

Diversity in Educational Settings: Culturally Sustaining Pedagogies

Fall 2022

Course Instructor: Dr. Stacey Duncan

Online Office Hours: Wednesdays 4:00-6:00pm MST, and by appointment

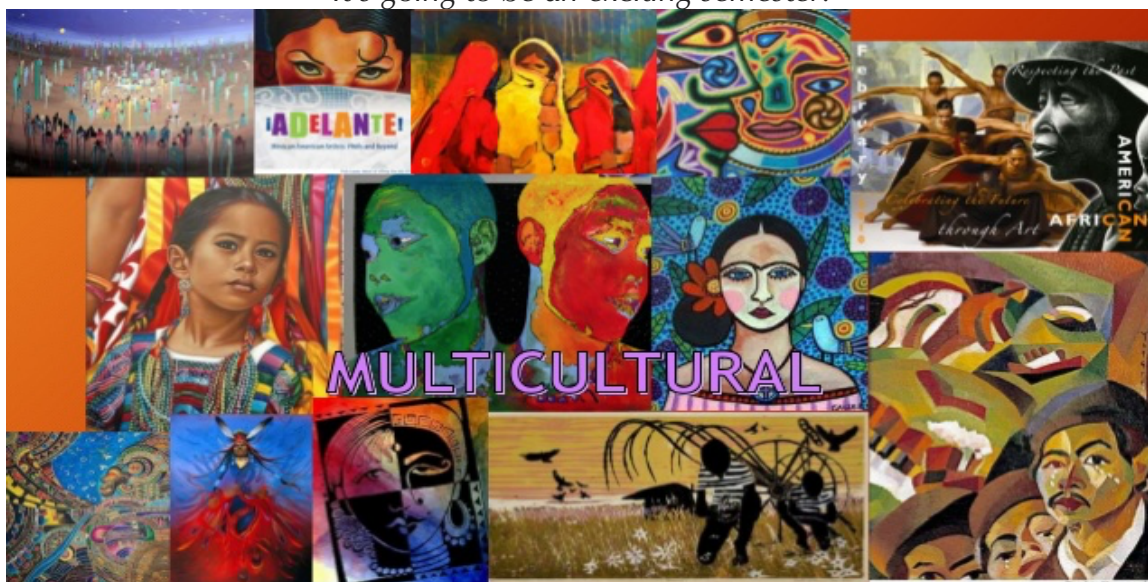
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WELCOME TO THE COURSE!

It's going to be an exciting semester!



This is how the *UTEP Graduate Catalog* describes our course:

Diversity in Educational Settings (3-0): Exploration of the social contexts of education and teaching in a pluralistic society. Examination of schools and society in relation to historical and contemporary issues of diversity.

Building on the catalog description for TED 5313 Diversity in Educational Settings: Culturally Sustaining Pedagogies, this course explores how to sustain “linguistic, literate, and cultural pluralism as part of schooling for positive social transformation” (Paris and Alim, 2017, p. 1).

Student Learning Objectives

By the end of this course, you should be able to:

1. **Analyze** the ways social structures of race, class, gender, (dis)ability, and sexual orientation work to both privilege and deny opportunities.
2. **Evaluate** and interpret the ways in which schooling influences and is influenced by equity issues.
3. **Understand** and **use** the major theories related to the nature and role of culture and language development and in academic achievement that support individual students' learning.
4. **Understand** how cultural groups and students' cultural identities affect language learning and school achievement.
5. **Develop** curriculum and teaching strategies that challenge unjust social structures and allow all learners to learn and grow into citizens who will be actively involved in democracy.

