

Syllabus

Course Overview

The study of diversity takes on an understanding of its meaning and how this relates to interchangeable words such as *multiculturalism*. For example, diversity often refers to one's gender or race. Diversity is an observable difference. Multiculturalism, on the other hand, may shift or include multiple customs, traditions, and/or beliefs that may not be visible. Educators often interpret these definitions to mean holidays, languages, and/or a physical attribute. This has become the more simplistic answer when approaching the topic of multiculturalism and/or diversity.

Leaders in the field of multicultural education believe the goal of educators should be to infuse multiculturalism for the sole purpose of celebrating the differences of all learners. Once we have established these differences we can better apply critical teaching and learning so that all students have an equal opportunity to aspire to their full potential.

In this course, you will examine current models and theories of multicultural education. You will design and implement instruction that shows evidence of your knowledge as it relates to integrating multicultural education.

Course Requirements

In this course, you will be required to record and edit a video file of yourself for the Unit 8 Implementing Culturally Responsive Instruction assignment. You will share this video or audio file with the instructor, who will use it to assess your proficiency in course competencies. If this is not a requirement you cannot meet, please contact your advisor so that you can be enrolled in a more appropriate class for the quarter.

Kaltura Media

You will use Kaltura Media for the multimedia component of your assignment in Units 2 and 8. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

If you require the use of assistive technology or alternative communication methods to participate in course activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate multicultural theories, frameworks, and models to understand the importance of culture, community, and collaboration to promote inclusion and enhance student learning.
- 2 Incorporate student culture into teaching practices using a variety of teaching styles and strategies that are consistent within various cultural groups.
- 3 Implement instruction based on one or more multicultural theories, frameworks, or models.
- 4 Critically reflect on one's own dispositions related to culture and diversity.

Course Prerequisites

This course requires access to an educational setting, students or learners, and/or classroom practitioners.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. Headsets and webcams are available for purchase at the Capella University [Bookstore](#). Refer to the manufacturer's directions for installing and connecting the devices to your computer. Note: If you already have the following hardware, you do not need to purchase it.

Kaltura Media

- Headset with microphone
- External or built-in webcam
- Hardware or device for recording in front of others

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Aguirre, J. M., & del Rosario Zavala, M. (2013). [Making culturally responsive mathematics teaching explicit: A lesson analysis tool](#). *Pedagogies*, 8(2), 163–190.
- Banks, J. A. (2013). [The construction and historical development of multicultural education, 1962–2012](#). *Theory Into Practice*, 52, 73–82.
- Blanchet-Cohen, N., & Reilly, R. C. (2013). [Teachers' perspectives on environmental education in multicultural contexts: Towards culturally-responsive environmental education](#). *Teaching and Teacher Education*, 36, 12–22.
- Brouwer, P., Brekelmans, M., Nieuwenhuis, L., & Simons, R. (2012). [Communities of practice in the school workplace](#). *Journal of Educational Administration*, 50(3), 346–364.

