Culturally Responsive Pedagogy in Diverse Classrooms
Fall 2023

Instructor: Dr. Amber E. Wagnon
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Other Contact Information:
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Course Time & Location:
Office Hours: T: 8:45-10:45; 1:00-2:00
TH: 8:45-10:45 and online by appointment

Credits: 3

Prerequisites: Admission into Educator Preparation Program

I. Course Description:

This course will guide pre-service teacher candidates through the design and development of curriculum, instruction, and culturally responsive pedagogy with an emphasis on multiliteracies and pedagogical content knowledge. Major course topics include culturally responsive instructional strategies and theory about multiple literacies; incorporating the ELPS into curriculum and instruction to support language acquisition; accommodations and modifications for students with IEP’s and 504 plans, technology integration according to ISTE standards, as well as students who are classified in other historically marginalized populations. Pre-Requisites: HDFS 2303, SEED 3370, and Admission into Educator Preparation Program

Course Modality: Face to Face, Restricted Online Section for SPED completers only

Course Hour Justification

SEED 3372 Culturally Responsive Pedagogy in Diverse Classrooms (3 credits) meets twice each week in 75-minute segments for 15 weeks and requires one teaching presentation. Outside of class work includes 10 fieldwork hours in classrooms, reading assignments, reading quizzes, planning for a teaching presentation in which there is application of culturally responsive pedagogy, pedagogical content knowledge, multiliteracies and English language learner teaching strategies in all content areas. Outside activities average a minimum of six hours each week for 15 weeks.

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

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
State Standard Alignment

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Commissioner Teacher Standards</th>
<th>ELPS</th>
<th>PPR</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED</td>
<td>Culturally Responsive Pedagogy</td>
<td>Std 1 A ii-iii, B i-iii, C i-iii, D i-iii, E i-iii, F i-iii, Std 2 A i-iii, B i-iii, C i-iii, Std 3 A i-iii, B i-iii, C i-iii; Std. 4 A i-iii, B i-ii, C i-iii, D i-iv; Std 5 A i-ii, B i-iii, C i-ii, D i-ii; Std 6 A i-iii, B i-ii, C i-ii, D i-iii,</td>
<td>b 1-4, c 1 a-h, c 2 a-i, 3 a-j, 4 a-k, 5 a-g, d 1-6,</td>
<td>1.3k-1.31 k; 1.1s-1.29s; 2.1k, 2.5k, 2.7k, 2.8k, 2.11k, 2.12k, 2.1s, 2.3s, 2.4s-2.21s, 3.1k-3.16k; 3.1s-3.20s. 4.3k-4.18k, 4.1s-4.19s,</td>
<td>2.1a-2.1c, 2.2a-c, 2.3 a-d, 2.4 a-d, 2.5a-c, 2.6 a-d, 2.7 a-c</td>
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Program Learning Outcomes:

1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes:

1. The student will be able to design and implement culturally responsive curriculum, instruction, and assessment in their content area using pedagogical content knowledge, content area literacy strategies, appropriate technology according to ISTE standards, TEKS and ELPS.
2. The student will be able to design research based curriculum and instruction that will meet the needs of and promote literacy, including digital literacy in diverse students from historically marginalized populations such as students who qualify for IEP and 504 plans, English Language Learners, immigrant and migrant populations, homeless students, students experiencing generational trauma, students with mental health conditions, students from ethnic and religious minorities, students are classified low SES, students from rural areas, students with incarcerated parents, and students whose parents are in the armed forces). This SLO meets the TEC 21.0443 code for EPP approval and renewal.
3. The student will be able to utilize cultural responsive pedagogy, digital literacy, and a variety of reading, writing, and verbal communication strategies within the design of the curriculum, instruction and assessment methods to meet the diverse literacy and academic language needs in the current secondary and all level classrooms.

Note: The concepts and skills acquired in SEED 3372 build upon concepts of learning theory found in SEED 3370, as well as information about curriculum design found in SEED 3371, and will be applied to lesson design and instructional strategies as part of the internship in SEED 4360, SEED 4350 and Clinical Teaching and EdTPA submission in SEED 4343.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Content Quizzes (50 points)** Students will complete four quizzes which review important course material.

