



Book Series

On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education

Series Editors

Joely Proudfit, *California State University San Marcos* ; Linda Sue Warner, *Northeastern A & M College*

SERIES-This series is devoted to the recent developments, research, and practice of American Indian/Alaska Native/Native Hawaiian education. It seeks to illustrate recent methods, procedures, and applications designed for educators who work with American Indian/Alaska Native/Native Hawaiian students and seeks to highlight tribal specific interventions by sharing best practices. We especially welcome chapters that combine successful practice with research.

With 566 federally recognized tribes in the United States, we believe that various geographic regions are home to specific practices, policies, and philosophies that highlight our common interests and tribal differences. This series moves away from the historical approach of "American Indian Education" by seeking to highlight successes within diverse tribal nations.

NEW SERIES FROM IAP!

Proposed Volumes:

2023: **On Indian Ground: Oklahoma**

Editor: Pahdopony (Comanche), Warner

Contact: jpahdopony@cnc.cc.ok.us

2023 (May): **On Indian Ground: The Northwest**

WA, OR, ID

Editor: Jacobs (Yakama), Ross

Contact: mjacob@sandiego.edu

2023 (Sept): **On Indian Ground: The South**

NC, AR, GA, TN, MS

Editor: Faircloth (Coharie)

Contact: scfairc2@ncsu.edu

CALL FOR CHAPTERS

Objectives:

• An easy reading volume that focuses on a specific geographic region and the tribes residing within that region to be used by practitioners and researchers who work with Indian people.

• Each volume will include models, case studies, and references or links to both curriculum materials and current research.

Target Audience:

Each book seeks to offer teachers, administrators, tribal community members and researchers a refreshed, enhanced, and in-depth view of practice as well as theoretical and empirical research for a specific region.

Publisher:

This series is scheduled to be published by Information Age Publishing. For additional information regarding the publisher, please visit <http://www.infoagepub.com/guidelines.html>. Please note that we will use APA style sheet with double spacing. It is helpful if you would name your electronic file as follows:

YOURLASTNAME.Chapter#. Title

Example: Warner.Chapter3.TribalEducation.Dept

The first volume in the series is anticipated to be released in Summer 2015.

Specific Chapter Contents

1. A history of Indian education within the State/s; expect multiple authors if region includes multiple states to be combined into one chapter.
2. Indian education policy/politics & case law & tribal governance
3. Tribal Departments of Education & Education Associations
4. Early childhood education; P-K and Head start
5. K-12 Best practices (cultural pedagogy and native ways of knowing); expect multiple authors if region includes multi-tribal efforts to be combined into one chapter.
6. Language revitalization
7. Post-secondary education (tribal colleges and public and private IHEs)
8. Exceptional education
9. Curriculum Assessment Practices
10. Counseling
11. Use of technology
12. Funding/Finance

13. Parents & tribal community efforts
14. Research and Evaluation
15. (Open to any topic designated by the volume editor)

We expect such cross-cutting themes such as sustainability, gaming, economic development, health and wellness, etc. will be incorporated as relevant.

Submission Procedure:

Authors are invited to submit a 1-2 page chapter proposal for one of the topics listed above to the Volume Editor. Proposals are invited no later than August 1, 2014 for 2015 publications. Contact volume editor for updates. Inquiries may be forwarded to series editors as well:

lsuewarner@yahoo.com

Books in this series:

- On Indian Ground
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On Indian Ground Northern Plains

Gerald E. Gipp, American Indian Higher Education Consortium; Sandra Fox, Oglala Lakota Nation of South Dakota; Karen Gayton Comeau, Standing Rock Dakota/Lakota

2023. Paperback 979-8-88730-113-6 \$52.99. Hardcover 979-8-88730-114-3 \$94.99. eBook 979-8-88730-115-0 \$85.

On Indian Ground: Northern Plains is the fourth of ten regionally focused texts that explores American Indian/Alaska Native/Native Hawaiian education in depth. The text is designed to be used by educators of native youth and emphasizes best practices found throughout the state. Previous texts on American Indian education make wide-ranging general assumptions that all American Indians are alike. This series promotes specific interventions and relies on native ways of knowing to highlight place-based educational practices.

