

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

EARLY CHILDHOOD



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION
SUMMER 2023



Governors State University

CRTL Design Matrix



Program:	Early Childhood	
Standard a	Self-Awareness and Relationships to Others	
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		
Standards	Assessment/ Methods	Strategy
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. 2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities. 3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills. 4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also	EDEC 4550: Family, Community, and Culture Funds of Knowledge Assignment EDEC 4560: Curriculum, Literacy, & Exceptional Learners in Preprimary Grades	Create power point or video presentation answering prompts. In addition to introducing yourself and your cultural heritage, provide a self-reflection based on Cultural Competence Self-assessment Checklist handout. Prompts-Understanding values, social practices and traditions 1. Describe you and your family 2. Values/beliefs 3. Traditions/cultural practices 4. Tell us how a teacher could have made a difference for you 5. How will your experiences and beliefs shape your teaching practices? 6. Teach us about your heritage, through a song, photo or object... Students will participate in a session entitled: Diverse Literature in Early childhood classrooms to increase the reading achievement in students of color.

exposing them to new ideas and worldviews different from their own.

5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.

6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.

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.

8) Educate themselves about students' communities, cultures, and histories.

9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.

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.).

Choosing Diverse Children's Literature in Early Childhood Classrooms Session
(Explicit Instruction, Reflection, and Application)

Racial Identity Assignment

EDEC 4570: Literacy in Early Childhood Education

Implicit Bias Reflection Assignment
a5, a6, a7, a10

As a result of this session, students will understand the definition and impact of diverse children's literature, how to implement strategies to use the literature in the classroom, examples, and resources. Students will also apply this learning by researching and selecting quality diverse children's literature, and explaining in a essay/reflection why the selected books meet the criteria, using the "Questions to ask" checklist.

Students will:

Begin to build their own racial autobiography.

<https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/racialautobiographyprompts.pdf>

Candidates will:

- participate in an Implicit Association Test from <https://implicit.harvard.edu/implicit/takeatest.html>
- Then, students will create a reflection vlog (video blog) entry based on their results via Flipgrid. Students will organize their vlog entry based on the following guiding questions:

Levels of Reflection	
REMEMBER	What did I accomplish?
UNDERSTAND	What is important about what I did?
APPLY	Where could I use this again?
ANALYZE	Are there patterns in my work? In my behavior?
EVALUATE	How well did I do? What could be done differently?
EXTEND	How can I use this knowledge in future work?
What have I discovered about myself as a teacher?	

Assessment:

- Video reflection of implicit association test

Candidates will:

EDEC 4580: Science, Social Studies,
& Math Methods in Early Childhood
Education
Social Studies
project
a1, a4, a9

- engage in a discussion and activities that focus on the importance of and how there are different perspectives that people have
- review articles about perspectives, current events, stereotypes, etc. and research a topic in social studies for grades 1-3 (various events, people, etc.)
- find 4-5 different perspectives that different people/groups of people had during that time/event.
- create two Voki characters (showing perspectives of 2 different people or groups of people), a timeline of events, and a painting showing various perspectives of the event, as well as create a reflection outlining the perspectives and all of this information.

Assessment:

- Candidates will engage in a class discussion and activities on viewing events from multiple perspectives
- Candidates will write a 2 page reflection on the different perspectives of the event
- Candidates will create 2 Voki characters (audio) that talk about two different perspectives
- Candidates will create a painting that illustrates the various perspectives of the event

Candidates will

- complete 6 personality inventories on themselves. They will write a reflection about what that says about them as a teacher and what areas they need to work on, as well as include how doing this with their own students can be beneficial.

Assessment

- Candidates will complete 6 personality surveys about themselves.
- Candidates will write a 1 page written reflection about what they learned and how it impacts them as an educator.

