

Syllabus

Course number, Title, and (Credit Hrs): COE 505 American Educational System: Navajo Education, Governance and the Future (3)

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Class Location and Meeting Times: Chinle, Sats & Suns, 9 – 5, October 13 & 14, 27 & 28, and Nov 10 & 11, 2007

Semester: Fall 2007

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Prerequisites: Acceptance in the Center for Diné Teacher Education Navajo School Administrator Program (NSAPP), Cohort I

Course Description

This course provides an overview of the pre-K through adult education system of education in the United States. In this course we will study the parallels and repercussions of events and experiences for general American education, Native American education, and Navajo education. Significant historical and contemporary education issues are considered from philosophical, historical, economic, political, and social perspectives. The purpose of this course is to “refresh” your understanding of these histories and to add to your understanding as you look at things from a school administrator’s perspective. You may want to think of it as a survey course with time to pause and reflect on particular events in our collective pasts and how they impact us today as well as how our actions today affect our future schooling experiences.

Course Rationale

Course is required for a Master degree in Education Administration

Course Text/Materials:

1. Hale, Lorraine. (2002). Native American Education: A Reference Handbook. ABC-CLIO Publishing.
2. Iverson, Peter (Ed). (2002). For Our Navajo People: Diné Letters, Speeches, and Petitions, 1900 - 1960. Sante Fe: University of New Mexico Press.
3. Spring, Joel. (2004). The American School 1642 – 2004. Sixth Edition, Boston: McGraw Hill.
4. Wilson, Waziyatain Angela & Yellow Bird, Michael (Eds.). For Indigenous Eyes Only. Sante Fe: School of American Research Press.

Course Plans

In the first section of the course, we will be reviewing dates, events, and people to ensure we have a strong foundation of the historical sequence and significance of events in American education. We will be working as a group and making sure the information or additional resources are readily accessible for the second section of the course.

The dominant focus of the course is the second section. In this section, there will be opportunities to reference the timeline and address issues and lessons learned from history with peers as well as respected Native American scholars. With deeper knowledge and discussion among individuals with multiple perspectives, we hope to complete this course with stronger ways to articulate our deeper understanding as well as our future actions.

Program Objectives:

The process for living life according to Sa'1h Naagh17 Bik'eh H0zh00n is always present for an individual. Nitsáhákees, Nahat'á, Íiná, and Sihasin serve as guides for achieving success. The process of living through understanding one's place, self, and relationship to others is recursive and ongoing.

Organized by Sa'1h Naagh17 Bik'eh H0zh00n:

Our Program Mission

The mission of the Master's degree program in Education Administration and Supervision, a collaborative effort between Diné College and Arizona State University is to help educators assume leadership and administrative roles in the development of linguistically and culturally appropriate schooling for preK-12 Navajo learners.

Our Four Goals**I. Students will articulate and apply Leadership Strategies to support preK-12 Navajo Learners.**

- **Nitsáhákees:** Students are developing knowledge in leadership strategies necessary for administration for preK-12 settings.
- **Nahat'á:** Students are organizing and planning their time and materials to ensure they are gaining leadership strategies.
- **Íiná:** Students are applying knowledge in leadership strategies so they can be confident as administrators.
- **Sihasin:** Students are engaging, assessing, and reflecting upon their knowledge of leadership strategies appropriate for preK-12 settings.

II. Students will utilize Diné Language and Culture to support preK-12 Navajo Learners.

- **Nitsáhákees:** Students are developing knowledge in strategies necessary to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Nahat'á:** Students are organizing and planning their time and materials to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Íiná:** Students are applying knowledge to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Sihasin:** Students are engaging, assessing, and reflecting upon inclusion of Navajo language and culture as administrators for Navajo preK-12 schools.

III. Students will engage Family and Communities to support preK-12 Navajo Learners.

- **Nitsáhákees:** Students are developing knowledge in strategies to engage families and communities as administrators for Navajo preK-12 schools.
- **Nahat'á:** Students are organizing and planning their time and materials to engage families and communities as administrators for Navajo preK-12 schools.
- **Íiná:** Students are applying knowledge to engage families and communities as administrators for Navajo preK-12 schools.
- **Sihasin:** Students are engaging, assessing, and reflect upon inclusion of families and communities as administrators for Navajo preK-12 schools.