- Bui, Y. N., & Fagan, Y. M. (2013). The effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for fifth-grade students' reading comprehension. *Preventing School Failure*, 57(2), 59–69.
- Chita-Tegmark, M., Gravel, J. W., Serpa, M. B., Domingos, Y., & Rose, D. H. (2012). Using the universal design for learning framework to support culturally diverse learners. *Journal of Education*, 192(1), 17–22.
- Conrad, B. (2012). Intentions and beliefs: Why they matter and a conceptual framework for understanding them in culturally responsive teachers. *Curriculum and Teaching Dialogue*, 14(1/2), 87–99.
- DeLuca, C., & Lam, C. Y. (2014). Preparing teachers for assessment within diverse classrooms: An analysis of teacher candidates' conceptualizations. *Teacher Education Quarterly*, 41(3), 3–24.
- Edwards, S., & Edick, N. A. (2013). Culturally responsive teaching for significant relationships. *Journal of Praxis in Multicultural Education*, 7(1), 1–18.
- Ford, B. A., Stuart, D. H., & Vakil, S. (2014). Culturally responsive teaching in the 21st century inclusive classroom. *Journal of the International Association of Special Education*, 15(2), 56–62.
- Ford, D. Y. (2015). Culturally responsive gifted classrooms for culturally different students: A focus on invitational learning. *Gifted Child Today*, 38(1), 67–69.
- Gay, G. (2009). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152.
- Herbers, M. S., Antelo, A., Ettl, D., & Buck, M. A. (2011). Improving teaching through a community of practice. *Journal of Transformative Education*, 9(2), 89–108.
- Herrera, S. G., Holmes, M. A., & Kavimandan, S. K. (2012). Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1–19.
- Hramiak, A. (2015). Applying the framework for culturally responsive teaching to explore the adaptations that teach first beginning teachers use to meet the needs of their pupils in school. *Cogent Education*, 2(1), 1–14.
- Huang, H. (2002). Designing multicultural lesson plans. *Multicultural Perspectives*, 4(4), 17–23.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.
- Ladson-Billings, G. (2011). Is meeting the diverse needs of all students possible? *Kappa Delta Pi Record*, 48(1), 13–15.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review*, 84(1), 74–84.
- Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: How culturally responsive teaching, classroom management, and assessment literacy are intertwined. *Multicultural Education*, 23(3/4), 7–13.
- Lotherington, H., & Chow, S. (2006). Rewriting "Goldilocks" in the urban, multicultural elementary school. *The Reading Teacher*, 60(3), 242–248, 250–252.
- Montgomery, W. (2001). Creating culturally responsive, inclusive classrooms. *Teaching Exceptional Children*, 33(4), 4–9.
- Pitt, R. N., & Packard, J. (2012). Activating diversity: The impact of student race on contributions to course discussions. *Sociological Quarterly*, 53(2), 295–320.
- Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education*, 47(6), 1086–1105.
- Smith, S. (2013). (Almost) everything I need to know about multiculturalism I learned on jury duty. *Multicultural Education*, 20(2), 40–42.
- Starker, T. V., & Fitchett, P. G. (2013). Assisting preservice teachers toward becoming culturally responsive. *Multicultural Learning and Teaching*, 8(1), 27–46.
- Taylor, R., Kumi-Yeboah, A., & Ringlaben, R. P. (2016). Pre-service teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners. *Multicultural Education*, 23(3/4), 42–48.
- Taylor-Gooby, P., & Waite, E. (2014). Toward a more pragmatic multiculturalism? How the U.K. policy community sees the future of ethnic diversity policies. *Governance*, 27(2), 267–289.
- Thompson, F. (2009). The instruction and assessment of multicultural dispositions in teacher and counselor education. *Journal of Invitational Theory and Practice*, 15, 32–54.
- van Geel, M., & Vedder, P. (2011). Multicultural attitudes among adolescents: The role of ethnic diversity in the classroom. *Group Processes and Intergroup Relations*, 14(4), 549–558.
- Warren, C. A. (2015). Scale of teacher empathy for African American males (S-TEAAM): Measuring teacher conceptions and the application of empathy in multicultural classroom settings. *The Journal of Negro Education*, 84(2), 154–174.
- Wender, E. (2014). The practice of empathy. *English Journal*, 103(6), 33–37.
- Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. *Educational Leadership*, 53(1), 17–21.
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., . . . Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804–824.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- King, M. (2016). Six key features of a successful community of practice. *The Journal of Staff Development*, 37(6), 12–14. Retrieved from <https://learningforward.org/docs/default-source/jsd-december-2016/6-key-features-of-a-successful-community-of-practice-december16.pdf>
- Wegner-Trayner, B., & Wegner-Trayner, E. (2015). Introduction to communities of practice: A brief overview of the concept and its uses. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- United Nations Millennium Campaign. (2007). Student voices against poverty: The millennium campaign curriculum project : Lesson plans and resources manual for teachers. New York, NY: United Nations Millennium Campaign.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Davis, M. (2016, September 8). [Preparing for cultural diversity: Resources for teachers](#) [Blog post]. Retrieved from <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>. Originally published 2016 Edutopia.org; George Lucas Educational Foundation.
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](#) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Multicultural Frameworks, Theories, and Models I

Introduction

The word *disposition* has evolved to mean an external outcome to an internal thought or belief. Some researchers such as Carr and Claxton (2002) refer to dispositions as habits of mind with a specific response to a given situation. In many professions to include education, assessments have been administered to score one's dispositions and, specifically, multicultural dispositions. For example, most state or national standards in education dedicate a large part of their evaluations to diversity. Therefore, pre-service and practicing teachers' dispositions are often assessed. The validity of these assessments is often the center of much debate. On one hand, those in education want to deter educators away from ethnocentric monoculturalism or the belief one's own culture is superior. In order to do this, Banks (1995) argues, from a socio-cultural consciousness stance, we are deeply influenced by our own race, language, and class. Basically, the question becomes "How can we really embrace diversity unless we understand our own uniqueness?" Therefore, the goal to help professionals possess the characteristics that support a culturally responsive environment must start with understanding our own dispositions.

References

Carr, M., & Claxton, G. (2002). Tracking the development of learning dispositions. *Assessment in Education*, 9(1), 9–37.

Banks, J. (1995). The historical reconstruction of knowledge about race: Implications for transformative teaching. *Educational Researcher*, 24(2), 15–25.

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to read the following:

- Banks, J. A. (2013). The construction and historical development of multicultural education, 1962–2012. *Theory Into Practice*, 52, 73–82.
- van Geel, M., & Vedder, P. (2011). Multicultural attitudes among adolescents: The role of ethnic diversity in the classroom. *Group Processes and Intergroup Relations*, 14(4), 549–558.
- Montgomery, W. (2001). Creating culturally responsive, inclusive classrooms. *Teaching Exceptional Children*, 33(4), 4–9.
- Gay, G. (2009). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152.
- Blanchet-Cohen, N., & Reilly, R. C. (2013). Teachers' perspectives on environmental education in multicultural contexts: Towards culturally-responsive environmental education. *Teaching and Teacher Education*, 36, 12–22.

u01s2 - Assignment Preparation

Unit 2 Research Review and Presentation

For your assignment due in Unit 2, you will prepare a research review on theories and practices related to multicultural teaching and present your research in a video presentation. To prepare for this assignment:

- Read the Research Review and Presentation assignment instructions and scoring guide in Unit 2.
- Begin researching articles. You will need 4–6 articles on research-based theories of and practices in multicultural teaching for your assignment. Use the [Teaching and Learning Library Guide](#) to help you find peer-reviewed quantitative and qualitative research studies.
- Prepare the technology you will need to record and submit your video. Kaltura Media has been provided for you in the courseroom (see below).