EDEC 3099: Developmentally
Appropriate Practices in ECE

Personality Surveys
A5, a6, a7, a10

	<p>EDEC 4551: Field Experience 1, Infant and Toddler, EDEC 4561: Field Experience 2, Preprimary, EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>Formal Lesson Plans a2, a3, a4</p> <p>Experience 1, Infant and Toddler, EDEC 4561: Field Experience 2, Preprimary, EDEC 4571: Field Experience 3, Literacy in Primary</p>	<ul style="list-style-type: none"> ● Candidates will engage in a class discussion about how their own characteristics and biases can influence the choices they make as a teacher. <p>Candidates will</p> <ul style="list-style-type: none"> ● develop and write several lesson plans throughout the program in various field experiences and during student teaching; lesson plans should connect to students backgrounds ● select and use materials that are inclusive, diverse, appropriate, and representative of the community in their lesson plans ● We will add an area in our Early Childhood Lesson Plan Template where students are required to make a connection from their lesson to a CRTL standard or substandard. <p>Assessment:</p> <ul style="list-style-type: none"> ● Candidates will create and/or select materials to use in their lesson plans ● Candidates will create lesson plans that will be implemented in the classroom. <ul style="list-style-type: none"> ○ Lesson plans are evaluated using the formal Lesson Plan Rubric, which is connected to CRTL Standards <p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families ● develop and maintain relationships with students and families ● regularly communicate with students, families, and
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	<p>Grades, EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades, EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Teaching & Professionalism</p> <p>a2, a5, a6, a7, a8, a10</p>	<p>school personnel</p> <ul style="list-style-type: none"> ● implement culturally responsive teaching practices ● make connections to the community ● provide students and families with resources <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only)
Standard b	Systems of Oppression	
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
<p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the</p>	<p>EDEC 4550: Family, Community, and Culture Class Activity Standards b1, b2, b3, b4, b5</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● view the video “Why Diversity Matters” by Katherine Phillips, and discuss educational system inequities. ● Small collaborative groups will examine 3 articles (<i>Teaching for Tolerance</i>, <i>Five Competencies for Culturally Competent Teaching</i> and <i>Changes We Can Make</i>), and report to the group. ● Small groups will then create schools answering the question “What would a school look like that is respectful of cultures, and encourages diversity appreciation?” <p>Describing physical spaces, curriculum, materials,</p>

<p>system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum 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>staffing, policies and family engagement.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Candidates will participate in a class discussion
	<p>EDEC 4560: Curriculum, Literacy, & Exceptional Learners in Preprimary Grades</p> <p>Self-Reflection Assignment</p>	<p>Students will consider the topic::Know culture (surface, shallow, and deep) and recognize how our identity intersects the sociopolitical context in the United States; Students will consider the following questions: What is the difference between culture, race, and ethnicity? How does “all kids” mean “all kids”? How are our students’ identities honored in our work? This work will accompany several webinars, articles, and videos on equity, race, identify, intersectionality, and serving English Language learners. Students will reflection in an essay and conversation with classmates (small and whole group);</p>
	<p>EDEC 3570: Assessment and Differentiated Instruction in Early Childhood</p> <p>Assessment Bias Assignment</p> <p>b2, b3, b4, b6, b7</p>	<p>Candidates will:</p> <p>After class discussions and readings about the following concepts:</p> <ul style="list-style-type: none"> • What constitutes assessment bias, • The nature of three common sources of assessment bias: racial/ethnic bias, gender bias, and socioeconomic bias, and • How assessment bias can be reduced in both large scale tests and classroom tests. <p>Assessment: Candidates will review teacher-made tests and evaluate for potential bias. Candidates will create a report to explain their findings as well as ways in which they can mitigate issues of bias within the given assessment.</p>
	<p>EDEC 4580: Science, Social Studies, & Math Methods in Early Childhood Education</p> <p>Social Studies project</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> • engage in a discussion and activities that focus on the importance of and how there are different perspectives that people have • review articles about perspectives, current events, stereotypes, etc. and research a topic in social studies for

b3, b4, b7

grades 1-3 (various events, people, etc.)

- find 4-5 different perspectives that different people/groups of people had during that time/event.
- create two Voki characters (showing perspectives of 2 different people or groups of people), a timeline of events, and a painting showing various perspectives of the event, as well as create a reflection outlining the perspectives and all of this information.

