OUR CULTURAL LANDSCAPE

PURPOSE OF THE CONFERENCE
The purpose of Sealaska Heritage Institute’s Our Cultural Landscape conference is to provide educators with a deep understanding of culturally responsive education and equip them to transform their classrooms, pedagogy, and curriculum to fully support all students’ success—including those who have been historically underserved.

POSITION STATEMENT
Culturally responsive educators (CREs) understand their own cultural lenses and seek to understand their students as cultural beings. CREs utilize students’ background knowledge, culturally relevant instructional materials, and pedagogy as a base for students’ learning and academic success. CREs understand that early childhood trauma can impact children from all cultures and socioeconomic backgrounds. CREs understand how trauma can interfere with learning and they are equipped to implement responsive strategies to mitigate that trauma.

CONFERENCE ORGANIZERS
Jackie Kookesh is the education director for Sealaska Heritage. She has more than three decades of experience as an educator in Southeast Alaska, serving as a middle school teacher and principal in Angoon and assistant principal at Floyd Dryden Middle School in Juneau. Born and raised in Juneau’s Indian Village, Jackie is Tlingit and a member of the L’uknax̱ádi clan.

Angie Lunda is an assistant professor of education for the University of Alaska Southeast. She worked in the Juneau School District for more than 20 years as a teacher at Floyd Dryden Middle School and principal at Gastineau Elementary School. Angie was born and raised in Juneau and is Tlingit of the Kaagwaantaan clan.

After 15 years as a teacher, Carmen Mastronardo Katasse served as assistant principal at Juneau-Douglas High School for one year, assistant principal at Dzantik’i Heeni Middle School for three years, and principal of Riverbend Elementary for 10 years. She retired in 2011 and now works as an independent contractor.

ABOUT SEALASKA HERITAGE
Sealaska Heritage is a private nonprofit founded in 1980 to promote cultural diversity and cross-cultural understanding through public services and events. SHI also conducts social scientific and public policy research and advocacy that promotes Alaska Native arts, cultures, history, and education statewide. The institute is governed by a Board of Trustees and guided by a Council of Traditional Scholars, a Native Artists Committee, and a Southeast Regional Language Committee. Its mission is to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures of Southeast Alaska.
SCHEDULE AT A GLANCE

THURSDAY, JUNE 1

7:30-8:15 am  Registration and coffee
8:15-8:30 am  Welcome: Jackie Kookesh, Angie Lunda, and Carmen Mastronardo Katasse
8:30-9:15 am  Keynote Address: Ilarion Larry Merculieff, The Real Human Being: My own story
9:15-10 am    Keynote Address: Libby Roderick, Decolonizing Education: Native and non-Native peoples partnering for equitable education in Alaska
10-10:45 am   Opening Address: Rosita Kaaháni Worl, Ph.D., President, Sealaska Heritage, and The Honorable Lisa Murkowski, U.S. Senator
10:45-11 am   Coffee break
11-11:50 am   Breakout Session T1
12-1 pm       Lunch
1-2:15 pm     Breakout Session T2
2:15-2:30 pm  Break
2:30-3:45 pm  Breakout Session T3
3:45-4 pm     Daily wrap-up/evaluation
5-6:45 pm     Real Injun film showing at the Walter Soboleff Building, Shuká Hít (clan house)

FRIDAY, JUNE 2

8-8:30 am     Registration and coffee
8:30-9 am     Welcome and opening remarks: Anthony Mallott, President and CEO, Sealaska
9-10:30 am    Keynote Address: Zaretta Hammond, Culturally Responsive Teaching: Using neuroscience and ancestral wisdom to support student learning
10:30-11 am   Coffee break
11-11:50 am   Breakout Session F1
12-1 pm       Lunch
1-2:15 pm     Breakout Session F2
2:15-2:30 pm  Break
2:30-3:45 pm  Breakout Session F3
3:45-4 pm     Daily wrap-up/evaluation
4:30-7 pm     First Friday events downtown and Alaska Native Masks exhibit at the Walter Soboleff Building, Nathan Jackson Gallery

SATURDAY, JUNE 3

8-8:30 am     Registration and coffee
8:30-9 am     Welcome and opening remarks: Lieutenant Governor of Alaska Byron Mallott
9-10:30 am    Keynote Address: Dr. Christopher Blodgett, Moving from Loss to Resilience: How schools can address trauma and increase success
10:30-11 am   Coffee break
11-11:50 am   Breakout Session S1
12-1 pm       Lunch
1-2:15 pm     Breakout Session S2
2:15-2:30 pm  Break
2:30-3:45 pm  Breakout Session S3
4-5 pm        Closing ceremony
OUR CULTURAL LANDSCAPE: A Culturally Responsive Education Conference

Our Cultural Landscape, Sealaska Heritage Institute’s first education conference, is part of SHI’s education program, Thru the Cultural Lens. Now in its fourth year, the program provides 50 hours of cultural orientation for educators focused on an understanding of Southeast Alaska Native history, art, and culture. This conference brings that project to a broader audience and promotes culturally responsive education in the classroom and schools.

Ample research has shown the effectiveness of using culture- and place-based teaching resources and methods to improve academic achievement for Indigenous students. A 2013 study on Juneau’s own Tlingit Culture, Language and Literacy program also found a significant increase in the graduation rate of students initially enrolled in the program.

“Studies over the past three decades have shown that Native language and culturally-responsive programs are associated with improved academic performance, decreased dropout rates, and improved school attendance,” said SHI President Rosita Worl.

The conference includes nationally known keynote speakers, nearly 50 breakout sessions, and special events such as a film screening and traditional dance performance.

Breakout sessions have been organized around three major strands: K-12 Teaching and Learning, which explores culturally mediated instruction and cultural responsiveness in educational organizations; Early Childhood, which includes discussion of early childhood trauma and culturally responsive programs; and Cultural Connectedness, which includes exploration of topics such as social justice principles, equity, and decolonizing education.

