UAS CTE graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts

ED 680 Multicultural Education
July/August 2010
July 19 to August 6

Instructor: Alberta Jones
Class Hours: July 19-August 6, 2010
9:00 a.m. to 12:00 p.m. Monday through Friday
Office Hours: By Appointment

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UAS Library: 796-6466 or 1-888-550-6167 or http://www.uas.alaska.edu/library/ – see the links listed under Egan Library Online on the UAS Online class homesite. Jennifer Ward (jennifer.ward@uas.alaska.edu and 796-6285) is the Outreach Services Librarian available for your support.

Course Content/Description
Focuses on the effective culturally relevant and responsive practices to ensure that every student achieves at his/her highest level, regardless of intellectual ability, race, gender, religion, sexual preference and/or socio-economic levels. Explores respectful and equitable relations between home and school and nurturing and equitable school environments as ways teachers and school systems can support equitable learning for all students and an appreciation for differences. Includes the challenges of education in Alaska, with attention to the Alaska Standards for Culturally Responsive Schools. Explores possibilities in prejudice reduction, curricular inclusion, empowering school culture, and equity pedagogy.
Required Texts
*Beyond Heroes and Holidays* by Enid Lee
*Conflicting Visions in Alaska Native Education* by Dauenhauer
*Yuuyaraq: The Way of the Human Being* by Napolean
*Articles and Case Studies provided*

Course Format
This course focuses on the philosophical and theoretical foundations of multicultural education. Educational practices including instructional strategies, which promote these goals, will be stressed. Students are expected to explore the theoretical, practical, and ethical dilemmas facing teachings in Alaskan Schools as well as effective multicultural instructional strategies, and curriculum. Discussion and personal reflection are essential components of this course.

Course Assessments Aligned to School of Education Conceptual Framework Goals
As you read the chapters, think about how the goals will apply to your school location and be prepared to share that in class discussion, your reflections and presentation.
*Reflect upon readings/presentations of all assigned readings. SOE Goal 1*
*Consider sharing in your written and oral presentations. SOE Goal 1*
*Development, Teachers understand how human development affects learning and apply that understanding to practice. SOE Goal 2*
*Diversity, Teachers differentiate instruction with respect for individual and cultural characteristics. SOE Goal 3*
*Professionalism, Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. SOE Goal 8*

*Collaboration with families, colleagues, and community agencies.* Candidate knows the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. ACEI 5.2

Instructional Methodologies
Methods used in the course will include lecture, discussion, videos, group and individual review of research, group and individual projects, case studies, panel and individual presentations by community members, and reflective writing.

Diversity/Multicultural Awareness
Issues of diversity and multicultural awareness will be addressed throughout the course in addressing chapters and teacher and students addressing cultural awareness throughout the course.

Disability Support Services
If a student has a documented disability for which they require academic or programmatic accommodations, please contact the Disability Support Services (DDS) office @ 465-1298 as soon as possible.
Course Objectives
The course objectives connect back to the *Alaska Teacher Standards* established by the Alaska State Department of Education and Early Childhood and the *Alaska Standards for Culturally Responsive Schools, Cultural Standards for Educators*, and the *Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools.*

After completing this course, students will:
1. reflect on their own socio-cultural identities and understand the differential access to power accorded to various social and cultural groups
2. articulate their own cultural assumptions and biases
3. develop a sound, broad-based understanding of student families and local communities
4. design instruction that incorporate characteristics of the local community’s culture and that is appropriate to students’ individual and special needs
5. use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of students
6. understand and embrace the importance of participating in community events and activities
7. communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling
8. value parents as partners in promoting students’ learning
9. recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential

Knowledge, Dispositions & Performances Assessed

In this course students will be exploring various aspects of the Knowledge, Dispositions and Performances listed in the UAS Center for Teacher Education Conceptual Framework. The specific Conceptual Framework outcomes that will be dealt within this course are:

*Knowledge of Content*
- 3a. Identify strategies for differentiating instruction based on student differences. (K)
- 3b. Design instruction that incorporates characteristics of the local community’s culture and that is appropriate to students’ individual and special needs. (S)
- 3c. Apply local and Alaska knowledge to the selection of instructional strategies, materials, and resources. (S)
- 3d. Appreciate multiple perspectives and value individual differences. (D)

*Dispositions*
- 1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D),
- 2c. Appreciate unique thinking processes of learners at different stages of development. (D),
- 3d. Appreciate multiple perspectives and value individual differences. (D),
- 4c. Commit to professional discourse about content knowledge and student learning of content. (D),
- 5c. Value assessment and instruction as integrated processes. (D),
• 6c. Commit to ensuring student well being and development of self-regulation and group interaction skills. (D),
• 7c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D),
• 8d. Value professional ethics, democratic principles, and collaborative learning communities. (D),
• 9c. Value technology as a tool for student and teacher lifelong learning. (D)