Assessment:

- Candidates will engage in a class discussion and activities on viewing events from multiple perspectives
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	<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p> <p>Formal Lesson Plans</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>b4</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● develop and write several lesson plans throughout the program in various field experiences and during student teaching. ● select and use materials that are inclusive, diverse, appropriate, and representative of the community in their lesson plans ● We will add an area in our Early Childhood Lesson Plan Template where students are required to make a connection from their lesson to a CRTL standard or substandard. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will create and/or select materials to use in their lesson plans ● Candidates will create lesson plans that will be implemented in the classroom. <ul style="list-style-type: none"> ○ Lesson plans are evaluated using the formal Lesson Plan
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Standard c	Students as Individuals
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Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.
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Standards	Assessment/ Methods	Strategy
<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 classroom to develop a more holistic understanding of the students' lived experiences.</p>	<p>EDEC 4550: Family, Community, and Culture</p> <p>Self-Reflection Assignments (Multiple Sessions)</p>	<p>Students will consider the topic::Know culture (surface, shallow, and deep) and recognize how our identity intersects the sociopolitical context in the United States; Students will consider the following questions: What is the difference between culture, race, and ethnicity? How does “all kids” mean “all kids”? How are our students’ identities honored in our work? This work will accompany several webinars, articles, and videos on equity, race, identify, intersectionality, and serving English Language learners.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.</p> <p>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).</p>		<p>Students will reflection in an essay and conversation with classmates (small ang whole group);</p> <p>Students will consider the topic: Being able to navigate situations in which we encounter deficit thinking and experience, observe, or commit microaggressions (Critical Incidents).</p> <p>Guiding questions for this work will include: What are some examples of deficit thinking and/or microaggressions that you've experienced? How did you navigate it? What might be different next time?</p> <p>Resources used in this assignment include: the myth of the culture poverty, deconstructing and reframing deficit thinking;</p>
	<p>EDEC 4560: Curriculum, Literacy, & Exceptional Learners in Preprimary Grades</p> <p>Adapting Instruction with Culturally Responsive Pedagogy Assignment for lesson plan application assignment</p>	<p>Students will: Be able to describe an independent learner, understand how our approach promotes independence (building confidence as learners and developing cognitive processing skills) for all learners, and articulate why setting up instruction in this way is in support of equity.</p> <p>The guiding questions for this work:</p> <p>What is an independent learner?</p> <p>What do "independent learners" have to do with equity?</p> <p>How does the belief that <i>before students are asked to engage in complex learning tasks, they need to have a solid grasp of basic skills</i> impact instruction?</p> <p>Resources for this learning: The pedagogy of poverty vs good teaching, the case for culturally relevant pedagogy, and teaching advanced skills to educationally disadvantaged students.</p> <p><i>Students will apply this learning to lesson planning for adjustment for CRT pedagogy.</i></p>
	<p>EDEC 4550: Family, Community, and Culture Parent Education Video Assignment</p> <p>c4</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● develop a video to informational video for parents: <ul style="list-style-type: none"> ○ To demonstrate understanding and application of knowledge of child development. ○ To demonstrate understanding of factors that affect children and families and apply knowledge in supporting children and families from diverse cultures.

	<ul style="list-style-type: none"> ○ To establish positive collaborative relationships with families. <p>Assessment:</p> <ul style="list-style-type: none"> ● Candidates will create an informational video for parents. Students will be assessed through a self-reflection and meeting all criteria on the rubric.
<p>EDEC 4570: Literacy in Early Childhood Education</p> <p>Funds of Knowledge classwork b1, b2, b3, b7</p>	<p>Candidates will begin this work by considering their own personal Funds of Knowledge and fill in a table of categories including: Home Language, Family Values and Traditions, Caregiving, Friends and Family, Family Outings, Household Chores, Educational Activities, Favorite TV shows, Family Occupations, and Scientific Knowledge. This completed activity will guide group discussions on similarities and differences between themselves and their peers.</p> <p>Candidates will then read scholarly literature on the topic of Funds of Knowledge in education. The instructor will facilitate a jigsaw activity to share readings.</p> <p>Finally, candidates will consider ways they might be able to gather the Funds of Knowledge of primary grade children and their families in their classrooms. These methods will be collected and recorded in a whole group setting.</p>
<p>EDEC 4581: Field Experience 4 - Math, Science, SS in Primary</p> <p>Newsletter c4, c6</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● write a newsletter to the families of children in the classroom providing information and strategies. This will be translated as need be in the families' home language. <p>Assessment</p> <ul style="list-style-type: none"> ● newsletter
<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● develop and write several lesson plans throughout the program in various field experiences and during student teaching. ● select and use materials that are inclusive, diverse,

