I. COURSE DESCRIPTION: This course provides a foundational experience for developing educators in advocating, supporting, and facilitating culturally responsive pedagogy and relationship building in learner centered K-12 settings. Experiences in this course will provide foundational knowledge about the role of the instructional leader from an instructional and culturally responsive perspective.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (PROGRAM/STUDENT LEARNING OUTCOMES):

Program Learning Outcomes:

1. The scholars will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The scholars will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The scholars will design an effective classroom management plan for diverse learner centered educational settings.
4. The scholars will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes (SLO):

1. The student will be able to research and synthesize the concepts and efficacy of culturally responsive pedagogy within the American education system.
2. The student will be able to design and critique curriculum, instructional and assessment for its cultural responsiveness.

Goals and objectives:

This course provides a foundational and operational knowledge base for the role of instructional leaders in understanding, advocating, supporting, and facilitating culturally responsive leadership, pedagogy, and relationship building. Socio-cultural related issues will be discussed in the context of (a) cultural and linguistic diversity, (b) organizational behavior, (c) necessary leadership and instructional philosophies, (d) societal reactions, (e) family and community involvement, (f) lifespan foci, (g) social justice, and (h) various educational perspectives. As a course designed for developing educators, a pedagogical focus will add to developing expertise in culturally responsive pedagogies as a necessary tenet in 21st century PreK-12 school context.

Objectives:

1. Scholars will acquire knowledge, dispositions, and performances associated with culturally responsive instructional perspectives as a result of racial/ethnic, sociopolitical, socio-cultural, and linguistic factors that influence perceptions of leadership knowledge and skills in the areas of difference, disability, quality of life, and services provided to and for key stakeholders.
2. Scholars will acquire knowledge of the following concepts related to instruction at the national, state, and local levels in a context guided by social justice and equity in a race-conscious society:
   a. Culturally Responsive Pedagogy
   b. Ethical, legal, and theoretical knowledge and responsibilities
   c. Educational and social/emotional ideologies
   d. Anti-deficit thinking
   e. Technology access and use
   f. Funding: access, securing, and use
3. Scholars will acquire knowledge to assist in thinking about futurism and global change for the purpose of developing a vision reaching beyond what is to what could and will be.
4. Scholars will increase their familiarity with and understanding of the education milieu through action research experiences and reflective interactions with district and school constituents.

COMMISSIONER STANDARDS:
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS
https://www.iste.org/standards/for-educators

ESL STANDARDS:
file:///C:/Users/crossc1/Downloads/FN_TX_ESL.pdf

INTASC STANDARDS

iNACOL STANDARDS FOR TEACHERS

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

Course assignments:

1. Response to video “Danger of a Single Story” (50 pts): Due September 6, 2020 by 11:59p.m.

   The scholars will develop a response to the video that a critical reflection of the past and/or present experiences in education and outside of education.

2. Pictorial Autobiography (100 pts.): Due September 6, 2020 by 11:59p.m.

   Scholars will share personal and professional experiences though a pictorial autobiography. Everyone has something to share in this on-line class that is about strategies for teaching in a culturally pluralistic society. As a part of this class you are expected to share your personal and professional life experiences. You are to develop an autobiography about your family, school, work and other social/cultural experiences that you have in a PowerPoint presentation. Begin with information about your family,
school experiences and travel or lived social/cultural experiences. Each slide must have pictures and text about your experience with the headings below. There should be no more than 10 slides. (SLO 1-2)

1. Introduction – Who are you?
2. Family Information (Discussion about parents, siblings, birthplace, ethnic identification)
3. School Experiences (Discussion about elementary, secondary and college experiences- give pictures and dates of attendance/graduation)
4. Work Experiences (Discussion about your teaching/ work experiences, if none, then about any experiences as a volunteer)
5. Professional Goals (Discussion about your future career)
6. Summary of autobiography
7. Post 1 slide about yourself on discussion board to share with your classmates. (Share information that you think that your classmate should know about you.)

