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 Administrators:

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;
6. 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

Domain 1 – Instructional Planning and Delivery

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.

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.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

**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 validate each student’s comments and questions, utilizing them to advance learning for all students.
- 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 provide immediate feedback to students in order to reinforce their learning and ensure they understand key concepts.
- Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
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 understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- 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.

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**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 maximize instructional time, including managing transitions.
- 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.*

V. **TExES COMPETENCIES FOR TEACHERS**

**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.

VI. **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.

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

1. Learner-Centered Climate. The administrator establishes a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

2. Learner-Centered Curriculum and Instruction. The administrator facilitates the presentation of sound curriculum and appropriate instructional strategies designed to promote optimal learning.

3. Equity in Excellence for all Learners. The administrator promotes equity in excellence in all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

III-A State Adopted Proficiencies for Teachers.

The state adopted proficiencies covered in this course include the following:
1. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

2. Equity in Excellence for all Learners. The teacher responds appropriately to diverse groups of learners.

VII. 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:

2 Major Exams (Mid-Term and Final) .................................................. 200 pts.
11 Journal/Reflections on Equity Textbook Chapters ....................... 110 pts.
Chapter Presentation from CCPG book ............................................ 50 pts.
GIST Summaries on 6 chapters ....................................................... 60 pts.
Culture Presentation ........................................................................ 50 pts.
Online Activities/Posts ................................................................ 80 pts.
Multicultural Literature ................................................................. 20 pts.
Consistent Participation .................................................................. 30 pts.

Total .................................................................................................. 600 pts.

540-600 pts. = A; 480-539 pts. = B; 420-479=C; 360-419=D; below 360=F

IX. Course Schedule and Policies

All work turned in for grading must be typed except weekly journal.

Midterm 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 or the course calendar.

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

Students should show respect and courtesy when posting comments as is expected of educated graduate level students.

Professor will grade and return work as expected and within a reasonable time.

Professor answers bb9 communications within the five day week and sometimes on Saturday.

Course Calendar

Unit 1 Week 1: Jan. 18 to Jan. 25th
1. Class Meeting on Jan. 19th, 4:20-6:30. Cultural Identity, Culture and Society, Family Values and Culture; Surface and deep culture. Course expectations, Group for Chapter Presentation. 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 or partners. Please select the chapter that you would like to present. You and your partner(s) will develop a NARRATED power point presentation on the chapter to share with the class. You are to read your assigned chapter and report on the most important points from the chapter. The total presentation should be no more than twenty slides. See the end of syllabus for the rubric for the chapter RUBRIC FOR CHAPTER PRESENTATION.doc You send me Frank.Lucido@tamucc.edu your Chapter Presentation on the due date so I can send it out as an announcement and you will fill out a GIST form (attached) GIST.pdf for each chapter except your own.

2. Take the syllabus quiz by Jan. 23th midnight

3. Read the Introduction, Chapter 1 and Chapter 2 in Equity Audits to Create Equitable and Excellent Schools (UEA). From Chapter 1 and Chapters 2 list 7 concepts/understandings/facts that you learned from each chapter and write a one or two paragraph reflection on what are your personal thoughts on each chapter separately and post on the appropriate journal tab for Chapter 1 and Chapter 2 separately. Due Jan. 24th.

Example:
Chapter 1- 7 concepts/ideas/or understandings learned; NO one word listing, concepts learned need to have some explanation and then you list a one or two paragraph reflection of your ideas about what you listed at the end.

Chapter 2- 7 concepts/ideas/or understandings learned; NO one word listing, concepts learned need to have some explanation and then you list a reflection of your ideas about what you listed at the end.

4. Read the attached document on the 5 Elements of Cultural Competence and post your comment on the importance of developing these competencies as an educator and leader in a school. Post on the blog section of blackboard and comment on one of your colleague's post by Jan. 25th. 5 Elements of Cultural Competence(1).pdf

5. Read the Preface and Chapter 1 in Educating Everybody's Children Handout that is attached, pages 1-40. Preface(1).pdf ASCD 5302-Chapt. 1(3).doc Answer the attached questions and post on the appropriate journal tab. ASCD Preface Questions.doc Ch. 1 ASCD Questons 1-16.doc Due Jan. 27th at midnight

6. View the powerpoint 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 by October 26th. Scroll down and click on the powerpoint below.
7. Fill out the Cultural Identity Survey and post your comment on two of your colleagues' responses on the blog section of bb9 by Jan. 20th. If you attend the class meeting on Jan. 19th it will be done in class.

8. Review the terms and concepts related to culture, ethnicity, minority group, race, etc. so that we will all be "on the same page" during the class and discussions.

Unit 2 Week 2: Jan. 25th – Feb. 1st

1. Finish reading Chapter 1 Pages 16-40 from ASCD; Answer the attached study questions 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 Feb. 2nd.

