LONG BEACH STATE UNIVERSITY
College of Education

Vision:	
Equity & Excellence in Education	
Mission:	
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.	

Course Number and Title: EDSE 435 (Intercultural Education in U.S. Secondary Schools)

Semester and Year: Fall 2021

Department: Teacher Education   Program: Single Subject Credential

Course Information

Professor: Dr. W. Nolasco	**Email**: wendolyn.nolasco@csulb.edu
Synchronous Classes: Wednesdays at 4:00-7:45 p.m.	**Zoom Link:** See BeachBoard "Content" in "Zoom Link for Class Sessions"
Virtual Office Hours: Wednesdays at 7:50-8:15 *By Appointment *Talk to me for alternative days and times.	**Zoom Link:** Dr. Nolasco needs a minimum of 12 hours notice for an appointment.

From Enrollment Services:
Per the University's Final Course Grades, Grading Procedures and Final Assessments policy (PS 12-03):
- Faculty members may drop students who fail to attend class during the first week of the semester.
- An instructor may withdraw a student who has never attended a class, if done before the end of the second week of classes.
- An instructor may also withdraw a student during the first two weeks of classes who has enrolled in a course requiring 'permission of the instructor,' completion of prerequisites, or concurrent enrollment in co-requisites if the student has not properly secured this permission, satisfactorily completed the prerequisites before enrolling, or enrolled in the required co-requisites.

Catalog Course Description

Prerequisites: EDSS 300 (A, C, D, G, H, M, N, P, or S) or admission in the Single Subject Credential Program (SSCP), or permission of the University Coordinator of the SSCP. Students must earn an A or B in EDSE 435 in order to advance to student teaching in the SSCP. EDSE 435 is a 3-unit program required course with traditional grading only. The course provides students with foundational knowledge of education (historical, philosophical, sociological, and political) grounded in contemporary society and schools.

Key concepts: socialization, culture, cultural contact, race, class, ethnicity, exceptionality, and other aspects of identity and their impact on schooling. Approved CLAD Certificate course (Domain 3). A fifteen (15) hour clinical practice (fieldwork) component in a demographically diverse secondary school is required.

Course Student Learning Outcomes
Through assigned readings, class meetings, course assignments, and video lesson experiences, teacher candidates will:

1. Demonstrate knowledge of and critically analyze how the context, structure, and historical phases of public education in California affect and influence state, district, and school governance as well as state and local education finance (TPE 6.7 IPA).
2. Develop a philosophy of education and demonstrate how to conduct with integrity and model ethical conduct for self and others. Demonstrate professional responsibility for all aspects of student learning and classroom management, responsibility for the learning outcomes of all students, and policies about the privacy, health, and safety of students and families (TPEs 1.1 IPA, 1.2 IPA, 1.6 IPA, 2.1 IPA, 2.5 IPA, 2.6 IPA, 6.2 IPA, 6.5 IPA).
3. Apply knowledge of students, including their prior experiences, interest, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning (TPEs 1.1 IPA, 1.2 IPA, 2.1 IPA, 2.5 IPA, 2.6 IPA, 6.2 IPA, 6.5 IPA)
4. Promote student's critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (TPE 1.5 IPA)
5. Provide a supportive learning environment for students' first and/or second language acquisition by using research -based instructional approaches, including focused English Language Development (ELD), specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion. Demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency (such as English only), and students who may have both a need to acquire Standard English proficiency and an identified disability (TPE 1.6 IPA).
6. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment (TPE 3.5 IPA).
7. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans. (TPE 4.5 IPA)
8. Reflect on one's own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (TPE 6.1 IPA).
9. Recognize one's own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring,

support, acceptance, and fairness toward all students and families, as well as toward their colleagues (TPEs 6.2 IPA).

10. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues (TPE 6.3 IPA)

B. A minimum of **15** hours of fieldwork is required.

Required Textbook:

Gollnick, D. & Chinn, P. (2021). *Multicultural education in a pluralistic society* (11th ed.). Boston, MA: Pearson.

Required Supplemental Readings

Banks, J. (2014). Dimensions and school characteristics. *In An introduction to multicultural education* (5th ed.) (Ch. 3, pp. 35-44). Boston, Pearson Publishers.

Banks, J. (2014). Curriculum transformation. *In An introduction to multicultural education* (5th ed.) (Ch. 4, pp. 45-58). Boston, Pearson Publishers.

