

# CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

## ELEMENTARY



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION  
**SUMMER 2023**



# Governors State University CRTL Design Matrix



<b>Program:</b>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<b>Standard a</b>	<b>Self-Awareness and Relationships to Others</b>	
<b>Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will</b>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.</p> <p>4) Include representative, familiar</p>	<p><b>EMED 3199</b> Professional Development Seminar I: The Mindful Educator</p> <p>Self-Assessments a #1, 5, 6, 7, 10</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Participate in the following self-assessments: <ul style="list-style-type: none"> <li>o Young-Rygh Avoidance Inventory</li> <li>o Enneagram</li> <li>o Young Schema Questionnaire</li> <li>o Attachment Inventory</li> <li>o Self-Compassion Scale</li> </ul> </li> <li>• Interpret the results of each self-assessment and share information about themselves they feel comfortable sharing with their cohort. Shared information about the self provides an opportunity for candidates to understand their common humanity regardless of any perceived surface-level differences.</li> <li>• Discuss how the elements of personality they have discovered about themselves through these assessments affect</li> </ul>

<p>content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own.</p> <p>5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.</p> <p>6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.</p> <p>7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.</p> <p>8) Educate themselves about students' communities, cultures, and histories.</p> <p>9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.</p> <p>10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p>		<p>their personal lives and may affect their performance in the classroom and abilities to understand, connect with, and effectively instruct their future students.</p> <p>Assessment: Written interpretation of results of each self-assessment and a final course reflection in which candidates discuss 1) patterns and trends observed in these multiple self-assessments, and 2) how awareness of their own personality traits, attachment style, and maladaptive schemas affects their understanding of the importance of their own social and emotional competencies in the classroom. Rubrics for each paper.</p>
	<p><b>EMED 3321</b>  <b>Effective Teaching for Diverse Students</b>  Introductory Activity: Knowing Myself, My Classmates, and My Future Students  WebQuest  a #5, 7, 9, 10</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Investigate Southern Poverty Law websites, revealing hate groups in our backyards and explaining the difference between a hate crime and criminal conduct.</li> <li>• View and analyze videos on the history of intolerance in America.</li> <li>• Create a self-identity poster</li> <li>• Reflect in an essay on their own perceptions of racial identity and where they get their information about individuals and groups.</li> <li>• Investigate the website “Facing History &amp; Ourselves” to find strategies successfully used to teach diversity via literacy and critical thinking skills</li> <li>• Review, answer short essay questions, and prepare to discuss, in small and whole group, two articles, “The Effects of Poverty on the Brain” and “Strategies to Help Black Students Feel at Home in School.”</li> <li>• Select, read, and evaluate a book on gender identification, describing how the selected book can be used to begin these difficult conversations in the classroom.</li> </ul>

	Assessment: WebQuest Scoring Guide.
<p><b>EMED 3404</b>  <b>Methods of Teaching Reading</b>  <b>EMED 3405</b>  <b>Literacy Across the Curriculum</b>  <b>EMED 3420</b>  <b>Methods of Teaching Creative Arts</b>  <b>EMED 3880</b>  <b>Methods of Teaching Health and PE</b>  <b>EMED 4404</b>  <b>Methods of Teaching Science</b>  <b>EMED 4405</b>  <b>Methods of Teaching Mathematics</b></p> <p><b>EMED 4406</b>  <b>Methods of Teaching Social Studies</b></p> <p>Culturally Responsive Lesson Planning  a #4</p>	<p>Lesson Plan Templates and Lesson Plan Rubrics have been revised for all methods courses, associated field experiences, and student teaching to include attention to cultural differences that each formal lesson plan addresses, legitimizing the backgrounds of students frequently marginalized and enhancing the cultural awareness of students with little or no exposure to cultures other than their own.</p> <p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Write culturally responsive lesson plans based on a minimum of 1 CRTL Standard indicator.</li> </ul> <p>Assessment: Revised Lesson Plan Rubrics.</p>
<p><b>EMED 3404</b>  Methods of Teaching Reading  Cultural Competence Self-Assessment  a #5, 6, 7</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Create and present a PPT or video presentation addressing the prompts below.</li> <li>• Develop a reflection based on the Cultural Competence Self-Assessment Questionnaire, appraising the aspects of their cultural competence revealed in their responses to the following prompts: <ul style="list-style-type: none"> <li>o Describe yourself and your family.</li> <li>o Explain several significant values/beliefs.</li> <li>o Describe important traditions/cultural practices in your family/life.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Could a teacher have made a difference for you?</li> <li>o How will your experiences and beliefs shape your teaching practices?</li> <li>o Teach us about your heritage through a song, photo, or object.</li> </ul> Assessment: Rubric.
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<b>Standard b</b>	<b>Systems of Oppression</b>
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**Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:**

