

# CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

## SECONDARY EDUCATION



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION  
**SUMMER 2024**



# Governors State University CRTL Design Matrix



<b>Program:</b>	<b>Secondary Education (English, Mathematics, Sciences, Social Sciences)</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><b>EDUC 4330 Principles of Science Education</b></p> <p><b>EDUC 4465 Methods of Teaching English</b></p> <p><b>EDUC 4380 Methods of Teaching in Social Science</b></p> <p><b>EDUC 4360 Principles of Secondary Mathematics Education</b></p> <p>During the first semester of all Secondary Education Methods courses, students have the following</p>	<p>Teaching Philosophy</p> <p>Candidates reflect on their self awareness with the development of their teaching philosophy, having to address the following questions and components:</p> <p>What teaching methods or strategies do you find most effective?</p> <p>How do you create a positive learning environment for your students?</p> <p>What values and principles guide your teaching approach?</p> <p>Discuss how you create an inclusive and engaging learning environment.</p> <p>Learning Plans with Supports</p>

<p>4) Include representative, familiar 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>assignments (CRTL Standard addressed is listed below each assignment):</p> <p>Teaching Philosophy #6, 7</p> <p>Lesson Plans with Supports #1</p> <p>Differentiated Instruction Assignment #1,2</p> <p>Reflective Essays and Biases #5, 6, 7, 10</p> <p>Diversity Presentation #3,8,9</p> <p>Lesson Plan Development #4</p>	<p>During this assignment, candidates address at least one of the following supports:</p> <ul style="list-style-type: none"> <li>Multi-Tiered System of Supports (MTSS)</li> <li>Response to Intervention (RtI)</li> <li>Positive behavioral interventions and supports (PBIS)</li> <li>Three-tiered supports</li> <li>Differentiated Instruction (DI)</li> <li>Universal Design for Learning (UDL)</li> </ul> <p>Differentiated Instruction Assignment: Candidates must complete the following:</p> <ul style="list-style-type: none"> <li>Identify differentiated instructional strategies appropriate for diverse P-12 students: gifted, English language learners, students with disabilities and educationally at-risk.</li> <li>Identify appropriate [modifications] and accommodations for students with diverse learning and cultural needs.</li> <li>Analyze the use of assistive technology (low to high tech) in the school/classroom environment.</li> </ul> <p>Reflective Essays on Bias Candidates must complete as many of the Personal Biases Surveys (Harvard Bias Test) as possible and write a reflective essay describing what they have learned about themselves and how they will address biases in their teaching.</p> <p>Diversity Presentation Candidates will select a diversity to study and present to the class. The following must be included:</p> <ul style="list-style-type: none"> <li>Who are the students?</li> <li>In what ways are these students diverse?</li> </ul>
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		<p>What are their unique characteristics?  How do these students identify themselves?  How do we identify these students in an educational setting?  What are the main concerns involving their education?</p> <p>Lesson Plan Development  Candidates are required to develop lesson plans that cover a variety of needs of students to include:  Differentiated needs of students  Revisions based on strategies that are effective for a diverse student body</p>
	<p><b>EDUC 499 Secondary Microteaching</b></p> <p>Descriptive Essay  #2,3,8</p>	<p>Descriptive Essay  Candidates are required to write a descriptive essay known as the context for learning, consisting of a description of the characteristics, demographics, and culture of the local school.</p>
	<p><b>EDUC 6520: ELLs, SEL and Content Reading</b></p> <p>Class Activity/Lesson  #2,5,10</p>	<p>Class Activity  Candidates must prepare a class activity that includes national content practice standards plus at least one of the following: conflict resolution, setting classroom norms, identity/self-efficacy, anti-bullying, or solving a moral dilemma. Your activity must be more than a lecture/discussion with your own students: plan a student-centered activity where students can practice appropriate behavior. Find a source in the library or a published article to help you justify the SEL content (try the psychology section).</p>
<p><b>Standard b</b></p>	<p><b>Systems of Oppression</b></p>	