Gay, G. (2010). Pedagogical potential of cultural responsiveness. In *Culturally responsive teaching: Theory, research and practice* (Ch. 2, pp. 22-46). New York: Teachers College Press.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.ka. The remix. *Harvard Educational Review*, *84*(1), pp. 74-135.

Museus, S. **& Kiang,** P. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. *New Directions for Institutional Research, No. 142,* pp. 5-15: Wiley Periodicals, Inc.

Parkay, W. **& Stanford**, B. H. (2010). Philosophical foundations of U.S. education. *In Becoming a teacher* (Ch. 4, pp. 107-136). Upper Saddle River, NJ: Merrill Pearson.

Parkay, W. (2016). Historical foundations of U.S. education. *In Becoming a teacher* (Ch. 5, pp. 142-179). Upper Saddle River, NJ: Merrill Pearson.

Parkay, W. (2016). Governance and Finance of U.S. Schools. *In Becoming a teacher* (Ch.6; pp. 206-220 only). Upper Saddle River, NJ: Merrill Pearson.

The Southern Poverty Law Center. Best Practices for Serving LGBTQ Students: A Teaching Tolerance Guide (no listed date). Montgomery, AL: Author.

*Other readings will be required are are yet to be determined. They will be made available via Beach Board under the 'content' tab 5 days before the next class meeting.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction (AMI), using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and **Zoom**, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings. During class sessions, have your camera **ON** and MUTE yourself (unless speaking). It is important that you **are visually present zoom class sessions for communication and attendance accountability** purposes.

All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous online class meetings.Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and **Zoom**, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via **Single Sign On** to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources. Link for latest updates related to wifi and technology: https://www.csulb.edu/onebeach/reuniting-the-beach.

Course Communication
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Netiquette
When corresponding, please begin with a greeting, proper salutation, sign with your full name, and indicate the course section. I will do my best to respond within a 48-hour period, Monday-Friday. If you do not receive a response within the timeframe, your message may not have reached me; please resend it. Adhere to the same standards of behavior online that you follow in real life. We should do our best to communicate respectfully even when we may be in disagreement with one another. Dress accordingly when coming to zoom class sessions since this is a professional context.

Class Community
When the pandemic erupted in the U.S. (and around the world), our lives were altered dramatically, and in-person instruction abruptly ended on March 13th, 2020 to make room for a virtual learning mode. Not everyone has the same amount of experience working in the virtual world. Some class members may have more expertise than others (and me), and can be of help in building our *class community*. I hope you will be patient with yourself and kind to one another. There is *reciprocity* in the (lifelong) teaching-learning process. I encourage you to *distribute* expertise within our environment, but also *seek out* expertise from others who may/can advance your own understanding and knowledge (Brown & Campione, 1994) of the word and the world (Freire, 1970).

Course Policies

Syllabus Changes/Adjustments
I reserve the right to make adjustments to the syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if (unanticipated) circumstances arise that necessitate such changes. You will be notified in a timely fashion.

Attendance and Active Engagement
Attendance and active engagement (20% of your final grade) are essential to your success in this class. **Asynchronous** participation (e.g., Discussion Board posts or others) is required. **Synchronous** engagement will be monitored through a variety of methods. For example, attendance in Zoom class sessions, breakout activities, chat box entries, and whole group/small group responses during Zoom main sessions. Limited or non-participation in either synchronous or asynchronous aspects of EDSE 435 will impact your final course grade.
o The first *excused* absence (e.g., emergency, illness, accident) has no point penalty.
o Absences thereafter will have a deduction of **5** points each.
o Late arrivals and/or early departures will lose **2** points each.
o Cumulative absences and/or tardiness **WILL** result in a lowered final course grade (e.g., A to B or lower)
o Absence from class does not excuse non-submission of work or missing class notes and announcements.

Late Work/Make-up Policy
Students are advised to submit all assignments **on time**. Exceptions are made only under strenuous circumstances (e.g., medical or family emergency, illness, unexpected technical issue). *Pre-approved* late or make-up work must be submitted no later than the following class meeting, unless otherwise advised. Please be **proactive** about reaching out to me ASAP if you may be falling behind or anticipate absences or missed work. Do not assume that an assignment submitted past the deadline will automatically be accepted. Failure to observe these expectations may jeopardize your standing in the course and final course grade.

