I. Course Description:

This course will examine issues and perspectives concerning education in a culturally diverse society. The experiences and concepts associated with cultural pluralism, including ethnicity and race, socioeconomic status, gender, language, religion, and exceptionality will be studied relative to educational experiences in classroom or related professional settings. Recent developments affecting the education of minority children and youth, innovations in program development, and equality of educational opportunity will also be addressed in this course.

II. Rationale:

This course is part of the foundational components of all College of Education professional degrees at the Masters level. The course aims to prepare educational professionals to work in the culturally diverse society of the United States.

III. State Adopted Proficiencies for Principals

1. Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(A) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

   (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

   (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
(3) model and promote the continuous and appropriate development of all learners in the campus community;

(4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

(5) articulate the importance of education in a free democratic society.

(B) Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

(1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) ensure that parents and other members of the community are an integral part of the campus culture;

(3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

(5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;

(6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

(7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

(11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(C) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and
implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(2) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

(D) Learner-Centered Communications and Community Relations. A principal 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. At the campus level, a principal understands, values, and is able to:

(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

(3) implement effective strategies to systematically gather input from all campus stakeholders;

(4) develop and implement strategies for effective internal and external communications;

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

(7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

(8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

(E) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) gather and organize information from a variety of sources for use in creative and effective campus decision making;

(2) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(3) develop, implement, and evaluate change processes for organizational effectiveness;
(4) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(5) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(F) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(G) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;
(7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

IV. State Adopted Proficiencies for Teachers.

The state adopted proficiencies covered in this course include the following:

**Teacher Standards**

<table>
<thead>
<tr>
<th>Domain 1 – Instructional Planning and Delivery</th>
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<tbody>
<tr>
<td>Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.</td>
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**Standard 1.1:** *Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.*

**Standard 1.2:** *Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.*

**Standard 1.3:**
*Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.*
  - Teachers differentiate instruction, aligning methods and techniques to diverse student needs.

**Standard 1.4:** *Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.*
  - Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
  - Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

**Standard 1.5:** *Teachers incorporate complex, higher order thinking, leading class discussions and activities that provide opportunities for deeper learning.*
  - Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
  - Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
• Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

**Standard 1.6:** *Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.*

- Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
- Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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**Domain 2 – Knowledge of Student and Student Learning**

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

**Standard 2.1:** *Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.*

- Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

**Standard 2.2:** *Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.*

- Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning, and know how to modify their practices to support language acquisition such that language is comprehensible and instruction is fully accessible.

**Standard 2.3:** *Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.*

- Teachers understand how learning occurs and how learners develop, construct meaning and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
Domain 3 – Content Knowledge and Expertise

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.

**Standard 3.1:** *Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.*

- Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- Teachers keep current with developments, new content, new approaches and changing methods of instructional delivery within their discipline.

**Standard 3.2:** *Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.*

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline, and make discipline-specific language accessible to all learners.

**Standard 3.3:** *Teachers demonstrate content specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.*

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real world experiences.

Domain 4 – Learning Environment

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximize student learning.

**Standard 4.1:** *Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.*

- Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally
appropriate and respond to students’ needs, strengths, and personal experiences.

**Standard 4.2:** *Teachers organize their classrooms in a safe and accessible manner that maximizes learning.*

**Standard 4.3:** *Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.*

- Teachers implement behavior management systems to maintain an environment in which all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

**Standard 4.4:** *Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.*

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

### Domain 5 – Data Driven Practice

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**Standard 5.1:** *Teachers implement both formal and informal methods of measuring student progress.*

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

**Standard 5.2:** *Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.*

- Teachers develop learning plans and set academic as well as social-emotional goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress on student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.
Standard 5.3: *Teachers regularly collect, review, and analyze data to monitor student progress.*
- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

Standard 5.4: *Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.*

**Domain 6 – Professional Practices & Responsibilities**

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Standard 6.1: *Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.***
- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
- Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
- Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.

Standard 6.2: *Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.*

Standard 6.3 *Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.*
- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
- Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

Standard 6.4 *Teachers model ethical and respectful behavior and demonstrate integrity in all situations.*

IV. TExES COMPETENCIES

**DOMAIN I-DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING**
Competency 001  The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 002  The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote student learning.