Using Kaltura Media

In this course, you will use Kaltura to record a presentation in Unit 2 and upload a video of yourself teaching in Unit 8. In preparation for using Kaltura to record yourself in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Practice using the hardware to ensure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and uploading your presentation and video to the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you've completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01s3 - Optional Activity: Research Review

Click **Research Review** to check your understanding of how to construct your research review. This is for your own self-assessment.

Course Resources

Research Review

u01d1 - Diversity Assessment

Explore the Diversity Self-Assessment created by K.D. Bromley (1998), which is cited in Montgomery's 2001 article, "Creating Culturally Responsible, Inclusive Classrooms," assigned in this week's study. Choose 2–3 questions from the self-assessment on which to focus your discussion post this week. Respond to these questions as they relate to your educational setting.

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their answers to the self-assessment questions compare with your own.

Post your initial response in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Cultural Identity

As you reflect upon your responses to the Diversity Assessment discussion, what do you believe is a disposition(s) you possess influenced by your own culture? Provide a brief personal identity story about what social constructs have led to who you are and how that might fit into a multicultural classroom or workplace.

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial response in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Multicultural Frameworks, Theories, and Models II

Introduction

Many studies have been conducted to determine those dispositions a teacher must possess in order to be a successful educator. Dispositions such as caring and kind are thought to be characteristics that support a teacher–student relationship. However, what people believe they possess as compared to how they behave can be quite different. In his study, Warren (2015), states, "Believing one thing and doing another does little to improve student outcomes. Beliefs and expectations must be followed by sound instructional decisions that respond directly to the learning needs of students, and ultimately produces academic results that demonstrate student proficiency in the content area" (Discussion section, para. 3). He further suggests that within a multicultural setting the most important of dispositions is empathy, noting that teachers not able to empathize with students from cultures different from their own may alienate those students. To a further extent this could promote a bias felt within the learning environment, minimizing relationship building between teacher and student. However, it must be noted that too much empathy has often led to an over-identification of certain groups in special education. Therefore, a teacher's understanding of what empathy is and how it should be utilized has become a cornerstone to successful teaching within a diverse classroom.

Discussions this week will center around why empathy is important and how to include empathy in your practice.

Reference

Warren, C. A. (2015). Scale of teacher empathy for African-American males (S-TEAAM): Measuring teacher conceptions and the application of empathy in multicultural classroom settings. *The Journal of Negro Education, 84*(2), 154–174.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following:

- Warren, C. A. (2015). Scale of teacher empathy for African American males (S-TEAAM): Measuring teacher conceptions and the application of empathy in multicultural classroom settings. *The Journal of Negro Education, 84*(2), 154–174.
- Wender, E. (2014). The practice of empathy. *English Journal, 103*(6), 33–37.
- Edwards, S., & Edick, N. A. (2013). Culturally responsive teaching for significant relationships. *Journal of Praxis in Multicultural Education, 7*(1), 1–18.

u02a1 - Research Review and Presentation

Assignment Overview

As educators in a diverse society we are challenged to ensure all of our students learn, regardless of their cultural backgrounds, personal experiences, and prior educational foundations. One way to develop your understanding of the rationale, challenges, and pedagogical strategies for teaching learners from diverse backgrounds is through a review of the academic literature focused on multicultural teaching and learning. To that end, this assignment asks you to conduct a literature review of peer-reviewed articles that address the foundations for a multicultural education theory and a culturally relevant pedagogy. Based on your findings, you will create a multimedia presentation that summarizes your understanding of the literature.

Assignment Instructions

Part I: Research Review

1. Use the Capella library to locate 4–6 articles on research-based theories of and practices in multicultural teaching.
2. Explore educational theories that provide a rationale for multicultural teaching and pedagogical strategies and practices that best serve learners from diverse backgrounds.
3. Focus your research:
 1. Include research applicable to your educational setting.
 2. Include peer-reviewed sources.
 3. Include research studies that use quantitative, qualitative, and mixed methods. For quantitative studies, be sure to discuss the research questions, data collection methods, and findings.
4. Write your research review:
 1. For each article, identify the main ideas and the strength and weaknesses of the findings and conclusions.
 2. For each article, evaluate what the research says about the role of student culture, community, or collaboration in promoting student learning.

Part II: Presentation of Findings

1. Use the findings from your literature review to create a 5–8 minute video in which you present your research. Include visuals using PowerPoint or another presentation tool of your choice. Use Kaltura to record your video.
2. Include a formal introduction to the topic, emerging themes derived from the research, and a summary of your findings.
3. Conclude your presentation with at least five questions about teaching your students from diverse backgrounds to be addressed through further inquiry during remainder of this course. Your final assignment in Unit 10 will be based on these five questions.