**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 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</p>	<p><b>EDUC 6520: ELLs, SEL and Content Reading</b></p> <p>Redesign Unit Plan #4,7</p> <p>Text Modification #3</p> <p>Content area academic language assignment #4</p> <p>SEL Group Presentation #2,6,7</p>	<p>Redesign Unit Plan In the redesign of a unit plan, candidates reconsider their initial approaches by considering the learning experiences of students who are not part of the dominant culture. Candidates should be looking for ways that their initial plans did not consider normative experiences as a reinforcement of systems of inequity.</p> <p>Candidates review their unit plan designed for their methods class and re-design three of the lessons to make them more appropriate for diverse students. In particular, they redesign one of their lessons, paying particular attention to the principles of Universal Design. Another lesson will be re-designed to make it more explicitly a teaching reading activity. The last lesson must be redesigned in order to be explicitly appropriate for English Learners.</p> <p>Text Modification Candidates must write a report on your findings and suggest an alternative: reorganize/redesign the pages from the text, find a supplementary source that contains all the information necessary, or re-write the pages yourself so that the final product is appropriate to use in classrooms with students of many languages.</p>

<p>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>Content Area Academic Language Assignment Candidates must write a report that includes an analysis of the language issues particular to your content area.</p> <p>SEL Group Presentation After reading (to be provided), candidates discuss a dangerous or disruptive event you participated in or witnessed in a classroom. They then choose one of the ten essential ideas around SEL and present to the class one or more teacher action plans for the event that was described. Finally, students write a reflection of up to two pages (single spaced) describing the event, your group's action plan, and any insights you learned from presentation feedback</p>
	<p>EDUC 4340 Teaching Secondary School Science</p> <p>EDUC 4370 Teaching Secondary School Mathematics</p> <p>EDUC 4390 Methods of Teaching Social Science II</p> <p>EDUC 4465 Methods of Teaching English</p> <p>During the second semester of all Secondary Education Methods courses, students have the following assignments (CRTL Standard addressed is listed below each assignment):</p>	<p>Classroom Plan To respond to the emotional, social, and intellectual well being of future students, candidates will design a classroom plan that reflects a thoughtful professional teaching philosophy and positive classroom learning environment built upon interactions and teaching experiences during the field experience and micro-teaching. The plan must include a teaching, student learning, and grading philosophy.</p> <p>Disposition, Professionalism &amp; Timeliness Candidates are evaluated in the following areas: Demonstrates effective oral communication skills Demonstrates effective written communication skills Demonstrates professionalism Demonstrates a positive and enthusiastic attitude Demonstrates preparedness in teaching and learning</p>

	<p>Classroom Plan #3,4,6,7</p> <p>Disposition, Professionalism &amp; Timeliness #5,6,7,</p> <p>Online Portfolio #1</p>	<p>Exhibits an appreciation of and value for cultural and academic diversity Collaborates effectively with stakeholders Demonstrates self-regulated learner behaviors/takes initiative Exhibits the social and emotional intelligence to promote personal and educational goals/stability</p> <p>Online Portfolio This portfolio includes candidates' disposition and understanding as it relates to the impact of implicit bias, racism, discrimination, equity, etc. and the importance of inclusion in lesson plan development, classroom management and teaching philosophy</p>
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<b>Standard c</b>	<b>Students as Individuals</b>
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**Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.**

<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<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>3) Develop positive, strength-based</p>	<p><b>EDUC 4999: Student Teaching</b> Senior Capstone Danielson Evaluation-Domain 3 #1,7</p> <p>Danielson Evaluation-Domain 4 #2,3,4,5,6</p>	<p>Domain 3 Candidates are evaluated in the following areas during their semester of Student Teaching:</p> <p>3a Communicating About Purpose and Content • Purpose for Learning and Criteria for Success • Specific Expectations • Explanations of Content • Use of Academic Language</p>

