriculum and program development, teacher preparation and professional development. Keiki has been instrumental in the development of the Na Honua Mau i Ola Hawaiian guidelines and cultural pathways and the Moenaha culture-based curriculum design and instructional method. She has received several honors for her work in Hawaiian education including the National Indian Education Association Educator of the Year, the Chancellor’s Award for Excellence and Innovation and the Ipu Kaʻeo Native Hawaiian Education Award. She is a published author on Hawaiian education, language revitalization and has written numerous children’s books and songs.
Breakout Sessions IV: 10:45-11:30

Humphreys Room HCCC
20. Dakota BYKI: Language Learning through Technology
Sheldon Noel, Nawayee Center School, Minneapolis, MN

The Dakota BYKI is an interactive teaching program compatible for PC usage. It is downloadable to most PC’s, labtops and Mac systems. Moreover it is a tool in the age of technology that can be utilized to improve, enhance and revitalize the declining Dakota language throughout indigenous North America.

Agassiz Room HCCC
21. Storying our lives: Valuing Indigenous Identity through Oral History
Christine K. Lemley, Northern Arizona University; Loren Hudson, Flagstaff Public Schools

Through a university-high school partnership, a university professor and high school teacher co-facilitated an oral history project in a Diné government class. Drawing on high school students’ funds of knowledge, the instructors fostered pride in Indigenous identity. The students discussed the power of voice collected through traditional ways of knowing.

Fremont Room HCCC
22. “Because My Language is Me”: Towards a More Appropriate Model of Indigenous Heritage Language Learning Motivation
Elizabeth Kickham, Department of Anthropology, University of Oklahoma

Surveys and interviews of Oklahoma Choctaw community class students support an enriched model of Native American language learning motivations beyond the instrumental and integrative motivations outlined in the Second Language Acquisition literature. The expanded model, including ethno-linguistic and ideological motivations may help language planners develop and market education efforts.

Doyle Room HCCC
23. First Peoples’ Cultural Council - Supporting and Funding Community-Based Language Revitalization in BC
Aliana Parker & Shaylene Boechler, First Peoples’ Cultural Council

The First Peoples’ Cultural Council (FPCC) supports community-based language revitalization for the 34 languages of BC. FPCC provides funding, training and support for Language Nests, Master-Apprentice programs, Language Authorities, and other language education initiatives. This presentation provides a general overview of all of the language programs FPCC supports and also highlights our brand new publication, A Guide to Language Policy and Planning for BC First Nations Communities.
Rees Room HCCC

24. The Loloma Model: A Traditional Approach to Training Teachers How to Teach Science to Native American Children
Willard Sakiestewa Gilbert, Northern Arizona University

This presentation will discuss the results of a study that was conducted as a result of funding from the National Science Foundation (NSF). The goal of the project was twofold: 1) to train existing classroom teachers how to teach the regular classroom science and how to integrate traditional Ways of Knowing into the existing science curriculum, and 2) to develop culturally appropriate curriculum. Teachers who participated in this study were Native and non-Native.

Ponderosa Room HCCC (Upstairs)

Laurie Sherry-Kirk, Brock University, Ontario Canada

We live in an ever changing society in which universities have become the societal mechanisms that lead to the certification of our doctors, nurses, counselors and other professional occupations, these disciplines in turn directly impact Indigenous people. The presentation argues that the academic mechanism that informs societal vocations needs to be provided with a valid understanding of the sacred nature of Indigenous epistemologies.

25-B. A Three-Part Structure for Maintaining Culture-Centered Education
R. Timothy Rush, University of Wyoming

To assure success in learning, school programs must commit to long-term connections with the experiences of children, families, and communities. This session extends from the Wind River Indian Reservation experiences of the Teachers of American Indian Children (TAIC) endorsement program and Angela Jaime’s and my chapter in Beverley Klug’s 2012 book, *Standing Together: American Indian Education as Culturally Responsive Pedagogy*.

O’Leary Room Drury Inn

26. Assessment of MTB-MLE Status of Indigenous Communities in CHT, Bangladesh
Sikder Monoare Murshed (Shourav Sikder), University of Dhaka, Bangladesh

In Bangladesh Mother Tongue Based Multilingual Education (MTBMLE) is a new approach to promote education of Indigenous communities to ensure their children’s education. This session addresses the status of MLE for children of Indigenous communities of Chittagong Hill Tracts (CHT) with the focus on quality inclusive education through this field based research.