On Indian Ground, Northern Plains looks at the history of Indian education with the states North Dakota, South Dakota, Wyoming, Montana, Idaho, and Nebraska. Authors also analyze education policy and tribal education departments to highlight early childhood education, gifted and talented educational practice, parental involvement, language revitalization, counseling, and research. These chapters expose cross-cutting themes of sustainability, historical bias, economic development, health and wellness and cultural competence.

The intended audience for this publication is primarily those educators who have American Indian/Alaska Native/Native Hawaiian in their schools. The articles range from early childhood and head start practices to higher education, including urban, rural and reservation schooling practices.

CONTENTS: Preface. Introduction—Return to an Indigenous Knowledge: Generating Hope, Leadership, and Sovereignty Through Education. Rosebud Sioux Tribe Education Department’s Work to Affirm Tribal Sovereignty in Education, *Cynthia Young and RoseMary Clairmont*. Respectful Relationships + Culturally Responsive Classrooms + High Expectations2 = Academic Success for Native Students, *Nadine Eastman*. Art in the Schools Is More Important Than Academics, *Christopher G. Bordeaux*. School Boards Create Sacred Places for Children With Culture, Creativity, and Critical Thought, *Roger C. Bordeaux*. Making Relatives in Montana by Indigenizing our School Systems Through Indian Education for All: Mitakuye Oyasin (We Are All Related), *Michael Jetty*. Indigenous Education in South Dakota: The History and Development of Native Knowledge and Practices in the Classroom, *Urla Marcus and Rochelle L. Zens*. Native Parent Engagement: Historic and Current Practices in Pre-K Programs, *Karen King*. Effective Teachers on the High Plains: K-12 Models of Best Practice, *Lisa J. Benz Azure*. Piikani School Leadership: Noonaki’s Transfer of Knowledge of Culturally Grounded School Leadership Practices on the Blackfeet Indian Reservation, *Brad Hall*. Salish Kootenai College Restorative Teaching Project: Utilizing Native Games to Support Teachers in Implementing Indian Education for All in Montana Schools, *Amy J. Burland and Amie J. Tryon*. Preparation of Teachers of American Indian Children: A Certification Program Created by American Indian Teachers, *Burnett L. Whiteplume Sr. and R. Timothy Rush*. Post-Secondary Education in the High Plains: Place, Community, and Identity, *Sweeney Windchief and Cheryl Crazy Bull*. Empowering Native Youth to Walk “The Good Road of Life” Through Cultural Resilience, *Allyson Kelley, Clayton Small, and Maha Charani Small*. About the Editors. About the Contributors.



On Indian Ground The Southwest

John W. Tippeconnic, Arizona State University and California State University San Marcos; Mary Jo Tippeconnic Fox, University of Arizona

2021. Paperback 978-1-64802-438-2 \$52.99. Hardcover 978-1-64802-439-9 \$94.99. eBook 978-1-64802-440-5 \$85.

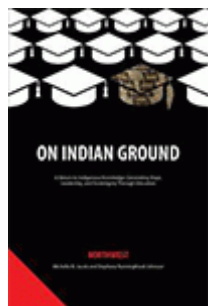
On Indian Ground: The Southwest is one of ten regionally focused texts that explores American Indian/Alaska Native/Native Hawaiian education in depth. The text is designed to be used by educators of native youth and emphasizes best practices found throughout the state. Previous texts on American Indian education make wide-ranging general assumptions that all American Indians are alike. This series promotes specific interventions and relies on native ways of knowing to highlight place-based educational practices.

On Indian Ground: The Southwest looks at the history of Indian education within the southwestern states. The authors also

analyze education policy and tribal education departments to highlight early childhood education, gifted and talented educational practice, parental involvement, language revitalization, counseling, and research. These chapters expose cross-cutting themes of sustainability, historical bias, economic development, health and wellness, and cultural competence.

The intended audience for this publication is primarily those educators who have American Indian/Alaska Native/Native Hawaiian students in their educational institutions. The articles range from early childhood and head start practices to higher education, including urban, rural and reservation schooling practices. A secondary audience: American Indian education researcher.