Standards	Assessment/ Methods	Strategy
1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels. 2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district. 3) Know and understand how the system of inequity has impacted them as an educator. 4) Understand how current curriculum	<b>EMED 3404</b> <b>Methods of Teaching Reading</b> <b>EMED 3405</b> <b>Literacy Across the Curriculum</b> <b>EMED 3880</b> <b>Methods of Teaching Health &amp; PE</b> <b>EMED 4404</b> <b>Methods of Teaching Science</b> <b>EMED 4405</b> <b>Methods of Teaching Mathematics</b> <b>EMED 4406</b> <b>Methods of Teaching Social Studies</b> <b>EMED 4999</b> <b>Professional Development Seminar IV: Student Teaching</b>	Candidates will: <ul style="list-style-type: none"> <li>• Create lesson plans acknowledging the role of students' physical, social, cultural, emotional, linguistic, and economic differences on their learning and providing engaging instruction that will assist all students in achieving the highest expectations</li> </ul> Assessment: Revised Lesson Plan Rubric for Field Experiences.

<p>and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.</p> <p>6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.</p> <p>7) Understand how a system of inequity reinforces certain suppositions as the norm.</p>	<p>Differentiation of Instruction in All Lesson Plans (3 formal lesson plans per methods course; all lesson plans formally observed in student teaching) c #1, 2</p>	
<p><b>Standard c</b></p>	<p><b>Students as Individuals</b></p>	
<p><b>Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.</b></p>		
<p><b>Standards</b></p>	<p><b>Assessment/ Methods</b></p>	<p><b>Strategy</b></p>
<p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the</p>	<p><b>EMED 4999 Professional Development Seminar IV: Student Teaching</b></p> <p>Context for Learning Assignment c #1, 2</p>	<p>Student teachers will:</p> <ul style="list-style-type: none"> <li>• Complete this task, providing specific information about student demographics, gender, language, cognitive and physical abilities, etc. to assist in their understanding of the range of backgrounds and abilities among the students at their student teaching classroom site.</li> </ul> <p>Assessed on completeness.</p>

classroom to develop a more holistic understanding of the students' lived experiences.

3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.

4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.

5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.

6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.

7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).

<b>Standard d</b>	<b>Students as Co-Creators</b>	
<p><b>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</b></p>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p> <p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>	<p><b>EMED 3425 Professional Development Seminar II: Becoming Culturally Responsive Educators Compelling Question Responses d #1</b></p> <p>Compelling Question Responses d #1</p>	<p>In this class, candidates address many different topics during the semester, reading/consulting a variety of sources from book chapters to journal articles to websites and podcasts. Each class/set of readings is aligned with a compelling question, e.g., “Whose perspective is most important?”; “Should we tamper with history?”; “What is a citizen?”; “Are schools gendered?”</p> <p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Define a clear answer to each Compelling Question.</li> <li>• Develop in their answer to the Compelling Question, key points, thoughts, questions, etc. around the weekly reading.</li> </ul> <p>Assessment: Response thoroughly answers the compelling question and uses examples from the materials, real world examples, and candidate’s own personal experiences.</p>



