



EDAD 561
GLB/Cultural Responsive Leadership

COURSE SYLLABUS

***Please Note:** All assignments and due dates are subject to change at the discretion of the instructor. Students will be advised of changes via university email and announcement postings in D2L.*

Instructor: Dr. Kriss Kemp-Graham, Associate Professor

Office Location: Department of Educational Leadership

Office Hours: **By Appointment**

Office Phone: 903-886-5520

University Email Address: kriss.kemp-graham@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hrs

The syllabus/schedule are subject to change.

COURSE INFORMATION

Textbook(s) Required

(1) Diversity and Equity in the Classroom, 1st Edition

Valerie Ooka Pang

ISBN-10: 1305386477

ISBN-13: 9781305386471

© 2018

(2) Diversity Matters: Understanding Diversity in Schools, 2nd Edition

Lynn Kell Spradlin

ISBN-10: 1111341672

ISBN-13: 9781111341671

© 2012

(3) Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership

Author: Kriss Kemp-Graham

Publisher: NCPEA Publications

(4) Publication Manual of the American Psychological Association / Edition 7

Course Description

Multicultural Education for School Administrators - Three semester hours. The purpose of this course will be to critically examine variables of race, power, legitimacy, cultural competence, poverty, disability, ethnicity, gender, age, language, and other factors impacting learning in Texas, the United States and globally in public education systems (PK-12). Emphasis will be placed on the varied leadership styles and skills needed to provide effective leadership for 21st century schools and 21st century students.

Student Learning Outcomes: *Students will be challenged and expected to:*

1. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for **ALL** staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for **ALL**.
2. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas Principal to promote the success of **ALL** students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.
3. Demonstrate through the satisfactory completion of all course work an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness and in an ethical and legal manner by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all

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children and promoting the continuous and appropriate development of *ALL* students.

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

SBEC TeXes Competencies 011-- The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
- *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

TAC Rule §149.2001--Principal Standards 4-School Culture

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

- (i) Effective culture leaders:
 - (I) leverage school culture to drive improved outcomes and create high expectations;
 - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
 - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
 - (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
 - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families

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of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

- (i) **Shared vision of high achievement**. The principal develops and implements a shared vision of high expectations for students and staff.
- (ii) **Culture of high expectations**. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
- (iii) **Intentional family and community engagement**. The principal engages families and community members in student learning.
- (iv) **Safe school environment**. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
- (v) **Discipline**. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

COURSE ASSIGNMENTS

**CORNELL NOTES/Jigsaw Activity
50% of Course Grade**

Students within groups will read agreed upon chapters and will submit summary of chapter via Cornell Notes.

***Pilar Project—GROUP Project
Case Study Responses (1)-School Leader Role Playing
SMART Goals PPT
20% of Course Grade***

In this course you will be assigned (1) case study to review from the *Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21st Century Leadership* textbook that will focus on issues of race, class, culture, poverty, ethnicity and other factors that impact learning of traditionally marginalized students. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice. Directions for this assignment is as follows:

The Case Study for this assignment can be found in Chapter 4-Kemp-Graham Text

Read letter found on page 46 to the Principal from Mr. Jones

You are the Principal of the School in this case study. Your Superintendent wants an immediate response to Mr. Jones' letter---he wants a copy of the very detailed improvement plan that you will develop for Mr. Jones supported by best practices.

Your assignment for this week will be to develop an improvement plan for Mr. Jones. The plan will be presented in a PowerPoint. The template for this PowerPoint can be found is provided in the course online.

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For each activity you wish Mr. Jones to engage in, you must provide an explanation supported by the research (citations). You can assume that the letter was sent to you on the first day teachers returned to school. Please be specific in the time frame by which you want Mr. Jones to complete recommended activities. S.M.A.R.T. goals PPT framework included in this assignment is required. The final slide (s) of this assignment should link your responsibilities as a Principal in Texas to the support that you provide to this teacher including citations (ie, Principal Competencies and Standards).

- I. Identify Mr. Jones' challenges*
- II. Improvement Plan (S.M.A.R.T. Goals Template Must be Used)*
- III. Conclusion—Link between support recommended and Principal Competency and Standards*

Remember for this assignment as with ALL assignments in this course, ALL that you do as a Texas Principal should be guided by the Principal Competencies and Standards which are inclusive of Best Practices. For each activity that you wish Mr. Jones to engage in you will need to explain the purpose supported by the research (citations). Please give this assignment careful and INTENTIONAL thought! Please include a separate page for your references.