Gunalchéesh ldakát yeewháan!
Ilarion Larry Merculieff

I trace the history of my people, the Unangan, to my own experience to learn how to be a real human being from my childhood to the present day. For 10,000 years, Alaska’s Native peoples have survived and thrived in some of the harshest conditions in the world. During that time, they perfected teachings and learning practices that ensured the survival of their young people and communities. I am still moved when I think of my traditional upbringing and the way my Elders taught me. They spoke of understanding, endurance, courage, and their great responsibility and strong desire to teach traditional ways to the younger people. Western educational paradigms teach little about how to live. Traditional ways respect the life support systems of our planet, show us how to live sustainably, and teach us to use what we call common sense, by which we mean how to live. We need these skills more than ever today.

Ilarion Larry Merculieff was born on the Pribilof Island of St. Paul, raised in a traditional Unangan (Aleut) community and given the traditional name Kuuyux by an Elder. At the age of four, he was chosen by the Elders to serve as a bridge between traditional Aleut culture and the outside world. He graduated from the University of Washington, having established the first indigenous student education program there.

Ilarion has served Unangan and other indigenous peoples over a 40-year career devoted to the environment, human rights, community wellness, economic development, and cultural enhancement. He has held leadership positions with a wide range of organizations, including the Aleut Corporation, the Alaska Inter-Tribal Council, the Alaska Native Science Commission, and the Alaska Department of Commerce and Economic Development. Organizations he co-founded and/or co-directed include the Indigenous Peoples’ Council for Marine Mammals, the Alaska Oceans Network, the International Bering Sea Forum, the Bering Sea Council of Elders, and the Science Working Group for Snowchange.

He is presently the director of the Global Center for Indigenous Leadership and Lifeways. For more information, visit www.gcill.org.
KEYNOTE SPEAKERS

LIBBY RODERICK

Decolonizing Education: Native and non-Native peoples partnering for equitable education in Alaska
Thursday, June 1, 9:15-10 am, JDHS auditorium

What does it mean to “decolonize” education? How can non-Native allies partner with Alaska’s Native peoples to create a more equitable educational system in this state? “Decolonizing” education involves displacing Western paradigms from the reified position they hold in our minds and institutions and replacing them with a perspective that reflects the multiplicity of worldviews and ways of the human community. How can Alaska Native peoples and non-Native allies work together to accomplish this goal? Being an ally involves taking action towards goals defined by and with members of an oppressed group. The ultimate purpose of the shared action is to permanently deconstruct unjust societal structures and replace them with equitable ones that promote flourishing for all. This keynote will focus on some of the many actions that non-Native allies can take in concert with Alaska Native citizens and educators to further the goals of Alaska’s Native peoples with respect to creating a more equitable educational system.

Libby Roderick is director of the Difficult Dialogues Initiative at the University of Alaska Anchorage. She is associate editor of Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education, co-author of Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education; editor of Alaska Native Cultures and Issues; and editor of Toxic Friday: Resources for Addressing Faculty Bullying in Higher Education. She works with faculty in Alaska, throughout the U.S., and in South Africa to increase their capacity to effectively conduct difficult dialogues in higher education.

Libby is also an internationally recognized, award-winning singer/songwriter and recording artist whose music has been featured on CNN, CBS, at the UN conference in Beijing, at the Ms. Foundation, World Wilderness Congress, by the Associated Press, and in many other forums. She has performed alongside Coretta Scott King and Walter Cronkite, opened for Grammy award-winning artists, and appeared at colleges, universities, conferences, and folk venues throughout North America. Her six recordings have received worldwide airplay and her essays, poems, and songs have appeared in numerous movies, books, and publications, including Moral Ground: Ethical Responses to a Planet in Peril; Prayers for a Thousand Years: Inspiration from Leaders and Visionaries Around the World; Crosscurrents North: Alaskans on the Environment; and Hometown by Pulitzer-prizewinner Tracy Kidder. She was recently awarded a Rasmuson Individual Artist Fellowship to record new material.

Libby is a lifelong Alaskan; she received her B.A. in American Studies from Yale University. For more information, visit www.libbyroderick.com.
KEYNOTE SPEAKERS

ZARETTA HAMMOND

*Culturally Responsive Teaching: Using neuroscience and ancestral wisdom to support student learning*

**Friday, June 2, 9-10:30 am, JDHS auditorium**

Too often culture is treated as an “add-on” or window dressing in the curriculum rather than as powerful affective and cognitive scaffolds for student learning. In her keynote address, Zaretta Hammond will offer a fuller understanding of the mechanics of culturally responsive teaching. She will explore the question: How do we integrate culture and ancestral knowledge into teaching and learning in ways that help our students become leaders of their own learning?

Zaretta Hammond is a national education consultant and author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students*. She is a former English teacher and has been doing consulting and professional development around equity, literacy, and culturally responsive teaching for the past 21 years. She has provided instructional support for a variety of organizations such as the Santa Barbara County Education Office, Sonoma County Office of Education, and Teaching for America. In addition, she has worked with leaders and teachers in school districts across the country. Find her on Twitter at @ready4rigor.

DR. CHRISTOPHER BLODGETT

*Moving From Loss to Resilience: How schools can address trauma and increase success*

**Saturday, June 3, 9-10:30 am, JDHS auditorium**

This presentation introduces how brain science can guide recovery from childhood adversity and improve educational success. Dr. Blodgett will describe best practice recommendations for responding to childhood trauma and describe how these practices complement and extend strong educational practice.

Dr. Christopher Blodgett is a Washington State University faculty member and a licensed clinical psychologist. Chris has been the principal investigator for more than three dozen federal and national foundation grants addressing high-risk children and families. He is the director of the CLEAR Trauma Center at WSU. Trauma informed schools work in the CLEAR model now includes multiple schools in Washington, Oregon, and California. Chris and his team partner with communities and systems to adapt the science of resilience, brain development, and trauma treatment to better address trauma resulting from childhood adversity. Now funded by multiple federal and philanthropic grants, this work documents the profound and immediate consequences of ACEs and tests practical actions to improve child, family, and system outcomes.
SPECIAL EVENTS

FILM SHOWING AND DISCUSSION
How the Theater Has Influenced Stereotypes of Native Americans
Thursday, June 1, 5-6:45 pm, Walter Soboleff Building, Shuká Hit (clan house)

Participants will view the documentary Reel Injun. After the film there will be a discussion led by actor and playwright Frank Kaash Katasse and Carmen Katasse on how stereotypes have negatively influenced the perception of Native Americans—and how to right these wrongs. Note: Participation in this special event is required if you signed up for ED 593 credit.