Competency 004  The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**DOMAIN II-CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT**

Competency 005  The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**DOMAIN III-IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT**

Competency 007  The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**DOMAIN IV-FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**

Competency 011  The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**TExES COMPETENCIES FOR PRINCIPALS**

Competency 002  The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:
- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

COMPETENCY 003  The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
The principal knows how to:
- Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- Serve as an advocate for all children
- Promote the continuous and appropriate development of all students.
- Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

COMPETENCY 006 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how:
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

V. Course Objectives/Learning Outcomes

The learners will be able to:

Define vocabulary pertinent to cultural diversity, cultural, and multicultural concepts,

Explain how cultural values impact education;

Discuss the process of becoming multicultural;

Discuss the historical and legal development of multicultural education;

Define and explain the causes of prejudice, discrimination, and racism, and how it might be changed;

Explain how cultural values impact learning styles and learning;

Analyze the deep culture and surface culture elements of a particular cultural group;

Explain teaching strategies that have been found effective for ethnically and linguistically diverse populations;

Explain how teacher expectation impact student achievement;

Evaluate educational materials for cultural sensitivity;

Evaluate school curriculum for cultural sensitivity;

Explain how student lessons can be made more multicultural;
Describe successful educational programs that meet the needs of diverse populations;

Discuss the different levels of a multicultural curriculum.

Discuss program requirements for bilingual education programs, migrant programs, gifted and talented programs, and inclusion.

Examine children’s multicultural literature.

**VI. Course Topics:**

The following topics will be covered in this course: The processes of enculturation, assimilation, acculturation, cultural diversity, cultural pluralism, racism, prejudice, discrimination, multiculturalism, multicultural curriculum development, cultural sensitivity, teacher expectations and student achievement, surface culture, deep culture, culture and learning, bilingual education, learning styles, inclusion, exceptionality, special populations, compensatory education, and integrated instruction.

**VII. Instructional Methods and Activities:**

Methods and activities for instruction for this course will include:

A. Traditional Experiences (lecture/discussion, demonstrations, and audio visuals).

B. Clinical Experiences (group work, process, cooperative learning, student presentations, role-play, simulation, and journaling).

**VIII. Evaluation and Grade Assignment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>2 Major Exams (Mid-Term and Final)</td>
<td>200 pts.</td>
</tr>
<tr>
<td>11 Journal/Reflections on Using Equity Audit Textbook Chapters</td>
<td>110 pts.</td>
</tr>
<tr>
<td>Chapter Presentation from CCPG book</td>
<td>60 pts.</td>
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<tr>
<td>GIST Submissions on Presentations</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Online Activities/Posts</td>
<td>100 pts.</td>
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<tr>
<td>Cultural Presentation</td>
<td>100 pts.</td>
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<tr>
<td>Consistent Part./Attend 3 face to face class meetings</td>
<td>30 pts.</td>
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<td>700 pts.</td>
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630-700 pts. = A; 560-629 pts. = B; 490-559 = C; 420-489 = D; below 420 = F
IX. Course Schedule and Policies

Mid-term and final can be made up for an extreme emergency, but the highest grade on a make-up would be 80%. The professor must be notified prior to the beginning of the test period so that the student may obtain permission to take a make-up for the allowable reason.

Course participation is very important. Any late work is automatically penalized 20%. The reading assignments are expected to be turned in during the designated time period shown on the syllabus.

Student’s class work/products that involve plagiarism will be grounds for dismissal from the course. Derogatory comments posted on BB9 will not be tolerated and may lead to dismissal from the course.

Attendance at Face to Face Class Meetings is mandatory. 10 Points will be deducted for each absence. Cell phone use is not appreciated and points will be deducted for non-participation. If you have an emergency you can step out of the room and take your call.

Course Calendar

Unit 1-Cultural Identity, Culture and Society, Family Values and Culture, Cultural Change

Week 1-July 5-July 9

1. Come to Face to Face Class on July 5 and July 6 in the O’Connor Building 255 from 4:00-5:55. Course expectations, Group for Chapter Presentation will be addressed. Look at the table of contents of your book, Closing the Poverty and Culture Gap. Select a chapter that you would like to report on with a partner. Please submit the chapter that you would like to present in class on July 5th. You can communicate with each other and develop a NARRATED power point presentation on the chapter to share with the class. See the end of syllabus for the rubric for the chapter RUBRIC FOR CHAPTER PRESENTATION.doc

2. Read ASCD Preface and Chapter 1 pages 1-16 (ASCD) attached documents. Answer the attached questions associated with the Preface and Chapter 1 pages 1-16 from the ASCD attached chapter. Post your answers to the questions on the appropriate tab marked Preface and Chapter 1 pages 1-16 ASCD. Due July 8th at midnight

3. Take the syllabus quiz by July 7th midnight.

4. Read Introduction Chapter, Chapter 2 and Chapter 3 in Equity Audits to Create Equitable and Excellent Schools. From the Introduction list 5 concepts that you learned and from Chapter 2 and Chapter 3 list 7 concepts/understandings/facts that you learned from the chapter and write a one or two paragraph reflection on what are your personal thoughts on each chapter and post on the appropriate journal tab. Due July 9th at midnight.
5. Read the document on the five Cultural Competencies and post your one to two paragraph reflection on the blog section of BB9 by July 7th.

