

1. General Information

- a. **Institution Name:** University of Alaska Southeast (UAS)
- b. **CHEA recognized accreditation Organization:** Council for the Accreditation of Educator Preparation (CAEP)
- c. **Accreditation Date:** December 2025
- d. **Next Accreditation Visit:** Spring 2032
- e. **Address:** 11066 Auke Lake Way, Juneau, AK 99801
- f. **Program Lead:** Angela Lunda
- g. **Email:** aalunda@alaska.edu
- h. **Phone:** 907-796-6053

2. Overview/Rationale:

- a. Provide a brief overview of the proposed educator preparation program.

The University of Alaska Southeast proposes a Master of Arts in Teaching Indigenous Languages (MAT IL) to address Alaska's critical shortage of certified Indigenous language educators while supporting the revitalization of Alaska Native languages. Although Alaska is home to 23 Indigenous languages, few teachers are certified to teach them in PK–12 classrooms, creating a significant gap between community language needs and the available educator workforce. Many districts rely on educators working under Type M limited teaching certificates, which allow language instruction but do not provide full teacher licensure, salary parity, or long-term professional mobility. The MAT IL establishes a pathway for fluent speakers and advanced learners of Alaska Native languages to earn full teacher certification while remaining in their home communities. Graduates will be prepared to teach Indigenous languages in PK–12 schools, contribute to culturally grounded education, and support language revitalization efforts across Alaska.

- b. How does the proposed program(s) fill a gap in consideration of what is currently available in Alaska?

School districts throughout Alaska report ongoing difficulty recruiting and retaining qualified Indigenous language teachers. The number of educators with Alaska Native language endorsements remains small relative to the demand for language instruction in schools and communities. Many communities rely on cultural knowledge holders teaching under limited certification pathways that do not provide long-term career stability or advancement.

The MAT IL responds to this workforce need by creating a licensure pathway for fluent speakers, community language workers, and graduates of existing Alaska Native language and Indigenous studies programs. Enrollment projections anticipate an initial cohort of approximately six students in the first year, growing to approximately twenty students enrolled annually once the program is established.

3. Support:

- a. Describe stakeholder involvement in the development of the proposed program.

The development of the MAT IL program reflects broad collaboration and strong statewide support. UAS worked closely with the Alaska College of Education Consortium, the Department of Education and Early Development, community partners including Sealaska Heritage Institute, and the UAS School of Education External Advisory Council. During the preparation of the proposal, Dr. X'unei Lance Twitchell also consulted with successful Indigenous language programs and organizations including Ka Haka 'Ula O Ke'elikōlani (College of Hawaiian Language) at the University of Hawai'i at Hilo, the Waadookodaading Ojibwe Language Institute in Wisconsin, the Department of Linguistics at the University of Oregon, Children of the Taku Society, Goldbelt Heritage Foundation, Sealaska

Heritage Institute, and avanté: Language Proficiency Company. All organizations consulted provided letters of support for the program.

- b. Provide at least three letters of support for the program.

See Appendix I: Letters of Support

- c. Describe the long-term fiscal plan for the development and operation of this program.

By building on existing faculty expertise and institutional infrastructure, the MAT IL allows UAS to expand graduate education in a fiscally responsible way while generating additional enrollment and tuition revenue. Through this work, the program supports improved outcomes for Alaska Native students, strengthens educational access, and contributes to the long-term vitality of Indigenous languages while reinforcing UAS’s role as a statewide leader in culturally responsive teacher preparation.

Table I. Projected Enrollment & Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	10	10	10	10
Total Student Headcount	6	16	20	20	20
Revenue: <i>Tuition & Fees</i>	\$74,088	\$197,568	\$246,960	\$246,960	\$246,960

4. Program Standards:

Appendix II: Alignment of Program Standards to Assessment and Outcomes shows how the MAT IL aligns with InTASC, Alaska Teacher Standards, UAS SOE Teacher Goals, and Alaska Native Cultural Standards for Educators.

The program is also aligned with the Alaska Department of Education and Early Development's [Council for Alaska Native Languages Action Plan](#), which calls for the revitalization, normalization, and sustained transmission of Alaska Native languages across generations and institutions. The Action Plan emphasizes building a strong educator workforce, strengthening community-based language programs, and expanding access to high-quality language instruction in K–12 schools. By preparing fully licensed Indigenous language teachers who are rooted in community language knowledge and trained in effective pedagogy, the MAT IL program directly advances these statewide priorities and contributes to long-term language sustainability.

c. National specialty area standards (For Elementary Programs: 2018 CAEP K-6 Elementary Teacher Preparation Standards)

The MAT IL Program Learning Outcomes are Aligned with Alaska State Teacher Standards (AK Teacher), UAS SOE Teacher Goals, Alaska Native Cultural Standards for Educators (ANCS), InTASC Standards, and the Program and CAEP Required Educator Preparation Providers (EPP) Assessments. Refer to *Appendix II Alignment of Program Standards to Assessment and Outcomes* for details.

d. Evidence-based Reading Instruction as described in the Alaska Reads Act (For Elementary, Special Education, ESL, and Reading programs)

Students in the MAT IL will take ECE 689, Early Literacy: Reading Practices. This course will be submitted to DEED for Reads Act approval. In the meantime, students intending to teach Indigenous languages in P-3 will be advised to enroll in ED 302 Reading Instruction, which is DEED Reads Act approved.

5. Benchmark assessments:

a. What assessments will be used to assess program participants' progress and satisfactory completion of the program?

Students who complete the MAT IL will be able to:

- Design, implement, and evaluate Indigenous language courses or language-medium instruction that support language stabilization, revitalization, or revival.
- Articulate, critically examine, and apply a philosophy of Indigenous language education within courses, programs, schools, or tribal language departments.
- Design and implement Indigenizing curricular frameworks grounded in documented transformational efforts in Hawai'i, Aotearoa, Six Nations, and Wisconsin.
- Develop and implement culturally responsive systems of assessment, curriculum development, and educational level determination for Indigenous language-medium schools, dual language programs, and community-based initiatives.
- Demonstrate effective, ethical, and reflective teaching practice in Indigenous language education through knowledge of learner development, instructional design, collaborative planning, implementation, and assessment in K–12 and community settings.

Table II. Program Learning Outcomes Tied to Key Assessments

PLO	Key Competency	Primary Direct Assessment	Secondary Direct Assessment	Indirect Evidence
1. Course Design for Revitalization	Course development for stabilization/revival	Indigenous Language Course Design Portfolio; unit plan, Teacher Work Sample	Capstone Teaching Demonstration	Employer feedback, graduate survey

2. Philosophy of Education	Educational philosophy grounded in Indigenous epistemologies	Philosophy of Indigenous Language Education Paper; program portfolio	Oral Defense / Recorded Presentation	Exit interview
3. Indigenizing Curriculum Systems	Transformational curricular design	Indigenizing Curriculum Framework Project; unit plan; teacher work sample	Comparative Revitalization Case Analysis	Advisory board review
4. Assessment & Curriculum Systems	Systems-level curriculum & assessment design	Assessment & Curriculum Systems Plan; teacher work sample	Simulated School/Program Design Project	Internship supervisor feedback
5. Reflective & Ethical Teaching Practice	Effective P–12 or community teaching	Supervised Practicum and student teaching Evaluation + Teaching Video Analysis; STOT; Professional Characteristics Assessment (PCA)	Reflective Teaching Portfolio	Student/mentor evaluations

Overall, the MAT IL provides a rich set of learning opportunities that combine language, culture, theory, and practice. Graduates are prepared to support language revitalization, strengthen schools, and serve Alaska’s communities as certified Indigenous language educators.

b. How are the assessments aligned to the program standards outlined in Item 4?

The *Table II. Program Learning Outcomes Tied to Key Assessments* and *Appendix II: Alignment of Program Standards to Assessment and Outcomes* show how the assessments and program standards are aligned.

6. Expectations & Experience:

a. Describe a program participant’s entry-level criteria and benchmarks.

Entry criteria for the MAT IL program include:

- Passing **Praxis Core** exam scores
- The applicant must have successfully completed 3-years of coursework in the Indigenous language they intend to teach.

OR

- they must demonstrate fluency level appropriate to the Indigenous language they intend to teach by passing an American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)

As students progress through the program, they must successfully pass through the gates shown in the table below.

Table III. Program Criteria

	Gate 1 <i>Admission to the EPP Program</i>	Gate 2 <i>Advance to Student Teaching</i>	Gate 3 <i>Completion of the Program</i>
Academic Achievement	-Bachelor’s Degree with 3.0+ GPA -Praxis Core	-3.0+ GPA	-3.0+ GPA -B or higher in Student Teaching -Satisfactory Completion of All Program Courses
Attributes/Dispositions	-2 Letters of		-PCA

	Recommendation -2 Writing Assessments		-AK Code of Ethics
Content Knowledge		-Methods Courses and Apprenticeship, Attempt Language Proficiency Assessment, Language Courses	-Program Portfolio
Pedagogical Skills		-Apprenticeship, Methods Courses, Language Revitalization and Foundations of Language courses	-STOT -TWS -Unit Plan
Additional Items	-Background Check	-DEED Student Teacher Authorization -Application to School District (if applicable), UAS Placement Form	-Portfolio (MAT Programs Only) -Application for UAS Graduation

b. Provide a list of coursework and training requirements; include course syllabi (For bachelor's degree programs, only include courses that specifically address the program standards outlined in Item 4.)

Syllabi are included in Appendix III: Sample Course Syllabi.

Table 4. Program/Course Sequencing, Structure, and Criteria

Semester 1: Summer Term Classes	Credits
EDIL 630 Indigenous Languages: Field Methods (Field component)	3
EDSE 687 Supporting Student Engagement	3
ED 680 Multicultural Education (DEED Required)	3
Semester 2: Fall Term Classes	Credits
EDIL 624 Curriculum and Design (Unit Plan Assessment)	3
EDIL 694 Teaching Apprenticeship (Fieldwork)	3
EDIL 620 Indigenous Language Revitalization	3
EDIL 621 Teaching Indigenous Language: Foundations	3
Semester 3: Spring Term Classes	Credits
ED S688: Student Teaching (DEED 15 weeks/Log 500 hours) State/District/UAS ST applications Assessments: TWS, STOT, PCA, DEED Modules, Ethics Quiz, Exit Survey	6
EDIL 626 Instructional Strategies	3
Semester 4: Summer Term Classes	Credits
EDIL 692 Master’s Seminar (Assessment: Portfolio)	3
ECE 689 Early literacy: Culturally Responsive Reading Practices	3
EDSE 682 Inclusion	3
UAS Course Designations	
ED= Education ECE=Early Childhood Education EDIL=Education-Indigenous Languages EDSE=Special Education	
Documentation Needed for Teacher Certification	
Pass Competency Exam Consistent Indigenous Language Proficiency Test, American Council on the Teaching of Foreign Languages (ACTFL) Approved under current Alaska State Board of Education and Early Development regulations	

Complete the State Verification Form (SVF) for certification in Indigenous Languages. The document is initiated by the student and submitted to UAS for verification and signature before being sent to DEED for processing. UAS will send SVF directly to DEED.

c. Describe delivery options (face-to-face, distance, blended)

All MAT IL courses will have a distance delivery option. Some courses will also be offered as face-to-face courses on the Juneau campus.

d. Provide the length and location of student teaching. Describe how placement is determined. (Must comply with 4 AAC 30.020 Student Teachers on page 7)

Program coordinators work with UAS staff, and school district personnel to find a placement for student teachers. Students complete the Department of Education and Early Development (DEED) student teaching authorization form, applicable district form, and the UAS placement form. Students are placed under the general supervision of a teacher who holds a valid teaching certificate issued under 4 AAC 12, has at least one year of teaching experience in the district where the student teacher is serving, has at least three years of total teaching experience, and meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the student teacher is serving. Students comply with the Alaska Code of Ethics for Educators and Professional Teaching Standards. The students are placed for a period of no less than 500 hours over a 15-week semester. University supervisors visit and observe the students in the field.

7. Staffing & Program Capacity:

a. Describe the staffing levels for this program; include number, full-time equivalency, and role.

Table 5. Staffing and Program Capacity

Faculty	Number	Full-time Equivalency	Role
Alaska Native Languages and Studies faculty	2	Each at 0.2 FTE	EDIL 620, EDIL 621, EDIL 626, EDIL 630. EDIL 694
School of Education faculty	3	Each at 0.20 FTE	EDSE 687, ED 680, EDIL 624, ED 688, EDIL 692, ECE 689. EDSE 682

b. Provide a description of the minimum qualifications of the instructors.

All professors teaching in the MAT IL program hold Ph.D. degrees.

c. Provide the resumes of individuals already on staff.

The University of Alaska Southeast has the faculty expertise and institutional resources necessary to deliver the MAT in Teaching Indigenous Languages (MAT IL). The program is supported by faculty in Alaska Native Languages and Indigenous Studies, including X'unei Lance Twitchell and Éedaa Heather Burge, whose work in language revitalization, curriculum development, and community engagement informs the program's design and ensures alignment with Alaska Native language communities.

Additional instructional capacity is provided by School of Education faculty including Heather Batchelder, Eldri Westmoreland, Lorrie Heagy, and Angela Lunda, whose expertise in teacher preparation, language acquisition, culturally

responsive pedagogy, and rural and online delivery supports the program’s licensure pathway and classroom practice components.

Resumes for all faculty are included in *Appendix IV: MAT IL Faculty Resumes*.

d. Describe how staff are trained to use the assessments described in Item 5.

All faculty participate in overview training on the assessments including inter-rater reliability training using recorded class sessions.

e. How many teachers per year could be produced given the current resources and staffing level of the program?

By year 3, we anticipate 20 graduates per year given the current resources and staffing level of the MAT IL program.

f. What is the estimated number of graduates for each of the next five years?

Table 6. Estimated Number of Graduates

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	10	10	10	10
Total Student Headcount	6	16	20	20	20
Graduates	0	6	10	10	10

8. Accreditation & Continuous improvement:

a. Provide evidence that the program has submitted the initial information required for accreditation to the Council for the Accreditation of Educator Preparation (CAEP)

The UAS SOE is CAEP accredited through 2032. During the CAEP 2025 site visit, the MAT IL was presented to accreditors in anticipation of program approval. Because the program uses the same key assessments that are CAEP approved, the MAT IL will be included in our current accreditation. The MAT IL is

fully aligned with CAEP standards and has been thoroughly reviewed by the Alaska Colleges of Education Consortium (ACEC).

b. Describe how the program is currently meeting the CAEP accreditation standards?

The program learning outcomes are aligned with CAEP and Alaska State Standards. The assessments shared in the School of Education are part of the program curriculum for the Master of Arts in Teaching Indigenous Languages. Co-leads are working together to ensure all team members use the Watermark data system and maintain implementation and documentation of CAEP requirements across programs.

c. If the program is still working on satisfying one or more of the CAEP accreditation standards, provide the program's plan to meet the CAEP standards.

N/A

d. Describe how stakeholders will have ongoing involvement in the continuous improvement of the program. Stakeholders include program participants, program graduates, cooperating/mentor teachers, school principals, school district leaders, etc.

Stakeholders include program participants, program graduates, cooperating/mentor teachers, school principals, school district leaders, etc. Stakeholders will be involved in the continuous improvement process through participation in the External Advisory Committee and ACEC. Candidates, graduates, school personnel, and administrators participate in the data review sessions focused on program improvement and the reliability, validity, and revision of assessments across programs. Please see Criteria: Support in #3 above. UAS requires annual program assessments and five-year program reviews to comply with institutional accreditation with the NWCCU.

e. Provide a program timeline that includes program start-up, conditional state approval, and full CAEP accreditation.

Table 7. MAT IL Program Timeline

Present to the Alaska State Board of Education and Early Development	Spring 2026
Present to the University of Alaska System Board of Regents	Spring 2026
MAT IL Program Implementation (pending required approvals)	Fall 2026
Begin collecting and analyzing data for continuous improvement and maintain documentation for the 2031 site visit.	Fall 2026
Compiling and Writing Self-Study Report (due to CAEP 9 months prior to site visit)	Fall 2026-Fall 2030
Full CAEP accreditation during the 2031 site visit.	Fall 2031

9. Presentation:

a. Provide a short PowerPoint (20 or fewer slides) highlighting the information requested in items 1 through 8 above. This PowerPoint will be used to present to the State Board of Education.

Appendix I: Letters of Support for the MAT IL

[Letter: Ronalda Cadiante Brown \(UAS\)](#)

[Letter: Rosita Worl \(SHI\)](#)

[Letter: Richard \(Chalyee Éesh\) Peterson \(Tlingit & Haida\)](#)

[Letter: Molly Yerkes \(TCLL\)](#)

[Letter: Dr. Keli Yerian University of Oregon](#)

[Letter: Professor Spike Gildea University of Oregon](#)

[Letter: Robert Elliott, University of Oregon](#)

[Letter: Neilgaa Koogei Goldbeltt Heritage](#)

[Letter: Children of the Taku Society](#)

[Letter: Skagway Traditional Council](#)

[Letter: Dean Doug Cost, UAF SOE](#)

Appendix II: Alignment of Program Standards to Assessment and Outcomes

Alignment of Program Standards to Assessment and Outcomes

MAT IL Program Learning Outcomes	Standards Being Addressed InTASC, AK Teacher, UAS SOE Teacher Goals, Alaska Native Cultural Standards for Educators (ANCS)	Measures Program and Educator Preparation (EPP) Program Wide CAEP Required Assessments
<p>Articulate and maintain a philosophy of education for the language within which they are working, whether that be for a course, program, school, or language department within an Indigenous entity.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection of skill and sequencing, knowledge of learner development, learner differences, and learning environment, content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>UAS SOE Goal Two: Educators understand how human development affects learning and apply that understanding to practice.</p> <p>AK Teacher #2: A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice</p> <p>ANCS E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p> <p>Program Portfolio</p>
<p>Develop and implement systems of assessment, educational level determination, and curriculum development for Indigenous language</p>	<p>InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p>

<p>medium schools, dual language schools, and community programs</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection of skill and sequencing, knowledge of learner development, learner differences, and learning environment, content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>that enable each learner to meet high standards.</p> <p>UAS SOE Goal Three: Educators differentiate instruction with respect for individual and cultural characteristics.</p> <p>AK Teacher #3: A teacher teaches students with respect for their individual and cultural characteristics.</p> <p>ANCS B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.</p>	<p>Program Portfolio</p>
<p>Develop and maintain courses that teach Indigenous languages or teach through Indigenous languages with one of the following goals: language stabilization, language revitalization, or language revival.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection of skill and sequencing, knowledge of learner development, learner differences, and learning environment, content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>UAS SOE Goal Six: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.</p> <p>AK Teacher #6: A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p> <p>ANCS D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Personal Characteristics Assessment (PCA)</p> <p>Program Portfolio</p>

<p>Develop and maintain courses that teach Indigenous languages or teach through Indigenous languages with one of the following goals: language stabilization, language revitalization, or language revival.</p> <p>Develop transformational methods of within the curricular structures of educational systems with a solid understanding of effective transformational efforts that have taken place in Hawaii, and Wisconsin.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>UAS SOE Goal Four: Educators possess current academic content knowledge.</p> <p>AK Teacher #4: A teacher knows the teacher's content area and how to teach it.</p> <p>ANCS A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p> <p>Program Portfolio</p> <p>Teacher Work Sample (TWS)</p>
<p>Develop transformational methods of within the curricular structures of educational systems with a solid understanding of effective transformational efforts that have taken place in Hawaii, and Wisconsin.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>UAS SOE Goal Five: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.</p> <p>UAS SOE Goal Nine: Educators use technology effectively, creatively, and wisely in their practice.</p> <p>Ak Teacher #5: A teacher facilitates, monitors, and assesses student learning.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Program Portfolio</p> <p>Teacher Work Sample (TWS)</p>

	<p>ANCS B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students</p>	
<p>Develop and implement systems of assessment, educational level determination, and curriculum development for Indigenous language medium schools, dual language schools, and community programs</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>UAS SOE Goal Five: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.</p> <p>AK Teacher #5: A teacher facilitates, monitors, and assesses student learning.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p> <p>Program Portfolio</p> <p>Teacher Work Sample (TWS)</p>
<p>Develop transformational methods of within the curricular structures of educational systems with a solid understanding of effective transformational efforts that have taken place in Hawaii, and Wisconsin.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection of skill and sequencing, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>UAS SOE Goal Five: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.</p> <p>AK Teacher #5: A teacher facilitates, monitors, and assesses student learning.</p> <p>ANCS B: Culturally-responsive educators use the local environment and community resources on a regular basis</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p> <p>Program Portfolio</p> <p>Teacher Work Sample (TWS)</p>

	to link what they are teaching to the everyday lives of the students.	
<p>Develop transformational methods of within the curricular structures of educational systems with a solid understanding of effective transformational efforts that have taken place in Hawaii, and Wisconsin.</p> <p>Demonstrate the ability to teach Alaska Native Languages through articulation, reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, in P-12 educational systems.</p>	<p>InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>UAS SOE Goal Five: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.</p> <p>AK Teacher #5: A teacher facilitates, monitors, and assesses student learning.</p> <p>ANCS E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Unit Plan</p> <p>Program Portfolio</p> <p>Teacher Work Sample (TWS)</p>
<p>Develop and maintain courses that teach Indigenous languages or teach through Indigenous languages with one of the following goals: language stabilization, language revitalization, or language revival.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>UAS SOE Goal One: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Personal Characteristics Assessment (PCA)</p> <p>Program Portfolio</p>

	<p>AK Teacher #1: A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</p> <p>ANCS C: Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.</p>	
<p>Articulate and maintain a philosophy of education for the language within which they are working, whether that be for a course, program, school, or language department within an Indigenous entity.</p> <p>Demonstrate the ability to teach Alaska Native Languages through reflection, knowledge of learner development, differences, and learning environment content knowledge, collaborative planning and instructional design, implementation, and assessment, ethically in P-12 educational systems.</p>	<p>InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>UAS SOE Goal Seven: Educators develop and maintain partnerships with students, families, and communities.</p> <p>UAS SOE Goal Eight: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p> <p>AK Teacher # 7: A teacher works as a partner with parents, families, and the community.</p> <p>AK Teacher #8: A teacher participates in and contributes to the teaching profession.</p> <p>ANCS D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.</p>	<p>Student Teaching Observation Tool (STOT)</p> <p>Personal Characteristics Assessment (PCA)</p> <p>Program Portfolio</p>

Appendix III: Sample Course Syllabi

[ECE 689: Early Literacy: Culturally Responsive Reading Practices](#)

[EDIL 624: Indigenous Language Curriculum Design and Instruction](#)

[EDIL 630: Indigenous Language Field Methods](#)

[EDSE 682: Supporting Student Engagement](#)



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Syllabus

ECE 689: Early Literacy: Culturally Responsive Reading Practices, 3 credits

Course Description: Emergent reading/writing processes in early childhood: methods for implementing culturally sustaining integrated language arts curriculum; guiding developmental early childhood reading/language experiences.

