FITCHBURG STATE UNIVERSITY

EDUC XXXX Culturally Responsive Instruction

3 Graduate Credits

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

A. Course Description

The course provides teacher candidates opportunities to develop an understanding and appreciation of multicultural perspectives and opportunities to develop skills to effectively work cross-culturally with peers, coworkers, students, and parents/guardians. The course develops teacher candidates' skills in critical thinking, active reading, effective communication, and the identification and refinement of cultural proficiency. Candidates become engaged thinkers, learners, and contributing members of the classroom while developing culturally responsive teaching skills to effectively meet the needs of all learners in diverse environments.

B. Text:

Hammond, Z. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin, A SAGE company.

Additional Readings and Resources:

Castagno, A. (2017). *Educated in whiteness: Good intentions and diversity in schools (2nd Ed.).* Colorado
     Springs, CO. Parker Hayden Media.

Delpit, L. (2006). *Other people's children: Culture and conflict in the classroom.* New York, NY: New Press.

Irujo, S. (1998). *Teaching bilingual children: Beliefs and behaviors*. Boston, MA. Heinle & Heinle

  Publishers.

Lajimodiere, D. (2019). Stringing Rosaries: The history, the unforgivable, and the healing of northern

  plains American Indian boarding school survivors. North Dakota University Press.

Lareau, A. (2003). Unequal Childhoods: Class, race and family life. Berkeley, CA: University of California

  Press.

Patel, L. (2013). Youth held at the border: immigration, education, and the politics of inclusion. New York,

  NY: Teacher's College Press.

Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools.*

  New York, NY. Teachers College Press.

Valdes, G. (2001). L*earning and not learning English: Latino students in American schools.* New York, NY:

  Teachers College Press.

Videos

A Class Divided http:/www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

The Color of Fear http://www.stirfryseminars.com\

Not in Our Town https://www.niot.org/history

Skin Deep http://www.irisfilms.org/films/skin-deep

True Colors http://www.understandingprejudice.org/teach/activity/rdiscrim.htm

Acting White (Part 2) (5:52 mins)

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=foundations2008ABC&clipID=Acting_White_2.flv

Listening to Latinas: Lucy Flores (3:18 mins) https://www.youtube.com/watch?v=s171IgapxMc

Selection of Teaching and Information Resources

Center for Migration Studies

National Association for Multicultural Education

Race Forward: The Center for Racial Justice Innovation

Rethinking Schools

Southern Poverty Law Center

Teaching for Change

Teaching Tolerance

Voices of a People's History of the United States

Guides:

Massachusetts Department of Elementary and Secondary Education: Educator Effectiveness

Guidebook for Inclusive Practice. No Author. http://www.doe.mass.edu/edeval/guidebook/

Massachusetts Department of Elementary and Secondary Education: Guidelines on Implementing Social

and Emotional Learning (SEL) Curricula. No Author.

http://www.doe.mass.edu/bullying/SELguide.pdf

Massachusetts Department of Elementary and Secondary Education: Positive Behavioral Interventions

and Supports. No Author. http://www.doe.mass.edu/edeval/guidebook/pbis.pdf

Massachusetts Department of Elementary and Secondary Education: Social Emotional Learning.No

Author. Retrieved Jan. 12, 2019 from: http://w ww.doe.mass.edu/edeval/guidebook/sel.pdf

National Educational Association. (n.d.). C.A.R.E.: Strategies for Closing the Achievement

Gaps [Brochure]. Author. http://www.nea.org/assets/docs/CAREguide2011.pdf

National Educational Association. (n.d.). Diversity Toolkit: Cultural Competence for Educators. No Author.

http://www.nea.org/tools/30402.htm .

Fitchburg State University Teacher Preparation Programs. (2012).

