Department of Education Studies
SEED 5323
Foundations of Culturally Responsive Pedagogy
Fall 2021

Instructor: Dr. Kevin L. Jones  Course Time & Location: Online and 3 synchronous class meetings
Office: 209-Z  Office Hours: Wednesday 8:00 am - 11:00 am and Friday 8:00 am – 10:00am; by appt as needed
Office Phone: 936-468-4074  Credits: 3
Email: kevin.jones@sfasu.edu

Prerequisites: None

I. Course Description:
An overview of the historic and philosophical aspects of American education as a basis for practicing culturally responsive pedagogy as a research-based method for increasing teaching efficacy.

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.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

Student Learning Outcomes:

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 apply culturally responsive pedagogical approaches to their appropriate discipline curriculum.

COMMISSIONER STANDARDS:

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

ISTE EDUCATOR STANDARDS

https://www.iste.org/standards/for-educators

Revised August 4, 2021
**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:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Module</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5</td>
<td>Module 1</td>
<td>Pictorial Autobiography</td>
<td>100 pts.</td>
</tr>
<tr>
<td>9/5</td>
<td>Module 1</td>
<td>Video response to Danger of a Single Story</td>
<td>50 pts.</td>
</tr>
<tr>
<td>9/5</td>
<td>Module 1</td>
<td>Culturally Responsive Pedagogy Diagnostic</td>
<td>100 pts.</td>
</tr>
<tr>
<td>9/5</td>
<td>Module 1</td>
<td>Post PowerPoint slide and Respond to classmates (Pictorial Autobiography)</td>
<td>50 pts</td>
</tr>
<tr>
<td>9/19</td>
<td>Module 2</td>
<td>TEDTalk Project: Identify participants (part #1)</td>
<td>200 pts.</td>
</tr>
<tr>
<td>10/3</td>
<td>Module 3</td>
<td>Chapter Review Set</td>
<td>280 pts.</td>
</tr>
<tr>
<td>10/3</td>
<td>Module 3</td>
<td>TEDTalk Project: Interviews and with artifacts (part #2)</td>
<td>300 pts.</td>
</tr>
<tr>
<td>10/17</td>
<td>Module 4</td>
<td>Quiz #1</td>
<td>50 pts</td>
</tr>
<tr>
<td>10/31</td>
<td>Module 5</td>
<td>Chapter Review Set</td>
<td>280 pts.</td>
</tr>
<tr>
<td>11/14</td>
<td>Module 6</td>
<td>Quiz #2</td>
<td>50 pts</td>
</tr>
<tr>
<td>11/20</td>
<td>Module 7</td>
<td>TEDTalk video (part #3)</td>
<td>500 pts.</td>
</tr>
<tr>
<td>11/20</td>
<td>Module 7</td>
<td>Online discussion (TEDTalk video) Please respond to three classmates.</td>
<td>60 pts</td>
</tr>
<tr>
<td>12/10</td>
<td>Module 8</td>
<td>Reflection</td>
<td>100 pts.</td>
</tr>
</tbody>
</table>

*Assignments and due dates are subject to change*

1. **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 7 slides.** (SLO 1-2). Then you will post your summary slide on the discussion board and introduce yourself to at least three other classmates.

*Revised August 4, 2021*
1. **Title** - Name of Student, Class, and Date
2. **Introduction** – Who are you?
3. **Family Information** - Discussion about parents, siblings, birthplace, ethnic identification.
4. **School Experiences** - Discussion about elementary, secondary and college experiences - give pictures and dates of attendance/graduation.
5. **Work Experiences** in Education - Discussion about your teaching/work experiences, if none, then about any experiences as a volunteer.
6. **Professional Goals** - Discussion about your future career and steps you are taking to achieve your goals.
7. **Summary of autobiography** - overview of who you are.

