

Contributors

Jonathan Anuik is an assistant professor in the Department of Educational Policy Studies at the University of Alberta in Edmonton, Alberta, Canada. He teaches courses on concepts of childhood in history and history of First Nation, Métis, and Inuit education. His research focuses on 19th- and 20th-century Indigenous childhood and youth and education.

Ray Barnhardt is a professor of cross-cultural studies at the University of Alaska Fairbanks, where he has been involved in teaching and research related to Native education and rural development issues since 1970. He has served as Co-Director of the Alaska Rural Systemic Initiative for the past 12 years. Over the past 40 years, he has also served as the director of the Cross-Cultural Education Development (X-CED) Program, the Small High Schools Project, the Center for Cross-Cultural Studies, and the Alaska Native Knowledge Network.

Sheila Carr-Stewart is currently the Department Head, Educational Administration, College of Education, at the University of Saskatchewan. Her extensive experience as educator, administrator in First Nations schools, and senior official with Indian and Northern Affairs Canada provides a unique perspective from which to conduct research in the area of First Nations and Métis education and governance.

Donna Deyhle is a professor in the Department of Education, Culture and Society and the coordinator of the American Indian Studies Program in the Ethnic Studies Program at the University of Utah. Her major professional interests focus on anthropology and education, cultural conflict, racism, critical race theory, and the schooling of American Indian youth.

Willard Sakiestewa Gilbert is an enrolled member of the Hopi Tribe and a professor of bilingual/multicultural education in Northern Arizona University's College of Education. Dr. Gilbert has served as a faculty, researcher and administrator during the last 26 years. He is the past 2007-2008 President of the National Indian Education Association (NIEA).

George Ann Gregory, Choctaw/Cherokee, has been working in Indian education for thirty years and indigenous language maintenance and revitalization for 25 years. She is a Senior Fulbright Scholar and a Fulbright Specialist in American Indian Studies.

Velma Hale (Diné, M.A., Northern Arizona University) teaches courses in composition and reading at Diné College, Window Rock and serves as a mentor for students in the Diné Dual Language Teachers Professional Development Project.

Loren Hudson is Diné/Navajo. He is Todich'iinii born for Kinyaa'aanii. He serves as a Navajo language teacher and administrator for the Puente de Hózhó Language Institute at Coconino High School in the Flagstaff Unified School District. He graduated from Northern Arizona University in 2009 with a M.A. in Educational Leadership.

Christine K. Lemley is an assistant professor at Northern Arizona University. Most recently, her work focuses on social justice and equity issues. She celebrates Indigenous and immigrant peoples' voices through critical narrative inquiry to address issues of power and privilege.

Louise Lockard is a clinical associate professor of bilingual multicultural education at Northern Arizona University where she teaches courses in the foundations and assessment of bilingual education and directs the Diné Dual Language Teachers Professional Development Project.

Joseph Martin is Special Adviser to the President of Northern Arizona University and an associate professor in the Department of Educational Lead-

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ership where he serves as Director for the American Indian Cohort Leadership program. Dr. Martin has extensive experience as a school superintendent, tribal college president, and working with U.S. Office of Indian Education and the National Indian Education Association.

Evangeline Parsons Yazzie is a professor of Navajo at Northern Arizona University. She teaches her native language, mostly to Navajo students. She co-authored a Navajo language textbook, *Rediscovering the Navajo Language*, geared toward the high school and college level beginning learners. To accompany the textbook, she wrote a workbook for students and a teacher's edition. Dr. Parsons Yazzie also wrote an award-winning children's book, *Little Woman Warrior Who Came Home A Story of the Navajo Long Walk*.

Don Pinay is currently the Principal of Chief Kahkewistahaw Community School. Prior to that time he served as Director of Education for the Yorkton Tribal Council. He also served as an Education Administrator in the Tribal Council area for the period from 1977 to 1995. Throughout his career, Don has promoted partnerships in First Nations Education and provincial education to improve education.

Jon Reyhner is a professor of education at Northern Arizona University. He taught and was a school administrator in schools serving Indigenous students for over a decade. His 14 books include *Language and Literacy Teaching for Indigenous Education: A Bilingual Approach*, *Indigenous Language Revitalization*, *Honoring Our Heritage*, *American Indian Education: A History*, and *Teaching American Indian Students*.

David Sanders is an enrolled member of the Oglala Sioux Tribe. He was born in Pine Ridge, SD. He attended the University of Colorado (CU) earning a bachelor's degree in Mathematics in 1996, a master's degree in 2005 and Ph.D. in 2011, both in Curriculum and Instruction in Mathematics Education. He taught four years of high school mathematics at Chinle High School in Chinle, AZ. He is currently the Director of the CU Upward Bound Program.

Navin Kumar Singh earned his doctorate in Curriculum and Instruction from Northern Arizona University. He completed his bachelors of arts in English language and literature, one year diploma in English Education and has his Master's in Education with specialization in Applied Linguistics from Tribhuvan University, Kathmandu, Nepal. His research interests include globalization, bilingual and multicultural education, higher education, multi-ethnic diversity, social justice and equity, human rights, child rights, indigenous peoples and communities, and contemporary other educational issues.

Larry Steeves is currently an associate professor with the Faculty of Education, University of Regina. First Nations and Métis education and governance is a primary area of research interest. Dr. Steeves has wide experience in both the Pre K-12 education and government, including service at senior management levels in both sectors. This included service as Deputy Minister of Saskatchewan Northern Affairs and as the Saskatchewan representative to the Board of Governors of the First Nations University of Canada.

Mikaela P. Terry is working towards an M.Ed. in Bilingual and Multicultural Education at Northern Arizona University. She graduated with her Bachelor's degree in Spanish from Coastal Carolina University. She is committed to learning about American Indian education issues and engaging community programs.

Vincent Werito (Diné) is an assistant professor in the College of Education's Language, Literacy, and Sociocultural Studies department at the University of New Mexico. He is originally from Na'neelzhiin (Torreon, New Mexico). For 10 years, Dr. Werito worked with the Albuquerque Public Schools district before becoming a faculty member.