Instructor:

Office Hours: By appointment

Office: N/A

Class:

Phone:

E-mail:

COURSE INFORMATION

We will meet via Zoom located on Blackboard course site.

Class attendance and active participation is required.

Class attendance and participation is mandatory. Students are expected to remain in class for the **entire** class period unless prior arrangements are made; and a legitimate absence must always be pre-arranged with the instructors. However, if a situation does occur; we are willing to consider circumstances on a case-by-case basis.

OTHER IMPORTANT CONTACT INFORMATION

UAS Help Desk (for technical support):

Phone: 1-877-465-6400 or 796-6400; E-mail: helpdesk@uas.alaska.edu

UAS Help Desk Website: www.uas.alaska.edu/helpdesk/

Egan Library Reference Librarian:

Phone: 1-877-796-6502 or 796-6502; E-mail: egan.library@uas.alaska.edu

Egan Library Website: www.uas.alaska.edu/library/index.html

TEXT BOOK AND REQUIRED READINGS

Supporting Early Literacy Development: Exploring Best Practice with 2-3 Year Olds (Terry Gould)

<https://eds.s.ebscohost.com/eds/ebookviewer/ebook/ZTAwMHhuYV9fMTUzODgwM19fQU41?sid=ac32a626-7928-4886-bd2c-1d7b40bdeb24@redis&vid=0&format=EB&rid=9>

DEED: Alaska Reading Playbook

[Alaska Reading Playbook](#)

Teaching STEM Literacy: A Constructivist Approach for Ages 3 to 8 (Juliana Texley, Ruth M. Ruud)

<https://web-p.ebscohost-com.ezproxy.uas.alaska.edu/ehost/ebookviewer/ebook/bmxlYmtfXzE2NjYwNTNfX0FO0?sid=d8dcf44a-a01a-486a-b781-554a009c9644@redis&vid=0&format=EB&rid=1>

Early Childhood Literacy Teachers in High Poverty Schools: A Study of Courage and Caring (Melissa Landa)

<https://eds.s.ebscohost.com/eds/ebookviewer/ebook/ZTAwMHhuYV9fMTYxMjI5NF9fQU41?sid=ac32a626-7928-4886-bd2c-1d7b40bdeb24%40redis&vid=0&format=EB&rid=17>

SEALASKA Heritage Institute: Baby Raven Reads

<https://sites.google.com/sealaskaheritage.org/brrfeatured/publications>

Blackboard Course Readings and Baby Raven Reads Storybooks listed for projects

CONCEPTUAL FRAMEWORK

All special education courses at the University of Alaska Southeast (UAS) are guided and informed by the (a) UAS SOE Mission; (b) UAS SOE Vision, (c) UAS SOE Teacher Goals; (d) INTASC Principles, and (f) Council for Exceptional Children (CEC) Special Education Standards.

UAS SOE Mission: To identify, prepare, and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

UAS SOE Vision: Our graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts.

RELATIONSHIP OF THE CONCEPTUAL FRAMEWORK TO STANDARDS

An increasing emphasis on professional standards for educators reinforces the relevance of the UAS SOE's vision of an informed, reflective and responsive professional educator as the grounding tenants of our Conceptual Framework. As the lists of expected achievement

indicators, competencies, and dispositions issued by government and professional groups become more extensive, only an informed professional who actively reflects on his/her teaching and is responsive to student, family and community needs will be capable of meeting the intent of those standards. The general theme of our vision is that each of these areas strives to nurture and prepare professional educators so that they can meet the needs of diverse learners. Efforts include continuous endeavors to creatively incorporate technology throughout individual subject area fields, promoting understanding and appreciation for diversity, and support of the development of literacy skills needed in an increasingly complex society.

Student Learning Outcomes

Outcomes	UAS SOE Standard Met	CEC/NAEYC Standard Met	Assessment Ensuring that the Standard has been met
Upon successful completion of this course, students will be able to: Identify and use a variety of community resources and information about young students with culturally and/or linguistically diverse backgrounds to plan effective and relevant literacy experiences.	UAS SOE Goals 2,3,7,8	CEC 2,5,7 NAEYC 1,7,8	Unit Plan Oral Story Telling Paper
Analyze and apply knowledge of culturally responsive educational practices to develop reading strategies that are aligned with student learning needs.	Goals 1,2,3,4,5	CEC 2,3,6 NAEYC 2,3	Unit Plan Reading Reflections Language and Literacy Project Oral Story Telling
Analyze and apply foundations of language and literacy, including the science of reading, to the design of reading interventions in early childhood.	Goals 1,2,3,4,5	CEC 2,3,4,5 NAEYC 2,3,4	Reading Reflections Paper

Analyze reading strategies and apply to teaching the five components of reading.	Goals 1,2,3,4,5	CEC 2,3,4,5 NAEYC 2, 3,4	Unit Plan Reading Reflections
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BASIS FOR STUDENT EVALUATION

1. Readings Reflections: Post reading reflections in the discussion section and respond to a classmate's post	20 pts	Ongoing
2. Teaching Through Stories	20 pts	In class
3. Place Based Unit Plan	20 pts	midnight
4. Language and Literacy Project	20 pts	final midnight
5. Write a paper in APA format using 5 peer reviewed articles on a culturally responsive practices in reading topic.	20 pts	midnight

Grading Scale

A 90-100 (90-100%)

B 80-89 (80-89%)

C + (75-79)

All written assignments must be attached to the assignment links on the course home site as a WORD document only otherwise it will not open. You may cut and paste if you prefer. If you have trouble attaching assignments, please contact the IT Helpdesk at: 907-796-6400

SCHEDULE

Week One: 5/15

Topic: Introduction: review of course requirements and the syllabus.

Week Two: 5/22

Topic: Introduction: Early Literacy

Assignments: Reading Reflections (ongoing)

Week Three: 5/29

Topic: Introduction to Early Literacy

Week Four: 6/5

Topic: Culturally Sustaining Practices in Early Literacy

Assignments: Teaching About Diversity Through Stories

Week Five: 6/12

Topic: Culturally Sustaining Practices in Early Literacy (Curricular Equity and Cultural Safety)

Week Six: 6/19

Topic: Foundations of Language and Literacy

Assignments: Unit Plan

Week Seven: 6/26

Topic: Foundations of Language and Literacy

Week Eight Holiday: 7/3

Week Nine: 7/10

Topic: Early Language and Literacy Strategies:

Assignments: Language and Literacy Project

Week Ten: 7/17

Topic: Early Language and Literacy Strategies

Week Eleven: 7/24

Topic: Curricular Design

Week Twelve: 7/31

Topic: Facilitating the Growth of Emergent Readers in a Culturally Sustaining Classroom

Week Fourteen Meet 8/7

Topic: Share Teaching Through Stories

Week Fifteen: Language and Literacy Project Due: 8/8 midnight

Assignments: Complete all assignments and submit the final.

UAS Mission

The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and

Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska, through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

Academic Integrity Policy Statement:

Academic integrity means honesty and responsibility in scholarship. It is central to the academic and research missions of UAS, and violations of academic integrity constitute serious offenses against the entire academic community. Upholding academic integrity at UAS is a collaborative effort between University administration, faculty, and students.

Students are responsible for understanding the institutional expectations and standards, their faculty member's expectations and the consequences for violating academic integrity as outlined in the Student Code of Conduct. Students are also encouraged to help educate their fellow students by sharing information and resources and conducting themselves in such a way that reflects the University of Alaska Southeast's high standards of academic integrity.

Student Experiencing Exceptionalities:

To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses. The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: www.alaska.edu/bor/policy/policy.xml). For further information on disability support services and guidelines about documentation please call:

In Juneau:
(907)796-6000

In Ketchikan:
(907) 228-4505

In Sitka:
(907) 747-7716

Early contact with this program promotes a positive educational experience

Civility and Harassment

Intellectual honesty, mutual respect, and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors which violate these basic values will not go unchallenged within our academic community.

Title IX Information:

University of Alaska Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

[UAS's notice of nondiscrimination website](#)



Indigenous Language Curriculum Design & Instruction

3 Credits, Letter Grade +/-

EDIL 624

CRN xxxxxx / xxxxxx

Mon & Wed 2:30 – 4 p

X̄unei Lance Twitchell

latwitchell@alaska.edu | (907) 796-6114

Office Hours: Mon 1–2p & Tue 4 – 5 p

Zoom link:

<https://alaska.zoom.us/j/85738995370?pwd=dWtyVWtMQTNzYU12cmkrb2htbzM0ZDZ0OQ>

Meeting ID: 857 3899 5370

Passcode: 381604

<p>At the core of the philosophy’s foundation lies the mauli Hawai’i, the unique life force which is cultivated by, emanates from, and distinguishes a person who self-identifies as a Hawaiian.</p> <p>– <i>Kumu Honua Mauli Ola, A Native Hawaiian Educational Philosophy Statement</i></p>	<p>Our language and culture are taonga. Our children are taonga. The teachers of te reo Māori are also taonga because they are helping to secure the future of te reo Māori as a living, dynamic, and rich language.</p> <p>– <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13</i></p>
<p>Teachers want to know what teaching methods, approaches, activities and strategies are being used to create speakers of our Haudenosaunee languages. They want to be equipped with the skills and knowledge to build on our success in creating speakers.</p> <p>– Tehotakerá:tonh Jeremy D. Green, <i>Teaching Haudenosaunee Languages</i></p>	<p>Every country in the world realised long ago that in order for a language to remain strong and healthy, we must look after its trunk, and that it is very difficult for a language to survive unless it is used in education, cultural transmission, mass media and the public administration.</p> <p>– Garabide Elkarte. <i>Language Standardisation: Basque Recovery II</i></p>

Introduction:

Welcome to our class. We will spend the semester examining teaching methods—often called pedagogy—and materials—often called curriculum. The time in our class will be split into two main functions. On Mondays we will be talking about the readings we have done for the week, and will be continuing to establish our own philosophies on teaching, developing materials, revising materials, and

building comprehensive language programs. On Wednesdays we will all take turns demonstrating something we have made that is intended to teach or document our languages, and will provide constructive feedback to these lessons.

This course will give an overview of current known methods of language instruction, but will not specialize in particular methods such as Total Physical Response (TPR) or Where Are Your Keys (WAYK). Instead, we will be looking at comprehensive curriculum development and use philosophies, and will be examining methods of utilizing software and graphics in order to create and manage curriculum. We will also spend time examining the ways that successful language revitalization programs are operating, and what we can do to increase the effectiveness of language revitalization efforts at the micro (individual & family), meso (community & region), and macro (Tribal, state, and national governments).

Required Resources

Access handouts via Google Drive:

<https://drive.google.com/drive/folders/1N2ewvhKo-fbNtzvNVwWpPMFMKAMehkVZ?usp=sharing>

Individual Resources

Students will read one additional book per student per semester and will lead seminar discussions on sections of these texts throughout the semester. We will coordinate selection of texts from the list below:

Adams, KC, et al. *Resurgence: Engaging With Indigenous Narratives and Cultural Expressions In and Beyond the Classroom*. First edition. Portage & Main Press, 2022

Ellis, Rod. *Task-Based Language Teaching*. Cambridge University Press, 2019.

Green, Tehotakerá:tonh Jeremy D. *Teaching Haudenosaunee Languages*. Six Nations Language Commission, 2018.

Ignace, Marianne. *First Nations Language Curriculum Building Guide*. First Nations Education Steering Committee, 2016.

Kawai'ae'a, Keiki. *Moenahā: A Cultural-based Curriculum Design and Instructional Method*. 2011.

Reyhner, Jon, ed. *Teaching Indigenous Languages*. Northern Arizona University, 1997.

EDIL 624 Student Outcomes

Upon successful completion of this course, students will be able to:

- Articulate their own theories on second language acquisition, classroom management, materials development, and student motivation
- Explain the pedagogical rationale for selection of materials, use of time, development of assessments and grading.
- Apply de-colonizing aspects of academic research.
- Develop and implement a language curriculum in collaboration with stakeholders.

- Assess the effectiveness of language teaching materials and techniques and develop new materials and techniques for language teaching, immersion, and medium environments

Required Assignments & Student Assessment

Attendance & Participation.....This is the most important part of the class. As a future endangered language educator please show respect by attending all classes and participating in class discussions.

Lesson Demonstrations.....You will be assigned to a group, and when your group is on the schedule you will lead the class in a language lesson with materials that you have developed either individually or as a group. You will start with your lesson and handouts, and then will talk about developing the lesson, and then will receive constructive feedback from your peers.

Personal Teaching PhilosophyOn the last day of class, you will turn in a personal philosophy on teaching Indigenous languages. This will describe teaching, corrections, classroom management, working with other speakers, atmosphere, curriculum development and implementation, and approaches to self-care.

Program Curric. MethodologyYou will work in groups to develop a curriculum methodology handbook. This will address the following strategies: development, implementation, assessment, and revision of curriculum · methods of recording, sharing, and tracking curriculum to encourage unity and avoid duplication of efforts · integration of dialects and orthographies · assessment of students and recognition of accomplishments.

Indigenous Philosophy of Ed......You will work in groups to develop a philosophy of education for your language program.

Final Research Paper &

PresentationEach student will submit a final research paper focused on creating or improving an existing language learning program for their target language, and present on their findings to the class. The paper should include a thorough overview of the program in question, potential funding sources, and what need the program would fill in the community.

Grading:

A	Attends all classes, turns in all assignments, shows exceptional progress, fully participates in activities.	C+	Misses classes, misses assignments, shows some progress, does not participate in all activities.
A -	Attends all classes, turns in all assignments, shows good progress, fully participates in activities.	C	Misses classes, misses assignments, shows little progress, does not participate in many activities.
B+	Attends nearly all classes, turns in all assignments, shows good progress, fully participates in activities.	C -	Misses several classes, turns in very few assignments, shows little progress, does not participate in many activities.
B	Attends nearly all classes, turns in most assignments, shows good progress, participates in activities.	D	Misses too many classes, turns in too few assignments, shows no progress, does not participate in activities.
B -	Attends most classes, turns in assignments, shows progress, participates in activities.	F	Failure to complete any of the above tasks

Student Assessment of the Course

Towards the end of our semester, you will have an opportunity to assess the course. Please give this assessment an open and honest effort so I can review and adjust the way the class is put together and the way I teach, develop materials, and manage classes in the future. All feedback is anonymous and does not affect your performance or grade in any way.

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UAS Title IX / Gender and Sex-based Misconduct

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Should you choose to disclose, your choices include:

- **Confidential resources.** Counselors and advocates are not required to share information with any other person or department.
 - UAS Counselors: 907-796-6000 • baiverson@alaska.edu • mwthomson@alaska.edu
 - AWARE (Aiding Women in Abuse & Rape Emergencies) in Juneau: 907-586-1090
 - WISH (Women in Safe Homes) in Ketchikan: 907-225-9474
 - SAFV (Sitkans Against Family Violence) in Sitka: 907-747-6511
- **Access support and file a report.**
 - Contact the UAS Title IX Coordinator at 907-796-6036 or LEDILEin@alaska.edu.
- **File a criminal complaint with your local police department.**
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Ketchikan Police Department: 907-225-6631

Sitka Police Department: 907-747-3245

More information available on at www.uas.alaska.edu/policies/titleix.html

Class Schedule (subject to change)

	M	W
1	1/11 Introductions & Class Overview	1/13 Group A Lesson Demonstrations
	1/18 Alaska Civil Rights Day – No Class	1/20 Group B Lesson Demonstrations
3	1/25 Language Revitalization “An Atlas of the Mind” (18), Planning For The Survival Of Linguistic Diversity (33)	1/27 Group C Lesson Demonstrations
	2/1 Language Curriculum Design and Socialisation “Change and Renewal in Curriculum Design” (17), “Learning the Language of Social Practices” (11), “Curriculum Design” (14),	2/3 Group A Lesson Demonstrations
5	2/8 Language Curriculum Design and Socialisation “Curriculum Planning” (15), “Teaching Practices” (14)	2/10 Group B Lesson Demonstrations
6	2/15 Māori, Ojibwe, Saami “The Impact of ‘Culturalcy’ in Ngā Kura ā Iwi Tribal Schools in Aotearoa/NZ: Mō Tātou, Mā Tātou, E Ai Ki a Tātou – For Us, By Us, Our Way” (22), “Task-Based Language Learning for Ojibwe: A Case Study of Two Intermediate Adult Language Learners” (19), “Strengthening Indigenous Languages through Language Technology: The Case of Aanaar Saami in Finland” (18)	2/17 Group C Lesson Demonstrations
	2/22 Hawaiian “‘Mai Loko Mai O Ka ‘Īini: Proceeding from a Dream’: The ‘Aha Pūnana Leo Connection in Hawaiian Language Revitalization” (31)	2/24 Group A Lesson Demonstrations
8	3/1 Hawaiian Kumu Honua Mauli Ola (85), Moenahā (132)	3/3 Group B Lesson Demonstrations
9	3/8 Spring Break – Rest Well!	3/10

10	3/15	3/17
	Ojibwe, Haida, Second Language Acquisition (SLA) “Redefining the Ojibwe Classroom: Indigenous Language Programs within Large Research Universities” (9), “Rethinking Native American Language Revitalization” (22), “The Benefits of Second Language Acquisition and Teaching for Indigenous Language Educators” (18)	Group C Lesson Demonstrations
11	3/22	3/24
	First Peoples’ Council <i>Report on the status of b.c. first nations languages 2014</i> (68), <i>Culture Camps for Language Learning – First Peoples’ Heritage, Language and Culture Council</i> (36), <i>A Guide to Language Policy and Planning</i> (142), <i>B.C.’s Master-Apprentice Language Program</i> (68) HANDBOOK	Group A Lesson Demonstrations
12	3/29	3/31
	Māori <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13</i> (84), <i>Te Rautaki Reo Māori : Māori Language Strategy 2014</i> (7)	Group B Lesson Demonstrations
13	4/5	4/7
	Mohawk <i>Teaching Haudenosaunee Languages</i> (1 – 85)	Group C Lesson Demonstrations
14	4/12	4/14
	Mohawk <i>Teaching Haudenosaunee Languages</i> (86 – 196)	Group D Lesson Demonstrations
15	4/19	4/21
	“Beyond Numbers, Colors, and Animals: Strengthening Lakota/ Dakota Teaching on the Standing Rock Indian Reservation” (22), <i>Examining Efforts To Maintain And Revitalize Native Languages For Future Generations</i> (88), “Collaboratively Designing An Online Course To Teach An Australian Indigenous Language At University” (8), “Doing Indigenous Work: Decolonizing and Transforming the Academy” (27)	Group E Lesson Demonstrations
16	4/26	4/28
	No Class	Final Presentations



Indigenous Language Field Methods

EDIL 630

CRN xxxxx / xxxxx

Mon & Wed 2:30 – 4 p

X'unei Lance Twitchell

latwitchell@alaska.edu | (907) 796-6114

Office Hours: Mon 1–2p & Tue 4 – 5 p

Zoom link:

<https://alaska.zoom.us/j/85738995370?pwd=dWtyVWtMQTNzYU12cmkrb2htbzFwdz09>

Meeting ID: 857 3899 5370

Passcode: 381604

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Introduction:

This course covers a variety of topics surround Indigenous language use, teaching, documentation, and research. Focus will be made on language revitalization movements that have been successful in reversing language shift and how they interact with the field of linguistics. Students will discuss ethical research perspective through a decolonial lens that seek to empower language communities and contribute directly to protecting existing speakers, making new speakers and making Indigenous languages the languages of power and use.