**Summary Slide and Response to Classmates (Pictorial Autobiography) (50 pts):** Due September 5th 11:59pm.

Scholars will **post their summary slide** on the discussion board to share with classmates. Scholars will **respond to at least three classmates** in online discussion introducing themselves to classmates. This will support your ability to make meaningful contributions throughout the semester, especially as it relates to our foundational understanding of culturally responsive pedagogy. (SLO 1-2)

**Grading Rubric for Pictorial Autobiography**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Criteria</th>
<th>Rationale for points</th>
</tr>
</thead>
</table>
| 5      | Title, Name of Student, Class, and Date | 5 = All information included  
|        |                  | 3 = 1 or more information missing  
|        |                  | 0 = Missing |
| 10     | **Introduction.** Who are you? | 10 = Creative introduction, with pictures  
|        |                  | 7 = Introduction, no pictures  
|        |                  | 5 = little information and no pictures  
|        |                  | 0 = Missing |
| 20     | **Family Information** (Siblings, Parents, Ethnicity pictures). Share information about parents, siblings, birthplace, ethnic identification | 20 = Pictures and information of family with names and ethnic identification  
|        |                  | 15 = Family information some pictures but no ethnic identification  
|        |                  | 10 = Family information no pictures  
|        |                  | 0 = Missing |
| 20     | **School Experiences.** Share information about your elementary, secondary and college experiences. Provide pictures and dates of graduation. | 20 = Pictures and information of school experiences  
|        |                  | 15 = school experiences some pictures  
|        |                  | 10 = school experiences no pictures  
|        |                  | 0 = Missing |
| 20     | **Work Experiences in education.** Information about teaching and working experiences with pictures. Share information about your teaching/work experiences, if | 20 = Pictures and information of teaching/work experiences with names and locations |

*Revised August 4, 2021*
<table>
<thead>
<tr>
<th>20</th>
<th><strong>Professional Goals</strong> with pictures. Share information about your future career and steps to achieve your goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Pictures and discussion of goals</td>
</tr>
<tr>
<td>15</td>
<td>Professional goals with steps to achieve and pictures</td>
</tr>
<tr>
<td>10</td>
<td>Professional goals but no steps or pictures</td>
</tr>
<tr>
<td>0</td>
<td>Missing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th><strong>Summary</strong> of autobiography</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Visuals of summary and specific information</td>
</tr>
<tr>
<td>2</td>
<td>Summary but no visuals</td>
</tr>
<tr>
<td>0</td>
<td>Missing</td>
</tr>
</tbody>
</table>

### 100 points

**Discussion post rubric**

<table>
<thead>
<tr>
<th>20</th>
<th>Summary slide from PowerPoint presentation into discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>posted summary slide from presentation</td>
</tr>
<tr>
<td>10</td>
<td>posted a slide but not the summary slide from the presentation</td>
</tr>
<tr>
<td>0</td>
<td>missing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30</th>
<th>Response to classmates. Your response should promote critical thinking a</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>responded to at least 3 classmates with an appropriate academic response.</td>
</tr>
<tr>
<td>25</td>
<td>responded to at least 3 classmates but response was not academic.</td>
</tr>
<tr>
<td>20</td>
<td>responded to at least 2 classmates with an appropriate academic response.</td>
</tr>
<tr>
<td>15</td>
<td>responded to at least 2 classmates but response was not academic.</td>
</tr>
<tr>
<td>10</td>
<td>responded to at least 1 classmate but response was academic.</td>
</tr>
<tr>
<td>0</td>
<td>missing</td>
</tr>
</tbody>
</table>

### 50 points
Video Response to Danger of a Single Story (50 pts): Due September 5th 11:59pm.

This video provides an overview of how some teachers implement a deficit ideology in their classroom which is opposite of a Culturally Responsive Pedagogical approach. Please watch the video and submit a short video reflection (2 minutes maximum). Please use the following guiding prompts to complete this assignment:

- Describe how this video relates to your past teaching experiences
- Connect to at least one personal experience
- Describe how this video can better assist you in teaching our students in the future

Culturally Responsive Teaching Diagnostic (100 pts): Due September 5th 11:59pm.

Scholars will demonstrate evidence of analyzing, evaluating, and contemplating Culturally Responsive Pedagogy. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, and content from previous courses and experiences. The diagnostic will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this diagnostic process. This diagnostic will provide an impetus leading to reframing the situation and engaging in appropriate future instructional strategies.