<p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Formal Lesson Plans</p> <p>c1, c7</p>	<p>appropriate, and representative of the community in their lesson plans</p> <ul style="list-style-type: none"> ● We will add an area in our Early Childhood Lesson Plan Template where students are required to make a connection from their lesson to a CRTL standard or substandard. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will create and/or select materials to use in their lesson plans ● Candidates will create lesson plans that will be implemented in the classroom. <ul style="list-style-type: none"> ○ Lesson plans are evaluated using the formal Lesson Plan Rubric, which is connected to CRTL standards
<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Teaching & Professionalism</p> <p>C1, c2,</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families ● develop and maintain relationships with students and families ● regularly communicate with students, families, and school personnel ● implement culturally responsive teaching practices ● make connections to the community ● provide students and families with resources <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only)

	EDEC 4999: Student Teaching in Early Childhood Education Context for Learning Assignment c1, c2	
Standard d	Students as Co-Creators	
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:		
Standards	Assessment/ Methods	Strategy
<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-</p>	<p>EDEC 4550: Family, Community, and Culture Bioecological Model</p> <p>d1, d2</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> • create a bioecological model use Brofenbrenner's Model. Students describe how they were affected by each system of the model: microsystem, mesosystem, exosystem, macrosystem and chronosystem. • present their models to the class in order to share their story, understand all areas and personal experiences that influence child development and develop empathy. <p>Assessment</p> <ul style="list-style-type: none"> • Candidates will create a model and present it to the class. Students will be assessed based on covering all systems as it relates to forming their childhood experience.

<p>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>EDEC 4550: Family, Community and Culture Culturally Responsive Children’s Media</p> <p>d1, d2, d3</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● view the video “The Baffling Sexism of Kids Media” and review Handout “The Maisy Test” on the subject of Gender balance, freedom and safety and of social justice and equality. ● examine authentic children’s books to identify positive representation of women, men, race, ethnicity, cultures and people of disabilities. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will engage in a class discussion.
<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Teaching & Professionalism</p> <p>d1, d2</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families ● develop and maintain relationships with students and families ● regularly communicate with students, families, and school personnel ● implement culturally responsive teaching practices ● make connections to the community ● provide students and families with resources <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only) 	

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 appropriate to the students' age and development.</p> <p>8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.</p>	<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Teaching & Professionalism</p> <p>e1, e4, e7, e8</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families ● develop and maintain relationships with students and families ● regularly communicate with students, families, and school personnel ● implement culturally responsive teaching practices ● make connections to the community ● provide students and families with resources <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only)

Standard f	Family and Community Collaboration	
<p>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:</p>		
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>EDEC 4550: Family, Community, and Culture Parent Handout</p> <p>f1, f4, f10</p> <p>Entire Course</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● analyze and examine resources, materials, and organizations for parents and families ● create a parent handout to become familiar with resources available to schools, families and agencies, to practice analyzing materials based on criteria from text, and to practice creating resource materials for families and teachers. Handouts are developed based on needs of the parents in a family centered school. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will create a handout with resources and information related to the school and community for parents and families examines the cultural differences, child rearing practices, communication patterns, experiences of families, and the life stresses that affect young children and their views of self and others in family, school, and community. Focuses on identifying services and support networks within the school and community and the teacher's role in supporting practices that strengthen collaborative family partnerships. Provides opportunities to create learning experiences for infants and toddlers in early childhood settings, focusing on incorporating content, methods, and strategies that foster development in all domains. Includes analysis of routines, environments, materials, and instructional techniques for children from birth to age three. Students will be assessed using multiple assignments.

- 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.