Some things to consider....

If this letter came across your desk as the sitting Principal of this school, how would you respond, especially if firing Mr. Jones was not an option? You can't ignore it. You are familiar with the challenges in this school—Is Mr. Jones a contributing factor? What is your responsibility here? What should a Texas School Leader do, ethically? legally?

Your responses should demonstrate what you have learned thus far about Diversity and Equity in classrooms and schools.

What does the Project entail? Bambrick-Santoyo (2018) presents a detailed blueprint inclusive of seven key principles also known as levers for use by both emerging and veteran leaders to build successful schools. The activities required for this task have been designed for aspiring school leaders to demonstrate their knowledge, skills and mindsets in providing ethical leadership by advocating for children and ensuring student access to effective educators, programs and services. At the conclusion of this project, successful students will demonstrate an understanding that an effective principal:

- accepts and respects all cultural backgrounds, customs, traditions, values and communication as assets;
- understands that all members of the school community must hold unwavering high expectation for all students and family;
- promotes, supports, demonstrates and expects that equity is a school-wide belief, attainable goal, and daily practice and cultural competence is a core belief and practice.

Peer Review of Final Project (20%)

- You will be required to peer review final project submitted by your course peers. You must provide written review as well as video of the final.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

COURSE OUTLINE AND EXPECTATIONS

DESIGN OF THE CLASS

This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the D2L portal. The D2L reports these minutes to me. In certain circumstances if a student is (inactive) for “0” recorded minutes, they are dropped from the course.

Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

| Assignment/Assessment | % Of Grade |
|--------------------------------|------------|
| Cornell Notes | 50 |
| Pillar Case Study Response (1) | 20 |

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| Peer Review of Final Project | 30 |
|------------------------------|----|

Final grades will be calculated on the following scale

| | | |
|---------------|----------|------------------|
| 90-100 | A | Excellent |
| 80-89 | B | Good |
| 70-79 | C | Poor |
| Below 70 | F | Unacceptable |

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubric provided (see Course Grade Rubric attached). Points will be deducted for the submission of late work.

ASSIGNMENTS

Completion of assignments

Each student is expected to work individually and/or with a group at the direction of the instructor to complete the assignments of the course. It is expected that all course work will be submitted by the posted deadline. Assignments will not be accepted via email to the professor and work submitted to the wrong assignment box will not be accepted. Please be mindful of your submission deadlines.

In the instances when you experience internet outages and you are requesting an extension, documentation of the outage will need to be provided. Please contact your internet provider for the documentation. If you are in an area that is prone to frequent internet outages, I strongly urge you to seek alternate methods of accessing D2L. D2L can be accessed on your smart phones. Additionally, there are numerous places where internet access is Free:

1. McDonalds
2. Starbucks
3. Public Library
4. Dairy Queen
5. Barnes and Nobles
6. TAMUC Campus

Please have a back up plan for internet outages.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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SUMMARY:

| Module | Book | Chapter | Additional Resources | Assessment |
|---------------|--|---|---|---|
| 1 | <i>Diversity Matters: Understanding Diversity in Schools</i> | 1--Minority Status and Marginalization 2--Power, Disparity, and Expectations <i>Collide: Minority Family Attitudes, Academic Expectations, and Treatment in Schools</i> | <p>Crash http://www.crashfilm.com/</p> <p>Lions Gate 2005 film, Crash takes a provocative unflinching look at the complexities of racial tolerance in post 911 LA. This site features an emotional experience that allows to view three video clips and document emotional responses geared to heighten viewers’ awareness of their own racial attitudes.</p> <p>Diversity Web http://www.diversityweb.org/</p> <p>This is an interactive resource hub for higher education. At this site you will find information about conferences, diversity research, and publications.</p> <p>Implicit Association Test https://implicit.harvard.edu/implicit/demo/</p> <p>Project Implicit features demonstrations that involve bias to help the view identify whether s/he is truly in touch with the way s/he feels about diversity. This web site presents a method that demonstrates the conscious–unconscious divergences. This new method is called the Implicit Association Test, or IAT for short.</p> <p>Stirfry http://www.youtube.com/watch?v=-vAbpJW_xEc</p> | <ol style="list-style-type: none"> 1. Upload Cornell Chapter Notes 2. Take Quiz |

