**EDUC 311**

**CULTURES, DIVERSITY AND EDUCATIONAL ETHICS**

**COURSE SYLLABUS**

**COURSE INFORMATION**

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| Mondays and Wednesdays 2:30 – 3:50 | Instructor: Ann Stone |
| Evelyn M Stevenson Building Room 115 | Office: Student Resource Room |
| Spring Quarter - 2017 | Office Hours: Mondays and Wednesdays 9:00 – 11:00 and Thursdays 2:00 – 4:00 |
| Credits: 3 | Cell: (406) 871-2308 |
|  | Email: ann\_stone@skc.edu |

**REQUIRED MATERIALS**

Handouts available from the instructor

Resources on Schoology

**DESCRIPTION**

**Cultures, Diversity and Educational Ethics** provides the opportunity for teacher candidates to define critical pedagogy and investigate how to facilitate it by broadening their perspective on teaching and learning in both the classroom and the community. The purpose of this course is to provide pre-service teachers with a background in sociological, philosophical and multicultural issues and aspects of education and schooling. It is also intended to assist students in examining education and schooling reflectively and critically, and in articulating and questioning their own views about education and the role of schooling in a democratic society.

**CREDIT HOURS**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate: 9 hours/week of faculty directed instruction and independent study.

**COURSE OBJECTIVES**

Upon completion of this course candidates will be able to:

* Describe their understanding and value of multicultural perspectives;
* Effectively use multiple worldviews in teaching approaches, and link them to students’ prior understanding
* Demonstrate an appreciation for individual variation within each area of development and show respect for the diverse talents of all learners.
* Demonstrate an understanding how students’ learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values
* Demonstrate respect for every student, coworker and parent as an individual with differing personal, family and cultural backgrounds
* Utilize information about students’ families, cultures and communities as a basis for connecting instruction to students’ experiences
* Create a learning community in which individual differences are respected and valued.
* Describe how cultural differences can impact communication
* Apply information from the Indian Education for All Act and Essential Understandings to create lessons, environments and relationships that support this Montana Law.

**InTASC PRINCIPLES** **and PEPP STANDARDS**  **ASSESSMENT**

|  |  |
| --- | --- |
| InTASC Principle 4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  Education Division Conceptual Framework Guiding Principle: A  PEPPS 10.58.508 (i) Candidates demonstrate understanding of how students within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners.  PEPPS 10.58.501 (l) Candidates demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.  PEPPS 10.58.501 (b) Candidates use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards; | Research Project on Montana Indian Tribes with Unit Plan |
| InTASC Principle 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  *Guiding Principle: A & C* | Self assessment and reflection with an action plan for improvement |
| The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others. |  |
| The candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences. |  |
| The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). |  |
| The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers. |  |
| The candidate understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. |  |
| The candidate exhibits willingness to learn and interact with cultures and perspectives other than their own. (TPT Assessment rubric 1.b) |  |
| 10.58.305 (k) Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty of student academic achievement. |  |

**Essential Understandings:**

* There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
* There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.
* The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.
* Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  + *Both parties to treaties were sovereign powers.*
  + *Indian tribes had some form of transferable title to the land.*
  + *Acquisition of Indian lands was solely a government matter not to be left to individual colonists.*
* Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods:
  + *Colonization Period 1492 -Treaty Period 1789 - 1871*
  + *Allotment Period 1887 - 1934*
  + *Boarding School Period 1879 - - -*
  + *Tribal Reorganization Period 1934 - 1958*
  + *Termination Period 1953 - 1988*
  + *Self-determination 1975 – current*
* History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.
* Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

**CULTURAL RELEVANCY**

Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d'Oreille and Kootenai People.

Candidate Objectives:

1. Candidates will examine how children with special needs and other students with diverse needs, such as English language learners, have been typically educated within their cultural group;
2. Candidates will participate in discussions, activities and reflective writings about cultural relevancy in course topics;
3. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

**CRITICAL THINKING**

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu’us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Candidate Objectives:

1. Candidates will reflect upon their own biases, culture and their experiences with individuals from other cultures in order to promote tolerance and implement anti-bias curricula;
2. Candidates will apply strategies for teaching students about tolerance;
3. Candidates will enhance their knowledge of Montana Indians in order to create a teaching unit;
4. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

**CITIZENSHIP**

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**Communication**

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Candidate Objectives:

1. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
2. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers.

