

**UNIVERSITY OF WASHINGTON**  
**College of Education | Professional & Continuing Education**

**2020-2022 Native Education Certificate Program: EDPSY 581 - Foundations in Native Education - DRAFT**

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	5 C R E D I T S	<ul style="list-style-type: none"> <li>Know Native history, policies &amp; traditions</li> <li>Study cause and effect with historical focus of then and now</li> <li>Examine tribal government practices</li> </ul>	<ul style="list-style-type: none"> <li>Recognize cause and effect of events affecting Native peoples today.</li> <li>Identify authentic issues connected to historic and contemporary trauma and implement strategies and practices for supporting student/ family/ community.</li> <li>Understand historical &amp; current prominence of tribal sovereignty, rights, and ethical values in self-governance from economic, environmental, and political standpoints.</li> </ul>																	
	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"> <li>Provide culturally based education &amp; community based teacher leadership foundation</li> <li>Engage in content related to leadership &amp; change in Native communities</li> <li>Focus on land-based ways of Native knowing</li> <li>Understand local tribal knowledge &amp; practices</li> <li>Understand children's identity and needs</li> </ul>	<ul style="list-style-type: none"> <li>Develop reflections on Learning Circle Questions (LCQ).</li> <li>Recognize role &amp; directions of educational improvement for Native communities.</li> <li>Identify &amp; create relationships in Native communities and participate in community activities.</li> <li>Identify key insights about Native youth development to utilize in instruction.</li> <li>Identify strengths in Native students' reasoning patterns.</li> <li>Develop instructional ideas.</li> <li>Identify mental health issues facing Native children and develop some routine practices aimed at preventing and responding to them.</li> <li>Develop daily routine classroom practices that support identity.</li> <li>Know key principles in land-based education and use them to plan learning.</li> <li>Develop productive relationships with families that help students thrive.</li> <li>Develop routine practices of getting family &amp; community feedback.</li> </ul>																
		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 Critical Issues in Mental Health Facing Native Youth Supporting the Identity & Development of Adolescents																				
							Engaging Native Children, Families, & Communities in Land Based Pedagogies	Land Based Education: <i>Beginnings</i>														
								Lesson Planning Techniques in Land Based Education Developing Partnership Plans with Families Getting Family and Community Feedback														
	Perspectives of Disability & Culturally Responsive Classroom Management	Considering Special Education and Native Learners					Introduction to Special Education	5 C R E D I T S	<ul style="list-style-type: none"> <li>Engage culturally responsive classroom management and special education</li> <li>Focus on resiliency of Native students and families with content grounded in traditions</li> <li>Identify aspects of special education law, rights, and placement</li> <li>Discuss representation of racial and ethnic groups in special education</li> <li>Honor critical roles of family and community</li> <li>Discuss ongoing collaborations</li> </ul>	<ul style="list-style-type: none"> <li>Identify and implement strategies and practices for cultivating teacher and student/family relationships.</li> <li>Develop a personal philosophy of culturally responsive classroom management and integrate this into a culturally responsive classroom management plan.</li> <li>Select and implement strategies to promote positive classroom and social behavior development.</li> <li>Demonstrate knowledge regarding the critical aspects of special education law, rights and placement factors.</li> <li>Discuss the factors influencing disproportional representation and identify preventative strategies (i.e., multi-tiered systems of support).</li> <li>Understand the characteristics and educational needs of Native learners with disabilities.</li> </ul>												
Legal Aspects of Special Ed.- Procedures & Services																						
Diversity in Special Ed- Collaborating w/Comm. & Fam. Specific Disabilities & Strategies -Disproportionality																						
Rt/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"> <li>Provide broad perspectives of teaching in discipline specific ways reflective on project and inquiry based approaches</li> <li>Delve deeply into one focal area.</li> <li>Engage with content related to each focal content area identified</li> <li>Incorporate land-based pedagogies into instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on LCQ.</li> <li>Identify high leverage practices for teaching in discipline specific ways that reflect project based and inquiry based pedagogies.</li> <li>Distinguish disciplinary specific challenges from broad challenges.</li> <li>Develop instructional practices rooted in land-based pedagogies.</li> <li>Demonstrate abilities to notice and interpret student reasoning and learning as connected to the instructional strategies and opportunities to learn.</li> <li>Revise lessons based on evidence.</li> </ul>															
		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"> <li>Project Proposal</li> <li>PowerPoint</li> <li>Presentation</li> <li>Personal Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Final Assessment</li> <li>Native Education Certificate attainment</li> </ul>															

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