Required Resources

Readings will be made available through a course Google Folder with readings organized by week.

EDIL 630 Student Outcomes

- Clearly articulate historical and current role of the field of anthropology and linguistics in successful language revitalization efforts.
- Establish Indigenous research and language use protocols that incorporate decolonial methodologies intended to protect Indigenous empowerment, and contribute to language revitalization.
- Document Indigenous languages through audio, video, and print methodology and distribute materials in cost-effective ways that contribute to language revitalization.
- Strategize and contribute to the corpus, status, usage, acquisition, and prestige of Indigenous languages.
- Contribute to Indigenous language storage, access, content production, and organization.
- Assist with Indigenous language corpus development and management

Required Assignments & Student Assessment

Attendance & Participation.....Each student is expected to attend all lecture and teacher observation & in-classroom teaching times. Mentor's will evaluate their mentee on both how often they attend and how prepared for the days activities they are.

Reading ResponsesEach student will bring one question and one observation from the readings for the day, and will use these to spark class discussions.

Group PresentationStudents will work in groups to find examples of Indigenous language documentation, and will make a presentation to share with the class that gives a summary of the example and critically examines the work.

Midterm: Program AnalysisEach student is required to develop a number of materials specific to their mentor/ observation situation. Mentor's will evaluate their mentee on the quality and timeliness of those material creation expectations.

Final: Language Documentation ..Each student will be expected to spend time solo teaching within their in-classroom context. Mentors will evaluate their mentee's on their execution, preparedness, and abilities to assess whether their students met the lessons objectives.

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 - WISH (Women in Safe Homes) in Ketchikan: 907-225-9474
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Class Schedule (subject to change)

	Tuesday	Thursday
1/11/22 & 1/13/22 What are Field Methods?	Snow Day - Class Cancelled	Introductions, syllabus review, class discussion
1/18/22 & 1/20/22 Etiquette & Protocol	Reading due: Tsikewa 2021 -Reading discussion -Class discussion on Indigenous protocol	Reading due: Davidson&Davidson 2018 -Reading discussion -Class discussion on Indigenous protocol
1/25/22 & 1/27/22 Ethics & Healing	Reading due: Galvez & Muñoz 2020 -Reading discussion -Class discussion on role of ethics	Reading due: Muhammad, et al. 2015 -Reading discussion -Class discussion on trauma, safety & healing
2/1/22 & 2/3/22 Equipment & Software	<i>No readings</i> -Class discussion and practice w/ recording equipment	<i>No readings</i> -Class discussion and practice w/ ELAN & audio software
2/8/22 & 2/10/22 Organization	Reading due: Nevins, E. ed. 2017 -Reading discussion -Class discussion on “data” management	Assignment Due: Midterm Outline -Class check-in on midterm project -Class organization project
2/15/22 & 2/17/22 Linguistics & Anthropology	Reading due: Gregory 2021 -Reading discussion -Class discussion on linguistic techniques, histories & decolonization	Reading due: Leonard 2021 -Reading discussion -Class discussion on anthropological techniques, histories & decolonization
2/22/22 & 2/24/22 Asking Questions & Listening	Reading due: Chilisa ch. 9 2019 -Reading discussion -Class practice	Reading due: Chilisa ch. 11 2019 -Reading discussion -Class practice
3/1/22 & 3/3/22 Midterms	Midterm Presentations Day 1	Midterm Presentations Day 2
3/8/22 & 3/10/22	Spring Break: No Class	
3/15/22 & 3/17/22 Transcription	<i>No readings</i> -Class discussion and practice	Assignment: Bring audio to class -Class discussion & practice

3/22/22 & 3/24/22 Translation	Reading due: Dauenhauer & Dauenauer 1987 -Reading discussion	Assignment: Small translation assignment due -Class discussion & practice
3/29/22 & 3/31/22 The Academy	Reading due: Darnell 2021 -Reading discussion -Class reflection & discussion on the academy, our roles & ways forward	Assignment Due: Final Project Check- In -Class check-in presentations



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Fax: (907) 796-6059
Toll free: 1-866-465-6424
uas.alaska.edu/education

Syllabus

Teaching Children with Disabilities

Online

School of Education: Special Education

Instructor

Name:

Email:

Office Phone:

Cell Phone:

Office:

Instructor Availability

Office Hours:

Mission Statements

All special education courses at the University of Alaska Southeast (UAS) are guided and informed by the: (a) UAS SOE Mission; (b) UAS SOE Vision, (c) Special Education Program Mission; (d) Special Education Program Vision; (e) UAS SOE Teacher Goals; and (f) Council for Exceptional Children (CEC) Special Education Standards.

UAS School of Education Mission: To identify, prepare, and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

UAS School of Education Vision: Our graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts.

Special Education Program Mission: To prepare teachers to develop and implement culturally responsive instructional services for students with exceptional learning needs in Alaska's remote, rural, and Native communities.

Special Education Program Vision: Our graduates will develop a philosophy and practice of special education that accommodates the multiple world views, values, and belief systems of Alaska's diverse Native and non-Native communities.

Relationship of the Conceptual Framework to Standards

An increasing emphasis on professional standards for educators reinforces the relevance of the School of Education's vision of an informed, reflective and responsive professional educator as the grounding tenants of our Conceptual Framework. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only an informed professional who actively reflects on their teaching and is responsive to student, family and community needs will be capable of meeting the intent of those standards. The general theme of our vision is that each of these areas strives to nurture and prepare professional educators so that they can meet the needs of diverse learners. Efforts include continuous endeavors to creatively incorporate technology throughout individual subject area fields, promoting understanding and appreciation for diversity, and support of the development of literacy skills needed in an increasingly complex society.

Purpose of the Course and an Overview:

The work of educators is complex and multi-faceted. Understanding how to meet the needs of students with disabilities through inclusive services is a hallmark skill in the practice of education. In this class, we will endeavor to become the best educators in our unique settings. This work is vital. Using inclusive practices all of students' access to appropriate educational opportunities. Using inclusive education strategies can help launch students forward in their learning path. We can help ensure that all children have the opportunities for a free and appropriate public education.

This course provides foundational preparation that is required for the successful practice of inclusive education. We will explore numerous aspects of the 13 categories of IDEA, explore the teacher's role in supporting students with IEPs in the general education classroom and meeting individual goals. Additionally, candidates will self-reflect and examine personal beliefs and factors influencing practice and role as advocates for students with disabilities.

Catalog Description. Models, theories, laws, and philosophies that form the basis for special education practice. Characteristics and educational implications of various exceptionalities; models of consultation and collaboration between general and special educators; strategies for supporting students with exceptional learning needs in inclusive settings.

Materials

Required Textbook:

Mastropieri, • Margo A., & Scruggs, T. E. (2018). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction: Strategies for Effective Differentiated Instruction* (6th ed.). Pearson.

Instructional Methods

This course will be a combination of lectures, modules, in- class discussions and activities.

Technology requirements

Students must have access to a computer and reliable internet access.

Learning Objective and Outcomes:

- 1 Analyze different perceptions of inclusion and the critical dimensions of inclusive classrooms. CEC: 1, 6, 7; InTASC: 2,3,4
- 2 Analyze and apply how schools and parents can collaborate on the education of students with exceptional learning needs. CEC: 7 ; InTASC: 10
- 3 Analyze characteristics between and among students with disabilities and how those domains influence an individual's learning. CEC: 2; InTASC: 1,2,3,4,5
- 4 Analyze how assessment information is used to support instructional decisions for students with exceptional learning needs. CEC: 3, 4,5; InTASC: 6,7
- 5 Synthesize information regarding special education philosophies, theories, laws, policies, and evidence based principles. CEC: 1, 2, 3,4,5,6, and 7; InTASC: 9

Student Outcomes:

Upon completion of this course, the successful student will be able to demonstrate:

1. Knowledge of the impact of federal legislation on assessment procedures.
2. Basic understanding of the assessment process.
3. Basic understanding of statistical techniques used in test construction and interpretation.
4. Ability to identify the strengths and weaknesses of formal measures used to assess individuals with special needs.
5. Understanding of the effects of race, class, culture, gender, and disability on the assessment process.
6. Use of alternative approaches to assessment.
7. Ability to communicate results of assessment procedures.

Differentiated Course Requirements:

Students taking this course for graduate credit will create a professional development training on assessment to be used on their campus. More information will be posted in Blackboard via a rubric.

ALIGNMENT MATRIX:

Learning Outcome	CEC Alignment: Standards	Activity
1. Analyze characteristics between and among students with disabilities and how those domains influence an individual's learning.	2	<ul style="list-style-type: none">● Activities● Discussions● Quizzes● Handbook
2. Analyze different perceptions of inclusion and the critical dimensions of inclusive classrooms.	1,6,7	<ul style="list-style-type: none">● Activities● Discussions
3. Analyze and apply how schools and parents can collaborate on the education of students with exceptional learning needs.	7	<ul style="list-style-type: none">● Activities● Discussions● Quizzes
4. Analyze how assessment information is used to support instructional decisions for students with exceptional learning needs.	3,4,5	<ul style="list-style-type: none">● Activities● Handbook● Quizzes●
5. Synthesize information regarding special education philosophies, theories, laws, policies, and evidence based principles.	1,2,3,4,5,6,7	<ul style="list-style-type: none">● Activities● Discussions● Quizzes● Handbook

ASSESSMENT & GRADING:

Activity	Points
Quizzes (10x30)	300
Discussions (12x20)	240
Activities (12*)	360
Midterm Check in	50
Final Project	50
Professional Development Project	100

*points will vary per activity

A = 92% and Higher

B = 84% and Higher

C = See Instructor and Program Coordinator

Technology Requirements and Policies

To be successful in online courses you will need regular access to a computer and a stable internet connection. While mobile devices are great for checking your grades or watching a video, it is not recommended that you rely on them as your primary method for taking an online course. A webcam and microphone are also needed. This course has opportunities for students to use audio/video to submit assignments or participate in activities. These accessories will increase course interactivity and can connect you to your instructor as well as your fellow classmates.

Course Expectations

- This is a 3-credit hour course. The course is 12 weeks long and consists of weekly assignments including attending the 2 1/2 hours of lecture as scheduled, you should dedicate approximately 6 - 7 hours per week to working on the course itself, but actual time commitments will vary depending on your input, needs, and personal study habits. You are required to log on to the course at least once per week, but as the course progresses, you will probably need to do so more frequently.
- Live attendance is not required for this course as it is asynchronous, meaning you will be working independently. I will hold OPTIONAL virtual meetings. Attendance will be counted through the submission of assignments and participation in discussion boards.
- A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and

controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected.

Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable.

Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.

- Our time in class is the opportunity to actively engage with the material we are exploring. Participation during class is crucial because it is an important avenue for learning. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. While you are expected to be an active participant in each class, participation may vary from person to person.

Incomplete Grades

An incomplete (I) grade may be awarded only in exceptional circumstances beyond the student's control, such as illness, and only after 80% of the time allocated for the course has elapsed and substantial progress has been made toward completion of course requirements. In cases of exceptional circumstances beyond the student's control, it is the responsibility of the student to approach the instructor to request an "I" grade and to provide documentation, including a written statement of when the work will be completed, to support the request. I will notify the student of the decision after all documentation has been submitted.

Course Schedule

Week	Weekly Agenda	Assignments/Assessments	Optional Virtual Meeting Dates
08/26	Course Introductions/Expectations		Zoom at 4:30pm on Wednesday
09/02 (Campus closed 9/2 for Labor Day)	Introduction to Inclusive Teaching	Discussion Application Assignment Quiz	
09/09	Collaboration: Partnerships and Procedures	Discussion Application Assignment Quiz	
09/16	Teaching Students with Higher Incidence Disabilities	Discussion Application Assignment Quiz	
09/23	Teaching Students with Autism and Lower-Incidence Disabilities	Discussion Application Assignment Final Project Topic Due Quiz	Zoom at 4:30pm On Wednesday
09/30	Teaching Students with Other Special Needs	Discussion Application Assignment Quiz	
10/07	Effective Differentiated Instruction for All Students	Discussion Application Assignment	
10/14	Midterms	Midterm/Final Project Check-in	
10/21	Response to Intervention and Multi-Tiered Systems of Support	Discussion Application Assignment Quiz	Zoom at 4:30pm On Wednesday
10/28	Improving Motivation and Social Behavior	Discussion Application Assignment Quiz	
11/04	Promoting Inclusion and with Classroom Peers	Discussion Application Assignment Quiz	
11/11	Improving Attention and Memory	Discussion Application Assignment Quiz	
11/18	Assessment	Discussion Application Assignment Quiz	Zoom at 4:30pm On Wednesday
11/25	Fall Break	Nothing, enjoy the break or catch up on assignments.	
12/02	Final Project	Final Project /Graduate Student Project	
12/09	Final Exam Week		

All assignments are due Sunday by midnight unless otherwise noted on the syllabus or by the professor. The course schedule may be adjusted at the instructor's discretion.

Technology Support

In this course, digital devices are required to access course readings and videos, complete and submit written assignments, collaborate with others, and communicate with me. You will need access to a computer with a reliable Internet connection and either a built-in or external microphone and web camera, a current web browser (Blackboard works best with Chrome and Firefox), a PDF reader (such as Adobe Reader), and a word processing program (such as Microsoft Word or Google Docs). Course video lectures are best viewed on a laptop / desktop computer, rather than a mobile device. You will also need to be able to take and upload photos or screenshots. **Since this course is entirely online, it is important to have a back-up technology plan in place (see resources below).**

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. Some students also live in places with unreliable access to the Internet. I also recognize that these technological problems can be a significant source of stress for students. **Given these challenges, please contact me right away if you experience a technology-related problem that interferes with your work on this course.** This will enable me to assist you in accessing support.

Please note the many **technology-related resources that UAS provides for distance students**, including:

- Free [support](#) with issues related to UAS technology (e.g., email, Blackboard, software, device setup, etc.). UAS Helpdesk 907-796-6440, toll free at 877-465-6400, uas.helpdesk@alaska.edu
- Free unlimited, secure [online storage](#) and access to word processing, spreadsheet, and presentation software through Google Suite / Google Drive.
- Free software (including Microsoft Office, Adobe Creative Suite, statistical software, etc.) for [download](#) and for cloud-based use.

Juneau campus:

- Free on-campus [wireless internet](#) (Wi-Fi) access through the "UAS" (secured) network.
- Free in-person tech support at the Helpdesk in the Hendrickson Building on the Juneau Campus, (room 101A) click here for [hours](#).
- Laptops that students can borrow for 24 hours from the Egan Library (click here for [hours](#)).
- Desktop computers for student use (with full academic software) in the Egan Library.

Ketchikan campus:

- The UASK Computer Lab is located on the first floor of the Paul Building room 105 at 2600 Seventh Ave. Click here for [hours](#).
- For local computer assistance, call 907-228-4507.

Other resources:

- Most public libraries offer free computer / internet access
- University students can typically receive discounts on devices from technology companies, including Apple, Dell, and Microsoft, as long as you register with your .edu email address.

Getting Help

Include information about available resources on campus or online where students can get help.

UAS has tutoring available for students who need help with assignments or subject matter.

Juneau – Help is available through the Writing Center and The Learning Center which are both located in Egan Library. See their websites for hours and information.

- [The Writing Center](#)
- [The Learning Center](#)

Ketchikan – Help is available through tutors by appointment or drop-in hours. See the [tutoring website](#) for more information.

Sitka – Tutors are available by appointment. See the [tutoring website](#) for more information.

Academic Honesty

The faculty, staff, administration, and students of the University of Alaska Southeast (UAS) consider academic honesty and integrity fundamental to the mission of higher education and promote the highest ethical and professional standards of behavior in the classroom. Accordingly, UAS has developed procedures that address academic misconduct. Students who violate these standards commit academic misconduct and shall be subject to academic and/or disciplinary sanctions.

UAS defines academic misconduct as attempting or helping another to obtain grades, grants, or class credit through fraudulent means. Broad categories of misconduct include cheating, plagiarizing, committing forgery or falsification, facilitating, or aiding academic dishonesty, submitting duplicate assignments without the express permission of both instructors, stealing instructional materials or tests, altering grades or files and misusing research data in reporting results. An instructor may create special rules for a class and list them in the syllabus and/or in directions for assignments. Violation of class-specific rules also constitutes academic misconduct. Additionally, University Regulation identifies the specifics of academic misconduct under [R09.02.020\[1\]](#).

Generative AI

One of the things you will do in this class is learn by writing [and producing other deliverables of your own work. Producing creative and original works will help you learn to think critically,

analyze, reason, and defend a position. It is important to your academic journey that you do so without the use of AI-generated text tools, such as ChatGPT. For those reasons, I ask that you not use generative AI for this class. Having this rule in place also helps me to fairly evaluate you and your fellow students. Misrepresenting your use of generative AI would be a violation of the [UAS code of conduct](#); suspected violations will be handled accordingly. Check with me if you are not sure what generative AI is, or if you have any other questions.

Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available on [the UA nondiscrimination webpage](#).

University of Alaska Southeast Anti-Harassment Statement

At the University of Alaska Southeast, it is illegal to discriminate against any individual because of race, color, religion, national origin, age, sex, sexual orientation, gender identity, veteran status, physical or mental disability, marital status, or pregnancy or parenthood. For more information, see [the UAS Title IX information page](#).

Accessibility

If you experience a disability and would like information about accommodations, please contact [Disability Services](#), located at the Student Resource Center in the Mourant building. Phone # 907-796-6000.

As an educator, it is my goal to create learning opportunities that are accessible and inclusive. If you would like to have a conversation about changes to the design of the course that would make it more accessible to you, please see me outside of class so that we can discuss solutions.

Class Evaluations

Class evaluation will occur at some point during the last three weeks of class.

Title IX/Sex and Gender-based Discrimination

UAS students, faculty, staff, and visitors have the right to be free from all forms of gender and sex-based discrimination. UAS prohibits sexual harassment, sexual assault, other forms of sexual violence, domestic violence, dating violence and stalking. In the event of an act of prohibited

conduct does occur, UAS will take steps to stop the behavior, prevent its recurrence, and provide remedies.

All employees at the University of Alaska Southeast, with the exception of UAS counselors and health care providers, are considered “responsible employees” and must share any reports of gender-based and sexual misconduct with the UAS Title IX Office. Students are encouraged to speak up and help end the silence surrounding sexual violence and harassment. For more information, see <https://www.alaska.edu/titleIXcompliance/>

If you have experienced gender-based and/or sexual misconduct, the following individuals can assist you in exploring options and support:

uas.titleix@alaska.edu. The UAS Title IX Coordinator responds to all reports of sex and gender-based discrimination. UAS Title IX website: <http://www.uas.alaska.edu/titleix>

Emergency Services:

911 – all communities.

If you or someone you know is in immediate danger, please call 911 or your local police department. Local hospitals are also available for emergency response and care.

Counseling Services: 907-796-6000

Based in Juneau but offered regionally, Counseling Services is a confidential resource. Information shared with Counseling Services staff will not be shared with anyone else unless you give your express permission.

UAS Mission

The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska, through interdisciplinary education, workforce development, and scholarship, research and creative activity.

UAS Values

1. **Excellence** – Continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.
2. **Diversity** – Respect for individuals’ culture, talents and abilities, and educational goals with specific attention to Alaska Native heritage.
3. **Access** – Program and service access through technology, innovation, and personalization.
4. **Collaboration** – Partnerships internally (within university) and externally (outside entities).
5. **Sustainability** – Contributions to economic, social, and ecological sustainability.

