COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
Course Syllabus for TED 3330
EDUCATION and COMMUNITIES: APPLIED CRITICAL PEDAGOGY
Spring 2021 Synchronized-Online- Thursday

There is no greater assault on a person's dignity than to be named in relation to what one is not, to have to justify one's existence, or apologize for who and what one is."Nomalungelo I Goduka, 2006, p.xvi.

Education and Communities: Applied Critical Pedagogy
Spring 2021 * 1/19 – 5/14 * 3 Credits
Faculty: Dr. Elva Reza-López
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or by appointment.

Learning happens only when we feel respected as a whole human being. Top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning and for the sake of your future students' learning. To that end, I want you to know that all of you are welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, as a class we will discuss it to support you, protect you, and make changes that feel more inclusive and equitable. If you need to, you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 oreoaa@utep.

COURSE DESCRIPTION
This course studies applied critical pedagogy in the sociopolitical context of community and state, equity issues associated with race, class and gender, as well as the multiple roles of the 21st century teacher and the moral dimensions of teaching. It includes field-based application of socio-cultural foundations in education within local schools and communities and emphasizes cultural, structural and institutional dynamics of schooling in multicultural and multilingual communities. Prerequisites: Department approval.

COURSE OBJECTIVES AND STUDENT OUTCOMES:

Schools tend to reproduce the society at large, thus while this course enables educators to be classroom facilitators and agents of social change with special focus in schools and communities, it challenges them to identify and deconstruct problematic hegemonic social structures, to recreate democratic possibilities and to rethink schooling. It empowers pre-service students to construct and generate knowledge on becoming social transformative intellectual leaders.

At the end of the course students will be able to:

- *Understand the school as an institution that belongs to a social, political, economic and cultural context;*
- *Analyze how schools are in connection to other organizations, institutions in order to provide a pertinent education for their students;*
- *Reflect on how class, race, and gender are related to learning at school and outside the school;*
- *Design lessons/ projects that help students to think critically about inequities based on gender, class and ethnicity;*

- *Reflect on their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as, the organization of instruction in the classroom.*

SBEC Pedagogy and Professional Responsibilities (PPR) Domains and Competencies

*For further details on the standards for pedagogy and professional responsibilities go to Learning Activity 9 **Appendix H**. Also, available online: http://www.sbec.state.tx.us*

REQUIRED MATERIALS

Ozlem, Sensoy, and Diangelo, Robin. (2017). Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. 2nd Edition. New York: Teachers College Press. (ISBN 978-0-8077-5861-8)

Texes PPR EC-12 (160): *Pedagogy & Professional etc. Edition: 6th*

Pollock, M. (2008). Everyday antiracism: Getting real about race in school. New York: New Press.

Optional but important:

Derman-Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children; a 1988-1989 comprehensive membership benefit. Washington, D.C: Nat. Assoc. for the Education of Young Children.

Lee, E., Menkart, D., Okazawa-Rey, M., & Network of Educators on the Americas. (1998). Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development. Washington, D.C: Network of Educators on the Americas.

Other Readings: *Selections from other books, journals, publications or websites may be assigned.*

Assignments and evaluation

**** All assignments will be turn in through Blackboard with the exception of the Quick Writes and closure reflections.*

CRITERIA FOR GRADING

There are 100 points possible for the course. The breakdown of the grading is as follows:

1. ***Voice-Over Introduction to class (5 pts)- (****See Appendix A for further information)*
2. ***Quick Writes, and closures, (14 pts.)-(****See Appendix B for further information).*
3. ***Group Discussions (8 pts) –*** *(See Appendix C for further information).*
4. ***Journals (4x2)—(8 pts)--*** *(See Appendix C for further information*
5. ***Every Day Anti-Racism Team Presentation -(10pts)- (****See Appendix D for further information)*
6. ***Diversity Interviews (10pts) -(****See Appendix E for further information)*
7. ***Local School Board Virtual Meeting (5pts)- (****See Appendix F for further information)*
8. ***Literature-Based Lesson Plan (20 pts)- (****See Appendix G for further information)*
9. ***TExES PPR Pop Quizzes (10pts)-****(See Appendix H for further information)*
10. ***Final Exam TExES (10 pts)-****(See Appendix I for further information)*