FIRST FRIDAY EVENT
Alaska Native Masks: Art & Ceremony
Friday, June 2, 4:30-7 pm, Walter Soboleff Building and downtown Juneau

Sealaska Heritage’s current exhibit, Alaska Native Masks: Art & Ceremony, includes 50 masks from the Inupiat, Yup’ik, Alutiiq, Athabascan, Tlingit, Haida, and Tsimshian and is on display in the Nathan Jackson Gallery at the Walter Soboleff Building.

Masks are an ancient tradition among Alaska Natives. They are the medium through which humans interact and communicate with the supernatural world. Masks are used in ceremonies and in dances to evoke, appease, and influence the spirits they depict. While the basic meaning and use of masks are fairly uniform among the Native societies, their representations vary dramatically both in their realistic interpretations and surrealistic creations among the different tribal groups.

In the exhibit, masks are grouped by their cultural significance rather than by geographical divisions or cultural affiliation. The exhibit also features masks that were made for sale, but these masks uniformly draw on the ancient meaning that gave rise to masks in each of these societies.

CLOSING CEREMONY & DANCE PERFORMANCE
Ldakat Naax Sati Yatx'i (All Nation’s Children)
Saturday, June 3, 4-5 pm, JDHS Commons Area

Ldakat Naax Sati Yatx'i (All Nation’s Children) is a Juneau dance group. A core belief in starting this group is that the knowledge of Native culture will promote self-esteem, pride, and leadership in our young people. The goals of the group leader are to build self-confidence and self-esteem through knowledge of Native culture, and to promote leadership abilities among the members through emphasis on prevention, academics, and sobriety. The songs the group performs are Tlingit, Haida, and Tsimshian songs of Southeast Alaska.
# SCHEDULE

## THURSDAY, JUNE 1

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30-8:15 am</td>
<td>Registration and coffee</td>
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<tr>
<td>8:15-8:30 am</td>
<td>Welcome: Conference organizers Jackie Kookesh, Angie Lunda, and Carmen Mastronardo Katasse</td>
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<tr>
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<td>Keynote Address: Ilarion Merculieff, The Real Human Being: My own story</td>
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<td>10:45-11 am</td>
<td>Coffee break</td>
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### OPENING CEREMONY & KEYNOTES

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<tr>
<td>8:30-9:15 am</td>
<td>Keynote Address: Libby Roderick, Decolonizing Education: Native and non-Native peoples partnering for equitable education in Alaska</td>
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### BREAKOUT SESSION T1

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>11-11:50 am</td>
<td>Della Cheney - Creating a Story about a Robe</td>
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<td>11-11:50 am</td>
<td>Katrina Hotch - Weaving Language and Technology in the Classroom</td>
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<td>11-11:50 am</td>
<td>Mischa Jackson - More Than Just a Poster: Bringing Tlingit culture and history to life in the classroom through integration and validation</td>
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<tr>
<td>11-11:50 am</td>
<td>Joshua Jackson - From Mainstream to Cultural Immersion: Lessons learned from teaching both</td>
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<tr>
<td>11-11:50 am</td>
<td>Jasmine James - Sun, Moon, and Tides: A culturally responsive sixth-grade science unit</td>
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<tr>
<td>12-1 pm</td>
<td>Lunch</td>
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### BREAKOUT SESSION T2

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>1-2:15 pm</td>
<td>Julianne Folta - Place-based Experiences for Young Children</td>
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<tr>
<td>1-2:15 pm</td>
<td>Ilarion Larry Merculieff and Libby Roderick - Partnering for the Future: Indigenizing education in Alaska</td>
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<tr>
<td>1-2:15 pm</td>
<td>Atkiq Michelle Ilutsik Snyder - Teaching History in a Culturally Responsive Manner</td>
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<tr>
<td>1-2:15 pm</td>
<td>Seighóot Jessica Chester with panelists Naakil.aan Hans Chester, Kalcháni Joshua Jackson, and Shgendootan George Implementing TCELL and Sealaska Heritage Institute's Thematic Tlingit Units</td>
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<tr>
<td>1-2:15 pm</td>
<td>Kristie Parsons and Valerie Tony - What Is Indigenous Pedagogy and its Role in P-16 Schooling?</td>
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<td>2:15-2:30 pm</td>
<td>Break</td>
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SCHEDULE
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<tr>
<th>Time</th>
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<tr>
<td><strong>BREAKOUT SESSION T3</strong></td>
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| 1-3:45 pm       | Ilarion Larry Merculieff and Libby Roderick  
*Partnering for the Future: Indigenizing education in Alaska*  
Room 206  
Double session |
| 2:30-3:45 pm    | Richard Carstensen  
*Aak’wo and T’aakú Kwáans in 1794: What can we learn from the Whidbey and Menzies journals?*  
Room 214  
Repeats Saturday, 1–2:15 pm |
| 2:30-3:45 pm    | Hans Chester and Jessica Chester  
*Tlingit Language Enrichment*  
Room 216 |
| 2:30-3:45 pm    | Barb (QasuGlana) Amarok  
*Pedagogy for Success in Alaska*  
Room 218 |
| 2:30-3:45 pm    | Kolene James and Lori Grassgreen with Konrad Frank  
*Cultural Safety for Youth*  
Room 224  
Repeats Friday, 2:30–3:45 pm |
| 3:45-4 pm       | Daily wrap-up/evaluation |
| **SPECIAL EVENT** |                                                   |
| 5–6:45 pm       | *Real Injun* film showing and discussion: *How the Theater Has Influenced Stereotypes of Native Americans*  
Walter Soboleff Building |