Kendrick Room Drury Inn

27. Community Collaboration to Create College Ready Students
Renée Roman Nose & Lynda Jensen, Northwest Indian College

This presentation highlights the challenges presented by collaboration with diverse entities from Tribal Administration and Information Services to School District officials and everything in between. It also highlights the goals, successful strategies employed, and the effects, negative and positive, on the students involved.
Buffet Lunch Buffet Lunch (Meal Ticket Required: See Registration Packet)
Humphreys, 11:45 AM - 12:30 PM

Luncheon Speaker
Humphreys, 12:15 - 1:00

Ryan Wilson
President, National Alliance to Save Native Languages

Ryan Wilson is an Oglala Lakota, and served as the National Indian Education Association President 2005-2006. He is currently President of the National Alliance to Save Native Languages based out of Four Bears, North Dakota.

Breakout Sessions V: 1:15-2:00

Humphreys Room HCCC
28. Since Time Immemorial: Tribal Sovereignty in Washington State
Robin Butterfield, Office of Native Education, Washington State

This presentation will focus on the online curriculum produced in Washington State to teach about tribal sovereignty for all students and staff in the Washington State educational system. Created as a result of state legislation, this curriculum is a wealth of resources for all educators seeking to present a balanced view of governments, especially tribal governments. It is aligned with the common core and has broad-based support of Washington’s 29 tribes. This interactive session will help participants explore this remarkable resource for use in schools everywhere.

Agassiz Room HCCC
29. Incorporating Culture in Native Languages Instruction
Evangeline Parsons Yazzie, Professor of Navajo, Northern Arizona University

This presentation will discuss how to successfully incorporate cultural components into the development of curriculum, materials, and pedagogy for Native language programs. When the cultural component is as strong as the language component in curriculum development and instruction, the American Indian elder truly does have an ally in the maintenance and preservation of his or her Native language.
Fremont Room HCCC
30. Scoping the Present to Realize the Future for Ngāti Waewae
Teena Henderson, Aotahi: School of Māori and Indigenous Studies, University of Canterbury, Christchurch, New Zealand Ngāi Tahu, Ngāti Waewae

This project is a tribal initiative to scope the compulsory education sector in our tribal area. The aim of the project is to gain a better understanding of where schools are currently at so that as a sub-tribe we can be proactive and focus on our needs and aspirations for the future.

Doyle Room HCCC
31. The Coeur d’Alene Online Language Resource Center (COLRC)
Shannon Bischoff, Indiana-Purdue Fort Wayne; Ivy Doak, University of N. Texas Denton; Amy Fountain & John Ivens, University of Arizona; Audra Vincent, Coeur d’Alene Tribe/University of British Columbia

The COLRC is an online language resource developed by linguists, community members, and engineers that provides access to a variety of Coeur d’Alene language resources. We present a number of the resources available and their potential use and further development as pedagogical tools for language revitalization and maintenance.

Rees Room HCCC
32. Assessing Speaking and Listening for Beginning Level Ojibwe
Melissa Engman & Elizabeth Dillard, University of Minnesota; Andrea Herrera-Dulcet; Kate Stemper

This paper examines how much Ojibwe a group of post-secondary students learned in ten weeks’ time. The eclectic modes of instruction, reflective of the language learning environments of many learners who have aims of revitalization, were primary considerations in the development of the language assessment and its analysis.

Ponderosa Room HCCC (Upstairs)
33. Improving Student Achievement: The Case for Culture and Language
Larry Steeves, University of Regina; Stephanie Furuta, University of Hawaii, Manoa; Sheila Carr-Stewart, University of Saskatchewan

The late William Demmert identified culture and language as critical to improved Indigenous student achievement. This presentation explores this relationship, considering the Te Kotahitanga program in New Zealand and the role of culture and language in improving Maori student achievement. Finally the need for effective instruction will be considered, including the role of teacher pre-service programs and the supports required by teachers and schools in effecting these changes.
O’Leary Room, Drury Inn
34. Bak’ëni Elth’ï hë?ahi: Authentic Science Inquiry with Aboriginal Canadian High School Students at a Particle Accelerator Laboratory
Robert Blyth, Canadian Light Source Inc., Saskatoon, Saskatchewan, Canada

The Canadian Light Source synchrotron is one of Canada’s largest science facilities. In this paper I will report on our experiences with Aboriginal Canadian high school students, performing their own science with our particle accelerator, and explain why you will now see the Denesuline language used in our building.

