

UNIVERSITY OF WASHINGTON
College of Education | Professional & Continuing Education

2022-2024 Native Education Certificate Program: EDPSY 581 - Foundations in Native Education

EDPSY 581 – Foundations in Native Education			10	Two-Year Total Credits		SCOPE & SEQUENCE: YEAR ONE																
THEME	SECTION	MODULE	CREDIT PASS/ FAIL	DESCRIPTION	OBJECTIVE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July					
Understanding Tribal Sovereignty & History	Summer Institute	3-day orientation on UW campus or Zoom	5 C R E D I T S	<ul style="list-style-type: none"> Know Native history, policies & traditions Study cause and effect with historical focus of then and now Examine tribal government practices 	<ul style="list-style-type: none"> Recognize cause and effect of events affecting Native peoples today. Identify authentic issues connected to historic and contemporary trauma and implement strategies and practices for supporting student/ family/ community. Understand historical & current prominence of tribal sovereignty, rights, and ethical values in self-governance from economic, environmental, and political standpoints. 																	
	Understanding Tribal Sovereignty	Understanding Tribal Sovereignty																				
	Knowing NA History	Knowing Native American History Identifying Native Education Policy																				
Fundamentals in Native Education	Leading Change in NA Education	Towards What Change?		5 C R E D I T S	<ul style="list-style-type: none"> Provide culturally based education & community based teacher leadership foundation Engage in content related to leadership & change in Native communities Focus on land-based ways of Native knowing Understand local tribal knowledge & practices Understand children's identity and needs 	<ul style="list-style-type: none"> Develop reflections on Learning Circle Questions (LCQ). Recognize role & directions of educational improvement for Native communities. Identify & create relationships in Native communities and participate in community activities. Identify key insights about Native youth development to utilize in instruction. Identify strengths in Native students' reasoning patterns. Develop instructional ideas. Identify mental health issues facing Native children and develop some routine practices aimed at preventing and responding to them. Develop daily routine classroom practices that support identity. Know key principles in land-based education and use them to plan learning. Develop productive relationships with families that help students thrive. Develop routine practices of getting family & community feedback. 																
		Making Relationships and Building Consensus																				
	Cultivating Native Child and Adolescent Identity and Development	Indigenous Child Development: What's Different? What's Not?																				
		Seeing the Strengths in Native Children's Reasoning Patterns																				
	Engaging Native Children, Families, & Communities in Land Based Pedagogies	Critical Issues in Mental Health Facing Native Youth																				
		Supporting the Identity & Development of Adolescents																				
Perspectives of Disability & Culturally Responsive Classroom Management	Considering Special Education and Native Learners	Land Based Education: <i>Beginnings</i>		5 C R E D I T S	<ul style="list-style-type: none"> Engage culturally responsive classroom management and special education Focus on resiliency of Native students and families with content grounded in traditions Identify aspects of special education law, rights, and placement Discuss representation of racial and ethnic groups in special education Honor critical roles of family and community Discuss ongoing collaborations 	<ul style="list-style-type: none"> Identify and implement strategies and practices for cultivating teacher and student/family relationships. Develop a personal philosophy of culturally responsive classroom management and integrate this into a culturally responsive classroom management plan. Select and implement strategies to promote positive classroom and social behavior development. Demonstrate knowledge regarding the critical aspects of special education law, rights and placement factors. Discuss the factors influencing disproportional representation and identify preventative strategies (i.e., multi-tiered systems of support). Understand the characteristics and educational needs of Native learners with disabilities. 																
		Legal Aspects of Special Ed.- Procedures & Services																				
		Diversity in Special Ed.- Collaborating w/Comm. & Fam.																				
		Specific Disabilities & Strategies -Disproportionality																				
		RtI/MTSS – Differentiating Instruction																				
	Employing Culturally Responsive Classroom Management	Introduction to Culturally Responsive Classroom Mgmt.																				
		Fostering Attention and Engagement																				
		Considerations for Teaching Rules, Routines & Procedures																				
		Conducting Classroom Meetings																				
		Functional Behavioral Assessment																				
Classroom Exchange Systems																						

EDPSY 581 – Foundations in Native Education **SCOPE & SEQUENCE: YEAR TWO**

THEME	SECTION	MODULE	CREDIT PASS/ FAIL	DESCRIPTION	OBJECTIVE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Teaching Subject Matter So Native Students Thrive	Teaching and Learning in the Disciplines	Leadership	5 C R E D I T S	<ul style="list-style-type: none"> • Provide broad perspectives of teaching in discipline specific ways reflective on project and inquiry based approaches • Delve deeply into one focal area. • Engage with content related to each focal content area identified • Incorporate land-based pedagogies into instructional practices 	<ul style="list-style-type: none"> • Reflections on LCQ. • Identify high leverage practices for teaching in discipline specific ways that reflect project based and inquiry based pedagogies. • Distinguish disciplinary specific challenges from broad challenges. • Develop instructional practices rooted in land-based pedagogies. • Demonstrate abilities to notice and interpret student reasoning and learning as connected to the instructional strategies and opportunities to learn. • Revise lessons based on evidence. 															
		Science																		
		Math																		
		Literacy																		
	Delving Deeply – Building the Project	Identifying Three Instructional Issues																		
	Developing Innovative Practices & Units																			
	Implementing																			
	Reflecting and Revising																			
Experiential Culminating Project - FINAL	Project of Choice	Develop and implement a culminating project, which builds participant experience with tribal mentors and community engagement from module learning.		<ul style="list-style-type: none"> • Project Proposal 	<ul style="list-style-type: none"> • Final Assessment • Native Education Certificate attainment 															
				<ul style="list-style-type: none"> • PowerPoint 																
				<ul style="list-style-type: none"> • Presentation 																
				<ul style="list-style-type: none"> • Personal Reflection 																

Guiding Themes	<i>Launching</i> <i>First Insights and Guiding Thoughts</i>	<i>Cultivating</i> <i>Cultivate Attention and Relations</i>	<i>Immersing</i> <i>Immersion and Apprenticing</i>	<i>Creating</i> <i>Do it in Practice</i>	<i>Doing</i> <i>Explain your Practice</i>	<i>Narrating</i> <i>Share, Story, and Mentor Others</i>	<i>Reflecting</i> <i>Reflection of Experience and Self</i>
Guiding Questions	<ul style="list-style-type: none"> • What did I already know? • Why do I want to learn? • What were my first insights or ideas about this? • What stories (experiences) did I think about? • Who comes to mind as a mentor? 	<ul style="list-style-type: none"> • What was new or important? • What did I wonder about? • What relations do I need to form and with whom? 	<ul style="list-style-type: none"> • What did I notice? • What helped me understand ___ better? • Who helped me learn? • How did they do that? • How do I feel about the experience? 	<ul style="list-style-type: none"> • What did I do and why? • What was brought in my practice? • How was culture and tribal community incorporated? • What was used (tools, materials, etc.)? • Who was involved in my practice? • How are Native families, elders, and leaders involved? • What relationships did my students make? 	<ul style="list-style-type: none"> • What did I plan and why? • What worked well? Why? • How do I know? • What didn't go as planned? Why? • What will I do next time? 	<ul style="list-style-type: none"> • Who and how have I shared my experiences? • What have I learned and experienced? • How have, or can I mentor others to take up what I have learned? 	<ul style="list-style-type: none"> • What is my vision for future growth? • Who can help, support, and grow with me? • What steps will I take moving forward? • Where am I today with my learning? • What was most important in getting myself here? • What is my vision for my future growth?