

**Stone Child College**  
**CULTURES, DIVERSITY AND EDUCATIONAL ETHICS**  
**EDU 311**  
**COURSE SYLLABUS**

**COURSE INFORMATION**

- A. Number: EDU 311
- B. Title: Cultures, Diversity and Educational Ethics
- C. Credits: 2
- D. This course is offered Spring Semester



**REQUIRED MATERIALS**

- A. Noel, J. (2012). *Classic edition sources: Multicultural education*, Third Edition. New York, NY: McGraw Hill.
- B. Montana Office of Public Instruction. (2005). “*Essential Understandings Regarding Montana Indians*” accessible at [www.opi.mt.gov](http://www.opi.mt.gov).
- C. Handouts from the instructor

**DESCRIPTION**

Cultures, Diversity and Educational Ethics provides the opportunity for 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 candidates 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. Included in this course is a visit to Montana School of Deaf and Blind giving students an opportunity to observe and teach diverse learners.

**CREDIT HOURS**

Following the SCC Credit Hour policy, to meet the identified objectives of this course, this 2-credit course, delivered over a 15 week term will approximate: 3 hours/week classroom or direct faculty instruction for a total of 30 hours of seat time. In addition, out-of-class student work will approximate a minimum of 4 hours each week.



**COURSE OBJECTIVES**

Upon completion of this course candidates will be able to:

- A. Describe their understanding and value of multicultural perspectives;
- B. Effectively use multiple worldviews in teaching approaches, and link them to students’ prior understanding

- C. Demonstrate an appreciation for individual variation within each area of development and show respect for the diverse talents of all learners.
- D. Demonstrate an understanding how students' learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values
- E. Demonstrate respect for every student, coworker and parent as an individual with differing personal, family and cultural backgrounds
- F. Utilize information about students' families, cultures and communities as a basis for connecting instruction to students' experiences
- G. Create a learning community in which individual differences are respected and valued.
- H. Describe how cultural differences can impact communication
- I. 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**

<p>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;</p>	<p>Instructional plan for an IEFA lesson and reflection on teaching experience at the MSBD</p>
<p>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.</p>	<p>Reflective Essay; Evidence Documentation Form</p>
<p>PEPPS 10.58.532 (l) 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;</p>	<p>Self-assessment and reflection with an action plan for improvement</p>
<p>InTASC Principle 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	

**IEFA 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:
  - I. Both parties to treaties were sovereign powers.*
  - II. Indian tribes had some form of transferable title to the land.*
  - III. 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.

## **COURSE RATIONALE**

The professional education programs at Stone Child 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**

1. Participation in the planning, delivery of instruction, and reflection of the experience at the Montana School for the Deaf and Blind
2. Reflective Responses to Readings
3. Complete a research paper, teaching unit and class presentation on a Montana Indian Tribe
4. Self assessment, reflection and action plan based on teaching experience at MSBD
5. Two mini assignments

## **GRADING SYSTEM**

- |    |  |             |
|----|--|-------------|
| 1. | Participation MSDB teaching experiences          | =100 points |
| 2. | Reading reflections: 5 entries x 20 points       | =100 points |
| 3. | Research paper, teaching unit and presentation   | =200 points |
| 4. | Self assessment, reflection and action plan      | = 50 points |
| 5. | Two mini assignments                             | = 50 points |
| 6. | Reflective Essay for PEPP Standard 10.58.501 (I) | = 50 points |

**Total 500 points**

Grading Scale:

500-450 pts = A

449-400 pts = B  
 399-350 pts = C  
 349- 300 pts = D  
 Below 240 = F

**RUBRIC FOR REFLECTIVE ESSAY for PEPPS 10.58.501 (I):** *Candidates 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:** \_\_\_\_\_

<b>Essential Elements for the Reflective Essay</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>In a thoughtful, articulate, and clearly written essay:</b>  <b>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</b>  <b>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</b>  <b>(3) Summarize your commitment to the principle and highlight</b></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>

your goals related to the principle.				
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Score: \_\_\_\_\_ Comments and suggestions:

### EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

**Evidence Documentation Form 1:** 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><b>The artifact must demonstrate the candidate’s ability to work collaboratively with students, families and colleagues to meet the needs of all learners</b> 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>

### REASONABLE ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

### 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 multicultural 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 cell phone interruption), class participation, and completion of reading/journaling and other assignments are expected and will influence your final grade.