Grading/Evaluation

Learning Activities	***Points***
1. Voice Over Introduction	*5 pts*
2.Quick Writes/Class Reflections and Closures	*14 pts*
3. Group Discussion (4x2pts)	*8pts*
4. Journals (4x2)	*8pts*
5.Every Day Anti-Racism Team Presentation	*10pts*
6.Diversity Interviews	*10pts*
7. Local School Board Virtual Meeting	*5pts*
8. Literature- Based Lesson Plan	*20 pts*
9.TExES PPR pop quizzes online (1 x 10)	*10%*
10.Final Exam:	*10%*
Total	***100%***

Final grades will be based on the following scale:

A = (90% - 100%) - Excellent

B = (80% - 89%) - Good

C = (70% - 79%) – Average

D = (60% - 69%) - Below Average

F = (59% and less) – Fail

Technology Requirements:

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk

Netiquette:

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- *Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.*
- *Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.*
- *When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.*
- *Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.*

COVID-19 Accommodations

- *Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.*
- ***(classes with on-campus meetings)** Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.*

UTEP provides a variety of student services and support:

- *Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.*
- *UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.*
- *University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.*
- *Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.*
- *History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.*
- *RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. Individual Resources*
- *Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.*
- *Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.*
- *Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.*

Course policies

1. *Full attendance & participation is required. Absences exceeding 2 class meetings may result in a loss of 5 credit points. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Students who are late to the class will be counted as absent for the first half of the class. It is the student's responsibility to call attention to their presence in the class if they come in after the attendance is taken.*
2. *You are responsible to make up any work missed.*
3. *I expect active participation in class discussions and activities. I expect you to read every reading assigned.*
4. *Assignments should be turned in on time.*
5. *Please, turn off your cell phones.*
6. ***Confidentiality:** The privacy and identity of children and their families should be protected in all written materials. Therefore, in the written reports, please change the name of the participants.*

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for

another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Class Calendar, Readings and Assignments *(Maybe modified at instructor's discretion)*

All assignments will be due on Black Board

Dates:	***Concept Topics/Themes:***	***Activities***	***Readings / Videos for class discussion***	***Assignments/Exams Due on Blackboard 11:35 PM***
Model 1: Setting the Stage: Brainstorming the "Why?"				
W1 Jan-21 (S)	***Goals and Expectations: The Syllabus***	***I Am ELVA—Voice Over Introduction*** ***Quick writes:*** *Creating a Community of Learners: Who are we? Tell me something I don't know about…. (2 TRUTH/1 FALSE)* *Goals and Expectations—the Syllabus* ***Review Blackboard*** ***Book Chapter Presentation Selections*** ***Diversity Interview Partners Selection*** ***Closure Reflection-TED Talk***	***TED TALK- BRINGING MAGIC TO THE CLASSROOM***	***Voice-Over-Introduction-****(opens)*
WK -2 ***Jan-28 (O)***	*The Political, Economic and Ethical aspects of Education: The Situation* ○ *What I understand about Curriculum and Pedagogy?* ○ *TEKS/ ELPS -PPR Standards/ Domains and Competencies*	***Voice-Introductions-respond to 3 of your peers.***	***Article -Jean Anyon,*** *Hidden Curriculum / Handout* ***Ozlem & DiAngelo, Chapter 1-*** *How to Engage Constructively in Courses That Take a Critical Social Justice Approach*	***Voice-Over-Introduction- (close at 8:00pm)*** ***-Responses (close at 11 :30 pm)***
WK -3 ***Feb -4 (S)***	*The Political, Economic and Ethical aspects of Education: The Situation* ○ *What I understand about Curriculum and Pedagogy?* ○ *TEKS/ ELPS -PPR Standards/ Domains and Competencies*	***Book: Zoom*** ***Quickwrite: Zoom*** ***Cultural Circle: Current Issues--*** *Goals and Expectations—the Syllabus* ***Group work-Chapter 1*** *Activity:* ***Anyon's*** *Hidden Curriculum* ***Closure Reflection-***	***Domain I, Competency 002*** ***TEKS/ ELPS Website Links***	*Discussion Board-****(DB) 1 - Jean Anyon,*** *Hidden Curriculum (closes at 8) Responses by 11:30pm)*