LEARNING OUTCOMES

Student Learning Outcomes	Assessments
Simulate the teacher's role in curriculum planning.	Culturally Sustaining Pedagogies Lesson Plan and Assessments
Demonstrate how ethnicity, class, gender (dis)ability, and sexual orientation work to privilege some and deny opportunities to others.	Discussion Posts Paper #1: Theorizing Multicultural Education
Demonstrate an understanding of the key tenets of multicultural education.	Discussion Posts Paper #1: Theorizing Multicultural Education
Apply current methodological and curricular approaches in a hypothetical classroom.	Discussion Posts Culturally Sustaining Pedagogies Lesson Plan and Assessments
Select, develop, and incorporate appropriate cognitive and affective objectives for a multicultural society.	Discussion Posts Paper #2: Group Curriculum Analysis Culturally Sustaining Pedagogies Lesson Plan and Assessments
Design learning experiences and materials for the enrichment of quality multicultural education, including the effective use of technology.	Paper #2: Group Curriculum Analysis Culturally Sustaining Pedagogies Lesson Plan and Assessments
Design and create alternative assessments of student learning.	Culturally Sustaining Pedagogies Lesson Plan and Assessments

REQUIRED TEXTS

- ☛ Meier, D. & Knoester, M. (2017). *Beyond Testing: 7 Assessments of Students and Schools More Effective Than Standardized Tests*. New York, NY: Teachers College Press. ISBN: 978-808077-58.
- ☛ Pollack, M. (2008). *Everyday Anti-Racism: Getting Real about Race in School*. New York, NY: The New Press. ISBN: 978-1-59558-567-7.

Recommended Texts

- ☛ Mukhopadhyay, C., Henze, R. & Moses, Y. (Eds.). (2014). *How Real Is Race: A Sourcebook on Race, Culture, and Biology*, 2nd ed. Boulder, CO: Altamira Press.
- ☛ Meyer, E. and Carlson, D. (Eds.). (2014). *Gender and Sexualities in Education: A Reader*. New York, NY: Peter Lang Publishing.
- ☛ Paris, D. and Alim, S. (Eds.). (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York, NY: Teachers College Press.

Required Readings on BlackBoard

- ☛ Alim, H.S. & Paris, D. (2017). "What is culturally sustaining pedagogy and why does it matter?" In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 1-24). New York, NY: Teachers College Press.
- ☛ Bryan, J. (2014). "Tomboys, sissies, and "That's So Gay": Exploring gender and sexuality diversity in early childhood and elementary education." In E.J. Meyer & D. Carlson (Eds.), *Gender and Sexualities in Education: A Reader* (pp. 240-256). New York, NY: Peter Lang Publishing.
- ☛ Bucholtz, M., Casillas, D.I., & Lee, J.S. (2017). "Language and culture as sustenance." In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York, NY: Teachers College Press.
- ☛ Kumashiro, K. (2001). "'Posts' perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms." *Educational Researcher*, 30(3), 3-12.
- ☛ Ladson-Billings, G. (1995). "Toward a theory of culturally relevant pedagogy." *American Educational Research Journal*, 32(3), 465-491.
- ☛ Lee, C. (2017). "An ecological framework for enacting culturally sustaining pedagogy." In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 261-274). New York, NY: Teachers College Press.
- ☛ McCarty, T.L. (2008). "Evaluating images of groups in your curriculum." In M. Pollack (Ed.), *Everyday Antiracism: Getting Real about Race in Schools*, pp. 180-185.
- ☛ *Supporting and Caring for Our Latinx LGBT Youth* (2012). Human Rights Campaign & League of United Latin American Citizens.
- ☛ Villegas, A. M., & Lucas, T. (2002). "Preparing culturally responsive teachers: Rethinking the curriculum." *Journal of Teacher Education*, 53(1), 20-32.

BEING SUCCESSFUL IN AN ONLINE COURSE

- ☆ Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience.
- ☆ **Be respectful of other's ideas, opinions, and beliefs.** It's fine to disagree with someone, but please respect everyone's right to think differently. **Netiquette** should always be followed. Here is a guide - <https://www.utep.edu/extendeduniversity/cid/Files/docs/netiquette-guide-for-online-courses.pdf>
- ☆ *Ask questions:* If you don't know the answer, someone else will. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure to clearly indicate the subject of your message. Reach out to others: Offer an idea, an article, a link or another item that can help others learn something. And ask me too!
- ☆ *Be appropriate:* The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action.
- ☆ *Be diplomatic:* When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person on the other end.
- ☆ *Stay focused:* Stay on topic to increase the efficiency of your learning. Students often like to converse socially: To do this, you are strongly encouraged to go to Rosa's Cantina and socialize with your classmates online (this is not a graded area).