Plagiarism/Academic Integrity Policy
CSULB has zero tolerance for cheating, plagiarism, or any other violation of academic integrity. In EDSE 435, coursework submitted is assumed to be original and source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. Furthermore, if you had submitted an assignment to a course, then use it the same one for EDSE, it is in direct violation of the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Policy on Students with a Disability or Medical Restriction

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu. If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Student Support Services

The Division of Student Affairs curates a full list of student support services on the Programs and Services website. Students are encouraged to reach out for support or to get involved in student programming. Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Evaluation Components and Grading

Course Grading Criteria

This is a post-baccalaureate course; **graduate** level quality work is expected. Aim for clear and concise writing, using a double-spaced, standard font, and 1" margin format. Do **not** submit unedited, non-proofread drafts. To earn full credit for assignments, avoid procrastination. Rushing to finish an assignment at the last minute without the benefit of critical thinking, synthesis and analysis across course readings, collaborative and individual learning, careful proofreading to avoid/minimize preventable errors are some examples.

** ALL ASSIGNMENTS ARE EXPECTED TO BE SUBMITTED ON TIME **

Points earned for graded activities will be posted to BB in the *My Grades* link.

Grading Scale: 90-100= A; 80-89= B;   70-79 = C;   60 - 69 = D;   0 - 59 = F

Course Assignments & Expectations	Teaching Performance Expectations (TPEs) Introduced (I), Practiced (P), Assessed (A)	Points Possible	Submission to DROPBOX (no later than 4:00 pm)
Prompt Attendance, Professional Conduct, Preparedness, & Active Engagement: Synchronous: Zoom breakout sessions, chat box entries, or others Asynchronous: assignments, activities, discussion threads, etc.	Combined course TPEs	15	Semester-long evaluation & observations
Assignment I: **A. Educational Statement** What is the purpose of education? What are your Implicit/explicit biases around that purpose? What cultural competences do you bring to the classroom? What role does cultural diversity play in a secondary classroom? How does building cultural competences build on the integrity, ethical conduct, professionalism of all learners?	TPEs 1.1 IPA, 1.2 IPA, 2.1, IPA, 2.5 IPA, 2.6 IPA, 6.2 IPA, 6.5 IPA	10	Week 4
B. Culturally and Cognitively Responsive Approaches to Curriculum and Instruction. What does it mean to be culturally and cognitively responsive in a secondary setting. How does being culturally and cognitively responsive correlate with equity. What role does language play in equitable and responsive education? How does an educator remain relevant, responsive and equitable?	TPEs 1.3 IPA, 1.5 IPA, 1. 6 IPA, 1.7 IPA, 1.8 IPA, 2.2 IPA, 2.3 IPA, 2.5 IPA, 3.2 IPA, 3.3 IPA, 3.5 IPA, 5.7 IPA	10	Week 9

Assignment II **Signature Assignment** Reflection on integrity, ethical conduct, leading by example, mitigating impact of implicit and explicit biases on teaching and learning, providing supportive, and inclusive learning environment	TPEs 2.2, 2.3 IPA, IPA, 2.6 IPA, 6.2 IPA, 6.4 IPA, 6.5 IPA, 6.6 IPA	20	Week 12
Assignment III **Fieldwork Module** (15 observation hours) You will have the opportunity to watch videos from ATLAS or The Teaching Channel to fulfill these hours. Please complete the form. For Fall 2021, you are not required to upload these hours to S4. There may be an opportunity for you to participate in a Teacher Mentor Observation Opportunity where you will be privy to fully recorded or live lessons.	TPEs 1.1 IPA to 1.8 IPA, 2.1 IPA to 2.6 IPA, 3.1 IPA to 3.3 IPA	20	Week 13
Assignment IV **Cross-Curricular CRP Group Presentation** **(1** submission per group + all materials used in the lesson) <u>and</u> (15 points) **Self-Assessment & Peer Evaluation form** (Each member must complete one for self and one for group grade) (5 points) Standards-based culminating collaborative project on planning, designing, and presenting a cross-curricular project in groups of 4 across 3 subject disciplines	TPE 1.1 IPA 1.3 IPA, 1.4 IPA, 1.5 IPA, 1.6 IPA, 2.2 IPA, 2.5 IPA, 3.2 IPA, 3.5 IPA, 3.7 IP, 4.4 IPA, 4.8 IPA, 5.2 I to 5.7 I, 6.1 IPA	20	Week 15

EDSE 435 FALL 2021 Class Schedule, Readings, Assignment Due Dates

Note: Supplementary Readings (PDF) are on BB in "Content" – all readings are *before* class.