Grading Rubric for Pictorial Autobiography

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Title, Name of Student, Class, and Date</td>
</tr>
<tr>
<td>10</td>
<td>Introduction</td>
</tr>
<tr>
<td>15</td>
<td>Family Information (Siblings, Parents, Ethnicity- Pictures)</td>
</tr>
<tr>
<td>10</td>
<td>School Experiences (Names/Pictures of schools, locations)</td>
</tr>
<tr>
<td>10</td>
<td>Teaching/Work Experiences- Information about teaching and working experiences with pictures</td>
</tr>
<tr>
<td>15</td>
<td>Professional Goals with Pictures</td>
</tr>
<tr>
<td>15</td>
<td>Summary</td>
</tr>
<tr>
<td>20</td>
<td>My Class Post Slide. Introduction slide of yourself on discussion board that includes a picture and your introductory information. Make sure you include the work experiences. This slide should be the last slide in your pictorial autobiography.</td>
</tr>
</tbody>
</table>

3. Culturally Responsive Pedagogy Portfolio (300 pts.) - Cultural Autobiography - Due 9/6 by 11:59p.m and Teaching Presentation - Due 9/16 by 11:59p.m.

The scholars will develop a personal narrative where you will detail for the reader, your identity development and the significant aspects that help define who you are as a(n) racial/ethnic person, cultural being, individual. This will be your cultural autobiography. It will detail your future vision as a culturally responsive expert and leader of instruction issues.

Also, each scholar will remotely model a transformative lesson utilizing culturally responsive pedagogy. The transformative lesson will reflect your vision as a developing culturally responsive instructional leader. Students will research their approach to culturally responsive pedagogies by reviewing relevant literature, investigate cultures, create culturally responsive curricula, develop class activities, and generate assessments in their content area. (SLO 1-2)

Grading Rubric for Culturally Responsive Pedagogy Portfolio

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Cultural Autobiography (1 page)</td>
</tr>
<tr>
<td>50</td>
<td>CRT Lesson presentation</td>
</tr>
<tr>
<td>25</td>
<td>Culturally Responsive class activity (embedded in presentation)</td>
</tr>
<tr>
<td>25</td>
<td>Culturally Responsive assessment within the lesson</td>
</tr>
<tr>
<td>50</td>
<td>Peer Critique</td>
</tr>
</tbody>
</table>
4. **Chapter Critique & Presentation (700 pts.):** Due October 4\(^{th}\) and October 28\(^{th}\)

Scholars will synthesize the issues in one chapter and write a reflection that is related to CRP, bilingual realities, and learning in today’s schools. (SLO 1-2)

1. The scholar will be assigned a chapter from the books: *Culturally responsive teaching: Theory, research, and practice* and *Culturally Responsive Pedagogies*.
2. Identify and discuss at least four points collectively from your chosen chapter/article and their impact on you.
3. Find one additional bilingual research-based article to support one of your identified points. The additional research source should have been done within the past five years, unless the article chosen is considered a seminal work.
4. Prepare a 10-minute presentation (PowerPoint with voice over, YouTube, or video podcast) to share your thoughts on the chapter and additional reference. Be Creative. *You will post your presentation for peers to review as those chapters are read throughout the semester. Your presentation will be viewed by the entire class and they will discuss your perspectives during bi-weekly discussions. You will be looked to as the “expert” on that topic area during discussions.*

**Grading Rubric for Chapter Critique & Presentation**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Title, Name of Student, Chapter assigned, Class, and Date</td>
</tr>
<tr>
<td>50</td>
<td>Discussion of four significant points and how they apply to instruction and learning environments</td>
</tr>
<tr>
<td>25</td>
<td>Reflections linked to additional reference with bilingual emphasis.</td>
</tr>
<tr>
<td>25</td>
<td>How does it connect with the chapter</td>
</tr>
<tr>
<td>30</td>
<td>Writing style, page length (4 pages), APA References</td>
</tr>
<tr>
<td>150</td>
<td>Voice over (10 mins) presentation – Capture the attention of peers and challenge them to think</td>
</tr>
<tr>
<td>50</td>
<td>Online discussion</td>
</tr>
</tbody>
</table>

5. **Quiz (50 pts.):** Due October 14\(^{th}\) and November 11\(^{th}\)

Students will complete 2 quizzes focused on core readings, lectures, PowerPoints and discussions for the semester. This experience will give you the opportunity to demonstrate your understanding of the standards and objectives of the class as they relate to the course activities. The quiz format will include objective items and constructed responses. You will be provided sample quiz items before the first quiz. (SLO 1-2)