Model 2: The Sociopolitical Context within a Multicultural Education/ Social Justice framework.				
WK -4 ***Feb-11*** ***(O)***	○ *Educating for Equity: Forging a Shared Vision---* *Developing an Anti-bias; anti-racist curriculum and pedagogy.*	***Group work-Chapter 2***	***Ozlem & DiAngelo - Chapter 2:*** *Critical Thinking and Critical Theory* ***Domain I, Competency 002 (Q1)***	***Discussion Board: Mr. Civil Rights: Thurgood Marshall (closes at 8:00pm)*** ***Responses closes at 11: 30 pm*** ***Quiz 1 (opens)***
WK -5 ***Feb-18*** ***(S)***	○ *Educating for Equity: Forging a Shared Vision---* ○ *Developing an Anti-bias; anti-racist curriculum and pedagogy.* ○ *Setting up a classroom climate conducive for learning-* ○ *Creating National Policies*	***Quick Write--Book****: The Cactus Soup* ***Song: Imagine I; Imagine II*** ***Group Work-Chapter 3*** *Activity: V-Critical Race Theory* ***Diversity Interviews Questions*** ***Closure Reflection***	***Ozlem & DiAngelo, Chapter 3 —Culture and Socialization;*** ***Domain I, Competency 003(Q2)***	***DB-Video:*** *Race the power of illusion (opens)* ***Quiz 1 (closes)*** ***Two-pages Paper Report on Local School Board Meeting (opens)***
Model 3: Developing a Conceptual Framework for Multicultural Education				
WK -6 *Feb 25* ***(O)***	○ *How are we defining racism?* ○ *Where is the equity in schooling?* ○ *How do we define culture, identity and socialization?*	***Chapter 4*** *group work and discussion*	***Video:*** *Race the power of illusion* ***Ozlem & DiAngelo, Chapter 4— Prejudice and Discrimination*** ***Domain I, Competency 004 (Q3)***	***- DB #3-****Video-Race-the power of illusion (closes at 8) Responses by 11:30pm)* ***Quiz 2 (closes)***
WK -7 ***March 4*** ***(S)***	○ *How are we defining racism?* ○ *Where is the equity in schooling?* ○ *How do we define culture, identity and learning?*	***Book: Hot Salsa-*** *Identity Poems* ***Quick Write-Your own Identity poem*** ***Video-****Brown Eye, Blue Eye* ***Group Work—Chapter 4-Nieto*** *Structural and Organizational Issues that marginalize.* ***TEKS-Curriculum;*** *Pedagogy: Critical; Culturally Relevant, and Nepantlera* ***Closure Reflection***	***Nieto Chapter 4*** *Structural and Organizational Issues in Classrooms and Schools* ***Domain II Competency 005(Q4)***	*-Video:* ***Separate but Equal Part I— Handout*** ***Quiz 3 (closes)***
WK -8 ***March 11*** ***(O)***	○ *How do we define culture, identity and learning?* ○ *How does Linguistic Diversity look in the U.S. 21st century classroom?*	***Supreme Court & State Justices*** ***Group work- Chapter 8***	***Ozlem & DiAngelo, Chapter 8- Understanding the Structural Nature of Oppression Through Racism*** ***Domain II Competency 006(Q5)***	***Journal #1: Separate but Equal Part II-(closes)*** ***Diversity Interviews (opens)*** ***Quiz 4 (closes)***
Model 4: Implications of Diversity for Teaching and Learning in a				