Conceptual framework. Fitchburg, MA: Author. [Online] Available:

http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/

Fitchburg State University Teacher Education Conceptual Framework
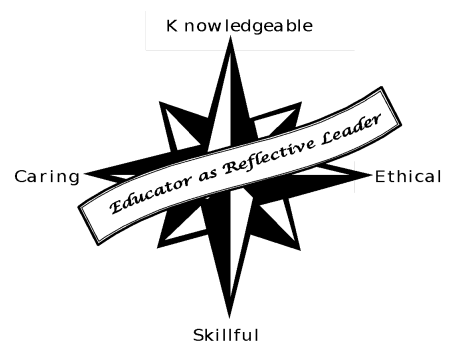
C. LEARNING OUTCOMES / OBJECTIVES:

This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary and Secondary Education ESL Endorsement in the following ways:

Knowledge: As a result of the learning experiences in the course, you will gain knowledge around the following:
- SMK ESL D. Socio-cultural and socio-emotional considerations in teaching ESL.
  - Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
  - The nature and role of culture and its intersection with teaching and learning.
  - Cultural, racial, ethnic, and linguistic identity.
  - Intercultural communication in the classroom.
  - The role of the community, families, and schools in English language learner education.
- SMK ESL F: Federal and state laws pertaining to the education of English language learners.
- SMK ESL G. Theoretical, political, and historical foundations of education for English language learners.

Skill: As a result of the learning experiences in the course, you will become better able to advocate for your English learners and help educate your colleagues and community members on the following:
- SMK ESL D. Socio-cultural and socio-emotional considerations in teaching ESL.
  - Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
  - The nature and role of culture and its intersection with teaching and learning.
  - Cultural, racial, ethnic, and linguistic identity.
  - Intercultural communication in the classroom.
  - The role of the community, families, and schools in English language learner education.
- SMK ESL F: Federal and state laws pertaining to the education of English language learners.
- SMK ESL G. Theoretical, political, and historical foundations of education for English language learners.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- collaborate and communicate thoughtfully and sensitively with (students, parents, guardians, colleagues, administrators, etc.)
- work collaboratively with others to design and implement developmentally appropriate learning experiences
- demonstrate a sensitivity to students' and families' cultural and language backgrounds in communicating with them about issues in the school.
- advocate for your students and their families within your school and the larger community

Ethical: As a result of the learning experiences in the course, you will become:

- more competent in your ability to appreciate the need for professional standards in interacting with others in educational settings and for English language and their families.
- aware of the importance of confidentiality in your work with students, families and other team members.

D. INSTRUCTIONAL STRATEGIES:

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning	X	Pre-Practicum
__	Laboratory	_	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing or Listening
X	Reflective Response	_	Field Trip
X	Creating Visual Illustrations of Concepts		

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool; and
- a communication tool

E. COURSE REQUIREMENTS:

It is recommended that students review the syllabus, course format, field experience requirements, and assignments **prior to** the beginning of the course to ensure they feel comfortable with the technology and to verify that they can access all the online materials needed to successfully complete the work required in this course.

Participation: Students are expected to engage in the activities and assignments for each module and to communicate with the instructor regarding any issues throughout the course. Participation in module discussions and reflections is expected. All students are responsible for meeting required deadlines on projects and assignments.

Readings: All readings are due before you start the activities for the given module. The readings along with the assignments are designed to prepare you to engage meaningfully in the discussions for that module.

10 hours of pre-practicum, includes:

Classroom, lunch room, playground observations. Visit to a local community center (could be a community organization, church, or other group that the ESL families in your school access or frequent).

1. Class Attendance and Participation in Class Activities

Participation via readings, videos, discussions, and in-class attendance is required and expected for this class. It is expected that you will read assignments and watch related videos and come to class prepared to discuss each for the assigned date.

2. Journal Reflections/Discussions via Blackboard: (20 pts)

You will respond on Blackboard to reflective journal questions or posted discussion questions which are based on your observations in classrooms, along with the readings we do for class. Your grade will be based on the level of details and thought you put into your responses as well as evidence that you are using your reflection to think about and plan for changes in your future practice.

