

Contributors

Cynthia Benally is originally from Burnt Corn Valley on the Navajo Nation. She is from the Tobacco People of the Red Running into Water clan and born for the Coyote Pass People. She is a National Board Certified Teacher and has taught on the Navajo Nation and Phoenix as an elementary school teacher and academic coach. Her research interests include intersections of Indian Education policies and Urban Education.

Bryan McKinley Jones Brayboy, Ph.D., (Lumbee) is Special Advisor to the President on American Indian Affairs, President's Professor and Borderlands Professor of Indigenous Education and Justice in the School of Social Transformation at Arizona State University. He is Director of the Center for Indian Education, Interim Director of the School of Social Transformation, and co-editor of the *Journal of American Indian Education*.

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.

Angelina E. Castagno, Ph.D., is the Director of the Ethnic Studies Program and an Associate Professor of Educational Leadership and Foundations at Northern Arizona University. Her teaching and research centers on equity and diversity in U.S. schools, and particularly issues of whiteness and Indigenous education. She recently published a book, *Educated in Whiteness: Good Intentions and Diversity in Schools*, with the University of Minnesota Press.

Deborah Chadwick, Ed.D., is a Senior Research/Academic Professional at Arizona State University's Center for Indian Education. She co-authored and directs a four year professional development grant, the "Gila River Early Educators Attaining Teaching Excellence" (GRE²ATE). Her research interest is in the areas of school readiness, mentoring, early literacy, and parental involvement.

Annabelle Chatsis is a member of the Kainai tribe in Alberta, Canada. She has earned a B.A. in Native American Studies in 2008 at the University of Montana. She specialized in history. She also received an M.A. in Clinical Social Work in 2013 from the Walla Walla University. Since the spring semester of 2009, she has been teaching the Blackfoot language course at the University of Montana. She also served as a Blackfoot instructor for an elective course for the Upward Bound summer program in 2012. She has collaborated with Mizuki Miyashita in Blackfoot language and pedagogy.

Lindsey Cook is a project director in the Center for Indian Education at Arizona State University. Her work is focused on structuring teacher preparation programs and supporting Native students who will serve as educators and role models in their communities. Lindsey has a degree in elementary education from the University of Utah.

Jesse DesRosier is a member of the Blackfeet tribe in Montana. He attended the Nitsipuwahsin (Cuts Wood School) Blackfeet language immersion school for elementary and middle school years. After graduated from the Browning High School, he joined the United States Marines for four years. Currently, he is attending the University of Montana - Missoula, studying and exploring various fields. In 2013-2014, he worked for Dr. Miyashita as an undergraduate research assistant, and his contribution included transcribing recorded Blackfoot stories and conversations.

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Honoring Our Elders

Sandra Fox (See the biographical sketch on p. 18)

Stephanie Furuta is an Assistant Specialist at the University of Hawai'i at Mānoa's College of Education. She works with teacher candidates in the Master of Education in Teaching program in the Institute for Teacher Education. Prior to working at the university, Stephanie taught in the State of Hawaii Department of Education as an elementary classroom teacher, and a school and district resource teacher. She is currently a Ph.D. student and her area of research is in teacher retention.

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 is Choctaw/Cherokee and a Senior Fulbright Scholar, working since the 1980's with a variety of indigenous people in South Dakota, Oklahoma, Arizona, New Mexico, and New Zealand in revitalizing their indigenous languages.

Taneisha Ingleton is a Jamaican scholar who earned her Ph.D. at the University of Saskatchewan in 2014. Her areas of research include educational leadership, instructional leadership and school improvement. Dr. Ingleton has experience in teaching, leadership, student advisement, and course design at the high school and university levels. Currently, she is the Director of Programmes for the National College for Educational Leadership at the Ministry of Education in Jamaica.

Darren Kipp is an Emmy Award winning film producer. He holds a Bachelors Degree in Environmental Policy from Fort Lewis College in Durango, Colorado. He serves on several community development boards on the Blackfeet Indian Nation. Darren also has a lifelong history of tribal culture gained from attending many ceremonies, studies, and family history.

Christine K. Lemley is an Associate Professor in the Bilingual Multicultural Education Program at Northern Arizona University in Flagstaff, AZ. Most recently, her work focuses on social justice and equity issues through critical oral history, bridging grassroots oral history and critical theory with a goal to promote transformational change for underrepresented peoples, specifically Indigenous and immigrant populations.

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, an Associate Professor of Educational Leadership, and Director of 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.

Kathryn Manuelito is from the Navajo Nation and is bilingual in Navajo and English. She earned her Bachelors Degree in English, Secondary Education, Masters Degree in Bilingual Education, and Ph.D. in Elementary Education. She has taught at the pre-school, middle school, and high school levels as well as at the University of New Mexico in Albuquerque and Arizona State University in Tempe. Although presently retired, she continues to be devoted to promoting excellence in Indian Education. Her research interests include: bilingual education, teacher education, and Indigenous education/language revitalization and maintenance.

Julie Ann McGaharan is a veteran bilingual and ESL certified wellness educator who has taught in various multilingual indigenous settings. She is currently continuing her own studies in both Spanish and Nahuatl languages as she travels and works in Mexico with many indigenous healers.

Dean Mellow is an Associate Professor in the Department of Linguistics and an Affiliated Faculty Member in the Department of First Nations Studies at Simon Fraser University. SFU is located in the unceded Indigenous territories of the Coast Salish peoples. Dr. Mellow studies language from linguistic, cognitive, cultural (i.e., non-colonial), and educational perspectives. He is especially interested in improving universities in order to foster social justice within colonized lands.