Multicultural Society				
WK -9 ***March 25*** ***(S)***	○ *How do we define culture, identity and learning?*	***Book: Sonia Sotomayor*** ***Quick Write-Social Activism*** ***Chapter Presentation:*** *What Discipline Is For: Connecting Students to the Benefits of Learning* ***Closure Reflection***	***Domain III*** ***Competency 008 (Q6)***	***Diversity Interviews (closes)*** ***Quiz 5 (closes)***
WK -10 ***April 1*** ***(O)***	○ *How does Linguistic Diversity look in the U.S. 21st century classroom?*	***Chapter presentations***	***Domain III*** ***Competency 010 (Q7)***	***Journal#2: Dual Language Schools video (closes)*** ***Quiz 6 (closes)***
WK -11 ***April 8*** ***(S)***	○ ***-****Creating a classroom climate for learning*	***Book: It's Not Fair, No es justo*** ***Quick Write*** *Activity: Guess Who is coming to dinner?* ***Chapter Presentation 1*** ***Lesson Plan Presentation Template*** ***Closure Reflection***	***Nieto -Chapter 6*** *Linguistic Diversity in U.S. Classrooms* ***Domain IV,*** ***Competency 011 (Q8)***	***DB #4-****TED Talk-Multicultural Education (closes at 8) Responses by 11:30pm)* ***Quiz 7 (closes)***
WK -12 ***April 15*** ***(O)***	*Speaking the Language of Possibility-*	***Chapter Presentation: 2,3*** ***Video links for planning your lesson***	***Domain IV,*** ***Competency 012 (Q9)***	***Journal #3: Excursions and Recursion:*** *Perdida, Lost (closes)* ***Quiz 8 (closes)***
Model 5: Developing Anti-Racist Lessons to Speak the Language of Humanism				
WK -13 ***April 22*** ***(S)***	○ *Teaching to transform*	***Quick Write*** ***Chapter Presentation 4,5,6:*** ***Closure Reflection***	***Domain IV,*** ***Competency 013 (Q10)***	***Two-pages Paper Report on Local School Board Meeting*** *(closes)* ***Quiz 9 (closes)***
WK -14 *April 29* ***(O)***	○ *Teaching to transform*	***FIELD WORK—SOCIAL JUSTICE LESSON PLAN PROJECT***		***Journal #4—****Teaching is a Human Act (closes)* ***Quiz 10 (closes)***
WK -15 *May -6* ***(S)***	*Teaching to transform*			
WK -16 *May-13*	*Final Exam*	*Thank you for your hard work.*		***VOICE OVER Final Lesson Plan Project Due***

Learning Activity 1 (Appendix A)
Voice -Over Introduction (5 pts.)
VOICE OVER INTRODUCTIONS

Building communities of learners requires humanizing the education process. In this assignment you will continue to introduce yourself personally and professionally. You will create a ***voice over*** *PowerPoint presentation, or* ***video,*** *that talks about you and includes one professional photo of yourself and your family. You will continue by answering the following questions:*

a. What *do you mean when you say you want to be a teacher? Why?*
b. What does *education mean to you? Share an experience—good or bad.*
c. What are your hopes and expectations for this course?

Your voice over introduction should be 2 to 3 minutes and have 1-3 slides. You will submit your assignment in the designated area of Blackboard by Week 2. You will also respond to peers as part of building a community of learners. You will:

1. ***View*** *the videos of your classmates.*
2. ***Respond*** *to at least two classmates by*
   a. *Asking questions.*
   b. *What connections do we share?*
   c. *What are your hopes and expectations for this course?*

Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources.