TPEs: Teaching Performance Expectations   Introduced (I), Practiced (P), Assessed (A)

Dates	Topics Focus Questions	Activities, TPEs	Course Readings & Assignments *due 4:00 pm* (unless otherwise advised)
Sessions 1-5: Laying the Foundation for Building Relationships and Purpose for CRP, CSP, and MCE Concepts			
Week 1 8/25	**Synchronous** Topic: **Building Classroom Community, Knowledge, and Shared Expectations** Focus Questions: • *Why is it important to build online relationships and a productive learning environment?* • *What are we learning this semester and why?* • *How will we actively engage in learning together?*	* Explore Focus Questions	*Become more familiar with the syllabus, policies, assignments, due dates & times. * Begin to establish a plan for 15-hour fieldwork observations
Week 2 9/1	**Synchronous** Topic: **Foundations of Multicultural Education (MCE) and Its Sociopolitical Context in Schools & Society** Focus Question: ▪ Why is multicultural education critical to effective teaching, learning, and leadership for the 21st century?	TPEs 6.2 IPA, 6.5 IPA, 6.6 IPA, 6.7 IPA	**Core Readings:** 1. "MCE Dimensions & Characteristics," Ch. 3. Banks (2014) 2. "Curriculum Transformation," Ch. 4 by Banks (2014)

Week 3 9/8	**Synchronous** Topic: **Philosophical Foundations of U.S. Education** Focus Questions: ▪ What knowledge, skills, and dispositions must you develop to best support **all** students? ▪ How do your philosophical beliefs influence your teaching practice and perception of student potential? ▪ Given the context and structure of U.S. public schools, how can you work with colleagues to make a difference?	*Developing/ Enhancing Personal, Cultural, and Professional Teacher Identity* TPEs 1.1 IPA, 1.2 IPA, 2.1 IPA, 2.5 IPA, 2.6 IPA, 6.2 IPA, 6.5 IPA, **6.7 IPA**	**Core Reading:** "Philosophical Foundations of U.S. Education", Ch. 4 by Parkay & Stanford (2010; PDF) *Complete the Philosophical Inventory survey (end Ch. 4) and complete scoring sheet.*
Week 4 9/15	**Synchronous** Topic: **Historical Foundations of U.S. Education & the Need for Multicultural Education** Focus Question: ▪ What is the context and structure of U.S. public schools? ▪ How does the U.S. historical past inform its current education and societal systems? What does it mean for future teachers?	*Developing/ Enhancing Personal, Cultural, and Professional Teacher Identity* TPEs 6.2 IPA, 6.5 IPA, 6.6 IPA, **6.7 IPA**	**Assignment <u>Due</u>:** Assignment 1: A Educational Statement **Core Reading:** "Historical Foundations of U.S. Education", Ch. 5 by Parkay & Stanford (2016; PDF)
Week 5 9/22	**Synchronous** Topic: **Governance & Finance in Schools** Focus Questions: ▪ How can you leverage your emerging knowledge of educational politics and finance to serve students in your care? ▪ What role can you play in school governance to advocate for equity and excellence for marginalized students?	*Developing/ Enhancing Personal, Cultural, and Professional Teacher Identity* TPEs 6.2 IPA, 6.5 IPA, 6.6 IPA, **6.7 IPA**	**Core Reading:** Read & take notes on: "Governance & School Finance of U.S. Schools", Ch. 6 by Parkay (2016, pp. 206-220 only)