CONTENTS: Preface, *Joely Proudfit and Linda Sue Warner*. Introduction, *John W. Tippeconnic III and Mary Jo Tippeconnic Fox*. Southwest Indian Education History, *John R. Gram and Jon Reyhner*. Self-Determination Versus Settler Colonial Assimilationist Policies in Indian Education, *Jon Reyhner and Joseph Martin*. Southwest Tribal Perspectives on Native Language Learning and Assessment: Culture and Practice Implications for Early Childhood Education, *Christine P. Sims, Nicole L. Thompson, Jessica V. Barnes-Najor, and Lana Garcia*. Community Inspired Approaches to Indigenous Education in New Mexico, *Glenabah Martinez, Leola Tsinnajinnie-Paquin, Vincent Werito, Lorenda Belone, Cathy Gutierrez-Gomez, Terri Flowerday, Lloyd Lee, and Robin Zape-tah-hol-ah Minthorn*. Puente De Ho zho : An Evolving Story of Revitalization, Schooling, and Globalization in the Southwest, *Robert P. Kelty, Michael Fillerup, and Angelina E. Castagno*. Shifting Frames: Language Revitalization in Support of Tribal Sovereignty, *Elizabeth Ann Redd and Aresta Tsosie-Paddock*. Finding Face, Finding Heart, and Finding Foundation: The Making of an Indigenous Teacher, *Valerie J. Shirley*. A Native Perspective of the Social Studies Curriculum in Arizona, *Cynthia Benally*. Decolonial Praxis: Hopi/Tewa Educators Engage Critical Indigenous Theories and Pedagogy, *Jeremy Garcia*. Higher Education: Serving Native Students at Land Grant Institutions in the Southwest, *Kestrel A. Smith*. Giving Back as an Educational Outcome for Postsecondary Indigenous Students, *Jameson D. Lopez*. K'e , A daa' A kohwiinidzin: Relationships and Knowing Yourself, *Amelia I. Black and Cynthia Benally*. Connecting With Indigenous Students Using Trauma-Informed Approaches in Today's Educational Landscape, *Paulina Whitehat*. American Indian Education Funding: Funding Need, Sources, and Observations, *John W. Tippeconnic III and Mary Jo Tippeconnic Fox*. Culture and Power in Preparing Leaders for American Indian/Alaska Native Schools, *Joseph Martin*. Moving Toward Community Controlled Research: An Analysis of Research Policies of Arizona Tribes With Implications for Indian Country, *Naomi M. Tom*. American Indian Educational Architecture in the Southwest, *Jason Tippeconnic Fox and Mary Jo Tippeconnic Fox*. About the Contributors.



On Indian Ground The Northwest

Michelle M. Jacob, University of Oregon; Stephany RunningHawk Johnson, University of Oregon

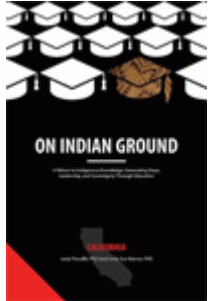
2019. Paperback 978-1-64113-900-7 \$52.99. Hardcover 978-1-64113-901-4 \$94.99. eBook 978-1-64113-902-1 \$85.

On Indian Ground: Northwest is the second of ten regionally focused texts that explores American Indian/Alaska Native/Native Hawaiian education in depth. The text is designed to be used by educators of Native youth and emphasizes best practices found throughout the region. Previous texts on American Indian education make wide-ranging general assumptions that all American Indians are alike. This series promotes specific interventions and relies on Native ways of knowing to highlight place-based educational practices.

On Indian Ground: Northwest looks at the history of Indian education across the Pacific Northwest region. Authors also analyze education policy and Tribal education departments to highlight early childhood education, gifted and talented educational practice, parental involvement, language revitalization, counseling, and research. These chapters expose cross-cutting themes of sustainability, historical bias, economic development, health and wellness and cultural competence.