Kendrick Room Drury Inn
35. Why Teach Hopilavayi? The Development of Hopi Language Teachers and Materials
Kiara Pahovama, Robyn Kayquoptewa, Sam Tenakhongva

Presenters will discuss, examine and provide a forum on the importance of teaching Indigenous languages. The panel discussion will highlight presentations and examples based on Hopilavayi (Hopi Language) and offer avenues on how to engage and incorporate language teaching that is both culturally responsive and respectful, while meeting curriculum standards.

Breakout Sessions VI: 2:15-3:00

Humphreys Room HCCC
36. Enhancing the Meaningful Engagement of Native Students
Sig Boloz, Northern Arizona University

Feel as if you are the only one working hard within your classroom? This presentation discusses the establishment of powerful classroom routines that encourage active involvement and increase student learning. Learn effective methods for organizing your lessons. This presentation will offer participants information about how to use quick-writes, thing-pair-share, admit cards, content journals and relationship maps to revitalize a productive learning classroom and as self-improvement tools. Specific comprehension strategies will be discussed. (Double Session to 5:00)

Agassiz Room HCCC
37. Kinlani Films: Using Video to Recruit and Retain Indigenous Students at Kinlani Bordertown Dormitory
Christine K. Lemley & Darrell Marks, Northern Arizona University; Loren Hudson, Flagstaff Unified School District’s Puente de Hózhó Language Institute; Tosheena Nez, Tyra Bizardi, Telywa Salt, Ian Castillo Mike Littleowl & Curtis Jordan - Kinlani Bordertown Dormitory

Indigenous youth at a local Bureau of Indian Education border-town facility decided to promote awareness and disseminate information of educational opportunities to Indigenous communities through a documentary. Over a years time, they interviewed students and staff at the dorm, teachers at the high school and took photos to illustrate their experiences.
Fremont Room HCCC
38. Multiple Strategies for Championing School-wide Student Behavior Management: The STAR School Model
Mark Sorensen, Executive Director, Star School
Rick St. Germaine, Star School Board member

Nationwide, teachers insist that student misbehavior is the greatest obstacle in the quest for academic success. The STAR School identified a variety of approaches to producing optimum student time-on-task and/or engaged learning, that started with consistent leadership, active teacher evaluation, weekly professional development that included Harry Wong, the Dog Whisperer, and Teach Like a Champion procedures, tested in the classroom. The school provides training in 40 Developmental Assets, Navajo Peacemaking, and Montessori exploration as ways to give teachers the tools to equip students with opportunity to succeed.

Doyle Room HCCC
39. Developing Oral Teaching/Learning Methods
Mary Hermes and Jennifer Hall, University of Minnesota Twin Cities

In this break out we will draw on two sources to illustrate what has worked for emphasizing oral production for adult learners in a non-immersion environment. Adults working in Day Care and Headstart on the White Earth reservation have been doing “on the job” learning—that is turning around and using everything they learn. The emphasis on “use” forces them to remember and quickly, repeatedly use. They work as a team of learners while teaching themselves and their students. Second, a class of graduate students at the University in Second Language and Cultures took part in an Design Based Experiment to work out what methods worked for them to get to every day, conversation quickly. In this workshop we will show short videos, demonstrate and discuss the methods that worked, challenges the two different groups had.

Rees Room HCCC
40. Diné Oral Language Proficiency Assessment
Ilene Ryan & Irene Tsosie, Puente de Hózhó Bilingual School.

The Diné Oral Language Proficiency Assessment is a vital component of the Diné Language Program at the Puente de Hózhó Bilingual magnet School. This tool was created by the diligent efforts and collaboration of qualified Diné teachers. It was created and refined over the years to specifically reflect current approaches and practices of Navajo language instruction. Learn how authentic assessment plays an important role in our language revitalization efforts, Puente de Hózhó is an urban public school that serves as a model school and a beacon for the Navajo people of the Flagstaff, Arizona region.
41. Arizona’s New Native American Language Teacher Certificate Policy
Debora Norris, Deputy Associate of Native American Education, Arizona Department of Education

Learn about the new AZ policy designed for increasing Native Language Instruction in AZ PreK-12 Schools. This new policy allows for individuals with Native American language proficiency, whose proficiency is verified by their own tribal government assessments, to apply for a Native Language Teacher Certificate at the Arizona Department of Education under section R7-2-614. The policy is in effect and is anticipated as a new avenue for elders and other non-degreed language experts to teach only Native language(s) to students in Arizona schools.