<p>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>3c Engaging Students in Learning • Rich Learning Experiences • Collaboration and Teamwork • Use of Instructional Materials and Resources • Opportunities for Thinking and Reflection</p> <p>3d Using Assessment for Learning • Clear Standards for Success • Monitoring Student Understanding • Timely, Constructive Feedback</p> <p>3e Responding Flexibly to Student Needs • Evidence-Based Adjustments • Receptiveness and Responsiveness • Determination and Persistence</p> <p>Domain 4 Candidates are evaluated in the following areas during their semester of Student Teaching:</p> <p>4b Documenting Student Progress • Student Progress Toward Mastery • Shared Ownership • Maintaining Reliable Records</p> <p>4c Engaging Families and Communities • Respect and Cultural Competence • Community Values • Instructional Program • Engagement in Learning Experiences</p> <p>4d Contributing to School Community and Culture • Relational Trust and Collaborative Spirit • Culture of Inquiry and Innovation • Service to the School</p> <p>4e Growing and Developing Professionally • Curiosity and Autonomy • Developing Cultural Competence • Enhancing Knowledge and Skills • Seeking and Acting on Feedback</p> <p>4f Acting in Service of Students • Acting with Care, Honesty, and Integrity • Ethical Decision-Making • Advocacy</p>
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		<p>After candidates are assessed using Danielson they write a reflection on the overall experience and their ideas for improvement in their teaching philosophy, classroom management, student-parent relationship, etc.</p>
	<p>EDUC 4340 Teaching Secondary School Science</p> <p>EDUC 4370 Teaching Secondary School Mathematics</p> <p>EDUC 4390 Methods of Teaching Social Science II</p> <p>EDUC 4465 Methods of Teaching English</p> <p>Assessment Scenario and Parent Teacher Conference Script #2,3,4,6</p> <p>Classroom Plan #1,3,5,7</p>	<p>Assessment Scenario and Parent Teacher Conference Script Candidates are required to create a script as a foundational tool for use when discussing student success with parents and guardians.</p> <p>Classroom Plan To respond to the emotional, social, and intellectual well being of future students, candidates will design a classroom plan that reflects a thoughtful professional teaching philosophy and positive classroom learning environment built upon interactions and teaching experiences during the field experience and micro-teaching. The plan must include a teaching, student learning, and grading philosophy.</p>
	<p><b>EDUC 6520: ELLs, SEL and Content Reading</b></p> <p>Content Area Academic Language Assignment #1</p> <p>Text Modification #1</p> <p>Socratic Seminar/Group Facilitator</p>	<p>Content Area Academic Language Assignment Candidates must complete an assignment where they discuss the necessary language supports needed included the who, how and why they chose the supports they selected.</p> <p>Text Modification Candidates must choose a section from a current textbook from their content area and analyze it for appropriateness for ELL students. A written report of their findings and suggestion for an alternative: reorganize/redesign the</p>

	#7	<p>pages from the text should be included as well as any supplementary source that contains all the information necessary, or students may re-write the pages so that the final product is appropriate to use in classrooms with students of many languages</p> <p>Socratic Seminar/Group Facilitator Candidates are taught the foundational practices of Socratic Seminar and must use them in class and in the field during their Microteaching II semester. This provides an alternative option for assessing students and the ability to provide a variety of ways for their students to demonstrate leadership and character development.</p>
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<b>Standard d</b>	<b>Students as Co-Creators</b>
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**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>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>EDUC 4999: Student Teaching Senior Capstone Unit Plan #4,5</p> <p>Philosophy of Education #1,2,3,6</p> <p>Impact on Student Learning #1,4,5</p>	<p>Unit Plan</p> <p>Each candidate will individually produce a fully developed instructional unit appropriate for use in the secondary mathematics classroom. This unit will include five daily lesson plans, complete with statements of instructional objectives, Common Core Standards, specific curriculum content and materials, instructional strategies, and evaluation methods. The unit plan includes a cooperative learning lesson, technology lesson, and diversity lesson.</p>

- 4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.
- 5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).
- 6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.

#### Philosophy of Education

Candidates address the following questions and statements during this assignment:

- What are your beliefs about how children learn?
- What is the teacher's role in the classroom?
- How will your beliefs affect your teaching?
- What role will technology play in your classroom?

How will you reach all children in your classroom?  
How will you display your commitment to the following dispositions?

- Appreciation for diversity
- Commitment to ethical behavior
- Commitment to life-long learning
- Habits of mind that reveal reasoned eclecticism
- Commitment to life-long learning

#### Impact on Student Learning

Candidates must integrate what they have learned in many fields into a coherent whole. This includes not only the preparation and delivery of exemplary material but also the development of a comprehensive system of assessment. As a practicing teacher, candidates' goal should be not only to provide students with assessment data that measure attainment of course objectives but also to collect data that measure the effects of your course exercises on student learning.