Submission Guidelines

- Resources and citations are formatted according to APA style and formatting.
- Written communication is free of errors that detract from the overall message.
- Oral communication is professional, rehearsed, and free of errors that detract from the overall message.
- Submit your research review as its own document.
- Use Kaltura to upload your presentation in the assignment area.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Kaltura \[PDF\]](#)

u02d1 - Empathy

In this week's studies, the authors of the assigned readings highlight the practice of empathy. Of those discussed, which practices might you include, and why? Is there an activity not mentioned that you might consider? How could practicing empathy promote student success in your setting? What activities or experiences could further promote increasing empathy within your practice?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the questions compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Planning for Culturally Relevant Teaching I

Introduction

In your first few weeks, you have been exploring your own identity and how this is relative to the topic of diversity. You have also been engaged in research about frameworks and models that support a culturally responsive classroom or educational setting. Interestingly, some authors believe that how one cares about this topic can make a difference in creating a successful environment. Specifically, Shevalier and McKenzie (2012) believe the difference between "caring about [and] caring for" a student matters significantly in producing a successful outcome (p. 4). They believe it is in this realm that the achievement gap indeed can be narrowed.

This week's work will focus on the role of caring and beliefs in creating a culturally responsive educational setting.

Reference

Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education*, 47(6), 1086–1105.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education*, 47(6), 1086–1105.
- Ford, D. Y. (2015). Culturally responsive gifted classrooms for culturally different students: A focus on invitational learning. *Gifted Child Today*, 38(1), 67–69.
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., . . . Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804–824.
- Gay, G. (2009). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152.
- Conrad, B. (2012). Intentions and beliefs: Why they matter and a conceptual framework for understanding them in culturally responsive teachers. *Curriculum and Teaching Dialogue*, 14(1/2), 87–99.

u03d1 - Caring

Shevalier and McKenzie (2012) discuss the difference between caring for students and caring about students. Discuss this distinction in your setting. How do you care for and care about the students you teach? How do you see caring for students as part of building relationships in your environment?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the questions compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Planning for Culturally Relevant Teaching II

Introduction

Teachers and other professionals continue to seek ways to bring all cultures together so that students have an equal opportunity to learn and to learn within the context of their own culture. It is the goal of instructors to include both differences and those attributes that may be similar and strike the perfect balance. Understanding and including these differences of culture can pose challenges for those designing instruction. A few areas presented by Parrish and Linder-VanBerschoot (2010) suggest that the following should be investigated when designing instruction with culture in mind.

A teacher designing instruction should:

- Understand and appreciate the cultural differences of students in order to make the appropriate instructional decisions that will enhance their learning;
- Become aware of one's own cultural preferences for what they are and not assuming they represent the "right" way to think;
- Determine which student behaviors represent cultural values and are therefore less prone to modification to accommodate the instructional situation;
- Accept the dual responsibility of educators to acculturate and respect individual student cultural backgrounds; and
- Accept that research-based instructional strategies are also culture-based and therefore may be at times inappropriate or in need of adaptation. (Parrish & Linder-VanBerschoot, 2010, p. 10)

The authors further suggest that teachers and others who design instruction should also consider what is acceptable and what should be challenged when it comes to a practice. These may not be culturally sensitive to students. Thus, teachers should always review curriculum design to ensure they are providing what is current within multicultural research.

Reference

Parrish, P., & Linder-VanBerschoot, J. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. *International Review of Research in Open and Distance Learning*, 11(2), 1–19.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Huang, H. (2002). [Designing multicultural lesson plans](#). *Multicultural Perspectives*, 4(4), 17–23.
- Aguirre, J. M., & del Rosario Zavala, M. (2013). [Making culturally responsive mathematics teaching explicit: A lesson analysis tool](#). *Pedagogies*, 8(2), 163–190.
- Herrera, S. G., Holmes, M. A., & Kavimandan, S. K. (2012). [Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms](#). *International Journal of Multicultural Education*, 14(3), 1–19.

u04s2 - Assignment Preparation

Unit 5 Culturally Relevant Teaching Practices

In Unit 5, you will submit a lesson you have revised to include multicultural teaching strategies that are consistent with the cultures of the students in your setting. In preparation for this assignment, do the following:

- Read the Culturally Relevant Teaching Practices assignment and scoring guide in Unit 5.
- Review the resources listed below if you need ideas to get started.

Optional Reading

- Davis, M. (2016, September 8). Preparing for cultural diversity: Resources for teachers [Blog post]. Retrieved from <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>. Originally published 2016 Edutopia.org; George Lucas Educational Foundation.
- Section 3, "Lesson Plans," from *Student Voices Against poverty: The Millennium Campaign Curriculum Project: Lesson Plans and Resources Manual for Teachers*, by the United Nations Millennium Campaign.

u04s3 - Optional Activity: Analyzing Lessons for Cultural Bias

Click **Analyzing Lessons for Cultural Bias** to check your understanding of bias in and cultural relevance of content lesson plans. This is for your own self-assessment.

Course Resources

Analyzing Lessons for Cultural Bias

u04d1 - Lesson Planning with Culturally Relevant Strategies

In Unit 5, you will submit a lesson you have revised that demonstrates your ability to incorporate student culture and culturally relevant teaching strategies into your teaching. In this discussion, you will practice revising a lesson with a culturally relevant lens and have the opportunity to receive feedback from peers and the instructor before your assignment is due.