Standard e	Leveraging Student Advocacy	
Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p> <p>6) Research and offer student advocacy content with real world implications.</p> <p>7) Communicate high expectations to which all students can be held and urge students to lead as student advocates</p>	<p><b>EMED 3199</b> Professional Development Seminar I: The Mindful Educator</p> <p>Creating the Cohort: Readings, Videos, Discussions, Personal Sharing about Self-Assessments, Meditation, and Self-Compassion Activities e #1-3, 8</p>	<p>This course focuses on mindfulness strategies as a way to approach the teaching of SEL in elementary classrooms. However, candidates must first understand that the teachers' own social emotional competencies are a critical factor in their abilities to connect with their students and create safe, inclusive, equitable learning environments.</p> <p>Using an adapted form of the Collaborative for Social and Emotional Learning (CASEL)'s Reflection Protocol with prompts suggesting equity-minded reflections, candidates explore data in assigned materials and their own self-assessment results.</p> <p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Explore their own identities.</li> <li>• Recognize self-interests.</li> <li>• Develop or enhance a self-compassionate sense of the importance of their own self-interest.</li> <li>• Participate in creating an inclusive learning community (cohort) where they feel safe in expressing feelings, feedback, needs, opinions, and questions.</li> </ul> <p>Assessment: Final Course Reflection, a 4-5 page paper tracing their cognitive and emotional experience of course topics.</p>

appropriate to the students' age and development.  
8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

EMED 4406  
Methods of Teaching Social Studies  
Book Club  
e #6

Group and individual assignment. Throughout the semester, candidates work in cooperative groups, including four book clubs. Each book club discussion is structured using a literature circle technique appropriate for elementary classrooms. Texts are selected from thematic text sets including focus on such topics as Racism, Immigration, Natural Disasters & Displacement, Sexuality, Gender Identity, Violence /War /Refugees, Abuse, Terrorism, Bullying, Disability, Divorce, Illness/Disease, Grief/Death, Incarceration of Loved One, Poverty, Homelessness, Hunger.

Candidates will:

- Read and discuss selected texts.
- Assume responsibility for a minimum of one role (e.g., Discussion Director, Literary Luminary, Illustrator, Vocabulary Enricher, Connector, Group Reporter)
- Explore real-world advocacy options that correspond to text issues and themes.

Assessment: Engaged participation in literature circle discussions and fulfillment of literature circle role; submission of paper describing candidate interest in/commitment to advocacy for specific causes (personal and global). Rubrics.

Standard f	Family and Community Collaboration	
<b>Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:</b>		
Standards	Assessment/ Methods	Strategy
<p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.</p> <p>4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.</p> <p>5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.</p>	<p><b>EMED 4406</b> Methods of Teaching Social Studies</p> <p>Journey Box f #5 also g #9</p>	<p>Social studies standards are often politically influenced. It can be difficult to counter these political influences, particularly in elementary schools where time to teach social studies and historical thinking is often limited. To help candidates practice their historical thinking skills and also to consider the gaps in the social studies standards, candidates create a Journey Box for a person, event, or time period that is a counter-narrative to traditional history and is appropriate to teach in an elementary classroom. After candidates identify a topic (approved by the professor), they collect 4-6 primary and secondary sources about that topic. Three to five guiding questions are developed for each source; a citation for each source is provided; and an identifying caption is created. Candidates write a brief narrative to accompany their Journey Boxes. Each candidate's Journey Box is presented to the class during the last week of class meetings. Journey Box presentations are made during a museum- or gallery-walk procedure. Guests are invited to attend and view candidates' Journey Boxes.</p> <p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Identify an appropriate Journey Box topic.</li> <li>• Create a Journey Box that effectively presents and documents with scholarly sources a counternarrative to traditional history.</li> <li>• Present their Journey Boxes knowledgeably and professionally (without reading from notes).</li> </ul>

- 6) Develop relationships with families and the community outside of the classroom setting.
- 7) Foster students' cultural understanding and connection to the surrounding community.
- 8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.
- 9) Welcome communication from parents and reply in a timely manner.
- 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.
- 11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

- Answer questions from classmates and guests regarding the Journey Box topic and symbolism included in the Journey Box visualization of the counter-narrative.
- Assessment: Rubric.