Mizuki Miyashita is an Associate Professor of Linguistics at the University of Montana. She has earned a Ph.D. in Linguistics at the University of Arizona; her dissertation topic was syllable weight and diphthongs in Tohono O'odham (Uto-Aztecan). The current focus of her research is documentary linguistics in Blackfoot (Algonquian). Previously, she recorded lullabies and other songs in Blackfoot. Recently, she has been recording conversations in Blackfoot for documentation and is currently documenting pronunciations of derived verb forms for her pitch accent research.

Sophie Nock received her Ph.D. from the University of Waikato where she is currently a senior lecturer and Pou of Aka reo in Te Pua Wānanga ki te Ao at the University of Waikato. She is of Ngāti Kuri Māori descent in the far north of New Zealand and has been primarily involved in the teaching and researching of te reo Māori and has published in these areas. Sophie's Ph.D. dissertation investigated how te reo Māori is taught in English-medium secondary schools in Aotearoa/New Zealand, analyzed the resources teachers use, and discusses teacher cognition, attitudes, and beliefs towards teaching.

Joely Proudfit (Pechanga Band of Luiseño Mission Indians Descendant) holds an M.A. and Ph.D. in political science with emphasis in public policy and American Indian studies from Northern Arizona University and a B.A. in political science with emphasis in public law from California State University (CSU) Long Beach. She is the Director of the California Indian Culture and Sovereignty Center (CICSC) and Director of Native Studies at CSU San Marcos. Prior to coming to CSUSM she was an Associate Professor of Public Administration and the Director of the Tribal Government, Management and Leadership Master of Public Administration (MPA) program at CSU San Bernardino and also chaired the American Indian Studies Department at San Francisco State University. In addition to her academic positions, she was the first special advisor to the Honorable Cruz M. Bustamante, lieutenant governor of California, for California Indian Sovereign Nations in 2002. She was the 2013 Recipient, American Indian Educator of the Year, 36th Annual California Conference on American Indian Education.

Poia Rewi is an Associate Professor in the School of Māori, Pacific and Indigenous Studies at the University of Otago – Dunedin, NZ. Dr. Rewi lectures in Māori and Indigenous studies. He researches alongside Māori language communities on Māori language programs and is in his third year as a Board Commissioner on the NZ Māori Language Commission-Te Taura Whiri I Te Reo Māori. He is the current acting CEO of the Commission. In 2010 Dr Rewi published his Ph.D. research on *Whaikōrero: The World of Māori Oratory* (Auckland University Press), winning the 2011 New Zealand Society of Authors E.H. McCormick Best First Book Award for Non-Fiction. His areas of interest include the Māori language, Māori customary practices, and Māori performing arts.

Honoring Our Elders

Tangiwai Rewi is a Senior Lecturer in the School of Māori, Pacific and Indigenous Studies at University of Otago – Dunedin, New Zealand. She lectures in Māori and Indigenous studies. She researches part time alongside her Waikato tribe undertaking her Ph.D. topic of intergenerational knowledge transmission. She came to the University from careers spanning ten years in elementary education; five teaching in a bilingual school, and five as a principal in a total immersion school. She spent the next eight years with the Ministry of Education supporting Māori and Tribal education as well as managing a social marketing campaign aimed at keeping students in school longer. Her areas of interest include the Māori language, Māori pedagogy, and Māori education.

Jon Reyhner is a Professor of Education at Northern Arizona University, where he has taught since 1995. He taught and was a school administrator in schools serving American Indians for over a decade. His 20 books include *Indigenous Language Revitalization*, *Honoring Our Heritage*, *American Indian Education: A History*, and *Teaching Indigenous Students: Honoring Place, Community, and Culture*.

Larry Steeves currently works as an Associate Professor with the Faculty of Education, University of Regina. First Nations and Métis education, leadership development, and blended online instruction are his primary areas of research interest. In addition, Dr. Steeves has wide experience in both the Pre K-12 education and government, including service at senior management levels in both sectors.

John H. Teller is the Associate Dean of Continuing Education at the College of Menominee Nation in Keshena, Wisconsin. He graduated from the University of Wisconsin-Madison in 1979 with a Bachelor of Science, Education and taught Menominee language and culture for 25 years in the Menominee School District. Mr. Teller served two years as Chairman of the Menominee Nation.

Martina Volfová has worked for a number of years as a language educator both in the United States and Canada. Currently, she is a Ph.D. student in linguistic anthropology at the University of British Columbia, Vancouver. Her research interests include issues concerning the politics of language and the language of politics, language endangerment, revitalization, and maintenance, as well as indigenous and minority language education and language activism.

Linda Sue Warner, a member of the Comanche Tribe of Oklahoma, completed her Ph.D. in general administration with emphasis in personnel from the University of Oklahoma in 1989. She began teaching in 1970 and has worked in various teaching and administrative positions across the U.S. She has extensively published with over 200 articles, chapters, books, and presentations.

Angela A. A. Willetto is an enrolled member of the Navajo (Diné) Nation, and is Ta'neeszahnii, born for Kiya'aannii, maternal grandfather is Bitahnii, and paternal grandfather is Ashii. Angela earned her Ph.D. in sociology from the University of North Carolina at Chapel Hill. She is currently an Associate Professor in the Department of Sociology and Social Work at Northern Arizona University where she teaches American Indians and American Society, Sociology of the Family, and Social Stratification. She conducts research on Native American children, youths and family's well-being, Navajo (Diné) philosophies of happiness, and American Indian/Alaska Native education.