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| | | | <p>This features a clip from the 1993 film <i>The Color of Fear</i> by Lee Mun Wah. The film explores different issues of race in the United States through a dialogue between eight men of different ethnic backgrounds. You may use the film clips to prompt a discussion of issues of racism and White privilege in U.S. society.</p> <p>Stirfry</p> <p>http://www.youtube.com/watch?v=0Rbfh5oM3EQ</p> <p>This features a clip from the 1993 film <i>The Color of Fear</i> by Lee Mun Wah. The film explores different issues of race in the United States through a dialogue between eight men of different ethnic backgrounds. You may use the film clips to prompt a discussion of issues of racism and White privilege in U.S. society.</p> <p>Connecting Families and Schools to Help Our Children Succeed</p> <p>http://www.ed.gov/PressReleases/02-1994/parent.html</p> <p>This U.S. Department of Education site provides strategies for connecting parents and schools.</p> | |
| | <i>Diversity and Equity in the Classroom</i> | <p>1-- <i>Multicultural Education: A Foundation for Schools.</i></p> <p>11--<i>Diversity and the Achievement Gap.</i></p> | | |

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| <p>2</p> | <p><i>Diversity Matters: Understanding Diversity in Schools</i></p> | <p>3--School Climate: Effects on Minority Student Achievement and Socio-emotional Adjustment. 4--Teaching: Power to Influence 5--Learning from Native American Stories 6--Learning from Asian American Stories 7--Learning from Latino/a Stories</p> | <p>Eye On Education http://www.eyoneducation.com/ This site is an excellent resource for books and materials on improving school and community relationships, creating positive school climates, and involving parents within the school.</p> <p>Project Appleseed http://www.projectappleseed.org/ The website for Project Appleseed, the national campaign for improving public education, is an excellent resource on improving school–community and school–parent relationships.</p> <p>The 12 Dimensions of School Climate Measured http://www.schoolclimate.org/programs/documents/dimensions_chart_pagebars.pdf This site explicates in detail the 12 dimensions of school climate discussed in this chapter.</p> <p>The Learning Compact Redefined: A Call to Action http://www.wholechildeducation.org/resources.dyn/Learningcompact7-07.pdf This site offers information that is helpful for gearing up educators in their actions to improve learning environments.</p> <p>The School Climate Challenge http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf This site provides school climate data and strategies for narrowing the gap between school climate research and school climate policy, practice guidelines, and teacher education policy.</p> <p>Education Northwest http://www.nwrel.org/request/octOO/textonly.html This booklet from the Northwest Regional Educational Laboratory provides insight into the role of teacher and factors in teaching that influence student achievement.</p> | <ol style="list-style-type: none"> 1. Upload Cornell Chapter Notes 2. Take Quiz |
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| | | <p>National Coalition for Equity in Education http://ncee.education.ucsb.edu/discussionareas.htm</p> <p>The National Coalition for Equity in Education provides information on classroom practice, curricula, and climate as they impact equity in education.</p> <p>Standards, Assessment, and Accountability http://www2.ed.gov/admins/lead/account/saa.html</p> <p>This No Child Left Behind website features standards, laws, policies, and resources that can be used to address school and teaching deficiencies and to identify improvement guidelines for effective instruction of diverse learners.</p> | |
| | | <p>Gathering of Nations http://www.gatheringofnations.com/videos/index.htm</p> | |

