

**Course Syllabus**  
**Center for Diné Teacher Education**  
**EDU 352: Methods in Teaching Diné Education Philosophy in K-8 Schools**

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**Class Location:** Ned Hatathli Center, room 508  
**Meeting Times:** Wednesday 5:00 PM -8:00 PM  
**Semester:** Fall 2014

**Office Hours and Location:** Will meet 30 minutes before class in NHC 508  
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**Prerequisites:** Acceptance into the B.A. in Elementary Education program.

### **Course Description**

The pre-service teacher will examine and discuss the Diné philosophy of learning and how it is applied in a contemporary society. The pre-service teachers will develop a basic understanding of Navajo perspectives for a positive life as a learner, teacher, leader, and parent so she/he can integrate the philosophy in teaching and be better prepared to select instructional strategy that will impact student learning. The instruction is primarily in Navajo and translated into English.

### **Course Goals**

The course integrates the Diné holistic teaching in accordance with the Sa'áh Naagháí Bik'eh Hózhóón pedagogical paradigm. This course is designed to study the Navajo philosophy as it is integrated in to the Diné College philosophy. The students will develop positive self-awareness through studying Navajo philosophy

**We work with teacher education candidates toward the following goals:**

#### **Nitsáhákees:**

- Developing a deeper understanding for
  - Balancing physical, emotional, intellectual, and spiritual health.
  - Accepting children as architects of their own destinies.
  - Valuing Navajo language, literacy, culture, history, and philosophy.
  - Flexibility in thinking by considering new ideas.
- Developing knowledge in the **academic content** so they can be confident in teaching and assessing learning of the subject matter.
- Developing ways to access resources (people and materials) to continually supplement and update information related to the content for the students they teach.
- Gaining understanding of a **variety of instructional strategies** sensitive to different learning styles and assessing their usefulness.
- Developing ways to include Navajo language and culture in academic content and instruction.

### Nahat'á:

- The teacher education candidates will be able to:
  - Increase skills for organizing and planning their time and responsibilities.
  - Commit to learning to be teachers.
  - Organize materials and concepts they are learning.
- The teacher education candidates are **learning to organize their ideas by planning**:
  - Using specific goals, objectives, and/or learning outcomes for teaching.
  - Activities with varied approaches and methods (instructional strategies).
  - Ways to assess student progress.
  - Activities that are integrated across subject areas and locally relevant.
  - Ways to promote students' self-esteem and self-management.

### Íiná:

- The teacher education candidates are **showing**:
  - Fortitude (strength of mind) with plans
  - Planning in a tangible way by explaining their intentions, beliefs, and values
- The teacher education candidates are organizing knowledge in academic content so they can be confident in teaching and assessing the subject matter.
- The teacher education candidates are organizing ways to access resources (people and materials) to continually supplement and update information related to the content for the students they teach.
- The teacher education candidates are organizing their understanding of a **variety of instructional strategies** sensitive to different learning styles.
- The teacher education candidates are organizing ways to include Navajo language and culture in academic content and instruction.

### Siihasin:

- The teacher education candidates
  - Are following their plans and assessing the consequences as the plan unfolds, and adjusting accordingly.
  - Have a good sense of humor.
  - Are continually taking stock of situations and considering “next steps.”
  - Are flexible, self-assured, and courageous.
  - Acting as leaders in academic setting to promote Navajo language, literacy, culture, history, and philosophy.
- The teacher education candidates engage in plans that show knowledge in the academic content appropriate for teaching and assessing in K-8 settings.
- The teacher education candidates engage in accessing resources (people and materials) and have supplemental and up-to-date information related to the content for the students they teach.
- The teacher education candidates are using, assessing, and modifying a **variety of instructional strategies** sensitive to different learning styles.
- The teacher education candidates are planning, assessing, and using Navajo language and culture in academic content and instruction.
- The teacher education candidates are continually building upon the cultural knowledge that students bring with them to school from their homes and communities.

### **Applicable InTASC Standards**

- **Standard #2.** The teacher uses understandings of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #4.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines that he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
- **Standard #9.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of her or his choices and actions on others, and adapts practice to meet the needs of each learner.