Week 6 9/29	**Synchronous** **Topic: Culturally Responsive Pedagogy Foundations (CRP)** **Focus Questions:** ▪ What is *Culturally Responsive Pedagogy*? What are its characteristics? How does teaching with a CRP approach optimize learning for all students? ▪ How do you effectively incorporate CRP into your day-to-day instructional practice?		**Core Reading:** Read "Pedagogical Potential of Cultural Responsiveness", Ch. 2 by Gay (2010; PDF).
Sessions 7-10: Building Knowledge and Capacity to Implement MCE and CRP Concepts			
Week 7 10/6	**Asynchronous** **Topic: Culturally Sustaining Pedagogy (CSP)** **Focus Questions:** ▪ How has CRP evolved into CSP? ▪ In her study, what did the author learn about the culturally *sustaining* nature of the participating teachers' practices? ▪ How do we culturally sustain social and academic learning needs of all students, especially those "labeled" the *model minority?*	TPEs 1.6 IPA, 4.1 IPA, 4.4 IPA,4.7 IPA, 5.2 to 5.7 I, 6.1 IPA	**Core Reading:** Read & take notes on: "Culturally Relevant Pedagogy 2.0: aka the Remix" by Gloria Ladson-Billings (2014; PDF; & "Deconstructing the Model Minority Myth" by Museus & Kiang (2009; PDF)
Week 8 10/13	**Synchronous** Topic: Culturally Responsive Pedagogy: **Language Development Foundations** Focus Question: ▪ What do you need to know about the nature, role (sense of identity), forms (verbal, nonverbal) and diversity of languages spoken in U.S. classrooms to ensure your students' success?	Dr. Nolasco to assign cross-curricular groups (max. 4 people, min. 3 content areas) TPEs 1.6 IPA, 4.1 IPA, 4.4 IPA,4.7 IPA, 5.2 to 5.7 I, 6.1 IPA Early group assignment offers members chances to get to know one another better and collaborate on the final cross-curricular project.	**Core Reading:** Read & take notes on: "Language", Ch. 7 by Gollnick & Chinn (2021) First check-in with Dr. Nolasco about cross-curricular project • Brainstorm a theme • Identify standards for each content and common grade level • Submit "Cross Curricular Group Reflection" on progress made.

Week 9 10/20	**Synchronous** Topic: Culturally Responsive Pedagogy: **English Language Development Process and Challenges for ELLs** Focus Question: ▪ How do you best support your English language learners' second language acquisition and content development with an asset-based mindset?	TPEs 1.6 IPA, 4.1 IPA, 4.4 IPA,4.7 IPA, 5.2 I to 5.7 I, 6.1 IPA	**Assignment Due:** Assignment 1 B. Culturally and Cognitively Responsive Approaches to Curriculum and Instruction. **Core Reading:** TBD
Week 10 10/27	**Asynchronous** **Topic:** Culturally Responsive Pedagogy -- **Mitigating Bias Regarding Race, Ethnicity, Class & Socioeconomic Status** Focus Questions: ▪ How do we ensure that underserved youth and less-privileged students receive equitable access to educational opportunities? ▪ How would you minimize bias in yourself to create a professional, safe, supportive, and inclusive learning environment?	TPEs 6.2 IPA, 6.3 IPA, 6.4 IPA, 6.5 IPA, 6.6 IPA, 6.7 IPA	**Core Reading:** Read & take notes for class discussion on: "Race & Ethnicity", Ch. 2 and "Class and Socioeconomic Status", Ch. 3 by Gollnick & Chinn (2021)
Week 11 11/3	**Synchronous** Topic: Culturally Responsive Pedagogy: **Gender & Sexual Orientation Equality** Focus Question: ▪ How do you establish and maintain a safe, supportive, and inclusive learning environment? ▪ How do you honor gender diversity and advocate for social justice?	TPEs 1.1 IPA, 1.2 IPA, 1.5 IPA, 2.1 IPA, 2.2 IPA, 2.3 IPA, 2.4 IPA, 2.5 IPA, 2.6 IPA, 3.2 IPA, 3.4 IPA, 6.2 IPA, 6.3 IPA, 6.4 IPA, 6.5 IPA, 6.6 IPA, 6.7 IPA	**Core Reading:** Read & take notes on: Ch. 4 "Gender" & Ch. 5 "Sexual Orientation" by Gollnick & Chinn (2021)

Sessions 12-16: Implications for Teaching, Learning, and Leadership in a Diverse Society

Week 12 11/10	**Synchronous** Topic: Culturally Responsive Pedagogy: **Exceptionality** Focus Questions: - What makes our students diverse and how can we use this knowledge to create a safe, supportive, and inclusive learning environment? - As a future educator, how would you model integrity, ethical conduct, and professionalism in a classroom and other school settings?	<mark>**Second** check-in with Dr. Nolasco about cross-curricular project</mark> - How is the group coming along? - Have you identified standards for content areas? - Has the group met? Did everyone show up? - Are there any concerns re: progress? - What activities do you have in mind? - How do these activities address CRP, CSP, and/or MCE concepts? **How else can I support your group?** TPEs 1.6 IPA, 4.1 IPA, 4.4 IPA,4.7 IPA, 5.2 to 5.7 I, 6.1 IPA	**Assignment** <u>**Due:**</u> **Assignment II-Signature Assignment** ****Failure to Submit Signature Assignment means receiving an Incomplete for the course.*** **Core Reading:** Read & take notes on Ch. 6 "Exceptionality" in Gollnick & Chinn (2021**)**

| Week 13 11/17 | Topic: Culturally Responsive Pedagogy: **Fostering Caring, Nurturing Learning Spaces in Support of Our Youth Culture**

Focus Question:
• What understanding regarding America's youth in today's classrooms is most critical and how will you apply this knowledge in your learning environment?