Please answer the following prompts with a video response (5 minute maximum):

- Identify at least one challenge you see in education when attempting to teach ALL students. Provide example.
- How do you believe this course will help you address that challenge?
- What experiences have you had with Culturally Responsive Pedagogy? Provide examples

Grading Rubric for Culturally Responsive Pedagogy Diagnostic

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
</table>
| 75     | Response to prompts  
50     | = Shared clear and concise response to all prompts  
35     | = response was not clear and answered some of the prompts  
0      | = Did not follow directions |
| 25     | Video  
25     | = reflection was five minutes  
10     | = reflection was more than five minutes  
0      | = did not follow directions |
| 100 pts | Total |

TEDTALK PROJECT PART #1

Identify Participants (200 pts): Due September 19th 11:59pm.

Scholars will identify an educator in their field/discipline to interview to explore culturally responsive instructional methods. Then use this data to better understand how CRP can be implemented into their classroom. **Be sure not to include any identifying symbols, names, markers, etc., of your participants. They should anonymous throughout this project. One-page maximum.**

*Revised August 4, 2021*
Participant Template

NAME: Robert J. Johnson  Email: kevin.jones@sfasu.edu  Date: January 23, XXXX

| Participant #1 | Please share why did you chose this participant. |
| Participant #2 | Please share why did you chose this participant. |
| Rationale      | How do you plan to link the data from these two interviews to your project? |

**Chapter Review Set (560 pts):** Due October 3rd and October 31st 11:59pm.

Scholars will identify and synthesize the issues in each of the book chapters and write a reflection that is related to assessment in today’s classroom. All chapter reviews will be uploaded under each chapter review group.

1. Read each chapter of your required texts. *Please note due dates on chapter reviews.*
2. Identify and discuss one point from each chapter that impacted you.
3. Find one additional reference to support your points and discuss how the reference relates to your point.
4. References must have dates between 2016-2021. No credit will be given for earlier dates.
5. The chapter points and reference support along with your personal reflections should link to your perspective of CRP in today’s classroom.
6. There are 7 chapters per set.
7. Each set has a 5-page limit.
8. You have 2 sets of chapter reviews.

**Chapter Review Sets**

<table>
<thead>
<tr>
<th>Set #</th>
<th>Stembridge</th>
<th>Rios &amp; Longoria</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Set 1</td>
<td>1,2,3</td>
<td>Intro, 1,2,3</td>
<td>October 3rd</td>
</tr>
<tr>
<td>Review Set 2</td>
<td>4,5,6</td>
<td>4,5,6,7</td>
<td>October 31st</td>
</tr>
</tbody>
</table>

**Grading Rubric for Chapter Review Sets**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
</table>
| 80     | Discussion of chapter point  
|        | 80 = Detailed discussion of chapter points, with underlined point identified  
|        | 60 = Some chapter points more in details than others. Did not underline or identify points  
|        | 40 = Chapter points too shallow  
|        | 0 = Did not follow directions                                                                                                                   |
| 50     | Discussion of reference as related to chapter point  
|        | 50 = Discussed reference and linked to other chapter points and curriculum and instruction in detail  
|        | 30 = Discussed reference but did not linked to other chapter points and curriculum and instruction in detail  
|        | 25 = Discussed reference without clear detail and did not linked to other chapter points and curriculum and instruction  
<p>|        | 0 = Did not follow direction or used old reference and little details                                                                      |</p>
<table>
<thead>
<tr>
<th>100</th>
<th>Personal reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Shared how the points impact issues in curriculum and instruction. Used specific examples.</td>
</tr>
<tr>
<td>75</td>
<td>Provided an unclear connection to curriculum and instruction with little or no examples</td>
</tr>
<tr>
<td>50</td>
<td>Did not provide a clear connection to curriculum and instruction with little or no examples.</td>
</tr>
<tr>
<td>0</td>
<td>Did not follow directions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>50</th>
<th>References cited correctly in APA style</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>All citations were correct</td>
</tr>
<tr>
<td>40</td>
<td>One or more cited incorrectly</td>
</tr>
<tr>
<td>25</td>
<td>Two or more cited incorrectly</td>
</tr>
</tbody>
</table>

| 280 | Total points for all chapter reviews will be 560 points. |

**Chapter Review Format:** The points for each chapter review should be discussed in single-spaced in 10 - 12 font. An example of a review format is below. **Remember each review set submission has four parts as noted in the grading rubric. All chapter reviews must follow the example included. Reviews that do not follow the format will not be graded. All chapter reviews should be uploaded by 11:59p.m. on the due date.**