UNIT 2-Ensuring Equity and Excellence
Week 2-July 10-July 16

1. Finish reading ASCD Chapter 1 Pages 16 (1.6)-40; Answer the study questions at the end of the syllabus and write a two to three paragraph reflection and post in the appropriate section of the journal tab for pages 16-40 from ASCD document. on BB9. Due July 12th.

2. Go to the website. View the power point by Dr. Cline from the Hobby Center at Rice University, and write a one page reflection on what these demographics may mean to you as an educator. What implications for equity education are there in the content of the presentation? Post on the discussion forum under the Dr. Cline 5 statements regarding how the information in this presentation will affect schools and school districts. Due by July 13.

3. Chapter 1 and 2 Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be posted in the discussion section of BB9 under the appropriate tab by July 11. Students that did not present chapters 1 or 2 fill out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9 by July 16th.

4. Read Chapter 4 and Chapter 5 in Equity Audits to Create Equitable and Excellent Schools. From Chapter 4 list 7 concepts/understandings/facts that you learned from chapter 5 list 7 concepts that you learned and write a one or two paragraph reflection on what are your personal thoughts on each Chapter and post on the appropriate journal tab. Due July 17th.

5. View IRIS module at http://iris.peabody.vanderbilt.edu. Click on the diversity tap on the right side of the page. Look at the activities and the assessment associated with the module on Diversity entitled-Classroom Diversity-An Introduction to Student Differences, submit completed activities and the assessment at the end of module. Submit to me through Bb messages. Due July 14th.

Unit III-Classroom Diversity and the Changing Issues
Week 3 –July 17-July 23

1. View the power point from the Education Trust. Go website https://edtrust.org/ provided, click on resources, and then click on presentations. When you get to the presentation site, scroll down to the presentation on Achievement and Opportunity in America given by Kati Kaycock, the president of the Education Trust, in Dallas ISD. Write a one page reflection regarding what you learned about the achievement and poverty from the
presentation and post on the discussion section of bb9. Comment on two other colleagues' comments. Due July 19th by midnight.

2. Read Chapter 6 and Chapter 7 in Equity Audits to Create Equitable and Excellent Schools. From the Chapter 6 list 7 concepts that you learned and from Chapter 7 list 7 concepts/understandings/facts that you learned from the chapter and write a one or two paragraph reflection on what are your personal thoughts on each chapter and post on the appropriate journal tab. Due July 24th

3. Prepare a narrated power point on a culture of your choice. The power point should contain no more than 12 slides. You will post on the discussion tab by August 1st. The slides should show 3 elements of surface culture of that culture and 3 elements of deep culture that a teacher, administrator, or an informed citizen would need to know about that culture to promote multicultural understanding. It can be an ethnic culture, a religion based culture, a social/pop culture (teen culture, military family culture, gang culture, etc.), Exceptionalities, or language cultural differences. You will also have to read two of your colleagues’ presentations and comment on the discussion tab by August 5th.

4. Chapter 3 and 4 Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be posted in the discussion section of BB9 under the appropriate tab. Due July 18th. Students that did not present chapters 3 or 4 fill out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9. Due July 23rd.

5. The Mid-Term Exam will be posted on July 20th at 5:00 p.m. and you are to return it via BB messages to Dr. Lucido by midnight by July 21st at 10:00 p.m.

**Unit 4-Promising Practices for Diverse Learners/Brain Based Learning**

**Week 4-July 24-30**

1. Read Chapter 8 and Chapter 9 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 7 concepts or ideas that you learned from each of the chapters, and write a two to three paragraph short reflection on the chapters at the end of the work, and post in the journal on the appropriate tab. Due July 30th.

2. Chapter 5 and 6 Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be posted in the discussion section of BB9 under the appropriate tab by July 24th. Students that did not present chapters 5 or 6 fill out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9 by July 29th.

3. Read Chapter 2 Pages 41-70 from ASCD document attached. The questions are at the end of the syllabus. Questions and answers to the questions and a short one or two
paragraph reflection are to be posted on the appropriate section of the journal tab. Due July 31st.

4. View the YouTube Video on the Learning Brain and Brain Based Learning FACTS 1, 3, 4, and 5 and list 10 concepts/ideas/understandings that you learned and how that learning will help you in the classroom. Post on the correct journal tab. Due July 27th.

5. View the two documents on characteristics of two learning styles: Field Sensitive vs. Field Independent and the Dunn and Dunn Model. Write a short 1 page reflection on how you think this adds to your understanding of diverse learners. Post on the correct journal tab. Due July 28th.