## **BIBLIOGRAPHY**

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CULTURES, DIVERSITY AND EDUCATIONAL ETHICS  
COURSE OUTLINE

Culture – what is it?

What's my story?

Choose a Culture Kit – mini assignment 1

Syllabus and course introduction

**MINI ASSIGNMENT 1: Choose and review one curriculum kit and prepare a presentation on the kit – how you would use it and what you learned**

**Complete the self-assessment - summarized in a one-half to one page paper (\*Part one of the self-assessment worth 20 points)**

Presentations on Culture Kits

**Reading Reflection 1: Write or draw a summary reflecting “Chapters 3 and 4”**

**\*Submit your research paper topic – include your research question –**

Starting Small – making a difference – Video and discussion

**MINI ASSIGNMENT 2: Complete an RWA for InTASC Principle 2: Learner Differences**

**\*Write an outline of your research topic. Include the tribe, your specific research question and your resources.**

Topic: Understanding racism and prejudice, and taking action

Walk-about – Perceptions of culture

**Reading Reflection 2: Chapter 5 Due**

**\*Complete your interview for your research project, and summarize.**

What are the 3 levels of culture?

I Am Poems

Topic: Understanding and meeting the needs of children and families Multicultural and socio-economic factors

**Reading Reflection 3: Write a one page reflection on “What is the American Dream?” incorporating Chapter 8; Critical Pedagogy**

**\*First Draft of Research Paper– those students who do not successfully complete the first draft will be referred to the Writing Center for assistance with their papers.**

Topic: Beyond bias in the classroom – being an agent for change

Evaluating materials for stereotypes

James Banks and levels of ethnicity

## Reading Reflection 4: Read and respond Chapter 10

Topic: Teaching strategies for diverse learning needs

Content Integration: Learning and teaching about Cultures  
Immersion Schools

**Reading Reflection 5 Chapter 15:**

**\*Final paper and unit plan**

Teaching implications for Indian Education for All

Class Presentations

**Complete your Self-assessment/action plan. Choose a quote to represent your Plan. Then describe your journey of where you have been (using your initial response to the reading) and your road map for where you want to go.**

### Rubric for Research paper and unit plan:

	<b>0 Unacceptable</b>	<b>1. Developing</b>	<b>2. Proficient</b>	<b>3. Exemplary</b>
<p>InTASC 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>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.</p> <p>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;</p>	<p>Project and unit plan lack depth and knowledge; unit plan may be limited in its use. Project may contain stereotypes or misinformation.</p>	<p>Project and unit plan are adequate and accurate but may lack depth.</p> <p>The unit plan contains lessons that may have limited value in the classroom.</p>	<p>The project is well researched and contains many authentic resources.</p> <p>The unit plan will enhance the learning of students.</p> <p>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.</p> <p>The plan reflects the candidate's ability to build on the learners' background knowledge.</p>	<p>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.</p>

<p>PEPPS 10.58.531 (n) provide curriculum and learning experiences that reflect the languages, cultures, traditions and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana Guiding Principle: A</p>				
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**Rubric for Self Assessment and Action Plan**

<b>Criteria</b>	<b>Unacceptable (0)</b>	<b>Developing (1)</b>	<b>Proficient (2)</b>	<b>Exemplary (3)</b>
<p>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 &amp; C</p>	<p>Candidate does not provide a reflection or a self-assessment connected to an action or goal plan for improvement.</p>	<p>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.</p>	<p>Candidate provides a clear, detailed reflection and self-assessment of personal biases and cultural understandings.</p> <p>Candidate provides a rich explanation of links between the assessment and an action or goal plan.</p> <p>Goals and objectives show knowledge of building relationships and supporting all learners.</p>	<p>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.</p>