2. **Homework (300 points)** Students will complete additional assignments in each course module. These assignments include reflections, strategy explanations, creating teaching materials, etc.

3. **Lesson Plans (400 points)** Over the course of the semester students will develop four lesson plans in which they employ the content area literacy strategies learned in the module.

4. **Field Experience (50 points)** Each candidate is expected to complete 10 hours of field experience during SEED 3372 observing and/or working with EB learners.

5. **Final Lesson Plan Segment and Reflection: (100 Points)** Utilizing the feedback from throughout the course, students will revise their lesson plans and create a final reflection.

6. **Teaching Demonstration (100 points)**: Students will teach a lesson plan segment of their choice and submit a recording.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Pts.</th>
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<tbody>
<tr>
<td>Quizzes (4)</td>
<td>50 pts.</td>
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<tr>
<td>Homework (6)</td>
<td>300 pts.</td>
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<tr>
<td>Field experience Hours and Reflection</td>
<td>50 pts.</td>
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<tr>
<td>Lesson plans that include TEKS, ELPS, ISTE (4)</td>
<td>400 pts</td>
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<tr>
<td>Teaching Demonstration</td>
<td>100 pts</td>
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<tr>
<td>Final Lesson Plan Segment</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 pts.</strong></td>
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Quality of Assignments

Any assignment that I return to you for revisions must be revised and resubmitted for credit. This is a mastery learning course and many of the assignments require revision and editing.

-All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting.
-All written assignments must be in 12-point Times New Roman, double-spaced, with 1” margins and in APA style. All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.

There will be a 20% deduction for each day the assignment is submitted late. NO assignments will be accepted after three days, when the DropBox has closed.

Changes: The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

IV. Evaluation and Assessments (Grading):

To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through D2L with total points. 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

**Note- Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.
V. Tentative Course Outline/Calendar:

*Weekly Schedule Fall 2023 3372 Online*

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>8/28</td>
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<tr>
<td>Course Introduction</td>
</tr>
<tr>
<td>Submit your introduction by 8/31 11:59 PM</td>
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<tr>
<td>Respond to at least two classmates by 9/4 11:59 PM</td>
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<tr>
<td>Complete syllabi quiz by 9/4 11:59 PM</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>9/4</td>
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<tr>
<td>What is DL?</td>
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<tr>
<td>Submit your DL in my Content Area assignment by 9/11 11:59 PM</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>9/11</td>
</tr>
<tr>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>Submit your IAT Reflection by 9/18 11:59 PM</td>
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<tr>
<td>Submit your CRT Activity by 9/18 11:59 PM</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>9/18</td>
</tr>
<tr>
<td>EL Introduction</td>
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<tr>
<td>Submit your EL reflection by 9/25 11:59 PM</td>
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<tr>
<td>Complete your EL quiz by 9/25 11:59 PM</td>
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<tr>
<td><strong>Week 5</strong></td>
</tr>
<tr>
<td>9/25</td>
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<tr>
<td>Learning Segment Introduction/Schema</td>
</tr>
<tr>
<td>Complete your schema quiz by 10/2 11:59 PM</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>10/2</td>
</tr>
<tr>
<td>Pre-Reading</td>
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<tr>
<td>Complete your pre-reading lesson plan by 10/9 11:59 PM</td>
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<tr>
<td>Week</td>
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<tr>
<td>Week 7</td>
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<td>Week 12</td>
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<td>Week 13</td>
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<td>Week 14</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):


2. Provided in class or on D2L

3. TEKS and ELPS standards available online


   ELPS- [https://www.txel.org/media/agyherfz/chapter74updated.pdf](https://www.txel.org/media/agyherfz/chapter74updated.pdf)

5. Access to a tablet - IPad, Surface, Samsung, Nextbooks, etc. We will explore the ways to use apps and technology features in the classroom. There will be a classroom set of Ipads, although it would be beneficial to have one at home for looking up Apps and practicing lessons

Additional Research Based Readings Supporting the Content of this Course


VII. Course Evaluations:
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

1. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.
2. 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.

Academic Integrity (4.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 promptly may delay your accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

IX: Resources

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-74
X: Additional Information Specific to Educator Preparation

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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:

- 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
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.

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. 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 SFA.

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