6. **Stewardship** – Responsible use of resources, recognize contributions of all.

Dispositions for Professional Educators:

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well-being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents as partners in promoting student learning.
8. Value professional ethics, democratic principles, and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning

Appendix IV: MAT IL Faculty Resumes

[Dr. Heather Batchelder](#)

[Dr. Lorrie Heagy](#)

[Dr. X'unei Lance Twitchell](#)

[Dr. Eldri Westmoreland](#)



11066 Auke Lake Way
Juneau, Alaska 99801
Tel: (907) 796-6100
uas.alaska.edu

August 1, 2025

University of Alaska Board of Regents
P.O. Box 755300
Fairbanks, Alaska 99775
Reference: Master of Arts: Teaching Indigenous Languages (MATIL)

Dear Chairman Seekins and Regents:

Please accept this letter in support of a Master of Arts in Teaching Indigenous Languages at the University of Alaska Southeast (UAS). This graduate degree represents a close collaboration between the UAS School of Education and the School of Arts & Sciences/Humanities to combine language acquisition with teaching methodologies. This degree is designed, in part, to combine the language learners' growing expertise in Indigenous language with effective instructional strategies that exercises their skill level as an advanced learner and acquire effective teaching strategies for use in a classroom setting.

The advanced degree is designed to meet Alaska Department of Education & Early Development standards for professional certification and prepare students with the tools and methodologies to engage as a professional in pre-k-12 schools. Importantly, this degree also represents partnership opportunities that have proven to be critical in support of students, enrollment, program growth, and increase employment opportunities for program graduates.

I support this degree program without reservation.

Respectfully,

A handwritten signature in black ink, appearing to read "Ronalda Cadiente Brown".

Ronalda Cadiente Brown
Associate Vice Chancellor for Alaska Native Programs
And Preparing Indigenous Teachers and Administrators for Alaska Schools



25 June 2025

University of Alaska

Board of Regents

2025 Yukon Drive

Fairbanks, AK 99775

Dear Regents,

We are writing in support of the proposed Master of Arts in Teaching Indigenous Languages (MATIL) at the University of Alaska Southeast, which will be housed in the School of Education. This degree is long overdue in the state of Alaska and will contribute greatly to the success and prosperity of all Alaskans by opening the door to fully licensed and certified teachers of Indigenous languages. The health of Indigenous languages in Alaska has been in steady and severe decline, and we are looking forward to working together to take dedicated and decided steps towards a healthier future and educational systems that are more prepared for teaching and working with Indigenous languages of Alaska.

This program would put the University of Alaska at the forefront of Indigenous language education and would help to meet a need that has been long overlooked in our state. For too long now, teachers of Indigenous languages have had to teach under alternative certifications or enroll in programs that are taught entirely through English and fail to provide teachers of Indigenous languages time to deepen their understanding of the language, and also to explore success methods of Indigenous language education both as a second language and as a medium language for education.

English and overall academic success is in no way threatened by this program, as studies have consistently shown the multilingual children test higher in educational standards, and Indigenous language education aids success for Indigenous students in ways that English-only schools cannot compare with. We know that the University of

Alaska Southeast already works in collaboration with successful programs, like Ka Haka 'Ula O Ke'elikōlani (College of Hawaiian Language) at University of Hawai'i at Hilo and the Waadookodaading Ojibwe Language Institute in Wisconsin.

Sealaska Heritage Institute is committed to working in partnership with this new program to ensure its success, and we know from our work statewide and nationwide that there is a massive unmet need that this program will meet. By working together, we can secure a stronger future for all Alaskans and will also attract students from across the world to learn together and collaborate on Indigenous language futures. Please do what you can to support these efforts and help us to do what should have been done long ago.

Gunalchéesh • Háw'aa • Nt'oyaxsn • Thank you

Sincerely,

A handwritten signature in black ink, appearing to read "Rosita Worl". The signature is fluid and cursive, with the first name "Rosita" being more prominent than the last name "Worl".

Rosita Kaaháni Worl, Ph.D.
President





Chancellor Aparna Palmer
University of Alaska Southeast
Attn: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Re: Letter of Support — Master of Arts in Teaching Indigenous Languages

Dear Chancellor Palmer,

On behalf of the Central Council of the Tlingit & Haida Indian Tribes of Alaska (Tlingit & Haida), I write to express our strong support for the University of Alaska Southeast's planned Master of Arts in Teaching Indigenous Languages, proposed to launch in Fall 2026.

This program is urgently needed. Alaska's Indigenous languages carry our laws, values, histories, clan responsibilities, place-based knowledge, and the ways we understand and care for one another and our homelands. When our languages are strengthened, our communities are strengthened—educationally, culturally, socially, and spiritually. Yet too often, communities face barriers that limit the ability to bring Indigenous languages fully into school settings in ways that are equitable, respectful, and sustainable.

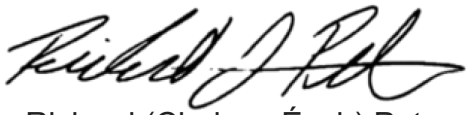
UAS's Master of Arts in Teaching Indigenous Languages is a vital step forward because it will create a clear pathway for Indigenous language educators to become fully licensed teachers while remaining grounded in Indigenous ways of knowing. That matters for our students, our families, and our future educators. It also matters for districts seeking qualified teachers and stable programs, especially in rural and tribal communities where language learning is most connected to identity, well-being, and belonging.

Tlingit & Haida has long invested in language revitalization and cultural education. We recognize that the success of language initiatives depends not only on high fluency speakers and dedicated learners, but on professional preparation, mentorship, and institutional support. This program strengthens that entire ecosystem—building capacity across Alaska to teach Indigenous languages with rigor, cultural integrity, and long-term stability.

In today's political environment, programs centered on Indigenous knowledge systems can face unfair scrutiny despite their clear public benefit. We urge UAS to stand firm and lead. This graduate program aligns with UAS's mission, the University of Alaska's obligations to Alaska Native peoples, and the shared responsibility we have to ensure our languages survive and thrive for generations to come.

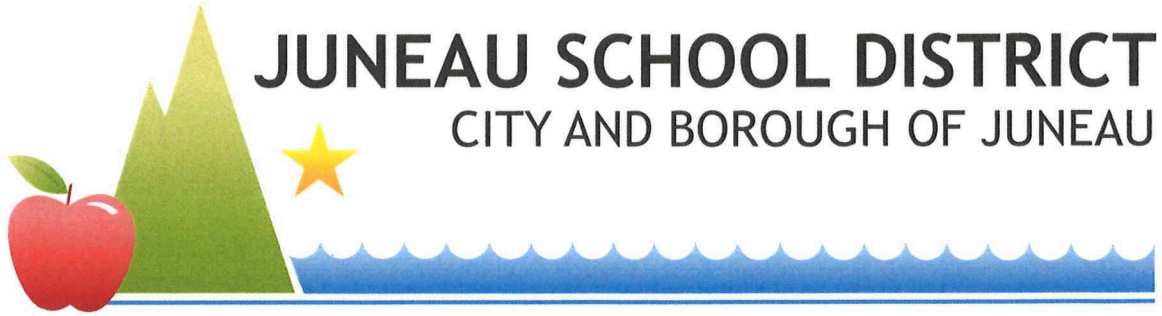
Thank you for your leadership and for advancing this important work. Please accept this letter as a strong endorsement of the Master of Arts in Teaching Indigenous Languages. Tlingit & Haida welcomes ongoing collaboration with UAS as this program is implemented and expanded to meet the needs of Indigenous communities across Alaska.

Gunalchéesh Háw'aa,



Richard (Chalyee Éesh) Peterson
President
Central Council of the Tlingit & Haida Indian Tribes of Alaska





To Whom It May Concern,

I am writing in strong support of the proposed Master of Arts in Teaching Indigenous Languages (MAT IL) at the University of Alaska Southeast, to be housed in the School of Education. This degree is long overdue in the state of Alaska and will greatly contribute to the success and prosperity of all Alaskans by opening the door to fully licensed and certified teachers of Indigenous languages.

Indigenous languages in Alaska have been in decline, and we are eager to work together toward creating an educational system that is better prepared to teach and sustain Alaska's Indigenous languages. The MAT IL program would position the University of Alaska as a leader in Indigenous language education and address a long-standing gap in teacher preparation.

For too long, teachers of Indigenous languages have been limited to alternative certification pathways or required to complete programs taught entirely in English—programs that do not allow the necessary time or focus for deepening language proficiency or exploring effective methods of Indigenous language instruction. The proposed program would change that by centering Indigenous languages and pedagogies, and by supporting teachers in developing both linguistic and educational expertise.

This advanced degree is designed to meet Alaska Department of Education & Early Development standards for professional certification and will prepare graduates with the knowledge, tools, and methodologies to serve effectively as educators in pre-K–12 schools. Equally important, the program offers meaningful partnership opportunities that will strengthen student support, enrollment, and employment outcomes for graduates—further advancing language revitalization efforts across the state.

I fully and enthusiastically support the establishment of this degree program and hope that it produces quality teachers for both the state and TCLL.

Respectfully,

A handwritten signature in red ink that reads "Molly Yerkes".

Molly Yerkes
Principal, TCLL

Dr. Keli Yerian
Distinguished Teaching Professor and Director
Language Teaching Studies MA Program
167 Straub, Department of Linguistics
University of Oregon 97403
yerian@uoregon.edu

February 6, 2026

University of Alaska Southeast
ATTN: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Dear Chancellor Palmer,

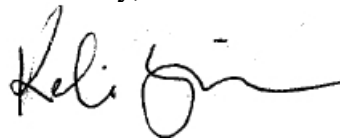
I am writing to you today to express my support for the proposed Master of Arts in Teaching Indigenous Languages degree program for the University of Alaska Southeast.

I have been the Director of the Language Teaching Studies (LTS) MA Program at the University of Oregon since 2010 (I am also originally from Fairbanks, Alaska). LTS is a professionally-oriented program designed to prepare educators for leadership in language teaching and learning across a wide range of institutional contexts. It supports future teachers of any language(s), including indigenous and endangered languages. Each year we have one or more graduate students enrolled in our program whose goal is to help revitalize an indigenous language. Although these students are successful and supported as much as possible, it is clear that they have very specific contexts and needs that are socially and politically unique.

A major structural barrier that many tribes and Indigenous communities face is the lack of educational programs and certification for Indigenous language teachers. Due to the unique context that indigenous languages find themselves in in our settler colonial system, general programs like LTS – while certainly helpful – are not sufficient in preparing language teachers for the more nuanced task of teaching languages whose speaking communities are under threat. The proposed Master of Arts in Teaching Indigenous Languages seeks to address this specific need.

Based on our program's experience with supporting indigenous language teachers, I believe implementing a program such as the MA in Teaching Indigenous Languages would be a valuable step in preserving and revitalizing Indigenous languages, especially those of the State of Alaska, which all hold official language status.

Sincerely,



Keli Yerian, PhD

Professor Spike Gildea
Department of Linguistics
1290 University of Oregon
97403-1290
spike@uoregon.edu

February 6, 2026

University of Alaska Southeast
ATTN: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Dear Chancellor Palmer,

I write in support of the proposed Master of Arts in Teaching Indigenous Languages degree program for the University of Alaska Southeast. I learned of this initiative from Dr. X'unei Lance Twitchell, who visited the University of Oregon last fall as an invited speaker for our departmental linguistics colloquium. I found Dr. Twitchell's work inspiring, both personally and professionally, and I am confident this new MA program will make a significant difference in the lives of Indigenous language teachers in Alaska.

I have been working since 1988 with endangered Indigenous languages of Amazonia, conducting primary linguistic fieldwork with 15 different languages of the Cariban family, and engaging in language revitalization and other educational work with one of them, Werikyana. Of the 23 extant Cariban languages, only three have more than 5000 speakers; ten have fewer than 500 speakers and 3 have fewer than 100 speakers. The forces of colonialism have reduced speakers of Amazonian languages in similar ways to the reductions experienced by speakers of Alaskan Native languages: everyone becomes bilingual, then social pressures lead parents to speak the national language with their children, so that the younger generations grow up without learning their ancestral languages. Once there are no new younger speakers, it is only a matter of time before the last speakers pass on and the language falls silent.

Once a language is in this situation, community efforts to revitalize the speech community typically start with language classes. However, in for a public school to offer Indigenous language courses, there must be speakers who are certified to teach in the public schools. In the absence of certification for Indigenous language teachers, there is little communities can do via public schools. The proposed Master of Arts in Teaching Indigenous Languages seeks to address this specific need. As such, I encourage you to implement the MA in Teaching Indigenous Languages. This program will offer hope to communities working to preserve and revitalize their ancestral languages.

Sincerely,



Spike Gildea
Professor of Linguistics

January 29, 2026

University of Alaska Southeast
ATTN: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Dear Chancellor Palmer,

I am writing to you today to express my support for the proposed Master of Arts in Teaching Indigenous Languages degree program for the University of Alaska Southeast.

NILI was founded in 1997 by a group of elders, apprentices, and administrators from language and education programs from tribes across Oregon and the Pacific Northwest. We create and consult with communities on teacher training, language pedagogy, materials and curriculum development, assessment, language documentation, policy, applied linguistics, and educational technology. We were founded, in part, to help address the major gap that exists in terms of support and education for Indigenous language teaching in the PNW as well as in the nation.

A major structural barrier that many tribes and Indigenous communities face is the lack of educational programs and certification for Indigenous language teachers. Due to the unique context that Indigenous languages find themselves in in our colonial system, general programs related to language teaching – while certainly helpful – are not sufficient in preparing language teachers for the daunting task of teaching their languages. The proposed Master of Arts in Teaching Indigenous Languages seeks to break down those barriers.

Based on input from the tribes and Native communities we serve, I believe implementing a program such as this one would be a valuable step in preserving and revitalizing Indigenous languages, especially those of the State of Alaska, which all hold official language status.

Sincerely,



Robert Elliott
Director, Northwest Indigenous Language Institute
Director, Yamada Language Center
University of Oregon
robert@uoregon.edu



Goldbelt Heritage

Goldbelt Heritage Foundation

One Sealaska Plaza Suite 201
Juneau, AK 99801
January 28, 2026

University of Alaska Southeast
Attn: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Dear Chancellor Palmer,

On behalf of Goldbelt Heritage Foundation, I am writing to express our strong support for the University of Alaska Southeast's proposed **Master of Arts in Teaching Indigenous Languages**. This program represents a critical investment in the survival, revitalization, and rightful place of Indigenous languages within Alaska's education system.

Goldbelt Heritage Foundation works to strengthen cultural identity, educational opportunity, and intergenerational knowledge. Language is at the core of our work. Indigenous languages carry cultural values, ways of knowing, relationships to land, and systems of meaning that cannot be fully translated or preserved through documentation alone. They must be taught, spoken, and lived—particularly in school settings where Indigenous students spend much of their time.

The proposed graduate program is especially significant because it would be the **first in Alaska to prepare Indigenous language educators as fully licensed teachers**. This addresses a long-standing structural barrier: fluent speakers and cultural knowledge-holders have historically been excluded from teaching roles due to credentialing systems that were not designed with Indigenous languages or communities in mind. UAS's program offers a just and practical solution—one that aligns cultural authority with professional recognition and educational standards.

Throughout Alaska, schools are seeking ways to meaningfully include Indigenous languages, yet there are too few qualified, licensed educators prepared to do this work in ways that are equitable, culturally grounded, and sustainable. At the same time, Indigenous communities continue to carry the burden of language loss caused by historic and ongoing policies of erasure. This program directly responds to that reality by building a pathway for Indigenous educators to lead language revitalization within schools and communities.

Goldbelt Heritage Foundation strongly believes that the Master of Arts in Teaching Indigenous Languages will have lasting impact across Alaska—strengthening cultural continuity, improving educational equity, and supporting Indigenous self-determination. We are proud to stand in



One Sealaska Plaza, Suite 201
Juneau, Alaska 99801



(907) 790-1460



GHF@goldbelt.com



www.goldbeltheritage.org



Goldbelt Heritage

support of this program and urge the University of Alaska Southeast to move forward with its full implementation.

Thank you for your leadership and for your commitment to the languages, communities, and futures of Indigenous peoples in Alaska.

Gunalcheésh tlein,

Signed by:

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Neilgáa Koogéi
Taija Revels
Executive Director
Goldbelt Heritage Foundation



One Sealaska Plaza, Suite 201
Juneau, Alaska 99801



(907) 790-1460



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CHILDREN OF THE TAKU SOCIETY
Administration

University of Alaska Southeast
11066 Auke Lake Way
Juneau, AK 99801

February 4, 2026

Attn: Chancellor Aparna Palmer,

This is a support letter for X̱'unei Lance Twitchell and his proposed work in the development of a Master of Arts in Teaching Indigenous Languages at the University of Alaska Southeast. We have worked in partnership with X̱'unei for over a decade, and have benefited immeasurably from the incredible work he has done over the span of his lifetime to empower the Indigenous peoples and original languages of these lands.

Children Of The Taku Society is an inland Lingít organization that focuses primarily on the revitalization of the Lingít language. Our work is focused on reversing the effects of genocidal attempts to eradicate our people and our ways of being, and we are in desperate need of structures that institutionally uphold and support our languages to come back to life again. We represent some of the Lingít peoples who migrated inland, and believe that this program could provide an essential role in supporting the new generations of speakers that are seeking the birthright of their language. As frontline workers in the fight to save our language, we are in contact with the bleak circumstances that confront our language revitalization efforts every day, and have been witness as many of our inland citizens have migrated back to the University of Alaska Southeast to access the programs that have been championed and taught by X̱'unei.

X̱'unei has spent decades creating opportunities for Indigenous people to learn their languages through teaching, creating programming, and working in partnership with many organizations with the sole intent of ensuring our languages can and will be spoken by the generations to come. We believe that programs such as the proposed Masters of Arts in Teaching Indigenous Languages will ensure we are moving towards even deeper and more lasting empowerment of Indigenous people, and implore you to support this essential work for all who are working to revitalize our languages.

Gunalchéesh,

K'èdukà Jack
Executive Director
Children Of The Taku Society



Skagway Traditional Council

Office of Tribal Government

PO BOX 1157, Skagway Alaska 99840

(907) 983-4068 FAX (907) 983-3068

www.Skagwaytraditional.org

February 4th, 2026

University of Alaska Southeast
Attn: Chancellor Aparna Palmer
11066 Auke Lake Way
Juneau, AK 99801

Dear Chancellor Palmer,

On behalf of the Skagway Traditional Council, I write to express our strong support for the University of Alaska Southeast's proposed **Master of Arts in Teaching Indigenous Languages** program.

For Indigenous communities across Alaska, language is a living connection to identity, culture, and responsibility to future generations. Many communities are working to restore and strengthen language knowledge after generations of disruption. This work requires trained educators and education systems that can support Indigenous languages in sustained and meaningful ways.

The Master of Arts in Teaching Indigenous Languages addresses a critical statewide need by creating a pathway for Indigenous language speakers and knowledge holders to become fully licensed teachers. By aligning Indigenous ways of knowing with state licensure requirements, this program helps remove long-standing barriers that have limited schools' ability to offer consistent Indigenous language instruction.

This program is especially important for communities rebuilding language capacity. Schools cannot equitably include Indigenous languages without access to qualified, licensed educators. By preparing teachers who can serve schools across Alaska, this program supports long-term planning and broader access to Indigenous language education.

In the current political climate, the University of Alaska Southeast's leadership in advancing this program is both timely and necessary. It affirms that Indigenous languages belong in classrooms and deserve institutional investment.

The Skagway Traditional Council strongly supports the approval and implementation of this program and believes it is a vital investment in the future of Indigenous languages in Alaska.

Respectfully,

Sara Kinjo-Hischer

Sara Kinjo-Hischer
Tribal Administrator, Skagway Traditional Council



SCHOOL OF EDUCATION

University of Alaska Fairbanks


P.O. Box 756480, Fairbanks, Alaska 99775-6480

Douglas Cost, Ph.D., Dean

907-474-1556

dscost@alaska.edu

www.uaf.edu/soe

DATE: February 20, 2026
TO: Aparna Palmer, UAS Chancellor ^{Initial}
FROM: Douglas Cost, UAF SOE Dean 
CC: Scott Billingsley UAS Provost, Angela Lunda UAS SOE Dean
RE: UAS SOE Master of Arts in Teaching Indigenous Languages proposed degree program

Good afternoon Chancellor Palmer:

I write to convey strong support for the UAS SOE's proposed degree program: Master of Arts in Teaching Indigenous Languages. This vital degree program aligns directly with UA strategic priorities around the Alaska Native Success Initiative through universities acting as the "responsive 'jewels' in the state, and in their regions and respective communities." (<https://www.alaska.edu/pres/goals-metrics/>) As Dr. X'unei Twitchell has poignantly shared, each language is a library; when a language is lost, it is the equivalent of a library burning down. Alaska Native Languages (ANL) are immense repositories of knowledge, culture, and ecological wisdom. By establishing this degree, UA is choosing to protect and proliferate the excellence and strength contained within Alaska Native Languages for all students.