**Week 5-July 31-Aug. 5. Culturally Responsive Teaching**

1. Post the narrated power point on the culture that you selected. The power point should contain no more than 12 slides. You will post on the discussion tab by August 1st at noon. The slides should show 3 elements of surface culture and 3 elements of deep culture that a teacher, administrator, or an informed citizen would need to know about that culture to promote multicultural understanding. It can be an ethnic culture, a religion based culture, a social/pop culture (teen culture, military family culture, gang culture, etc.), Exceptionalities, or language cultural differences. Post on the correct discussion tab. You will also have to read two of your colleagues’ cultural presentations and comment on the discussion tab by August 5th at midnight.

2. View the YouTube on Culturally Responsive Teaching and list 10 ideas or concepts that you learned that you can apply to your classroom or encourage at your school. Post in the journal section of BB9 on the appropriate tab by August 2nd.

3. Read Chapter 10 and Chapter 11 from Using Equity Audits to Create Equitable and Excellent Schools (UEQ), write 7 concepts or ideas that you learned from each of the chapters, and write a two to three paragraph short reflection on the chapters at the end of the work, and post in the journal on the appropriate tab. Due August 5th.

4. Chapter 11 Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be posted in the discussion section of BB9 under the appropriate tab due July 31st. Students that did not present chapter 11 fill out a Gist form on narrated presentations and post in the appropriate journal tab in BB9. Due August 3rd at midnight.

5. Final Exam will be posted on August 3rd at 5:00 p.m. and due by August 4th at 10:00 p.m.
• TEXTS:


• Bibliography


**RUBRIC FOR CHAPTER PRESENTATION**

1. Chapter Major Concepts Presented Adequately (20 pts)  __________
2. Visuals used in presentation (5 pts)  __________
3. Kept to 30-35 minute time limit for presentation (10 pts)  __________
4. Voice Projection, Enthusiasm (5 pts.)  __________
5. Presentation appeared to be well organized and planned (10 pts.)  __________

Total points  __________

**RUBRIC FOR JOURNAL GRADE**

1. All questions and or/7 listed concepts/understandings addressed for each chapter (5 pts.)  __________
3. Reflection on understanding/concepts/ideas learned for each chapter covered. (5 pts.)  __________

Total points  __________ (10pts)
Competencies for ASCD Readings for Week 1, Week 2, and Week 4

Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners

Preface

1. List 3 specific changes in demographics that are affecting U.S. schools.
2. Explain the findings of the Education Trust 2006 report.
3. Explain the concept of “pedagogy of poverty.”
4. Discuss briefly the research of Dougherty and Barth, 1997.
5. List the most important fact that has been learned as a result of the school reform movement.
6. Explain the concept of a “pedagogy of plenty.”
7. List 6 strategies found in a “pedagogy of plenty.”

Chapter 1 Pages 1-16

1. Explain three findings related to student expectations.
2. Explain the findings of the research of Knapp and Shields, 1990.
4. Explain the research findings on disciplinary practices for minority children.
5. Explain how testing can have a negative impact on minority children.
6. Explain how students that do not know English should be taught in the early grades.
7. Explain three social configurations or settings for students to work.
8. Give an example of a reality based learning approach.
9. Discuss an example of interdisciplinary teaching.
10. List and briefly explain the 5 major factors in the Dunn and Dunn model of learning style.

Chapter 1 Pages 16-40

1. List 5 of the 7 starting points by which teachers can create a classroom “language of cognition.”
2. List the four techniques that Burroughs found that guide the learning process.
3. Explain the concept of a multicultural teaching approach.
4. List 3 examples of alternative methods of assessment.
5. List 3 techniques recommended by advocates of accelerated learning.
6. List 5 main focal points for implementing brain compatible instruction.

Chapter 2 Pages 41-70

1. List three facts related to graduation rates among minorities.
2. Explain three findings related to Closing the Achievement Gap.
3. List 6 of Zeichner’s approaches for teaching diverse populations.
4. List 7 strategies for meeting the needs of culturally diverse students.
5. Explain the Thomas and Collier research on the best programs for bilingual students.
6. List and briefly explain 7 strategies for teaching linguistically diverse students.

NAME:_______________________DATE:_______________________
ERST 5302 CULTURAL PRESENTATION RUBRIC

1. APPEARED ORGANIZED
2. POWER POINT NEAT AND ATTRACTIVE
3. CONTENT CLEARLY PRESENTED

4. 3 ELEMENTS OF DEEP CULTURE PRESENTED
5. 3 ELEMENTS OF SURFACE CULTURE PRESENTED

6. PRESENTED INFORMATION IN AN INTERESTING MANNER

7. OVERALL PRESENTATION QUALITY

8. NARRATION QUALITY

TOTAL (80 MAX)

(10 Pts. MAX ON EACH CATEGORY) Will view and comment on two presentations from classmates:

Three comments: Quality of the Presentation was excellent Good, Fair, Poor.
This presentation helped me understand another culture. Good, Fair, Poor
This presenter knew their material. Good, Fair, Poor