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:

The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative . The standards serve as a guide for improving school productivity, increasing student achievements, and continually reflecting upon and improving your effectiveness as a leader throughout all stages of your career.

STANDARD 1
INSTRUCTIONAL LEADERSHIP. YOU ARE RESPONSIBLE FOR ENSURING EVERY STUDENT RECEIVES HIGH-QUALITY INSTRUCTION.

As an effective principal, you prioritize student achievement by developing a clear definition of high-quality instruction based on your research of best practices. You implement and analyze a rigorous curriculum within state standards, which ensures that teachers align content across grades and meet the particular curricular needs of their diverse student populations. Additionally, you model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. By dedicating a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending team meetings, you contribute to a higher student success rate.

In schools led by effective principals, data are used to determine instructional decisions and monitor progress. You implement common interim assessment cycles to track classroom trends and determine appropriate interventions. With a focus on instruction, your school is filled with effective teachers who can describe, plan, and implement strong instruction for students to stay actively engaged in cognitively challenging and differentiated activities.

INDICATORS

RIGOROUS AND ALIGNED CURRICULUM AND ASSESSMENT

1a. You implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

EFFECTIVE INSTRUCTIONAL PRACTICES

1b. You help develop high-quality instructional practices among your teachers that improve student performance.

DATA-DRIVEN INSTRUCTION AND INTERVENTIONS
1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.

**MAXIMIZE LEARNING FOR ALL STUDENTS**

1d. You ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.

**STANDARD 2**

**HUMAN CAPITAL: YOU ARE RESPONSIBLE FOR ENSURING THERE ARE HIGH-QUALITY TEACHERS AND STAFF IN EVERY CLASSROOM THROUGHOUT THE SCHOOL.**

By focusing on key issues related to human capital, you treat faculty/staff members as the most valuable resource and invest in their development, support, and supervision. You are strategic in selecting and hiring candidates whose vision aligns with the school's and whose skills match the needs. Once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching, and school-wide support; all of this development is supported by your facilitation of professional learning communities to review data. This development creates opportunities for effective teachers and staff to take on a variety of new leadership roles. In your school, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength, and they have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness, but also show improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.

**INDICATORS**
TARGETED SELECTION, PLACEMENT, AND RETENTION

2a. You select, place, and retain effective teachers and staff.

TAILORED DEVELOPMENT, FEEDBACK, AND COACHING

2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.

STAFF COLLABORATION AND LEADERSHIP

2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.

SYSTEMATIC EVALUATION AND SUPERVISION

2d. You conduct rigorous evaluations of all staff using multiple data sources.

STANDARD 3

EXECUTIVE LEADERSHIP: YOU ARE RESPONSIBLE FOR MODELING A CONSISTENT FOCUS AND PERSONAL RESPONSIBILITY FOR IMPROVING STUDENT OUTCOMES.

As principal, you take personal responsibility for the success of the school and motivate the community by modeling a relentless pursuit of excellence. Because of this, you are reflective in your practice and strive to continually improve, learn, and grow, acknowledging mistakes while remaining focused on solutions. When a strategy fails, you analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt future strategies. Keeping staff inspired and focused on the end goal is crucial while supporting effective change management. It is important to have strong communication skills and be willing to listen to others and create opportunities for staff and stakeholders to provide feedback. By treating all members of the community with respect, you develop strong and positive relationships.
The impact of your leadership as principal on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, your first priority is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community. Waters & Cameron (2007) suggests that: "Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school's change efforts will be."

**INDICATORS**

**RESILIENCY AND CHANGE MANAGEMENT**

3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.

**COMMITMENT TO ONGOING LEARNING**

3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.

**COMMUNICATION AND INTERPERSONAL SKILLS**

3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.

**ETHICAL BEHAVIOR**

3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.
STANDARD 4

SCHOOL CULTURE: YOU ARE RESPONSIBLE FOR ESTABLISHING AND IMPLEMENTING A SHARED VISION AND CULTURE OF HIGH EXPECTATIONS FOR ALL STAFF AND STUDENTS.

As an effective principal, you leverage the school’s culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students’ social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

INDICATORS

SHARED VISION OF HIGH ACHIEVEMENT

4a. You develop and implement a shared vision of high expectations for students and staff.

CULTURE OF HIGH EXPECTATIONS

4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.
INTENTIONAL FAMILY AND COMMUNITY ENGAGEMENT

4c. You engage families and community members in student learning.

SAFE SCHOOL ENVIRONMENT

4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

DISCIPLINE

4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

STANDARD 5

STRATEGIC OPERATIONS: YOU OUTLINE AND TRACK CLEAR GOALS, TARGETS, AND STRATEGIES ALIGNED TO A SCHOOL VISION THAT CONTINUOUSLY IMPROVES TEACHER EFFECTIVENESS AND STUDENT OUTCOMES.