The UAF School of Education (SOE) often receives student and district requests for teacher licensure in Yugtun, as recently as 2/19/26, driven by our deep-rooted collaborations with the Lower Kuskokwim School District and other ANL in other school districts across the state. This program will be offered statewide to ANL teachers across the state. UAF SOE's current initiatives include: 1) Working with UAF Rural Campus Directors to integrate Yugtun classes as electives in our ed prep programs, and 2) This MAT-IL program creates another bridge between UAS and UAF, allowing for a statewide network to facilitate and support a new generation of Alaska Native Language teachers. Finally, this program does not duplicate existing efforts at UAF; rather, it complements our work and fulfills a demonstrated student need by providing a dedicated advanced pathway for pedagogical leadership in Indigenous language teaching.

Language is the foundation of identity, culture, and belonging. Research and practice consistently show that language learning supports student identity and improves academic outcomes across all populations. The demand for this degree is present, the need is urgent, and the opportunity for statewide collaboration across UA Schools of Education is unprecedented. We support this program because it represents a substantial opportunity for the success of Alaska Native people and, by extension, all people of Alaska. We look forward to the collaborative possibilities this degree program will offer for our students, our schools, and our University of Alaska system.

Signed by:

006967E7F5D94FA...

Douglas Cost
Dean, School of Education
University of Alaska Fairbanks
dscost@alaska.edu

HEATHER L. BATCHELDER | PH.D., M.A

(386-847-2330) habatchelder@alaska.edu ▪ Juneau, AK

EDUCATION

- **Doctorate in Education, 2008**
University of Central Florida, Orlando
Doctoral Study: Exceptional Education
- **Master of Art – Varying Exceptionalities, 2003**
University of Central Florida, Orlando
- **Bachelor of Science – Telecommunication, 1987**
University of Florida, Gainesville

PROFESSIONAL WORK EXPERIENCE

- Professor-Special Education, University of Alaska Southeast, AK** 7/23-Present
Prepare pre and in-service teachers to work with children with special needs in PK-12.
- Associate Professor-Special Education, University of Alaska Southeast, AK** 8/18-Present
- Prepare pre and in-service teachers to work with children with special needs in PK-12
- Assistant Professor-Special Education, University of Alaska Southeast, AK** 8/13–8/18
- Prepared pre and in-service teachers to work with children with special needs in PK-12.
- District Placement Specialist, Volusia County School, FL** 8/12-8/13
- Facilitated eligibility, dismissal, reevaluation, review meetings and other special education related services related to compliance in the district. Maintained student caseload and collaborated with all stakeholders.
- Assistant Professor (Visiting), University of Central Florida** 8/08-5/12
- Prepared pre and in-service teachers to work with young children with exceptionalities in PK-12.
- Graduate Assistant, Project Tats (Technical Assistance & Training System), University of Central Florida** 8/07-8/08
- Assisted Principal Investigator: duties included professional writing, researching topics of importance in pre-kindergarten, creating instructional modules for possible adoption by the state to enable pre-kindergarten teachers to become highly qualified, attending meetings with FLDOE, organizing and updating resources for parents and teachers on the website.
- Graduate Assistant, Project ERI, University of Central Florida** 8/07-8/08
- Assisted Project Coordinator: duties included administering pre and post assessments, collecting data regarding phonological skill acquisition among kindergarteners. Project ERI (Early Reading Intervention) is federally funded for three more years in Connecticut, Texas and Florida. Dr. Deborah Simmons is the Principal Investigator.
- Grant Co-Investigator University of Central Florida** 4/07-8/07
Teaching Pre-Service Teachers to Become Writing Teachers
- Collaborating with an educator in the field of Elementary General Education and a professor with expertise in the area of writing; collected field notes through direct observation of the Language Arts class LAE 4313 at the Daytona Campus during the spring 2007 semester; concentrated on the teaching process regarding writing and the clarity of instruction; collected consent forms and coding writing samples and artifacts from the students;

Pre and post surveys were given to provide a statistical analysis. Analysis of student work samples also took place during the course of the study and the following summer semester data analysis was conducted. Taught the class during a three-hour session. (Principal Investigators: Dr. N. Wilson and Dr. S. Wegmann).

Consultant United Cerebral Palsy (UCP), Central Florida

8/05-5/12

- Consultant to the CEO: to create a summer VPK program and weekly lesson plans aligned with SSS and VPK standards implemented throughout the school year. Plans were used by pre-kindergarten teachers throughout the six centers in the Central Florida.

Graduate Assistant, CREATE Project, University of Central Florida

8/05-8/07

(Center for Research in Education, Arts, Technology and Entertainment)

- Duties included collaborating with an interdisciplinary team in order to create technological tools utilized to enhance emergent literacy skills in young children.

Teacher - Varying Exceptionalities, Indian River Elementary School, FL

8/00-8/05

- Managed pre-kindergarten classes with sizes ranging from 5 to 16. Duties included: completed lesson plans on a weekly basis; rotated classes with fellow pre-kindergarten teacher for content enhancement as well as special occasions; planned and implemented field trips for grade level; worked with paraprofessionals as well as parent volunteers on a daily basis; planned and implemented parent-teacher conferences as well as student-led conferences; co-chaired the Family Involvement Committee on the School Improvement Committee (SAC), Instituted tutoring program.

Paraprofessional, Indian River Elementary School, FL

12/96-8/00

- Assisted general education and special education teachers in K-5 classrooms. Duties included classroom management, instruction of math and reading groups, and working with individual students.

UNIVERSITY TEACHING EXPERIENCE

Instructor of Record	
2008-Present:	EDSE Early Childhood Special Education 2012/2016 (Web)
EDSE 494/694 Practicum (2018-present)	EEC 4207 Assessment in Early Childhood, Spring 2012 (Mixed Mode)
ED 452/688 Student Teaching (2018-present)	EEX 3450 Adapting Early Childhood Curricula for Including Young Students with Special Needs, Spring 2012 (Mixed Mode)
EDSE 410/610 Assessing Students with Disabilities (2017/2018)	EEX 4751, Parental Involvement, Fall 2011 (Mixed Mode)
EDSE 495/695 Professional and Ethical Practice (2017/2018/2019/2020/2021, 2022, 2023)	EEC 4661, Theory to Practice, Fall 2011 (Mixed Mode)
EDSE 482/682 Inclusive Education for Students with Disabilities (2017/2018/2020)	MAE 4300, Math Curriculum in Early Childhood, Fall 2011 (Mixed Mode)
EDSE 484 Collaboration (2017/2018)	EEC 4207 Assessment in Early Childhood, Spring 2011 (Mixed Mode)

EDSE 482 Inclusion (2017)	EEX 3450 Adapting Early Childhood Curricula for Including Young Students with Special Needs, Spring 2011 (Mixed Mode)
EDSE 485/685 Transaction (2017/2019/2020/2021/2022/2023)	EDSE 486 Special Education in the Alaskan Context (2021, 2022, 2023)
EDSE 605 Directed Study (2017)	EEX 4751, Parental Involvement, Fall 2010 (Mixed Mode)
EDSE 605 Early Childhood Special Education (2017/2019/2020/2021)	EEC 4661, Theory to Practice, Fall 2010 (Mixed Mode)
EDSE 422/622 Curriculum and Strategies High Incidence (2017)	MAE 4300, Math Curriculum in Early Childhood, Fall 2010 (Mixed Mode)
EDSE 484 Collaboration (2016/2017)	EEX 6297 Assessment and Curricula for Students with Autism and Severe and Profound Disabilities, Fall 2009 (Web Course)
EDSE 495/695 Ethics (2016/2017)	EEX 4751, Parental Involvement, Fall 2009 (Mixed Mode)
EDSE 410/610 Assessment (2016/2017)	EEC 4661 Theory to Practice, Fall 2009 (Mixed Mode)
EDSE 482/682 Inclusion (2016/2017)	MAE 4300 Math Curriculum in Early Childhood, Fall 2009 (Mixed Mode)
EDSE 605 Early Childhood Special Education Directed Study (2016/2017)	EEX 5207 Pre-Kindergarten Disabilities, Summer 2009 (Web Course)
EDSE 495/695 Ethical Practice (2016/2017)	EEX 3221 Assessment for Students with Special Needs, Summer 2009 (Mixed Mode)
EDSE 410/610 Assessment (2016/2017)	EEC 4207 Assessment in Early Childhood, Spring 2009 (Mixed Mode)
EDSE 482 Inclusion (2016/2017)	EEX 3450 Adapting Early Childhood Curricula for Including Young Students with Special Needs, Spring 2009 (Mixed Mode)
EDSE 422/622 High Incidence	EEX 3221 Assessment for Students with Special Needs, Spring 2009 (Mixed Mode)
EDSE 622 Curriculum and Strategies High Incidence 2015/2016	EEX 4751, Parental Involvement, Fall 2008 (Mixed Mode)
EDSE 695 Professional and Ethical Practice 2014/2016 (Web)	EEC 4661 Theory to Practice, Fall 2008 (Mixed Mode)
EDSE 482 Inclusive Classrooms for All Children 2012/2016 (Web)	MAE 4300 Math Curriculum in Early Childhood, Fall 2008 (Mixed Mode)
EDSE 692 Master Thesis 2012/2015 (Web)	EEX 6107, Teaching Spoken and Written Language, Summer 2008 (Mixed Mode: live and on-line)
EDSE 482 Inclusive Classrooms for All Children 2012/2016 (Web)	EEX 4066, Teaching Methods, Summer 2008 (Mixed Mode: live and on-line)
EDSE 610 Assessment 2012/2016 (Web)	EEX 3450, Adapting Early Childhood Curricula for Including Young Students with Special Needs, Spring 2008 (On-line)

DESIGN AND DEVELOPMENT ONLINE PEDAGOGY

- Designed ECE 493 Culturally Responsive Early Literacy Spring/Summer 2022/2023
- Designed EDSE 486 Special Education Through the Lens of Alaska Native Peoples Spring/Summer 2021
- Collaborated with Deaf Interpreter community to create an ASL in Education course- (2019-2021)
- Designed/Revised Online Learning Modules for EDSE 482/682, EDSE 495/695, EDSE 405/605, EDSE 422/622, EDSE 494/694, EDSE 452/688, and EDSE 485/685 Fall 2013-present
- Revised Online Courses; Ed 452/688, EDSE 494/694 2018-present
- Designed/Revised Online Learning Modules for EEX 3450, EEX 5207, EEX 4751, EEC 4066, and MAE 4300, Summer 2009
- Co-taught PK-6 Teaching Strategies, EEX 6061, Spring 2007 (Mixed Mode: live and on-line) with Dr. Lee Cross
- Development of a PowerPoint Presentation on Universal Design for Learning to be used by professors at UCF for class discussions and activities Spring 2007

CLINICAL SUPERVISION OF STUDENTS AND PROGRAM COORDINATION

- Program Coordinator Special Education (2021- present)
- Clinical Placement Coordinator Special Education (2018-present)
- Clinical Placement Supervision of Students (11) Fall Spring 2002/2023
- Clinical Supervision of Students (17) Fall 2021/Spring 2022
- Clinical Supervision of Students (20) Fall 2020/Spring 2021
- Clinical Supervision of students (14) Fall 2019/Spring/2020
- Clinical Supervision of students (15) Fall 1018/Spring 2019
- Clinical Supervision of students (15) Spring 2017/2018
- Clinical Supervision of students (13) Fall 2017/2018
- Clinical Supervision of students (15) Fall 2016/2017
- Clinical Supervision of students (14) Spring 2015/2016
- Clinical Supervision of Students (15) Spring 2014/2015
- Clinical Supervision of Students (13) Fall 2014/2015
- Clinical Supervision of Students (6) Spring 2013/2014
- Clinical Supervision of Students (7) 2013/2014
- Clinical Supervision of Students (1) 2013/2014
- Clinical Experience Supervisor for junior and senior teaching interns within Brevard County, FL Fall 2008-Spring 2012
- EDSE 692 Thesis Review 2013/2014
- Portfolio Review: Early Childhood Candidate, 12/13
- Fall 2006, Clinical Experience Supervisor for junior and senior teaching interns within Orange County, FL

RESEARCH, PUBLICATIONS, & PRESENTATIONS

Presentations – Local, Regional, and State:

- Batchelder, H.** (2023), Project SHINE: Supporting High Impact, *Culturally Responsive* Instruction within Natural *Early Literacy Learning* Environments, presented at Alaska Statewide Special Education Conference (ASSEC), Anchorage, AK.
- Batchelder, H.** (2021), Calming the Anxious Student's Brain, presented through the Center for Teaching and Learning (CELT), University of Alaska Southeast, Juneau, AK
- Busch, L., & **Batchelder, H.** (2020), Everything I Need to Know I learned in Pre-K, presented at Alaska Statewide Special Education Conference, Anchorage, AK.
- Burkert, J., & **Batchelder, H.** (2018). Now what: Evidence based practice for building trauma sensitive schools, presented at Alaska Statewide Special Education Conference, Anchorage, AK.
- Capp, R., & **Batchelder, H.** (2018). Minecraft emotions: Using high interest characters to promote self-regulation, presented February, 2018 at Alaska Statewide Special Education Conference, Anchorage, AK.
- Batchelder, H. (2017). IEP goals: From paper to classroom to families, presented February, 2017 at Alaska Statewide Special Education Conference, Anchorage, AK.
- Batchelder, H., & Tripp, K. (2016). Strategies that support, presented Fall, 2016 at Southeast Alaska Head Start, Juneau, AK.
- Batchelder, H. (2014). An investigation of the text talk strategy on pre-school students' vocabulary acquisition, discovering talent, presented at Alaska Council for Exceptional Children State Conference, Anchorage, AK.
- Vanover, C., **Batchelder, H.**, Englehart, D., Jennings, K., Lang, W. S., Wilkerson, J., Holmstrom. K. R., Williams, N., Wood, S., Weingart, N. (2012). Seeing teacher quality from multiple perspectives: A symposium, presented at Eastern Educational Research Association Conference, Hilton Head, SC.
- Englehart, D. S., Jennings, K. L., **Batchelder, H. L.**, Wilkerson, J.R., Lang, W. S. (2012). Strengthening teacher dispositions and student success in an early childhood education bachelor's degree program, presented at Eastern Educational Research Association Conference, Hilton Head, SC.
- Batchelder, H. (2011). Including all children in story time, presented September, 2011 at Florida Reading Association, Orlando, FL.
- Batchelder, H. (2010). Text talk vocabulary acquisition, presented September, 2010 at Florida Reading Association, Orlando, FL.
- Batchelder, H. (2010). Universal Design for Learning, presented September, 2010 at Early Childhood Association, Orlando, FL.
- Batchelder, H. (2009). The utilization of authentic assessment in early childhood education, presented September, 2009 at Early Childhood Association, Orlando, FL.
- Batchelder, H. (2009). Vocabulary acquisition in young children, presented September, 2009 at In Service Teacher Professional Development, University of Central Florida, Orlando, FL.
- Culp, A., **Batchelder, H.** (2009). National advocacy, presented June, 2009 at Early Childhood Summer Institute, University of Central Florida, Orlando, FL.

- Batchelder, H. (2008). Vocabulary acquisition in young children, presented January, 2008 at Staff Development, UCP, Orlando, FL.
- Batchelder, H. (2007). Vocabulary acquisition in young children, presented September, 2007 at Staff Development, UCP, Orlando, FL.
- Hines, R., Englehart, D., **Batchelder, H.** (2006). Video karaoke language and literacy tool, presented June, 2006 at Family Café, Orlando, FL.
- Batchelder, H. (2006). Pre-kindergarten classroom construction presentation to pre-service teachers, presented May, 2006 at the University of Central Florida, Daytona Beach, FL.
- Ogilvie, C., Davis, K., Kinney, M., & **Batchelder, H.** (2006). Inclusion tools, presented April, 2006 at Brighter Beginnings Conference, University of Central Florida in Orlando Florida.

Presentations – National and International:

- Batchelder, H. (2017). Promoting resilient schools in the last frontier: Preparing teachers online to meet the needs of students from diverse backgrounds with varying abilities, presented November, 2017 at the Teacher Education Division of the Council for Exceptional Children national conference in Savannah, GA.
- Jones, A., **Batchelder, H.** (2015). Through the Google glass: An exploration of teleconsulting special education services in Alaska presented at Hawaiian International Conference on Education, Honolulu, HI.
- Batchelder, H. (2009). The efficacy of the text talk strategy on vocabulary acquisition by pre-school students, presented July, 2009 at International Association of Special Education Biannual Conference, Alicante, Spain.
- Batchelder, H. (2007). The efficacy of the text talk strategy on vocabulary acquisition by pre-school students, presented October, 2007 at Council for Exceptional Children (CEC) Division of Early Childhood Annual Convention and Expo, Ontario, CA
- Batchelder, H. (2006). The effects of teacher attrition on the graduation rates of students with disabilities, presented November, 2006 at the 29th Annual TED Conference and 2nd Annual TAM-TED Conference, San Diego, CA.
- Kinney, M., **Batchelder, H.** (2006). Edible math (CRA) presented September, 2006 at the Spina Bifida awareness conference, Jacksonville, FL.

Publications:

- Seitz, H, **Batchelder, H.** (2022), Project SHINE: Supporting Culturally Relevant Early Literacy Learning Environments: An Inter-University and Community Collaboration. *eJournal of Indigenous Early Childhood Education*, 2/2022
- Lang, W.S., Wilkerson, J.R., Rea, D.C., Quinn, D. **Batchelder, H.L.**, Englehart, D.S., Jennings, K.J. (2014). Measuring teacher dispositions using the DAATS battery: A multifaceted Rasch analysis of rater effect. *Journal of Applied Measurement* (15)3, 240-251.
- Englehart, D. S., **Batchelder, H. L.**, Jennings, K. L., Wilkerson, J. R., Lang, W. S., Quinn, D. (2012). Teacher dispositions: Moving from assessment to improvement. *The International Journal of Educational and Psychological Assessment*, 9(2), 26-44.
- Cross, L., Salazar M. J. , Dopson–Campuzano, N., **Batchelder H.** (2009). Best practices and considerations: Including young children with disabilities in early childhood settings. *Focus on Exceptional Children* 41(8), 1.

Little, M., Rawlison, D., Kinney, M., **Batchelder, H.** (2008). Cool tools for secondary students. DVD Central, University of Central Florida.