**ALL REVIEWS MUST FOLLOW THIS EXAMPLE.**

<table>
<thead>
<tr>
<th>NAME: Robert J. Johnson</th>
<th>Email: <a href="mailto:kevin.jones@sfasu.edu">kevin.jones@sfasu.edu</a></th>
<th>Date: January 23, XXXX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter # and Name - Author</strong></td>
<td><strong>Discussion Points</strong></td>
<td></td>
</tr>
<tr>
<td>Chapter 4 Lomawaima, Educating Native Americans – K. Williams</td>
<td>Oppression of Native Americans. Native Americans have been an oppressed group of people for many years. Some of the ways they have been oppressed have been through relocation of entire tribes, conversion to other religions, primarily Christianity, and segregation from public schools. Another way they have been oppressed is through stereotyping. For example, it is believed that all Native Americans are from the same group of people having the same beliefs, attitudes, language, and cultural background. In fact, according to Lomawaima (2004) each Native American group has its own unique dialect, traditions, beliefs, history, and background. Many Native American groups use their genetic make-up for tribal membership. Some Native American groups use proficient use of their spoken language to gain membership rights. The federal government for example requires that a person produce a certificate for proof of affiliation to a Native American group. This certificate must certify that they have at least one forth “blood quantum” to qualify for federal scholarship money (Lomawaima, 2004).</td>
<td></td>
</tr>
</tbody>
</table>

| Chapter 6 A different mirror - Takaki | Education of Native Americans. Takaki makes another interesting point about the historical background on the education of Native Americans. Native Americans have consistently led all groups of people in school dropout rates. In a 1980 study covering virtually 60,000 students concluded that the dropout rate for Native Americans was nearly 30%, while other groups reported dropout rates of 18%, 14%, 11%, and 3% |

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respectively. However, data from studies like the one in 1980 are not very accurate due to very unclear identification rules for a person who is affiliated with Native American groups.

**Chapter 7 We can’t teach, what we don’t know - Howard**

**Equality Issue**, Howard states “At its conception, our nation was dedicated to the proposition of equality” (p.16). Equality yes, but for whom? Our Constitution was drawn up by elite White men, many of them slaveholders who were interested in protecting the interests of the plantations. This too gets conveniently left out of the spotlight.

**Reference Support:** Martinez, 1995

In one school in Tucson, Arizona the dropout rate for Native Americans is on the decline due in large part of a “bicultural curriculum.” Students are not only learning the English language, but they are also learning how to speak their native language. Unlike the former BIA schools of the past, the schools in Tucson focus on cultural heritage, traditions, and native languages (Martinez, 1999). The Ha:San school integrates traditional language into one of their botany classes through a tribal elder advisor. According to Martinez if the student’s cultural background is never mentioned during instruction, they will make the association that their culture is not very significant.

**Reflections**

In one school in Tucson, Arizona the dropout rate for Native Americans is on the decline due in large part of a “bicultural curriculum.” Students are not only learning the English language, but they are also learning how to speak their native language. Unlike the former BIA schools of the past, the schools in Tucson focus on cultural heritage, traditions, and native languages (Martinez, 1999). The Ha:San school integrates traditional language into one of their botany classes through a tribal elder advisor. According to Martinez if the student’s cultural background is never mentioned during instruction, they will make the association that their culture is not very significant.

**References – Cited in correct APA style**


**TEDTALK PROJECT PART #2**

**Interviews and with artifacts (300 pts):** October 3rd 11:59pm.

Scholars will interview (via zoom) two participants who are in their field/discipline (or potential if not teaching) and explore their implementation of culturally responsive instructional methods. The scholars will use a specific protocol to examine each participants’ use of CRPs. In addition, students will gather artifacts from each participant to provide additional evidence of the application of culturally responsive instructional methods. While most of our educators can be extremely long-winded, please try to keep each interview under 5 minutes. (You will not be penalized if you go over 5 minutes).
Grading Rubric for Interviews

