

CALL FOR PAPERS

American Indian, Alaska Native, and Native Hawaiian Education
in the Era of Standards and NCLB

Journal of American Indian Education
Theme Issue

David Beaulieu and Teresa L. McCarty, Theme Issue Editors

As we approach the reauthorization of the 2001 No Child Left Behind Act (NCLB), the Journal of American Indian Education will publish a theme issue addressing NCLB and the standards movement as they impact American Indian, Alaska Native, and Native Hawaiian education. While recent scholarship and state and federal documents have focused on the broad ramifications of these policies, little is known of their specific impacts in Native American classrooms and schools.

We seek situated research that examines how NCLB and the standards movement are affecting educational realities on the ground, including pre-K-12, post-secondary, and community-based contexts. How are NCLB and the standards movement being translated into practice? Related questions to be addressed in this issue include the following:

1. How are American Indian, Alaska Native, and Native Hawaiian communities construing and responding to the vision of schooling articulated in NCLB? How are they construing and responding to requirements for high-stakes testing, meeting "adequate yearly progress," preparing "high-quality teachers," and providing "evidence-based" literacy instruction?
2. How do these policies influence the provision of culturally-based education? How do they influence Native language revitalization and maintenance efforts?
3. What are the impacts of NCLB and the standards movement on student achievement?
4. In what ways are educators and schools working with, around, and/or against these policies in order to serve Native students?
5. What are the implications of these policies for tribal sovereignty and self-determination?
6. What broader lessons can be learned from the implementation of NCLB in Indigenous communities and schools? How can we advance a new discourse regarding federal education policy, in particular standards and NCLB?

All manuscripts will be peer reviewed. Articles may be up to 25 pages in length, qualitative or quantitative in orientation, or may include multiple methods. Manuscripts must be received by May 1, 2007 for a theme issue planned to coincide with deliberations on the reauthorization of NCLB in fall 2007.

Contributors should adhere closely to the "Contributor Information" on the inside back cover of the most recent JAIE.

Manuscripts intended for the theme issue should be clearly identified as such. Send 1 electronic copy to each co-editor and 4 hard copies to: Journal of American Indian Education, Center for Indian Education, Arizona State University, PO Box 871311, Tempe, AZ 85287-1311 (David.Beaulieu@asu.edu; Teresa.McCarty@asu.edu).