Batchelder, H. Senate leader conveys importance of grassroots mobilization. *CEC Policy Insider*. pubpol@cec.sped.org

Batchelder, H. Senate committee holds hearing on Americans with Disabilities Act. *CEC Policy Insider*.
pubpol@cec.sped.org

Batchelder, H. CEC celebrates ADA anniversary. *CEC Policy Insider*. [pubpol](mailto:pubpol@cec.sped.org)

SERVICE

University:

- PAC GELO Assessment Committee (2022-
- Provost Search Committee (2021/2022)
- Special Education Search Committee (2021-2022/ 2022-2023)
- Alaska College of Education Consortium UAS Faculty Representative (2021)
- Alaska College of Education External Advisory Committee (2018-2021)
- Faculty Alliance Chair (2020-2021)
- Faculty Alliance (2018-2021)
- Systems Governance Chair (2019-2020)
- UAS Faculty Senate President (2019/2020)
- UAS Faculty Senate Leadership (2018-2021)
- FA Collaboration and Sustainability Committee (2020/2021)
- FA Modality of Learning Committee (2020/2021)
- SW Elearning Council (2020/2021)
- SW Alumni and Development Council (2020/2021)
- Faculty Senate Juneau Campus Representative (2017/2018)
- Faculty Senate Representative (2014/2015, 2015/2016/2021/2022)
- Honors Program Task Force (2017/2018)
- Campus Kick-Off (2017/2018, 2019, 2020)
- Created Residency MAT Program and Law Course (2017/2018)
- Head of Search Committee Special Education Assistant professor (Spring 2018)
- Partnership for Mutual excellence in Education Advisory Board Committee (2017/2018)
- Undergraduate Curriculum Committee (2016/2017, 2017/2018)
- Title IX Committee (2016/2017, 2017/2018)
- Supervision Committee (2016/2017)
- Co-Chair Student Retention Committee (2016/2017, 2017/2018)
- Chair: Credit for Prior Learning Committee (2015-2017)
- Brown Bag Credit for Prior Learning Presentation and Revision (10/14/16)
- Facilitator- May UA College of Ed meeting 2017-2018
- Recorder-College of Ed meeting (9/15)
- Minors on Campus Committee (2014-present)
- Indigenous Teacher/Paraprofessional Committee (2014)
- Revised Student Teaching Handbook (2013/2014)

- UAS Media Center Revitalization Service, (2013-present)
- UAS Foundation Scholarship Reviewer, (2014/2015)
- Protection of Minors Committee, UAS (3/14-Present)
- UCF Commencement Field Marshall volunteer (August 2009)
- Very Special Arts Festival Brevard County, Florida, Coordinated undergraduate volunteers (April 2009)
- UCF Undergraduate Research Forum Reviewer (October 2008)
- Edgewater Elementary School, Edgewater, Florida Classroom Consultant (March-May, 2008)
- Service Project Facilitator, Association of Doctoral Students in Exceptional Education (ADSEE: UCF doctoral students in Special Education formed an association in order to serve the community, interact with local school districts, provide professional developments, and access conference funding)) (2006-2007)
- UCF Welcome Expo, College of Education Recruiter (2006)

Professional:

- Governor's Council on Disabilities: Education Committees (2022-
- AKAIMH Board Member, Secretary, Education, Finance Committees (2017-2021)
- Council for Exceptional Children (CEC) Vice President (2018)
- Council for Exceptional Children (CEC) Treasurer (2017)
- Indigenous Paraprofessional Program Committee (2014)
- Creation of peer reviewed online journal: Alaska Journal For Innovating Education (AJE) (2013/2014)
- UCF Graduate Research Forum Reviewer (October 2009, October, 2010, October 2011)
- Internship with the Council for Exceptional Children in the area of policy and advocacy (July 2008)
- National CEC, Recruiter (2005-2007)
- TED Registration, UCF Representative (2005)
- NCATE Reception, CREATE Scholar Representative (October 2005)

Community:

- ASL Course Pilot: Worked with sign language experts from the Deaf Community in Juneau to create an American Sign Language 593 pilot course to be implemented in spring of 2020, fall of 2021
- Work with Alaska School Districts to promote UAS SPED cohorts 2020-present)
- JSD and Perseverance Theatre Liaison for students experiencing disabilities to attend summer camps and spring break camps (2018-2019)
- Head Start Consultant (2013-2019)
- REACH Consultant (2014-2016)
- Kids to College (2015/2016, 2016/2017)
- FASD Working Group (10/13-2016)
- SEAK Education Research Study: Focus group participant (2014)
- REACH Political Advocacy Group (2014)
- I Know I Can: Juneau Schools Post-Secondary School Program (2013)
- Teacher Education Division (TED) Kaleidoscope at the Council for Exceptional Children Annual Conference, Louisville, KY, Proposal Reviewer (2007)
- Kaleidoscope, TED, Proposal Reviewer (2006, 2007)
- UCP, Orlando, Florida, Workshop Facilitator (2006)

GRANTS

Batchelder, H., Seitz, H., Maltby, T., Blackmon, G., and James, K. (2022). Project SHINE: Supporting High Impact, *Culturally Responsive* Instruction within Natural *Early Literacy Learning* Environments: UA Faculty Initiative Fund, Funded \$30,000

Hines, R., Englehart, D., Yeager, T., **Batchelder, H.** (2005). Early Literacy and Language Development Project. Toni Jennings Exceptional Education Institute, Funded, \$6,000

Batchelder, H. (2004). Alphaquest. FUTURES mini grant, Volusia County Schools, Funded, \$500

Batchelder, H. (2003). Creating a Bed-Time Reading Ritual. FUTURES mini grant, Volusia County Schools, Funded, \$500.

PROFESSIONAL DEVELOPMENT

Pedagogy Development

- Alaska Statewide Special Education Conference (ASSEC), February 2022, 2023 Anchorage, Alaska
- ACEC Webinar on Alaska Reads Act 2022/2023
- AACTE March 2022, American Association of Colleges for Teacher Preparation, New Orleans, Louisiana
- Alaska Statewide Special Education Conference (ASSEC), February 2020, Anchorage, Alaska, Mentored an undergraduate student research presentation at ASSEC Attended SHI Land Acknowledgement workshop Fall 2020
- DR. Verena Roberts Student Centered Learning CELT October 2020
SIMPLY Accessible CELT 2020 May Robin Gilcrist
- Alaska Statewide Special Education Conference (ASSEC), February 2018, Anchorage, Alaska, Mentored an undergraduate student research presentation at ASSEC
- Teacher Education Division (TED) of CEC, Conference, November 2017
- Cape Chicago Spring 2017: Visited an arts integration program in Chicago (UDL, Inquiry, Culturally Sustaining) including site visits, Spring 2017
- World Affairs Forum; Human Migration and Refugees; Forum, Fall, 2016 UAS Juneau, Alaska
- Convocation: Presentation Enhancing the Baccalaureate Experience Committee, Fall 2016, UAS, Juneau, Alaska
- Universal Design for Learning (UDL) Webinar summer 2015
- Webinar Voice Thread 2014
- NIEA 2014, Anchorage, Alaska
- Universal Design for Learning (UDL) Webinars 2014/2015
- Online Journal AIMS Webinar, 2014
- New Faculty Seminar 2013/2014
- Webinar Teacher Dispositions; NAEYC 2013/2014
- Alaska Statewide Special Education Conference (CEC Regional) 2014 Anchorage, Alaska
- Spring 2014 Faculty Seminar
- I-TEACH Sitka 2014
- IDL 6543 UCF, Course designed to facilitate online teaching methods, 2008-2009
- Council for Exceptional Children Annual Convention, April 2008, Boston, Massachusetts
- Completed ADL 5000: (Course required by UCF of all faculty in order to prepare to teach on-line) Summer 2007
- Teacher Education Division of the Council for Exceptional Children Annual Convention, November 2007, Milwaukee, Wisconsin

- Teacher Education Division of CEC, November 2006, San Diego, California
- Council for Exceptional Children Annual Convention, April 2006, Salt Lake City, Utah
- Florida Multi-University Meeting at the University of Florida, Spring 2006
- DreamWeaver Training at UCF, Spring 2006
- Teacher Education Division of CEC, November 2005, Portland, Maine
- Florida Council for Exceptional Children, October 2005, Cocoa Beach, Florida
- Opportunity to attend seminars on teaching students mathematics presented by Dr. Julie Dixon, 2006

Cultural Development

- Attended Safe Zone Training CELT September 2022
- Attended Decolonizing our Space CELT fall 2022 spring 2023
- OSEP Grant Application- 2022, follow up with OSEP
- Work with AKNS on TIL MAT fall 2022- ongoing
- Review Faculty Alliance: Faculty Imitative Fund Proposals Fall 2022
- Working on Spencer Grant UAA AUP application 2022/2023
- Attended Mentoring Preparation Beth Hartley, CELT fall 2022
- Attended ANDORE training- spring 2023
- Accessibility CELT workshop 2023
- Attended SOE meetings
- Attended Webinar Indigenous Earth, Sky and Water A Sense of Place: Description: Inside Indigenous Classrooms: Collaborative Makerspaces with NASA EZIE Mission Program Manager Dr. Nelofar Mosavi, Indigenous students, Maverick Teachers, Lego Robotics, coding and more.- May 2023
- Attended Place Names Workshop UAS Jun, 20 2023
- Sealaska Heritage through Our Cultural Lens Conference 2021
- UAS Foundations of Indigenous Languages course, Fall 2021
- AAC&U Equity Conference: Upholding These Truths: Equity, Diversity, and Democracy Spring 2021
- Enrolled in Tlingit Beginner course at UAS Spring 2018, Fall 2020,
- Enrolled in Weaving at UAS Fall 2020
- NIEA Conference October 2020
- Lingít Kaa Ée Dultóow A Kíknáx L Ultukdéin Yaa Ndusnéin- Learning Lingit and Purifying your Thoughts webinar August 2020
- Power and Privilege Symposium November 2020
- Educators Rising Conference with guest: Eskimo Ninja Warrior February 2020
- Decolonizing the University Rodney Coates Webinar Summer 2020
- SHI Through the Cultural Lens Conference Summer 2020
- Calming the Anxious Brain- Bruce Perry Spring 2020
- Xunei Twitchell: SHI Native Language Acquisition Spring 2020
- Ernestine Hayes; Cultural Commendations SHI Spring 2020
- Arts Academy CAPE, September 2017
- Tlingit Oratory course, AKL 240, UAS, Juneau, Alaska Spring 2017
- Native Oratory, AKL 241, UAS, Juneau, Alaska Spring 2018
- Arts and Cultural Integration Steering Committee, grant participant, UAS, Juneau, Alaska 2016
- Sealaska Heritage Institute Convocation and Spring Start Up Sessions Juneau, Alaska 2016-2018
- Culturally Responsive Education Conference Spring 2017, Juneau, Alaska
- Ed Littlefield: Musician Lecture, April 2017, Juneau, Alaska
- Summer in the Rain Forest Institute: Art and Culture experience with Elders and experts, Summer 2017, Juneau

- World Affairs Forum: Human Migration and Refugees: Peril and Hope, October 22, 2016, Juneau, Alaska
- Performing Race Projecting Identity Workshop: Fall 2016, UAS, Juneau, Alaska
- Juneau Suicide Prevention Conference Fall 2016, UAS, Juneau, Alaska
- Ways of the Human Being Film and Discussion: Fall 2016, Juneau, Alaska
- Sealaska Training 2014/2015, Juneau, Alaska
- Alaska Native Clan Conference 2013/2014
- Alaska Native Studies Conference 2013/2014
- Celebration Juneau, Alaska 2014

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- Current Events Reporter, Treasurer, Secretary, and Vice President for The Alaska Council for Exceptional Children (CEC), (2014- 2018)
- Association of Childhood Education International (ACEI)
- International Association for Special Education (IASE)
- National Association for the Education of Young Children (NAEYC)
- Council for Exceptional Children (CEC)
- Teacher Education Division of CEC (TED)
- Division for Early Childhood CEC

AWARDS & RECOGNITION

- Promotion to Full Professor 7/23
- UAS Faculty Excellence Award: Spring 2022
- UA Faculty Initiative Award: Spring 2022
- UAS Faculty Innovative Initiative Award: Spring/Summer 2021
- UA System Faculty Alliance Resolution: Dedicated service to the UAS Faculty Senate and the UA System Faculty Alliance from 2018-2021: 2021
- Faculty Senate President Recognition of Service University of Alaska Southeast: 2019/2020
- The National Scholars Honor Society: 2000-present
- Project LEAD Scholarship, Funding from Office of Special Education Programs (OSEP) Grant to fund future leaders in the field of Special Education: 2005-2008

Loralie Gaxáan.sán Heagy, PhD

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Professional Summary

Adjunct professor and award-winning public education teacher with over two decades of experience in elementary education, teacher preparation, program coordination, and curriculum and program design. A leader in culturally responsive teaching, positive youth development, brain-based learning, and Indigenous language revitalization. Proven ability to develop partnerships with universities, schools and communities, advise graduate students and lead innovative approaches for inclusion, equity and social justice in education. Experienced in mentoring pre-service teachers, indigenizing and decolonizing curriculum and instruction, and teaching in diverse school and online settings. Dedicated to trauma-informed practices, arts and cultural integration, holistic education, and brain-based learning methodologies to foster student engagement and academic success.

Areas of Expertise

- Elementary Education & Teacher Preparation
 - Program Development & Coordination
 - Culturally Responsive Teaching & Equity-Focused Systems Change
 - Curriculum Design & Assessment
 - Teacher Mentorship & Co-Teaching
 - University, School & Community Partnerships
 - World & Second Language Learning
 - Trauma-Informed & Brain-Based Learning
 - Arts Integration & Interdisciplinary Education
 - Website Development and Online Learning
 - International Teaching and Cross-Cultural Experience
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EDUCATION

Doctor of Philosophy in Education - Graduated Summa Cum Laude

Concentration in Learning, Instruction & Innovation

Walden University, Minneapolis MN, 2018

- Dissertation: *Instrumental Music and Reading Achievement of 1st Graders.*
- Focused on educational innovation and interdisciplinary learning for K-12 settings.

Master of Music in Music Education

West Chester University, West Chester PA, 2013

- Mastery in Orff, Kodály, World Music Pedagogy, and Dalcroze approaches, leveraging these methodologies to enhance student engagement through world music, movement, ensemble and creative music making.

Master of Education, Elementary Education (TESOL Concentration)

Temple University, Philadelphia, PA, 1995

- Specialized in language acquisition and supporting English language learners through effective teaching strategies and differentiated instruction for diverse, multilingual classrooms.

Master of Education, School Library and Information Technologies

Mansfield University, Mansfield, PA, 2008

- Integration of technology in educational settings, emphasizing the role of school libraries in supporting literacy, research skills, and information literacy.

Graduate Certificate in Indigenous Language Revitalization

University of Victoria, Victoria BC, 2022

- Specialized in strategies for revitalizing indigenous languages, with an emphasis on community-based approaches and integrating language learning into K-12 curricula.

Graduate Certificate in Teaching English as Second Language (K-6)

University of Alaska Anchorage, AK, 2013

- Developed expertise in TESOL methodologies and strategies for teaching English to diverse student populations.

Indigenous Language Teaching Certificate

University of Alaska Southeast, 2023

- Comprehensive training in immersive language teaching methods, curriculum development, and integrating Indigenous knowledge and traditions into education.

Waldorf Elementary Teaching Certificate (Grades 1-8)

Waldorf Teacher Development Association, Ann Arbor, MI, 2001

- Holistic and interdisciplinary education, incorporating experiential learning, and artistic integration (music, movement, and visual arts).

Bachelor of Arts in Asian Studies (Minor in International Relations)

University of Pennsylvania, PA, 1988

- Explored the cultural, historical, and political landscapes of Asian societies, including study abroad at Beijing Foreign Languages Normal College and the University of International Trade and Economics in Beijing, China.

TEACHING & PROGRAM LEADERSHIP EXPERIENCE

Adjunct Faculty, University of Alaska Southeast, 2002–2008, 2015–2017

- ◇ Developed & taught courses in Elementary and Secondary Education MAT, emphasizing child development & psychology, differentiated learning, brain-based learning, classroom management & arts integration.
- ◇ Created a scholarship program for pre-service teachers in K-12 certification program focused on community engagement.
- ◇ Designed a master's level course: Arts Integration: Curriculum, Instruction & Assessment, aligning with state and national education standards.

Adjunct Faculty, Longy School of Music of Bard College, 2021–Present

- ◇ Design and teach two online graduate-level courses on culturally responsive teaching, music methods, social change and student agency
- ◇ Advise student capstone projects with a focus on access, equity & social change.
- ◇ Create and teach online Elementary Methods course for MAT in Music program.

- ◇ Present for Changemakers in Music Education Series: Culturally Responsive Teaching and Woocheen (Together): Building Trust in Indigenous Communities.
 - ◇ Developed asynchronous Culturally Responsive Teaching in General Music course
-

PROFESSIONAL EXPERIENCE

Elementary Music Teacher, Juneau School District, Juneau, AK, 2002 – Present

- Mentor pre-service teachers and collaborate with university faculty on teacher training initiatives.
- Develop Indigenous language and culture program, integrating storytelling, movement, music and game into K-5 curriculum: <https://haakusteeyi.weebly.com>
- Implement brain-based learning strategies to improve student engagement at Title I school with diverse student population.
- Teach general music, strings, drumming, singing, songwriting, band, & music tech.
- Collaborate with teachers and specialists to integrate the arts into the curriculum.
- Produce Tides & Tempest, which integrated Lingít culture and Shakespearean language, performed at the Kennedy Center and the National Museum of the American Indian at the Smithsonian.
- Create and fundraise for the Arts Elementary program, which received the Kennedy Center National School of Distinction Award for excellence in the arts.

Founder & Program Director, Juneau, Alaska Music Matters (JAMM), 2010 – Present

- Collaborate with community partners to develop and implement place-based curriculum incorporating Lingít language and music for K-2 students.
- Lead teacher for Carnegie Hall PlayUSA & LA Philharmonic Partners in Learning.
- Secure funding & implement Haa Tóo Yéi Yatee, a Lingít language and cultural education program for all K-2 students.
- Train teaching artists and classroom teachers nationwide focused on student engagement, brain-based learning, positive youth development & CRE.
- Instruct after-school strings, drumming, music tech & songwriting classes.
- Create and maintain JAMM website: <https://www.juneaumusicmatters.com/>

National Teacher-Trainer and Presenter, 2010-Present

- Model lessons for teaching artists on site in Sistema-inspired programs nation-wide
- Provide teacher-training workshops focused on brain-based learning, positive youth development and student engagement.
- Help develop Annenberg Learner Series focused on P-5 Teaching Inspired by El Sistema and filmed on-site in Juneau modeling best practices for three episodes.

Lead Teacher, Basic Arts Institutes, Juneau, AK, 2004 – 2010, 2014 – Present

- Develop first basic & advanced art institutes in Alaska with other lead teachers.
- Model arts-integrated approach teaching brain theory and its application to the classroom for K-12 teachers throughout Alaska. Topics include social-emotional learning, trauma-informed practices, technology and CRT.

Featured Clinician & Faculty, Teaching Artists Teaching Institute, 2022 – Present

- Focus on culturally responsive teaching, defining and measuring success, social-emotional learning and brain-based learning.
- Lead online sessions for teaching artists focused on cultural equity and inclusion, relationship-building, and positive youth development.

Academy for Impact Through Music (AIM), Coach, 2024 – Present

- Coach international teaching artists (Firebirds) year-long through Zoom
- Model effective teaching practices & coaching at 2-week residency in Portugal

Elementary Librarian, Juneau School District, Juneau, AK, 2002 – 2011

- Integrated the arts and information literacy skills with academic curriculum.
- Created Glacier Valley Library webpage to centralize online resources for students.
- Developed and led a Digital Storytelling club for 4th and 5th grade students.

Multi-age Elementary Teacher, Juneau School District, Juneau, AK, 1997 – 2002

- Teamed with Suzuki teacher to offer violin to all 4th – 6th graders.
- Taught multi-age classrooms in Juneau's first charter school for the arts.
- Developed arts-integrated & project-based curriculum for all subjects, grades 2 – 6.

2nd Grade Elementary Teacher and Choral Director, Aleutians East Borough School District, Sand Point School, Sand Point, AK, 1996-1997

- Emphasized inter-disciplinary and experiential approach to learning.
- Directed Sand Point Community Choir for students & community members

Liaison Teacher, Bodine High School for International Affairs, World Affairs Council of Philadelphia, co-sponsor, Philadelphia, PA, 1992-1996

- Designed and implemented multi-cultural programs for students and faculty.
- Counseled students in locating and applying for study abroad programs.

Pre-School and Kindergarten Teacher, Jordan Language System, Taipei, Taiwan, 1992

- Taught English classes to children ranging from ages 3 to 6 years old.
- Incorporated song and movement into weekly English lessons.