**EMED 4400**  
**Field Experience II: Teaching**  
**Science, Mathematics, and Social**  
**Studies**

Community Culture Case Study  
f #4, 5, 7

- In 2018, the Council for the Accreditation of Educator Preparation (CAEP) wrote that, as the 21st century continues, teachers at all levels will encounter students of increasing diversity, with multiple and varied backgrounds and experiences. Understanding students' and their families' cultures, customs, values, etc. will be crucial for building relationships and reaching all learners. Because it is difficult, however, to guarantee the diversity of students in a field experience placement, we seek out alternative methods. For this assignment, candidates choose one podcast from a list provided by the professor and listen to three episodes. The selected podcast must represent a different culture/ group/ people from the candidate themselves. Candidates then answer a list of analytical reflection questions in a narrative format and engage in full-class discussion about whether/how/to what extent listening to the podcast affected their cultural understanding.
- Post-listening questions:
- Prior to listening to the episodes, consider your own biases and stereotypes. Are you cognizant of any biases or stereotypes you might have about the particular group the podcast focuses on? Where do you think those biases/stereotypes may have come from?
- Include the name of the podcast and specific episodes. Provide a brief description of the specific episodes and the podcast in general. Why did you choose that particular podcast and episodes?
- Select and discuss 3-4 examples of experiences of the group that the podcast introduced you to that you had not considered before. Are these experiences

		<p>similar to or different than your own? Why had you not considered these experiences before?</p> <ul style="list-style-type: none"><li>• What do you think is the most important thing you learned from each episode and why? What surprised you and why? Was there something you learned that you had not considered before?</li><li>• Reconsider your biases/stereotypes. Did you learn anything to indicate why that bias/stereotype might be incorrect and/or unfair?</li><li>• How do you think these experiences might affect the students and their families belonging to these groups?</li><li>• How might you address and use the information you learned to plan learning activities for your classroom?</li><li>• Based on the information, how might you apply what you learned to reach out to students and families? Provide at least three examples of how you might apply this information.</li><li>• Finally, include a list of resources to connect/engage students in this group. Explain why you chose these resources, using evidence from the podcast to help justify your decision.</li><li>• Candidates will:<ul style="list-style-type: none"><li>• Listen analytically to 3 podcast episodes representing a community or culture other than the candidate's own.</li><li>• Respond to each of the listed questions after reflecting upon whether/how/to what extent listening to the selected podcast affected their understanding of another culture or community.</li></ul></li><li>• Assessment: CAEP Rubric for Elementary Education Standards 1b and 1c.</li></ul>
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Standard g	Content Selections in All Curricula	
<p><b>Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:</b></p>		
Standards	Assessment/ Methods	Strategy
<ol style="list-style-type: none"> <li>1) Curate the curriculum.</li> <li>2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.</li> <li>3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens.</li> <li>4) Ensure assessments reflect the enriched curriculum that has embedded student identities.</li> <li>5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.</li> <li>6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.</li> <li>7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.</li> <li>8) Ensure text selections reflect students' classroom, community, and family culture.</li> </ol>	<p><b>EMED 3405</b>  <b>Literacy Across the Curriculum</b></p> <p>Text Sets  g #1, 2, 5, 7</p> <p>Invitation to Literacy Adapted from Dr. Katy Van Sluys' (DePaul University)  What If and Why? Literacy Invitations for Multilingual Classrooms  g #1, 2, 5, 11</p>	<p>This assignment requires the compilation of a thematic text set with a total of 12 texts, 2 Library of Congress primary sources, and one jackdaw (collection of interesting artifacts that provide information about a specific subject, period, or idea). The text set must demonstrate the following: multicultural, international, bilingual, range of reading levels, 5-6 genres, and content applicable to several subject areas. The text set must offer a holistic—whole child—perspective on approved themes.</p> <p>Candidates will:</p> <ul style="list-style-type: none"> <li>• Create a thematic text set following assignment parameters, integrating a wide spectrum and fluidity of identities.</li> <li>• Identify positive representations of traditionally marginalized communities in their text sets, a number of which leverage asset thinking toward these communities.</li> <li>• Assessment: Rubric.</li> <li>• Candidates use texts from their text set assignment for an in-class literacy activity. This activity is especially advantageous for an introduction, background building, and motivational pre-reading activity with students from traditionally marginalized cultures and communities since it provides an opportunity to experience a teacher using a book about them as a class example or model. Candidates select one of four open-ended invitations to</li> </ul>

<p>9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.</p> <p>10) Use a resource tool to assess the curriculum and assessments for biases.</p> <p>11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.</p> <p>12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.</p>		<p>complete. Each assignment is differentiated by either content, process, or product.</p> <ul style="list-style-type: none"><li>• Candidates will:</li><li>• Select an appropriate text from their text set, presenting a character or situation that leverages asset thinking toward a traditionally marginalized culture or community .</li><li>• Complete and present in a micro-teaching format, one Invitation to Literacy activity.</li></ul> <p>Assessment: Rubric.</p>
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**EDUC 3550**  
**Applying Educational Psychology**

Original Assessments  
g #12

In this class, candidates read about and discuss the range of assessment modalities, their use and misuse, the importance of acclimating all students to this range of assessments, and the potential for injustice and inequity when test bias is ignored. Candidates create 5 original assessments: 1) objective assessment (multiple choice, T/F, sentence completion, and short answer with rubric for short answer); 2) essay assessment and rubric; 3) portfolio assessment and rubric; 4) performance assessment (other than portfolio, e.g., self-assessment, team assessment, 360 degree rating) and rubric; and 5) oral presentation and rubric. It should be noted, moreover, that our candidates themselves experience many alternative assessments throughout their program of study, providing firsthand knowledge of the advantages of use of alternative assessments.

Candidates will:

- Create 5 original assessments of designated types.
- Discuss the advantages and disadvantages of each type of assessment.
- Practice reviewing examples of each of the 5 types of assessments for bias, that is, assessment characteristics that might disadvantage students from non-dominant cultures or communities (e.g., devaluing language, 10
- racial or gender stereotypes, item focus on dominant culture experiences to the exclusion of other cultures).
- Assessment: Rubric for each original assessment; participation points for discussion and class activity on test bias.

Standard h	Student Representation in the Learning Environment	
<p><b>Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:</b></p>		
Standards	Assessment/ Methods	Strategy
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.            2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.            3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.            4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p><b>EDUC 2990            Culturally Responsive Literature for Children and Adolescents</b></p> <p>Revised Course            h #3</p>	<p>The EMED program has revised its study plan with the substitution of a revised EDUC 2990 for the previously required ENGL 2131 Literature for Children and Adolescents. The title of our revised course EDUC 2990 suggests the changing lenses and emphases on children’s/adolescent literature our students will experience when they begin, in the fall 2023 semester, their required registration for the revised EDUC 2990.</p> <p>EDUC 2990 Course Description: Provides opportunities to explore literature for children and adolescents via thematic and genre approaches. Emphasizes text selection and evaluation through the dual lenses of Illinois’ Culturally Responsive Teaching and Leading Standards and the Illinois Social Emotional Learning Goals, balancing demands of Common Core literacy and whole-child education.</p>

**EMED 3333**  
**Educational Linguistics**

“Standard” English Debate  
h #2

After reading and discussing essays by April Baker-Bell and Vershawn Ashanti Young, candidates are divided into four groups: 1) Standard American English, 2) African American Vernacular, 3) Code-switching, and 4) Code-meshing. Regardless of personal beliefs, candidates argue in favor of classroom/school use of only the identified dialect of their group.

Candidates will:

- Read and analyze the experiences of these two linguistic scholars, relating the scholars’ school experiences with language to their own school experiences with language.
- Prepare to defend any of the 4 approaches to language in the elementary classroom.
- Engage in enthusiastic debate about the linguistic justice issue of the role of “Standard” English in contemporary society.
- Assessment: Debate Reflection, describing candidate’s thoughts and feelings as a member of one of the four groups. Rubric.