6. **Online Discussions (100 pts.):** Due September 6\(^{th}\) and 16\(^{th}\); October 4\(^{th}\) and 28\(^{th}\)

D2L(Brightspace) will be used in the facilitation of this course. An opening orientation zoom meetings will be held on September 1\(^{st}\) from 8pm - 9pm. Three additional zoom meetings on Tuesdays will be held over the course of the semester (September 22\(^{nd}\), October 19\(^{th}\), and November 9\(^{th}\)). As an online class, synchronous class activity is not required, but you are welcome to attend the short lectures provided on the above dates. However, you will be required to view the video and read the transcripts of the chats because important information will be shared. The video, audio, and transcripts of each chat will be made available to you on D2L.

Students will participate in online discussions and reflections about course topics. Scholars will synthesize the issues from the readings and write a reflection that is related to culturally
responsive pedagogy, learning, and community engagement in today’s schools. Discussion Board topics will also take place as a result of your chapter critiques and presentations. Each scholar is expected to complete the assigned readings for each class. There will also be several additional reading assignments throughout the semester. **This will support your ability to make meaningful contributions throughout the semester, especially as it relates to our foundational understanding of culturally responsive pedagogy and bilingual focus.** You may also feel free to explore other resources on your own. (SLO 1-2)

7. **Final project (750 pts.):** Due December 4th by 11:59p.m.

Students will interview two participants to explore their implementation of culturally responsive pedagogies. The students will use a specific protocol to examine each participants’ use of CRPs. In addition, students will gather a lesson plan from each participant to provide additional evidence of the implementation or a lack of implementation of CRPs. Also, the students will create a TEDtalk video that will share findings from the two interviews. The video will link personal narrative, the data, and current research of CRP. Finally, the students will share through critical reflection their experiences from the final project. (SLO 1-2)

**Grading Rubric for Final Project**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Protocol for interviews</td>
</tr>
<tr>
<td>100</td>
<td>Identify two participants</td>
</tr>
<tr>
<td>100</td>
<td>Lesson plans from the two participants</td>
</tr>
<tr>
<td>200</td>
<td>Zoom interview of the two participants</td>
</tr>
<tr>
<td>200</td>
<td>TEDTalk video (10-minute video)</td>
</tr>
<tr>
<td>50</td>
<td>Reflection</td>
</tr>
</tbody>
</table>

**Quality of assignments:**

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, scholars must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

**IV. EVALUATION AND ASSESSMENT (GRADING):**

Student grades will be determined by the following criteria:

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F
| 8/31 | Module 1 | Pictorial Autobiography | 100 pts. |
| 9/6 | Module 1 | Video response to Danger of a Single Story | 50 pts. |
| 9/6 | Module 1 | Culturally Responsive Pedagogy Portfolio Part 1 (Cultural Autobiography) | 100 pts. |
| 9/20 | Module 2 | Culturally Responsive Pedagogy Portfolio Part 2 (Teaching Presentation) | 200 pts. |
| 10/4 | Module 3 | protocol for interviews | 50 pts. |
| 10/18 | Module 4 | Identify participants | 100 pts. |
| 10/4 and 10/28 | Module 3 and 5 | Chapter Critique and Presentation (x 2) | 700 pts. |
| 10/14 and 11/11 | Module 4 and 6 | Quiz (x 2) | 50 pts. |
| 9/6; 9/16; 10/4; 10/28; 12/4 | Module 1, 2, 3, 5 and 8 | Online discussions (x 2) September 6th and 16th; October 4th and 28th; December 4th | 100 pts. |
| 11/20 | Module 7 | TEDTalk video | 200 pts. |
| **Total** | | **2000 pts** | |

V. TENTATIVE COURSE OUTLINE/CALENDAR:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Readings</th>
<th>Topics</th>
</tr>
</thead>
</table>
| **Module one** 8-24 to 9-6 | Syllabus Video | Tasks for this week include:  
1. Syllabus Understanding and Organization  
2. Pictorial Autobiography (post slide by August 31st)  
3. Watch video “Danger of a Single Story”  
4. Class meeting via zoom September 1st (8pm – 9pm)  
5. Culturally Responsive Pedagogy Portfolio part 1 (Cultural autobiography)  
6. Online discussion (respond to classmates by 9/6)  
| **Module two** 9-7 To 9-20 | Video CRT readings | Due Date for assignments: September 6th  
Tasks for this week include:  
1. Watch the Geneva Gay video about Culturally Responsive Teaching  
2. Culturally Responsive Pedagogy Portfolio Part 2 - Teaching Presentation (post video by 9/14)  
3. Peer critique (online discussion)  
4. Identify two participants to interview |
5. Please begin reading your assigned chapter in *Culturally responsive teaching: Theory, research, and practice*