**Relation to the Conceptual Framework**

Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d’Oreille and Kootenai people. This course was developed to reflect the following guiding principles:

* Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
* Reflective practice leads to professional development.
* The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
* Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

**Course Rationale**

The professional education programs at Salish Kootenai College seek to support teacher candidates in making connections between their personal development and their professional growth, in meaningful integration of cultural learning and in collaborative efforts toward the larger good for local and global communities.

**COURSE REQUIREMENTS**

***Reading reflections***

***50 points each***

One-page, single-spaced, reflective responses to readings

***Participation in Quality Questioning Panel***

***50 points each***

In-class activity discussing scholarly articles demonstrating Quality Questioning classroom management strategies

***Research paper\****

***200 points***

Complete a research paper and teaching unit on a Montana Indian Tribe\*

Deadlines connected to the research paper and teaching unit correspond to EDUC 321 and are non-negotiable. Five points will be deducted from the final paper and teaching unit for each late submission.

***Self assessment\****

***50 points***

Self assessment, reflection and action plan\*

***Mini-assignments***

***25 points each***

MINI ASSIGNMENT 1: Choose and review one curriculum kit and prepare a presentation on the kit.

MINI ASSIGNMENT 2: Complete a racial awareness assessment. You can visit the website: [www.understandingprejudice.org](http://www.understandingprejudice.org) and write up a summary of your visit. If you take the Baseline or other surveys, please summarize your feelings about them.

***Collaborative CRT revision of two lesson plans***

***50 points each***

Work with a colleague to edit, revise and modify two lesson plans from both of your teaching units to include differentiated, CRT strategies.

**GRADING SYSTEM**

1. Reading reflections: 2 x 50 points = 100 points

2. Participation in Quality Questioning Panel: 2 x 50 points = 100 points

3. Research paper and teaching unit\* = 200 points

4. Self assessment, reflection and action plan\* = 50 points

5. Two mini assignments 2 x 25 points = 50 points

6. Collaborative CRT revision of two lesson plans: 2 x 50 points = 100 points

**Total 600 points**

Grading Scale:

600-540 = A

539-480 = B

479-420 = C

419-300 = D

Below 300 = F

**\*This is a critical assessment to be included in the TEP portfolio**

**REASONABLE ACCOMMODATIONS**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may contact the Disability Services Coordinator, Linda Pete, at 275-4968, [linda\_pete@skc.edu](mailto:linda_pete@skc.edu" \t "_blank), or consult the SKC web page for Students with Disabilities for more information.

**Tutors are available for students!** Please contact the instructor if you have any questions or a need for a tutor.

**ATTENDANCE POLICY AND EXPECTATIONS**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Each member of this class shares the responsibility for creating a positive and challenging learning environment. The issues covered in this course will have deep, personal and emotional attachments that differ from person to person. Individuals may find themselves upset by different topics, and disagreements will inevitably occur. These differences are expected. In order to allow for in-depth exploration of complex issues brought about by culturally responsive education, we must show respect for the ideas of others. We need to allow all persons to express themselves and share their insights completely before making judgments on statements and opinions. Regular attendance throughout the class period (without smartphone interruption), class participation, and completion of reading/journaling and other assignments are expected and will influence your final grade.

**Rubrics for Key Assessments**

**Research paper and unit plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| InTASC 4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  PEPPS 10.58.501 (l) Candidates demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.  PEPPS 10.58.501 (b) Candidates use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;  Guiding Principle: A | **0 - Unacceptable**  Project and unit plan lack depth and knowledge; unit plan may be limited in its use. Project may contain stereotypes or misinformation. | **1 - Developing**  Project and unit plan are adequate and accurate but may lack depth.  The unit plan contains lessons that may have limited value in the classroom. | **2 - Proficient**  The project is well researched and contains many authentic resources.  The unit plan will enhance the learning of students.  The unit plan demonstrates the candidate’s understanding of and ability to integrate knowledge of the history, cultural heritage and contemporary status of Montana Indian Tribes.  The plan reflects the candidate’s ability to build on the learners’ background knowledge. | **3 - Exemplary**  Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |

**Self-Assessment and Action Plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unacceptable (0)** | **Developing (1)** | **Proficient (2)** | **Exemplary (3)** |
| InTASC 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  Guiding Principle: A & C | Candidate does not provide a reflection or a self-assessment connected to an action or goal plan for improvement. | Candidate provides a brief but clear reflection of personal biases and cultural understandings and connects this self-assessment to goals and objectives on his/her action or goal plan. | Candidate provides a clear, detailed reflection and self-assessment of personal biases and cultural understandings.  Candidate provides a rich explanation of links between the assessment and an action or goal plan.  Goals and objectives show knowledge of building relationships and supporting all learners. | Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |