

STONE CHILD COLLEGE
INTRODUCTION TO INDIAN EDUCATION – EDU 235
COURSE SYLLABUS

Course Information:

- a. Number:** EDU 235
- b. Credits:** 3
- c. Prerequisite:** NAS 101
- d. Corequisite:** none
- e. Time/Location:** TBD
- f. Availability:** This course is offered Fall Semester

Instructor Information:

TBD

Required Materials:

Collected Wisdom by Cleary and Peacock

Course Description:

Introduction to Indian Education is designed to equip future educators with the essential skills, knowledge, and cultural awareness to implement Indian Education for All (IEFA) in the K-12 classroom and to assume a leadership role in IEFA programming. This course provides candidates with information, insights, instructional methods and professional perspectives on the education of American Indians. The course examines Indian Education through the lens of students, teachers, cultural resource specialists, and research.

Course Objectives:

Upon completion of this course, students will be able to...

1. Identify and describe the major conclusions that **researchers** have reached regarding the learning needs of Indian children. *Handouts, textbook readings, Reading Responses, Research Options*
2. Comprehend and summarize important selected **teaching modalities and environments** that have enhanced or hindered learning for American Indian students. *Reading Responses, Research Options*
3. Explore and explain how the **historical contexts of Indian education** have influenced the schooling of Native children today. *Handouts, textbook readings, Reading Responses, Research Options, IE Proj.*
4. Describe various **school and classroom models** for teaching Indian children, and compare and contrast their effectiveness for Native learners. *Handouts, textbook readings, Reading Responses, Research Options, IE Proj.*
5. Differentiate between various Indian education models and their historical impacts. *Reading Responses, Research Options, IE Proj.*
6. Interpret and describe the assumptions and misperceptions educators and policy makers have had regarding Indian students' needs and Native culture. *Reading Responses, Research Options, IE Proj.*
7. Identify, evaluate, and appraise the various indicators of success in regards to Indian education. *Reading Responses, Research Options, IE Proj.*

8. Recognize and explain the value and importance of traditional beliefs and teaching methods in Indian education. *Reading Responses, Research Options*
9. Examine, assess, and discuss the ways that education influences and affects Indian culture and the well-being of Native communities. *Panels, Film analyses, Reading Responses, Handout analyses*
10. Explore and explain the significance of Native American teachers and how their presence affects the learning of Indian students. *Reading Responses, Panels*
11. Demonstrate an understanding of ways that schools reflect community values with respect to Indian education. *Reading Responses, Research Options, IE Proj.*
12. Identify local and state sources (including human and local institutional resources) that can be used to create culturally responsive learning experiences *Reading Responses, Research Options, IE Proj.*

Montana PEPP Standards:

10.58.532 (I) Candidates will be able to demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;

10.58.501 (I) Candidates will be able to demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana. Assessment Indicator 4.4: Work collaboratively with students, families and colleagues to meet the needs of all learners.

Course Requirements:

1. Reading and Responding (100 points possible; 20% of final grade)

Complete the assigned readings and Reading Responses.

Reading assignments will be given out during class, and responses will be due on the date of the next scheduled class. These can be fairly brief (most are 1 page or less), but students must demonstrate that they have read and understand the assigned readings. Assignments (including reading responses) must be turned in on the stated due date; Any assignment turned in UP TO ONE WEEK after the due date may be accepted for reduced points. No points may be earned after the “one week late” period.

2. Collaborative IE Project (100 points possible; 20% of final grade)

Make individual and/or small group contributions to a collaborative class project.

Candidates in EDU 235 will work individually and with partners in a collaborative project that will be connected to course content. Details regarding the requirements and assessment of this assignment will be provided by the instructor(s) in class. A summative essay of this will be assigned, presented, and turned in near the end of the course.

3. Reflective Essay (50 possible points... 10% of final grade)

Refer to the Reflective Essay Rubric

4. Evidence Documentation Form (100 points)

Refer to the Evidence Documentation Form Rubric and Guidelines

5. Individual Research (up to 50 points)

Select combinations of these options according to your interests and abilities. For an "A" grade, students will have to complete 1 or more.

This consists of doing some research related to the course content. Research work may be submitted at any time during the duration of the course. All written work should be typed or word processed in a readable font ("Times", "Arial", etc.), 12 point, and double spaced with 1" margins. Your research work may be any number and any combination of the following options, up to 50 points maximum:

5a. Research paper: (25 points)

This option requires students to do some research on a topic related to the course content, and write a paper summarizing the research and sharing your perspective on the topic. Papers must be at least three but no more than five typed pages (the main text of your paper should constitute three pages-title page is extra). Each paper should cite at least 3 resources (web or print) using the MLA style of citation. See instructor for information and examples of MLA citation style. Students are strongly encouraged to utilize the SKC Writing Center for assistance with this option.

5b. Movie review: (5 points)

View a film/video that is **relevant to the course content**. Write a brief (half page to one page) review 1) summarizing the film and 2) sharing your viewpoint/reaction to the movie. In your review, make a connection to the content of this course.

5c. Periodical article: (2.5 points)

This option is to read an article in a newspaper, magazine, journal, or other periodical that is related to our course in some way, and write a short (1/2 page) **summary** of and **reaction** to the article.

5d. Website review: (5 points)

For this option, you should search and find a website that contains information relevant to the content of this course, read the page(s), and complete a "website review" (ask instructor for the correct form if you choose to do this option).

5e. Book review: (25 points)

For this option, read a book that is relevant to the course content and write a 2 to 3 page summary of the book that includes your perspective, connecting the book to the content of our course.

Credit Hours:

Following the SCC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 15 week term, student should expect the following commitment of time: 3 hours/week classroom or direct faculty instruction and group activities; ;6 hours or more of out-of-class time, including homework, each week.

Grading:

a. An Incomplete grade (“I”) is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified as soon as possible.

b. The following is a breakdown of how grades are earned:

| Activity | Points | Description |
|---|----------|--|
| Reading Responses | 100 | (10 x 10 pts. each) submitted by you in the classroom each week |
| Indian Education Collab. Project | 100 | Individual or small group contributions to a collaborative class project; due near the end of the course |
| Reflective Essay on PEPP Standard 10.58.501 (I) | 50 | See the Reflective Essay Rubric for the essential elements and scoring criteria |
| Evidence Documentation Form | 100 | See the Evidence Documentation Form Rubric and Guidelines |
| Research Options | up to 50 | Choose from the options outlined above. |
| | | |
| Total possible pts | 400 | |

Grades will be assigned reflecting the total points earned by the student:

- 360 - 400 points = A
- 320 - 359 points = B
- 280 - 319 points = C
- 240 - 279 points = D
- below 240 points = F

Other Course Information:

Attendance: As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate comments, and other class activities. A variety of class activities and discussions will be conducted throughout the course. These cannot be made up; therefore, your absence forfeits the opportunity to learn from the activities.

Candidates are expected to be on time for class and to stay until the designated time set for dismissal. Communication with the instructors is very important; if students know that they will have to miss a class, they must contact one of the instructors **ahead of time**. As stated above, there is no way to make up what is covered in class whether absence is considered “excused” or unexcused. The course is designed for students to be in attendance at all times. If an absence is unavoidable,

contact the instructor ahead of time and arrange for someone in the class to pick up handouts and other materials and information presented. **This is the student's responsibility, NOT the instructor's!**

In the event of emergency medical / health problems or extended absences for other reasons, students will be expected to meet the requirements of the course using outside-of-class methods such as phone/email/internet resources. *It is the candidate's responsibility to communicate with the instructor to make sure that class assignments/requirements are completed if absences occur.*

Cell Phones:

Candidates must keep cell phones silent during class. In the case of emergencies, if students need to keep phones in the “vibrate mode”, please notify the instructor prior to the start of class.

Incompletes:

Incompletes will not be given except in the case of emergencies. In the event of an incomplete, students will sign a contract specifying tasks to be completed with realistic and fair time deadlines.