**Due Date: September 20**

<table>
<thead>
<tr>
<th>Module three</th>
<th>CRT readings</th>
<th>Tasks for this week include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-21 To 10-4</td>
<td></td>
<td>1. Protocol for interviews <strong>Due 9/28</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. <em>Culturally responsive teaching: Theory, research, and practice</em> - Chapter Critique and Presentation <strong>Due 9/28</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Online Discussion</td>
</tr>
</tbody>
</table>

**Due Date: October 4**

<table>
<thead>
<tr>
<th>Module four</th>
<th>CRP readings</th>
<th>Tasks for this week include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-5 to 10-18</td>
<td></td>
<td>1. QUIZ #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Submit interviews and lesson plans</td>
</tr>
</tbody>
</table>

**Due Date: October 18**

<table>
<thead>
<tr>
<th>Module five</th>
<th>CRP readings</th>
<th>Tasks for this week include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-19 To 11-1</td>
<td></td>
<td><strong>Class meeting via zoom October 19</strong> (Time TBA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</em> - Chapter Critique and Presentation (<strong>post by 10/26</strong>) Discussion</td>
</tr>
</tbody>
</table>

**Due Date: November 1**

| Module six | | Tasks for this week include: |
|------------|| QUIZ #2 |
| 11-2 to 11-15| | Prepare for TEDtalk |
| | **Class meeting via zoom November 9** (Time TBA) |

**Due Date: November 15**

| Module seven | | Tasks for this week include: |
|--------------|| TEDTALK presentation |
| 11-16 to 11-20| | Online discussion due in next module |

**Due Date: November 20**

| Module eight | | Tasks for this week include: |
|--------------|| Online discussion of TEDtalk (Module 7) |
| 11-30 to 12-4| | Reflection on final project |

**Due date: December 4**
Appropriate Terms and Acceptable Work Requirements

1. **Appropriate Terms.** You are taking this course to increase your knowledge of teaching and working in diverse environments. As a result, there are terms used to embrace cultural sensitivity. Many terms that you have used in the past reflect the deficit paradigm and are not culturally sensitive. I embrace the culturally responsive paradigm. It is expected that these terms be practiced and applied to your written assignments. Below is a list of terms that you are required to use in your written assignments.

   1. **Students of color, faculty of color or people of color.** These terms are used instead of the term “minority.” The term “minority” should not be used in any of your writings and points will be deducted.

   2. **Black and White.** Black and White are written with capital letters. Writing these terms with small letters is not acceptable in any written work. Although, you may see them written with small letters in your readings.

   3. **Native American.** We do not use “Indian” in the class. Although you may see it written in the text, articles, book chapters or books, you will not use the term in your assignments. Only the term, Native American, is acceptable.

   4. **The “N” word.** Under no circumstances will the “N” word be used in any written work or discussion. It is derogatory and very insensitive.

   Failure to use the appropriate terms will result in a 0 grade for the assignment.

VI. READINGS:

**Required text for the course:**


ISBN-10: 0807750786


**Additional Readings:**


Boykin, A. W. & Noguera, P. (2011). *Creating the opportunity to learn: moving from research to practice to close the achievement gap.* Alexandria, VA: ASCD.


Cruz, B. C., & Patterson, J. (2005). Cross-cultural simulations in teacher education: Developing empathy and
understanding. *Multiple Perspectives, 7*(2), 40-47.


**LiveText**

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA.
LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. COURSE EVALUATIONS:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

Attendance

Attendance is mandatory. This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. If you get 5 or more absences, you will be dropped from the class with a grade of F.

Students with Disabilities

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1)
submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Teacher Certification**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to
certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. RELEVANT COURSE INFORMATION:

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Parents and Caregivers

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1. Breastfeeding babies and children of all ages are welcome and may be visible on-screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3. Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4. All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5. Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.