For this discussion:

- Read one of the sample lessons in the Resources area.
- Consider the strategies you have been reading and researching.
 - What assumptions and biases do you identify in this lesson?
 - What would you change, adapt, add to, or remove from this lesson to address the assumptions and biases you see?
 - How would you include the cultural norms and practices of your students into this lesson?
 - What culturally responsive teaching strategies would you use?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the questions compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Example Secondary Lesson

Example Primary Lesson

u04d2 - Incorporating Multicultural Strategies

What preferences in learning styles and strategies do you believe are a direct result of your own cultural norms and characteristics? If you were designing a lesson with a student much like you in your classroom what instructional decisions would you make?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the questions compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Planning for Culturally Relevant Teaching III

Introduction

There are many ways to begin to create a culturally responsive setting. You have examined models, dispositions, strategies, lesson design, and your own unique qualities. What you may have found is that including diversity goals is merely intentional changes to an already existing curriculum. In many ways you are asked to think in a larger scope of those you are serving as compared to a singular outcome to a specific goal. For example, literacy, specifically storytelling, is a natural subject area in which these changes can be made. Storytelling is not a new concept in teaching. Creative changes, however, can make this known strategy into a powerful tool within a culturally responsive setting.

Lotherington and Chow (2006) found that experimenting with technology by adding digital storytelling supported their journey within "creating, understanding, and documenting multiliteracies in action—21st-century literacies that engage multiculturalism, multilingualism, and multimodalism in complex interplay" (p. 242). Interestingly, they helped their students to rewrite well-known stories to fit their backgrounds and added the technology component to support their overall goal of digital storytelling.

This week you will read Lotherington and Chow's study and respond to a discussion about it.

Reference

Lotherington, H., & Chow, S. (2006). Rewriting "Goldilocks" in the urban, multicultural elementary school. *The Reading Teacher*, 60(3), 242–248, 250–252.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Lotherington, H., & Chow, S. (2006). Rewriting "Goldilocks" in the urban, multicultural elementary school. *The Reading Teacher*, 60(3), 242–248, 250–252.
- Starker, T. V., & Fitchett, P. G. (2013). Assisting preservice teachers toward becoming culturally responsive. *Multicultural Learning and Teaching*, 8(1), 27–46.
- Ford, B. A., Stuart, D. H., & Vakil, S. (2014). Culturally responsive teaching in the 21st century inclusive classroom. *Journal of the International Association of Special Education*, 15(2), 56–62.
- Chita-Tegmark, M., Gravel, J. W., Serpa, M. B., Domingos, Y., & Rose, D. H. (2012). Using the universal design for learning framework to support culturally diverse learners. *Journal of Education*, 192(1), 17–22.
- Bui, Y. N., & Fagan, Y. M. (2013). The effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for fifth-grade students' reading comprehension. *Preventing School Failure*, 57(2), 59–69.

u05a1 - Culturally Relevant Teaching Practices

Assignment Description

To become effective teachers who incorporate multicultural concepts, we must become effective in our instructional practice. Therefore, determining how we will teach is as important as what we will teach. In Units 1–5, you have researched learning theories and models that support best practices in providing a culturally responsive classroom. As a teacher you must determine what model or strategy you will use in your practice. What theory supports this model? Once you have answered these questions, you have taken the first step in designing effective instruction. Incorporating multiculturalism is itself a part of the content process, not just an added activity. Your required reading will help you to understand how to weave this together.

Assignment Instructions

- Identify an upcoming lesson from your curriculum, including the objectives and assessment.
 - How did you approach teaching this lesson in the past?
 - What styles of teaching and strategies have you used when teaching this lesson?
- Identify the assumptions and biases in the current lesson.
 - What do the objectives, materials, content, or assessment assume about students?
 - What do students need to already know about the content in order to make connections to the new learning? How is that background knowledge culturally biased?
- Revise the lesson by incorporating strategies and materials to address the assumptions and biases you identified.
- Evaluate how the strategies you selected incorporate student culture in the lesson.
- Reference the multicultural theory and best practices to support your strategy selection.
- Analyze the difference in the lesson before your changes and after.
 - How will the strategies you incorporated provide equal access to the content for all learners?

Submission Guidelines

- Submit the original lesson plan with objectives, assessment strategy, plan for materials, and sequence of activities.
- Submit the revised lesson with changes that reflect the culturally relevant teaching strategies incorporated.
- Submit a 3–4 page analysis based on the instructions above and scoring guide criteria.

u05d1 - Adapting Materials

From the Lotherington and Chow (2006) article you read as part of this unit's required reading, the authors analyzed the use of "Goldilocks" as a classroom text. As they mentioned, as most of the students in this study are from urban, developed cities, they would probably not be familiar with bears, a cabin in the woods, or the idea of walking somewhere alone. How do you think the children in the study would have rewritten the story? Create a summary of the story as it might be retold from the perspective of one of your students.

How does this retelling change the instruction you would provide?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Implementing Culturally Responsive Instruction

Introduction

Assessment has become the driving force behind teaching in today's classroom. In theory, standardizing the curriculum was to ensure that all students were provided a quality education. In practice, more and more educators are finding it difficult to meet the needs of all students. Learners at most risk are those with diverse learning needs.

Preparing teachers for this challenge has fallen short, and yet the expectation to meet the rigor of high-stakes testing continues. Researchers DeLuca and Lam (2014) found "that the majority of teacher candidates articulate relatively superficial connections between assessment and diversity" (p. 18). As noted within their study, core subjects continue to be the foundation of teacher preparation and assessment within the K-12 setting. Therefore, assessing students for remedial support, special education, or speech and language services becomes suspect as to the adequate preparation schools and/or educators may have, given their possible lack of training (DeLuca & Lam, 2014).