#### Calculations

In order to measure the effects of your unit plan on student learning, you will need to conduct a pretest

		<p>and post-test that measures whether student learning has occurred. This instrument must be given before you begin teaching the designated unit. The questions on the pretest and posttest should be identical so that they may be compared before and after. Include a table with the pre- and post-test scores and the results of your calculations. This paper should be one page in length.</p> <p><b>Analysis of Learning Results</b>  Discuss the evidence obtained that indicates that each assessment you have implemented is appropriate and whether student learning has occurred among students of varying abilities. You should use the quantitative data from your pretest and posttest as well as any other grades you have collected on assignments. In addition, you may include student comments and other anecdotal data. This section should be one-half page in length.</p>
	<p>EDUC 4340 Teaching Secondary School Science</p> <p>EDUC 4370 Teaching Secondary School Mathematics</p> <p>EDUC 4390 Methods of Teaching Social Science II</p> <p>EDUC 4465 Methods of Teaching English</p> <p>Lesson Plan Creation  #5,6</p>	<p><b>Lesson Plan Creation</b>  Candidates develop lesson plans that include opportunities for students to work in small groups, lead and provide feedback to their peers as well as peer-to-peer rubrics and exit slips that give them an opportunity for personal analysis of their learning.</p>

	EDUC 4301 and 4302: Microteaching I and II Lesson Plan Delivery #2,4,5	Lesson Plan Delivery Candidates spend time observing in the classroom for 35+ hours taking note of the student population, environment, culture, and values, creating a lesson based on their observations and students dynamics, demographics and learning styles and also respond to feedback from their mentor teacher and supervising professor.
<b>Standard e</b>	<b>Leveraging Student Advocacy</b>	
<b>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:</b>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<ul style="list-style-type: none"> <li>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</li> <li>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</li> <li>3) Include students in the creation of an inclusive learning community with more opportunities for student expression.</li> <li>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</li> <li>5) Create a risk-taking space that</li> </ul>	<p>EDUC 4999 Student Teaching Senior Capstone</p> <p>Faculty Meetings, Professional Learning Activities, Family and Community Collaboration #1,4,7</p> <p>Philosophy of Education #3</p>	<p>Faculty Meetings, Professional Learning Activities, Family and Community Collaboration</p> <p>Candidates are required to participate in professional development meetings with other staff, training put in place by the school in which they are student teaching and participate in one family or community event. Each of these opportunities provide the opportunity for candidates to advocate for students, build relationships and communicate high expectations to students and parents.</p> <p>Philosophy of Education Candidates are required to develop a philosophy of education which includes their position on inclusion,</p>

<p>promotes student advocacy.          6) Research and offer student advocacy content with real world implications.          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>EDUC 6520: ELLs, SEL and Content Reading</p> <p>Reading in the Content Area/Socratic Seminar #2,5,6,8</p> <p>Prepare a Class Debate #3,5,6</p> <p>Specific SEL Assignment #1,2,4,7,8</p>	<p>diversity and how to create a student-centered classroom environment.</p> <p>Reading in the Content Area/Socratic Seminar          Candidates are required to participate, develop and model Socratic Seminars with their peers and students. This formal type of discussion is based on real world text and situation in which leaders of the group (they rotate each week) must ask open ended questions. Within the context of the discussion, participants listen to the comments of others, communicate their own opinions and thoughts, present their perspective, critically think, advocate for their position within a peer created safe space.</p> <p>Prepare a Class Debate          Candidates must design a 2-3 page lesson plan that includes reading strategies, ELL instruction, and SEL in which they will use to facilitate a debate in their content area to be conducted in a high school class.</p> <p>Specific SEL Assignment          Candidates must prepare a class activity that includes national content practice standards plus at least one of the following: conflict resolution, setting classroom norms, identity/self-efficacy, anti-bullying, or solving a moral dilemma. The activity goes beyond lecture/discussion and should be designed as a student-centered activity where students can practice appropriate behavior.</p>
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<b>Standard f</b>	<b>Family and Community Collaboration</b>	
<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>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<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</p>	<p>EDUC 4999 Student Teaching Senior Capstone</p> <p>Faculty Meetings, Professional Learning Activities, Family and Community Collaboration #1,2,4,6,9,10,11</p> <p>Philosophy of Education #5</p> <p>Grading and Parent Teacher Conferences #1,3,5,9,10</p>	<p>Faculty Meetings, Professional Learning Activities, Family and Community Collaboration</p> <p>Candidates are required to participate in professional development meetings with other staff, training put in place by the school in which they are student teaching and participate in one family or community event. Each of these opportunities provide the opportunity for candidates to advocate for students, build relationships and communicate high expectations to students and parents.</p> <p>During student teaching, Candidates are required to attend and participate in faculty meetings, work with Cooperating Teachers on curriculum development, collaborate with peers, and communicate with students and their families. Examples of these types of activities must be documented and should be included in student teaching portfolio, together with a reflection (one page) on how the activity impacted your becoming as a teacher</p> <p>For Faculty Meetings, Candidates can participate in faculty meetings and including the minutes or agenda from a meeting (scans or pictures in pdf are acceptable); in reflection, refer to the participants in the meeting, the nature of the meeting, the outcomes of the meeting, and its impact on learning as future teacher</p>