- ☆ For this course, you should **plan to spend 3 hours of class time + 9 hours of study and prep time, which equals 12 hours per week.** There will be variation.
- ☆ **Your initial posting should be as early in the week as possible (Monday-Tuesday),** so that people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else. Keep your messages concise. Your initial posts should be about two paragraphs, although longer messages may be needed, and that is fine. Keep in mind that people are more apt to read and digest shorter messages than long ones.
- ☆ **Be an active group member,** contributing substance and support to group work. The course has a collaborative learning component, in which each of you plays a role in a group activity. You must shoulder your fair share of responsibility.
- ☆ Excellent messages contribute to the understanding and application of ideas by doing one or more of the following:
 - a.) *Reflection about meaning:* Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - b.) *Analysis:* Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or stringencies in reasoning.
 - c.) *Elaboration:* Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - d.) *Application:* Provide examples of how principles or concepts can be applied to actual situations or discuss the implications of theory for practice.
 - e.) *Synthesis:* Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - f.) *Evaluation:* Assess the accuracy, reasonableness, or quality of ideas.
- ☆ Abide by the Family Educational Rights and Privacy Act (FERPA) rules, which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
- ☆ Please note that you will receive more detailed comments for your discussion posts and the Paper #1 earlier in the course, if warranted. These comments and feedback should act as a guide to help you improve future work. If you continue to make the same mistakes over and over again, apparently my comments addressing the same issue have not been effective. As such, either you are not reading and using my comments to improve your work, or you need additional guidance on how to improve your work. If the latter is the case, please let me know by contacting me, so I can provide you further, individual assistance either through a Zoom meeting, phone or via email. Future work returned to you will have fewer comments and mostly consist of a score.

CLASS POLICIES

- ★ **This course involves intensive reading, writing, and discussion.** You have to dive right in. There's no time to wait. If you don't participate and turn in assignments within the first two weeks of the semester, you may be dropped from the course. It is your responsibility to drop the course.
- ★ Notify me as far in advance as possible of any time your participation will not be possible during the course, for whatever reason. *It is my intention you succeed in this course and I cannot help if you do not communicate with me.*
- ★ As the instructor, I have the right to make changes in the syllabus, calendar, and/or course material as I determine is necessary. I will give you plenty of notice if/when that happens.

COURSE ASSIGNMENTS & POINTS

- 📖 **Discussions (3 possible points per week x 9x3=27)** There will be a graded discussions and responses required for 12 weeks of our 16-week course. Detailed directions and a grading rubric are available in Appendix 1.

- 📖 **Paper #1: Theorizing Multicultural Education (10 possible)** Detailed directions and a grading rubric are available in Appendix 2. **DUE September 25, 2022 @midnight.**

- 📖 **Paper #2: Group Curriculum Analysis (10 possible)** Detailed directions and a grading rubric are available in Appendix 3. **DUE November 6, 2022 @midnight.**

- 📖 **Self- and Group-Evaluation (5 possible points)** Detailed directions are available in Appendix 4. **DUE November 7, 2022 @midnight.**

- 📖 **Final Project: Culturally Sustaining Lesson Plan and Assessments (48 possible points)** Detailed directions and a grading rubric are available in Appendix 5. **DUE December 4, 2022 @midnight.**

Assignments	Due Dates @midnight	Points Available
Discussion Board Posts (Appendix 1)	Weekly	Up to 27 @9 x 3pts/ea
Paper #: Theorizing Multicultural Education (Appendix 2)	September 25, 2022	Up to 10
Paper #2: Group Curriculum Analysis (Appendix 3)	November 6, 2022	Up to 10
Self- and Group-Assessment (Appendix 4)	November 7, 2022	Up to 5
Culturally Sustaining Pedagogies Lesson Plan & Assessments (Appendix 5)	December 4, 2022	Up to 48
TOTAL		100

GRADING CRITERIA

The course will be assessed based on the following criteria:
A: 90 - 100, **B:** 80 - 89, **C:** 70 - 79, **D:** 60 - 69, **F:** <60

Help with Writing

Virtually everyone needs help with writing academic English, even the most proficient speakers and writers. The University Writing Center (UWC) is located in the Library Building, Rm. 227, and provides in person and online consultations to all UTEP students at no cost. It is a terrific resource! If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. For more information or questions, contact them by phone (915) 747-5112, via email uwctutors@utep.edu, or online @ <http://uwc.utep.edu>.