Another concern is that assessment is too often used to evaluate teacher effectiveness instead of student achievement. Interestingly, these concerns about assessment can be found in the everyday workplace. DeLuca and Lam (2014) noted that testing for promotion or skill acquisitions also fell short on the type of test and how it addresses the diverse learning needs of those taking it. Assessment by all counts is to retrieve the students' knowledge of any given topic. How the information is provided that will be assessed and the actual tool for testing must be considered together in order to ensure that all students are successful.

Reference

DeLuca, C., & Lam, C. Y. (2014). Preparing teachers for assessment within diverse classrooms: An analysis of teacher candidates' conceptualizations. *Teacher Education Quarterly*, 41(3), 3–24.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- DeLuca, C., & Lam, C. Y. (2014). Preparing teachers for assessment within diverse classrooms: An analysis of teacher candidates' conceptualizations. *Teacher Education Quarterly*, 41(3), 3–24.
- Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: How culturally responsive teaching, classroom management, and assessment literacy are intertwined. *Multicultural Education*, 23(3/4), 7–13.
- Hramiak, A. (2015). Applying the framework for culturally responsive teaching to explore the adaptations that teach first beginning teachers use to meet the needs of their pupils in school. *Cogent Education*, 2(1), 1–14.
- Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. *Educational Leadership*, 53(1), 17–21.

Research

Research one article on multicultural or culturally relevant assessment strategies for diverse learners.

u06s2 - Assignment Preparation

Implementing Culturally Responsive Instruction

In Unit 8, you will submit a video of yourself teaching to demonstrate your ability to implement instruction based on the multicultural theories, models, and frameworks you have been researching. To prepare for this assignment, do the following:

- Read the Implementing Culturally Responsive Instruction scoring guide and assignment instructions in Unit 8.
- Make sure you are complying with any privacy requirements (see below).
- Begin arranging to record yourself administering the lesson you select. Be sure to give yourself plenty of time to film, make any edits, and complete the assignment.

Privacy Requirements

As you will be recording in a classroom for your Unit 8 assignment, it is important that you know your school's policy about recording students and begin to take the necessary steps to ensure that you meet the course requirements while also meeting privacy requirements.

- If you are recording in a classroom, there is a need to privacy when it comes to student participation. Though the regulations may change by school and by state, in general you cannot film a student's face without a parent's or guardian's permission. You may record in your classroom, and if you see the backs of student heads, that is acceptable. You may also call on students as long as they are not filmed.
- If a student is filmed in a class recording, you must have a parent's or guardian's consent. Use the [Student Release Form](#) to obtain permission. You will need to submit a permission form for each student in the recording, or your assignment will receive no credit.
- If your school has a policy that allows for the recording of students, you can include that document instead of specific permission forms.

u06d1 - Multicultural Assessment Strategies

Compare the strategies for incorporating student culture into your teaching with assessment strategies for diverse learners. What are the similarities and differences between the two areas of teaching? What assessment strategies have you learned about that resonate with you?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Theories of Multicultural Assessment

In Unit 8, you will submit a video of yourself teaching using culturally relevant instructional strategies based on a theory, framework, or model of multicultural education. Consider the research you did on these practices in Unit 2. How did the theory, framework, or models you researched address assessment practices? If assessment was not explicitly addressed, use the theory, framework, or model to outline how you should approach assessment with diverse populations.

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Implementing Culturally Responsive Instruction II

Introduction

Your research and activities up to this point has been supported by current research. The "how to" on addressing diversity within your classroom has numerous avenues one could draw from. There is an assumption that we are at the very least accepting of the premise that there is a bias toward those who are different from the majority group. With this assumption we make determinations about the path to a successful multicultural program. This has come into question by some. Possibly, we are not making forward movement in diversity at all. Smith (2012) argues, "'Multiculturalism' is a hot topic. Be it skin color, religious beliefs, sexual orientation, political perspectives, even life experiences and past mistakes—no one single attribute constitutes the entirety of a person's identity" (p. 40). She further suggests that, possibly, multiculturalism is too subjective, and our approach or definition may need more scrutiny. The outcome could have the opposite effect and place people, regardless the identifier, into a box.

Reference

Smith, S. (2013). (Almost) everything I need to know about multiculturalism I learned on jury duty. *Multicultural Education*, 20(2), 40–42.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following:

- Taylor-Gooby, P., & Waite, E. (2014). Toward a more pragmatic multiculturalism? How the U.K. policy community sees the future of ethnic diversity policies. *Governance*, 27(2), 267–289.
- Ladson-Billings, G. (2011). Is meeting the diverse needs of all students possible? *Kappa Delta Pi Record*, 48(1), 13–15.
- Smith, S. (2013). (Almost) everything I need to know about multiculturalism I learned on jury duty. *Multicultural Education*, 20(2), 40–42.

u07s2 - Optional Activity: Multicultural Theory to Practice

Click **Multicultural Theory to Practice** to check your understanding of multicultural education theories. This is for your own self-assessment.

Course Resources

Multicultural Theory to Practice

u07d1 - Why Multicultural Education?