2. Read Chapter 3 and 4 from Using Equity Audits to Create Equitable and Excellent Schools (UEA), write 7 concepts or ideas that you learned from each chapter (From Chapter 3), write the 7 concepts and ideas that you learned from each chapter and answer question #2 on page 40, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab. For Chapter 4 write 7 concepts you learned from the chapter and write a short one of two paragraph personal reflection on the material presented. Due Feb. 6th.

3. Chapter 1 (Culture and Poverty) and 2 (Motivation from Within) Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be sent to Dr. Lucido at Frank.Lucido@tamucc.edu. Due Oct. Feb. 1st. 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 Feb. 8th.

4. View the powerpoint from the Education Trust. Go to the 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: Critical Roles of School Leaders given by Kati Kaycock, the president of the Education Trust, in DeKalb County Schools. 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 Feb. 6th.

Unit 3 Week 3: Feb. 2 – Feb. 8th
1. Chapter 3 (Resiliency) Narrated Presentations from the Closing the Poverty and Cultural Gap Book is to be submitted to Dr. Lucido at Frank.Lucido@tamucc.edu by Feb. 8th. Students that did not present chapters 3 fill out a Gist form on the narrated presentations and post in the appropriate journal tab by Feb. 14th.

2. Read Chapter 2 from Educating Everybody's Children ASCD Handout/attachment Chapter 2.pdf (takes time to load to your computer) and answer the study questions the attached questions, Chapter 2 pps.41-70 Questions.docx and write a two to three paragraph reflections in post in the correct journal section by Feb. 15th.

3. Read Chapter 5 and Chapter 6 in Equity Audits to Create Equitable and Excellent Schools (UEA). From the Chapter 5 list 7 concepts that you learned and from Chapter 6 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 Feb. 13th.

4. Prepare a narrated power point on a culture of your choice in a couple of weeks. The power point should contain no more than 12 slides. You will post on the discussion tab by Mar. 3rd. 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 Mar. 9th.

5. View IRIS module at http://iris.peabody.vanderbilt.edu. Look at the activities and the assessment associated with the module on Diversity entitled Cultural and Linguistic Differences-Teachers Should Know, submit the assessment at the end of module on the correct journal tab by Feb. 10th.

6. The Mid-Term Exam will be posted online through BB9 announcements on Feb. 9th at 4:20 and you are to write out the exam and return it via BB messages to Dr. Lucido by midnight on Feb. 9th at 10:00 p.m.

Unit 4 Week 4-Feb. 9th-Feb. 14th

1. Prepare to post a narrated cultural presentation by Mar. 3rd.. You are to develop a narrated power point on a culture of your choice. The purpose of the assignment is that you get to know something about other cultures that as a leader in education you would want to know so that you don’t develop perceptions that are incorrect about students or families in your school. The narrated power point should contain 3 elements of surface
culture and 3 elements of deep culture, not more than 12 Slides that show the elements of the culture that a teacher or administrator would need to be aware of if a student/family of that culture would come to your school or your classroom. It can be an ethnic culture, a religion based culture, a societal cultural (gang culture, teen culture, military service culture, etc.), Exceptionalities, or language. You should read and comment on two of your classmates’ presentation in order to earn full credit for the assignment. Due Mar. 9th. Examples here of Presentations on based on Religion and one on a certain culture:  

Mormon Culture_3.pptx  
Cultural Presentation - Korean Culture.pptx  

2. View the two documents on characteristics of two learning styles: Field Sensitive vs. Field Independent and the Dunn and Dunn Model. Review what was presented in Chapter 1 of the Closing the Poverty and Cultural Gap Book presentation on Individual vs. Collective Learning Chapt. 1-Collectivist -Individualistic.pdf Write a 1 page reflection on how you think this information on these three learning styles adds to your understanding of diverse learners. Post on the correct journal tab. Due Feb. 17th.  

3. Chapters 4 (Teaching Declarative Knowledge) and Chapter 5 (Teaching Procedural Knowledge) Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be sent to Dr. Lucido at Frank.Lucido@tamucc.edu . Due Feb. 15th. He will then send the narrated presentations out to the class. Students that did not present chapters 4 or 5 fill out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9 by Feb. 21st.  

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 from each (the Learning Brain video) and from (Brain Based Facts 1, 2, 3, and 4 videos together), and how that learning will help you in the classroom meet the needs of the learners in your classroom. Post on the correct journal tab. Due Feb. 20th.  

5. Read Chapter 8 and Chapter 9 from Using Equity Audits to Create Equitable and Excellent Schools (UEA), write 7 concepts or ideas that you learned from each chapter and write a short two to three paragraph reflection on each chapter at the end of the listing, and post in the journal section under the correct tab. Due 22nd.

Week 5 Feb. 22-Mar. 1.  
1. Listen to the Narrated Power point by Dr. Lucido on the Historical Development of Equity Education. List what you believe are the five most important laws, court decisions, or documents that have been issued over the years. Give a rationale for
each of your selections and post on the discussion tab in bb9. Comment on two of your colleagues’ posts by Feb. 28th.