Professional and Pedagogical Knowledge
• 2b. Accommodate differences in how students learn based on knowledge of individual’s social, emotional, and intellectual maturation. (P),
• 2c. Appreciate unique thinking processes of learners at different stages of development. (D),
• 3a. Identify strategies for differentiating instruction based on student differences. (K),
• 3b. Design instruction that incorporates characteristics of the local community’s culture and that is appropriate to students’ individual and special needs. (P),
• 3c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (P)
• 7a. Develop a sound, broad-based understanding of students’ families and the local communities. (K),
• 7b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (P),
• 7c. Recognize the school as an integral part of the community and value parents as partners in promoting student learning. (D)

Pedagogical Content Knowledge
• 4b. Connect the content area to other content areas and to practical situations encountered outside the school. (P)

UAS GRADUATE COMPETENCIES
The UAS Graduate Competencies are holistic in nature and have a broad scope. Each of the courses and the field experience in the Middle Grades and Secondary M.A.T. program address these competencies and provide opportunities for the M.A.T. interns to demonstrate their understanding and mastery of the particular skill or behavior.

Communication
1.1 Candidates possess effective professional writing skills appropriate in their fields.
1.2 Candidates are effective in presentations and professional discourse.
1.3 Candidates use substantial comprehension skills in reading and listening.
1.4 Candidates understand the role of technology and effectively use it for professional communication.

Professional Behavior
2.1 Candidates recognize ethical and professional responsibilities.
2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.
2.3 Candidates can assume a leadership role, when necessary.
Critical Thinking and Problem Solving
3.1 Candidates identify, analyze and conceptualize problems in their field.
3.2 Candidates evaluate and synthesize data, considering multiple perspectives.
3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments.
3.4 Candidates understand the role of technology in analysis and decision-making.
3.5 Candidates exercise judgment in decision-making.

Assignments Grade Percents Knowledge, Dispositions & Performances Assessed

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Percents</th>
<th>Performances Assessed</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15</td>
<td>2b, 2c, 4b, 7a, 7b, 7c</td>
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<tr>
<td>Philosophy</td>
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<td>2b, 2c, 3a, 3b, 3c, 4b, 7a, 7b, 7c</td>
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<tr>
<td>Papers</td>
<td>30</td>
<td>2b, 2c, 3a, 3b, 3c, 4b, 7a, 7b, 7c</td>
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<tr>
<td>Journal</td>
<td>25</td>
<td>2b, 2c, 3a, 3b, 3c, 4b, 7a, 7b, 7c</td>
</tr>
<tr>
<td>Final Project</td>
<td>25</td>
<td>2b, 2c, 3a, 3b, 3c, 4b, 7a, 7b, 7c</td>
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Course Requirements and Evaluation Criteria:
- Attendance, preparation and participation in class discussions are required. (15 points)
- Philosophy - to be included in your overall philosophy (5 points)
- Two reflective papers. The first based on an issue/challenge regarding any aspect of multicultural education that has been covered in class and the second based on the video series, “Communicating Across Cultures”. (15 points each = 30 points)
- Daily journal to reflect/comment on the daily discussions, activities, readings, guest presentations, etc. (25 points)
- Final Project: Students will provide evidence of meeting, at a novice level, each of the five standards for culturally responsive educators showing that they are informed, reflective and responsive in regards to addressing multicultural education and more specifically Goal/Outcome 3 of the UAS/CTE Conceptual Framework, which states – “Teacher candidates differentiate instruction with respect for individual and cultural differences.” Evidence can include, but is not limited to, a paper describing how the educator has met or will meet the standard, lesson plans, student work samples, meeting agendas and notes from attendance, or “family night” agendas and handouts prepared by the educator. (25 points)

Assignments Grade Percents Grading Scale:
- Attendance 15% 90 – 100: A
- Philosophy 5% 80 – 89: B
- Two Reflective Papers 30% 70 – 79: C
- Daily Journal 25% 60 – 69: D
- Final Project 25%
Tentative Course Schedule:

**WEEK #1 – July 19-July 23**

**July 19 Introduction to Multicultural Education**
Read for July 20 – Beyond Heroes and Holidays Pages VII – 34 And Pages 73-74

**July 20 Approaches to Multicultural Education**
Read for July 21 – Beyond Heroes and Holidays Pages 36 – 63, & 77-84

*All - visit these Web Site Resources for discussion on July 1:*
- Web site: White Privilege and Anti-Racism
  http://www.edchange.org/multicultural/sites/white.html
- Alaska

**July 21 Racism and Oppression**
Read for July 22 – Beyond Heroes and Holidays Pages 65 – 72, & 75 – 76, & 87 - 92

*All - visit the Web Site Resource for discussion on July 2:*
- Go to the Tolerance.org site – specifically the “Brown v. Board: 50 Years Later” page and look at one item in each of the three sections (In the “Where are we now?” section – click on the interview site).
  http://www.tolerance.org/teach/current/event.jsp?cid=508

