Public Abstract

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Title:Leadership experiences of an American Indian education leader serving Indian students in an Indian community

The purpose of this study was to add to the knowledge base on American Indian education leadership and American Indian education by examining the leadership experiences of an American Indian leader serving predominately Indian students in a public school system on an Indian reservation. The researcher viewed the study through the lens of Tribal Critical Race Theory.

Study participants included an American Indian education leader, school district faculty, graduates of the school district, and parents; all participants were tribal members. Data collection consisted of interviews, observations of the school district and reservation, and document analysis.

The study findings articulated that the American Indian education leader's experiences centered on the development of cultural identity and the construction of Indigenous knowledge. The implications are that this inquiry for practice in education could impact both K-12 institutions and higher education institutions as they address the challenges of educating students from differing cultures.