CONTENTS: Foreword. Preface: On Indian Ground: A Return to Indigenous Knowledge. Introduction, *Stephany RunningHawk Johnson, Edward Arlen Washines "Shx'my'ah," and Michelle M. Jacob*. Indian Education in the Northwest, *Tary Jeanne Tobin*. American Indian Education in Idaho: Dismantling the Deficit Model and Honoring Resilience, *Lindsey Schneider*. Rethinking Oregon Indian Education: Native American Studies Transforming Teacher Education, *Brook Colley and Roni Adams*. A Practical Approach to Improving Transition Services for American Indian Students, *Hobie Blackhorn*. Transforming Teaching and Learning Through Indigenous Strengths and Ways of Knowing, *Anthony B. Craig*. Pursuing Indigenous Education on Indigenous Terms: Portraits of Indigenous Education in Practice, *Leilani Sabzalian, Dawn Malliett, and Enna Helms*. K-12 Best Practices: The Effect of Graphic Organizers on Native American Students' Learning

and Retention in Algebra, *Else Adele Washines*. Indigenous Environmental Science on the Columbia River Plateau: Traditional Ecological Knowledge and the People of the Big River Field Class, *Jessica L. Black and Michelle M. Jacob*. Native College Student STEM Experiences: Assessing a Mentored Research Approach, *Carol Ward, Janie Demetropoulos, Hannah Horan, Meagan Rainock, Liberty Tatham, and Jake Wixom*. The Fruit of Protest and Listening to Indigenous Voices: The Continuing History of the University of Oregon Sapsik'wala Teacher Education Program, *Jerry Lee Rosiek and Jimmy Snyder*. Supporting Community Goals for Indigenous Language Revitalization in the Language Education Classroom, *Regan Anderson*. Language Revitalization and Vitality: Schools and Communities Working Together, *Joana Jansen, Valerie Switzler, and Janne Underriner*. About the Editors.



On Indian Ground California

Joely Proudfit, California State University San Marcos ; Nicole Quinderro Myers-Lim

2017. Paperback 9781681239125 \$52.99. Hardcover 9781681239132 \$94.99. eBook 9781681239149 \$85.

On Indian Ground: California is the first in a series of ten books on American Indian/Alaska Native/Native Hawaiian education. The focus of this text is the 110 tribes in California and the best practices available to educators of native students in K-16.

This volume explores the history of California Indian education as well as current policies on early childhood education, gifted education, curriculum, counseling, funding, and research. The chapters provide a unique look at crosscutting themes, such as sustainability, economic development, health and wellness, and historical trauma and bias.

CONTENTS: Preface: On Indian Ground: A Return to Indigenous Knowledge. Introduction: A Return to Indigenous Knowledge: Generating Hope, Leadership, and Sovereignty Through Education. Protecting the Treasure: A History of Indigenous Education in California, *Kishan Lara-Cooper*. History of Indian Education in California, *Sabine Nicole Talaugon*. Navigating the System: Key Elements and Processes, *Gerald A. Lieberman*. Tokoy: A Circle of Promise for the Santa Ynez Band of Chumash Indians, *Nicolasa I. Sandoval*. Early Learning and Best Practice in a Native American Head Start Program, *Tamara Alexander and Mikela Jones*. K-12 Best Practices: Creating Successful American Indian Students, *Melissa Leal*. Teaching Truth: Social Justice for California Native Students, *Joely Proudfit and Nicole Quinderro Myers-Lim*. Revitalizing Critically Endangered Languages in California: Case Study and Promising Practices, *Theresa L. Gregor and Stanley Rodriguez*. Higher Education in California, *Joely Proudfit and Linda Sue Warner*. A Multilogical Approach to Giftedness: Creating a Space for Indigenous Knowledge, *Kishan Lara-Cooper*. Assessing California State Curriculum and Its Impacts on K-12 Students, *Nicole Quinderro Myers-Lim*. Counseling: Cultural Components to Counseling and Advising, *André P. Cramblit*. Miromaa: Awakening California Tribal Languages in Digital Spaces, *Tomio Endo*. Funding, Finance, and School Accountability, *Rodney Beaulieu*. Parents and Tribal Community Efforts, *Tishmall Turner and Hunwut Turner*. Educational Research: Using a Health-Based Model, *Deborah J. Morton*. California Urban Indian Education, *Linda Sue Warner*. Addressing “Anti-Indian” Historical Bias in California Public Schools Through Better Practices, *Sabine Nicole Talaugon*. About the Contributors.



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