**July 22 Unequal Education**
Read for July 6 – Beyond Heroes and Holidays Pages 93 - 115

*All - visit the Web Site Resource for discussion on July 6:*
- PFLAG
  http://www.pflag.org/
- SOIN – Sexual Orientation In the News
  http://www.usc.edu/schools/annenberg/asc/projects/soin/
- Gender Bias in Education
  http://www.edchange.org/multicultural/papers/genderbias.html

*Read for July 7 - Conflicting Visions in Alaska Native Education by Dauenhauer*

*All - visit the Web Site Resources for discussion on July 7:*
- Education Indigenous to Place: Western Science Meets Native Reality
  http://www.ankn.uaf.edu/EIP.html
- Follow Assignment Sheet Instructions for reading

**July 23 Learning and Culture**
*All - visit the Web Site Resource for discussion on July 17:*
- Web Site Resource:
  Transforming the Mainstream Curriculum by Banks
  Their Silence About Us: Why We Need an Alaska Native Curriculum
  http://www.alaskool.org/whyproject.html

JOURNALS/NOTEBOOKS DUE
WEEK #2 – July 26 to July 30

July 26 Issues of Gender and Sexual Orientation
Read for July 27 - Conflicting Visions in Alaska Native Education by Dauenhauer
All - visit the Web Site Resources for discussion on July 27:
Education Indigenous to Place: Western Science Meets Native Reality
http://www.ankn.uaf.edu/EIP.html
Follow Assignment Sheet Instructions for reading

July 27 Education in Alaska
Read for July 28 - Alaska Standards for Culturally Responsive Schools
All - visit the Web Site Resource for discussion on July 28:
Web Site Resource:
Alaska Native K-12 Education Indicators
http://www.firstalaskans.org/education/research.cfm
Culturally Responsive Teaching
http://www.intime.uni.edu/multiculture/curriculum/culture/Teaching.htm
Indigenous Knowledge Systems and Learning
http://www.ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html

July 28 People and Cultures of Alaska
All - visit the Web Site Resource for discussion on July 29:
Web Site Resource:
History of Alaska Native Education
http://www.alaskool.org/native_ed/native_ed_intro.htm

July 29 Local Cultures and the Classroom
Read for July 10 - Preparing Culturally Responsive Teachers for Alaska Schools
All - visit the Web Site Resource for discussion on July 10:
Web Site Resource:
Teaching/Learning Across Cultures: Strategies for Success
http://www.ankn.uaf.edu/TLAC.html
Aspects of Traditional Inupiat Education
http://www.alaskool.org/native_ed/Pauls_doc2.htm
Topical Synthesis #7 - Fostering Intercultural Harmony in Schools: Research Finding

July 30 Invisible Culture and Intercultural Communication
Read for August 2 – Beyond Heroes and Holidays, Choose two articles related to content subject or interest.
Read for August 3 – Beyond Heroes and Holidays Pages 171-177, 406-421

JOURNAL/NOTEBOOKS DUE
WEEK #3 – August 2-August 6
August 2-3 Equity – Checking My Systems for Equity
Read for July 15 - The Axe Handle Academy article
http://www.ankn.uaf.edu/curriculum/AxeHandle/index.html
Axe Handle Web site
http://www.ankn.uaf.edu/curriculum/AxeHandleAcademy/axe/index.htm
COMMUNICATING ACROSS CULTURES REFLECTION PAPER DUE
August 4 Presentations
August 5 Curriculum Reform and selecting Classroom Materials
August 6 SECOND REFLECTION PAPER DUE
JOURNAL/NOTEBOOKS DUE
PHILOSOPHY STATEMENT DUE
FINAL PROJECT DUE – Monday, August 9
Bibliography/Reference Materials:
Websites:
www.ankn.ak.edu/ - Alaska Native Knowledge Network
www.alaskool.org/ - Alaskool
www.eed.state.ak.us -Alaska Department of Education and Early Development
www.ncate.org/ -The main web page for NCATE accreditation (ELC Standards)
www.indianeduresearch.net - Indian Education Research, ERIC Digests, special edition
http://www.edchange.org/multicultural/initial.html - Multicultural Pavilion
http://depts.washington.edu/centerme/view.htm - University of Washington
http://www.udel.edu/bateman/acei/misconceptions.htm - University of Delaware
http://www.intime.uni.edu/multiculture/curriculum/approaches.htm - In Time
http://www.juneauempire.com/ - Juneau Empire
http://www.ascd.org/ - Association for Supervision and Curriculum Development
http://www.pflag.org/ - Parents and Families of Lesbians and Gays (PFLAG)
http://www.tolerance.org/ - Tolerance.org
http://www.ThomasArmstrong.com - Multiple Intelligences
http://www.thirteen.org/edonline/concept2class/month1/#2 - Thirteen ed Online