### **Required Text/Materials:**

Trudelle Schwarz, Maureen. (1997). Molded in the Image of Changing Woman. Tucson, AZ: Arizona Press

### **Additional Resources:**

Reading article(s) will be assigned in class.

### **Attendance Policy:**

The teacher education candidates are expected to attend all sessions. The attendance policy is as follows:

- Each class meeting is structured to be interactive with students working in pairs, small groups, or with student facilitator; therefore, an absent student directly impacts the integrity and value of learning for all classmates.
- The teacher education candidates are expected to arrive on-time and to remain for the entire class session.
- Attendance will be noted each session as follows:
  - +25 points if present for entire period,
  - -10 points if late or leave early,
  - -25 points if unexcused absence, or
  - +15 points if excused absence and make up work done for absence.
  - Excused absents are: Illness, Court hearing, and Bereavement.

### **Grading Criteria:**

A pre-determined number of points will be given for all activities, projects, quizzes, and exams. All assignments are expected to be turned in on the designated date. A late assignment will be reduced by 10% for each weekday until it is turned in. At least 90% of the total number of points will equal A, 80% equals B, 70% equals C, 60% = D, and 59% or less equals F.

### **Additional Requirements:**

The teacher education candidate will be expected to do the following during the semester:

- Work on specific assignments during their apprenticeship
- Make oral presentations to the class on topics specified by the instructor
- Take part in group activities and projects

### Evaluation and Assessment Methods:

- Power point presentation of Diné paradigm of philosophy for teaching, learning or cultural value. Power point is due on November 5, 2014. Oral presentation on November 12 & 19, 2014.
- Four reaction papers (to be assigned in class).
- Mid term exam (Oct 8, 2014).
- Final exam (Dec 3, 2014).
- In addition to the above assessments, the candidate will also develop a lesson or set of lessons, and role-play the microteaching of that lesson, in ways that provide evidence that he/she can implement aspects of the DEP.

### Course Schedule

Week	Topics / Activities	Reading Assignment	Classroom Assignments
8/20 & 27	Course Syllabus Overview Introduction by clan (in Navajo) Discussion of Diné identification	-Read Course Syllabus -Chapter 1	-Written clan identification in Navajo writing. 8/19 -Write reaction paper about Diné clan introduction in Diné (2 pg.) 8/27
9/3 & 10	Introduction of Circle Paradigm A. <u>Nitsáhákees</u> B. <u>Nahat'á</u> C. <u>liná</u> D. <u>Siihasin</u> E. <u>Hayookkááł</u> F. <u>Nihodeet'iizh</u> G. <u>Nohootrooi</u> H. <u>Chahalhxeet</u>	-Chapter 2 & 3	Diagram the natural paradigm 1. Design a natural paradigm 2. How and what would you teach by using the natural paradigm? 3. Use poster board 4. Due 9/17
9/17	Share your poster on teaching the natural paradigm Introduction of K'é paradigm	-Chapter 4	Reaction paper #2 on reading assignment (2 pg) 9/24
9/24	Discussion on classroom management by using the K'é paradigm		Work in a pair to develop how you would teach the K'é paradigm
10/1	Cornstalk Philosophy	-Chapter 5	Develop a lesson plan and role play the micro teachings by using cornstalk philosophy 10/08
10/08	-Classroom Presentation by the students -Midterm Exam	-Chapter 6	
10/7&9	Introduction of Four Sacred mountain Paradigm and Learning Paradigm Traditional Storytelling	-Chapter 7	Reaction Paper #3 – How will you be able to use the Learning paradigm in your lesson plan? 10/09
10/22&29	Introduction of Ahilna'anish Paradigm Teaching classroom management by using the paradigm		Develop classroom rules using the paradigm 10/29
11/05	Introduction of Healthy Lifestyle	Reading assignment will be announced	-Reaction paper #4 – Teach living a healthy lifestyle (2 pg) in Navajo 11/12 -Power Point due 11/20
11/12&19	Power point presentations		Each candidate will make a complete presentation to the class
12/03	Final Exam		