Academic Honesty

Everything you turn in for this course must be your own work. I want to know what *you* think, not how clever you are at getting around the rules. Use your brilliance in a productive way. Any act of academic dishonesty attempted by a UTEP student is unacceptable. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (<https://www.utep.edu/hoop>). It includes, but is not limited to, cheating, plagiarism, and collusion. Collusion is making plans with other people, in order to cheat. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. *It's serious! Don't do it.*

Different Abilities

If you have or believe you are differently abled, you may wish to self-identify it. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E, Room 106. Students who have been designated as disabled must reactivate their standing with CASS 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 professor and/or director of CASS. You may call (915) 747-5148 for general information about the Individuals with Disabilities Act (IDA) or email cass@utep.edu.

Appendix 1

Directions for Discussion Board Postings

Why Do We Have Discussions?

The goal of online discussion is for us to co-construct understandings of particular ideas, concepts, or topics, based on the interweaving of the readings, videos/ audios.

It is EXTREMELY important that you participate in on-line discussions and debates based on the weekly readings, videos, and audios in an analytical, and critical manner. You must carefully engage in dialogue to develop a discourse on the theory and pedagogy that emerges.

Your Discussion Board participation shows me what and how you are thinking about the readings and the topics presented. Who should you discuss the ideas with? It's entirely up to you. *You can engage in conversation with anyone enrolled in our course, as long as it is with at least one different person from the class each week. You are welcome to discuss with 2-3 different people each week, but just be sure that you have a discussion with a different person each week.*

What Are the Guidelines for Class Discussions?

The discussions on the readings, videos, and audios should be just that – *discussion*.

The guidelines for your discussion activities are:

- Make connections between the readings and other media that have been provided for you.
- Name every topic, concept, theory, idea, or pedagogical approach you refer to.
- Use APA style for everything you write (well, not emails).
- What are the connections you are making between your chosen topic, etc. from the readings and other media that you want to analyze? These connections reflect your ability to analyze and go “beyond the surface” of what is already obvious. What are you trying to reveal through your analysis?
- As you make a connection through your discussion and analysis, what does this connection mean to you as a current and/or future educator, or someone interested in multicultural education and human diversity?
- How can the final understanding and learning based on these connections among the readings and other media help you to more effectively address the needs of learners from diverse backgrounds?
- Respond and engage in discussion that is substantive, and goes beyond simply stating, “I like what you said”, “I agree”, “That’s great!” You must cite a particular idea or thought from what your colleague posted and base your discussion on that. What do you have to say about that idea? Or other ideas that are co-constructed?

Evaluation of Discussion Board Participation

You can potentially earn an OVERALL, holistic, maximum score of 3 points, for each week of discussion board activity. If your posting(s) spring within the parameters of the criteria indicated below, you most likely will achieve that score.

How Will I Be Graded on My Participation in the Discussions?

You will receive comments and feedback on your discussion contributions when you score below a “2”. When you receive a high score (3 points), it means you have fulfilled, for the most part, the criteria needed to earn those points. When you earn high points, it means you are doing your job.

Post your initial post early in the week (by Tuesday @midnight). Do not wait and post everything right before the final response posting deadline (Sunday @midnight). This gives the impression that you are only fulfilling the “quantity” aspect of your work, and not the thoughtful, “quality” aspect.

Directions for Discussion Board Posts

Initial Posts

1. **Post your initial post early in the week (by Tuesday @midnight).** Do not wait and post everything right before the final response posting deadline (Sunday @midnight). This gives the impression that you are only fulfilling the “quantity” aspect of your work, and not the thoughtful, “quality” aspect.
2. Your initial post for each should be **200-300 words** minimum, you can write more. Use the Word Count function in Word to check this quickly.
3. Your initial posts must **use APA style** for citations and be spellchecked and grammar checked.
4. **Cite two** or more authors appropriately in each initial post. Citations should not be thrown in, and must fit with what you are discussing.
5. Your post must be **in your own words**. Support your arguments. Paraphrase the things you’ve read and use citations. **No quotes.** Period.