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Videos</td>
</tr>
<tr>
<td></td>
<td>50 = submitted two videos</td>
</tr>
<tr>
<td></td>
<td>25 = submitted only one video</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow directions</td>
</tr>
<tr>
<td>100</td>
<td>Artifacts</td>
</tr>
<tr>
<td></td>
<td>100 = Submitted two artifacts</td>
</tr>
<tr>
<td></td>
<td>50 = submitted one artifact</td>
</tr>
<tr>
<td></td>
<td>0 = missing</td>
</tr>
<tr>
<td>100</td>
<td>Protocol</td>
</tr>
<tr>
<td></td>
<td>100 = Followed the protocol</td>
</tr>
<tr>
<td></td>
<td>50 = followed most of the protocol</td>
</tr>
<tr>
<td></td>
<td>0= Did not follow directions</td>
</tr>
<tr>
<td>50</td>
<td>Part 4 Anonymity</td>
</tr>
<tr>
<td></td>
<td>50 = did not use any identifying names or school district information</td>
</tr>
<tr>
<td></td>
<td>25 = participant(s) was in some way identifiable</td>
</tr>
<tr>
<td></td>
<td>0 = Two or more identifying items were present in the submissions</td>
</tr>
</tbody>
</table>

Total Points 300

Quiz (100 pts.): Due October 17th and November 14th 11:59 pm.

Students will complete 2 quizzes focused on core readings, lectures, PowerPoints and discussions over 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. (SLO 1-2)

TEDTALK VIDEO (PART #3)

Final project (500 pts.): Due December 4th by 11:59p.m.

Scholars will create an instructional (TEDTalk) video (5 minutes maximum) demonstrating culturally responsive instructional methods in their discipline. Scholars will use the data from their interviews, course literature and personal experiences to explore the application of culturally responsive instructional methods in today’s (in the midst of COVID-19) classroom. (SLO 1-2).

Grading Rubric for TEDTalk Video

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Part 1 – Course Readings</td>
</tr>
<tr>
<td></td>
<td>100 = Detailed explanation of course readings</td>
</tr>
<tr>
<td></td>
<td>80 = Some explanation but did not identify specific course readings (author)</td>
</tr>
<tr>
<td></td>
<td>50= Course readings were too shallow</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow directions</td>
</tr>
<tr>
<td>150</td>
<td>Part 2 – Link to Discipline</td>
</tr>
<tr>
<td></td>
<td>150 = Explained connection in detail and provided examples/models</td>
</tr>
<tr>
<td></td>
<td>100 = Identified connection but were unclear and did not relevant models</td>
</tr>
<tr>
<td></td>
<td>100 = Provided little details</td>
</tr>
</tbody>
</table>

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Part 3 – Data Analysis (Interview)
150 = Shared how the interview and lesson plan analysis informed your approach to teaching the concept. Used specific examples.
100 = Shared information but was vague and unclear. Did not provide examples.
0= Did not follow directions

Part 4 – Video Quality
100 = creativity was throughout the video
50 = only used video (camera was on student speaking without any effects) with student speaking
25 = only used PowerPoint with voiceover
0= did not follow instructions

Online Discussion (60 pts): Due November 20th 11:59 pm.

Scholars will post their TEDTalk video on the discussion board to share with classmates. Scholars will respond to at least three classmates in online discussion regarding their videos providing accolades and constructive feedback. This will support your ability to make meaningful contributions throughout the semester, especially as it relates to our foundational understanding of culturally responsive pedagogy. (SLO 1-2)

Final Reflection (100 pts): Due December 10th 11:59 p.m.

Scholars will demonstrate evidence of analyzing, evaluating, and contemplating the impact of curriculum and instruction on all students. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, content, and diverse student needs. The reflection will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this reflective process. This reflection will provide an impetus leading to reframing the situation and engaging in the appropriate development of curriculum and instruction development. The reflection has a 2-page written response limit.