HONORS & AWARDS

- **Arts Educator Fellowship Recipient** - Rasmuson Foundation, 2024
- **Champion Arts Leader** - Association of Alaska School Boards, 2024
- **Fulbright Distinguished Award in Teaching** - United Kingdom, 2019
 - Conducted research on transformational music models focused on agency, creativity, identity and well-being in the UK and its applications in Alaskan schools: <https://www.musicmattersintheuk.com>
- **Honorary Doctorate in Education**, University of Alaska Southeast, 2017
 - Recognized for my contribution to the teaching field and education in Alaska.
- **Commencement Speaker**, UAS, 2017
- **Alaska State Teacher of the Year**, 2011
 - Recognized for innovative teaching practices, integrating local culture and the arts into public school education in Juneau.
- **Non-Profit Organization Vocational Service Award** - Juneau Rotary Club, 2015
- **Public Sector Vocational Service Award** - Juneau Rotary, 2014
- **Distinguished Alumna Award** - Conestoga Valley High School, 2013
- **Full Scholarship Language, Equity & Academic Performance (LEAP)** – University of Alaska Anchorage, Graduate Certificate & ESL Endorsement (Grades K-6), 2012
- **Teacher of the Year Full Scholarship Recipient** - Walden University, 2010

- **Sistema Fellow** - New England Conservatory, 2009
- **Yale Distinguished Music Educator Award** - Yale University, 2009
- **Outstanding Teacher and Program of the Year** - Juneau School District, 2008
- **Creative Ticket National School of Distinction Award** - Kennedy Center, 2007
- **Mayor's Award for the Arts, Outstanding Arts Educator** – Juneau, 2007
- **Supporting Literacy through Library Technology and the Arts Special Recognition**, Juneau Reading Council and the AK Literacy Association, 2007

RESEARCH & SCHOLARLY WORK

Publications

- *Importance of Story in Teaching El Sistema: Music for Social Change* (2015) – Explores how storytelling and narrative play a vital role in culturally responsive music education and social justice teaching practices.
- Featured in NAFME *Teaching Music Magazine*, including cover story, October 2014.
- Contributed articles to *The Ensemble*, newsletter detailing El Sistema in the U.S.
- Annenberg Learner Video Series: Power of Music: P-5 Teaching Inspired by Sistema Videos (11/2014) - Violin Basics, Getting Rhythm, Chorus and Other Ensembles
- Video Production, Longy School of Music of Bard College, 2014
 - [Dalcroze Eurythmics Certificate Program for Performers & Composers](#)
 - [Dalcroze Summer Institute](#)

Presentations

- *Haa Tóo Yéi Yatee* (“It is within us”), Los Angeles Philharmonic, YOLA National Accelerator Conference, 2024
- *Culturally Responsive Teaching in the Classroom* – Anchorage School District, 2024
- *Innovation thru Culturally Responsive Change-making*, Carnegie Hall Summer Music Educators’ Workshop, 2024
- *Culturally Responsive Teaching*, Anchorage School District, 2024
- *Yoo Dzi.áxk Haa Jiyís: It Echoes for Us: Music Through Lingít in Elementary Schools in Áak’w Kwáan*, University of Victoria Decolonizing & Indigenizing Music Education, 2023

- *Dikéex' Wooch Gaylasháat (Hold Each Other Up)*, National Youth Orchestra of Los Angeles (YOLA) Symposium, 2021
- *Woocheen (Together): Building Trust in Indigenous Communities*, National Network of State Teachers of the Year Conference, 2021
- *Digging Blow the Surface: Exploring Deeper Levels of Culture thru Music*: Alaska Arts Education Consortium, 2021
- *Zaretta Hammond's Ready for Rigor Framework thru an Arts Integrated Lens*: Annette Island School District, 2021
- *Strategies that Embrace, Engage & Empower Students*: Global Arts, 2020
- *Haa Kusteeyí: An Exemplar from Alaska on Culturally Responsive Teaching*, National Network of State Teachers of the Year Conference, 2020
- *Haa Kusteeyí: Our Way of Life*: SHI, Culturally Responsive Education Conference, 2020
- *How Do We Create Music Education for Life?* Musical Futures Online Festival, 2020
- Alaska Music Educators Association, 2020
 - *Musical Futures through a Fulbright: A Transformative Music Education Model*
 - *Juneau Alaska Music Matters (JAMM)*
- *Music Education Models to Effect Social Change*: University of Strathclyde, 2019

CERTIFICATIONS & PROFESSIONAL DEVELOPMENT

- Indigenous Language Teaching Certificate, University of Alaska, 2023
- Teaching English as a Second Language Certificate, University of Alaska, 2013
- Waldorf Elementary Teaching Certificate (Grades 1-8), 2001
- LETRS Science of Reading Volume 1 & 2, 2023
- Culturally Responsive Teaching National Cohort, Zaretta Hammond, 2021
- Culturally Proficient Coaching, Association of Alaska School Boards, 2021
- Trauma-Informed Schools Training, University of Washington, 2019-2022

Culturally Responsive-Sustaining Education (CRSE) Trainings:

- PlayUSA: Culturally Sustaining & Responsive Education - Carnegie Hall, 2021
- Anti-Bias, Anti-Racist Teaching Practices with Kasey Taylor, 2021

- Culturally Responsive Conference - Sealaska Heritage Institute (SHI), 2020
- Thru the Cultural Lens Sustaining Pedagogy Course – SHI, 2020

Arts Education Pedagogy Trainings:

- AIM Teaching Framework, Assessment & Coaching Model, 2024
- YOLA National, Youth Development Training, 2023 & 2024
- Kennedy Center Artful Teaching Series, 2020-present
 - Acting Right – Building Cooperative, Collaborative, Creative Classroom Community Through Drama
 - Building Reading Comprehension through Sound & Rhythm
 - Canvas of Aani Workshops & Place-based Learning
 - Creatively Moving through SEL (Part I & II)
 - Diversity, Equity and Inclusion
 - Foundations of Shadow Puppetry
 - Let's Talk: Facilitating & Managing Student Conversations in the Arts Integrated Class
 - Moving through Weather: Exploring the Atmosphere with Dance
 - Moving through Science: Exploring Planets of Our Solar System with Dance
 - Moving through Poetry: Exploring Vocabulary & Meaning with Dance
 - Project Zero: Visible Thinking Routines
 - Shifting Power: Support Classroom Agency by Design
- Global Arts, Why Mental Health Matters in the Classroom, 2020
- Ensemble NYC Artistic Musical Conducting, 2020
- University of Alaska, Effective Coaching of Interns and Early Career Teachers, 2020
- Arts ED NJ, SEL & Arts Education: Elevating Student Voice and Community, 2020
- World Music Pedagogy Certificate, 2020
- Little Kids Rock Virtual Modern Band, 2020
- Carnegie Hall Summer Music Educators Workshop, 2020
- Drake Music Scotland FigureNotes & BBC Ten Pieces, 2019
- European Association for Music in Schools Conference, The School I'd Like! 2019
- Sistema Scotland Volunteer, Raploch & Stirling, Scotland, 2019
- Paragon Music Volunteer, Inclusive Pedagogy, 2019
- Strathclyde University, Informal Learning and Secondary Music Education, 2019

- Dalcroze Level I Certificate, Summer 2014
- ColourStrings Phase 1, 2A Certificate, Summer 2013
- Mark O'Connor String Method, Level I Certificate, 2012
- First Steps in Music & Conversational Solfege, Summers 2010 and 2011
- NAFME Teaching Guitar Certificate, 2010
- World Drumming, Level I and II Certificates, Summers 2009 and 2010
- Orff-Schulwerk, Level I Certificate, Summer 2007

Music Tech & Online Platform Trainings:

- Modern Classroom Essentials, 2020
- Canvas LTI Integration, Brightspace & Seesaw, 2020
- Midnight Music Technology Trainings, 2019-2020
 - Best Tech Tools to Increase Engagement
 - Creating Beautiful Teaching Resources
 - Google Slides Advanced Tips for Music Teachers
 - 20 Ways to Use Flipgrid in Music Education
 - Digital Badging in Music Education
 - Online Teaching Ideas for Elementary and Middle School General Music
 - School closures? Tips and Tools for Music Teachers Teaching Remotely
 - How to Use Choice Boards in the Music Classroom
 - Video Creation Course for Music Teachers
- Musical Futures Trainings, 2019:
 - DJ Skills for Educators
 - Music Technology Abelton Live
 - Performance/ Technology & Composition for Music Practitioners
 - Just Play Whole Class Music-Making
 - Find Your Voice & Ukulele
- INTO School Songwriting Project, Finland, 2019
- Music Educator Digital Recording & Sound Systems– University of Villanova, 2018

SERVICE & LEADERSHIP

Any Given Child Community Arts Team Member, 2013–Present

- Collaborated with community partners to develop strategies for increasing access to arts education in Juneau, focusing on equity for Alaska Native students.

Alaska Arts Standards Committee Member, 2015–2017

- One of two music educators selected to revise Alaska’s K-12 arts standards, ensuring the inclusion of indigenous and culturally responsive content.

MAT Program Scholarship Coordinator, 2015 - 2017

- Established scholarship program for University of Alaska Southeast MAT students pursuing a K-12 music certificate, designed to prepare culturally responsive music educators for Alaskan schools.

ESSA Committee Member for Juneau Education Association, 2017

- Advocate for the arts in Juneau School District revision of federal funding.

REFERENCES

Judy Bose

Dean of the Conservatory
Longy School of Music of Bard College
27 Garden Street
Cambridge, MA 02138
617-831-1803
jbose@longy.edu

Monique VanWillingh

Director of Cultural Equity and Belonging
New England Conservatory
290 Huntington Avenue
Boston, MA 02115
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Ted Wilson

Friends of the Children of Eastern Montana
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907-321-5201

X'unei · Du Aaní Kawdinook · K'eijáakw
Lance Arron Twitchell

Contact: University of Alaska Southeast Whitehead 229 · (907) 796-6114
1120 Glacier Highway latwitchell@alaska.edu
Juneau, AK 99801-8697 lance@troubledraven.com

Education: · Ph.D, Hawaiian and Indigenous Language and Culture Revitalization (2018) —
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, University of Hawai'i Hilo
· MFA, Creative Writing (2010) —University of Alaska Fairbanks
· BA, English; Minor American Indian Studies (2007) —University of Minnesota
· Tlingit Immersion Camps—U of Alaska Southeast & Sealaska Heritage Institute
· Certification, First Nations Futures Program—Stanford University
· Certification, Village Management Institute—Sheldon Jackson College

TEACHING EXPERIENCE

- **Professor of Alaska Native Languages, University of Alaska Southeast (2011–Current).**
Coordinate the development of an Indigenous Studies Program, teach Tlingit language, language revitalization, and Alaska Native Studies courses.
- **Tlingit Language Consultant (2020–Current).**
Language consultant translator for the Children of the Taku Society, working to help develop language teaching materials.
- **Tlingit Language Instructor & Curriculum Development Specialist, (2006–Current).**
Work with Sealaska Heritage Institute, Goldbelt Heritage Foundation, Children of the Taku Society, Carcross-Tagish First Nation, Teslin Tlingit Council, to develop language teaching materials, teach community classes, and coordinate language immersion and documentation activities in Alaska, Yukon, and British Columbia.
- **Tlingit Language Instructor, Central Council of Tlingit & Haida (2019–2022).**
Language consultant and teacher, and translator in the Haa Yoo X'atángi Kúdi (Tlingit Language Nest), working with children ages 3–8 in a full immersion environment.
- **Tlingit Language and Indigenous Studies Instructor, Outer Coast (2018–2021).**
Developed and taught courses on Tlingit language, Indigenous Studies, and cross-cultural literature in a college preparatory summer program with students from around the world.
- **Northwest Coast Formline Design Instructor, Jinéit Art Academy (2013–2019).**
Taught community workshops sponsored by the Sealaska Heritage Institute that cover the basic principles of Northwest Coast Formline Design. Taught in Juneau, Yakutat, Haines, and Angoon.
- **Assistant Professor of English, University of Alaska Fairbanks (2010 - 2011).**
Taught ENGL111: Introduction to Academic Writing, ENGL213: Academic Writing about Natural & Social Sciences, ENGL271: Introduction to Creative Writing—Fiction, and ENGL314: Technical Writing.

WRITING, EDITORIAL, & ADMINISTRATIVE EXPERIENCE

- **Board Member**, *North Words Writers Symposium*, a writers' conference that is hosted annually in Skagway, Alaska.
- **Board Member**, *7000 Languages*, a non-profit that creates free online language-learning courses in partnership with Indigenous, minority, and refugee communities so they can keep their languages alive.
- **Fellow**, *WGBH Molly of Denali Scriptwriting Fellowship* (2018). Developed a script for the PBS animated series *Molly of Denali*.
- **Column Author**, *Juneau Empire* (2012–2014). Contributed a column on Alaska Native Languages & Studies, also developing a “Tlingit Word of the Week” series.
- **Tlingit Language & Culture Consultant, Musician**, *Dugout* (2011). Assisted with the development of the film *Dugout* by consulting on content, translating Tlingit, and soundscaping the film.

PUBLICATIONS & CREATIVE WORKS

- *Gagaan X̣'usyee: Below the Foot of the Sun*, poetry book by the University of Alaska Press (2024).
- *Lingít Dictionary*, 2nd edition, published by Goldbelt Heritage Foundation (2024).
- *Lingít Themes*, 1st edition, published by Goldbelt Heritage Foundation (2024).
- *The Conjugator*, published by Goldbelt Heritage Foundation (2024).
- “Not a Mascot” episode for *Molly of Denali* (2024, Emmy nominated).
- “Raven the Trickster” episode for *Molly of Denali* (2022).
- “Nature Is Medicine” episode for *Molly of Denali* (2022).
- *Beginning Tlingit Workbook*, 2nd edition, published by the Sealaska Heritage Institute (2022).
- *Haa Wsineix̣ Haa Yoo X̣'atángi (Our Language Saved Us): A Guidebook for Learning the Tlingit Language*, 2nd edition, published by Goldbelt Heritage Foundation (2020).
- *Tlingit Reference Guide: Verbs, Grammar, Location & Direction, Concepts*, published by Goldbelt Heritage Foundation (2020).
- “Our Language Is Encoded In Us” art installation at the Penn Museum (2021).
- “Funny Face Contest” episode for *Molly of Denali* (2021).
- *Before the Land Eroded: I Was Once Here*, play co-authored with Ty Defoe, Marleah Makpiaq LaBelle, and Martha Kasaiuli, staged in Newtok, Alaska and also in Anchorage, Alaska (2019).
- “Tlingit Use of Marine Space Putting up Fish” in *The Rights of Indigenous Peoples in Marine Areas*, Edited by Stephen Allen, Nigel Bankes & Øyvind Ravna, Bloomsbury Publishing (2019).
- *Haa Dachxánx̣'i Sáani Kagéiyi Yís: Haa Yoo X̣'atángi Kei Naltseen: For Our Little Grandchildren: Language Revitalization Among The Tlingit*, dissertation (2018).

- Co-authored the poem “Shaawatke’s Birth,” published and made into a film by the *Alaska Quarterly Review* (2016).
- Debuted the film *Haa Yoo X’atangi Káx Kulagaawú—Language Warriors: The Life and Work of Nora and Richard Dauenhauer* (2016) during an Evening at Egan Event at UAS. The film was sponsored by the Rasmuson Foundation, Alaska Humanities Forum, Goldbelt Heritage Foundation, and UAS.
- “Alaska Native Language Revitalization: Transforming the Fabric of Our People,” published in the *Alaska Native Studies Journal* (2013).
- “When the Heart Skips a Beat,” and “Sable Voices” poems, published in *Ice Box* (2010).
- “Nanook Sweats,” “Release, Definition: Trickster,” “Ode to Tlingit, Yellow Hair Takes the Fat and We Lament His Seedy Departure,” and “Dark Skin and Betraying Uncle,” poems, published in *Yellow Medicine Review* (Spring, 2009).

SPEECHES AND PRESENTATIONS

- *Invited Speaker* (2024), “Intergenerational Transmission: From Time Immemorial to Eternity,” at *Indigenous Language Institute Symposium* (ILIS) in Albuquerque, NM.
- *Keynote Speaker* (2024), *American Indian Indigenous Teacher Education Conference* (AIITEC) in Flagstaff, AZ.
- *Keynote Speaker* (2024), *Alaska Society for Technology in Education* (ASTE) Conference in Anchorage, AK.
- *Keynote Speaker* (2023), *La Cosecha Conference* by by Dual Language Education of New Mexico in Albuquerque, NM.
- *Panelist* (2023), *North Star: Conversations on Boundlessness* conference at the University at the Lincoln Center in New York City, November 2023.
- *Panelist* (2023), *Digital Engagement with Endangered Languages and their Communities* at the University at Buffalo, November 2023.
- *Panelist* (2023), *American Indian Indigenous Teacher Education Conference. Returning to Our Languages and Ways of Knowing* at Northern Arizona University in Flagstaff, AZ.
- *Panelist* (2022), *Liberatory Letters: Language as Resistance*, The Center for the Study of Race and Ethnicity in America (CSREA) at Brown University.
- *Invited Speaker* (2022), *Artist Conversation: Lance Twitchell and Nicholas Galanin*, hosted by the by the Native American and Indigenous Studies (NAISIP) Working Group Seminar Series and the Humanities Council at Princeton University.
- *Invited Speaker* (2020), “Haa Saax’ú Tóonáx Woosh Wutudzikóo: We Know Each Other Through Our Names” for the *What’s In a Name* series, hosted by the Fisher Center for the Study of Gender & Justice at the Hobart and William Smith Colleges.
- *Invited Speaker* (2020), “Shifting Value Systems: Indigenous Language Revitalization Strategies” at the Sealaska Heritage Institute Lecture Series, *Approaches to Indigenous Language Revitalization*.

- *Invited Speaker* (2019), “A Place We Can Succeed as Ourselves: The Future of Alaskan Education is Equity & Inclusion,” at the *5th Annual Alaska Can! Conference*.
- *Invited Speaker* (2019), “Haa Dachxánx'i Sáani Kagéiyi Yís: Haa Yoo X'atángi Kei Naltseen: For Our Little Grandchildren: Language Revitalization Among The Tlingit,” to the *Fieldwork Forum* (aka “FForum”) series, co-sponsored by the Berkeley Language Center, UC Berkeley.
- *Invited Speaker* (2017), “Creating a Tlingit Language Movement: Engineering Social Change for Language Revitalization” to American Indian Studies, Anthropology, and Linguistics faculty members, and “Haa Shuká: Language Loss and Revitalization Among the Tlingit” to students of American Indian Studies at Dartmouth College.
- *Invited Speaker* (2016), Founder’s Day Potlatch · HAAYK Foundation · Metlakatla, Alaska.
- *Invited Speaker* (2016), “ Official Languages, Tribal Schools, and New Media: Facilitating Structural Changes That Foster Language Revitalization in Alaska” · University of Alaska Fairbanks.
- *Poetry Reading* (2015), Invited poet reading at the Alaska Governor’s Mansion.
- *Keynote Speaker* (2015), Stabilizing Indigenous Language Conference · Wind River Indian Reservation, Wyoming.
- *Invited Speaker* (2014), Building Tribal Nations Symposium · University of Wyoming.
- *Keynote Speaker* (2013), Central Council of the Tlingit and Haida Indian Tribes of Alaska 78th Annual Tribal Assembly.
- *Closing Remarks* (2013), Alaska Federation of Natives Convention · Fairbanks, Alaska.

PROFESSIONAL AWARDS, SCHOLARSHIP AWARDS, GRANT AWARDS, & SERVICE

- *Emmy Award for Outstanding Writing in a Preschool Animated Series* (2025) for the episode “Not a Mascot” for *Molly of Denali*, Los Angeles, CA.
- *Governor’s Arts & Humanities Award Recipient* (2024), Alaska State Council on the Arts.
- *Constellations Language Awardee* (2023), Oakland, CA.
- *Sealaska Heritage Institute Distinguished Leadership Award*, 2023, presented during the sixth annual culturally responsive education conference.
- *Emmy Nomination* (2022), for writing on *Molly of Denali*.
- Chair of the *Alaska Native Language Preservation and Advisory Council*, appointed by Governor Walker (2017).
- *Up-and-Coming Podcast Creator* (2021), iHeartRadio’s NextUp! Program · Atlanta, GA.
- *Young Native Leader Award* (2020), First Alaskans Institute · Anchorage, AK.
- *Luce Indigenous Knowledge Fellowship* (2020), Henry Luce Foundation and First Nations Development Institute · Longmont, CO.
- *Cultural Capital Fellowship* (2020), First Peoples Fund · Rapid City, SD.

- *National Endowment of the Humanities Fellowship* (2020) · Modern Classics of Tlingit Oral Literature.
- *Art Apprentice* (2020), Native Arts & Cultures Foundation, Mentor Artist Fellowship · Vancouver, WA.
- Artist in Residence (2018), Headlands Center for the Arts · Sausalito, CA.
- Artist in Residence (2017), Alderworks Alaska Writers and Artists Retreat · Skagway, Alaska.
- *Contributions to Literacy in Alaska (CLIA) Awards*, Alaska Center for the Book (2017).
- *Judson L. Brown Leadership Award*, Sealaska Heritage Institute (2016).
- *Lawrence Matson Memorial Endowment*, the CIRI Foundation (2016).
- *Connie Boochever Fellowship* in the literary and performing arts (2013).
- *Top 40 Under 40*, The Alaska Journal of Commerce (2013).
- *Moment of Birth, giclée print*—entry, *Celebration Juried Art Show* (2012).
- Commissioned artist for Central Council of Tlingit & Haida Indians of Alaska (2010-12).
- Commissioned artist for EPA Region 10 Tribal Leaders Summit (2010).
- *Raven and the Beauty of the Eagle Spirit, giclée print*—third place, *Celebration Juried Art Show* (2010).
- *Dennis Demmert Appreciation and Recognition Award* from Native Alaskan Business Leaders at the University of Alaska Fairbanks in acknowledgement of support for Alaskan Native and rural Alaskan students (2010).
- *Alaska Native Visionary Award* from the Alaska Native Heritage Month Committee in acknowledgement of artistic and cultural contributions to the Native community (2009).
- *Vine Deloria Jr. Memorial Scholarship* from the American Indian College Fund (2009).