While assessing the current needs of your school, you review a wide set of evidence to determine the school’s priorities in order to set ambitious and measurable goals, targets, and strategies that inform strategic plans. With leadership teams, you regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. You develop a year-long calendar and daily schedule that strategically maximize both instructional time and create regular time for teacher collaboration and data review. This deliberate allocation of resources (staff time, dollars, and tools) aligns your strategy with school priorities and goals. You treat central office staff as partners in achieving goals and collaborate with additional staff throughout the district to adapt policies crucial to meeting the needs of students.

Your faculty and staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have
clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with you to develop the school calendar, and teacher and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

**INDICATORS**

**STRATEGIC PLANNING**

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

**MAXIMIZED LEARNING TIME**

5b. You implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

**TACTICAL RESOURCE MANAGEMENT**

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

**POLICY IMPLEMENTATION AND ADVOCACY**

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

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**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
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.

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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
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.

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.

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**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. TEExES 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.

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.
6 Journal/Reflections on Equity Textbook Chapters 60 pts. (cumulative)
Chapter Presentation from CLRTL book 50 pts.
GIST Summaries on 6 chapters 60 pts. (cumulative)
Culture Presentation 60 pts.
Online Activities/Posts-Cumulative 40 pts. (cumulative)
Consistent Participation 30 pts.

500 pts.

450-500 pts. =A; 400-449 pts. =B; 350-399=C; 300-349=D; below 300=F

Late work will be penalized 10% or 20% if more than one week.

**IX. Course Schedule and Policies**

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

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 10% and 20% if more than a week. 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 BB9 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-Jan. 21-24  All work for Unit 1 is due on Jan. 27**

1. Listen to the Narrated Class Orientation and to the ERST 5302 Powerpoint in Unit 1.

2. Look at the table of contents of the textbook, Culturally and Linguistically Responsive Teaching and Learning for Student Success. Group together in a group of 2 students. Select a chapter that you would like to present to the class online in a narrated power point presentation. You are to read your assigned chapter and report on the most important concepts from the chapter. The power point is not to be more not less than 15 slides. See the end of the syllabus for the rubric for the presentation **17RUBRIC FOR CHAPTER PRESENTATION R.doc** It is also attached here. Let Dr. Lucido as soon as possible which chapter you would like to review as soon as possible, first come, first serve basis. You will send me the power point presentation once you have prepared it so that I can send it as an announcement to your colleagues. Those of you that did not prepare the presentation are to fill out a GIST form listing the top ten understandings that you go out of the chapter and a summary statement at the end. The GIST form is attached. **GIST(10).pdf** see below on how to develop a narrated power point presentation.

3. Read the Introduction, Chapter 1 and Chapter 2 in Building Equity Policies and Practices to Empower All Learners. From Chapter 1 and Chapter 2 list 10 facts, understandings, or concepts that you learned from each chapter and write a one to two paragraph reflection on your personal thoughts about what you learned from each chapter separately and post on the appropriate journal tab for Chapter 1 and Chapter 2. Due Jan. 27.

Example:

Chapter 1-1. The simple existence of data does not provide results, unless something is done with the data.
2. Students should be treated equitably in order to succeed in school.

3. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

4. etc. down to 8 listings. Then add a one to two paragraph reflection based on your own thoughts on the chapter facts. I thought...... or I felt that .........

Chapter 2 List the 8 facts, statements, or concepts.

Write a separate reflection based on the content in Chapter 2.

4. Fill out the Cultural Identity Survey Cultural Sharing(1).doc and post your answers to the survey and comment on two of your colleagues' blog section of BB9 by Jan. 27. Remember on the blog you need to start your own thread.

5. Read the document on the 5 elements of Cultural Competence and post your comment on the importance of having or developing these competencies as an educator and/or leader in a school. Post on the blog section of blackboard and comment on one of your colleagues' posts briefly. Due by Jan. 27, 5 Elements of Cultural Competence(2).pdf for the blog, you need to start your own thread.

6. View the power point by Dr. Cline from the Hobby Center at Rice University, and write a one page reflection on what these demographic changes 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 Jan. 27. See the attached powerpoint

7. Review the attached definitions, terms and concepts that will be presented in the course. Important Concepts and Terms(1).pdf Terminology(2).pdf

**Unit 2 - Jan. 27-Jan. 31 All work for Unit 2 is due Feb. 3**

1. Chapter 1 (Defining Culturally and Linguistically Responsive Pedagogy) and Chapter 2 (The Pedagogy of Cultural and Linguistic Responsiveness) Narrated Presentations from the Culturally and Linguistically Responsive Teaching and Learning Book are to be sent to me through my regular e-mail at Frank.Lucido@tamucc.edu. Due Feb. 3. I will send the power points to each one of you via announcements and you will watch and listen to the Narrated Power points and submit the GIST form one for each chapter. You list ten concepts you learned from the power point on the GIST form and then at the end summarize the main idea of the power point content. Students that did not present chapters 1 or 2 fill out a GIST form on the two presentations and post your GIST form in the appropriate journal tab in BB9 –Chapter 1 GIST due Feb. 3 and Chapter 2 GIST due Feb. 4 at midnight.
2. Read Chapter 3 and 4 from Using Equity Audits to Building Equity: Policies and Practices to Empower All Learners, write 10 concepts or ideas that you learned from each chapter. From Chapter 3 write 8 concepts or ideas that you learned and a short one or two paragraph reflection and from Chapter 4, write 10 concepts or ideas that you learned and a short one or two paragraph reflection (not one sentence). Due Feb. 3.