**FRIDAY, JUNE 2**

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<tr>
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<tr>
<td>8-8:30 am</td>
<td>Registration and coffee</td>
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<tr>
<td><strong>WELCOME AND KEYNOTE</strong></td>
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</table>
| 8:30-9 am       | Welcome and opening remarks: Anthony Mallott, President and CEO, Sealaska  
Auditorium |
| 9-10:30 am      | Keynote Address: Zaretta Hammond, *Culturally Responsive Teaching: Using neuroscience and ancestral wisdom to support student learning*  
Auditorium |
| 10:30-11 am     | Coffee break |
| **BREAKOUT SESSION F1** |                                                                 |
| 11-11:50 am     | LaVina Van Sickle, David Katzeek, Mary Folletti, Karen Larson, and Shirley Walkush  
*Baby Raven Reads: A culturally responsive kindergarten readiness program*  
Room 206 |
| 11-11:50 am     | Rachel Brown  
*Trauma and Brain Development: How to work with children exposed to trauma*  
Room 214  
Repeats Saturday, 11–11:50 am |
| 11-11:50 am     | Judith Ramos with George Ramos, Kai Monture, and Maka Monture  
*Indigenous Knowledge from Place: Documenting knowledge through the Yakutat Seal Camps Project*  
Room 216  
Repeats Saturday, 11–11:50 am |
| 11-11:50 am     | Christopher Won  
*Dissecting Intersectionality*  
Room 218 |
| 11-11:50 am     | Scott Christian  
*Culturally Responsive Teaching in Alaskan Middle Schools*  
Room 224 |
# OUR CULTURAL LANDSCAPE: A Culturally Responsive Education Conference

## SCHEDULE

### FRIDAY, JUNE 2, CONTINUED

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12-1 pm</td>
<td>Lunch</td>
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<tr>
<td>1-3:45 pm</td>
<td><strong>BREAKOUT SESSION F2</strong>&lt;br&gt;1-3:45 pm Zaretta Hammond&lt;br&gt;<em>Leveraging Culture for Deeper Learning: CRT lesson design basics</em>&lt;br&gt;Room 206</td>
<td>Double session</td>
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<td>1-2:15 pm</td>
<td>1-2:15 pm Annie Caulfield and Becky Roth&lt;br&gt;<em>Mindfulness: A practice to support the social and emotional well-being of our children</em>&lt;br&gt;Room 214</td>
<td>Repeats Saturday, 2:30-3:45 pm</td>
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<td>1-2:15 pm</td>
<td>1-2:15 pm Carole Bookless with David Katzeek&lt;br&gt;<em>Object Lesson and Tlingit Story Retell</em>&lt;br&gt;Room 216</td>
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<td>1-2:15 pm</td>
<td>1-2:15 pm Alice Taff&lt;br&gt;<em>Health Benefits from Using Ancestral Indigenous Languages</em>&lt;br&gt;Room 218</td>
<td>Repeats Saturday, 2:30-3:45 pm</td>
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<td>1-2:15 pm</td>
<td>1-2:15 pm Shgendoootan George and Jessica Chester&lt;br&gt;<em>Teaching from a Cultural/Place-Based Perspective</em>&lt;br&gt;Room 224</td>
<td>Repeats Saturday, 2:30-3:45 pm</td>
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<td>2:15-2:30 pm</td>
<td>Break</td>
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<tr>
<td>2:30-3:45 pm</td>
<td><strong>BREAKOUT SESSION F3</strong>&lt;br&gt;2:30-3:45 pm Julianne Folta&lt;br&gt;<em>Place-Based Experiences for Young Children</em>&lt;br&gt;Room 114</td>
<td>Also held Thursday, 1-2:15 pm</td>
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<td>1-3:45 pm</td>
<td>1-3:45 pm Zaretta Hammond&lt;br&gt;<em>Leveraging Culture for Deeper Learning: CRT lesson design basics</em>&lt;br&gt;Room 206</td>
<td>Double session</td>
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<td>2:30-3:45 pm</td>
<td>2:30-3:45 pm Kathleen Galau&lt;br&gt;<em>Using Local and Cultural Phenomena to Implement NGSS Science Standards</em>&lt;br&gt;Room 214</td>
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<tr>
<td>2:30-3:45 pm</td>
<td>2:30-3:45 pm Erica Browitt and Lisa K. Richardson&lt;br&gt;<em>Creating Space for Student Voice and Identities: Routines, scaffolds, and tools for engaging students with text and talk in the classroom</em>&lt;br&gt;Room 218</td>
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<td>2:30-3:45 pm</td>
<td>2:30-3:45 pm Kolene James and Lori Grassgreen with Konrad Frank&lt;br&gt;<em>Cultural Safety for Youth</em>&lt;br&gt;Room 224</td>
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<td>3:45-4 pm</td>
<td>3:45-4 pm Daily wrap-up/evaluation</td>
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<tr>
<td>4:30-7 pm</td>
<td><strong>SPECIAL EVENT</strong>&lt;br&gt;First Friday events downtown and <em>Alaska Native Masks</em> exhibit&lt;br&gt;Walter Soboleff Building</td>
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### SATURDAY, JUNE 3

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<thead>
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<tbody>
<tr>
<td>8-8:30 am</td>
<td>Registration and coffee</td>
<td>Commons</td>
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<tr>
<td>8:30-9 am</td>
<td><strong>WELCOME &amp; KEYNOTE</strong>&lt;br&gt;8:30-9 am Welcome and opening remarks: Lieutenant Governor of Alaska Byron Mallott</td>
<td>Auditorium</td>
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<tr>
<td>9-10:30 am</td>
<td>9-10:30 am Keynote Address: Dr. Chris Blodgett, <em>Moving from Loss to Resilience: How schools can address trauma and increase success</em></td>
<td>Auditorium</td>
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<tr>
<td>10:30-11 am</td>
<td>10:30-11 am Coffee break</td>
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### SCHEDULE