<p>EDEC 3099: Developmentally Appropriate Practice in ECE</p> <p>Service Learning Project</p> <p>f4, f6, f11</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● research organizations in the community ● select 1-2 organizations in the community at which to spend 120 minutes volunteering. This allows students to have a real-world application of the content, as well as get involved in the field and community. Students are required to complete 120 minutes of service in a site(s) geared towards early childhood families and children (0-8 years). The site is to be outside of a typical school setting to create an opportunity for exposure to different services for children and families. <p>Assessment:</p> <ul style="list-style-type: none"> ● Candidates will complete the Service-Learning Hours Completion Form ● candidates will share their experiences with other classmates during a class discussion.
<p>EDEC 4551: Field Experience 1, Infant and Toddler,</p> <p>EDEC 4561: Field Experience 2, Preprimary,</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades,</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Teaching and Professionalism</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families ● develop and maintain relationships with students and families ● regularly communicate with students, families, and school personnel ● implement culturally responsive teaching practices ● make connections to the community ● provide students and families with resources <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only)

<p>f1, f3, f4, f5, f7, f9, f10,</p>	
<p>EDEC 4551: Field Experience 1, Infant and Toddler</p> <p>EDEC 4561: Field Experience 2, Preprimary</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p> <p>Intro letter</p> <p>f9,</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● communicate with students and families ● write a letter to families introducing themselves to the children and families before starting the field experience. This will be translated as need be in the families' home language. <p>Assessment</p> <ul style="list-style-type: none"> ● candidates will write an introduction letter about themselves for parents and families of the classroom in which they are placed.
<p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades,</p> <p>Newsletter</p> <p>f9, f10</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● discuss the needs and issues of the class and school with the mentor teacher. ● communicate with students and families ● provide resources and information to families ● write a newsletter to the families of children in the classroom providing information and strategies. This will be translated as need be in the families' home language. <p>Assessment</p> <ul style="list-style-type: none"> ● candidates will create a 1 page newsletter about the classroom and children for the families; this includes providing resources, tips, and information

Standard g	Content Selections in All Curricula	
<p>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:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Curate the curriculum. 2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources. 3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens. 4) Ensure assessments reflect the enriched curriculum that has embedded student identities. 5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations. 6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved. 7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum. 8) Ensure text selections reflect students' classroom, community, and family culture. 9) Ensure teacher and students co-create content that encourages critical</p>	<p>EDEC 4560: Curriculum, Literacy, and Exceptional Learners in Preprimary Grades</p> <p>Adapting Instruction with Culturally Responsive Pedagogy</p> <p>Assignment for lesson plan</p> <p>Application assignment</p> <p>Integrating Student Vernacular in the Classroom (Session, Reflection, and Application)</p>	<p>Students will: Be able to describe an independent learner, understand how our approach promotes independence (building confidence as learners and developing cognitive processing skills) for all learners, and articulate why setting up instruction in this way is in support of equity.</p> <p>The guiding questions for this work: What is an independent learner? What do “independent learners” have to do with equity? How does the belief that before students are asked to engage in complex learning tasks, they need to have a solid grasp of basic skills impact instruction?</p> <p>Resources for this learning: The pedagogy of poverty vs good teaching, the case for culturally relevant pedagogy, and teaching advanced skills to educationally disadvantaged students.</p> <p>Students will apply this learning to lesson planning for adjustment for CRT pedagogy.</p> <p>Session will consider the essential question: How can teachers leverage current and cultural vernacular appropriately to enhance instruction and retention? Objectives will be:</p> <ul style="list-style-type: none"> ● to identify how/when to appropriately integrate current language in curriculum; ● to understand the impact of using cultural slang in their role as a teacher. Participants will reflect on their responsibility in modeling code switching to students in various settings; ● to reflect on changes that can be made in the early childhood setting in field experiences;

thinking about culture and includes counternarratives to dominant culture.
 10) Use a resource tool to assess the curriculum and assessments for biases.
 11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.
 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>EDEC 4580: Science, Social Studies, & Math Methods in Early Childhood Education</p> <p>Social Studies project</p> <p>g2, g3, g5, g6, g7</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● engage in a discussion about the importance of and how there are different perspectives that people have ● review articles about perspectives, current events, stereotypes, etc. and research a topic in social studies for grades 1-3 (various events, people, etc.) ● find 4-5 different perspectives that different people/groups of people had during that time/event. ● create two Voki characters (showing perspectives of 2 different people or groups of people), a timeline of events, and a painting showing various perspectives of the event, as well as create a reflection outlining the perspectives and all of this information. <p>Assessment:</p> <ul style="list-style-type: none"> ● Candidates will engage in a class discussion and activities on viewing events from multiple perspectives ● Candidates will write a 2 page reflection on the different perspectives of the event ● Candidates will create 2 Voki characters (audio) that talk about two different perspectives ● Candidates will create a painting that illustrates the various perspectives of the event
<p>EDEC 3590: STEAM in Education</p> <p>Issues and Trends in STEAM paper</p> <p>g5</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● research a topic related to current issues and trends in STEAM (that pertains to diverse learners or the community) . They will examine articles with different perspectives on the issue. They will write a paper outlining the perspectives and reflect on the issue. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will write a 4 page reflection paper focusing on the issues and trends in STEAM analyzing multiple perspectives and sources.