2. Chapters 6 (The Role of Leadership in the Poverty School) Narrated Presentations from the Closing the Poverty and Cultural Gap Book is to be submitted to Dr. Lucido at Frank.Lucido@tamucc.edu by Feb. 22nd. Students that did not present chapters 6 out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9 by Feb. 28th.

3. Do the activity on the Value Check List and post your thoughts on the activity on the Blog tab. Post how your FEELINGS while doing the check list activity and what you learned by doing this activity. Due Feb 24th. Based on our perceptions only, many times we make judgements on our students that may or may not be true. Perceptions become behaviors over time and it is what we must avoid. Everyone knew who the teachers’ “pet” was in the class when you were attending school. Negative teacher behaviors impact student achievement.

4. Do the activity on experiences of prejudice and/or racism in your life and post on the discussion forum. Read and comment on two of your classmates’ postings. Due Feb. 27th.

5. Read the attached scale and definitions of Prejudice and discrimination and the statement on Unlearning Racism. Write a blog comment on the Unlearning Racism statement by Nov. 27th.

6. Select and read a child’s or teen age multicultural literature book and write a one-page summary of the book and what the book taught you about the culture that was represented in the book by Mar. 2nd. Post on the discussion section and view two of your colleagues’ descriptions of their book and comment by Mar. 8th.

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**Week 6 Mar. 2-Mar. 10th.**

1. Post your narrated cultural presentation in the discussion section by Mar. 2nd. You should read and comment on two of your classmates’ presentation in order to earn full credit for your presentation. You will comment on your classmates’ presentation using the rubric. Comments on your colleagues’ presentations due by Mar. 8th.

2. View the YouTube discussions on Multicultural Education and Perspectives on Multicultural Education and write a two paragraph response and post on the discussion tab of bb9. Due Mar. 6th.

3. Chapter 7 (Closing the Achievement Gap) Narrated Presentations from the Closing the Poverty and Cultural Gap Book are to be submitted to Dr. Lucido at Frank.Lucido@tamucc.edu by Mar 2nd. Students that did not present chapter 7
fill out a Gist form on the two narrated presentations and post in the appropriate journal tab in BB9 by Mar. 9th.

4. Read Chapters 10 & 11 from Using Equity Audits to Create Equitable and Excellent Schools (UEA), write 7 concepts or ideas that you learned from each chapter, answer question #1,2 on page 100, and write a short two to three paragraph reflection on the chapter at the end of the work, and post in the journal section under the correct tab. Due Mar. 7th.

5. View the YouTube presentation on Culturally Responsive Teaching and list 10 ideas/concepts you learned that you can apply in your classroom or school. Post in the journal section of bb9 on the appropriate tab. Due Mar. 8th.

6. Post your short summary of a child's or teen age multicultural literature book that was assigned in Week 5 and include what the book taught you about the culture that was represented in the book by Mar. 2nd. Post on the discussion section and view two of your colleagues’ descriptions of their book and comment by Mar. 8th.

7. Read the attached research article and post ten understandings about English Learners that you learned on the journal tab in bb9. Summary of Research in Bilingual Education 2.pdf Due Mar. 3rd.

8. Go to this website and view one of the sections, (Linguistic, Cognitive, or Affective) and list and describe http://www.elltx.org/videos.html 3 best practices that you observed that you think you might incorporate into your classroom to help ELLs be successful. Post on the discussion board by Mar. 6th.

9. Final Exam will be posted at 5:00 p.m. on Mar. 10 through bb announcements and will be due by 10:00 p.m. on Mar. 10th on BB messages. All work is due by Mar. 10th. Have a good and safe spring break.

X. TEXTS:


XI. Bibliography


RUBRIC FOR CHAPTER PRESENTATION

1. Chapter Major Concepts Presented Adequately (20 pts) _________
2. Visuals used in presentation (5 pts) _________
3. Kept to slide (not more than 20) limit for presentation (10 pts) _________
4. Voice Projection, Enthusiasm(5 pts.) _________
5. Presentation appeared to be well organized and planned(10 pts.) _________

Total points _________

CULTURAL PRESENTATION RUBRIC

NAME:_______________________DATE:_____________________

1. APPEARED ORGANIZED/READY TO PRESENT _________
2. HAD HANDOUTS _________
3. PRESENTATION BOARD /POWER POINT ATTRACTIVE _________
4. LIMITED USE OF NOTES _________
5. KEPT TO THE TOPIC _________
6. PRESENTERED INFORMATION IN AN INTERESTING MANNER _________
7. INDIVIDUAL PRESENTATION _________
8. OVERALL PRESENTATION _________

TOTAL _________

(10 Pts. MAX ON EACH CATEGORY)
RUBRIC FOR JOURNAL GRADE

1. Seven concepts/understandings/etc. listed in complete sentences (5 pts.) ___________
2. Reflection on understanding/concepts/ideas learned for each chapter covered. (5 pts.) ___________

Total points __________(10pts.)

Questions/Competencies for ASCD Handout Readings (Attached in Assignments)
Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners-2nd Ed.

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.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 11, 2016 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a
breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.