#### SATURDAY, JUNE 3, CONTINUED

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<thead>
<tr>
<th>Time</th>
<th>Breakout Session S1</th>
<th>Room</th>
<th>Additional Details</th>
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<tbody>
<tr>
<td>11-11:50 am</td>
<td>Judith Ramos with George Ramos, Kai Monture, and Maka Monture</td>
<td>206</td>
<td>Also held Friday, 1-2:15 pm</td>
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<td></td>
<td><em>Indigenous Knowledge from Place: Documenting knowledge through the Yakutat Seal Camps Project</em></td>
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<td>11-11:50 am</td>
<td>Jasmine James</td>
<td>214</td>
<td>Also held Thursday, 11-11:50 am</td>
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<td><em>Sun, Moon, and Tides: A culturally responsive sixth-grade science unit</em></td>
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<td>11-11:50 am</td>
<td>Arnaq Esther Ilutsik</td>
<td>216</td>
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<td><em>Non-traditional Methods in Mentoring New Teachers</em></td>
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<tr>
<td>11-11:50 am</td>
<td>Rachel Brown</td>
<td>218</td>
<td>Also held Friday, 11-11:50 am</td>
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<td></td>
<td><em>Trauma and Brain Development: How to work with children exposed to trauma</em></td>
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<tr>
<td>11-11:50 am</td>
<td>Mischa Jackson</td>
<td>224</td>
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<td><em>More than Just a Poster: Bringing Tlingit culture and history to life in the classroom through integration and validation</em></td>
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<td>12-1 pm</td>
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<th>Time</th>
<th>Breakout Session S2</th>
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<tr>
<td>1-2:15 pm</td>
<td>Norma Shorty with Tiffany LaRue</td>
<td>206</td>
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<td></td>
<td><em>Holding onto our Culture through Research and Education</em></td>
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<td>1-2:15 pm</td>
<td>Dr. Christopher Blodgett</td>
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<td><em>Integrating Trauma-informed Practices in Schools</em></td>
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<td>1-2:15 pm</td>
<td>Gerry Briscoe and Martha Gould-Lehe</td>
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<td><em>Embedding Equity and Rigor in Instructional Practices</em></td>
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<tr>
<td>1-2:15 pm</td>
<td>Atkiq Michelle Ilutsik Snyder</td>
<td>218</td>
<td>Also held Thursday, 1-2:15 pm</td>
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<td></td>
<td><em>Teaching History in a Culturally Responsive Manner</em></td>
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<th>Time</th>
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<th>Room</th>
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<tr>
<td>2:30-3:45 pm</td>
<td>Kristie Parsons and Qup’arlluk Mayak Irussak Gagagnaq</td>
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<td></td>
<td><em>Yup’ik Pedagogy in Activity</em></td>
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<tr>
<td>2:30-3:45 pm</td>
<td>Annie Caulfield and Becky Roth</td>
<td>214</td>
<td>Also held Friday, 1-2:15 pm</td>
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<td><em>Mindfulness: A practice to support the social and emotional well-being of our children</em></td>
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<td>Shgendootan George</td>
<td>216</td>
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<td><em>Teaching from a Cultural/Place-Based Perspective</em></td>
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<td><em>Health Benefits from using Ancestral Indigenous Languages</em></td>
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<td>2:30-3:45 pm</td>
<td>Angie Lunda</td>
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<td><em>Three Prongs of Culturally Responsive Teaching</em></td>
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<th>Time</th>
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<td>4-5 pm</td>
<td>Closing ceremony and dance performance</td>
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Della Cheney  
{\it Creating a Story about a Robe}  
Della Cheney will describe the process she used in creating Ravenstail woven robes for her daughters, Liz Medicine Crow and Gail Cheney; she will describe how the story of her daughters is woven into the robe.

Katrina Hotch  
{\it Weaving Language and Technology in the Classroom}  
This session will demonstrate how to use the digital language tools provided by Sealaska Heritage Institute to integrate Lingít language in the classroom. Participants are asked to download the apps before the session (\texttt{Learning Tlingit}: iOS: goo.gl/o1iv0p; Android: goo.gl/8ucAYB and \texttt{Tlingit Language Games}: iOS: goo.gl/0esKjk; Android: goo.gl/90aQeE, or http://www.sealaskaheritage.org/institute/language/resources).

Mischa Jackson  
{\it More than Just a Poster: Bringing Tlingit culture and history to life in the classroom through integration and validation}  
This presentation will share information, ideas, and experiences presenter Mischa Jackson gained from a year of student teaching in social studies content areas in Juneau. She will focus primarily on sharing insights, activities, and lessons from a culturally responsive and place-based Juneau Cultural History Unit designed and implemented in a high school Alaska history class. In addition, she will offer perspectives on the need for culturally relevant content and conversation in the classroom by sharing examples and stories of classroom discussions that valued and validated cultural differences and increased understanding and awareness of local Tlingit culture and history.

Joshua Jackson  
{\it From Mainstream to Cultural Immersion: Lessons learned from teaching both}  
Joshua Jackson’s presentation will highlight his teaching experiences in a mainstream classroom and the Tlingit Culture Language and Literacy (TCLL) program. During this presentation he will share his insights upon what could/would be beneficial to teachers in mainstream classes: The power of song and dance, connectedness (family, place, school), language, cultural values, stories, cultural representation (wall decor, books, etc.). His presentation will include ideas, examples of work he’s done with students, audio recordings from his current classroom, and a slideshow.

Jasmine James  
{\it Sun, Moon, and Tides: A culturally responsive sixth grade science unit}  
This session will include a presentation of a sixth grade Astronomy Unit developed and piloted at Dzantik’i Heeni Middle School, and reflections on what it means to teach in a culturally responsive manner and engage students through place-based science.
BREAKOUT SESSION T2

Room 114
1-2:15 pm
Thursday
Julianne Folta
Place-based Experiences for Young Children
Julianne Folta will focus on cultural, hands-on experiences for young children to learn cultural traditions, surrounding the world around all of us.

Room 206
1-3:45 pm
Thursday
Ilarion Larry Merculieff and Libby Roderick
Partnering for the Future: Indigenizing education in Alaska
This session will introduce participants to educational practices based on traditional Alaska Native ways of teaching and learning—practices which focus heavily on reflection, silence, visual learning, storytelling, honoring relationships, humor, active learning, emulation, a more organic pace, and Elder- and earth-based learning. Through a series of exercises based on indigenous approaches, participants will have the opportunity to reflect on their current teaching practices (or those of the teachers in Alaskan schools) and the possibilities for broadening them to include these ancient approaches. Together we will explore how pedagogies from Alaska’s Native cultures can enliven Alaskan teaching practices and help prepare students for the daunting challenges of the 21st century. We will also briefly introduce participants to key difficult dialogues between Alaska’s Native communities and academic communities, and discuss a host of additional ways in which we can all help “indigenize” education in Alaska.

Room 214
1-2:15pm
Thursday
Atkiq Michelle Ilutsik Snyder
Teaching History in a Culturally Responsive Manner
How can teachers structure lessons so that they are culturally relevant for students? In this workshop, a lesson centered on Alaska during WWII, which was developed for a high school U.S. history course, will be modeled. Participants will then engage in a discussion: What does it mean to be culturally responsive? What elements of place based or culturally responsive pedagogy did participants notice in the lesson? How can we ensure we are being culturally responsive when developing lessons?