Academic Integrity:

The instructor will exercise their right to fail students who engage in academic dishonesty, including plagiarism. Refer to the SKC Student handbook, page 29, Section III, for more information on plagiarism, academic honesty, etc.

Accommodations:

Reasonable accommodations are provided for eligible students with identified disabilities. Please be sure to inform your instructor in the first week of classes regarding any special circumstances (physical limitations, cognitive difficulties, etc.) that may affect your ability to successfully complete the course. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Rubrics for key assessments:

RUBRIC FOR REFLECTIVE ESSAY for PEPP Standard 10.58.501 (I) Candidates will be able to demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or

evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

Stone Child College's Education Department Reflective Essay Rubric

Domain: _____ InTASC Principle: _____

Candidate: _____

Reviewed by: _____ /Date/s: _____

| Essential Elements for the Reflective Essay | 0 Unacceptable | 1 Developing | 2 Proficient | 3 Exemplary |
|--|--|--|--|---|
| <p>In a thoughtful, articulate, and clearly written essay: (1) Explain how the principle is relevant or meaningful to your teaching and student learning; (2) Describe ways you have implemented the principle or examples of evidence that support your strengths; (3) Summarize your commitment to the principle and highlight your goals related to the principle.</p> | <p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p> | <p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p> | <p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p> | <p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p> |

Score: _____ Comments and suggestions: _____

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

Evidence Documentation Form: The essential elements for this assessment are: The artifact must demonstrate the candidate's ability to **work collaboratively with students, families and colleagues**

to meet the needs of all learners (Assessment Indicator 4.4) by demonstrating an understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

| Essential Elements | 0 Unacceptable | 1 Developing | 2 Proficient | 3 Exemplary |
|--|---|--|--|---|
| <p>The artifact must demonstrate the candidate’s ability to work collaboratively with students, families and colleagues to meet the needs of all learners (Assessment Indicator 4.4) by demonstrating an understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana. The Evidence Documentation Form must reflect the 6 traits of writing.</p> | <p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p> | <p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p> | <p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p> | <p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p> |

Course Topics:

Introduction / Learning from Traditional Indian Education

An overview of the course, and an examination of personal beliefs regarding Indian education and cultural difference. Also, an exploration of the learning systems and childrearing methods present for thousands of years in selected Native communities before European contact.

What Has History Taught Us?

A look into the history of Indian education in the U.S., how this history has affected Native learning today, and what it may mean for the future.

Valuing Culture in the Classroom

A discussion of theoretical and practical foundations for the inclusion of cultural content in schools, including its integration across curricula.

Legal Frameworks for Indian Education, IEFA

Examining federal and state mandates for Indian education, and exploring ways that schools have adapted and accommodated to meet these requirements. Covered will be the impacts of various state and federal education policies in Indian Country, and a thorough look into Montana's "Indian Education for All" legislation and the teaching resources that have resulted from it.

The Role of Native Language and Oral Traditions

An examination of the importance and relevancy of oral tradition and Native language in students' learning.

Learning from the Research

A survey of significant works of research in Indian education, key scholars in the field, and how this work has affected schooling for Native children.

Learning from Students and Their Families

Using a variety of sources, we explore what students have to say about their learning needs. Input from several local area students and/or caregivers representing area elementary, middle, and high schools.

Learning from Educators

Using the insights of expert teachers to craft effective strategies for success with Native children. Input from several local area teachers, administrators, and support professionals.

Literacy, Media, and Native Learners

Exploring the issues regarding literacy and Indian student achievement.

Technology resources in Indian education

A comprehensive look at selected web and multimedia resources that can assist teachers in learning more about Native learners' needs and about issues surrounding Indian education.

Finding and using resources for cultural competency

Some useful knowledge and tools will come out of this class... but what then? How can educators continue staying informed, and where and how can local resources be utilized?

The experience of being a Native educator in the mainstream

An exploration of the benefits, responsibilities, and unique challenges and needs of teaching as a Native person within white-dominant educational institutions.

What does the future hold for Indian students?

Reflecting on the failures and successes of the past, to create and new and hopeful future for Indian learners.