Discussion expectations: Initial posts on discussion questions should be completed by Friday. This allows you to receive comments and feedback and will give you time to return to the posts to comment on those made by your peers. You need to minimally respond to the posts of at least 3 peers.

3. Film Search and Report: (20 pts)

Building background knowledge or exposing students to something new can sometimes be as easy as showing a video. In this case, you will search for and watch a documentary or other movie that showcases a culture different than your own, or one that explores the issues that arise when different cultures meet or when one culture meets a more dominant culture. You will write a brief description of the movie, analyze key messages within the movie, and make connections to current events in our world and in our schools. You will also briefly discuss how this movie might be shared with others to help them more sensitive to different cultures and which audiences might be targeted for such exposure. A rubric will be posted on blackboard for this assignment.

4. Reflection on Observations (2) (15 pts ea.)

You will write two reflections on your observations. The first, will describe the systems, rules and actions in place at your school site (across a variety of areas such as the lunch room, study hall/recess, hallways, parking lots, specials (PE, art, music, etc.) and the office) and how they impact ELs (and other students). You will note how English learners are treated, how they interact with others, how others talk about them or to them, their access to extracurriculars and optional or extra classes, the language used by the students in various settings, etc. The second will describe your observations at a community center frequented by one or more of your ELs' families (a church, community organization like the YMCA, Big Brothers/Big Sisters, or a neighborhood center). You will look for the same things as in your first observation. Your reflections should not only provide a description of your observations, but should also include an analysis of the systematic influences you see, as well as any notations of bias, racism, a focus on student strengths or weaknesses, etc. Finally, you will include a reflection on your own behavior and thoughts as you partook in the observations.
Rubrics for these assignments will be provided via blackboard.

5. Book Review and Presentation (30 pts)

As an ESL professional, you will frequently be called upon to help your colleagues learn more about your students. In this case, you will read one of the books listed in the additional readings section at the top of this syllabus. After reading the book, you will prepare a presentation (10-15 minutes) on the following:

- A brief summary of the main points or concepts of the book
- The important take-aways
- Direct applications to your school site/students/faculty/families
- Things that made you think about your own approaches, assumptions, attitude, and actions (the 4 A's)

At the option of the instructor, this may be made into a partner or small group project.

A rubric will be provided via blackboard for this assignment.

F. FIELD-BASED REQUIREMENTS:

It is expected that you will spend at least 10 hours in your in-school and community-based observations.

G. EVALUATION OR GRADING POLICY:

Journal Reflections/Discussions/Participation	20%
Film Search and Review	20%
Observation Reflections	30%
Book Review and Presentation	30%
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Total	100%

Rubrics to assess each assignment will be provided on Blackboard.

All assignments are due on the dates listed.   All assignments will be scored on a point system.   Scores on assignments will be converted to point systems using the formula listed below:

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Late Assignments: An assignment is considered late if it is passed in after the date and time it is due (as listed on this syllabus). A Late assignment will receive a 5% reduction in the overall grade for each day it is late.

H. COURSE CONTENT/TOPICAL OUTLINE:

Module	Topics	Activities and Readings
Week 1:	Introductions Overview and Expectations Mindset	**READ before class:** Hammond pp 1-20. **Watch:** Dweck, C. (2014). *Developing a Growth Mindset* https://www.youtube.com/watch?v=hiiEeMN7vbQ Crum, A. (2014). *Change your mindset, change the game.* https://www.youtube.com/watch?v=0tqq66zwa7g CBS 60 Minutes (2009). *The Harlem Children's Zone* https://www.youtube.com/watch?v=Di0-xN6xc_w