Room 218
1-2:15 pm
Thursday
Seighóot Jessica Chester with panelists Naakíi.aan Hans Chester, Kalcháni Joshua Jackson, and Shgendootan George
Implementing TCLL and Sealaska Heritage Institute’s Thematic Tlingit Units
Participants will experience a 20-minute Tlingit language lesson. They will receive Tlingit phrase-of-the-week posters and discuss how to incorporate them into daily routines. Then they will look over the elementary level thematic units, which were developed by Sealaska Heritage and the Tlingit Culture, Language & Literacy Program (TCLL) under a Board of Education grant. Participants will work in small groups on one unit of their choice. They will look over the standards addressed and, if applicable, update them to their district’s standards. Participants will then use the language lesson they participated in as an outline to write one language lesson that accompanies the unit.

Room 224
1-2:15 pm
Thursday
Kristie Parsons and Valerie Tony
What is Indigenous Pedagogy and its Role in P-16 Schooling?
Indigenous pedagogy is situated in a complex relationship among cultures, learning, curriculum, teacher preparation, and academic achievement. This session looks at what is known about indigenous pedagogy and effective education models. Presenters will discuss the paper ‘‘A Review of Indigenous Pedagogy Literature: A need for research,” and their current research in Yup‘ik pedagogy.
Iharion Larry Mercullieff and Libby Roderick

Partnering for the Future: Indigenizing education in Alaska

This session will introduce participants to educational practices based on traditional Alaska Native ways of teaching and learning—practices which focus heavily on reflection, silence, visual learning, storytelling, honoring relationships, humor, active learning, emulation, a more organic pace, and Elder- and earth-based learning. Through a series of exercises based on indigenous approaches, participants will have the opportunity to reflect on their current teaching practices (or those of the teachers in Alaskan schools) and the possibilities for broadening them to include these ancient approaches. Together we will explore how pedagogies from Alaska’s Native cultures can enliven Alaskan teaching practices and help prepare students for the daunting challenges of the 21st century. We will also briefly introduce participants to key difficult dialogues between Alaska’s Native communities and academic communities, and discuss a host of additional ways in which we can all help “indigenize” education in Alaska.

Richard Carstensen

Áak’w and T’aakú Kwáans in 1794: What can we learn from the Whidbey and Menzies journals?

Studying oral histories, explorers’ journals, glacial history, sea level change and succession, we can tell a partial story of our corner of Southeast Alaska in the depths of the Little Ice Age.

Hans Chester and Jessica Chester

Tlingit Language Enrichment

Participants will hear a Raven parable and song, engage in a Tlingit literacy lesson, and play language games to learn several words in Tlingit.

Barb (QasuGlana) Amarok

Pedagogy for Success in Alaska

Referencing Zaretta Hammond and other sources, QasuGlana will speak about the factors affecting the success of Alaska Native students, effective pedagogy, philosophical shifts, and multicultural education.

Kolene James and Lori Grassgreen with Konrad Frank

Cultural Safety for Youth

This interactive workshop will explore how cultural safety is a key element for trauma-informed schools and provide meaningful discussion around steps educators can take to ensure their classroom and schools are addressing equity and inclusion.
BREAKOUT SESSION F1

Room 206  
11-11:50 am  
Friday  
LaVina Van Sickle, David Katzeek, Mary Folletti, Karen Larson, and Shirley Walkush  
*Baby Raven Reads: A culturally responsive kindergarten readiness program*  
We will talk about the process of developing culturally responsive early childhood programming, provide some stations, and share a story from one of Sealaska Heritage’s Baby Raven Reads events as an example.

Room 214  
11-11:50 am  
Friday  
Rachel Brown  
*Trauma and Brain Development: How to work with children exposed to trauma*  
Rachel Brown will focus on understanding how exposure to domestic violence and sexual abuse and other types of trauma affect brain development. She’ll provide basic information about ACEs and current brain development research for children from birth through adulthood, and practical applications for how to support children, supportive caretakers/parents, and professionals in working with children and families to promote safety and healing.

Room 216  
11-11:50 am  
Friday  
Judith Ramos with George Ramos, Kai Monture, and Maka Monture  
*Indigenous knowledge from place: Documenting knowledge through the Yakutat Seal Camps Project*  
This project documented Indigenous knowledge of place through the Arctic Studies Center. Knowledge of place was collected through oral history, place names, and traditional knowledge and corroborated with scientific methods of archaeology and geology. The presenters are working with the Yakutat Tlingit Tribe and Arctic Studies Center to develop an archive and possible curriculum. Indigenous knowledge on seal hunting practices, traditional technology, management practice, knowledge of ice and currents, seal products, and processing of the seal, hide, and oil was collected.

Room 218  
11-11:50 am  
Friday  
Christopher Won  
*Dissecting Intersectionality*  
How can educators practice culturally responsive teaching with diverse groups of students? How can educators address students who express that they “have no culture”? How can educators encourage students to think critically? Participants will investigate these questions and engage in a dialogue about how our students’ identities can be used as strengths to create engaging lessons and to foster a safe learning environment.

Room 224  
11-11:50 am  
Friday  
Scott Christian  
*Culturally Responsive Teaching in Alaskan Middle Schools*  
This presentation will feature preliminary findings and observations from a mixed methods research project involving 10 Alaskan middle schools. The purpose of the research was: to determine how culturally responsive teaching connects to student self-efficacy in Alaskan middle schools; to determine how culturally responsive teaching is implemented in Alaskan middle schools; and to determine how teachers and administrators identify culturally responsive teaching. The sites included in this study were: Napaskiak, Kongiginak, Akiuk, Point Lay, Huslia, Nenana, Juneau, Sitka, Anderson and the STIeAM Academy in Anchorage. The Alaska Cultural Standards were used extensively for analysis in classroom observations, interviews, and surveys.
BREAKOUT SESSION F2

Room 206  Zaretta Hammond  
1-3:45 pm  
Friday  
Leveraging Culture for Deeper Learning: CRT lesson design basics  
In this 2.5-hour breakout session, we will explore the ways educators can leverage culture as a cognitive scaffold. We will experiment with four ways to make content more relevant and four cultural learning tools to make instruction more rigorous and engaging.