IV. Students will articulate and put into action a Strong Commitment to Learning.

- **Nitsáhákees:** Students are developing knowledge in strategies to create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.

- **Nahat'á:** Students are organizing and planning their time and materials create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.
- **İiná:** Students are applying knowledge to create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.
- **Siihasin:** Students are engaging, assessing, and reflect upon articulating and maintaining a strong commitment to learning as administrators for Navajo preK-12 schools.

Course 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 date designated. A late assignment will be reduced by 10% for each week day until it is turned in. At least 90% of the total number of points will equal an A, 80% equals a B, etc.]

Course Requirements and Assessments involves preparation for course, attendance, participation in group projects, and class discussions:

- I. Preparing discussion questions, leading, and then documenting small peer group in-class discussions.
- II. Participating and documenting group discussion led by Discussant Leader brought in as a guest to the course.
- III. Support in preparation of an analytic timeline utilized by the cohort detailing at least 12 critical events/developments in educational history from parallel perspectives.
- IV. Final paper tying your personal and professional experiences to information studied throughout this course.

Course Alignment of Standards set by Interstate School Leaders Licensing Consortium (ISLLC)

This course most prominently encourages students to acquire knowledge and exhibit dispositions identified in ISLLC standards 1, 4, 5, and 6:

Standard	Knowledge: The administrator has knowledge and understanding of:	Dispositions: The administrator believes in, values, and is committed to:	Course Work: Each student's work will be assessed by asking, "Has the student addressed these concepts as a part of their:
<p>1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ul style="list-style-type: none"> • learning goals in a pluralistic society • effective communication • effective consensus-building and negotiation skills 	<ul style="list-style-type: none"> • a willingness to continuously examine one's own assumptions, beliefs, and practices • doing the work required for high levels of personal and organization performance 	<ul style="list-style-type: none"> • Leading and documenting group activities and discussion (I) • Including reflections in course discussions and papers (I,II,III,IV) • Completing oral and written work at a high quality by being both timely and showing strong engagement in material. (I,II,III,IV)
<p>4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<ul style="list-style-type: none"> • emerging issues and trends that potentially impact the school community 	<ul style="list-style-type: none"> • schools operating as an integral part of the larger community 	<ul style="list-style-type: none"> • Including the knowledge and dispositions referred to in Standard 4 while organizing, leading and documenting group activities and discussion (I,II,IV) • In the reflections in course discussions and papers. (I,II,IV)
<p>5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>	<ul style="list-style-type: none"> •the purpose of education and the role of leadership in modern society •various ethical frameworks and perspectives •on ethics the philosophy and history of education 	<ul style="list-style-type: none"> • bringing ethical principles to the decision making process • subordinating one's own interest to the good of the school community • accepting the consequences for upholding one's principles and actions 	<ul style="list-style-type: none"> • Including the knowledge and dispositions referred to in Standard 5 while organizing, leading and documenting group activities and discussion (I,II,IV) • In the reflections in course discussions and papers. (I,II,IV)
<p>6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<ul style="list-style-type: none"> • principles of representative governance that undergird the system of American schools • the role of public education in developing and renewing a democratic society and an economically productive nation • the political, social, cultural and economic systems and processes that impact schools • resolution as applied to the larger political, social, cultural and economic contexts of schooling • the dynamics of policy development and advocacy under our democratic political system • the importance of diversity and equity in a democratic society 	<ul style="list-style-type: none"> • education as a key to opportunity and social mobility • recognizing a variety of ideas, values, and cultures • importance of a continuing dialogue with other decision makers affecting education • actively participating in the political and policy- making context in the service of education • using legal systems to protect student rights and improve student opportunities 	<ul style="list-style-type: none"> • Including the knowledge and dispositions referred to in Standard 6 while organizing, leading and documenting group activities and discussion (I,II,IV) • In the reflections in course discussions and papers. (I,II,IV) • In completion of the analytic timeline which includes a summary and reaction to particular events throughout history (III)