

## Contributors

Dr. Cynthia Benally (Diné) is an Assistant Professor of Native American Education in the Department of Education, Culture & Society at the University of Utah. She is originally from Pinon, Arizona. She worked in elementary schools on the Navajo Nation and urban areas for nearly 20 years before becoming a College of Education faculty member. Her research focuses on the intersections of Native educational policies, curriculum and instruction. She guest edited a 2019 special issue, *Indigenizing the Curriculum: Putting the “Native” into Native American Content Instruction Mandates* in the *Journal of American Indian Education*.

Dr. Melanie Brice is Michif, born and raised in Saskatchewan, Canada. She is an Assistant Professor in the Faculty of Education at the University of Regina. Her greatest accomplishment is raising three amazing daughters. Her work focuses on the inclusion of Indigenous perspectives, cultures, experiences, historical and contemporary contributions, and pedagogical practices across the K-12 education system. Her areas of research include Michif/Métis ways of knowing and learning, language and literacy learning and teaching, and Indigenous language revitalization.

Dr. Sheila Carr-Stewart is Associate Chair, Undergraduate Studies at the University of Alberta, Edmonton, Canada. Sheila works in the area of Educational Policy Studies, and her research focusses on Indigenous education, particularly on the historical and current issues related to educational leadership, governance, and administration. She also works in the area of the treaty right to education highlighted in agreements between First Nations and the Crown from the eighteenth century onwards.

Dr. Stephanie Furuta is an Associate Specialist in the Institute for Teacher Education’s Master of Education in Teaching program at the University of Hawai‘i at Mānoa. Stephanie works with both pre-service and in-service teachers as a cohort coordinator, field supervisor, course instructor, and research advisor. Stephanie has also been the Director of the Hawai‘i Writing Project since 2015. Her areas of interest are in teacher preparation, teacher retention, and mentoring.

Dr. Tom Hopkins received BS and Masters degrees in Education from Texas University, Austin. His doctorate is from The George Washington University, Washington, DC. He started working in Native American education in 1953 when he and his wife, Vinita, accepted teaching positions at Barrow, Alaska. From Barrow they went to Shungnak (inland Eskimos of the Kobuk River region) and then the Mt. Edgecumbe high school, a boarding school of 660 for Alaskan Natives, located across the ships channel from the city of Sitka. After 1963, when they left Alaska, he has worked on and off on the education of Navajos, doing his dissertation research in 1971 on “Navajo and Non-Navajo Teachers, a Comparison of Characteristics.” Over the past 20 years Tom has conducted evaluation-research projects at over 25 Navajo schools and related communities.

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Dr. Terry Huffman is a Professor of Education in the Doctor of Education program at George Fox University in Newberg, Oregon. He is a sociologist with a Ph.D. from Iowa State University and author of numerous books and journal articles on Native American education including *Tribal Strengths and Native Education: Voices from the Reservation Classroom*; *American Indian Educators in Reservation Schools*; and *Theoretical Perspectives on American Indian Education*.

Dr. Jon Lee is an Associate Professor of Education at Northern Arizona University. His research and teaching focuses on issues relating to family impact on very young children's emergent literacy development; factors pertaining to children's social, emotional, and behavioral adjustment to schooling; and applications of Motivational Interviewing (MI) in educational contexts.

Dr. Richard Manning is a former New Zealand High school teacher, who has also worked as a researcher/advisor for the Department of Māori Affairs and the New Zealand State Services Commission. Richard has also worked as a researcher and Treaty claims inquiry facilitator at the Waitangi Tribunal. He is now a senior lecturer above the bar and coordinates the Treaty of Waitangi Education Programme at the University of Canterbury (College of Education, Health & Human Development).

Melody L. McCoy joined the Native American Rights Fund (NARF) as a staff attorney in 1986. At NARF, she works primarily in the areas of jurisdiction in Indian country, tribal rights in education, tribal intellectual property rights, and tribal trust funds. She is a past co-chair of the Federal Bar Association's Indian Law Conference. She also has served as president of the Colorado Indian Bar Association and a board member of the American Indian Bar Association (now the National Native American Bar Association). She received her undergraduate degree from Harvard University (1981) and law degree from the University of Michigan (1986) and 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.

Dr. Pamela Osmond-Johnson is an Assistant Professor of Educational Leadership with the Faculty of Education at the University of Regina and is currently the Associate Dean, Student Services and Undergraduate Programs. Her scholarship focuses heavily on the work of teachers and teachers' organizations, in the areas of professional learning and educational reform more broadly. In 2017, she was the recipient of the EdCan Pat Clifford Award for Emerging Scholars in Canadian Education.

Daniel Piper is a doctoral candidate in the Department of Education, Culture, & Society at the University of Utah. He is a formal Title VI Indian Education Coordinator, where he worked with Native students and families to develop Navajo language enrichment programs for ten years. His research focuses on Native American language policy and planning, community-based language revitalization, and Title VI Indian Education Programs.

## *Honoring Our Students*

Dr. Elizabeth Quintrileo is a Professor of Linguistics in the Department of Arts and Letters at Universidad del Bio-Bio in Chile. Her research is focused on Mapuche Language revitalization rooted in a community-based work, which means a research with active participation of communities in the recovering and language revitalization efforts.

Dr. Jon Reyhner is a Professor of Education at Northern Arizona University (NAU). He has written extensively on Indigenous education and language revitalization, including co-authoring *Language and Literacy Teaching for Indigenous Education* and *American Indian Education: A History*. He maintains a Teaching Indigenous Languages website at <http://nau.edu/til> with links to full text on-line copies of his ten co-edited books on language revitalization and culture-based education published by NAU. His newest book is *Teaching Indigenous Students: Honoring Place, Community, and Culture* published by the University of Oklahoma Press.

Dr. Larry Steeves is 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. Larry has wide experience in both PreK-12 education and government, including senior management levels in both sectors. This has included service as classroom teacher, coordinator of guidance services, principal, director of education and Associate Deputy and Deputy Minister with the government of Saskatchewan.

Dr. Vincent Werito (Diné) is an Associate Professor in the College of Education and Human Sciences at the University of New Mexico in the Department of Language, Literacy, and Socio-cultural Studies (LLSS). He is Ta'neezahnii (Tangle Clan), born for Naakáí Dine'é (Travelers Band clan). His primary research interests are in the following areas: teacher education; Indigenous pedagogy; Diné (Navajo) Education; and Navajo Language language/cultural revitalization. He continues to work with public, charter, and BIE schools and districts in NM, AZ, and abroad around culturally responsive Indigenous education and Indigenous language program development. Dr. Werito teaches graduate and undergraduate courses in bilingual education, Indigenous education, and critical educational theory.