		Discussion: How does the mindset of Geoffrey Canada affect his work with poor children? Why do you think this mindset is not more prevalent in our society? **Journal:** What is mindset? How does the idea of mindset relate to teaching students from homes in poverty, or who are English learners or speakers of English dialects? Describe your own mindset related to teaching English learners. Describe the mindset you have observed in others in your school.
Week 2:	Challenging our assumptions and getting to know ourselves and our systems Culture and our brains	**Read:** Hammond Chs. 2 & 3 **Watch:** Channel 4 News. (2018) *Inside 'cruel" US migrant detention camps for kids* https://www.youtube.com/watch?v=9a2dI_JONrw Flores, L. (2009). Listening to Latinas: https://www.youtube.com/watch?v=s171IgapxMc New York Times (2015). *Between Borders: American Migrant Crisis-Times Documentaries.* https://www.youtube.com/watch?v=rxF0t-SMEXA **Discuss:** What parts of the videos we watched for this module were surprising to you? How do you think English learners, immigrants in particular are viewed in your school and community? How do the laws you've learned about in other classes relate to the situation in public schools today? **Journal:**

		Knowing that many new arrivals (of either sex) may have experienced rape, beatings and extremely harsh conditions either before, during their travels, and/or upon arrival in a US detention camp, not to mention the separation from their families, how would you go about supporting them as a new student in your program? Where would you look to for guidance if needed? What barriers do you think might exist that would make it more difficult for these students? How will you handle the stress you may experience being exposed to these students' stories and in trying to help them?
Week 3:	Preparing to be a culturally responsive practitioner	**Read before class:** Hammond Ch. 4 **Do and Discussion:** Find examples in the media of a "deficit thinking paradigm." Share these examples in our discussion and explain not only why you think it is an example but how it could be turned around to reflect positively on students instead of portraying them in a negative light. **Journal Reflection:** After just a few weeks of this course, what are your thoughts about the culturally proficiency of your school? Where do you think they are on a continuum of proficiency? What do you think you could do to further progress at your site? DUE: Observation Reflection #1 (At instructor's choice, this may also be a in-class discussion so everyone can share their experiences)
Week 4:	The Foundation---relationships, alliances and partnerships with students	**Read:** Hammond Chs. 5 & 6 **Discuss:**

		Do you think that Massachusetts' continued failure to successfully education English learners (as evidenced by the Department of Justice intervention) is related to our course topic? Defend your answer. **Watch:** The Deeper Learning Series: Debrief Circles: A peer-to-peer feedback strategy. The Teaching Channel https://learn.teachingchannel.com/site-search?keyword=Debrief+Circles **Journal Reflection:** 1. Of the four types of teacher, what type are you? What shifts would you have to make in order to become more of a warm demander? 2. Provide examples of how you can be an ally and advocate for your students within your school and community. DUE: Film Review (Shared via Blackboard or other venue of instructor's choice so everyone can benefit from your search and findings).
Week 5:	Shifting Academic Mindset Building Intellective Capacity	**Read:** Hammond Chs. 7 & 8 **Read/Watch/Do:** **Discussion:** Choose 3 key take-aways from the readings and explain why you chose them and how you will put them in place with your English learners. DUE Observation Reflection #2 (At instructor's choice, this may also be a in-class discussion so everyone can share their experiences)
Week 6:	Creating Culturally Responsive	**Read:** Hammond, Ch. 9 and Epilogue

	Learning Communities	**Discuss:** What barriers exist that are keeping your school from being more culturally responsive? How can you advocate or promote positive change within your school? **Journal:** What are areas you want to continue to explore for yourself related to becoming a more culturally responsive practitioner? How will you hold yourself accountable for this continued growth and development?
Week 7:	Reflection and evaluation Final Presentations	**Journal Reflection: Will be handed out in class.** Due: Book Presentations

I. FITCHBURG STATE UNIVERSITY POLICIES:

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/6653427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Cellular Telephones

Turn-off cellular telephones during class time. For emergency messages please set the telephone device to vibrate. Thank you in advance for your consideration of colleagues and children.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor. If you are not satisfied you can follow the appeal process outlined in the university catalog.