<p>recognizing, motivating, encouraging, and supporting student success and growth.</p> <p>6) Develop relationships with families and the community outside of the classroom setting.</p> <p>7) Foster students' cultural understanding and connection to the surrounding community.</p> <p>8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.</p> <p>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.</p> <p>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>		<p>For Professional Learning Activities (meetings with peers, teachers from the same building, teachers teaching the same content, conferences, workshops), describe the activity, its purpose, the outcomes, attach artifacts (e.g., lesson plans, assessments, curriculum planning and articulation, various analyses related to the teaching and learning process) worked together with peers, and refer to the impact of those activities on learning as a future teacher.</p> <p>For Family and Community Collaboration, refer to Cooperating Teacher for school or district activities/events (e.g., Math Family Night, Thanksgiving celebration), participate in one of those activities/events and write a narrative describing the activity/ event, its purpose and the impact it had on learning as future teacher.</p> <p>Philosophy of Education Candidates are required to develop a philosophy of education which includes their position on inclusion, diversity and how to create a student-centered classroom environment.</p> <p>Grading and Parent Teacher Conferences Candidates are required to grade student's work during the Student Teaching experience. Candidates communicate with students and parents about their success and areas for improvement.</p>
	<p>EDUC 6520: ELLs, SEL and Content Reading Performance Assessment #4,7 Project Presentation #4,5,7,9</p>	<p>Performance Assessment Candidates design a cross content area project/presentation for students to do in their class that incorporates Universal Design, cross-content academic language, ELL instructional strategies, content area reading, and socio-emotional learning [ALL of these]. Candidates focus different content areas into one project,</p>



		<p>finding a topic in sustainability/environmental science that allows them to cross multiple content areas. Candidates work with their peers to turn in a description of what the teacher and students are doing in this activity and how they will be graded.</p> <p>Project Presentation Candidates give a 30 minute presentation on the performance assessment they created. Presenters must model ELL instructional strategies as well as explain why and how their lessons are designed specifically for content reading, ELL instruction, academic language, and social-emotional learning (SEL).</p>
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<b>Standard g</b>	<b>Content Selections in All Curricula</b>
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**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>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
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	EDUC 4999 Student Teaching Senior Capstone  Faculty Meetings, Professional Learning Activities, Family and Community Collaboration #3,5  Student Teaching Portfolio #2,3,4,12	Faculty Meetings, Professional Learning Activities, Family and Community Collaboration Candidates are required to participate in professional development meetings with other staff, training put in place by the school in which they are student teaching and participate in one family or community event. Each of these opportunities provide the opportunity for candidates to advocate for students, build relationships and communicate high expectations to students and parents.

<p>embedded student identities.</p> <p>5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.</p> <p>6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.</p> <p>7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.</p> <p>8) Ensure text selections reflect students' classroom, community, and family culture.</p> <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>Impact on Student Learning #3,10,12</p>	<p>During student teaching, Candidates are required to attend and participate in faculty meetings, work with Cooperating Teachers on curriculum development, collaborate with peers, and communicate with students and their families. Examples of these types of activities must be documented and should be included in student teaching portfolio, together with a reflection (one page) on how the activity impacted your becoming as a teacher</p> <p>For Faculty Meetings, Candidates can participate in faculty meetings and including the minutes or agenda from a meeting (scans or pictures in pdf are acceptable); in reflection, refer to the participants in the meeting, the nature of the meeting, the outcomes of the meeting, and its impact on learning as future teacher</p> <p>For Professional Learning Activities (meetings with peers, teachers from the same building, teachers teaching the same content, conferences, workshops), describe the activity, its purpose, the outcomes, attach artifacts (e.g., lesson plans, assessments, curriculum planning and articulation, various analyses related to the teaching and learning process) worked together with peers, and refer to the impact of those activities on learning as a future teacher.</p> <p>For Family and Community Collaboration, refer to Cooperating Teacher for school or district activities/events (e.g., Math Family Night, Thanksgiving celebration), participate in one of those activities/events and write a narrative describing the activity/ event, its purpose and the impact it had on learning as future teacher.</p> <p>Student Teaching Portfolio Candidates complete a student portfolio at the end of their Student Teaching experience. This portfolio includes inclusive curriculum and lesson plans, the embedding of technology, best practices for ELL students and equitable assessments.</p>
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		<p>Impact on Student Learning  Candidates are responsible for preparing and delivering exemplary material and the development of a comprehensive assessment system. Candidates must be able to provide students with assessment data that measures attainment of course objectives that also provide data that measure the effects of their course exercises on student learning. Candidates have to complete calculations and assessment analysis in order to improve lesson plan development that leads to more equitable assessment.</p>
	<p>EDUC 4340 Teaching Secondary School Science</p> <p>EDUC 4370 Teaching Secondary School Mathematics</p> <p>EDUC 4390 Methods of Teaching Social Science II</p> <p>EDUC 4465 Methods of Teaching English</p> <p>Revision of Classroom Plan Assignment  #1,4,11</p>	<p>Revision of Classroom Plan Assignment  The learning philosophy statement should be changed to include a conscious inclusion of these learning standards. As students are placed into a school district, they should conduct research on the communities at the school. As they create their learning philosophies and teaching philosophies to distribute to families at the beginning of their student teaching semester, they should represent linguistic diversity when applicable.</p>
	<p>EDUC 6520: ELLs, SEL and Content Reading  Text Modification  #2,7,8</p> <p>Content Area Academic Language Assignment</p>	<p>Text Modification  Candidates must write a report on your findings and suggest an alternative: reorganize/redesign the pages from the text, find a supplementary source that contains all the information necessary, or re-write the pages yourself so that the final product is appropriate to use in classrooms with students of many languages.</p>