Assessment Rubric: (5 pts)

Office Version	***Microsoft Link***	***Video Tutorial***
2007	*http://office.microsoft.com/enus/powerpoint-help/add-narration-to-apresentation-HA001230306.aspx*	*http://youtu.be/rv9vinEMbIE*
2010	*http://office.microsoft.com/enus/powerpoint-help/record-and-addnarration-and-timings-to-a-slide-showHA010338313.aspx*	*http://youtu.be/3uk4CU7uobM*
2013	*https://support.office.com/en-US/article/Record-your-slide-show-inPowerPoint-2013-9d136e4a-9717-49ad876e-77aeca9c17eb*	*https://www.youtube.com/watch?v=A1iwhQ9WuxA*

Criteria	*Points*	*Earned*
Content and Communication: *Voice -over power point or video provides information of participant's personal self and profession by responding to guiding questions with depth and critical reflection. Oral communication was fluent, appropriate and academic and demonstrates that student was not reading the power point.*	*2*	
Coherence and Organization: *PowerPoint Presentation consisted of slides (1-3)and time required (2-3 min.) Information presented follows a chronological order and sequence; flows well; has good transitions; succinct and very well organized.*	*2*	
Creativity and Participation: *Presentation and PowerPoint provide points in creative ways to maintain audience's attention throughout; includes the use of different materials and responded to more than 2 classmates.*	*1*	
Total Points	*5*	
Comments:		

Learning Activity 2
Quick Writes, Closure Reflections and class online discussion (14 pts.)
(Appendix B)

A Quick Write is a versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help students make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and synthesize learning and demonstrate understanding of key concepts.

Note: Typically, a Quick Write is graded only for completion, not for quality or accuracy.

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You will be writing quick writes on articles, activities and viewings of documentaries presented in class, as well as, closure reflections at the end class. As stated previously grading will focus on completion and not being in class that day will hinder your grade for this assignment.

Learning Activity 3 & 4
Group Discussions and Journals (16 pts)
(Appendix C)

You will be participating with your peers online via computer generated group discussions. You will post chapter or articles' reflections assigned and will respond to two or more peers in your group. Grading will focus on completion and you responding to two or more of your peers.

Learning Activity 5
Every Day Anti-Racism Team Chapter Presentations-(10pts)
(Appendix D)

Goal of Presentations: *Theory to practice and practice to theory is the goal of your presentations. As a team you will present a chapter from the book Everyday anti-racism: Getting real about race in schools. You will present the chapter via a 5-12 slide voice over power point presentation. Include guiding questions to elicit dialogue with and among your peers via online. (see rubric below)*

Every Day Anti-Racism: Getting Real About Race in School Team Presentation

Assessment Rubric

Criteria	*Possible Points*	*Points Earned*
Presenters provided main concepts and supported them with evidence from chapter that gets real about race in school.	*4*	
Team presentation was equally divided among team members presenting. All team members spoke, (read) clearly, loudly, and with understanding of concept.	***4***	
Team presentation not followed required elements for presentation: 5-12 slide presentation; guiding questions to elicit dialogue with and among peer, and followed APA format if required.	***2***	

Comments:	***10***	

Learning Activity 6
Diversity Interviews (10pts)
(Appendix E)

In collaboration with a peer from class, you will interview 2 members of an ethnic group of which you are NOT a member. As a class we will develop interview questions to be asked of the people you selected to be interviewed. Possible interview questions could be those that will ask about participants' perspective of U.S. schooling, their personal experiences in schooling, or of their personal views of students in U.S. schools if they themselves did not attend school here in the U.S. More about these interviews will be discussed in class to ensure that there is consensus and a clear focus of the interview and writing process to that is ethno-sensitive and dignity to those being interviewed. ***Final Interviews should follow APA 6th edition to include a cover page, be doubled spaced, 12 fonts, Times New Roman Format*** *and should include the following components:*

I. ***A Profile of participants:*** *Use pseudonyms names for student / s instead of their given name- Provide age (if given to you or just take a guess), country of origin, or ethnicity, years in U.S. and years in the U.S. educational system and other educational system if applicable.*
Provide a paragraph with information on the site, relationship with the student /s, and when the interview was conducted. Under each question provide the response given by each student interviewed.