<p>EDEC 3099: Developmentally Appropriate Practice in ECE Learning Environment Map and Paper</p> <p>g2, g8</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● evaluate examples and discuss characteristics of learning environments and materials for stereotypes and biases, as well as developmental appropriateness and inclusion of all types of learners, families, and the community ● create a classroom map showing a developmentally appropriate learning environment for a classroom PreK-2nd grade, as well as provide a written analysis and reflection of their map and other items. This involves evaluating and selecting diverse and authentic materials for the classroom. The learning environment must also be created to welcome diverse learners and families. <p>Assessment:</p> <ul style="list-style-type: none"> ● candidates will write a learning environment reflection paper (7 pages long) ● candidates will create a map of their learning environment that is connected to their learning environment map ● there will be a class discussion where the candidates evaluate and analyze materials and environments
<p>EDEC 3570: Assessment and Differentiated Instruction in ECE Chapter Learning Outcomes and Class activities</p> <p>g4 & g12</p>	<p>Candidates will:</p> <p>Throughout the course candidates are required to participate in various activities that require the reflection, discussion, and analysis of several forms of assessment included but not limited to: portfolios, standardized tests, teacher-made assessments, rubrics, checklists, running records, and authentic assessments. Candidates also consider individual student needs to determine ways to differentiate assessments in the early childhood classroom.</p> <p>Assessment:</p> <p>Chapter Learning Outcome responses and various class activities such as: Table of Specification, IEP goals assessment, portfolio review reflection, standardized testing examination and discussion, running records analysis, rubric and checklist creation, etc.</p>

<p>EDEC 4570: Literacy in Early Childhood Education Children's Literature Paper</p> <p>g8</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> • After reading and discussing current scholarship related to social justice in the primary classroom, candidates will find 3-4 children's books from selected resource lists. • These texts should align to one of the following social justice themes: <ul style="list-style-type: none"> • Self: Affirming and Understanding Identity • Home: Diversity in Family Structures • School: Friendships (kindness, connections, and self-regulation through relationships with similar and dissimilar peers) • Community: Nurturing a sense of belonging (neighborhoods, communities, belonging, & activism) • Global: Understanding the world (communities around the world, empathy for others, cultural understanding) • Your selections should be appropriate for the primary classroom • The paper requires candidates to synthesize the ways in which the topic of social justice is addressed in the children's literature and offer their critique. <p>Assessment:</p> <ul style="list-style-type: none"> • Candidates will write a traditional analysis (presenting and analyzing the books and how they address social justice issues) - 4 pages, double spaced, APA citations
<p>Choosing "Good" Books</p> <p>g10</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> • Using the research-based, student-created Choosing Good Books checklist, candidates will review 2-4 primary picture books for evaluation. Criteria include characters, images & illustrations, culture & diversity, and specific review items for either fiction or nonfiction texts. • Examples of evaluated criteria include: Characters: Non-white characters are portrayed equally on the page

		<p>as white characters (how much space do they take up);</p> <p>Images & Illustrations: Illustrations are high quality, with careful attention to accurate and authentic portrayals of culture as well as artistic elements of design; Culture & Diversity: Characters are portrayed in a positive and authentic way; ethnicity, language, gender, age, social classes, physical features, sexual orientation, and ability, reflecting today's diverse families: Fiction: Historical fiction should avoid providing a distorted view that newcomers brought "civilization" to the "New World" and thus improved Native ways of life; Nonfiction: The artwork and images provide historical, social, or cultural context for the text.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Students will complete 2-4 of the checklists and create a brief report to share their findings with their peers.
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Standard h	Student Representation in the Learning Environment
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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:

