



William G. Demmert, Jr., (Ed.D., Harvard Graduate School of Education, 1973) currently serves as a professor of education at Western Washington University. Professor Demmert is one of the original founders of the National Indian Education Association.

Dr. Demmert was the first U.S. Deputy Commissioner of Education for the U.S. Office of Indian Education, in the Department of Health, Education, and Welfare; Served as the Director of Education for the Bureau of Indian Affairs; held the position of Commissioner of Education for the State of Alaska; and served as a member of President Clinton's education transition team. Professor Demmert served as a member of the Independent Review Panel created by the U.S. Congress to undertake a national assessment of Title I, of the Elementary and Secondary Education Amendments (ESEA), and other federal

programs in the U.S. Department of Education, 1995-2001. He was appointed by the U.S. Department of Education (along with former Secretary of Education Terrel H. Bell) as co-chair of the Indian Nations At Risk Task Force and served as the primary writer for the Indian Nations At Risk Task Force Report published in October, 1991, by the U.S. Department of Education.

As part of his university duties, he worked with the RAND Corporation on a review of the research literature on the education of Native America, an analysis of the National Assessment of Educational Progress (NAEP) data targeting Native American students and the Longitudinal Study of Early Childhood education. In addition, he worked with the Northwest Regional Educational Laboratory as a partner on a proposed National Study of Indian Education which included a review and assessment of the quantitative research available on the influences of language and cultural programs on the education of Native American students; a feasibility study on whether such a study is possible to carry out; and the design of such a study.

Dr. Demmert's international activity is extensive and includes serving the chairman for the Steering Committee for the Cross-Cultural Education Seminar Series in the Circumpolar North. In this capacity he serves as a co-chair of a coalition of the Ministers of Education in northern nations and has helped plan and implement a series of education seminars in Norway, Sweden, Finland, Greenland, Russian Federation, Alaska, Nunavut Territory, Northern Quebec, and the Yukon Territory in Canada. These seminars focus on ways to improve educational opportunities for indigenous students in the far north. Most recently Dr. Demmert has worked with the Ministry of Education in Greenland as an international advisor and consultant for their school reform effort in elementary and secondary education, as well as in restructuring their university system.

He currently serves as a principal investigator, in partnership with Northwest Regional Educational Laboratory (NWREL), the Center for Research on Education, Diversity, and Excellence (CREDE), the Educational Testing Service (ETS), Kamehameha Schools, Arizona State University, and seven school programs in a project designed to develop and test curriculum based measurements (CBMs) as a way of monitoring student progress among Native students in a select number of schools that use the Native language as the language of instruction, and a culturally based education program.