II. Reading Interview Questions: *Include the questions asked with specific answers with comments on how you are interpreting, and/ or analyzing such remarks.*

III. ***Conclusion:*** *Summarize how the interview went, what you learned, (based on the answers to your questions) and how it applies to your understanding of culture and how this understanding will impact your teaching*

Assessment Rubric:

Criteria	***Points possible***	***Points earned***
Interview demonstrates team collaboration and participation and includes participants who are from a different ethnic group than interviewers.	***3.0***	
Interview final paper addresses all required components and shows evidence of thoughtful, critical analysis of responses that connect to better understanding of diversity groups in educational settings specifically public -school classrooms.	***5.0***	
Writing is clear, professional, free of significant errors, and follows APA guidelines.	***2.0***	
Total	***10 Points***	

Learning Activity 7
Local School Board Virtual Meetings (5pts)
(Appendix F)

You will submit a two-page paper of a local School Board Meeting that you observed. More will be discussed in class to determine, as a class, what would be important to observe as future teachers.

Learning Activity 8
Literature-Based Lesson Plan (20 pts)
(Appendix G)

You will design a lesson plan from the website Teaching Tolerance. Your lesson plan will be two parts.

Part I is about your planning of the lesson that will include a narrative about the overview / rationale of the lesson selected; a section on know the learner; materials chosen and about the learning environment. Also, elaborate on the learning experience for example the growth and learning objectives the authentic assessment you selected for this lesson plan and a post activity reflection, if you had a chance to implement it.

Part II will be the lesson plan template with the chosen activity and the following elements; grade level, content subject and objectives, TEKS, PPR Domains, Materials, Procedure (well detailed), assessment and how you would differentiate the instruction.

Multicultural Engaging Activity

Assessment Rubric:

Criteria	***Points possible***	***Points earned***
Part I narrative displays deep thought and reflection in the design of the lesson. *Elements required are well elaborated with details and understanding.*	***8***	
Lesson plan submitted displays elements such as grade level, content subject, TEKS, Content Objectives, PPR Domains, materials, Motivation or Building Background section, procedure, assessment (s) and an anticipatory (differentiate) reflection. Activity presented was multicultural, hands on and demonstrated class community engagement. All students made use of their "critical lens" and were made to think critically. Included also were a handout- activity, visual(s) and expertise).	*8*	
Team members had equal participation time- for example one member did not present more than others. Team activity demonstrated organization and clear understanding of theme (s) being presented. Team members spoke clearly, loud enough for all peers to hear them. Team members followed required elements and kept on time.	*4*	
Total	***20 Points***	

Learning Activity 9
TExES PPR pop quizzes 10 pts)
(Appendix H)

Periodically you will be given a pop quiz on the TExES PPR Competencies. Be sure that you read the Chapters of domains and competencies that pertained to the competencies being tested. These quizzes will be taken on assigned weeks via Blackboard.

SBEC Pedagogy and Professional Responsibilities (PPR) Domains and Competencies

Details on the standards for pedagogy and professional responsibilities and content standards are available online: http://www.sbec.state.tx.us

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	
Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12* ***The beginning teacher knows and understands:*** *1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;* ***(D1 C2)*** *1.5k cultural and socioeconomic differences and the significance of these differences for instructional*	*Students' Learning Outcomes:* *Students will be able to:* 1. *Develop Lesson plans for a diverse population that addresses varied background, skills, interest ,and learning needs, especially of ELLs.*