Standards	Assessment/ Methods	Strategy
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.	EDEC 4560: Curriculum, Literacy, and Exceptional Learners in Preprimary Grades Choosing Diverse Children's Literature in Early Childhood Classrooms Session (Explicit	Students will participate in a session entitled: Diverse Literature in Early childhood classrooms to increase the reading achievement in students of color. As a result of this session, students will understand the definition and impact of diverse children's literature, how to implement strategies to use the literature in the classroom, examples, and resources. Students will also apply this learning by researching

<p>3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.</p> <p>4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p>Instruction, Reflection, and Application)</p> <p>Integrating Student Vernacular in the Classroom (Session, Reflection, and Application)</p>	<p>and selecting quality diverse children’s literature, and explaining in a essay/reflection why the selected books meet the criteria, using the “Questions to ask” checklist.</p> <p>Session will consider the essential question: How can teachers leverage current and cultural vernacular appropriately to enhance instruction and retention? Objectives will be:</p> <ul style="list-style-type: none"> ● to identify how/when to appropriately integrate current language in curriculum; ● to understand the impact of using cultural slang in their role as a teacher. Participants will reflect on their responsibility in modeling code switching to students in various settings; ● to reflect on changes that can be made in the early childhood setting in field experiences;
	<p>EDEC 3099: Developmentally Appropriate practices in ECE</p> <p>Learning Environment Map and Reflection Paper</p> <p>h1, h3, h4</p>	<p>Candidates will:</p> <ul style="list-style-type: none"> ● evaluate examples and discuss characteristics of learning environments and materials for stereotypes and biases, as well as developmental appropriateness and inclusion of all types of learners, families, and the community ● create a classroom map showing a developmentally appropriate learning environment, as well as provide a written analysis and reflection of their map and other items. This involves evaluating and selecting diverse and authentic materials for the classroom. The learning environment must also be created to welcome diverse learners and families. <p>Assessment:</p> <ul style="list-style-type: none"> ● candidates will write a learning environment reflection paper (7 pages long) ● candidates will create a map of their learning environment that is connected to their learning environment map ● there will be a class discussion where the candidates evaluate and analyze materials and environments

<p>EDEC 4551: Field Experience 1, Infant and Toddler</p> <p>EDEC 4561: Field Experience 2, Preprimary</p> <p>EDEC 4571: Field Experience 3, Formal Lesson Plans</p> <p>h2, h3</p> <p>Literacy in Primary Grades</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● develop and write several lesson plans throughout the program in various field experiences and during student teaching. ● select and use materials that are representative of all learners and the community. ● We will add an area in our Early Childhood Lesson Plan Template where students are required to make a connection from their lesson to a CRTL standard or substandard. <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will create and/or select diverse and appropriate materials for the lesson plan and to be used in teaching the lesson plan in the classroom. ● Candidates will create lesson plans that will be implemented in the classroom. <ul style="list-style-type: none"> ○ Lesson plans are evaluated using the formal Lesson Plan Rubric, which is connected to CRTL standards
<p>Experience 1, Infant and Toddler, EDEC 4561: Field Experience 2, Preprimary</p> <p>EDEC 4571: Field Experience 3, Literacy in Primary Grades</p> <p>EDEC 4581: Field Experience 4, Math, Science, and Social Studies in Primary Grades</p> <p>EDEC 4999: Student Teaching in Early Childhood Education</p>	<p>Candidates will</p> <ul style="list-style-type: none"> ● promote and help create a positive and supportive environment that is inclusive for all learners and their families <p>Assessment</p> <ul style="list-style-type: none"> ● Candidates will be assessed using: <ul style="list-style-type: none"> ○ Danielson rubric - professionalism ○ Formal Teaching rubric ○ C-Past (for student teaching only)

Teaching &
Professionalism

h1, h4

EDEC 4570: Literacy in Early
Childhood Education

Final Project

h3

Candidates will:

- Determine texts and resources for students in their field class based upon interest inventory data collected from students. Candidates will choose a wide range of books reflecting the diversity of the students in their classroom.

Assessment:

- Candidates will create a website with texts and linked resources, which is shared with the mentor teacher and parents/guardians of the students