	#1,2,8  Prepare a Class Debate #6,9	Content Area Academic Language Assignment Candidates must write a report that includes an analysis of the language issues particular to your content area.
<b>Standard h</b>	<b>Student Representation in the Learning Environment</b>	
<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>		
<b>Standards</b>	<b>Assessment/ Methods</b>	<b>Strategy</b>
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.</p> <p>2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.</p> <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>EDUC 4340 Teaching Secondary School Science</p> <p>EDUC 4370 Teaching Secondary School Mathematics</p> <p>EDUC 4390 Methods of Teaching Social Science II</p> <p>EDUC 4465 Methods of Teaching English</p> <p>Revision of Classroom Plan Assignment #1,2,4</p>	<p>Revision of Classroom Plan Assignment</p> <p>The learning philosophy statement should be changed to include a conscious inclusion of these learning standards. As students are placed into a school district, they should conduct research on the communities at the school. As they create their learning philosophies and teaching philosophies to distribute to families at the beginning of their student teaching semester, they should represent linguistic diversity when applicable.</p>

<p>EDCP 2101: Introduction to Education Technology</p> <p>Digital Toolbox Creation #3</p>	<p>Digital Toolbox Creation</p> <p>Candidates are able to explore examples of digital tools to foster teaching and student learning via this collaborative activity. As a cohort, students will create a categorized technology toolkit box together with their peers. Students will explore ways to evaluate the effectiveness and appropriateness of resources in equitable ways that represent all members of the classroom community.</p>
<p>EDUC 4999 Student Teaching Senior Capstone</p> <p>Student Teaching Portfolio: Safe and Respectful Learning Environment #4</p>	<p>Student Teaching Portfolio</p> <p>For this component of the Student Teaching evaluation, candidates are working to “Actively involve learners to create and manage a safe and respectful learning environment through the use of routines and transitions, Establish and promote constructive relationships to equitably engage learners, AND “Uses research-based strategies to maintain learners’ attention (individual and whole group).” In order to demonstrate those competencies, students should provide evidence from their student teaching experience that reflects the CRTL mandates to “Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.”</p> <p>Candidates will: provide evidence of inclusivity in the classroom environment implemented during student teaching (i.e. photos of classroom, seating arrangements, displays of student work, etc)</p>

EDUC 6520: ELLs, SEL and  
Content Reading

Redesign Unit Plan  
#2,3

Redesign Unit Plan

In the redesign of a unit plan, candidates reconsider their initial approaches by considering the learning experiences of students who are not part of the dominant culture. Candidates should be looking for ways that their initial plans did not consider normative experiences as a reinforcement of systems of inequity.

Candidates review their unit plan designed for their methods class and re-design three of the lessons to make them more appropriate for diverse students. In particular, they redesign one of their lessons, paying particular attention to the principles of Universal Design. Another lesson will be re-designed to make it more explicitly a teaching reading activity. The last lesson must be redesigned in order to be explicitly appropriate for English Learners.