Policy on Academic Integrity

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FITCHURGSTATE.EDU. There is also a special section for Distributed Learning Library Services at http://www.fitchburgstate.edu/library/distributed/index.html outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchurgstate.edu/library and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID, which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onecard/photoless/index.cfm) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

Students are also eligible for a Fitchburg State University email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.

J. **Resources:**

Aronson, B. & Laughter, J. (2016). The Theory and Practice of Culturally Relevant
    Education: A Synthesis of Research across Content Areas, *Review of Educational*
    Research, Vol. 86, No. 1 pp. 163-206, Sage Publications, Inc.
Au, W. (2014)*. Rethinking multicultural education: Teaching for racial and cultural justice.*
    Milwaukee, WI: Rethinking Schools.
Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world.
    The Educational Forum, 68, 289-298.

Bucher, R. D. (2000). *Diversity consciousness: Opening our minds to people, cultures, and opportunities.* Upper Saddle River, NJ: Prentice-Hall.

Dryden-Peterson, S. (2016). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education, 14*(2), 131-148.

Elias M. J. (2004) Social-Emotional Side of Learning Disabilities, *Learning Disability Quarterly,* Vol. 27, No. 1 pp. 53-63, Sage Publications, Inc.

Eller, J. D. (2015). *Culture and diversity in the United States: So many ways to be American.* New York, NY: Routledge.

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice.* New York, NY: Teachers College Press.

Hardman, M. L., Drew, C. J., & Egan, M. W. (2017). *Human exceptionality: School, community, and family*. Boston, MA: Cengage Learning.

Harro, B. (2013). The cycle of Socialization. In M. Adams et al. (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 45-52). New York, NY: Routledge.

Harry, B. & Klingner, J. (2006). *Why are so many minority students in special education? Understanding race and disability in schools.* New York, Ny: Teachers College Press.

Heath, S. B. (1993). *Ways with words.* New York, NY: Cambridge University Press.

Leavitt, L., Wisdom, S., & Leavitt, K. (2017). *Cultural awareness and competency development in higher education.* Hershey, PA: IGI Global.

Losen, D. J., & Martinez, T. E. (2013). Out of school and off track: The overuse of suspension in American middle and high schools. Los Angeles: The Center for Civil Rights Remedies: The Civil Rights Project at UCLA/Proyecto Dorechos Civiles.

Nieto, S. (2017). Becoming socio cultural mediators: What all educators can learn from bilingual and ESL teachers. *Issues in teacher education, 26*(2), *129-140.*

Nieto, S. & Bode, P. (2018). Affirming diversity: The sociopolitical context of multicultural education (7th ed.). Boston, MA: Pearson.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology and practice. *Educational Researcher*, 41(3), 93-97. doi: 10.3102/0013189X12441244

Payne, R. (2018). *A framework for understanding poverty* (6th ed.). Highlands, TX: Aha!

> Process.

Phillips, K.W. (2014). How diversity makes us smarter. *Scientific American.* Retrieved

> from: https://www.scientificamerican.com/author/katherine-w-phillips/.

Schofield, J. W. (2010). The colorblind perspective in school: Causes and consequences.

> In J. Banks, 7 C. A. M. Banks (Eds.) *Multicultural education: Issue and*
>
> *perspectives* (7th ed., pp. 259-283). Hoboken, NJ: Wiley.

Shor, I. (1996). *When students have power: Negotiating authority in a critical pedagogy.*

> Chicago, IL: University of Chicago Press.

Sheet, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the*

> *teaching-learning process.* Boston, MA: Allyn & Bacon.

Spring, J. (2017). *American education: Sociocultural, political and historical studies in*

> *education.* New York, NY: Routledge.

Southern Poverty Law Center. (2000). *A place at the table.* Montgomery, AL: Author.

Walker, T. (n.d.). Closing the Culture Gap. Retrieved June 16, 2018, from

> http://www.nea.org/home/43098.htm