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| | | <p>This website features extensive photo galleries and current Native American events calendars; showcases information, history, and issues; and provides</p> <p>Native American Culture http://www.greatdreams.com/native.htm</p> <p>This site contains a wealth of cultural information, values, and resources about many Native American tribes, and educational activities for students.</p> <p>Native American Culture - Stories/Legends http://www.ewebtribe.com/NACulture/stories.htm</p> <p>This site compiles a wide variety of Native American stories and legends.</p> <p>Asian, Pacific, & South Asian American Video http://www.lib.berkeley.edu/MRC/AsianAmvid.html</p> <p>This site offers a rich array of Asian American video resources with detailed descriptions of each resource.</p> <p>Asian-American Culture http://en.allexperts.com/q/Asian-American-Culture-2723/</p> <p>This website is a question and answer site on which experts address questions posed about Asian American culture.</p> <p>Asian-Nation http://www.asian-nation.org/</p> <p>This site provides comprehensive information on Asian cultures including resources, statistics, and perspectives on issues relevant to the population.</p> <p>American Experience Zoot Suit Riots http://www.pbs.org/wgbh/amex/zoot/</p> <p>This website provides for the viewing of the PBS movie, Zoot Suit Riots which explores the 1942 murder of a young Mexican-American man in LA that sparked a local rebellion.</p> <p>Andanzas al Web Latino</p> | |
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| | | | <p>http://lib.nmsu.edu/subject/bord/latino.html</p> <p>This site features annotated links to Latino news, music, art, and community resources.</p> <p>Chicanas.com</p> <p>http://chicanas.com/</p> <p>This site is by, for, and about Chicanas—women of Mexican descent in the United States. It contains a variety of resources including biographies, poetry, cultural, and academic resources.</p> | |
| | <i>Diversity and Equity in the Classroom</i> | <p>4--Race: Historical Oppression</p> <p>5--Race and the Struggle for Civil Rights</p> <p>2--The Power of Culture</p> <p>9--Prejudice and Bullying</p> | | |
| 3 | <i>Diversity Matters: Understanding Diversity in Schools</i> | <p>8--Learning from African American Stories</p> <p>9--Learning from Poor and Working Class Stories.</p> <p>10--Learning from Girls' and Women's Stories.</p> <p>11--Learning from Lesbian, Gay, Bisexual, Transgendered, and Questioning (LGBTQ) Individuals' Stories.</p> <p>12--Learning from</p> | <p>Black America Web</p> <p>http://www.blackamericaweb.com/</p> <p>BlackAmericaWeb.com is a site that features African American perspectives on news, travel, entertainment, business, technology, and sports.</p> <p>BlackPlanet.com</p> <p>http://www.blackplanet.com/</p> <p>Blackplanet.com is an online social-networking site for African Americans. Launched in 1999, it was the fourth highest trafficked social-networking site in 2007.</p> <p>Blackvoices.com</p> <p>http://www.blackvoices.com/</p> <p>Blackvoices.com presents African American family, health, entertainment, culture, and community news.</p> | <ol style="list-style-type: none"> 1. Upload Cornell Chapter Notes 2. Take Quiz |

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| | | <p><i>Stories of People with Disabilities.</i></p> | <p>K-12: African-American Resources http://www.africa.upenn.edu/K-12/menu_EduAFAM.html</p> <p>The University of Pennsylvania African Studies Center provides this resource site for Internet African American teaching resources.</p> <p>Southern Miss Oral History Department http://www.usm.edu/oralhistory/</p> <p>The University of Southern Mississippi's Center for Oral History and Cultural Heritage in conjunction with the Tougaloo College Archives compiled this oral account of the Civil Rights Era.</p> <p>Teaching Tolerance Southern Poverty Law Center http://www.splcenter.org/center/tt/teach.jsp</p> <p>Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides K-12 educators with educational materials that promote respect for differences and appreciation of diversity in the classroom.</p> <p>VBHA - African-American Richmond: Educational Segregation/Desegregation Oral History Project http://www.library.vcu.edu/jbc/speccoll/vbha/school/school.html</p> <p>Fourteen oral history interviews with Richmond, Virginia African American residents conducted by Virginia Commonwealth University students as part of a course. Participants were interviewed about their education experiences.</p> <p>Jeff Maide - EzineArticles.com http://EzineArticles.com/?expert=Jeff_Maide</p> <p>As many as 3.5 million Americans are homeless each year. Of these, more than 1 million are children. This site provides accurate information about homeless people.</p> <p>Poverty http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0menuPK:336998~pagePK:149018~piPK:149093~theSitePK:33699200.html</p> | |
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| | | | <p>PovertyNet is a site that provides information on poverty and associated conditions in the United States. It also features resources, statistics, and worldwide poverty assessments.</p> <p>Breaking through Barriers for Women and Girls AAUW http://www.aauw.org/</p> <p>This website promotes education and equity for all women and girls, and features gender equity statistics and current women’s issues and struggles.</p> <p>Feminist Majority Foundation http://www.feminist.org/</p> <p>This is the site for the Feminist Majority that was founded to promote women’s empowerment through research, education, and action. It provides advocacy resources.</p> <p>National Organization for Women (NOW)</p> <p>This site of the National Organization for Women is an excellent resource for information on women’s rights legislation.</p> | |
| | | | <p>GLSEN: Gay, Lesbian and Straight Education Network http://www.glsen.org/</p> <p>The Gay, Lesbian, and Straight Education Network (GLSEN) is a national organization that brings together teachers, parents, students, and concerned citizens to work together to end homophobia in U.S. schools.</p> <p>IGLHRC: International Gay and Lesbian Human Rights Commission http://www.iglhrc.org/cgi-bin/iowa/home/index.html</p> <p>This website features information and resources geared to protect and advance the human rights of all people and communities subject to discrimination or abuse on the basis of sexual orientation, gender identity, or HIV status.</p> <p>Safe Schools Coalition http://www.safeschoolscoalition.org/safe.html</p> | |
| | <i>Diversity and Equity in the Classroom</i> | <p>8--Social Biases: Discrimination Based on Religion, Immigrant Status, and Exceptionalities.</p> <p>6--Social Oppression: Classism and Sexism.</p> <p>7--Human Diversity: Sexual Orientation and Gender Identity.</p> | | |