planning; ***(D1 C2)*** *1.6k appropriate strategies for instructing English language learners* ***(D1 C2; C4)*** ***Content and Pedagogy:*** *1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);* ***(D1 C3)*** ***Selection of Instructional Goals and Objectives:*** *1.* *1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;* ***(D1 C3)*** ***Resources:****1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs;* ***(D1 C3)*** ***Designing Coherent Instruction*** *1.19k the importance of designing instruction that reflects the TEKS;* ***(D1 C3)*** *1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.* ***(D1 C3)*** ***Assessment of Student Learning*** *1.26k the importance of creating assessments that are congruent with instructional goals and objectives;* ***(D1 C3)*** *1.27k the characteristics, uses, advantages, and limitations of various assessments methods and strategies;* ***(D1 C10)*** *1.28k the role of technology in assessing student learning* ***(D1 C10)***	2. *Reflection to acknowledge and respect cultural and socioeconomic differences among students, especially when planning lessons and presentations.* 3. *Use PPR (TEKS) Standards in lesson plan instructions* 4. *Become familiar with pedagogies that are:* • *Critical,* • *Culturally Relevant, and;* *In-between spaces-Nepantlera* 5. *Apply Technology—Blackboard Enhanced, Zoom among others.* 6. *Accommodate community resources such as museums, business leaders and community members to enhance learning opportunities.* 7. *Self-Reflective in Journals; and discussion boards.*
(D=Domain C= Competency)	

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	
Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–8* ***Creating an Environment of Respect and Rapport*** ***The beginning teacher knows and understands****:* *2.3k the importance of creating a learning environment in which diversity and individual differences are respected;* ***(D2 C5)*** . ***Establishing an Environment for Learning and Excellence*** *2.4k the importance of communicating enthusiasm for learning;* ***(D2 C5)*** ***Managing Classroom Procedures*** *2.6k how classroom routines and procedures affect student learning and achievement;* ***(D2 C6)*** ***Managing Student Behavior*** *2.13k theories and techniques relating to managing and monitoring student behavior;* ***(D2 C6)*** ***Maintaining a Physical and Emotional Environment that is Safe and Productive*** *2.20k the benefits and limitations of various arrangements of furniture in the classroom;* ***(D2 C5)***	*Students' Learning Outcomes:* *Students will be able to:* 1. *Present Everyday Anti-Racism Curriculum with a social justice and critical lens to interact with peers in ways to demonstrate respect and support;* 2. *Design and present Anti-Bias Learning activities to facilitate learning in an organized physical environment that displays routines, and effective procedures.* 3. *Develop lessons that incorporate an engaging and respectful environment.*

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.	
Teacher Knowledge: What Teachers Know ***Engaging Students in Learning*** *Teachers of Students in Grades EC–12* ***The beginning teacher knows and understands****:* *3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts;* ***(D3 C8)*** ***Providing Feedback to Students*** *3.14k how to use constructive feedback to guide each student's learning.* ***(D3 C10)*** ***Demonstrating Flexibility and Responsiveness*** *3.16k situations in which teacher flexibility can enhance student learning* ***(D3 C8)***	*Students' Learning Outcomes:* *Students will be able to:* 1. *Identify types of motivational factors that impact students' learning such as Quick writes to demonstrate learning.* 2. *Express voice and agency in forums such as Discussion boards, Journal Article Reflections And Cultural Circle Dialogues that allows for constructive and flexible student learning.*

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	
Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–8* ***Interacting and Communicating with Families*** ***The beginning teacher knows and understands****:* *4.3k appropriate ways for working and communicating effectively with families in varied contexts;* ***(D4 C11)*** ***Interacting with Other Educators and Contributing to the School and District*** *4.4k types of interactions among professionals in a school (e.g. vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions;* ***(D4 C12)*** ***Continuing Professional Development*** *4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.* ***(D4 C12)*** ***Legal and Ethical Requirements and the Structure of Education in Texas*** *4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);* ***(D4 C13)*** *4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;* ***(D4 C13)***	1. ***Quick writes / Written Closure Reflections*** 2. ***Team Presentations*** 3. ***Discussion Board and Journal Essays*** 4. ***Diversity Interviews***

Learning Activity 10 (10pts)
Final Exam
(Appendix I)

The final exam will consist of 100 questions covered in the TExES PPR quizzes and will be computer generated.