

# Ayaprun Elitnaurvik, Bethel, April 2009

We are a K-6 Yup'ik immersion school with 170 students in Bethel, Alaska. We are the only school of choice charter school in the Y-K region operating in our 14th year.



**How can we improve student learning and engagement through examining our Yugtun cultural and language integration into our best teaching practices as second language acquisition teachers?**

As a school:

-Teachers are involved in mini-networks: Language Acquisition, Reading Apprenticeship, and mentoring.

-collecting data for a parent volunteering data bank.

-Teachers team teaching

Our logic model is a slow process. We are collecting data of parent volunteers and resources to strengthen our cultural and language program. We are getting more parent involvement through Friday clubs, first dance, fundraisers, field trips, and theme based learning.

-Parents, community members and organizations are in the classrooms as resources.

-Teachers from other schools are observing best practice immersion teaching methodologies.

-Teachers are showing leadership by showcasing their professional development during in-services and staff meetings.

-Parents are helping more during after school events such as fieldtrips, theme based learning, and are resources during Friday clubs.

-Most importantly, the students are putting more effort and using more Yugtun and more aware of culture in the classrooms.

Being involved in different networks help the teachers re-evaluate best teaching practices while sharing their knowledge with other educators as part of school improvement.

**Roles and Responsibilities of Leadership**

Leadership is an on-going effort with all staff participating. We have staff members that are in the SLATE master's program, arts literacy institute, the AEIN mini-networks, and school-to-school teacher observations. We also had UAA interns at our school for few weeks. The confidence level of teacher leadership is evident amongst staff.