TPEs 1.6 IPA, 4.1 IPA, 4.4 IPA, 4.7 IPA, 5.2 to 5.7 I, 6.1 IPA | ==**Third** check-in with Dr. Nolasco about cross-curricular project==
• Is the group continuing to make steady progress?
• Have there been any adjustments or changes to previous work?
• Have all components of the assignment addressed?
• Is the rationale clearly stated for how CRP, CSP, and/or MCE concepts are addressed?
• **How else can I support your group?** | **Assignment <u>Due:</u>**
Assignment III-15-hour Module

Core Reading:
Read & take notes on:
Ch. 10, "Youth Culture" in Gollnick & Chinn (2021) |
| Week 14 11/24 | Thanksgiving Break-No Class | | |

Week 15 12/1	**Synchronous-Workshop** Topic: **Putting the Final Touches to the Cross-Curricular Project** TPE 1.1 IPA 1.3 IPA, 1.4 IPA, 1.5 IPA, 1.6 IPA, 2.2 IPA, 2.5 IPA, 3.2 IPA, 3.5 IPA, 3.7 IP, 4.4 IPA, 4.8 IPA, 5.2 I to 5.7 I, 6.1 IPA	<mark>**Final** check-in with Dr. Nolasco about cross-curricular project</mark> • One lead person briefs project **overview** at its final draft stage • Have all members participated **equitably throughout?** • Have all members **proofread** he ppt slides **across** all content areas? • How are content areas **aligned** to the same theme/ topic? • How do content areas **Build on** one another and are interrelated?	*Please sign up for a time slot for your group to meet with me via Zoom to discuss any questions/ concerns you may have. • Are **all** project **components** listed in the assignment guidelines **fully addressed**? • Does the presentation have a logical **flow**? • Are proper **citations** used when linking ideas to course concept(s)? • Is the **bibliography** accurate and complete? • What work remains at this point? • **How else can I support your group?**
Week 16 12/8	**Asynchronous-Group Work Time** Topic: **Cross-Curricular Group work time.** **Focus Question:** ▪ How would you **apply** MCE and CRP concepts to your instructional practice to make your subject matter more accessible and relevant to students?	*Making Multicultural Education Accessible in Our Content Areas & Preparing to be a Culturally Responsive Practitioner* TPE 1.1 IPA 1.3 IPA, 1.4 IPA, 1.5 IPA, 1.6 IPA, 2.2 IPA, 2.5 IPA, 3.2 IPA, 3.5 IPA, 3.7 IP, 4.4 IPA, 4.8 IPA, 5.2 I to 5.7 I, 6.1 IPA	***Please use this time to record your presentation of the lesson, materials, etc. in a watchable format that you will be submitting via BB on Finals week.**

| Week 17 (Finals week)

Mon. 12/13

Tues. 12/14 | Topic: **Cross-Curricular Group Presentation, Lesson, and Material Submission : Applying MCE and CRP Concepts**

Focus Question:
▪ How would you **apply** MCE and CRP concepts to your instructional practice to make your subject matter more accessible and relevant to students? | *Making Multicultural Education Accessible in Our Content Areas & Preparing to be a Culturally Responsive Practitioner*

TPE 1.1 IPA 1.3 IPA, 1.4 IPA, 1.5 IPA, 1.6 IPA, 2.2 IPA, 2.5 IPA, 3.2 IPA, 3.5 IPA, 3.7 IP, 4.4 IPA, 4.8 IPA, 5.2 I to 5.7 I, 6.1 IPA | **Assignment** <u>**Due:**</u>

Assignment IV
Cross-Curricular CRP Group Presentation
(1 submission per group + all materials used in the lesson) <u>and</u> (15 points)
Self-Assessment & Peer Evaluation form
(Each member must complete one for self and one for group grade) (5 points)

Standards-based culminating collaborative project on planning, designing, and presenting a cross-curricular project in groups of 4 across 3 subject disciplines

Cross-Curricular Project
(One submission per group with all materials used for the presentation; please ensure ALL member names are on the document). Any person who contributed to the lesson, but did not present will receive a 5 point deduction from the overall grade).

 and
Self-Assessment & Peer Evaluation |