Grading Rubric for Final Reflection

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Part 1 – Conceptualization of culturally responsive pedagogy</td>
</tr>
<tr>
<td></td>
<td>35 = Detailed conceptualization and link to course readings and data analysis</td>
</tr>
<tr>
<td></td>
<td>25 = Referenced course readings but conceptualization not clear.</td>
</tr>
<tr>
<td></td>
<td>15= conceptualization too shallow did not incorporate any other components</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow directions</td>
</tr>
<tr>
<td>50</td>
<td>Part 2 – Personal reflections</td>
</tr>
<tr>
<td></td>
<td>50 = Shared how culturally responsive pedagogy benefits all learners especially diverse learners. Shared how you will address implement CRP in your classroom. Used specific examples.</td>
</tr>
<tr>
<td></td>
<td>30 = Addressed issues in education but did not relate them to your classroom and did not use examples.</td>
</tr>
<tr>
<td></td>
<td>30 = Discussed with little or no examples</td>
</tr>
<tr>
<td></td>
<td>0= did not follow directions</td>
</tr>
</tbody>
</table>
Online Discussions

D2L(Brightspace) will be used in the facilitation of this course. Three zoom meetings on Tuesdays will be held over the course of the semester (September 14th; October 19th; and November 16th). 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.

QUALITY OF ASSIGNMENTS:

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates 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 or Calibri font, double-spaced. Please proof read 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):

Letter grades for the course will be determined as follows: 1970 - 2120 pts = A, 1819 - 1969 pts = B, 1668 -1818 pts = C, 1517 – 1667 pts = D, below 1516 pts = F.

V. TENTATIVE COURSE OUTLINE/CALENDAR:

LiveStream Meetings via zoom. We will have three 1-hour sessions on the following dates and times. Please mark your calendar. D2L(Brightspace) will be used in the facilitation of this course. Three zoom meetings on Tuesdays will be held over the course of the semester (September 14th; October 19th; and November 16th). 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.
## Course Calendar

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
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| **MODULE ONE** 8-23 to 9-5 | *Tasks for this week include:*  
1. Syllabus Understanding and Organization  
2. Pictorial Autobiography  
3. Watch video “Danger of a Single Story”  
   Post PowerPoint slide and Respond to classmates (Pictorial Autobiography)  
4. Culturally Responsive Pedagogy Diagnostic  
6. Please begin reading the course text.  
**Due Date: September 5th 11:59pm** |
| **MODULE TWO** 9-6 To 9-19 | *Tasks for this week include:*  
1. Watch the Geneva Gay video about Culturally Responsive Teaching  
   2. Class meeting via zoom September 1st (6pm – 7pm)  
3. Identify two participants to interview  
4. Please continue reading your course readings  
**Due Date: September 19th 11:59pm** |
| **MODULE THREE** 9-20 To 10-3 | *Tasks for this week include:*  
1. Chapter Review Set  
2. Interviews with artifacts  
**Due Date: October 3rd 11:59pm** |
| **MODULE FOUR** 10-4 to 10-17 | *Tasks for this week include:*  
1. QUIZ #1  
2. Please start framing the contents of your TEDTalk video.  
**Due Date: October 17th 11:59pm**  
**Midterm grades Due October 14th** |
| **MODULE FIVE** 10-18 To 10-31 | *Tasks for this week include:*  
1. Class meeting via zoom October 19th (6pm - 7pm)  
2. Chapter Review Set  
3. Continue framing the contents of your TEDTalk video.  
**Due Date: October 31st 11:59pm** |
| **MODULE SIX** 11-1 to 11-14 | *Tasks for this week include:*  
1. QUIZ #2  
2. Continue framing the contents of your TEDTalk video.  
**Due Date: November 14th 11:59pm** |
| **MODULE SEVEN** 11-15 to 11-20 | *Tasks for this week include:*  
1. Class meeting via zoom November 16th (6pm – 7pm)  
2. TEDTALK presentation  
3. Online discussion (TEDTalk video) Please respond to at least three classmates.  
**Due Date: November 20th 11:59pm** |
Tasks for this week include:

1. Reflection on final project and course

Due date: December 10th 11:59pm

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:**


Stembridge, A. (2019). Culturally responsive education in the classroom: An equity framework for pedagogy (1st ed.). Routledge. *(This text is in D2L)*

**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.


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 policy 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

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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](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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

*Revised August 4, 2021*
On-campus Resources:

SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

Crisis Resources:  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

Teacher Certification

Code of Ethics for the Texas Educator:  

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

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You enrolled or planning to enroll in an educator preparation program or
You are planning to take a certification exam for initial educator certification, and
You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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.

3. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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

IX. Relevant Course Information:

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
   d. Educational and social/emotional ideologies
   f. Anti-deficit thinking

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h. Technology access and use
i. 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.

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.