Response Posts

1. **Respond to one or two of your colleagues’ posts, between Wednesday and Sunday by midnight.**
2. Respond to a different classmate each week. There are 20+ people in the class, so this will not be difficult.
3. Your response posts must be between 150-200 words. Use the word count function in Word to check this quickly.
4. Your response must **use APA style** for citations and be spellchecked and grammar checked.
6. **Cite one** or more authors appropriately in your response posts. Citations should not be thrown in, and must fit with what you are discussing.
5. Your post must be **in your own words**. Support your arguments. Paraphrase the things you’ve read and use citations. **No quotes.** Period.

Grading Rubric for Discussion and Response Posts

Earning 3 Points Means:

- a.) **Two posts** with excellent analysis and discussion of content and activity for the week, making connections among readings and other media, with references to multiple readings (**two or more in each post**);
- b.) Initial posts are made by Tuesday @midnight;
- c.) Excellent writing, without any mechanical, grammatical, and/or stylistic writing errors. APA style is used throughout;
- d.) Responding in depth to **two posts** by other students within the discussion board. That means engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, before Sunday @midnight.

Note: If you do not engage in some thoughtful discussion by posting throughout the week prior to the deadline, there is no chance of achieving a full score. There should be an exchange of ideas among you and others in the course, not just responses to what others have posted with no evidence of further discussion or posting superficial responses to everyone in your group on the day that the discussion forum closes.

Earning 2 Points Means:

- a.) Writing **one** in-depth, analytical post in response to the guiding question, that involves making connections among readings and other media, with references to **two or more readings**;
- b.) Initial post is made by Tuesday @midnight;
- c.) Very good writing, with few, if any, mechanical, grammatical, and/or stylistic writing errors. APA style is used throughout;
- d.) Responding in depth to **one post** within the discussion board, engaging in actual discussion on particular points made by others, building on and/or reacting to the ideas of others, by Sunday @midnight.

Earning 1 Point Means:

- a.) Writing **one** post that is simply participation and presence on the discussion board, with limited thought or depth. The analysis is average, and appropriate references to the readings are not made.
- b.) Initial post is made by Tuesday @midnight;
- c.) Writing is fair, with a number of mechanical, grammatical, and/or stylistic writing errors, some of which get in the way of understanding. APA style is used sporadically;
- d.) Responding to **zero** other posts within the time period.

Earning 0 Points Means:

- a) No Postings, no discussion board activity no response posted by the weekly deadline.

What If Blackboard Goes Out?

If you find that Blackboard is out or you are unable to log in to Blackboard at the time that you are trying to post your work, please E-MAIL ME (through regular e-mail) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK, or an e-mail indicating that you are trying to post more discussion, but you cannot because of the outage. If you email me indicating that Blackboard is out, but you do not send me your work as an attachment, **you will not receive credit for your work.**

Appendix 2

Directions and Grading Rubric for Paper #1: Theorizing Culturally Sustaining Pedagogies

DUE September 25 @midnight

My Developing Theories of Culturally Sustaining Pedagogies

This paper is due after the first month of our course. You will have been exposed to a number of philosophical and methodological approaches to culturally sustaining pedagogies by this point. It is my intent that the discussions you will have engaged in for this course will be scaffolding to help you to do well on this paper.

You must submit this paper as an attachment in Word. Your assignments will not be accepted if you write them in the submission tab on BB.

You will include all six of the sources below into conversation in this essay. Tell me about the key ideas in each and weave them together. What do they have in common? What are some of the differences? Your discussion posts have been helping you to develop this essay. You will compare and contrast them and offer your critiques. Then, you will select two key ideas, and talk about how you might use them in your current or future classroom. Be sure to explain what that grade level and content area you are thinking of. Select one or a set of TEKS (a link to the TEKS website is on our course website) and connect your ideas of how you might implement these ideas

Your paper will be well argued, and you will be discussing all six works of these sources:

1. Alim, H.S., & Paris, D. (2017). "What is Culturally Sustaining Pedagogy and Why Does it Matter?" In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 1-21). New York, NY: Teachers College Press.
2. Bucholtz, M., Casillas, D.I., & Lee, J.S. (2017). "Language and culture as sustenance." In D. Paris & H.S. Alim (Eds.), *Culturally Sustaining Pedagogies* (pp. 43-61). New York, NY: Teachers College Press.
3. Kumashiro, K.K. (2001). "'Posts' perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms." *Educational Researcher*, 30(3), 3-12.
4. Ladson-Billings, G. (1995). "Toward a theory of culturally relevant pedagogy." *American Educational Research Journal*, 32(3), 465-491.
5. Nieto, S. (2017). *The Village: Sonia Nieto on Culturally Responsive Teaching*. Retrieved from https://www.youtube.com/watch?v=MC76X_WyqCk
6. Villegas, A.M., & Lucas, T. (2002). "Preparing culturally responsive teachers: Rethinking the curriculum." *Journal of Teacher Education*, 53(1), 20-32.

Model for Paper #1

Your paper will look like this:

Title page as per APA style
Page numbers as per APA style

My Developing Theories on Culturally Sustaining Pedagogies and Praxis:

Use this title stem and then add your own after the colon.

Introduction

You will include a thesis statement here. You will also explain what the items are that you are going to discuss, using APA citation style for all of them, such as (Ladson-Billings, 1995), and what some of the key ideas are that you see across the readings and media.

One paragraph

Theorizing Culturally Sustaining Pedagogies

This is the body of your paper. This is where you will summarize the main ideas of all and compare and contrast all of them.

Five-six paragraphs

Praxis

This is where you will take two key ideas from these articles and imagine how you might use them in a class you are teaching or if you are not teaching or have not taught before, imagine how you would like to teach in the future. Do not forget to explain what the grade level you are thinking about is, and the content area.

Two-Three paragraphs

Conclusion

This is where you remind us what you said in the body of your paper, and you tell us why it matters.

One paragraph

References

This is where you will include the APA style citations for all of the texts you cite in this paper.

A typical paragraph is 200 words. Paper #1 will be between 1,800-2,200 words.

Grading Rubric for Paper #1
10 Points Possible

	Category	Excellent	Good	Poor	
1	Introduction 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
2	Theorizing CSP 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
3	Praxis 3 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	
4	Conclusion 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
5	References 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
6	Mechanics 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
	TOTAL=10				

Appendix 3

Directions for Paper #2: Group Curriculum Analysis

DUE November 6 @midnight

1. You will work in the groups that I have established for you. As I write these directions, I imagine you will be in groups that are diverse in terms of whether you are a pre-service or in-service teacher, and less diverse in terms of grade level and subject matter. We'll see what we have to work with. I will establish these groups during the third week of class.
2. Your group needs to start meeting by **Week 6**. This project has multiple parts, and you will need to come up with a clear work plan, as a group, to have your Group Curriculum Analysis Project ready to turn in by **November 6, 2022**. The facilitator will turn your paper in for your whole group.
3. Your group will decide who in your group will take on each role. If for some reason there are only 4 people in your group, combine the role of The Facilitator and The Assessment Discussion Leader into one role:
 - **The Facilitator:** This is the person who facilitates the discussion, making sure everyone expresses themselves and guides people to coming to a group decision about each part of the project. This is the person also makes sure group members are working on their parts of the project by checking in with them about their tasks before the final project is due.
 - **The Curriculum Analysis Leader:** This is a group project in which you produce an analysis of a lesson plan on Texas history for a 6th grade classroom. The Curriculum Analysis Leader will guide this very important discussion, making sure that everyone participates, and keeping track of what the group discusses.
 - **The Delegator:** This is the person who guides the discussion about who will complete which tasks, as the group plan evolves. This person will summarize what each job is, who will do it, and when it will be completed.
 - **The Reviewer:** This is the person who makes sure the key parts of the project are well-written and well thought out. This is the person who makes sure all group members are working on their parts of the project by checking in with them about their tasks before the final project is due.
 - **The Editor:** This is the person who edits the final project for completeness, clarity, and coherence, creating one voice for the project. This person makes sure that APA style is followed.