42. Teaching Ecology and Systems Thinking: A Return
Jeff Bloom, Northern Arizona University

This workshop examines ways of engaging children in inquiry about current concepts in ecology and in developing skills of systems thinking, both of which are consistent with traditional Native American understandings. An example activity will serve as a basis for discussion. (Double session to 5:00)

43. Addressing Language, Culture, and Decolonization Through American Indian Education
Lorena Yaiva (Havasupai/Hopi), Eric Hardy (Diné), Justin Hongeva (Hopi). Waquin Preston (Diné), Cliff E. Kaye (Hopi)— Arizona State University

Panelists will discuss language loss, Indigenous knowledge production and dissemination and the place of American Indian education and scholarship in high schools and universities among other topics currently affecting American Indian communities. The panelists hope to present and exchange ideas about how to best to address these issues moving forward. (Double Session to 4:00 PM)

44. Honoring Stories: Shifting Indigenous Knowledge from the Margins to the Center
Christine K. Lemley & Gretchen McAllister, Northern Arizona University

This study examines how Indigenous voices were valued and validated within a College of Education. Four themes emerged as ways to improve: (1) provide additional Indigenous education cohorts; (2) improve communication across campus; (3) require college-wide faculty training on culturally relevant Indigenous issues and (4) recruit Indigenous faculty and students.
Fremont Room HCCC
45. Public and BIE Schools vis-à-vis Common Core and AdvancED-NCA Standards
Anselm Davis, Executive Director, Navajo Nation AdvancED Accreditation Office
Gloria Hale-Showalter, Navajo Educator

Schools are in the process of implementing the common core standards, which impact assessment, curriculum materials, instructional practices and professional development. This session explores language arts content standards (inclusive of the Diné language) and the role of AdvancED-NCA process standards, and their effects on the above stated impacted areas.

Doyle Room HCCC
46. Indigenous Language Revitalization for Healthy Communities
Jon Reyhner, Northern Arizona University

Drawing on evidence from indigenous language immersion programs in the U.S., this presentation makes the case that these immersion programs are vital to healing the negative effects of colonialism and assimilationist schooling that have disrupted many Indigenous homes and communities. It describes how these programs are furthering efforts to decolonize Indigenous education and helping further United Nations policies supporting the rights of Indigenous peoples.

Rees Room HCCC
47 -A. Yup’ik for Ipad: Measuring Its Influence on Student Language Learning
Joanna Karet, University of Alaska Anchorage

Ayaprun Elitnaurvik Yup’ik Immersion School in Bethel, Alaska is a K-6 total immersion Yup’ik language school that has been very successful, meeting APY in reading and math in 2011 and 2012. This work focuses on the influence of a newly developed ipad App that allows students to practice Yup’ik using some of their favorite technology.

47 - B. Today’s World of Digital Publishing: Bringing Indigenous Language Learning to the IPad
Rebecca Yares, Native Teaching Aids LLC

Today’s technology allows for Indigenous languages not only to be preserved, but also to be utilized for learning the language. The growth of technology is not making things more difficult for the user but easier to adapt and create. My program is a unique product that incorporates interaction, learning and entertainment

Ponderosa Room HCCC (Upstairs)
48. Native American History Instruction: An Arizona Mandate
Cynthia Benally, Arizona State University

Two Arizona statutes require instruction of Native American and Arizona Native American history to be integrated into existing curricula. This study examines the intent of the policies and practice in five urban public school districts.

Closing Ceremony & Prayer, Humphreys, 4:15-5:00 PM
The Ponderosa Room is on the 2nd Floor of the High Country Conference Center. The O’Leary & Kendrick Rooms are on the 1st Floor of the Drury Inn.
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CONFERENCE AT A GLANCE FOR SUNDAY, JUNE 2ND
Reception: Native American Culture Center, 6:00 – 7:30 PM

CONFERENCE AT A GLANCE FOR MONDAY, JUNE 3RD
Registration: 8:00 AM – 4:15 PM, High Country Conference Center Lobby; Exhibits in HCCC Prefunction Hallway

Opening Prayer by Herman Cody and Introductions, 8:30-9:30 AM Humphreys
Welcome Remarks by President John Haeger, 9:00 to 9:30 AM Humphreys
Keynote: Mary Hermes - 9:30 - 10:30 AM, Humphreys

Researching Indigenous Language Revitalization

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Panel Presentation: Progress and Challenges Implementing Common Core Standards – Humphreys – 1:10 – 3:00 PM
Panel: Debora Norris, Deputy Associate of Native American Education, Arizona Department of Education; Dr. Harold Begay, Superintendent, Tuba City Unified School District, AZ; Dr. Harry Martin, Superintendent, Kayenta Unified School District, AZ; Gloria Hale-Showalter, Associate Superintendent, Navajo BIE Schools, AZ; Joan Gilmore, Principal, Los Alamitos Middle School, Grants-Cibola School District, Grants, NM; Pamela Powell, Chair, NAU Dept. of Teaching & Learning.