The syllabus/schedule are subject to change.

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| | | | <p>This site provides information and resources for the purpose of addressing school climate issues and promoting safe schools for all students.</p> <p>ADA http://www.ada.gov/</p> <p>This ADA website presents information to assist persons with disability and includes ADA standards for accessible design.</p> <p>Suggested Classroom Interventions For Children With ADD & Learning Disabilities http://www.childdevelopmentinfo.com/learning/teacher.shtml</p> <p>This site features suggested classroom interventions for students with learning disabilities.</p> <p>Types of Disabilities http://arch-online.org/tag/types-of-disabilities</p> <p>This website provides information on disability rights and advocacy. World Association of Persons with Disabilities http://www.wapd.org/</p> <p>This Voices of Positive Ability website features issues and personal stories of persons with disabilities along with resources and legal information.</p> | |
| 4 | <i>Diversity Matters: Understanding Diversity in Schools</i> | 13--Understanding the Achievement Gap between Minority and Dominant Culture Students: Stratification Effects 14--Transforming Knowledge: A Primary Form of Teacher Advocacy. | <p>Fresh Schools http://www.freshschools.org</p> <p>This website is dedicated to focusing resources on effective school health (FRESH). childalert http://www.childalert.co.uk/absolutenm/templates/newstemplate.asp?articleid=35&zoneid=1</p> <p>This interesting site will help you answer the question: Is your school “girl-friendly”?</p> | <ol style="list-style-type: none"> 1. Upload Cornell Chapter Notes 2. Take Quiz |

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| | | <p>15--Moving from Knower to Doer: Advocacy for Educators</p> | <p>Advice on Effective Curriculum Transformation http://www.diversityweb.org/Digest/W97/advice.html</p> <p>This site provides educators with approaches and resources to successfully transform their curricula.</p> <p>Multicultural Education - Multicultural Curriculum http://www.edchange.org/multicultural/curriculum.html</p> <p>This site provides resources and links to inform the integration of cultural diversity in curricula.</p> <p>The Politics of Curriculum Transformation http://wise.fau.edu/~ecou1533/politics.htm</p> <p>This site contains examples of curriculum transformation efforts and their effects</p> | |
| | | | <p>Center for Transformative Education http://www.centerfortransformativeeducation.org/</p> <p>The Center for Transformative Education website features educational program guidelines to help transform schools and society.</p> <p>Critical Pedagogy Lesson Plans Reviewed by Teachers http://www.lessonplanet.com/search?grade=All&keywords=critical+pedagogy&rating=3&search_type=narrow</p> <p>This site provides lesson plans for all K-12 age groups that employ critical pedagogy.</p> | |
| | <i>Diversity and Equity in the Classroom</i> | <p>3--Culturally Relevant Teaching.</p> <p>10--Language Development and Acquisition.</p> | | |

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