Room 214  Annie Caulfield and Becky Roth  
1-2:15 pm  
Friday  
Mindfulness: A practice to support the social and emotional well-being of our children  
Mindfulness is often described as in-the-moment awareness of thoughts—emotions, sensations, and the awareness of our surrounding environment. It’s a practice that offers tremendous benefit to children’s learning and sense of well-being, by calming the mind, focusing attention, and experiencing gratitude. We’ll explore recent brain research as it relates to mindfulness and the study of adverse childhood experiences (ACEs). Participants will enjoy guided practice and will explore ways to integrate the practice of mindfulness into every cultural and family context. Annie and Becky will share their experiences of teaching mindfulness to students at Harborview and Glacier Valley Elementary Schools.

Room 216  Carole Bookless with David Katzeek  
1-2:15 pm  
Friday  
Object Lesson and Tlingit Story Retell  
Every year Carole Bookless’ students take a Tlingit lesson and develop it into a presentation to other students. They analyze the story for meaning. They retell the story in our own words. They break down the lesson into a Big Book of student illustrations. They have an Elder coach them in story telling. They develop props, cues, gestures, etc., and present the story individually or in a supportive group. Participants in the workshop will learn to do this activity.

Room 218  Alice Taff  
1-2:15 pm  
Friday  
Health Benefits from Using Ancestral Indigenous Languages  
This session focuses on the notion that there is a causative, beneficial link between ancestral Indigenous language use and health. We’ll hear qualitative evidence from eyewitness accounts of Indigenous language use fostering health such as Elders reversing mental aging. We’ll look at results from quantitative studies that link Indigenous language use to lower rates of suicide, drug abuse, physical violence, diabetes, and obesity, but greater cognitive function, social and emotional well-being, and economic opportunities. We will consider the impact of adverse childhood experiences, ACEs, on intergenerational trauma symptoms by epigenetic effects and how language recovery can turn those effects around.

Room 224  Shgendootan George and Jessica Chester  
1-2:15 pm  
Friday  
Teaching from a Cultural/Place-Based Perspective  
Participants will learn how the presenter incorporates Culturally Responsive Teaching (CRT) principles into the development of units and lessons. These CRT principles include: Framing essential questions through an indigenous world view; embedding the cultural perspective throughout the entire unit rather than “tacking on” an activity/art project or cultural story; making connections between students' homes/lives/background knowledge and new content. Participants will explore culturally relevant math, science, reading, and social studies units and materials developed by the presenter highlighting these CRT principles.
BREAKOUT SESSION F3

Room 114
2:30-3:45 pm
Friday
Julianne Folta
*Place-based Experiences for Young Children*
Julianne Folta will focus on cultural, hands-on experiences for young children to learn cultural traditions, surrounding the world around all of us.

Room 206
1-3:45 pm
Friday
Zaretta Hammond
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In this 2.5-hour breakout session, we will explore the ways educators can leverage culture as a cognitive scaffold. We will experiment with four ways to make content more relevant and four cultural learning tools to make instruction more rigorous and engaging.

Room 214
2:30-3:45 pm
Friday
Kathleen Galau
*Using Local and Cultural Phenomena to Implement NGSS Science Standards*
With the implementation of the Next Generation Science Standards (NGSS) nationally and locally, science education has moved from teacher driven explanations of facts and confirming labs to an inquiry based classroom. Local and cultural phenomena can be interwoven into the entire experience. Come and try some for yourself! We will brainstorm ideas for classrooms.

Room 218
2:30-3:45 pm
Friday
Erica Browitt and Lisa K. Richardson
*Creating Space for Student Voice and Identities: Routines, scaffolds, and tools for engaging students with text and talk in the classroom*
The goal of this session is to encourage culturally responsive teaching through student-centered instructional design, focused on creating spaces for student talk. With that in mind, participants will engage in a series of inquiries into texts from a wide variety of genres, exploring multiple cultures, including Alaska Native, to collaboratively construct meaning. Participants will build knowledge of their own processes for making meaning of text and explore others’ perspectives and processes. Participants will leave with tools for actively engaging with and analyzing text, instructional routines to deepen students’ metacognitive awareness and conversation, and supports for creating effective environments for student voices.

Room 224
2:30-3:45 pm
Friday
Kolene James and Lori Grassgreen with Konrad Frank
*Cultural Safety for Youth*
This interactive workshop will explore how cultural safety is a key element for trauma-informed schools and provide meaningful discussion around steps educators can take to ensure their classroom and schools are addressing equity and inclusion.
BREAKOUT SESSION S1

Room 206  
11-11:50 am  
Saturday
Judith Ramos with George Ramos, Kai Monture, and Maka Monture  
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This project documented Indigenous knowledge of place through the Arctic Studies Center. Knowledge of place was collected through oral history, place names, and traditional knowledge and corroborated with scientific methods of archaeology and geology. The presenters are working with the Yakutat Tlingit Tribe and Arctic Studies Center to develop an archive and possible curriculum. Indigenous knowledge on seal hunting practices, traditional technology, management practice, knowledge of ice and currents, seal products, and processing of the seal, hide, and oil was collected.

Room 214  
11-11:50 am  
Saturday
Jasmine James  
Sun, Moon, and Tides: A culturally responsive sixth-grade science unit
This presentation of a sixth grade Astronomy Unit developed and piloted at Dzantik’i Heeni Middle School will include reflections on what it means to teach in a culturally responsive manner and engage students through place based science.

Room 216  
11-11:50 am  
Saturday
Arnaq Esther Ilutsik  
Non-traditional Methods in Mentoring New Teachers
Cultural mentoring is an essential part of supporting new teachers coming into our district. Mentoring provides insight that establishes a professional relationship that will strengthen their understanding of the local culture. With this foundation the teacher is able to address the unique needs of the students.

Room 218  
11-11:50 am  
Saturday
Rachel Brown  
Trauma and Brain Development: How to work with children exposed to trauma
Rachel Brown will focus on understanding how exposure to domestic violence, sexual abuse, and other types of trauma affect brain development. She’ll provide basic information about ACEs and current brain development research for children from birth through adulthood and practical applications for how to support children, supportive caretakers/parents, and professionals in working with children and families to promote safety and healing.

Room 224  
11-11:50 am  
Saturday
Mischa Jackson  
More than Just a Poster: Bringing Tlingit culture and history to life in the classroom through integration and validation
This presentation will share information, ideas, and experiences presenter Mischa Jackson gained from a year of student teaching in social studies content areas in Juneau. She will focus primarily on sharing insights, activities, and lessons from a culturally responsive and place-based Juneau Cultural History Unit designed and implemented in a high school Alaska history class. In addition, she will offer perspectives on the need for culturally relevant content and conversation in the classroom by sharing examples and stories of classroom discussions that valued and validated cultural differences and increased understanding and awareness of local Tlingit culture and history.
BREAKOUT SESSION S2

Room 206  Norma Shorty with Tiffany LaRue
1-2:15 pm  Holding onto our Culture through Research and Education
Saturday
This panel will discuss how we engage traditional learning schemes in our public schools and in our community. How we connect with our youth embodies Tlingit history, stories, songs, dances, art, and more. As a panel we will talk about how we connect to our indigenous youth through research and education.

Room 214  Dr. Christopher Blodgett
1-2:15 pm  Integrating Trauma-Informed Practices in Schools
Saturday
This session extends Dr. Blodgett’s keynote presentation and will review the state of trauma-informed schools practice and align best practice recommendations for change with common educational practices. The CLEAR (Collaborative Learning for Educational Achievement and Resilience) trauma-informed schools model will be presented as an example of how key trauma and organizational change practices can be integrated in schools.

Room 216  Gerry Briscoe and Martha Gould-Lehe
1-2:15 pm  Embedding Equity and Rigor in Instructional Practices
Saturday
Cultural proficiency is needed to function effectively in today’s classrooms. The ability to respond effectively across cultures in a way that acknowledges and respects the culture of the student is paramount to being an effective educator. The purpose of this workshop is to demonstrate how educator cultural standards can be a part of every classroom creating academically challenging instruction where students are engaged and motivated to learn.

Room 218  Atkiq Michelle Ilutsik Snyder
1-2:15 pm  Teaching History in a Culturally Responsive Manner
Saturday
How can teachers structure lessons so that they are culturally relevant for students? In this workshop, a lesson centered on Alaska during WWII, which was developed for a high school U.S. history course, will be modeled. Participants will then engage in a discussion: What does it mean to be culturally responsive? What elements of place based or culturally responsive pedagogy did participants notice in the lesson? How can we ensure we are being culturally responsive when developing lessons?

Room 224  Richard Carstensen
1-2:15 pm  Áak’w and T’aakú Kwáans in 1794: What can we learn from the Whidbey and Menzies journals?
Saturday
Studying oral histories, explorers’ journals, glacial history, sea level change and succession, we can tell a partial story of our corner of Southeast Alaska in the depths of the Little Ice Age.
BREAKOUT SESSION S3

Room 206  
2:30-3:45 pm  
Saturday

Kristie Parsons and Qup'arlluk Mayak Irussak Gagganaq  
Yup'ik Pedagogy in Activity

Participants will engage in Yup’ik traditional activities as the learner to gain experience with Yup’ik physical and cognitive pedagogical elements of heritage language use, non-verbal guided practice, gestures, observation, visualization in the mind, and reflection of values. Yup’ik pedagogy here is defined as: teaching and learning as a combined holistic process that occurs when engaged in cultural activities. Presented are initial findings of three Alaskan case studies, research methods used, and ethical issues.

Room 214  
2:30-3:45 pm  
Saturday

Annie Caulfield and Becky Roth  
Mindfulness: A practice to support the social and emotional well-being of our children

Mindfulness is often described as in-the-moment awareness of thoughts—emotions, sensations, and the awareness of our surrounding environment. It’s a practice that offers tremendous benefit to children's learning and sense of well-being, by calming the mind, focusing attention, and experiencing gratitude. We’ll explore recent brain research as it relates to mindfulness and the study of adverse childhood experiences (ACEs). Participants will enjoy guided practice and will explore ways to integrate the practice of mindfulness into every cultural and family context. Annie and Becky will share their experiences of teaching mindfulness to students at Harborview and Glacier Valley Elementary Schools.

Room 216  
2:30-3:45 pm  
Saturday

Shgendootan George  
Teaching from a Cultural/Place-based Perspective

Participants will learn how the presenter incorporates Culturally Responsive Teaching (CRT) principles into the development of units and lessons. These CRT principles include: 1) framing essential questions through an indigenous world view; 2) embedding the cultural perspective throughout the entire unit rather than “tacking on” an activity/art project or cultural story; and 3) making connections between students’ homes/lives/background knowledge and new content. Participants will explore culturally relevant math, science, reading, and social studies units and materials developed by the presenter highlighting these CRT principles.

Room 218  
2:30-3:45 pm  
Saturday

Alice Taff  
Health Benefits from Using Ancestral Indigenous Languages

This session focuses on the notion that there is a causative, beneficial link between ancestral Indigenous language use and health. We’ll hear qualitative evidence from eyewitness accounts of Indigenous language use fostering health such as elders reversing mental aging. We’ll look at results from quantitative studies that link Indigenous language use to lower rates of suicide, drug abuse, physical violence, diabetes, and obesity, but greater cognitive function, social and emotional well-being, and economic opportunities. We will consider the impact of adverse childhood experiences (ACEs) on intergenerational trauma symptoms by epigenetic effects and how language recovery can turn those effects around.

Room 224  
2:30-3:45 pm  
Saturday

Angie Lunda  
Three Prongs of Culturally Responsive Teaching

What are the keys to implementing culturally responsive teaching in our schools? Based on her many years teaching and providing staff development for Alaskan teachers, former principal, superintendent and current professor of education Angie Lunda has developed a theory for helping teachers become more culturally responsive in their practice. The three prongs of CRT include curriculum, pedagogy, and, most importantly, heart. This workshop will allow teachers, teacher leaders, administrators, and others concerned with improving outcomes for culturally diverse students to explore the theory and gain expertise in CRT.
Thank you to our collaborators: the Juneau School District, the University of Alaska Southeast, and Hearthside Books.

*Thru the Cultural Lens* is funded by the US Department of Education Alaska Native Education Program, Grant Award PR # S356A150048. Additional funds for this conference came from Grant Award PR # S356A140060. Contents of this project do not necessarily represent the policy of DOE, and you should not assume endorsement by the Federal Government.