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CONFERENCE AT A GLANCE FOR TUESDAY, JUNE 4TH
Registration: 8:00 AM – 2:00 PM, High Country Conference Center Lobby; Exhibits in HCCC Prefunction Hallway
Opening Prayer by James Peshlakai and Introductions, 8:30-9:30 AM Humphreys
Opening Remarks Laura Huenneke, Provost, 9:00 – 9:30 AM Humphreys
Keynote: Keiki Kawai‘ae’a, 9:30 - 10:30 AM Humphreys
Preparing Culturally Sensitive and Knowledgeable Teachers for Immersion and Other Schools

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Buffet Lunch (Meal Ticket Required: See Registration Packet), 11:45 AM - 12:30 PM Humphreys -
Speaker: Ryan Wilson, President, National Alliance to Save Native Languages, 2:15 - 1:00 PM Humphreys

Closing Ceremony & Prayer, Humphreys, 4:15-5:00 PM
Future Conferences

Information on future conferences will be posted on the Teaching Indigenous Languages website at http://nau.edu/til and American Indian/Indigenous Education website at http://nau.edu/aie. You are invited to attend the 21st annual Stabilizing Indigenous Languages conference:

**HE WAʻA KE KULA; NA KA ʻŌLELO E ULI**
**SCHOOLS, OUR CANOES; LANGUAGE STEERS THEM**

*21st Stabilizing Indigenous Languages Symposium*
*January 16-19, 2014, Hilo, Hawaiʻi*

SILS 21 will be hosted January 16-19, 2014 by the University of Hawaiʻi at Hilo in its newly completed Hawaiian language building. Hawaiʻi, and outer-island Hilo in particular, have one of the highest concentrations of young Native American language speakers anywhere. Yet, fifty years ago, no children spoke Hawaiian in Hilo. The change is the result of aligning school programming with an official language status. Visits to language immersion programs from preschool to the doctorate will be central to SILS 2014, as will be post-visitation discussion groups (Search: Oiwi TV No Anei Ko Kakou Ola). Challenges such as government testing, developing curricula, and parent involvement will receive special attention. Registration information will be forthcoming at http://www.olelo.hawaii.edu/sils/.

Some Arizona Attractions Near Flagstaff

**Grand Canyon National Park.** Take Highway 180 NW out of Flagstaff 73 miles to this natural wonder of the world. Entrance fee required.

**Riordan Mansion State Historic Park** abuts the west edge of the Northern Arizona University campus. Built in 1904 as the home of prominent pioneer Flagstaff businessmen. Open 10:30 AM to 5:00 PM at 409 Riordan Road. 928 779 4395. Closed on Tuesday & Wednesday; Entrance fee required.

**Arizona Historical Society’s Pioneer Museum,** 2340 N. Fort Valley Road (On highway 180 to the Grand Canyon), 928 774 6272. Open 9 AM to 5 PM Monday through Saturday.

**Museum of Northern Arizona,** 3101 N. Fort Valley Rd. (Highway 180), Displays of the geologic and American Indian history of Northern Arizona. Entrance fee required.

**Walnut Canyon National Monument.** Six miles east of Flagstaff just off Interstate 40 has Anasazi Indian ruins. Entrance fee required.

**Sunset Crater and Wupatki National Monuments.** Take Highway 89 North out of Flagstaff for about 10 miles and take loop road to right. Sunset Crater is a cinder cone and Wupatki contains Pueblo Indian ruins. Entrance fee required.

**Lowell Observatory.** One mile west of downtown Flagstaff. Open 9 AM to 10 PM plus evening activities. Observatory from which the planet Pluto was discovered, includes an interactive exhibit hall. Adults $12.00, 1400 W. Mars Hill Road, 928 774 2096

**Meteor Crater.** Located 35 miles east of Flagstaff just off Interstate 40. Advertised as the “best-preserved meteorite impact site on Planet Earth” it is 570 feet deep and nearly a mile across. Open 6 AM to 6 PM. Fee charged.