REFERENCES

- Dr. William “Pila” H. Wilson
Professor of Hawaiian Language, Hawaiian Studies, and Linguistics
Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language University of Hawai‘i at Hilo
- Dr. Maria Williams, PhD
Director, Director, Alaska Native Studies
University of Alaska Anchorage

Eldri Waid Westmoreland

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Professional Profile

Committed to leadership and research roles in the field of education, weaving reciprocal relationships with communities, schools, and community members. Advocating for cultural ways of knowing as common best practices within the system of education, establishing academic rigor for all students and educators. Incorporating 21st century technology within the field of education through instruction, research, and service built on a foundation of Indigenous knowledge systems.

Key Qualifications

- PhD Indigenous Studies, Education, Coursework completed. Currently completing comprehensive exams
- Master of Arts in Mathematics Education
- 10+ years Adult level teaching as Adjunct Faculty, Instructional Coach, Cultural Instructional Mentor
- 30+ years teaching experience in PreK-8 grade
- Training and technical assistance in Indigenous ways on knowing and being, systems of education, STEAM education
- Effective communication and planning skills focused on building relationships
- Willingness to travel as participant and presenter at education conferences
- Research: Grounded methodology, developing a Lingít learning theory
- Content instruction and assessment in PreK–8 classrooms
- Train educators in content support and implementation
- Curriculum development as expert teacher and committee member
- Experience supervising and supporting student teachers, teachers, and school staff

Research and Presenter Experience

- **Math Raven**, an Indigenous Education Company **2020+**
Owner, Researcher, Facilitator, Curriculum Developer, Presenter/Instructor, Consultant, Liaison, Training and Technical Assistance Leader
- **Presenter: *Indigenous Ways of Knowing, STEM*** **2025**
Yukon Native Teacher Education Program, Yukon University
- **Presenter: *Role and Impact of Indigenous Peoples in Academe*** **2024**
Sealaska Heritage Institute, Indigenizing Education Community of Practice
- **Curriculum Development: *Art Development in STEAM-Ethnomathematics*** **2022**
Hoonah Public School
- **Presenter: *Foundations of Tlingit Education in Middle Schools Classrooms*** **2021**
Sealaska Heritage Institute, STEAM-E Community of Practice
- **Research: *Foundations for a Tlingit Learning Theory*** **2021**
University of Alaska, Fairbanks
- **Presenter: *Development of STEAM-Ethnomathematics Curriculum*** **2021**
ASTE Conference, Virtual Conference
- **Research: *Culturally Driven Mathematics Instruction*** **2020**
University of Alaska, Fairbanks
- **Research: *Building Meaningful Context in Mathematics with Children’s Literature*** **2018**
Western Governors University, Missouri
- **Presenter: *Linking Mathematics Instruction and Alaska Native Children’s Literature*** **2018**
Sealaska Heritage Institute, Culturally Responsive Education Conference, Juneau, AK

Relevant Educator Experience

Clinical Supervisor of Student Teacher, Adjunct, University of Alaska Southeast

2025

- Supervision of MAT Student teacher
- Work with mentor teachers, principals, and university faculty to provide support for student teachers.
- Guide and direct completion of all tasks.
- Report student progress through observation, assessment, and evaluation and assists with improvements when needed.
- Assist with difficulties, concerns, and problems of assigned student teachers, principals and mentor teachers.
- Interact in a collegial manner with all persons involved in the student teaching experience.
- Follow all policies, procedures, and timelines established.
- Respect a diverse student and faculty population with the school sites served.
- Monitor effectiveness of partnership schools where students are assigned and attend.

Principal of Tlingit, Culture, Language, and Literacy, Juneau School District (K-7)

2023-2024

- Strong knowledge and background in literacy and Indigenous language instruction
- Proven leadership skills including staff development and evaluation
- Serve children of varied ethnic, socioeconomic, and cultural backgrounds
- Actively promote a safe, violence-free school
- Encourage and respect varying teaching models
- Committed to Indigenous language revitalization in school model
- Engage with parental involvement and school/community partnerships
- Support academic excellence for all students and lifelong learning
- Broad-based community involvement and inter-agency cooperation
- Provide engaging training and technical assistance in Indigenous ways of knowing and being, systems of education
- Advocate for students, parents and staff of the school community
- Engage families through large program events and development of a site council
- Increase Tlingit Language Proficiency
- Support inclusive special education model
- Knowledge of early childhood education
- Knowledge of and commitment to research-based cultural best practices for instruction, curriculum, and assessment
- Provide supervision for district-wide programs within school
- Experience and application of education technology in the K-7 school
- Demonstrate skills as a team builder, mediator and facilitator
- Successful development and implementation of equitable, consistent student behavior and expectations that incorporates Southeast Alaska traditional tribal values
- Knowledge of special education programs and requirements
- Knowledge of and experience with site budgeting process
- Work closely with DEED in development of Tlingit language assessments and standards

Instructor of Secondary Methods of STEM, Adjunct, University of Alaska Southeast **2022**

- Planned, designed, and evaluated STEM curriculum for Secondary Education graduate-level course
- Ensured content met academic standards and learning objectives
- Aligned course with School of Education departmental goals and student needs
- Developed and posted course syllabus to communicate student learning outcomes
- Ensured student assessments reflected Indigenous values and Western academic standards
- Directly measured student achievement of course learning objectives
- Engaged students with active STEM learning strategies and cultural standards
- Integrated educational technology to create an accessible and engaging learning environment
- Gathered student feedback throughout the course to identify gaps and improve instruction
- Knowledgeable in Title IX policy
- Utilized organizational structures to fulfill instructional responsibilities
- Maintained consistent communication with student feedback, grades, and next steps

Mathematics and STEAM-Ethnomathematics Mentor Teacher/Curriculum Developer, Juneau School District (Grades 6-8) **2019-2023**

- Developed and implemented curriculum for middle school students
- Taught supplemental, semester long STEAM-Ethnomathematics classes
- Mentored educators in STEAM-E Math integration and instruction
- Developed record-keeping systems to present and report data
- Built relationships in active leadership role with Community of Practice
- Advocated for Alaska Native students, families and education
- Collaborated with educators to update and enrich their cultural classroom instruction, materials and instructional practices
- Interagency leader (JSD, SHI, Sitka School District, THCC, Goldbelt, JAHC, McKinley Research Group, School Board, SERCC, University of Alaska, US Department of Education)
- Worked reciprocally with Elders and cultural specialists
- Integrated 21st century technology with Ancestral knowledge for students of today
- Embedded MakerSpace STEAM-Ethnomathematics into daily classroom learning experiences
- Researched and presented with educators

Staff Developer/Mentor Teacher, Juneau School District (Grades K-5) **2014-2017**

Worked with district and site leadership to implement the following:

- Planned and delivered district-level professional development in mathematics, reading and other content areas
- Participated in development of district-wide infrastructures to promote teacher collaboration, instructional effectiveness and student learning
- Trained community volunteers with United Way to prepare tutors and collaborated with organizations to share data and reports on success of reading volunteer program
- Prepared and delivered district-wide professional development with administrators
- Regularly assessed staff PD needs, both formally and informally
- Provided individual teacher coaching in specific content areas including science and mathematics
- Provided specific process implementation training (PLC, RTI, elementary report card, assessment, data collection and analysis)
- Planned and facilitated instructional rounds or cross observations in school and district
- Gathered data and compiled report for Annual Measurable Objectives in mathematics, reading and writing
- Technology training in mathematics, reading, and writing curriculum and assessments

Reading Intervention Teacher, Juneau School District (Grades K-5)

2015-2017

- Contributed to development of school-wide intervention schedule following RTI model
- Provided intervention literacy instruction to meet individual student needs while supporting in-class instruction and district expectations
- Flexibility to teach content where needed to support student success
- Provided developmental reading and writing instruction to students
- Diagnosed learning skill deficits and delivered developmental instruction with research-based methods
- Collaborated with all team-members to coordinate student instruction.
- Held conferences with parents and teachers providing information on student progress and shared ideas to implement flexible strategies successfully
- Determined student academic eligibility through review of test scores and teacher feedback
- Administered and trained staff to test students utilizing technology (DIBELS, PALS, CORE, MAP)
- Developed and maintained individualized skill-appropriate lesson plans

Classroom Teacher, Juneau School District (Grades K-3)

2009-2014

- Planned, organized and implemented appropriate instruction in diverse, multicultural and socio-economic classrooms
- Continued professional development in current educational practices and technology
- Developed meaningful lesson plans and tests in accordance with established procedures to increase student achievement and social/emotional growth
- Integrated culture with local native community organizations
- Supported and facilitated place-based learning opportunities in science, art and social studies
- Instructed and monitored student learning
- Incorporated technology to support and differentiate instruction
- Managed student behavior through thoughtful, collaborative community established norms
- Maintained classroom discipline and supported colleagues within their classrooms
- Encouraged individual student academic success through assessment, instruction and respectful feedback
- Maintained accurate and complete student records, maintained privacy, and collaborated with involved parties according to district policies, laws and school regulations
- Scheduled and facilitated parent conferences, grade level meetings, and participated in school/district meetings
- Fostered positive teamwork daily with special education teachers and para-educators
- Communicated clearly with parents through websites, text messages, e-mail, phone calls and personal meetings

Teacher, Department of Defense Education Activity, Europe (Grades K-6)

2004-2008

- Developed and implemented student instruction
- Oversaw teacher assistant in fulfilling duties within classroom and student interactions
- Collaborated with classroom teachers to schedule and support student growth in all subject areas
- Maintained privacy of students according to laws, regulations, and established procedures
- Supported military families through education of children while overseas
- Planned and implemented instruction to diverse populations from many cultures

Child Development Program Technician, U.S. Air Force Child Development Center (ages 0-5) 1995-1997

- Provided specialized developmental care and instruction for preschool students
- Designed and implemented developmentally appropriate lesson plans to meet individualized instruction for every child
- Complied with established institution policies and procedures
- Participated in making appropriate changes/additions to policies and procedures
- Collaborated with coworkers, director, and parents to create an environment of teamwork

Child Development Assistant, U.S. Air Force Child Development Center (ages 0-5) 1994-1995

- Followed and implemented daily lesson plans
- Provided developmentally appropriate activities
- Supported lead teacher and parents of special needs children in behavior, social and health areas
- Certified in early childhood, first aid and adult/child CPR classes

Education

PhD Student, Indigenous Studies (Education) 2025

University of Alaska Fairbanks, AK
 Thesis: Developing a Lingít Learning Theory (Grounded Theory)
Anticipated Date of Completion – Summer/Fall 2025

Master of Arts in Mathematics Education 2018

Western Governors University, Missouri
 Capstone: “Building Meaningful Context in Mathematics with Children’s Literature”

Bachelor of Science in Education (K-8) 2002

University of Central Oklahoma, Edmond, OK
 Honors/Recognitions: Dean’s Honor Roll, Multicultural Student Services Certificate of Excellence

Post-Bachelor’s Continued Education 2004-2016

University of Alaska (Juneau, Anchorage)
 Areas of Focus: Intermediate Reading, Educational Leadership, Balanced Mathematics
 Alaska Pacific University
 Areas of focus: Alaska Studies, Standards-Based Report Card
 San Diego University
 Area of focus: Mathematics, Base-Ten System

Certifications and Trainings

Professional Teacher Certificate, Education, State of Alaska **current**
Administrative (Type B) Emergency Administrative Certificate, State of Alaska **2023-2024**
Alaska School Leadership Academy, Alaska Dept of Education and Early Devp **2023-2024**
Indigenous Language Institute, ILI Native, New Mexico **2023**
Ethnomathematics: Northwest Coast Arts and Math, University of Alaska Southeast **2019**
Solution Tree, Professional Learning Communities and Response to Intervention **2010-2016**
Explicit Writing Instruction, Alaska Pacific University **2013**
Expert Reading Trainer, Juneau School District **2010-2011**
Intermediate Reading Institute, Juneau School District, UAS **2010**
Balance Math Instruction, UAS **2009-2010**
Certificate of Award Early Childhood Professions Central Texas College **1998**

Committees

University of Alaska Southeast Alaska School of Education Advisory Committee	2020+
Sealaska Heritage Institute: Community of Practice , Facilitator, Member	2020-2023
State of Alaska, Department of Education: Teacher Evaluation Committee	2015-2017
Juneau School District: Educator Team Facilitator	2019-2022
Equity Focus Group	2021
Reading Curriculum Review Board	2016
Report Card Committee	2013-2015
Leadership Team	2014-2015
School Attendance Improvement Team	2010-2011
Department of Defense Education Activity School District: School Improvement Plan Committee , James Van Dierendonck ES	2007

Awards and Recognitions

Judson L. Brown Leadership Award , Sealaska Heritage Institute	2021
Career Connections Supervisor Participant , All-Alaska Academy	2011
Buddy Mentor Program Participant , Juneau School District	2010-2011
Hidden Hero Volunteer Recognition Award , Geilenkirchen, Germany Significant volunteer contributions to United States Air Forces in Europe	2005
Angel Award (500+ hours service), Geilenkirchen, Germany Outstanding and selfless volunteerism	2005
AmeriCorps , Edmond, Oklahoma Met community needs in education through volunteerism in public school	2002
Blue Ribbon Performance Award , Izmir, Turkey Outstanding contribution and support as a volunteer increasing effectiveness	1996
Volunteer of the Quarter , Izmir, Turkey Outstanding volunteer contributions to the community	1996
Angel Award , Mountain Home, Idaho Demonstrated the true spirit of volunteerism by unselfish, devoted, and compassionate service to others that significantly contributed to the quality of life for military families	1991

Professional Memberships

American Indian Science and Engineering Society
Juneau School Administrators Association
Alaska Society for Technology Education
Juneau Education Association
International Literacy Association
National Council of Teachers of Mathematics

Master of Arts in Teaching Indigenous Languages

University of Alaska Southeast



Program Overview

- Addresses Alaska's critical shortage of certified Indigenous language educators
- Supports revitalization of Alaska Native languages across the state
- Alaska has 23 Indigenous languages, but few certified PK-12 teachers instructing in this
- Many educators rely on Type M certificates, limiting licensure, pay equity, and career growth
- Creates a pathway for fluent speakers and advanced learners to earn full teacher certification
- Designed to allow educators to remain in their home communities
- Prepares graduates to teach PK-12, strengthen culturally grounded education, and advance language revitalization efforts



Master of Arts in Teaching Indigenous Languages

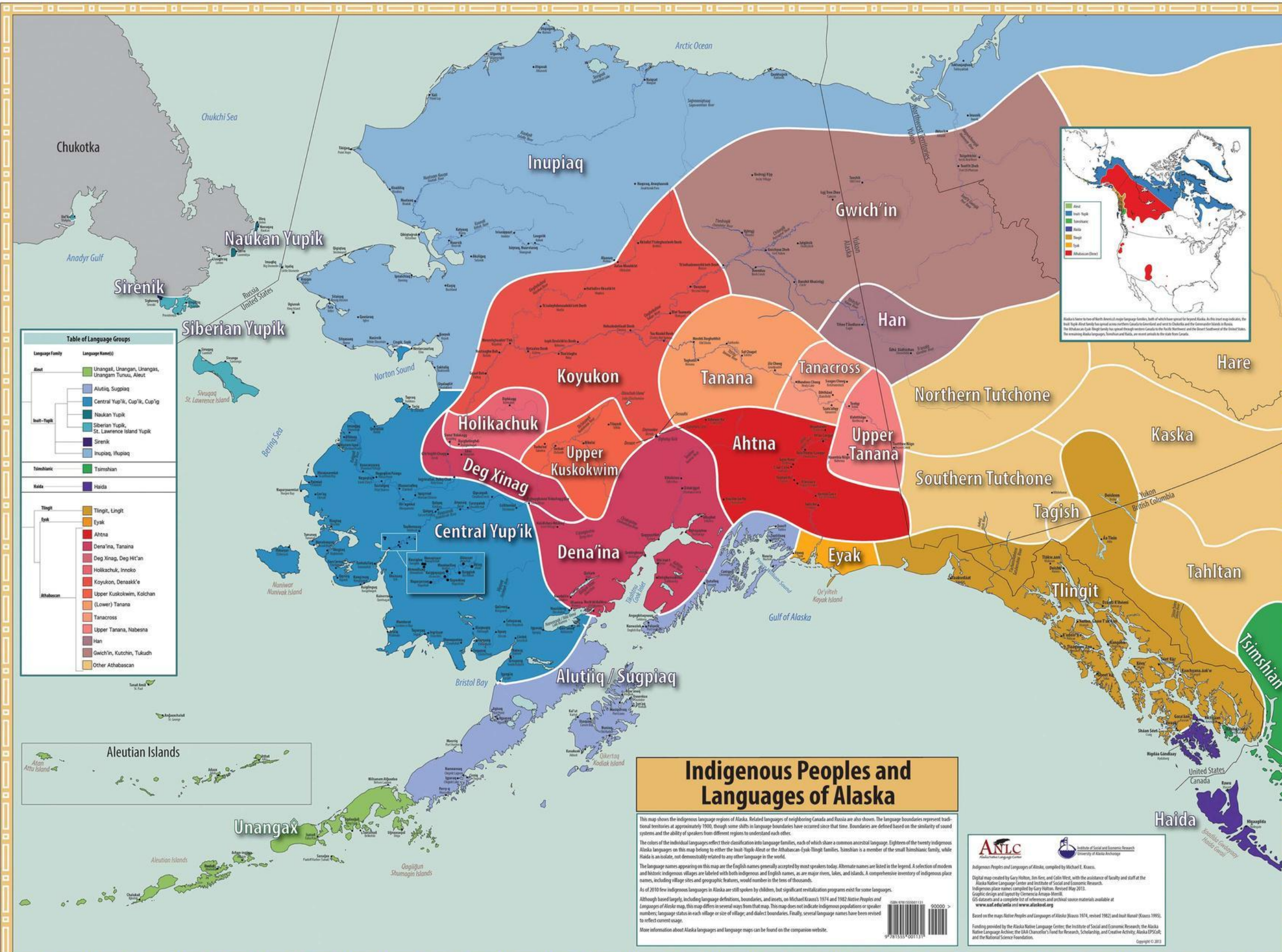
University of Alaska Southeast



“We need to continue to make sure that those languages thrive and survive.”

— Rep. Benjamin Nageak

2014 KTOO coverage, Alaska Native languages bill



Workforce Need and Student Demand



- Alaska school districts face ongoing challenges recruiting and retaining Indigenous language teachers
- Demand for instruction exceeds the number of educators with Alaska Native language endorsements
- Many communities rely on cultural knowledge holders in limited-certification roles with little long-term stability
- MAT IL creates a licensure pathway for fluent speakers, community language workers, and program graduates
- Projected enrollment: ~6 students in year one, growing to ~20 students annually once established



State language preservation initiatives recommend an aspirational goal of one Alaska Native language teacher for every 150 students.



Solution through Program Design

MAT in Teaching Indigenous Languages



- Creates a pathway to full teacher licensure
- Designed for:
 - Fluent speakers
 - Community language workers
- Indigenous studies graduates
- Delivered primarily online to serve rural and place-bound students

Program Design:

- Integrates language, culture, and teacher preparation
- Coursework includes pedagogy, culturally responsive curriculum, and revitalization methods
- Includes field-based experiences + 15-week student teaching internship
- Built on existing UAS faculty and programs
- Cost-effective and sustainable



This program turns existing knowledge into a certified workforce.

Master of Arts in Teaching Indigenous Languages

University of Alaska Southeast



Built to Meet Alaska's Unique Needs



- Addresses rural access and high teacher turnover
- Supports educators staying in their home communities
- Grounded in Indigenous knowledge systems and cultural practices
- Built through statewide collaboration with tribes, districts, and partners
- Aligns with the Alaska Native Languages Action Plan
- Strengthens a “grow your own” educator pipeline

This program is not a one-size-fits-all model. It is intentionally designed around Alaska's communities, cultures, and workforce realities.

Master of Arts in Teaching Indigenous Languages

University of Alaska Southeast



Ready and Sustainable



- Strong district demand and ongoing vacancies
- 20+ prospective students already identified
- Scales from ~6 to ~20 students annually
- Uses existing resources
 - → cost-effective + revenue generating

The MAT IL creates a sustainable, community-centered solution to one of Alaska's most urgent educational and cultural needs.

Master of Arts in Teaching Indigenous Languages
University of Alaska Southeast