Group Curriculum Analysis Project

Thinking about all we have discussed thus far in the semester, your group will analyze this lesson plan from the *Curriculum Guide for Teaching Texas History*, **TEKS 6A: Effects of Westward Expansion on American Indians**. This lesson is on pp. 6-1 – 6-12 and is intended to be used in a 6th-grade classroom.

Curriculum Guide for Teaching Texas History

<https://www.sanjacinto-museum.org/content/documents/CurriculumGuideforTeachingTexasHistory.pdf>

Document Analysis Form

<https://www.facinghistory.org/resource-library/teaching-strategies/document-analysis-templates>

These documents are also on the list of documents on the left-hand side of our course on BB.

Discuss the lesson plan as a group.

- a. Who do you imagine might be in your class? Describe the students.
- b. What are the strengths of this lesson plan?
- c. What is missing in this lesson plan?
- d. How could you adapt this lesson plan to make it culturally sustaining?
- e. What resources should you use beyond this skeletal plan to make this a more robust plan?

Your group will produce an essay together, in which you will address the following issues:

1. Introduction
This is where you will explain who your students are. You will also explain what the TEK is, what the lesson plan attempts to do, where the lesson plan is from, and what you will do in this paper. What you will do in this paper is your thesis statement.
2. Description of the lesson plan
 - a. Strengths
 - b. Limitations
3. Critique of the lesson plan
 - a. List of three or more things you would change and explain why.
4. Conclusion
 - a. Remind us what you argued.
5. References

Model for Paper #2

Your paper will look like this:

Title page as per APA style
Page numbers as per APA style

Your Title Here

Introduction

You will include a thesis statement here.

One paragraph

Description of the Lesson Plan

This is where you explain what lesson plan you are looking at, where it comes from, and what the TEK is.

Critique of the Lesson Plan

This is where you will discuss at least three things that you would change in this lesson plan and explain why. It would be good to cite course texts here.

Three-Four paragraphs

Conclusion

This is where you remind us what you said in the body of your paper, and you tell us why it matters.

One paragraph

References

This is where you will include the APA style citations for all of the texts you cite in this paper.

Length will vary.

A typical paragraph is 200 words. Paper #2 will be between 1,800-2,200 words.

Grading Rubric for Paper #2
10 Points Possible

	Category	Excellent	Good	Poor	TOTAL
1	Introduction 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
2	Description of the Lesson Plan 2 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
3	Critique of the Lesson Plan 4 points	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	1-0	
4	Conclusion 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
5	References 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
6	Mechanics 1 point	Directions were followed.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
	TOTAL=10				

Appendix 4
Group Evaluation/Participation Rubric
DUE November 7 @midnight

After your group has turned in Paper #2, you will complete the chart for the Group Participation Rubric below, evaluating yourself and the other members of your group.

Group Participation Rubric

Point Value	Outstanding 5	Good 4 – 3	Developing 2	Beginning 1
Participation	<p>Participates actively. Helps direct the group in setting goals. Helps direct group in meeting goals. Thoroughly completes assigned tasks. Actively participates in helping the group work together.</p>	<p>Participates in group. Shows concern for goals. Participates in goal setting. Participates in meeting goals. Completes assigned tasks. Demonstrates effort to help the group work together.</p>	<p>Sometimes participates in group. Shows concern for some goals. Participates marginally in goal setting. Participates in meeting goals. Completes some assigned tasks.</p>	<p>Participates minimally. Shows a little concern for goals. Watches but doesn't participate in goal setting. Completes assigned tasks late or turns in work incomplete.</p>
Communication	<p>Shares many ideas related to the goals. Encourages all group members to share their ideas. Listens attentively to others. Empathetic to other people's feelings and ideas.</p>	<p>Freely shares ideas. Listens to others. Considers other people's feelings and ideas.</p>	<p>Shares ideas when encouraged. Allows sharing by all group members. Listens to others. Considers other people's feelings and ideas.</p>	<p>Does not share ideas. Watches but does not contribute to discussions. Does not show consideration for others.</p>

You will evaluate all of your group members, as well as yourself. Using this rubric, you will complete the following chart in which you evaluate yourself and your group members.