In your assigned reading this week, Smith (2013) charged that researchers are placing multiculturalism into a box and everyone becomes a norm that has been pre-determined. Whether it is the motion pictures, music, or our own beliefs, we may be assigning characteristics that may or may not exist to others. Further, Smith (2013) asks if we will ever get to the melting pot we aspire to be. In your discussion this week, how do you respond to Smith's thesis? How does her argument support or refute the multicultural theories, frameworks, and models you have been exploring?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Reference

Smith, S. (2013). (Almost) everything I need to know about multiculturalism I learned on jury duty. *Multicultural Education*, 20(2), 40–42.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Instructional Practice

In Unit 8, you will record yourself teaching. In this week's discussion, share your plan to incorporate a multicultural theory, framework, or model into the lesson you will film. What do you plan to share with the class? What theory, framework, or model are you incorporating? What characteristics of the 8–10 minutes you plan to record demonstrate that multicultural theory, framework, or model?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Implementing Culturally Responsive Instruction III

Introduction

Effective teaching in a culturally responsive classroom can be assessed in many ways. More familiar to educators is reflective writing, administrative observation, or peer observations. One modality of assessment that has found real merit over the last several years is allowing the video to capture on-going teaching. Berg (1996) reminds us that providing a visual recording of classroom activity provides a real view as compared to a perceived view. Teachers are able to view their practice with more precision and can make changes accordingly.

On-going feedback to teachers is often limited once they have left their teacher preparation programs. Educational leaders often rely on professional development, graduate coursework, or accreditation standards to secure effective practice. Olsen (2016) suggests that continued video-recording allows

teachers to take responsibility for themselves to improve their own teaching. She further reminds us that teachers are responsible for many types of learners from multiple backgrounds. Thus, verbal and nonverbal skills are as important as content knowledge. Teacher reflection with the use of visual recording of one's practice will help secure a more culturally responsive classroom.

References

Olson, J. K. (2016). The impact of video case content on preservice elementary teachers' decision-making and conceptions of effective science teaching. *Journal of research in science teaching*, 53(10), 1500–1523.

Berg, M. H., & Smith, J. P. (1996). Using videotapes to improve teaching. *Music Educators Journal*, 82(4), 31–38.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Pitt, R. N., & Packard, J. (2012). Activating diversity: The impact of student race on contributions to course discussions. *Sociological Quarterly*, 53(2), 295–320.

u08a1 - Implementing Culturally Responsive Instruction

Assignment Overview

Incorporating multicultural and diverse perspectives and instructional strategies in your educational setting is a continuous, recursive process of learning about the needs of your students, identifying the culturally appropriate strategies to meet those needs, and implementing the strategies in your teaching. In this assignment, you will weave together multicultural education theory and culturally relevant lesson design and implement this learning in your setting. The videotaped portion of your lesson provides evidence of your ability to execute culturally competent strategies in your teaching practice. The theoretical analysis you provide will explain the theory underpinning the selections you made and align the theory or multicultural model to the strategies you are using in the video.

Assignment Instructions

Capture 5–8 minutes of your teaching that demonstrates your ability to use multicultural teaching strategies in your setting. You can use the lesson you developed in Unit 5 or select a different lesson plan to revise and record on video. Analyze your use of theory in the lesson.

Part 1: Lesson Materials and Theoretical Analysis

1. Identify the multicultural education theory or model to implement in your setting.
2. Explain which components of the theory or model apply to the students in your setting.
 1. How does this model or theory meet the specific needs and cultural experiences of your students?
 2. How did you decide which components to implement?
3. Include the lesson that follows the guidelines of the theory/model.

Part 2: Video Recording of Teaching

- Demonstrate implementing the lesson. Use Kaltura or a technology of your choice to capture 5–8 minutes of your own teaching within your classroom.
 - How did you implement the components of the theory or model?
 - What materials did you develop to implement the components of the multicultural theory or model?

Submission Guidelines

- Resources and citations are formatted according to APA style and formatting.
- Submit the lesson materials and theoretical analysis in the assignment area.
- Use Kaltura to upload your video file to the courseroom.

- If a student is filmed in a class recording, you must have a parent's or guardian's consent. Use the Student Release Form to obtain permission. You will need to submit a permission form for each student in the recording, or your assignment will receive no credit.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Student Release Form](#)

[Using Kaltura \[PDF\]](#)

u08d1 - Lesson Reflection

Implementing culturally responsive instruction is an ongoing process. Think about the lesson you implemented for the Unit 8 assignment. Provide an evaluation of your implementation and overall outcome of the lesson. What went well? What would you have changed if you could? How did you find the experience of implementing multicultural theory?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 9 >> Reflection on Dispositions I

Introduction

Just as a culture is not static, the practices and theories of multicultural education and culturally relevant instruction have and will continue to evolve. Ladson-Billings (1995, 2014) offers both a foundational framework for defining and implementing culturally relevant pedagogies as well as a "remix" of her theory 20 years later. Her intent in revisiting her initial work was not to confirm nor refute its validity but to acknowledge and describe the direction of its evolution. To this end, in the final units you will explore your own dispositions that will support the evolution of your practice and equitably educate the diverse students in your setting.

