

Keeping the Commitment to American Indians, Alaska Natives and Native Hawaiians



**JOURNAL OF
AMERICAN INDIAN
EDUCATION**



**National Indian
Education Association**

Editor's Notes

It is fitting that the publication of this special issue of the *Journal of American Indian Education (JAIE)* coincides with the 38th Annual Convention of the National Indian Education Association (NIEA), the first to be held in the state of Hawaii. It is all the more appropriate that the theme of this issue is culturally responsive educational practices for Native Hawaiian, American Indian, and Alaska Native students. It also marks another significant first—a new partnership between the *Journal* and NIEA to strengthen advocacy for improved Native education by disseminating the most cutting-edge research and information on effective practices to the NIEA membership. Two historic Native education organizations are joining forces to promote research, scholarly engagement, and policy development in the interest of American Indians, Alaska Natives and Native Hawaiians. This edition is the first installment of a year's subscription to the *Journal of American Indian Education* for all members of the National Indian Education Association. The purpose of the *JAIE*-NIEA partnership is to enhance our collective voice on issues affecting Native children and youth and widen access to a research-based venue for issues in Native education for all NIEA members and beyond.

The *Journal of American Indian Education* is a refereed journal that publishes papers directly related to the education of American Indians, Alaska Natives and Native Hawaiians. The *Journal* also invites scholarship on educational issues pertaining to Native Peoples beyond the borders of the U.S., including First Nations (Aboriginal People of Canada), Maori, Indigenous Peoples of Latin American and others. The goal of the *Journal* is to improve Native education through knowledge generation and transmission to classrooms and other educational settings. It encourages dialogues between researchers and teachers through research-based scholar and practitioner articles elucidating current innovations in the classroom.

The *Journal of American Indian Education*, the oldest education journal of its kind, was founded in 1961 and has been published continuously since. It is published three times yearly by the Center for Indian Education, located in the Mary Lou Fulton College of Education at Arizona State University. Established in 1959, the Center for Indian Education is an interdisciplinary research and service organization, which promotes studies in American Indian/Alaska Native policy and administration that contribute to the quality of scholarship and effective practices in education, professional training and tribal capacity building.

Founded in 1969, the National Indian Education Association is the largest and oldest Indian education organization in the nation and strives to keep Indian Country moving toward educational equity. As a membership based organization it is committed to increasing educational opportunities and resources for American Indian, Alaska Native, and Native Hawaiian students while protecting Native cultural and linguistic traditions. NIEA is known for its effective lobbying of legislation and appropriations, most recently the *Esther Martinez Native Languages Act*, and for its broad based advocacy on behalf of U.S. Native education issues.

The partnership of the *Journal* and NIEA unites research and scholarship with the many dimensions of Native education represented and embodied in the NIEA agenda—federal programs, charter schools, state and federal policy, language revitalization efforts, cultural preservation, as well as the many other educational socio-cultural issues that affect the schooling of Native children and youth. The *Journal* is proud to join NIEA in an enhancement to its working motto, “Keeping the commitment to American Indians, Alaska Natives and Native Hawaiians.”

Speaking from the vantage point of a former president (2005) and board member (2004-2006) of NIEA and as Director of the Center of Indian Education and editor of *JAIE*, I feel that this special issue not only celebrates but uniquely contextualizes the *JAIE*-NIEA partnership. As the former Director of the Office of Indian Education at the U.S. Department of Education responsible for implementing President Clinton’s 1998 Executive Order on American Indian and Alaska Native Education—including the order’s requirement to develop a National American Indian Education Research Agenda—I can attest to NIEA’s leadership in developing a response to the Executive Order by insuring that Native people throughout the country had substantial voice in identifying the most important questions that research and scholarship should address. Among the most important questions that emerged in the national research agenda were those related to the role of Native language and culture in the education of Native children.

By engaging the *Journal of American Indian Education* in its agenda, NIEA is deepening its long term commitment to supporting research and scholarship that leads to effective and meaningful education programs for all Indigenous Americans. In an effort to promote new research and scholarship in Native education, the *Journal* will continue the practice of including an edition

of selected research papers presented at the annual conference of the National Indian Education Association. Look forward to upcoming editions for these articles from the convention and conference of NIEA

This inaugural NIEA edition of the *Journal*, now included with an NIEA membership, focuses on that same primary theme identified in the national American Indian research agenda—the role of language and culture in Native education. This volume is guest-edited by well-known and respected researchers in Native education, and the contributing authors include American Indians, Alaska Natives, and Native Hawaiians. The theme of the volume—culturally responsive education—is embedded in a larger concern that the “deficit hypothesis” remains alive and well, and is now manifested in the disproportionate numbers of Native linguistically and culturally diverse youth who are misplaced in special education. Based on this concern, the National Center for Culturally Responsive Educational Systems (NCCRESt) provided a conceptual foundation for research on this theme and commissioned the papers published in this volume, which counsel the manner in which instruction and general education support systems for Native students can be enhanced. This volume stands as a tribute to that work, while embracing a critical theme for our new *JAIE*-NIEA partnership, which will enlighten and guide our collective efforts to shape Native education practice into a force that honors our languages and cultures while preparing our Native children to succeed academically.



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Editor