	Group Members	Numerical Score (5-1)	Qualitative Evidence to Support Each Score (Participation and Communication)
1	Your name here		
2	Another group member (use actual names)		
3	Another group member		
4	Another group member		
5	Another group member		

Appendix 5
Directions for Culturally Sustaining Pedagogies Lesson Plan and Assessments
DUE December 4 @midnight

1. You will create a culturally sustaining lesson plan along with three kinds of assessments at the grade level and subject area of your choice.
2. You will think carefully about this lesson plan and the assessments, and you will use ideas you have learned about throughout the course.
3. You will do this by copying the form below into a Word document and completing it.
4. You will make sure the final project is proofread and is turned in under the correct tab.

Figure 1: Culturally Sustaining Lesson Plan and Assessments

	CATEGORY	YOUR RESPONSES
1	Grade Level	
2	Content Area	
3	TEKS Select one–three TEKS (see the link on our BB page) that you will be assessing.	
3	Include if the class is Bilingual or Monolingual. If bilingual, note the program type.	
4	Describe a class of 30 students in terms of ethnicity, religion, language background, gender, sexuality, and ability. Do this in a narrative format.	
5	Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? <i>Do this in a narrative format.</i>	
6	Describe the student learning objectives using the stem: -Students will <i>analyze...</i> -Students will <i>create...</i> etc... You will fill in the blanks. Include a paragraph here about how these objectives will be assets based.	
7	Describe the materials you will need for this lesson. A numbered list is fine.	
8	Describe the procedure for the lesson. Do this in a numbered list using the stem: 1. The teacher will... 2. The teacher will... This section will be long and highly detailed. Be explicit!	

9	<p>Describe each of your assessment plans for this particular lesson.</p> <p>You must CREATE 3 assessments for this lesson using the 7 Assessments in our textbook by Meier & Knoester. This section will be long and highly detailed, and you will include the actual assessments you would use for this lesson. That is, if you are doing interviews, you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list.</p>	
10	<p>Explain why you have selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in this lesson. Make reference to the 7 Meier & Knoester chapters.</p>	
11	<p>Include your reference list here. Be sure to use APA style for references.</p>	

Rubric for the Culturally Sustaining Lesson Plan and Assessments Project

	Category	Excellent	Good	Poor	
1	Grade Level 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
2	Content Area 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
3	TEKS (1-3) 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
4	Bilingual/Monolingual? If bilingual, note the program type. 1 point	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		1	.5	0	
5	Describe a class of 30 students in terms of race, ethnicity, religion, language background, gender, sexuality, and ability. Do this in a narrative format. 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
6	Describe the school context. What kind of resources does the school have? What percentage of students receive a free or reduced lunch? Do this in a narrative format. 3 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2-1	0	
7	Describe the student learning objectives. Use the stem: -Students will <u>analyze...</u> -Students will <u>create...</u> etc... You will fill in the blanks. 4 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		4	3-2	1-0	
8	Describe the materials you will need for this lesson. A numbered list is fine. 3 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		3	2	1-0	

9	Describe the procedure for the lesson. Do this in a numbered list that uses the stem: 1. The teacher will... 2. The teacher will... This section will be highly detailed. Be explicit! 10 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-2	1-0	
10	Describe your assessment plans for this particular lesson. You must CREATE 3 assessments for this lesson from the 7 Assessments (Meier & Knoester) we have read about. This section will be highly detailed, and you will include the actual assessments you would use for this lesson (i.e., if you are doing interviews, you will include the interview questions; if you are doing a descriptive review, you will describe who would be involved, and go through the procedure step by step, in a numbered list). You will use the headings Assessment 1 Assessment 2 Assessment 3. 10 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-3	2-0	
11	Describe why you group have selected these assessments. Make an argument as to why the assessments you have described are appropriate ways to assess the learning in this lesson. Make reference to the 7 Meier & Knoester chapters. 10 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		10-7	6-3	2-0	
12	Include your reference list here. Be sure to use APA style for references. 2 points	Directions were followed well.	Shows limited awareness of directions.	Shows virtually no awareness of directions.	
		2	1	0	
	TOTAL= 48				