References

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review*, 84(1), 74–84.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- Thompson, F. (2009). The instruction and assessment of multicultural dispositions in teacher and counselor education. *Journal of Invitational Theory and Practice*, 15, 32–54.
- Taylor, R., Kumi-Yeboah, A., & Ringlaben, R. P. (2016). Pre-service teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners. *Multicultural Education*, 23(3/4), 42–48.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159–165.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review*, 84(1), 74–84.

u09s2 - Optional Activity: Culture and Diversity Dispositions

Click **Culture and Diversity Dispositions** the following to check your understanding of teacher dispositions to promote multicultural inclusion. This is for your own self-assessment.

Course Resources

Culture and Diversity Dispositions

u09d1 - The Evolution of Multicultural Education

In the two Ladson-Billings articles (1995, 2014) assigned this unit, the author addresses the evolution of culturally relevant pedagogy. How will you continue to develop the skills and dispositions you need to engage the diversity of learners in your setting?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Family and Communities

How does your new learning about culturally relevant teaching translate to working with diverse parents and communities of the students in your setting? How can you employ the culturally responsive strategies you have learned about how to mediate communication between schools and families?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the discussion compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Reflection on Dispositions II

Introduction

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."

Wegner-Trayner (2015)

Teachers are asked to continue to work toward a culturally responsive classroom. What is rarely discussed, however, is the climate within the school amongst teachers and fellow colleagues. Competency of workplace diversity is often assumed given the curriculum standards mandated for students. Models such as cooperative teaching or co-teaching in an inclusive setting have become the norm within most schools. However, diversity considerations have not always been central to these models.

One theory you may have researched earlier in the quarter is that of communities of practice. This model is based on three areas: the domain, the community, and the practice. The main premise is that one is a member of a group that includes other members with a similar or shared purpose. Forming a community, engagement amongst members results in a sense of togetherness, and intentional communication becomes the practice. At their core, members may be dissimilar in many ways, but they find a common link that brings them together, forming a shared interest and building a sense of community.

Reference

Wegner-Trayner, E., & Wegner-Trayner, B. (2015). Introduction to communities of practice. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Learning Activities

u10s1 - Studies

Readings

Use the Capella Library to read the following:

- Brouwer, P., Brekelmans, M., Nieuwenhuis, L., & Simons, R. (2012). Communities of practice in the school workplace. *Journal of Educational Administration*, 50(3), 346–364.
- Herbers, M. S., Antelo, A., Ettlting, D., & Buck, M. A. (2011). Improving teaching through a community of practice. *Journal of Transformative Education*, 9(2), 89–108.

Use the Internet to read the following:

- Wegner-Trayner, B., & Wegner-Trayner, E. (2015). Introduction to communities of practice: A brief overview of the concept and its uses. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/>
- King, M. (2016). Six key features of a successful community of practice. *The Journal of Staff Development*, 37(6), 12–14. Retrieved from <https://learningforward.org/docs/default-source/jsd-december-2016/6-key-features-of-a-successful-community-of-practice-december16.pdf>

u10a1 - Dispositions for Culturally Responsive Teaching

Assignment Overview

Throughout this term you have been engaged in research and activities that have guided you toward becoming a culturally responsive practitioner. Specifically, you learned that a link between your students' unique diversity and classroom instruction ensures an optimal learning environment. You were able to delve into the most current research and apply this to facilitating and designing instruction. Of most importance, you examined your own bias, assumptions, and dispositions.

For your concluding assignment, you will reflect upon your course activities and provide a 3–5 page narrative discussing what you learned and found to be most valuable. In your Unit 2 assignment, you created five questions to which you hoped to find the answers throughout the course. Use those questions within your narrative to provide the basis of your reflection. Conclude your narrative with your next steps. What will you do with this information? How will you make changes within your practice to ensure a culturally responsive classroom?

Assignment Instructions

Write a 3–5 page narrative that addresses the following:

- Identify dispositions that teachers need to possess in order to work with students and families from a variety of cultures.
- Assess your disposition proficiency in your teaching practice. You could use a Likert scale or a rubric you develop, or provide a narrative assessment.
- Reflect on your growth in these dispositions.
 - What are your areas of strength and weakness?
 - What dispositions come easily? What dispositions are difficult to portray?
- Consider the five questions you created as part of your Unit 2 assignment.
 - How will your disposition proficiency support these questions?
 - What dispositions do you possess that helped you seek answers for these questions?
- Propose a community of practice centered on culturally responsive teaching in which you will continue to engage in professional development with others.
 - What areas within culturally responsive pedagogy will support your community of practice?
 - How can this community of practice contribute to the professional development of others in your setting?

Submission Guidelines

- Resources and citations are formatted according to APA style and formatting.
- Written communication is free of errors that detract from the overall message.

u10d1 - Communities of Practice

What are the tenets of a community of practice? How would this model benefit your school or educational setting as it relates to diversity? How would this improve group work or co-teaching relationships? Who would you ask to start a community of practice in your setting?

Response Guidelines

Respond to at least two other learners' posts. In your responses, support your peers' ideas, pose questions, challenge assumptions, and/or reflect on how their responses to the questions compare with your own.

Post your initial responses in the discussion area by Thursday at 11:59 p.m. (Central time zone). Comments to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

Course Resources

Graduate Discussion Participation Scoring Guide