**Diversity Curriculum in Education and Practice Teaching**

Conceptual Framework: Culturally Responsive New Teachers

|  |  |
| --- | --- |
| August, 2013**Courses** | |
| **EDU 101/201** | Secondary section of EDU 101: student of 5-12 student identity development related to race, disability, religion, LGBT, socio-economics, and literacy (Sadowski, 2010). No required field experience; EDU 201: focus on poverty, readings by Ruby Payne and other authors |
| **EDU 221** | Discussion of role of diversity in the classroom and high expectations for all students; assignment about culturally responsive teaching |
| **EDU 230** | Observation in special and general education classrooms; discrete shadowing of a k-12 student who has an identified disability; possible access to IEP and case conference; overview of school’s Response to Intervention and inclusion strategies; reference to Bender & Shores, Banks, and Beverly Tatum. Campus-based instruction about RtI for English Language Learners. Required field experience. |
| **EDU 260** | Exposure to and discussion of multicultural children’s and young adult literature. Discussion of book awards for minority authors. Author Study and Newbery Project introduces students to diverse authors and texts. |
| **EDU 302/305** | Exposure to and discussion of multicultural children’s and young adult literature. Discussion of and assignments for *Seedfolks* by Paul Fleischman, *Black Ants and Buddhists* by Mary Cowhey and *One Crazy Summer* by Rita Williams Garcia. Required 30 hours of field experience. |
| **EDU 303/304** | Unit and lesson plans include adaptations for diverse learners; annotated seating chart assignment indicates special needs, academic strengths and weaknesses and interests. Required 30 hours of field experience. |
| **EDU 316** | Secondary education unit and lesson plans incorporating multicultural curriculum (Banks’ model for integrating multicultural curriculum); indications of RtI in field experience; required creation of an annotated seating chart indicating special needs, interests, academic strengths and weaknesses; required pre/post 5-12 assessment analysis that includes consideration of special needs. Reference to Marzano research-based strategies. Required 30 hours of field experience. |
| **EDU 33X** | Exposure to and discussion of multicultural young adult literature (333). Required unit and lesson plans incorporating any differentiation of instruction or assessments according to SPA or Indiana content pedagogy standards; multicultural perspectives (Banks) are a part of practice teaching and are explicit in lesson plans. Required 30 hours of field experience. |
| **EDU 340** | Fieldwork journal and case study includes discussion of adaptations in lesson plans for special needs, strengths and weaknesses. Required 30 hours of field experience. |
| **EDU 455/456** | Student Teaching Seminar Workshops include debriefing of student teachers’urban experience\*\* Reference to applications of Banks’ model in lesson or unit plans |
| **EDU 461** | Classroom Management Plan, Lisa Delpit’s *Other People’s Children: Cultural Conflict in the Classroom* assignment |
| **EDU 499** | X (Comprehensive Exam) |
| **Additional Requirements\*\*** | |
| **Urban Experience** | Pre- and Post Reflection, Lisa Delpit and Jonathan Kozol required reading and discussion |
| **Cross-Cultural Experience** | Required before graduation and includes the 14 week urban student teaching assignment. Experience could be a summer internship, a May Term off-campus study, a semester study abroad, volunteer work, mission work, or summer employment (see 3.3.b) |