3. View the power point 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 Role of School Leaders given by Kati Kaycock, the president of the Education Trust, on Feb. 3, 2016 in DeKalb County Schools. Write a one page reflection regarding what you learned about achievement and poverty from the presentation and post on the discussion section of BB9. Comment on two other colleagues' comments by Feb. 3.

Unit 3 Feb. 3-Feb. 7 All work for this unit is due on Feb. 10.

1. Chapter 3 Narrated Power point Presentation from the Culturally and Linguistically Responsive Teaching and Learning Book is to be sent to my regular e-mail at Frank.Lucido@tamucc.edu by Feb. 2. Students that did not present Chapter 3 fill out a GIST form GIST.pdf on the contents of the narrated presentations and post in the appropriate journal tab in bb9 by Feb. 10.

2. Read Chapter 5 and Chapter 6 in Building Equity: Policies and Practices to Empower All Learners. From the Chapter 5 list 10 concepts that you learned and from Chapter 6 list 10 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. Feb 10.


4. The Mid-Term Exam will be posted online through BB9 announcements on Feb. 12 at 4:20 and you are to write out the exam and return it via BB messages to Dr. Lucido by midnight on Feb. 13.

5. Prepare a narrated power point on a culture of your choice in a couple of weeks. The power point should contain no more than 15 slides. You will post on the discussion tab by Mar. 6. 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. 11.

**Unit 4 Feb. 10-Feb. 14** All work for this chapter will be due on Feb. 17 except the culture power point presentation.

1. Prepare to post a narrated cultural presentation by Mar. 6 (Same assignment as in Unit 3, just a reminder. 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.11. 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 YouTube Video on the Learning Brain and Brain Based Learning FACTS 1, 3, 4, and 5. List 10 concepts/ideas/understandings that you learned from the Learning Brain video) and 10 from Brain Based Facts 1, 2, 3, and 4 videos, 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. 17.

3. Chapters 4 (Responsive Academic Literacy Instruction) and Chapter 5 (Responsive Academic Vocabulary Instruction) Narrated Presentations from the Culturally and Linguistic Responsive Teaching and Learning Book are to be sent to Dr. Lucido at via Frank.Lucido@tamucc.edu . Due Feb 16. 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. 17.

5. 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 Unit 2 a document on Individual vs. Collective Learning. Write a half-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. 17.
Unit 5– Feb. 17-Feb. 21 All work for this unit is due on Feb. 24.
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 Feb. 24.

2. Chapters 6 (Responsive Academic Language Instruction) from the Culturally and Linguistically Responsive Teaching and Learning Book is to be submitted to Dr. Lucido at Frank.Lucido@tamucc.edu by Feb. 18. 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. 24.

3. 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. 24.

4. 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 Feb. 24.

Unit 6 Feb. 24-Feb. 28 All work for this unit is due on March 2

1. You should have posted your cultural presentation by Feb. 28. 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. 2.

2. 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. Mar. 2.

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

4. Chapter 7 (Creating a Responsive Learning Environment) from the Culturally and Linguistically Responsive Teaching and Learning Book are to be submitted to Dr. Lucido at Frank.Lucido@tamucc.edu by March 2. 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 Due Mar. 2.

6. Final Exam will be posted at 5:00 p.m. on March 10 through bb announcements and will be due by midnight on Mar. 10. on BB messages. All work is due by March 16.
X. TEXTS:


XI. Bibliography


RUBRIC FOR CHAPTER PRESENTATION IN CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING

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 (5 pts) __________
4. Voice Projection, Enthusiasm (5 pts) __________
5. Presentation appeared to be well organized and planned (15 pts) __________

Total points __________ (50 pts.)

RUBRIC FOR JOURNAL/GIST GRADE

1. Eight understanding/concepts/ideas learned listed for each chapter post. (5 pts) __________
2. Reflection on understanding/concepts/ideas learned (3 pts) __________
3. Quality of work (2 pts) __________

Late work will be minus 1 pt. after the due date & 2 pts. after a week late. Total points __________ (10 pts)

INDIVIDUAL CULTURAL PRESENTATION RUBRIC

NAME: ______________________ DATE: ______________________

1. Appeared organized/ready to present __________

2. Power point attractive/informative __________

3. Presented information in an interesting manner __________

4. Individual effort __________

5. Overall presentation __________
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 21, 2017 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](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.